

Agenda

Lyon County School District Board of Trustees

A School Board Meeting of the Board of Trustees of Lyon County School District will be held Tuesday, November 19, 2024, beginning at 6:30 PM at the Yerington Intermediate School, at the Multipurpose Room Across Pearl Street from the School Entrance, 215 Pearl St., Yerington, NV 89447.

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.

Public Comment to the Lyon County School District Board of Trustees

In the event that you are unable to attend the LCSD Board of Trustees meeting, you may submit public comment by 3:00 pm the day before the board meeting by [clicking here](#). Public comment will be forwarded to all LCSD Trustees prior to the board meeting. Please note that this link is monitored for public comment only.

1. 6:30 PM CALL TO ORDER
2. PLEDGE OF ALLEGIANCE
3. WELCOME OF GUESTS
4. APPROVAL OF AGENDA
5. APPROVAL OF MINUTES 6
6. BOARD MEMBER REPORTS
7. ATTITUDE OF GRATITUDE 19
8. SUPERINTENDENT REPORT

9. PUBLIC PARTICIPATION: Items LISTED on the Agenda: At this time, the public is invited to address the Board on items listed on the agenda over which the Board has jurisdiction.

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 per agenda item with a maximum of ten minutes total. In consideration of others, avoid repetition or designate a spokesperson to speak on behalf of our group. 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 President.

10. **CONSENT AGENDA (FOR POSSIBLE ACTION):** Per LCSD Board Policy BDD: Board Meeting Procedures, 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

discussion. During this meeting, any member of the Board may request that an item be removed from the consent agenda, discussed, and acted upon separately.

| | |
|---|------------|
| A. Trustee Questions & Answers: This information will be posted after 12:00 pm the day of the board meeting if questions are asked. | |
| B. Budget Transfers | 29 |
| C. Request for Early Graduation/HSE (confidential) | |
| D. Personnel Reports | 31 |
| E. Travel | 35 |
| F. School Performance Plans | 86 |
| G. Class Size Reduction - Quarterly Report | 347 |
| H. IT Department Report | 356 |
| I. Northwest Regional Professional Development Program Annual Report | 358 |
| J. Memorandum of Understanding per AB245, Domestic Violence Intervention | 405 |
| K. District Financial Report | 437 |
| Vouchers 1109, 1124, 10054, ,1123, 1127, 1149, 1151, 1162 | |
| Checks 2532-2772 | |
| Total \$1,448,248.15 | |
| 11. END OF CONSENT AGENDA: MOTION TO APPROVE | |
| 12. ACCEPTANCE OF DONATIONS | 542 |
| 13. (For Possible Action) Discussion and possible action regarding JAG Nevada and a memorandum of understanding with LCSD. This item is being presented by Deputy Superintendent Dawn Huckaby and JAG NV Executive Director Dr. René Cantú. | 544 |
| 14. (For Possible Action) Discussion and possible action regarding the Junior Achievement Program. This item is being presented by Trustee Holly Villines, Yerington City Councilman Jerry Bryant, Junior Achievement of Northern Nevada Chief Executive Officer Len Stevens and Chief Operating Officer Kristen Reagan. | 566 |
| 15. (For Possible Action) Discussion and possible action regarding the FY24 Certified Financial Audit. This item is being presented by Executive Director of Operations Harman Bains and Fiscal Services Officer Kyle Rodriguez. | 580 |
| 16. (For Possible Action) Discussion and possible action regarding the appointment of an auditing firm to conduct the FY25 Certified Financial Audit. This item is being presented by Executive Director of Operations Harman Bains and Fiscal Services Officer Kyle Rodriguez. | 690 |
| 17. (For Possible Action) Discussion and possible action regarding updates from the Yerington and Smith Valley area principals Shannon Coombs, Scott Gillespie, Kathy Bomba-Edgerton, and Duane Mattice. | 691 |

18. **(For Possible Action)** Discussion and possible action regarding a report on the LCSD Class of 2024 Graduation Rates. This item is being presented by Executive Director of Education Services Jim Gianotti. **695**
19. **(For Possible Action)** Discussion and possible action regarding the results of the 2024 Spring assessments (CRT, SBAC, CTE, ACT, WIDA). This item is being presented by the Executive Directors of Educational Services Heather Moyle and Jim Gianotti. **698**
20. **(For Possible Action)** Discussion and possible action regarding revisions to the LCSD Policy JFCC: Safe and Respectful Learning Environment as a first reading. This item is being presented by Deputy Superintendent Dawn Huckaby. **815**
21. **(For Possible Action)** Discussion and possible action regarding revisions to the LCSD Policy GBBO: Staff Orientation as a first reading. This item is being presented by Executive Director of Human Resources BillieJo Hogan. **833**
22. **(For Possible Action)** Discussion and possible action regarding revisions to the LCSD Policy GBBP: Information Technology as a first reading. This item is being presented by Executive Director of Human Resources BillieJo Hogan. **835**
23. **(For Possible Action)** Discussion and possible action regarding revisions to LCSD Policy GBBPA: Social Networking as a first reading. This item is being presented by Executive Director of Human Resources BillieJo Hogan. **844**
24. **(For Possible Action)** Discussion and possible action regarding revisions to LCSD Policy GBBQ: Outside Employment as a first reading. This item is being presented by Executive Director of Human Resources BillieJo Hogan. **852**
25. **(For Possible Action)** Discussion and possible action regarding revisions to LCSD Policy GBBR: Employees with Communicable Disease including HIV as a first reading. This item is being presented by Executive Director of Human Resources BillieJo Hogan. **857**
26. **(For Possible Action)** Discussion and possible action regarding revisions to LCSD Policy GBBT: Workplace Safety as a first reading. This item is being presented by Executive Director of Human Resources BillieJo Hogan. **861**
27. **(For Possible Action)** Discussion and possible action regarding revisions to LCSD Policy GBBU: Use of Tobacco, Smoking, and Similar Products as a first reading. This item is being presented by Executive Director of Human Resources BillieJo Hogan. **863**
28. **(For Possible Action)** Discussion and possible action regarding revisions to LCSD Policy GBBV: Children, Animals, and Visitors in the Workplace as a first reading. This item is being presented by Executive Director of Human Resources BillieJo Hogan. **865**
29. **(For Possible Action)** Discussion and possible action regarding revisions to LCSD Policy GBBW: Reporting Arrests, Charges, Convictions, Investigations, and Change of License as a first reading. This item is being presented by Executive Director of Human Resources BillieJo Hogan. **867**

30. **(For Possible Action)** Discussion and possible action regarding revisions to LCSD Policy GBBX: Remote Work as a first reading. This item is being presented by Executive Director of Human Resources BillieJo Hogan. **872**
31. **(For Possible Action)** Discussion and possible action regarding deletion of LCSD Policy GBCH: Accumulation and Payment of Unused Paid Leave for Licensed Employees as a first reading. This item is being presented by Executive Director of Human Resources BillieJo Hogan. **879**
32. **(For Possible Action)** Discussion and possible action regarding revisions to the following LCSD Policies as a second and final reading. Recommended changes were made to Policy GBBE per the board's request and EDBB per feedback. No other changes were made after the first reading. Any member of the board may request that a policy be removed and acted upon separately.
- A. Policy GBBE: Drug and Alcohol-Free Workplace **881**
 - B. Policy GBBF: Prohibition of Workplace **903**
 - C. Policy GBBG: Criminal Defense Costs of Employees **908**
 - D. Policy GBBH: Employment of Relatives **910**
 - E. Policy GBBI: Conflict of Interest **915**
 - F. Policy GBBJ: Code of Ethical Standards **918**
 - G. Policy GBBK: Prohibited Activity **927**
 - H. Policy GBBL: Solicitation Prohibited **930**
 - I. Policy GBBM: Use of District Property **932**
 - J. Policy GBBN: Phone Policy **935**
 - K. Policy EDBB: Use of Cell Phones and other Electronic Devices. **940**
33. **(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 Cowee and Superintendent Tim Logan.
34. PUBLIC PARTICIPATION: Items not listed on the agenda: At this time, the public is invited to address the Board on items not listed on the agenda over which the Board has jurisdiction. 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 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, or designate a spokesperson to speak on behalf of your group. 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.
35. ADJOURN:

If you have questions or public records requests, please contact the LCSD Communications and Public Relations Officer at (Communications@lyoncsd.org).

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 Nevada Public Notice Website (<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 opportunities, 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 mheim@lyoncsd.org, or call (775) 463-6800 Ext. 10034 at least one week prior to the meeting.

MINUTES - October 22, 2024

Lyon County School District Board of Trustees

A meeting of the Board of Trustees of Lyon County School District was held October 22, 2024, beginning at 6:30 PM at Silver Stage High School Multipurpose Room, 3755 W. Spruce St., Silver Springs, NV 89429.

1. 6:30 PM CALL TO ORDER

President Cowee called the meeting to order at 6:30 pm.

2. PLEDGE OF ALLEGIANCE

The Pledge of Allegiance was led by Clerk Bridget Peterson.

3. WELCOME OF GUESTS

President Cowee welcomed everyone in attendance and introduced Silver Stage High School (SSHS) Student Body President William Engelman.

Board members in attendance were

President Phil Cowee

Clerk Bridget Peterson

Board Member Tom Hendrix

Board Member Neal McIntyre II

Board Member Sherry Parsons

Board Member Holly Villines

Board Member Darin Farr, via Zoom connection

Executive Cabinet members in attendance:

Superintendent Tim Logan

Deputy Superintendent Dawn Huckaby

Executive Director of Operations Harman Bains

Executive Director of Special Services Rachel Stewart

Executive Director of Education Services Heather Moyle

Executive Director of Education Services Jim Gianotti

Executive Director of Human Resources BillieJo Hogan

Staff and guests in attendance:

Fiscal Services Officer Kyle Rodriguez

Communications and Public Relations Officer Erika Cowger

Margaret Heim, Amber Taylor, Stephanie Coplan, Erin Korf, Alfredo Martinez, Jed Marciniak,

Monie Byers, Mason Fuller, Kali Kester, Ryan Wooldridge, Raleigh Fife, Lori Hancock, Shanna

Schroeder, Erin Stever, Elmer Bull, Kim Bull, Phil Wooley, Ann Johnson, Gazille Willis, Crystal

White, Claire Crawford, Lori Rittenhouse, Allura Addington, Lorrان Johnson, Thorin Johnson, Jace

Ragsdale, Russell Hancock, Eithan Mueller, Craig Collier, Greg Clausen, Don Lattin, Dawn Carson,

James Whisler

4. APPROVAL OF AGENDA

Trustee Villines made a motion to approve the agenda as presented.
Trustee McIntyre II seconded.
With no further discussion, the motion carried 7-0.

5. APPROVAL OF MINUTES

Clerk Peterson made a motion to approve the minutes as presented.
Trustee Villines seconded.
With no further discussion, the motion carried 7-0.

6. BOARD MEMBER REPORTS

The board members reported on various items of interest.

Trustee Hendrix spoke about a visit to SSSH and enjoyed seeing science classes held outside.

Trustee McIntyre II attended multiple community fundraisers and school athletic events. He attended a Student Attendance Advisory Board (SAAB) committee meeting and reported that there are already ideas to explore to improve attendance in schools.

Trustee Parsons spoke about a Fernley Top Dog K9 unit winning first place and she congratulated them.

Clerk Peterson attended multiple Dayton school volleyball and football homecoming games and a Lyon County Health and Human Services meeting. This group will host multiple holiday services for the community. She encouraged the trustees to attend the upcoming NASB conference.

Trustee Villines attended school visits in Yerington, the ribbon cutting for the new Kiss-n-Drop and noted the improved flow of traffic. She attended a Junior Achievement Program meeting. They discussed financial literacy classes that will be held at Yerington High School (YHS) in coordination with Econ classes. She thinks this is a great opportunity for all of our high schools to participate in. She would like a presentation for the board on this topic.

President Cowee attended the Silver Springs Fall Festival with educational opportunities for students. He attended a Construction Career Day in Reno for middle and high school students and the Boys and Girls Club (BGC) Awards dinner in Fernley. He attended school visits in Yerington, the ribbon cutting for the new Kiss-n-Drop and the graduation for Eagle Ridge High School students. In Smith Valley, he visited the career fair put on by the Rotary Club which involved many grade levels with up to 3 careers presented in each classroom. He participated in the Fernley schools walk-throughs. Lastly, he read his email to Trustee Hendrix regarding transparency and information regarding the the deputy superintendent job description.

Trustee Hendrix stated he has emails that have gone unanswered. He would like an explanation regarding the deputy superintendent job description.

7. ATTITUDE OF GRATITUDE

The board members read notes of gratitude written by students across the district.

8. SUPERINTENDENT REPORT

Superintendent Logan introduced SSHS Student Body President William Engelman. William spoke about the upcoming Halloween Bash on Oct. 30 for the elementary school, with games and a "Haunted Hall", put on by the leadership class.

Superintendent Logan thanked SSHS and Chartwells for having the meeting. He attended the Yerington Kiss-n-Drop and reported that it is much safer for students and staff. He reported on the meeting for state superintendents who met with Governor Lombardo about school finance, programs, and accountability. He said it was a positive conversation. He presented information at the Interim Finance Committee (IFC) about SB231 funds. LCSD is on track in dispersing these funds to our employees.

Principals Erin Korf, Jed Marciniak, and Amber Taylor introduced their new staff.

9. **PUBLIC PARTICIPATION:** Items LISTED on the Agenda: At this time, the public is invited to address the Board on items listed on the agenda over which the Board has jurisdiction. 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 per agenda item with a maximum of ten minutes total. In consideration of others, avoid repetition or designate a spokesperson to speak on behalf of our group. 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 President.

James Whisler spoke on item # 17, 21, 22, 24, 26 bundled together. He came to ask the board to censure board member Phil Cowee. Mr. Whisler feels Trustee Cowee violates the Code of Ethics. Mr. Lattin explained that this was not on the agenda and there is a procedure for those not following the policy.

Mr. Whisler shared his view that the code of ethics is not being followed. He feels something should be done.

Trustee Parsons addressed Mr. Lattin regarding the last meeting, on a topic and vote that was not on the agenda.

Public comment continued and Mr. Whisler reported that candidates were compared to Douglas County. He listed several grievances regarding campaigning and the board.

10. **CONSENT AGENDA (FOR POSSIBLE ACTION):** Per LCSD Board Policy BDD: Board Meeting Procedures, 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 discussion. During this meeting, any member of the Board may request that an item be removed from the consent agenda, discussed, and acted upon separately.

A. Trustee Questions & Answers: This information will be posted after 12:00 pm the day of the board meeting if questions are asked. No questions were asked.

B. Budget Transfers

C. Request for Early Graduation/HSE (confidential)

D. Personnel Reports

E. Quarterly Enrollment Report

F. Quarter 2 Class Size Reduction

G. Memorandum of Understanding - LCEA and LCSD - SB231

H. Travel
I. IT Department Report
J. District Financial Report
Vouchers 1048, 1062, 1064, 1098, 1105
Checks #2389 - 2531
Total \$1,330,647.14

11. END OF CONSENT AGENDA: MOTION TO APPROVE

Trustee Villines made a motion to approve the consent agenda as presented.
Clerk Peterson seconded.
With no further discussion, the motion carried 7-0.

12. ACCEPTANCE OF DONATIONS

Trustee McIntyre II made a motion to accept the generous donations made to our schools.
Trustee Farr seconded.
With no further discussion, the motion carried 7-0.

13. (For Possible Action) Discussion and possible action regarding the results of the Nevada Educator Performance Framework. This item is being presented by Executive Director of Human Resources BillieJo Hogan.

The Nevada Educator Performance Framework (NEPF) is the state's system used to carry out the evaluation of teachers and administrators annually. The supporting documents are a comparison of Lyon County School District (LCSD) teachers and those across the state with an overview of highlights. A great percentage of teachers were rated as highly effective which benefits student learning in positive ways. The NEPF survey for teachers and administrators was also conducted and showed that most felt the evaluation was fair and valuable for impacting student learning. Clerk Peterson made a motion that the Board of Trustees approve the report on the Nevada Educator Performance Framework results.
Trustee McIntyre II seconded.
With no further discussion, the motion carried 7-0.

14. (For Possible Action) Discussion and possible action regarding updates from the Silver Springs area principals. This item is being presented by principals Erin Korf, Jed Marciniak, and Amber Taylor.

The Silver Springs area principals, Erin Korf, Jed Marciniak, and Amber Taylor shared highlights from the past school year and this year's goals.

15. (For Possible Action) Discussion and possible action regarding revisions to the LCSD Policy EDBB: Use of Cell Phones and other Electronic Devices as a first reading.

Last month the board had a discussion regarding use of cell phones in the school setting. As a result, a survey was launched to get the opinions of parents and guardians. The results of the survey

showed almost half of those who took the survey were concerned or very concerned about the impact of cell phones on students' focus during school. 82% showed support for some sort of limitation on cell phone use during school. With the data shown on the supporting documents, the revisions to Policy EDBB include limitation of cell phone use during instruction time, defined as the start of school until dismissal for grades K - 8. For grades 9-12, instructional time would be defined as the time in a classroom or class period.

It was determined that the policy gives discretion to the teachers for individual exceptions. There was discussion regarding consistency for all grades for student mental health, the option to limit access even more, or altogether, during school to reduce distraction. Some trustees approved the language as revised, encouraging responsibility in the older grades with less limitation imposed in high school.

Trustee Villines made a motion to approve the revisions to Policy EDBB: Use of Cell Phones and other Electronic Devices.

It was seconded by Trustee McIntyre II.

With no further discussion, the motion carried 6-1. Trustee Hendrix voted nay.

16. **(For Possible Action)** Discussion and possible action regarding revisions to the LCSD Policy GBBE: Drug and Alcohol-Free Workplace as a first reading. This item is presented by Executive Director of Human Resources BillieJo Hogan.

Background, legislation changes and recommendations from POOLPACT are the purpose for the changes to each of the following policies presented as a first reading.

The revisions to Policy GBBE: Drug and Alcohol-Free Workplace provide clearer guidelines, ensuring all employees understand responsibilities and expectations, creating a more professional working environment.

Trustee Villines suggested adding Fentanyl, and Ketamine specifically to item 18, Testing Guidelines.

They discussed the potential economic savings to the district regarding the post-accident drug testing when property damage reaches \$3000 rather than \$500.

Clerk Peterson made a motion to approve the revisions to Policy GBBE: Drug and Alcohol-Free Workplace with Trustee Villines' suggestions as a first reading.

Trustee Parsons seconded.

With no further discussion, the motion carried 7-0.

17. **(For Possible Action)** Discussion and possible action regarding revisions to the LCSD Policy GBBF: Prohibition of Workplace Violence as a first reading. This item is presented by Executive Director of Human Resources BillieJo Hogan.

Revisions to Policy GBBF: Prohibition of Workplace Violence include the addition of the term "property" in relation to violence or threats of violence that occur on property connected to the school district.

Clerk Peterson made a motion to approve the revision to Policy GBBF: Prohibition of Workplace Violence.

Trustee Villines seconded.

With no further discussion, the motion carried 7-0.

18. **(For Possible Action)** Discussion and possible action regarding revisions to LCSD Policy GBBG: Criminal Defense Costs of Employees as a first reading. This item is presented by Executive Director of Human Resources BillieJo Hogan.

Policy GBBG: Criminal Defense Costs of Employees was revised to reinforce that the district will support employees when they act in good faith while performing their jobs, providing for reasonable legal costs incurred in defending themselves.

Trustee Villines made a motion to approve the revisions to Policy GBBG: Criminal Defense Cost of Employees as a first reading.

Clerk Peterson seconded.

With no further discussion, the motion carried 7-0.

19. **(For Possible Action)** Discussion and possible action regarding revisions to LCSD Policy GBBH: Employment of Relatives as a first reading. This item is presented by Executive Director of Human Resources BillieJo Hogan.

Changes to Policy GBBH: Employment of Relatives include the addition of the consanguinity and affinity relationship chart, providing clear guidelines and ensuring better compliance. The chart is now attached to policy.

Clerk Peterson made a motion to approve the revisions to Policy GBBH: Employment of Relatives as a first reading.

Trustee McIntyre II seconded.

With no further discussion, the motion carried 7-0.

20. **(For Possible Action)** Discussion and possible action regarding revisions to LCSD Policy GBBI: Conflict of Interest as a first reading. This item is presented by Executive Director of Human Resources BillieJo Hogan.

The revision to Policy GBBI: Conflict of Interest eliminates the assumption of the number of people involved in regards to the policy and ensures a standard of professionalism.

Trustee Villines made a motion to approve the revisions to Policy GBBI: Conflict of Interest as a first reading.

Trustee McIntyre II seconded.

With no further discussion, the motion carried 7-0.

21. **(For Possible Action)** Discussion and possible action regarding revisions to LCSD Policy GBBJ: Code of Ethical Standards as a first reading. This item is presented by Executive Director of Human Resources BillieJo Hogan.

The revisions to the Policy GBBJ: Code of Ethical Standards include the most recent edition of the National Association of State Directors of Teacher Education and Certification Code of Ethics. It clarifies the requirements in order to comply with ethics in government as provided by the state commission on ethics.

Trustee Villines made a motion to approve the revisions to Policy GBBJ: Code of Ethical Standards as a first reading.

Trustee McIntyre II seconded.
With no further discussion, the motion carried 7-0.

22. **(For Possible Action)** Discussion and possible action regarding revisions to LCSD Policy GBBK: Political Activity as a first reading. This item is presented by Executive Director of Human Resources BillieJo Hogan.

The revision to Policy GBBK: Political Activity includes clarifying language for employees campaigning, or elected or appointed to public office, what they can do and cannot do, and to comply with state law.

Trustee McIntyre II made a motion to approve the revision to Policy GBBK: Political Activity as a first reading.

Clerk Peterson seconded.

With no further discussion, the motion carried 7-0.

23. **(For Possible Action)** Discussion and possible action regarding revisions to LCSD Policy GBBL: Solicitation Prohibited as a first reading. This item is presented by Executive Director of Human Resources BillieJo Hogan.

Policy GBBL: Solicitation Prohibited as a first reading. Additions use the abbreviation for Collective Bargaining Agreement (CBA), and allow representatives of employee benefit programs to meet with employees during designated work times at approved locations.

Trustee McIntyre II made a motion to approve the revision to Policy GBBL: Solicitation Prohibited as a first reading.

Trustee Villines seconded.

With no further discussion, the motion carried 7-0.

24. **(For Possible Action)** Discussion and possible action regarding revisions to LCSD Policy GBBM: Use of District Property, Premises, and Searches as a first reading. This item is presented by Executive Director of Human Resources BillieJo Hogan.

Revisions to Policy GBBM: Use of District Property, Premises, and Searches include "Searches" in the title and details parameters for personal items on district property, and clarifies the prohibition of allowing students access to employee keys and equipment. There is also language about searching district property.

A receipt would be a list of items for evidence.

Clerk Peterson made a motion to approve the revision to Policy GBBM: Use of District Property, Premises, and Searches as a first reading.

Trustee Farr seconded.

With no further discussion, the motion carried 7-0.

25. **(For Possible Action)** Discussion and possible action regarding revisions to LCSD Policy GBBN: Phones and Other Communication Devices as a first reading. This item is presented by Executive Director of Human Resources BillieJo Hogan.

Policy GBBN: Phones and Other Communication Devices is with regard to employees and does not extend to students. It has been revised to clarify the expectations for using cell phones and other communication devices during business hours to comply with state and federal laws.

Clerk Peterson made a motion to approve revisions to Policy GBBN: Phones and other Communication Devices as a first reading.

Trustee Villines seconded.

Trustee Parsons commented on who should have cell phones and she would like to see prices before approving the policy.

There was discussion that the eligible employee may request the use of their personal phone in lieu of a district-owned phone, and be reimbursed up to 75% of the district's monthly service charge. The policy states which employees are eligible, as it is not every employee. Employees working in the field, not at a site with a district site phone, are eligible. Those who's job requires immediate availability are eligible.

With no further discussion, the motion carried 5-2. Trustees Hendrix and Parsons voted nay.

26. **(For Possible Action)** Discussion and possible action regarding revisions to the following LCSD Policies as a second and final reading. No changes were made to these policies after the first reading. Any member of the Board may request that a policy be removed and discussed and acted upon separately.

No changes were made since the first reading approvals.

There was discussion about background checks. Only employees, those being considered for employment, would have background checks.

Trustee Villines made a motion to approve the policies presented as a second reading.

Clerk Peterson seconded.

With no further discussion, the motion carried 7-0.

A. Policy GB: Employment and Compensation as a second and final reading.

B. Policy GBA: Extra Duty Supplemental or Contracts as a second and final reading.

C. Policy GBB: Fair Employment Practices as a second and final reading.

D. Policy GBBA: Prevention of Sexual Misconduct toward Students as a second and final reading and deletion of Policy JHG: Suspected Abuse or Neglect of Child.

E. Policy GBBB: Employee Dating as a second and final reading.

F. Policy GBBC: Employee Bullying as a second and final reading.

G. Policy GBBCA: Genetic Information Non-discrimination Act as a second and final reading.

H. Policy GBBD: Employee Disabilities as a second and final reading.

I. Policy GBBD A: Reasonable Accommodation for Victims of Domestic Violence or Sexual Assault as a second and final reading.

J. Policy GBBD B: Pregnancy, Childbirth, Related Medical Conditions as a second and final reading.

K. Policy JG: Student Discipline as a second and final reading.

27. **(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 Cowee and Superintendent Tim Logan.

Next meeting is November 19, 2024 at YIS.
Spring 2024 assessment,
Graduation rates
Jr. Achievement presentation
JAG Nevada presentation
School Performance Plans
Yerington and Smith Highlights
Financial Audit
JFCC first reading
G policies first and second readings
Trustee McIntyre II is interested in an update on PILOT LIFE Program
Trustee Parsons would like discussion on the budget transfers

28. PUBLIC PARTICIPATION: Items not listed on the agenda.

Greg Clausen, Wellington resident, spoke on the transparency of the board, records requests, and the deputy superintendent job description requirements. His comments are attached.
Phil Wooley, Dayton parent, spoke about parent communication with students and the cell phone policy.

29. ADJOURN: Meeting adjourned at 8:29 pm.

The notice for this meeting was posted on October 16, 2024, at Lyon County School District Administrative Office, Lyon County School District websites (<http://lyoncsd.org>) and the Nevada Public Notice Website (<http://notice.nv.gov>) in accordance with NRS 241.020 (3) (b).

Lyon County School District Statement of Nondiscrimination and Accessibility

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Public Comment

Jeff Church

Email Address

RenoTaxRevolt@sbcglobal.net

Subject of Comment

Quality of Education Report Cards are out

Lyon County School District

Board of Trustees

Dear All:

I am a non-Lyon County resident concerned about education in Nevada and I run WatchdogJeff.com. Poor quality of education is a statewide problem and I appreciate all that you Trustees do, practically for free. But time to step up to the plate. Where do we send the Last Place trophy?

The US News High School ranking is out and I was surprised to see Lyon's dismal rankings! <https://www.usnews.com/education/best-high-schools/nevada/districts/lyon-county-school-district/yerington-high-school-12317> Yerington High School dead last (Sorry White Pine). Lyon's Silver Stage was 10th from the bottom and honorable mention to Fernley also in the bottom 20. Short version; I urge Lyon and NASB to address Quality of Education as priority #1 not lobbying. The Quality of Education (QofE) is dismal.

DETAILS: The good folks at NASB know how I feel. Their past agendas ignored improving education and were focused elsewhere. I think they got the memo. The Quality of Education in Nevada is bad, bad, bad. The Nevada Report Card is out as is the US News High school rankings. Other sources of measurement are also bad. For example, Nevada ranks last in ACT scores and I suspect that Lyon is below the state average at 17.3.

Turning to the Nevada Report Card, 2024: <https://nevadareportcard.nv.gov/DI/nv/lyon/2024> Over 38% chronic absenteeism! Under 10% of high school kids are math proficient, 27% in English. Again where do we send the trophy? Fernley has 44% absenteeism.

Still with such low scores, how does Lyon County improve?

First, no more rearranging deck chairs on the Titanic. Major action is needed and now. Let NASB and NASS know that education is Job #1! Make every board meeting about QofE! I don't see a single item on your Oct 22 agenda that is actionable on QofE.

Get parents 100% involved. Personally, I think real field trips to see what's out there can open a child's eyes to succeed. Perhaps most important is to realize that both Credit Recovery and Restorative Discipline (aka restorative Justice) are a failure. Governor Lombarado said so on discipline!

Joe will immediately work with the Legislature to get rid of Steve Sisolak's dangerous restorative justice policies, which have mandated that violent students can no longer be suspended or

expelled. ...Joe will increase school choice options by expanding access to charter schools, opportunity scholarships, and education saving accounts (ESAs)....Joe will bring accountability back to our education system by addressing how Nevada's school boards are constructed to ensure all students are represented, and our school board members uphold their responsibility to Nevada's next generation

So where will we be a year from now? I urge you to act now and consider the above options. Give NASB their marching orders or get out of NASB. (Last year payment to NASB: Lyon \$13,564.29) and tell NASB to get us out of the radical National School Board Association that calls us domestic terrorists and wanted the FBI to investigate parents and that, as of today, supports transgender sports and scholarships with your Lyon County money! Lyon, NASS and NASB should not support National in any way!

Is Lyon County a member of National, please say no! If NASB and NASS don't represent the goals (QofE) of Lyon, get out!

As I close, sometimes parody is the best form of realization. Please look up the Grundy County School District U tube, hilarious but so true. https://www.youtube.com/watch?v=Sbhra_AQqGI

Thank you for reading. No to Credit Recovery, No to Restorative Justice. Yes to a better quality of Education!

*Jeff Church
WatchDogJeff.com
RenoTaxRevolt@Sbcglobal.net*

PUBLIC COMMENT — FEARFUL BOARD MAJORITY (OCT 22, 2024)

Mr. Cowee / Superintendent Logan,

Why is this present Board majority so afraid of transparency?

Why do you force citizens to invoke the Nevada Public Records Act to obtain the simplest of documents?

Could it be because the latest public record request revealed that the watered-down Deputy Superintendent qualifications — attached for public reference — are terrible optics for this present Board majority?

To review the bidding, before Dec 2023, there were three "Licenses and Certifications" required for our Deputy Superintendent, but Superintendent Logan — who said he was "the person responsible for making the change," watered it down to one requirement: A driver's license.

Just as this present Board majority did not search for a world-class Superintendent to Make Lyon County Schools Great Again, Superintendent Logan made anyone with a driver's license a candidate for Lyon County Deputy Superintendent.

Have things become so bad in our School District that we are afraid to search for the best Superintendent? But instead, we settle for a "Next In Line" approach that gives us the "Next In Line" Superintendent and the "Next In Line" Deputy Superintendent based on requirements that any sixteen year old could meet?

We can do better, and we can Save Lyon County Schools — Vote for Parsons, Carson, Jones, and Whisler!

Thank you.

Best regards,
Greg Clausen
District V / Wellington

N.B. Submitted to Lyon County School District Board of Trustees President Cowee Oct 22, 2024 per NRS 241.035.1(d):

"Each public body shall keep written minutes of each of its meetings, including . . . a copy of the prepared remarks if the member of the general public submits a copy for inclusion."

Nov 2023 Deputy Superintendent Job Requirements

Licenses and Certifications:

1. Must possess or be able to acquire a Nevada school administrative endorsement.
2. Must possess or be able to acquire a Nevada teaching license.
3. A valid driver's license that allows the employee to legally operate a motor vehicle in Nevada.

Lyon County School District

Revised 12/2012

3

Dec 2023 Deputy Superintendent Job Requirements

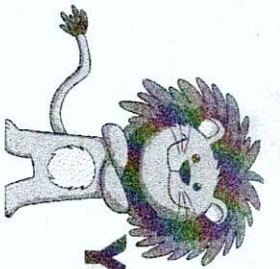
Licenses and Certifications:

1. A valid driver's license that allows the employee to legally operate a motor vehicle in Nevada.

Lyon County School District

Revised 12/2023

3



YERINGTON
ELEMENTARY
SCHOOL

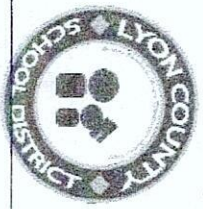
Attitude of Gratitude

My name is Charles B and I am successful at my school, Yerington

Elementary because of my teacher, Mrs. Young.

I want to thank him/her for:

Showing me how to be respectful
responsible, & safe at all times including
recess, lunch, & the classroom. She also
helped me with my work.





Attitude of Gratitude

My name is Miley Saunders and I am successful at Yerington High School
because of Mr. Brand.

I want to thank him/her for

helping me whenever I am stuck and for always making
sure I stay on task. I also really enjoy the
projects we do.



Attitude of Gratitude

My name is Hannah Langley and I am successful at

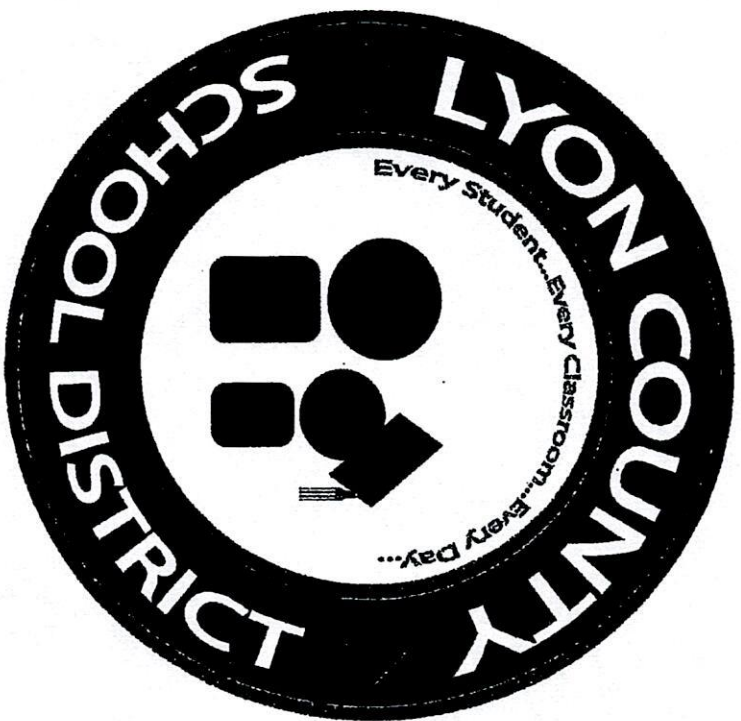
student name

Silver Stage Middle because of Mrs. Leach

school name

teacher/staff member's name

I want to thank him/her for Listening to my weird stories,
Always cheering me up, being the W.F.B
Leader, putting the weird photos I send in
the year book! And always staying
positive.

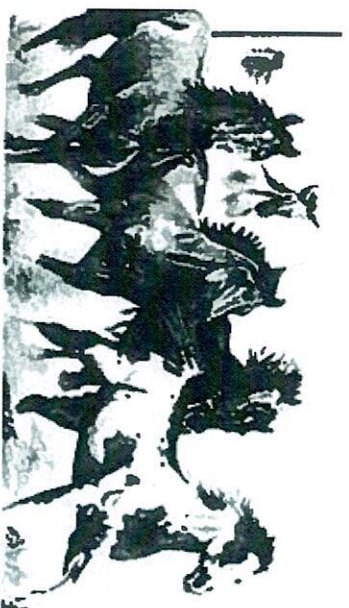


Signed:

Hannah Langley

student signature

Sutro Elementary



Attitude of Gratitude

My name is Albise MARIC JEFFCOAT and I am successful at Sutro Elementary School
because of MRS: ETS.

I want to thank him/her for

helping with math I could understand her very well

Big Thank You!





Attitude of Gratitude

My name is Mrs P Johnson's Class and I am successful at East Valley Elementary School because of Miss Subrina.

I want to thank him/her for

she helps us get to our class when we
are lost.





ATTITUDE OF GRATITUDE

My name is Ediya and I
am successful at Fernley Intermediate School because
of Mr. Cooper.

I want to thank him/her for
helping around the school
also making us feel
safe at the school all being
very sunny.



ATTITUDE OF GRATITUDE

My name is Adam and I
am successful at Fernley Intermediate School because
of Mrs. Shoemaker.

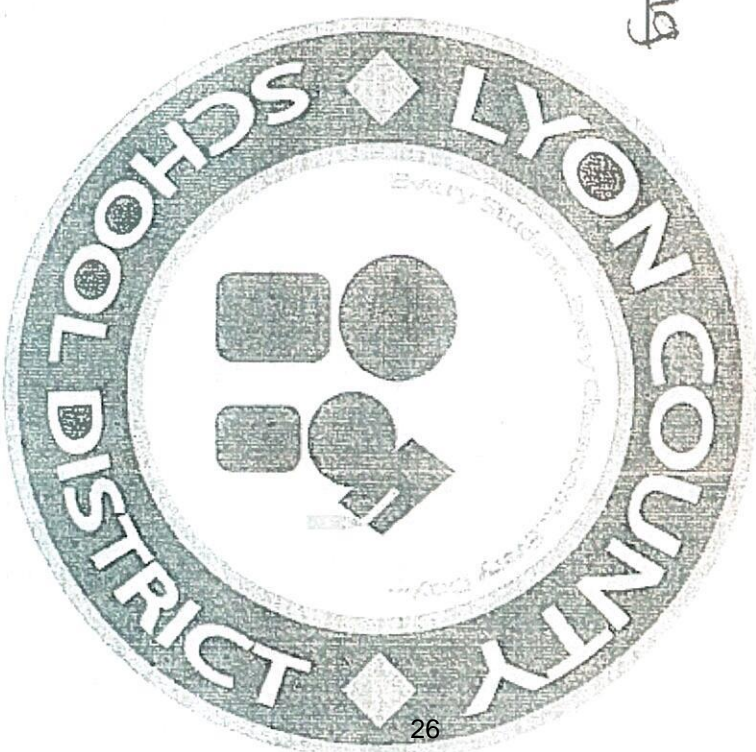
I want to thank him/her for,
helping me at P.E.

Attitude of Gratitude

My name is Grace Wright and I am successful at _____
student name

Dayton High because of Mrs. Fife
school name teacher/staff member's name

I want to thank ~~her~~ her for being very understanding
and helpful in all classes. I also wanna
thank her for always having a positive
attitude no matter the day. She makes
class interesting, and is one of the only
teachers I look forward to seeing on a
day to day basis.



Signed: Grace Wright
student signature

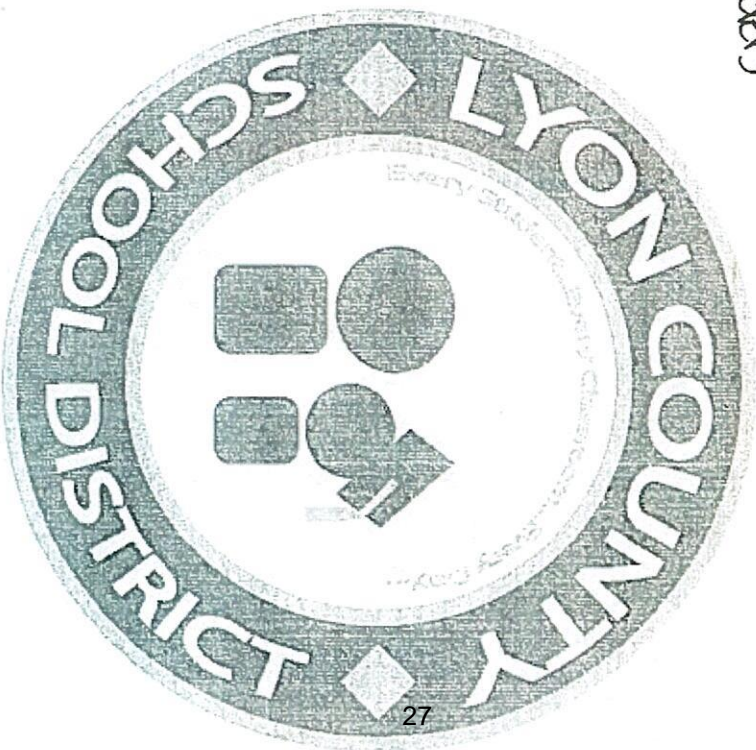
Attitude of Gratitude

My name is Ahose Prashin and I am successful at _____
student name

Durston High because of Ms. Michelle & Mr. Childers
school name teacher/staff member's name

I want to thank him/her for all their hardwork that
you put in for us. All the recipes are
so fun to make and delicious. I love every
minute of that class. You guys always
make me smile and laugh.

Signed: Ahose Prashin
student signature



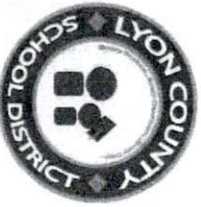


Attitude of Gratitude

My name is Taketha Schneider and I am successful at East Valley Elementary School because of Mrs. Salo.

I want to thank him/her for

I want to thank her for teaching me Rocket math, Addition, and Subtraction. I also want to thank her for being the best 4th grade teacher I have ever had. That is why I want to thank Mrs. Salo.



Lyon County School District Consent Agenda

Date: November 19, 2024
To: Board of School Trustees
From: Kyle Rodriguez, Fiscal Service Officer
Re: November Budget Transfer

Recommendation:

The Board of Trustees accepts the November Budget Transfers for the General Fund.

Background Information:

Per NRS 354.598005 section 5 (b); “Budget appropriations may be transferred between functions, funds or contingency accounts in the following manner, if such a transfer does not increase the total appropriation for any fiscal year and is not in conflict with other statutory provisions:

(b) The person designated to administer the budget may transfer appropriations between functions or programs within a fund, if:

- (1) The governing body is advised of the action at the next regular meeting; and
- (2) The action is recorded in the official minutes of the meeting.”

Budget Considerations:

There is no net increase in budgeted appropriations for these transfers, which are between functions as allowed by state law.

Discussed at Previous Meeting:

On October 22, 2024, the board of trustees accepted the budget transfer report, which authorized budget transfers between programs or functions for the General Fund.

On September 24, 2024, the board of trustees accepted the budget transfer report, which authorized budget transfers between programs or functions for the General Fund.

Attachment(s):

Attachment A – Budget Transfer Report

Lyon County School District
FUND 100 - General Fund
BUDGET TRANSFER SUMMARY REPORT
For the period ending 11/12/2024

| Program | Function | Final Budget | Prior Net Transfers | Current Period Transfers | | Revised Appropriations |
|--|---|-----------------------|-----------------------|--------------------------|--------------------|------------------------|
| | | | | Increase | Decrease | |
| 1000 Instruction Services | | | | | | |
| 100 Regular Programs | | \$ 50,906,000 | \$ (300,000) | \$ - | \$ (26,000) | \$ 50,580,000 |
| 300 Vocational & Technical Programs | | 2,531,000 | | - | - | 2,531,000.00 |
| 900 Extra Curricular Activites | | 2,347,000 | | - | - | 2,347,000.00 |
| | Total Instruction Services | \$ 55,784,000 | \$ (300,000) | \$ - | \$ (26,000) | \$ 55,458,000 |
| 000 Undistributed | | | | | | |
| 2000 Support Services | | | | | | |
| | 2100 Student Support Services | 4,508,000 | (96,178) | - | - | 4,411,822 |
| | 2200 Instructional Staff Support Services | 2,516,000 | | - | - | 2,516,000 |
| | 2300 General Administration Services | 2,483,000 | (255,000) | - | - | 2,228,000 |
| | 2400 School Administration Services | 10,591,000 | (650,000) | - | (4,000) | 9,937,000 |
| | 2500 Central Services | 6,862,000 | (123,822) | - | - | 6,738,178 |
| | 2600 Operation and Maintenance Services | 17,007,000 | (1,242,000) | 30,000 | - | 15,795,000 |
| | 2700 Student Transportation Services | 6,657,000 | (225,000) | - | - | 6,432,000 |
| | Total Support Services | \$ 50,624,000 | \$ (2,592,000) | \$ 30,000 | \$ (4,000) | \$ 48,058,000 |
| 4000 Facilities Acquisition & Construction Services | | | | | | |
| | 4300 Architectural & Engineering Services | - | 917,000 | - | - | 917,000 |
| | 4500 Building Acquisition and Construction | 200,000 | (100,000) | - | - | 100,000 |
| | 4600 Site Improvements | 225,000 | - | - | - | 225,000 |
| | 4700 Building Improvements | 225,000 | 2,075,000 | - | - | 2,300,000 |
| | Total Facilities Acquisition & Construction Services | \$ 650,000 | \$ 2,892,000 | \$ - | \$ - | \$ 3,542,000 |
| | 6200 Fund Transfers | 21,290,000 | \$ - | - | - | 21,290,000 |
| | 6300 Contingency (Budget Only) | \$ 1,300,000 | - | - | - | 1,300,000 |
| | Total Fund Applications | \$ 22,590,000 | \$ - | \$ - | \$ - | \$ 22,590,000 |
| | Total Fund Applications | \$ 129,648,000 | \$ - | \$ 30,000 | \$ (30,000) | \$ 129,648,000 |

*Cross-functional transfers in this fund are to re-align budgeted expenditures across functions based on the final outcome of project costs.

LYON COUNTY SCHOOL DISTRICT LICENSED

PERSONNEL REPORT LIC 1101 – November 19, 2024

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 |
|-------------------|----------|-----|-----|--|-----------|------------------------------|
| Dayton Elementary | Teacher | | X | (A.Magnante) | 11/4/24 | Karon Dutcher |

SEPARATIONS:

| SCHOOL/SITE | POSITION | EFF. DATE | EMPLOYEE |
|------------------------|----------|-----------|----------------|
| Dayton Elementary | Teacher | 11/08/24 | Aaron Factor |
| East Valley Elementary | Teacher | 11/22/24 | Jessica Davis |
| Yerington Intermediate | Teacher | 12/20/24 | Tracy Chandler |

LYON COUNTY SCHOOL DISTRICT

CLASSIFIED

PERSONNEL REPORT CL 1101– November 19, 2024

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 |
|-------------------------------|--|-----|------|-----------------------------------|-----------|------------------------------|
| Cottonwood Elementary | Paraprofessional | | X | (J. Connor) | 10/01/24 | Airam Duenez |
| Cottonwood Elementary | Custodian Lead | | X | (N. Smith) | 11/18/24 | Sean Pratt |
| Dayton Elementary | Paraprofessional | | X | (D. Snyder) | 11/12/24 | Tina Colon |
| Dayton Elementary | Paraprofessional | X | | IEP Required | 10/30/24 | Linda Fry |
| Fernley High | College and Career Readiness Coach | X | | New allocation | 10/30/24 | Robert Jacobson |
| Fernley High | Paraprofessional | X | | IEP Required | 11/4/24 | Aubrey McManness |
| Fernley High | Paraprofessional | | X | (S. Berumen) | 11/4/24 | Nichalus Williams |
| Fernley Intermediate | Interventionist | X | | New allocation | 11/04/24 | Devin Johnson |
| Riverview Elementary | Paraprofessional | | X | (T. Schuh) | 10/22/24 | Breanna Spracklin |
| Silver Stage Middle | Custodian | | X | (T. Adams) | 10/21/24 | Paul Shaw |
| Silver Springs Transportation | Bus Driver | | X | (B. VanNorsdall) | 10/28/24 | Cherie Auradou |
| Silverland Middle | Paraprofessional | X | | IEP Required | 10/31/24 | Angelica Crow |
| Silverland Middle | Paraprofessional | X | | IEP Required | 11/1/24 | Kamaryn Gibson |
| Smith Valley School | College & Career Readiness Interventionist | X | | New allocation | 10/21/24 | Marla Gleason |
| Sutro Elementary | Paraprofessional | | X | (S. Factor) | 10/15/24 | Nichole Russell |
| Yerington Elementary | Paraprofessional | X | | IEP Required | 11/12/24 | Robin Rinehart |
| Yerington Intermediate | Paraprofessional | X | | IEP Required | 11/4/24 | Iris Hancock |
| Yerington Intermediate | Paraprofessional | | X | (F. Dennis) | 11/18/24 | Jarley Vazquez |

SEPARATIONS:

| SCHOOL/SITE | POSITION | EFF. DATE | EMPLOYEE |
|------------------------|-----------------------------|-----------|-----------------------|
| Dayton High | Custodian | 11/6/24 | Augustino Tavita |
| Dayton High | Custodian | 11/12/24 | Crystal Wright |
| District Office | Groundskeeper and Transport | 11/22/24 | Anthony Pagniello Jr. |
| Fernley High | Custodian | 11/22/24 | Robert Diltz |
| Silver Stage Middle | School Nurse | 10/18/24 | David Owings |
| Yerington Intermediate | Paraprofessional | 10/31/24 | Dystany Williams |

| | DAC | Description | Name |
|----|-------------------------------|---|----------------------------|
| 1 | DAYTON HIGH SCHOOL | Xduty - Class Advisor 9 .5 FTE | SANTOS, MAREN |
| 2 | | | |
| | DAYTON HIGH SCHOOL | Xduty - Class Advisor 9 .5 FTE | STAUNTON-WILLIAMS, HEATHER |
| 3 | DAYTON HIGH SCHOOL | Xduty - Football Assistant | ENGLE, KEEGAN G |
| 4 | DAYTON HIGH SCHOOL | Xduty - Band Director HS | VEDOVA, AMBER |
| 5 | DAYTON HIGH SCHOOL | Xduty - Band Director Marching Pep HS | VEDOVA, AMBER |
| 6 | DAYTON HIGH SCHOOL | Xduty - Choir Director HS | VEDOVA, AMBER |
| 7 | SILVER STAGE MIDDLE SCHOOL | Xduty - Activity Director MS .5 FTE | LEACH, RACHEL |
| 8 | SILVER STAGE MIDDLE SCHOOL | Xduty - Academic Fair, School MS | LEACH, RACHEL |
| 9 | FERNLEY HIGH SCHOOL | Xduty - MTSS Program Facilitator .5 FTE | BOSCH-WHITNEY, AMY |
| 10 | SILVER STAGE MIDDLE SCHOOL | Xduty - Academic Fair, School MS | DALLIMORE, MEAGAN L |
| 11 | | | |
| | YERINGTON INTERMEDIATE SCHOOL | Xduty - Basketball Boys 7 | PICOTTE, JEREMY |
| 12 | SILVER STAGE MIDDLE SCHOOL | Xduty - Basketball Boys 7 | WILEY, JOSHUA M |
| 13 | SILVER STAGE MIDDLE SCHOOL | Xduty - Academic Olympics Advisor MS | VARNADOE, DAVID B |
| 14 | YERINGTON HIGH SCHOOL | Xduty - Class Advisor 9 | ALDRIDGE, AMANDA |
| 15 | YERINGTON HIGH SCHOOL | Xduty - Play Director HS Fall | CERVANTES, ASHLEY L |
| 16 | SILVER STAGE MIDDLE SCHOOL | Xduty - Intramurals MS | ALLRED, CHELSEA L |
| 17 | SILVER STAGE MIDDLE SCHOOL | Xduty - Academic Olympics Advisor MS | VARNADOE, DAVID B |
| 18 | SILVER STAGE MIDDLE SCHOOL | Xduty - Intramurals MS | BRYDEN, TIFFANY R |
| 19 | SILVER STAGE MIDDLE SCHOOL | Xduty - Basketball Boys 8 | VARNADOE, DAVID B |
| 20 | SILVER STAGE HIGH SCHOOL | Xduty - Football Assistant | VON LINSOWE, CODY |
| 21 | DAYTON HIGH SCHOOL | Xduty - Baseball Head | KINNEY, JEREMY D |
| 22 | SILVER STAGE HIGH SCHOOL | Xduty - Basketball Boys HS Assistant | ORNELAS, LOGEN B |
| 23 | SILVER STAGE HIGH SCHOOL | Xduty - Basketball Girls HS Head | MARCHESE, MICHAEL A |
| 24 | FERNLEY HIGH SCHOOL | Xduty - Softball Assistant | DUNN, KAYLEA |
| 25 | FERNLEY HIGH SCHOOL | Xduty - Golf Boys | KNUTSON, CADE F |
| 26 | FERNLEY HIGH SCHOOL | Xduty - Wrestling HS Assistant | SLOAN, ANFERNEE |
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Lyon County School District
Volunteer Report

November 19, 2024

| | School Site | Volunteer Position | Name |
|---|------------------------|-----------------------------|------------------------|
| 1 | Silver Stage High | Track Volunteer | Leia Devencenzi |
| 2 | Silver Stage High | Football Volunteer | Leia Devencenzi |
| 3 | Silver Stage High | Basketball Volunteer | Leia Devencenzi |
| 4 | East Valley Elementary | Farming Classroom Volunteer | Vivien Fleck |
| 5 | Fernley Intermediate | Classroom Volunteer | Julia Henandez- Garcia |
| 6 | Silverland Middle | Boys Basketball Volunteer | Oscar Aguilar |
| 7 | Dayton High | Girls Basketball Volunteer | Daniel Eary |
| 8 | Fernley High | Wresling Volunteer | Thomas Chapin |
| 9 | Fernley High | Wresling Volunteer | Amador Leija |
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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 Download & TYPE the following information.

| | | | |
|-------------------------|---|------------------|---------------------------|
| Staff Member: | <u>Kristen Anders-Garcia</u> | School: | <u>Fernley Elementary</u> |
| Conference: | <u>World Class Instructional Design Assessment conference</u> | Staff Assignment | <u>EL teacher</u> |
| Do not use acronyms | | | |
| Location of Conference: | <u>Pittsburgh, PA</u> | Dates Attended: | <u>Oct. 15-18</u> |

General Overview: Do not use acronyms

The annual WIDA conference consists of the 41 member states who use WIDA as the language screener tool and yearly language development test to assess English language proficiency in listening, speaking, reading, and writing. The conference invites pre-K-12 grade educators who support multilingual students to learn, share, and support each other as well as their students, districts, and communities.

How will this impact student learning in a positive way?

Many sessions are available for educators to choose from depending on what grade levels they work with, or position they are in. Sessions examine research-based strategies and instructional practices on topics that align with the conference theme: Bridging Cultures, Empowering Multilingual Voices. Topic areas include:

- *social justice and equitable opportunities
- *family and community engagement
- *bi/multilingual education
- *assessment and multilingual learners
- *professional learning in schools and districts
- *specific populations of multilingual learners
- *early childhood (pre-K-3)
- *effective instructional practices
- *implementation of WIDA ELD (English language development)
- *Program Administration and Policy

How will I implement what I learned and how will I share

this information with my colleagues?

I will present information from my sessions at my monthly English Language (EL) meeting. I will also incorporate what I have learned during my monthly co-teacher meetings at my site where I discuss our EL students, strategies, and supports with the classroom teachers who have the EL students. I will also continue to advocate and support these students when discussing our data during grade level collaboration and at our SPP (school performance plan) committee meetings when looking at schoolwide goals and data related to our EL population.

Other Comments:



Site Principal/Supervisor Approval

11/8/24

Date



Deputy Superintendent Approval

11-8-24

Date

*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 Download & TYPE the following information.

Staff Member: BillieJo Hogan School: DO
Conference: American Association of School Administration Personnel Staff Assignment Executive Director of HR
Do not use acronyms Location of Conference: Seattle, WA Dates Attended: 10/15-10/18

General Overview: Do not use acronyms

This conference was one of the most impactful I've attended in recent years. It brought together human resources departments from school districts across the U.S. and focused exclusively on issues relevant to K-12 education. The general sessions were both uplifting and insightful, emphasizing the importance of fostering connections, leveraging rewards to attract and retain staff, and enhancing the HR department's public perception. Some notable sessions I attended included: managing sexual misconduct in schools, which provided a practical prevention and response checklist; understanding and addressing the teacher shortage; security and privacy training; AI tools for HR leaders; utilizing Frontline to track teacher attendance and leave; how total rewards can drive engagement and improve teacher retention; and a creative session on using TV clips to make staff trainings more interactive and engaging.

How will this impact student learning in a positive way?

Bringing the insights from this conference back to our HR team is essential to driving teacher recruitment and retention, both of which are critical to supporting student learning. Leveraging rewards and fostering stronger connections among teachers can significantly reduce turnover, by as much as 59%. Prioritizing emotional, physical, and financial support for our staff is key to our culture, and we should continue to promote and enhance these efforts. Additionally, addressing the teacher shortage requires creative solutions and a collaborative approach. By starting these initiatives earlier in the year and actively marketing our district, we can better position ourselves to attract and retain top talent.

How will I implement what I learned and how will I share

this information with my colleagues?

To effectively share these insights with our HR team, I'll start by organizing a team meeting dedicated to discussing key takeaways from the conference. During the meeting, I'll highlight the potential impact of strengthening teacher connections through targeted rewards. We'll discuss practical ways to enhance emotional, physical, and financial support for our staff, reinforcing our culture of well-being. I'll also lead a brainstorming session on creative, collaborative solutions to the teacher shortage, including a timeline for launching early marketing initiatives to better attract top talent. Additionally, we'll develop action steps to incorporate these strategies into our recruitment and retention processes, ensuring alignment with our district's goals and values

Other Comments:

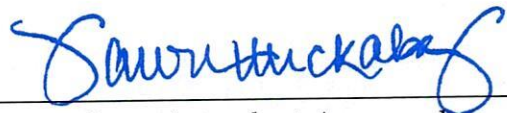
Thank you for allowing me the opportunity to attend the conference.

BillieJo Hogan

Site Principal/Supervisor Approval

10/27/24

Date



Deputy Superintendent Approval

10/28/24

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 Download & TYPE the following information.

| | | | |
|-------------------------|-------------------------------|------------------|-------------------------|
| Staff Member: | <u>Korina Santos</u> | School: | <u>YIS</u> |
| Conference: | <u>WIDA Annual Conference</u> | Staff Assignment | <u>EL teacher</u> |
| Do not use acronyms | | | |
| Location of Conference: | <u>Pittsburgh, PA</u> | Dates Attended: | <u>Oct. 15-18, 2024</u> |

General Overview: Do not use acronyms

The WIDA conferemces was held in Pittsburgh, PA. I was very excited to attend, as many of the sessions being offered were about things that I really wanted to learn more about. Unfortunately, when we got there, the classes I had registered for, had not saved or were not in the system. I was told that I would have to choose other sessions, as the ones that I had signed up for were full. While that was frustrating, I was able to find some sessions that were very informative and relevant to what I teach. The venue was in a wonderful place, and it was a great experience to be able to talk and collaborate with so many different educators from all over the country. The diversity in the students that are EL learners and what their backgrounds and cultural experiences are, is amazing.

How will this impact student learning in a positive way?

I learned different strategies for working with long-term EL learners, that help them to work towards goals and identify what their areas of need are. I feel that this will benefit student learning in a positive way, by helping students with their self-reflection and understanding of the areas they need to improve on, within the four language domains of reading, writing, speaking and listening. By collaborating with other like-minded educators, we were able to share the strategies that work best for student learning and student success. I also had the opportunity to learn SIOP strategies and how they work within the WIDA framework. We were able to discuss co-teaching and how to most effectively implement it within our schools. I feel that by creating positive co-teacing experiences, we will be able to impact our students in many positive ways, by having that cohesive unit in the classroom.

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

I will implement the goal sheet that I received while at the conference, where students closely examine their WIDA ACCESS scores from previous years, and use those to drive their goals for the upcoming test in January and February of 2025. We learned that giving the WIDA ACCESS practice test to your entire staff is a very effective way for them to see what kind of test their EL learners are taking, and how they can support their learners in the classroom. I am excited to hopefully use a staff meeting or PD to give our staff a deeper understanding of this, and how they can use the CAN DO descriptors in the classroom to create differentiated instruction for their EL learners, based on what their students can do.

Other Comments:

I am very appreciative for the opportunity to go to the WIDA Annual Conference. It is always wonderful to collaborate, share and learn new ideas and strategies from excellent educators from all over the country. Thank you very much for this opportunity.



Site Principal/Supervisor Approval



Deputy Superintendent Approval

11-4-24

Date

11-4-24

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 Download & TYPE the following information.

| | | | |
|-------------------------|-------------------------------|------------------|---------------------------------|
| Staff Member: | <u>Heather Moyle</u> | School: | <u>District Office</u> |
| Conference: | <u>Annual WIDA Conference</u> | Staff Assignment | <u>Director of Ed. Services</u> |
| Do not use acronyms | | | |
| Location of Conference: | <u>Pittsburgh, PA</u> | Dates Attended: | <u>October 15-18, 2024</u> |

General Overview: Do not use acronyms

This year's conference was full of resources, advice and instructional practices for teachers to take back to the classroom. My colleagues attended many of these sessions and found them invaluable. You always know it is a great conference, when all of your colleagues are continuing the dialogue during dinner each night.

I attended several outstanding sessions that supported district-level administrators, but one of the most powerful "take-aways" for me from this conference was one of the keynote speakers, Quiara Alegria Hudes who showed how language is at the center of all we do. She is the Pulitzer Prize-winning playwright of "Water by the Spoonful," author of the memoir "My Broken Language" and screenwriter for the major motion picture "In the Heights." Quiara grew up in a multilingual home where language "lit [her] up as a child." She shared her journey, which was beautifully aligned with the theme of this year's conference, Bridging cultures, empowering multilingual voices. The most powerful thing she said was that, "No one in my family spoke the same level of English or Spanish, there were other languages that bridged those gaps, like body language."

I was able to gain resources and build networks in many of my sessions including unleashing multilingual learner success with program evaluations in rural districts, using the power of professional learning communities(PLCs) for multilinguals in co-taught classrooms, creating a resource bank for newcomers and supporting multilingual learners with the most significant cognitive disabilities.

How will this impact student learning in a positive way?

One of the major themes of this conference was the importance of building trusting relationships with our EL students to support, not only their English language acquisition, but their grade-level academic content acquisition, simultaneously. Through our district co-planning/co-teaching model, we will continue to support this process.

We will support our general education and EL teachers by showing them how to combine elements of the Objective Focus Sheet and the WIDA Alternate Proficiency Level Descriptors and Alternate Can Do Descriptors to create and scaffold a lesson plan for multilingual learners with the most significant cognitive disabilities.

Finally, we will continue to stay the course with supporting all of our teachers in the English Language Development Framework as we meet monthly with our EL teachers to support them in implementing this framework in the classroom with their students.

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

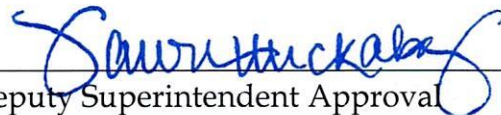
My colleagues, Sandra Garner, Kristen Anders and Korina Santos were able to share some of the great resources and ideas with our district EL teachers just a few days after returning from the conference and will continue to share during our monthly meetings. I also shared some of the gems that I received from this conference as well as the opportunity to validate the work they are doing every day in Lyon CSD and how it is imperative to stay the course. I recently shared the information I received from the session I attended, "Increasing Gifted Universal Screen Effectiveness through Equitable Processes for the Underserved", with our district gifted and talented teachers during our monthly meeting. We were able to look at the ways other districts have been able to use components of the Cogat Universal Screener to identify gifted EL learners and other screeners, as well.

Other Comments:

The WIDA annual conference is and always has been one of the best professional development opportunities I have ever participated in. The quality of the sessions and the impact of the keynote speakers is remarkable. Thank you for this opportunity!



Site Principal/Supervisor Approval



Deputy Superintendent Approval

11-8-24

Date

11-8-24

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 Download & TYPE the following information.

| | | | |
|-------------------------|--|------------------|--|
| Staff Member: | <u>Sandra Garner</u> | School: | <u>District Office</u> |
| Conference: | <u>World- Class Instructional Design and Assessment (WIDA)</u> | Staff Assignment | <u>English Language Implementation</u> |
| Do not use acronyms | <u>Pittsburgh, Pennsylvania</u> | Dates Attended: | <u>October 15-18</u> |
| Location of Conference: | <u></u> | | <u></u> |

General Overview: Do not use acronyms

The World-Class Instructional Design and Assessment (WIDA) conference provided many opportunities to listen, collaborate, and be inspired by colleagues working with English Language Learners.

Many sessions were offered including Learner Portraits: Strategies for Implementing WIDA's Big Ideas, Using Guidance and Data to Inform the Instruction of Multilingual Learners, What's right for my student? Making decisions about accommodations on ACCESS for English Language Learners, MTSS for Linguistically and Culturally Diverse students: Lessons from the Field, District Design: An Implementation Model of the WIDA Standards Framework, and Lessons Learned and Not Learned from Lau vs. Nichols.

The two sessions, Learner Portraits: Strategies for Implementing WIDA's Big Ideas and What's right for my student? Making decisions about accommodations on ACCESS for ELLs, provided information that helped me realize the next step that I need to take in providing in depth information for our English Language program in Lyon County.

How will this impact student learning in a positive way?

The Learner Portraits: Strategies for Implementing WIDA's Big Ideas session provided examples that are specific to English Language Learners, when it comes to looking at a student's portrait as a learner. I will be providing student templates to the English Language Learner team in order for them to ask other questions regarding their English Learners, outside of just test scores. For example, asking for the students language assets when interviewing parents and general assets that the student brings as a person. These will also be shared with classroom teachers in order for everyone to have an overall understanding of our language learners; portrait of a learner.

During the session, What's right for my student? Making decisions about accommodations on ACCESS for ELLs, I was provided some insight on how our state language assessment is scored. It really answered some of the questions I had regarding certain language domains that seemed to be lower scoring than expected. Also, information on the technology side, specifically when it came to headphone use and laptops, was very helpful. Knowing this information will give our ELs an opportunity to assess fairly utilizing the appropriate technology, so that assessing their language skills becomes the focus .

How will I implement what I learned and how will I share

this information with my colleagues?

I provided the information, regarding technology and testing best practices, at the October EL meeting. As a team, we discussed how we can help our ELs use microphones correctly and other opportunities the students can be provided with in the classrooms. We briefly discussed and will resume the discussion, at the November meeting, involving best testing practices for ELs.

I will add the Learner Portrait template and the new components, assets our learners already have, to our January meeting. In the past, we have provided language data and strategies to our teachers, but we really need to focus on the overall student.

Other Comments:

The World-Class Instructional Design and Assessment (WIDA) conference always provides new and useful information regarding the strategies, best practices, and current assessment details. As the specialist for the district, I find this helpful so our English Language team can move forward in providing useful information when collaborating with their classroom teachers and giving their students an opportunity to showcase their language skills in an assessment.



Site Principal/Supervisor Approval



Deputy Superintendent Approval

11/6/24

Date

11/6/24

Date

LYON COUNTY SCHOOL DISTRICT
TRAVEL REQUEST

NOTE: See LCSD Board Policy DG: Travel Policy for all requirements.

Name(s) of Attendees Tzeitel Borbon

SCHOOL Fernley High School

NAME OF CONFERENCE: (Do Not Use Acronyms) Southwest Conference on Language Teaching 2025 (SWOLT)

(ATTACH conference program information and provide website address)

CITY/STATE OF CONFERENCE: Chandler (Phoenix), AZ

DATE OF DEPARTURE: 01/22/25 (evening) DATE OF RETURN: 01/25/25 (evening)

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
Performance Plan Related to a specific program/course Other

Provide a detailed description below of the focus of the conference, and how attending will have a positive impact on climate, culture, and student learning.

The Southwest Conference on Language Teaching is a regional world language teachers' organization that hosts an annual conference in partnership with state world language teacher associations. The participating states in SWCOLT are Arizona, California, Colorado, Hawaii, Nevada, New Mexico, Oklahoma, Texas, and Utah. The purposes of the organization include:
-Disseminating and publicizing information, data, and materials which promote, develop, and enhance the study and teaching of languages together with their literatures and cultures
-Recognizing and publicizing excellence in second language study and teaching
-Promoting the work and interest of state language organizations
-Cooperating with state, national, and international organizations whose purpose is to enhance second language study and teaching.

I am serving my 2nd year on the NV PLAN state board and was accepted to present a workshop at the SWCOLT Conference this coming year. I have been very active in second language acquisition and research (currently earning my ELAD endorsement) and am looking forward to sharing my love of language acquisition, collaborating with language teachers around the region as well as learning new ideas. I also have the opportunity to observe a language immersion program (all day 1/22/25 from 9am-4pm) in which I will be gathering information on best practices for language immersion ideas within my own classroom. This conference also supports The Every Student Succeeds Act (ESSA), supporting a well-rounded education as a curriculum that promotes a variety of subjects and activities to provide students with an enriched educational experience in the world language classroom.

Having the opportunity to attend the SWCOLT 2025 conference will be beneficial in my role because it focuses on innovative strategies for world language instruction that align with the 2024 updated World-Readiness Standards for language learning. Attending will enhance my teaching skills, especially in fostering global competence and cultural understanding. By exploring best practices in language education, I can create a more inclusive classroom environment that promotes empathy and collaboration among students. This will ultimately improve student learning outcomes, helping them become more prepared for a diverse world. Plus, the insights gained can contribute to a positive classroom climate, encouraging students to engage with different cultures and perspectives. I also will be representing our state and district by providing a NV themed workshop option for attendees, Mining for Proficiency: Creating a Proficiency Based Classroom. I believe this conference overall will be a valuable investment in both my professional growth and my students' futures!

TRAVEL APPROVED: Date 11-4-2024

[Signature]
Site administrator or supervisor signature

TRAVEL APPROVED: Date 11-5-24

[Signature]
Superintendent or designee signature

District Office Use Only

Received by District Office Date: 11-4-24

Board Approved: Yes () No () Date: _____



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.

ESTIMATED EXPENSES

If funded by a grant or other, specify grant/other name here: Title II- Hotel, Air & Per Diem Only

BUDGET# Site Budget- FHS Total

Registration Fees: Attendees 1 x 405 Reg. fee \$ 405

| District Office | Grant | School Site | Other |
|--------------------------|--------------------------|-------------------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |

BUDGET# 280.709.0000.000.2213.580.10000.00.000

Travel By: Air \$ 350

(Air, district car, private car for personal convenience, etc.)

| | | | |
|--------------------------|-------------------------------------|--------------------------|--------------------------|
| <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|--------------------------|-------------------------------------|--------------------------|--------------------------|

BUDGET# 280.709.0000.000.2213.580.10000.00.000

Lodging: Room rate \$ 4 x 199 nights \$ 796

| | | | |
|--------------------------|-------------------------------------|--------------------------|--------------------------|
| <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|--------------------------|-------------------------------------|--------------------------|--------------------------|

(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 \$ 22 x 2.75 days \$ 60.5

Lunch \$ 23 x 2.75 days \$ 63.25

Dinner \$ 36 x 2 days \$ 72

Incidental \$ 5 x 3.5 days \$ 17.5

| | | | |
|--------------------------|-------------------------------------|--------------------------|--------------------------|
| <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
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| <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Substitutes: # of Days 2 x \$ 150 /day \$ 300

| | | | |
|--------------------------|-------------------------------------|--------------------------|--------------------------|
| <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
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Other transportation fees: (i.e. car rental, taxi, shuttle, parking, mileage to/from airport, etc.) \$ 50

| | | | |
|--------------------------|-------------------------------------|--------------------------|--------------------------|
| <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|--------------------------|-------------------------------------|--------------------------|--------------------------|

Other Miscellaneous expenses: (attach explanation) \$ 2114.25
TOTAL EXPENSES

| | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|--------------------------|--------------------------|--------------------------|--------------------------|

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

Conference Information

Conference Dates & Times: 9am 1/23/25 until 4pm 1/25/25

Name of where conference/training is being held
(i.e. Hotel, School, College, Convention Center):

Gila River Resort & Casino - Wild Horse Pass 5040 Wild Horse Pass Blvd Chandler, AZ 85226

Airline Information

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: after 5pm on 1/22/25

Date & Time you wish to RETURN: after 4pm 1/25/25

List any special notes here: <https://www.swcolt.org/> , <https://www.swcolt.org/swcolt-2025>

Are you renting a car? Yes No How many days? 0

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

Lodging Information

Note: Lodging must be made by Attendee or Site for purchase order payments only. No district office credit card charges.

Lodging
GSA (Per Diem Rate) : 160

All travelers agree to share lodging as appropriate?

Yes No

Register under what name(s)?

Tzeitel Borbon

Name, Address, Phone number of
lodging establishment:

Gila River Resort & Casino - Wild Horse Pass 5040 Wild Horse Pass Blvd Chandler, AZ 85226 (520)-796-4900, mention "SWCOLT Annual Conference"

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.



SWCOLT

SOUTHWEST CONFERENCE ON LANGUAGE TEACHING

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Registration - SWCOLT-AZLA 2025

[CLICK HERE TO REGISTER HERE FOR SWCOLT-AZLA 2025](#)

Registration Fees

- Early Bird Rate \$255 (includes: Member Reception/SWCOLT 2025 Membership/70+ sessions)
(through Nov. 15)
NOTE: Presenters & Co-presenters who register after Oct. 31 must pay the Regular Registration rate.
- Regular Registration \$300 (includes: Member Reception/SWCOLT 2025 Membership/70+ sessions)
(Nov. 16-Jan. 10)
- Late Registration \$325 (includes: Member Reception/SWCOLT 2025 Membership/70+ session)
(opens Jan. 11)
- Student Registration \$125 (includes: Membership Reception/70+ sessions)
NOTE: 15 Student Registrations available
- Saturday Awards & Scholarship Luncheon \$35

Thursday Pre-conference Workshops*

- Full Day DLI Workshop \$150 (includes lunch & transportation)
- One Half Day Workshop \$60
- Two Half Day Workshops \$100
- Evening Workshop \$50

*Pre-conference workshop information:

There are several options for Pre-conference workshops, so read carefully before you register:

- Full Day DLI Workshop (9 am-4 pm)
- Half Day Workshops (9 am-12 pm or 1 pm-4 pm)
- Evening Workshop (4:30 pm-7:30 pm)



SWCOLT

SOUTHWEST CONFERENCE ON LANGUAGE TEACHING

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[Preliminary Listing of Sessions & Presenters - Click here](#)

[At-a-Glance Conference Schedule of Sessions & Presenters - available Dec 2024](#)

[SWCOLT-AZLA 2025 Full Conference Program \(Downloadable PDF\) - available Jan 2024](#)

SWCOLT 2025 PRE-CONFERENCE WORKSHOPS

WORKSHOP 1 - FULL DAY DLI SITE VISITS

Day & Time: Thursday, January 23

Presenter: María Cristina Ladas

Workshop Description:

Visit two Phoenix-based, 50/50 (partial immersion models) Dual Language Immersion Programs in one day. The morning visit will be Tarwater School, a PK-6 Mandarin Chinese DLI program serving over 300 students in Chandler School District. This strand within the school was proudly named a top ten Chinese School by the Chinese Teacher's Association in 2022 and has a SWCOLT teacher of the year finalist teaching there. The afternoon will visit Kyrene Del Norte School, a K-5 Spanish DLI whole school program in Kyrene School District, serving 490 students with 10-20% average of students with Spanish as a home language.

HALF-DAY WORKSHOP (MORNING)

WORKSHOP 2 - TIERING TASKS AND TEXT TO CHALLENGE ALL LEARNERS

Day & Time: Thursday, January 23 – Half Day (morning) - 9 am-12 pm

Presenter: Leslie Grahn

Workshop Description:

In this workshop, participants will explore ways to adapt tasks for authentic text to meet the needs of all learners across the proficiency continuum through providing scaffolding and support for struggling learners and open-ended, challenging tasks for advanced learners. Participants will also explore how to set text on the same themes and how to create generic tasks that span the levels to challenge all learners.

Goals/Outcomes:

Participants will

- become familiar with the concept of respectful tasks
- gain strategies for tiering tasks using authentic text
- analyze examples of authentic text tiered by challenge level to meet the needs of all learners.

HALF-DAY WORKSHOP (AFTERNOON)

WORKSHOP 3 - ENHANCE STUDENTS' LANGUAGE COMPETENCE THROUGH A WELL-PLANNED ARTICULATION ACROSS LEVELS

Day & Time: Thursday, January 23 – Half Day (afternoon) - 1 pm-4 pm

Presenter: Baocai (Paul) Jia

Workshop Description:

This three-hour workshop will focus on effective strategies on enhancing students' language competence by integrating the six AP Chinese language and culture themes at a pace that brings a sound horizontal and vertical articulation across levels. Participants will have opportunities to explore strategies in detail about how to address those culture themes across grade levels in meaningful contexts, what basic skills learners will need to develop in order to strengthen their language and cultural competence in the course of learning, and how teachers can implement those strategies in their everyday teaching through hands-on activities. Examples from actual classroom practice will be shared.

Brief Bio: Mr. Baocai Jia, MA, is the 2017 recipient of the California Language Teachers Association (CLTA) SWLP Teacher Leader of the Year Award, and the 2019 recipient of CLTA Hal Wingard Lifetime Achievement Award. He has worked at Cupertino High School in California as an AP Chinese teacher and served as the World Language Department Lead. Mr. Jia has served as President and Executive Director of CLASS, Chinese Language Association of Secondary-Elementary Schools. Mr. Jia has participated in various projects in different leadership roles, including as a strand leader in Stanford World Language Project, SWLP. His professional service includes the College Board's World Language Academic Advisory Committee, AP Chinese Language and Culture Exam Development Committee,

and the SAT Chinese Subject Test Development Committee. Mr. Jia is on the California World Language Standards Advisory Committee and has been serving on the California State World Language Project (CWLP) Advisory Board since 2013.

HALF-DAY WORKSHOP (MORNING)

WORKSHOP 4 - BUILDING BRIDGES; ENHANCING INTERPERSONAL COMMUNICATION IN THE WORLD LANGUAGE CLASSROOM

Day & Time: Thursday, January 23 – Half Day (morning) - 9 am-12 pm

Presenter: Cecile Nedellec

Workshop Description:

Interpersonal communication affects the hearts, minds, and actions of individuals as they function every day in the social world (Braithwaite, Schrodtt 2015). In this interactive workshop, participants will explore the interpersonal mode of communication standard, which focuses on the spontaneous, two-way exchange of information and ideas in speaking and writing. Participants will first review the foundational principles of this communication mode, gaining a clear understanding of its importance in fostering authentic, real-time language use. Following this, they will engage in hands-on practice, crafting their own interpersonal communication prompts that can be effectively used in the classroom. The workshop will also introduce a variety of dynamic activities and strategies designed to enhance students' abilities in this communication mode, equipping educators with practical tools to facilitate more engaging and meaningful student interactions.

Participants must bring a laptop or tablet computer to this workshop.

Goals/Outcomes:

By the end of the workshop, participants will be able to:

- Understand and apply the key principles of the interpersonal mode of communication standard in language instruction
- Develop and write effective interpersonal communication prompts that can be directly used in classroom settings
- Implement a variety of activities and strategies to enhance students' interpersonal communication skills, fostering more interactive and spontaneous exchanges

HALF-DAY WORKSHOP (AFTERNOON)

WORKSHOP 5 - FROM NOVICE TO SUPERIOR: A HANDS-ON REFRESHER TO ACTFL AND PROFICIENCY-BASED TEACHING

Day & Time: Thursday, January 23 – Half Day (afternoon) - 1 pm-4 pm

Presenter: Mahmoud Ali

Workshop Description:

This workshop is designed for language educators who are new to the profession or who would like a refresher on the basics. Participants will learn about key ACTFL concepts such as proficiency and performance, the NCSSFL-ACTFL Can-Do statements, the World-Readiness Standards for Learning Languages, and the Core Practices, which are essential for promoting student-centered, proficiency-based language instruction. The workshop will be highly interactive, with opportunities for participants to apply what they've learned through small-group discussions, reflection activities, and collaborative lesson planning. Participants will leave with a deep understanding of how ACTFL can help them meet the needs of their diverse learners (e.g., heritage language learners) through strategies such as differentiated instruction and create more engaging, authentic, and meaningful language learning experiences by leveraging technology and other resources. This workshop is ideal for language teachers who want to enhance their pedagogical knowledge and skills, improve their assessment practices, and align their instruction with national standards.

Learning Objectives:

By the end of the workshop, participants will be able to:

- Define proficiency and describe the levels of proficiency,
- Use the NCSSFL-ACTFL Can-Do statements to guide instruction and assessments,
- Identify the World-Readiness Standards for Learning Languages and their components,
- Understand the Core Practices and how they can be applied in the classroom.

EVENING WORKSHOP

WORKSHOP 6 - WORLD LANGUAGE "TRADE SECRETS" - TOP 12 STRATEGIES TO ENGAGE TODAY'S LANGUAGE LEARNERS

Day & Time: Thursday, January 23 - Half Day (evening) - 4:30 pm-7:30 pm

Presenters: Amy Kingsley and Marina Barcelona

Workshop Description:

Want to know the secret for teaching today's Gen Z & Gen Alpha students? Spoiler alert: it's students having fun! In this session, you will learn how to invigorate your curriculum as you participate in new (and improved!) engaging WL activities that reflect today's students. Whether you follow a textbook or create your own curriculum, these activities will work in every level & language. Participants will engage in a fun and interactive presentation. At times, participants will play the role of student. At other times, they will reflect with their WL colleagues and go over the new strategies they learned. Strategies presented include: vocabulary introduction & review, grammar games & review, and kinesthetic & communicative partner activities. Participants can take notes on a paper handout (which will also be available digitally) to track the activities that are of interest to them. They will also have access to the slide presentation for their own future use. The goal is that they will be able to walk out of the session with activities that they can implement in their classrooms on Monday!

The presentation will be in English, but samples will be from our Spanish and French students.

FUTURE EVENTS:

- 2025 - Arizona - January 23-25, 2025: Gila River Resort & Casino Wild Horse Pass (Chandler)
- 2026 - Colorado - February 19-21, 2026: Denver Omni Interlocken (Broomfield)





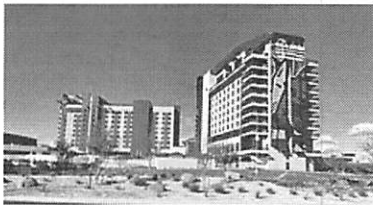
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Gila River Resort & Casino - Wild Horse Pass

5040 Wild Horse Pass Blvd
Chandler, AZ 85226

[Click here to make hotel reservations.](#)

OR

[Call the reservations department at 520-796-4900 and mention "SWCOLT Annual Conf](#)

Room Rates - Deadline to make hotel reservation at reduced rate: Dec. 23, 2024.

- \$199 per room, plus tax
- No resort fee
- Complimentary self-parking (Valet available for additional charge.)
- Standard High-Speed Wireless Internet Access
- 24-hour Fitness Center
- Multiple Resort Pools
- Complimentary Bottled Water
- Business Center Access
- Shuttle Transportation (Outlet Mall/Sheraton Grand)
- In-Room Coffee & Tea
- In-Room Safe
- Luggage Storage for up to 12 hours

[Click here for a Virtual Visit of Gila River Resorts & Casino - Wild Horse Pass](#)

FUTURE EVENTS:

- 2025 - Arizona - January 23-25, 2025: Gila River Resort & Casino Wild Horse Pass (Chandler)
- 2026 - Colorado - February 19-21, 2026: Denver Omni Interlocken (Broomfield)



Trip & Price Details

Price Payment Confirmation

✈️ Flight [Modify](#)

| | | | | | | | |
|----|----------|--|-------------|-----------|----------------|------------------------------|-----------------|
| ✈️ | Wed 1/22 | # 2735 / 1133 RNO → PHX 5:45 PM 10:40 PM | 3 hr 55 min | 1 stop ✈️ | Wanna Get Away | Price per Passenger | \$223.96 |
| | | | | | | Taxes and fees per Passenger | \$66.00 |
| | | | | | | Total per Passenger | \$289.96 |
| ✈️ | Sat 1/25 | # 5114 / 4856 PHX → RNO 5:10 PM 8:45 PM | 4 hr 35 min | 1 stop ✈️ | Wanna Get Away | Passenger(s) | x1 |
| | | | | | | Flight total | \$289.96 |

or from \$29/mo*
with **uplift** [Learn more](#)

Helpful Information:

- All fares and fare ranges are subject to change until purchased and are per person for each way of travel.
- Starting July 1, 2023 (12:00 a.m. CT), for Wanna Get Away® or Wanna Get Away Plus™ reward travel reservations (booked with points). If you do not cancel your reservation at least 10 minutes before the flight's original scheduled departure time, any points used for booking will be forfeited, along with any taxes and fees associated with your reward travel reservation. For Anytime or Business Select® reward travel reservations: the points used for booking will be redeposited to the purchaser's Rapid Rewards® account, and any taxes and fees associated with the reward travel reservation will be converted into a Transferable Flight Credit™ for future use.
- Cash + Points bookings will not earn Rapid Rewards points, tier qualifying points for A-List or A-List Preferred status, or Companion Pass qualifying points.

✈️ Flight Extras

Upgrade to Wanna Get Away *plus*

Prices shown per passenger, per one-way.

- ✓ Free same-day confirmed change (taxes and fees may apply)⁶
- ✓ Transferable Flight Credit™⁵
- ✓ 8 Rapid Rewards points per dollar per qualifying flight¹¹

⁶Please read the [fare rules](#) associated with this purchase.

- Upgrade departing trip for \$21

- Upgrade returning trip for \$20

- Upgrade both for \$41

Apply upgrade

FY 2025 per diem rates for Phoenix, Arizona

Daily lodging rates (excluding taxes) | October 2024 - September 2025

| Primary destination | County | 2024 Oct | Nov | Dec | 2025 Jan | Feb | Mar | Apr | May | Jun | Jul | Aug | Sep |
|----------------------|----------|----------|-------|-------|----------|-------|-------|-------|-------|-------|-------|-------|-------|
| Phoenix / Scottsdale | Maricopa | \$160 | \$160 | \$160 | \$160 | \$229 | \$229 | \$161 | \$161 | \$113 | \$113 | \$113 | \$160 |



FY 2025 per diem rates for Phoenix, Arizona

Meals and incidental expenses (M&IE) rates and breakdown

| Primary destination | County | M&IE total | Breakfast | Lunch | Dinner | Incidental expenses | First and lastday of travel |
|----------------------|----------|------------|-----------|-------|--------|---------------------|-----------------------------|
| Phoenix / Scottsdale | Maricopa | \$86 | \$22 | \$23 | \$36 | \$5 | \$64.50 |

LYON COUNTY SCHOOL DISTRICT
TRAVEL REQUEST

NOTE: See LCSD Board Policy DG: Travel Policy for all requirements.

Name(s) of Attendees Jennifer Taylor
SCHOOL Silver Stage High School
NAME OF CONFERENCE: 2025 National ESEA Conference
(Do Not Use Acronyms)
(ATTACH conference program information and provide website address)
CITY/STATE OF CONFERENCE: Austin, TX
DATE OF DEPARTURE: 2/18/2025 DATE OF RETURN: 2/22/2025

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
Performance Plan Related to a specific program/course Other

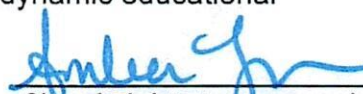
Provide a detailed description below of the focus of the conference, and how attending will have a positive impact on climate, culture, and student learning.

Focus of the ESSA Conference
The Every Student Succeeds Act (ESSA) Conference is a pivotal event aimed at fostering continuous educational improvement and empowering educators to reshape the landscape of learning opportunities for children. This year's theme emphasizes the importance of deliberate focus on both instructional refinement and self-improvement to elevate student achievement. The conference serves as a platform for educators to exchange effective strategies and best practices, reinforcing the collective effort to enhance educational outcomes.

Positive Impact on Climate, Culture, and Student Learning
Attending the ESSA Conference offers numerous benefits that positively influence school climate, culture, and student learning:

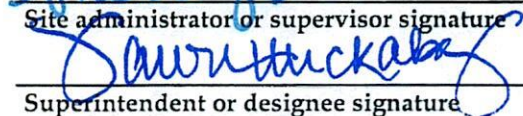
- 1. Enhanced Educational Climate:
 - o Collaboration and Networking: By bringing together educators from diverse backgrounds, the conference facilitates the sharing of innovative ideas and collaborative approaches, fostering a supportive and dynamic educational

TRAVEL APPROVED: Date 11-4-24



Site administrator or supervisor signature

TRAVEL APPROVED: Date 11-5-24



Superintendent or designee signature

District Office Use Only
Received by District Office Date: 11-5-24
Board Approved: Yes () No () Date: _____

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.

ESTIMATED EXPENSES

If funded by a grant or other, specify grant/other name here: _____ Title _____

| | Total | District Office | Grant | School Site | Other |
|--|-------------------|--------------------------|-------------------------------------|--------------------------|--------------------------|
| BUDGET# 280.633.0000.000.2400.330.10605.32.000 Registration Fees: Attendees 1 x 649.00 Reg. fee | \$ 649.00 | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| BUDGET# 280.633.0000.000.2400.580.10605.32.000 Travel By: Air - South West (Air, district car, private car for personal convenience, etc.) | \$ 467.96 | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| BUDGET# n/a Lodging: Room rate \$ 0 x 0 nights \$ 0 | \$ 0 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <i>(Use GSA ratings for lodging and meals www.gsa.gov ATTENDEE WILL OWE DIFFERENCE if applicable) <u>lodging receipts must be obtained and sent to District Office upon return.</u></i> | | | | | |
| Meals: Breakfast \$ 20.00 x 4 days \$ 80.00 | \$ 80.00 | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Lunch \$ 22.00 x 4 days \$ 88.00 | \$ 88.00 | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Dinner \$ 33.00 x 4 days \$ 132.00 | \$ 132.00 | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Incidental \$ 5.00 x 4 days \$ 20.00 | \$ 20.00 | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Substitutes: # of Days 0 x \$ /day | \$ 0 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Other transportation fees: (i.e. car rental, taxi, shuttle, parking, mileage to/from airport, etc.) | \$ 0 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Other Miscellaneous expenses: (attach explanation) | \$ 0 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| TOTAL EXPENSES | \$ 1436.96 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

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

Conference Information

| | |
|--|--------------------------|
| Conference Dates & Times: | Feb 19-21 2025 |
| Name of where conference/training is being held (i.e. Hotel, School, College, Convention Center): | Austin Convention Center |

Airline Information

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: | 2/18/25 6am |
| Date & Time you wish to RETURN: | 2/22/25 11am |
| 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.

Lodging Information

Note: Lodging must be made by Attendee or Site for purchase order payments only. No district office credit card charges.

| | |
|--|--|
| Lodging GSA (Per Diem Rate): 187.00 | All travelers agree to share lodging as appropriate? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |
| Register under what name(s)? | |
| Name, Address, Phone number of lodging establishment: | Hampton Inn |

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.

**NATIONAL ESEA
CONFERENCE**

[EXHIBIT
PRESENT
ATTEND](#) [SCHEDULE
HOTELS &
TRAVEL
REGISTER
NOW](#)

**February 19-21, 2025
Austin, TX & Online**



2025 National ESEA Conference

February 19-21, 2025
Austin, TX & Online

The National ESEA Conference is intentionally aimed at coordination among federal education programs under the Elementary and Secondary Education Act (ESEA) and other federal programs.

Join us at the Austin Convention Center or virtually as we unite to address a shared goal – how to best meet the needs of disadvantaged students.

Integrate with nationally recognized education leaders and experts; presentations offer content you can't find anywhere else

Network with colleagues from across the nation; new connections can turbocharge your career

Discover relevant educational products and hear from amazing keynotes

Celebrate exceptional schools from across the country

"I left the ESEA conference this year inspired and filled with a renewed hope in our education system across the country. There is profound hope when networks of caring individuals come together to address best practice and how to support our young people."

- 2024 National ESEA Conference Attendee

EXHIBIT

Booth sales are open now.
Join dozens of other companies
making an impact on this
community.

[LEARN MORE](#)

PRESENT

Proposal Submissions are now
closed.
Thank you for your submissions!

[LEARN MORE](#)

ATTEND

Registration and Hotel
Reservations
are open now!

[LEARN MORE](#)

This year's theme:

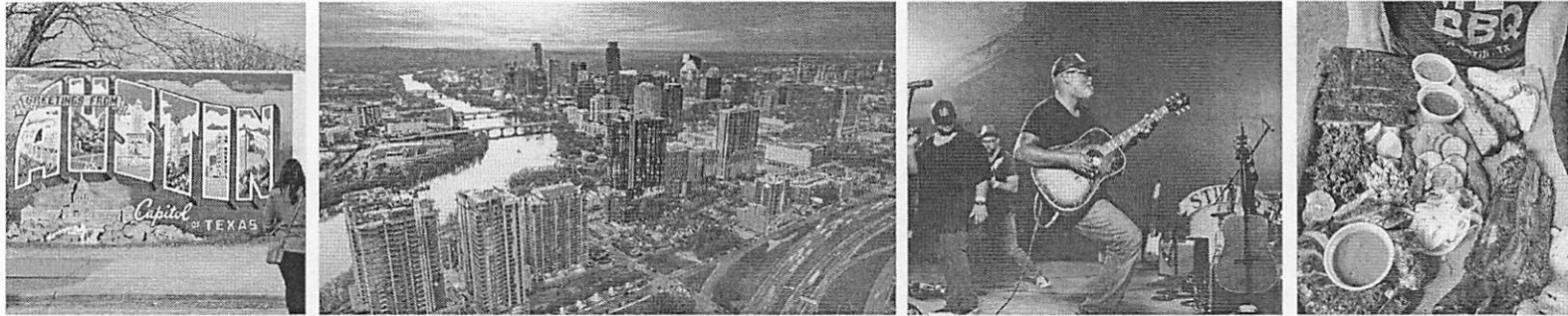
FOCUS

ON IMPROVEMENT

This conference serves as a valuable reminder to prioritize the continual progress towards improvement. It urges us to make a conscious effort to exchange effective strategies and best practices that empower us as educators to reshape the educational opportunities for children.

This year's theme implores us to be deliberate in identifying our constant areas of focus, whether refining instruction to elevate student achievement or self-improvement. Having a clear focus on our student's academic growth and an unyielding belief in the possibility of

improvement, we approach this Conference as an invaluable opportunity to enhance our collective capacity to make today better than yesterday and build improved tomorrows for our students and those dedicated to their service.



Austin – Get Excited

Austin, Texas is a melting pot of culture, creativity, and innovation, making it truly one-of-a-kind. From the iconic live music venues on 6th Street to the natural beauty of Barton Springs, there's something for everyone in Austin. Come experience the perfect blend of southern charm and urban excitement.

Join thought leaders, educators, and innovators from around the US as we converge in the dynamic heart of Texas. Explore cutting-edge pedagogies, exchange groundbreaking ideas, and collaborate to shape the next generation of learning. From inspiring keynotes to interactive workshops, this conference promises to ignite your passion for education and empower you with actionable insights. Don't miss this opportunity to be part of the action in Austin!

ESEA Network

The National Association of ESEA State Program Administrators (formerly the National Title I Association) is dedicated to building the capacity of education professionals to provide disadvantaged children with a high quality education. Their ESEA Network website provides a host of resources to educators at all levels.

Connect With Us



Contact Us

admin@eseanetwork.org | 800-256-6452
532 North Franklin Street | Fort Bragg, CA 95437

About

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**NATIONAL ESEA
CONFERENCE****SCHEDULE
EXHIBIT HOTELS &
PRESENT TRAVEL
ATTEND REGISTER
NOW****February 19-21, 2025
Austin, TX & Online****Registration Open Now!**

ATTEND

ATTENDEE POLICIES**HOTELS & TRAVEL**

Join Us in Austin, Texas or Online

The annual National ESEA Conference is coming to Austin this February 19-21, 2025. With more than a hundred sessions covering a wide array of education-related topics, attendees have plenty of opportunities to gain valuable insights into the newest educational trends and advancements, from local and state projects to federal education programs and policies. Three inspiring keynote presentations offer unique perspectives from thought leaders and experts in their respective fields. View some of the [outstanding keynote speakers](#) from previous conferences.

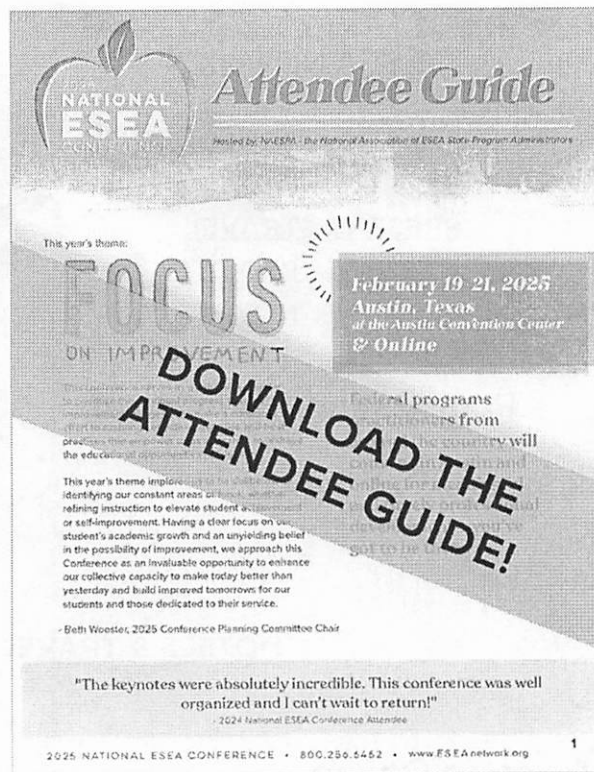
Register Early and Save

Whether you prefer the convenience of virtual registration or traveling to the in-person event in downtown Austin - mark your calendar and [secure your spot](#) before December 1st to save \$70 off the cost of registration. In-person registration is anticipated to sell out and hotel rooms are limited, so don't delay.

Continuing Education

Attendees have the opportunity to earn up to two graduate-level extension credits (GLECs) for attending a majority of Conference sessions. Once registered for the Conference, [enroll here](#) through the University of San Diego. (Extra \$79 fee per credit applies, enrollment open now through March 31, 2025.)

REGISTER NOW



The Attendee Guide has all the information you'll need to attend the 2025 National ESEA Conference. [DOWNLOAD IT NOW!](#)



Registration Types & Prices

INDIVIDUAL REGISTRATION
In-Person & Virtual

\$649 – EARLY BIRD PRICE

GROUP REGISTRATION
10 or more people

\$609/each

Available June 3 - November 30, 2024

\$719 – STANDARD PRICE

Starting December 1, 2024

June 3 - November 30

No Group Packages available after November 30, 2024

[Group Registration FAQs](#)

[Download the Attendee Guide for More Information](#)

NOTE: If paying by check, the check must be received no later than February 14, 2025.

REGISTER NOW

Exhibit Hall Schedule

The National ESEA Conference includes two full days of exhibits inside the Exhibit Hall and many Conference sessions presented by exhibitors. Be sure to carve out some time on Wednesday and Thursday to get acquainted with exhibiting organizations and learn about their products and services.

Wednesday February 19

Exhibit Hall Open
9:15am - 4:30pm

Sponsored Sessions
1:00pm - 2:15pm

Session Breaks

Morning Break
9:30am - 10:00am

Midday Break
2:15pm - 2:45pm

Thursday February 20

Exhibit Hall Open
9:00am - 3:00pm

Sponsored Sessions
12:45pm - 2:00pm

Session Breaks

Morning Break
9:15am - 9:45am

Midday Break
2:00pm - 2:30pm

**"This was my first time attending and I loved it! All of the speakers were so prepared and brought great information to the table."
- 2024 National ESEA Conference Attendee**

ESEA Network

The National Association of ESEA State Program Administrators (formerly the National Title I Association) is dedicated to building the capacity of education professionals to provide disadvantaged children with a high quality education. Their ESEA Network website provides a host of resources to educators at all levels.

Connect With Us



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Trip & Price Details

Price Payment Confirmation

✈️ Flight [Modify](#)

| | | | | | | | | | |
|----|-----------------|--|---|------------------------|-------------|-----------|-----------------------|------------------------------|-----------------|
| ✈️ | Tue 2/18 | # 2187 / 3584 RNO 6:15 AM | → | AUS 1:15 PM | 5 hr 0 min | 1 stop ✈️ | <u>Wanna Get Away</u> | Price per Passenger | \$266.76 |
| | | | | | | | | Taxes and fees per Passenger | \$69.21 |
| | | | | | | | | Total per Passenger | \$335.97 |
| ✈️ | Sat 2/22 | # 2650 / 678 AUS 6:30 AM | → | RNO 10:10 AM | 5 hr 40 min | 1 stop ✈️ | <u>Wanna Get Away</u> | Passenger(s) | x1 |
| | | | | | | | | Flight total | \$335.97 |

or from \$33/mo*
with **uplift** [Learn more](#)

Helpful Information:

- All fares and fare ranges are subject to change until purchased and are per person for each way of travel.
- Starting July 1, 2023 (12:00 a.m. CT), for Wanna Get Away® or Wanna Get Away Plus™ reward travel reservations (booked with points): If you do not cancel your reservation at least 10 minutes before the flight's original scheduled departure time, any points used for booking will be forfeited, along with any taxes and fees associated with your reward travel reservation. For Anytime or Business Select® reward travel reservations: the points used for booking will be redeposited to the purchaser's Rapid Rewards® account, and any taxes and fees associated with the reward travel reservation will be converted into a Transferable Flight Credit™ for future use.
- Cash + Points bookings will not earn Rapid Rewards points, tier qualifying points for A-List or A-List Preferred status, or Companion Pass qualifying points.

✈️ Flight Extras

Upgrade to Wanna Get Away *plus*

Prices shown per passenger, per one-way.

- ✓ Free same-day confirmed change (taxes and fees may apply)⁶
- ✓ Transferable Flight Credit™⁵
- ✓ 8 Rapid Rewards points per dollar per qualifying flight¹¹

⁶Please read the [fare rules](#) associated with this purchase.

Upgrade departing trip for \$20

Upgrade returning trip for \$20

Upgrade both for \$40

Flexibility comes with every fare.



Two bags fly free*.¹



No change² or cancel³ fees. Change your flight later without a fee. Fare difference may apply.

¹1st and 2nd checked bags. Weight and size limits apply. ²Fare difference may apply. ³Failure to cancel a reservation at least 10 minutes prior to scheduled departure may result in forfeited flight credits.

| | |
|-------------------|-----------------|
| BAG FEE * | \$0.00 |
| SUBTOTAL | \$266.76 |
| TAXES & FEES | \$69.21 |
| TRIP TOTAL | \$335.97 |

Show price breakdown



Get a \$200.00 statement credit¹ and 10,000 Rapid Rewards[®] points.²

| | |
|--------------------------|-----------|
| YOU PAY TODAY | \$335.97 |
| CREDIT ON YOUR STATEMENT | -\$200.00 |

TOTAL AFTER STATEMENT CREDIT \$135.97

1. After first purchase. 2. After you spend \$500 in first three months.

Apply now >

Not ready to buy yet? [Save this flight for later.](#)

*1st and 2nd checked bags fly free[®]. [Weight and size limits apply.](#)

Log in for faster checkout

Continue

By clicking 'Continue', you agree to accept the [fare rules](#) and want to continue with this purchase.

Add a Car Products not confirmed until purchase.

No worries, your flight will remain in your cart while you search for a car.

Add a car



Book now. Pay later!
From \$72.19*/day in Austin

*Taxes and fees excl. Terms apply.

| | | |
|----------------------------------|--------------------------------|---------------------|
| PICK-UP LOCATION | PICK-UP DATE | PICK-UP TIME |
| Austin, TX - A | 2/18 | 2:00 PM |
| Austin, TX - AUS | Tue, Feb 18, 2025 | |
| RETURN LOCATION | RETURN DATE | RETURN TIME |
| Austin, TX - A | 2/22 | 5:00 AM |
| Austin, TX - AUS | Sat, Feb 22, 2025 | |
| RENTAL COMPANY (Optional) | VEHICLE SIZE (Optional) | |
| No preference | No preference | |



Book now

Search

FY 2025 Per Diem Rates for Austin, Texas

Meals & Incidental Expenses (M&IE) rates and breakdown

| Primary Destination | County | M&IE Total | Breakfast | Lunch | Dinner | Incidental Expenses | First & LastDay of Travel |
|---------------------|--------|------------|-----------|-------|--------|---------------------|---------------------------|
| Austin | Travis | \$80 | \$20 | \$22 | \$33 | \$5 | \$60.00 |

FY 2025 Per Diem Rates for Austin, Texas

Daily lodging rates (excluding taxes) | October 2024 - September 2025

| Primary Destination | County | 2024 Oct | Nov | Dec | 2025 Jan | Feb | Mar | Apr | May | Jun | Jul | Aug | Sep |
|---------------------|--------|----------|-------|-------|----------|-------|-------|-------|-------|-------|-------|-------|-------|
| Austin | Travis | \$173 | \$173 | \$173 | \$187 | \$187 | \$187 | \$173 | \$173 | \$173 | \$173 | \$173 | \$173 |

LYON COUNTY SCHOOL DISTRICT
TRAVEL REQUEST

NOTE: See LCSD Board Policy DG: Travel Policy for all requirements.

Name(s) of Attendees Rachel Stewart and Lisa Shea

SCHOOL District Office

NAME OF CONFERENCE: The American Speech-Language-Hearing Association (ASHA) 2024
(Do Not Use Acronyms)

(ATTACH conference program information and provide website address)

CITY/STATE OF CONFERENCE: Seattle, Washington

DATE OF DEPARTURE: December 4, 2024

DATE OF RETURN: December 7, 2024

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
Performance Plan Related to a specific program/course Other

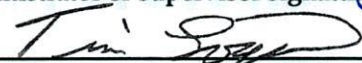
Provide a detailed description below of the focus of the conference, and how attending will have a positive impact on climate, culture, and student learning.

At the ASHA Convention, there is the largest gathering of audiologists, speech-language pathologists, and speech, language, and hearing professionals and students. We are attending as vendors with a District recruiting booth. This will allow us to meet ASHA members face-to-face, and share Lyon County School District with the intent to recruit staff for our district.

TRAVEL APPROVED: Date 11-7-24


Site administrator or supervisor signature

TRAVEL APPROVED: Date 11-7-24


Superintendent or designee signature

District Office Use Only

Received by District Office

Date: 11-7-24

Board Approved: Yes () No ()

Date: _____

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.

ESTIMATED EXPENSES

If funded by a grant or other, specify grant/other name here: IDEA Priority Improvements Projects

| | <u>Total</u> | <i>District Office</i> | <i>Grant</i> | <i>School Site</i> | <i>Other</i> |
|---|--------------------|--------------------------|-------------------------------------|--------------------------|--------------------------|
| BUDGET# 280.642.0000.200.2213.334.10000.0 Registration Fees: Attendees booth x 1,400 Reg. fee | \$ 1,400.00 | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| BUDGET# 280.642.0000.200.2213.584.10000.00.000 Travel By: Alaskan Air (Air, district car, private car for personal convenience, etc.) | \$ 736.00 | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| BUDGET# 280.642.0000.200.2213.584.10000.00.000 Lodging: Room rate 169 x 3 nights | \$ 507.00 | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| (Use GSA ratings for lodging and meals www.gsa.gov ATTENDEE WILL OWE DIFFERENCE if applicable) <u>lodging receipts must be obtained and sent to District Office upon return.</u> | | | | | |
| Meals: Breakfast \$ 23 x 3(2) days | \$ 138.00 | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Lunch \$ 26 x 4(2) days | \$ 208.00 | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Dinner \$ 38 x 3(2) days | \$ 228.00 | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Incidental \$ 5 x 4(2) days | \$ 40.00 | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Substitutes: # of Days X \$ /day | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Other transportation fees: (i.e. car rental, taxi, shuttle, parking, mileage to/from airport, etc.) | \$ 200.00 | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Other Miscellaneous expenses: (attach explanation) | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| TOTAL EXPENSES | \$ 3,457.00 | | | | |

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

Conference Information

| | |
|---|--|
| Conference Dates & Times: | Dec 4 8:00 to 6:00 - Vendor set up; Dec 5 9:30 to 5:30; December 6, 9:00 to 5:00; Dec 7 9:00 to 1:00 |
| Name of where conference/training is being held (i.e. Hotel, School, College, Convention Center): | Seattle Convention Center |

Airline Information

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: | December 4, 2024 9:44 AM AS 2211 |
| Date & Time you wish to RETURN: | December 7, 2024 12:29 PM AS 445 |
| 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.

Lodging Information

Note: Lodging must be made by Attendee or Site for purchase order payments only. No district office credit card charges.

| | |
|--|---|
| Lodging GSA (Per Diem Rate) : <u>188</u> | All travelers agree to share lodging as appropriate? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |
| Register under what name(s)? | Rachel Stewart/Lisa Shea |
| Name, Address, Phone number of lodging establishment: | Coast Seattle Downtown Hotel by APA, 1301 6th Ave., Seattle, WA 98101 206.624.0500 |

DEADLINE DATE : N/A

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.



MENU ≡
REGISTER NOW

Information for Exhibitors

BOOK YOUR BOOTH

(https://asha24.exh.mapyourshow.com/7_0/boothsales/index.cfm)

Join Us in the Exhibit Hall

Exhibit your products and services at the 2024 ASHA Convention, December 5–7 at the Seattle Convention Center in Seattle, Washington. At the ASHA Convention, you'll find the largest gathering of audiologists, speech-language pathologists, and speech, language, and hearing professionals and students. Don't miss this once-a-year opportunity to:

- meet ASHA members face-to-face,
- share information about your company or organization,
- sell products and services, and
- establish long-term relationships with critical decision-makers in the field of communication sciences and disorders.

New to the ASHA Convention? Learn more about our attendees and why exhibiting with us can help you meet your marketing goals in our [Exhibitor Prospectus \(/siteassets/2024-asha-convention-exhibitor-prospectus.pdf\)](#) [PDF].

Exhibit Hall Activities

In addition to exhibits, we have planned activities and areas designed to draw attendees into the exhibit hall all day.

- [ASHA Lounges \(/exhibit-hall/lounges/\)](#) with access to representatives from ASHA leadership, staff, and volunteers
- ASHA Action Center Live
- ASHA Store
- Caring Square Community Service Activities
- Charging Stations
- Free Coffee Breaks
- Mobile Adventure Game
- [Graduate School Fair/PhD Center \(/networking/graduate-school-fair/\)](#) (For more information about participating, contact academicaffairs@asha.org (<mailto:academicaffairs@asha.org>).

Exhibitor Demonstration Station

Booth 433

Seattle Convention Center, Summit Building, Exhibit Level, Halls 1-2

The Demonstration Station is an interactive opportunity to introduce your products or services to attendees live on the show floor at the ASHA Convention. The 20-ft x 20-ft station comes with tables, a monitor with audio, carpet and electric. The Demonstration Station will be highlighted on our website, in the mobile app, through emails, and with onsite signage. Limited timeslots are available, so reserve yours early! (PDHs/ASHA CEUs not offered.)

Exhibit Hall Hours

The hours listed below are subject to change.

| |
|---|
| Exhibitor Move-in* |
| Exhibit Hall Hours |
| Exhibitor Move-out |
| Tuesday, December 3 2:00 p.m.–6:00 p.m. (Island booths only) |
| Thursday, December 5 9:30 a.m.–5:30 p.m. |
| Saturday, December 7 2:00 p.m.–8:00 p.m. |
| Wednesday, December 4 8:00 a.m.–6:00 p.m. |
| Friday, December 6 9:00 a.m.–5:00 p.m. |
| |
| |
| Saturday, December 7 9:00 a.m.–1:00 p.m. |
| |

*All booths must be set up by 6:00 p.m. on Wednesday, December 4.

How to Purchase Exhibit Space

Booth sales are now open! [Book your booth through our online portal](https://asha24.exh.mapyourshow.com/7_0/boothsales/index.cfm) (https://asha24.exh.mapyourshow.com/7_0/boothsales/index.cfm).

Preview the Floor Plan

Before you book your booth, you may want to [preview the floor plan to see available space](https://asha24.mapyourshow.com/8_0/exhview/index.cfm) (https://asha24.mapyourshow.com/8_0/exhview/index.cfm).

Booth Packages and Pricing

| |
|--|
| Booth Type |
| Early Bird Pricing (Ends 7/31/24) |
| Standard Pricing (Begins 8/1/24) |
| Commercial Booth |
| \$2,250 per 10-ft x 10-ft booth space |
| \$2,450 per 10-ft x 10-ft booth space |
| Nonprofit Booth |
| Nonprofit exhibitor booths are located in a designated area of the exhibit hall. You must book your booth in that area to take advantage of the nonprofit price. |
| \$1,150 per 10-ft x 10-ft booth |
| \$1,250 per 10-ft x 10-ft booth |
| Corner Premium |
| \$150 |
| \$150 |
| Island |
| \$26 per square foot |
| \$26 per square foot |

| |
|--|
| Booth Type |
| Early Bird Pricing (Ends 7/31/24) |
| Standard Pricing (Begins 8/1/24) |
| <p>Member Entrepreneur Booth</p> <p>Member Entrepreneur booths offer a one-time only opportunity for ASHA members to showcase their professions-related business for a reduced rate. This opportunity is for first-time exhibitors only and restrictions apply.</p> <p>All Member Entrepreneur booths are located in a designated area of the exhibit hall are 10-ft x 10-ft. For more information, contact Renee Tross directly at rtross@asha.org (mailto:rtross@asha.org).</p> |
| \$750 |
| \$750 |

What's Included With Your Booth Package

- Complimentary full convention and exhibit hall-only badges (see Registration and Badge Allocations)
- Expanded online exhibitor profile including logo, company description, website and social media links, one convention special, two resources, two product images, and two virtual business cards
- Pre-event or post-event attendee mailing list (registration required)
- Access to pre-event exhibitor information sessions created just for ASHA Exhibitors
- Exclusive marketing opportunities only available to exhibitors
- Priority access to housing reservations for exhibitors (deadlines apply)
- Booth space with 8' high back drape and 3' high side rails
- Aisle carpet
- 24-hour exhibit hall security
- Exhibitor lounge access with refreshments

Commercial booth spaces do not include carpet or any booth furnishings. Electricity, shipping, freight/materials handling, labor, installation or dismantle labor, booth cleaning, and lead retrieval are not included with any booth packages.

Academic/Non-Profit/Government Exhibitors and Member Entrepreneur Booths also include:

- Booth carpet
- One 6' skirted table, two chairs and a wastebasket

How to Order Items for Your Booth

Booth furnishings and services will be available to order from the Exhibitor Service Manual in mid-August. ASHA's official General Service Contractor is Willwork Global Event Services.

How to Register for Badges

You may register your booth staff through the Exhibitor Dashboard starting July 25. Additional full conference registrations or exhibit hall-only badges may be purchased through Exhibitor Registration.

| |
|--|
| Booth Type |
| Registration and Badge Allocations |
| Commercial Exhibitors |
| Per 10-ft x 10-ft booth space: <ul style="list-style-type: none"> • 2 full convention registrations • 2 exhibit hall-only badges |
| Academic/Non-Profit/Government Exhibitors |
| Per 10-ft x 10-ft booth space: <ul style="list-style-type: none"> • 1 full convention registration • 2 exhibit hall-only badges |
| Member Entrepreneurs |
| <ul style="list-style-type: none"> • 1 full convention registration (to be used by the ASHA member reserving space, non-transferrable) • 1 exhibit hall-only badge |

Registration Confirmations

Alert: Starting on September 24 all email confirmations will come from email_confirm@confmail.eventshq.com (mailto:email_confirm@confmail.eventshq.com).

Everyone who registers will receive a confirmation and receipt via e-mail from email_confirm@confmail.experient-inc.com upon completion of the registration process and payment (or processing of your mailed form and payment). Be sure to check your junk or spam folder and add this address to your safe senders.

How to Reserve Hotel Rooms

Housing for the 2024 ASHA Convention in Seattle will open on August 1, 2024 at 10:00 a.m., Eastern time. Exhibitors whose deposits have been received and processed receive early access to book hotel rooms on July 23. Exhibitors will receive an email notification when housing opens. [Find more information \(/registration-and-housing/housing/\)](#) on the hotels in our block and why booking your room with ASHA is important.

Scam Alert: Hotel Reservations and Other Event Services

ASHA's registration and housing service for the 2024 ASHA Convention will open for exhibitors on July 25, 2024. Please be wary of [unsolicited calls or emails \(/registration-and-housing/authorized-vendors/\)](#) regarding hotel reservations, registration, exhibit booths, or meeting space for the ASHA Convention. Our official registration and housing provider is Maritz Global Events. For your protection, do not make hotel reservations through any other company claiming to offer rooms for the ASHA Convention.



Exhibitor Policies

Payment and Cancellation Policy

For contracts received prior to July 1, 2024, a 50% deposit is required within 30 days of contract to secure booth space, with the balance due by August 1, 2024. For contracts received after July 1, 2024, payment is due in full within 30 days of contract. No exhibitor will be permitted to move into the exhibit hall with an outstanding balance.

The Exhibitor's written cancellation must be received via email (exhibits@asha.org) by end of business day on September 1, 2024, in order for Exhibitor to be eligible to receive a refund, less 25% of the booth fee. If Exhibitor's cancellation is received after September 1, 2024, or if Exhibitor registered after July 31, 2024 (regardless of cancellation date), it must pay the booth fee in full and will not be eligible for a refund. **There are no exceptions to this policy.**

Exhibitor Contract Terms and Conditions

All exhibitors at the ASHA Convention must agree to the [Exhibitor Contract Terms and Conditions \(/exhibitors/exhibitor-contract-terms-and-conditions/\)](#).

Eligibility to Exhibit

The ASHA Convention Exhibit Hall is the place to showcase products, services, and resources for our members and attendees. The items on exhibit should relate to the discipline of communication sciences and disorders. ASHA reserves the right to review all exhibit applications for eligibility and to withdraw its acceptance of a

contract if it determines, in its sole discretion, that the exhibitor is not eligible to participate, or if the exhibitor's product is not eligible to be displayed in the exhibit hall.

Frequently Asked Questions

How do I receive a list of attendees?

A complimentary pre-event or post-event mailing list is included in your booth package. Exhibitors will need to select which list they want when registering their booth staff. This list includes physical mailing addresses only; we do not provide email addresses for attendees. If you select the pre-event list, it will be sent to you by email on November 8. This list is provided for one-time use only.

Can I request space for a meeting or reception?

ASHA typically holds extra function space to support organizations wishing to hold related meetings and receptions. To request space, please [read through the guidelines and then submit a request form \(/networking/function-space-request/\)](#). The deadline to request space is August 31, 2024.

Are children allowed in the exhibit hall?

Due to liability issues, children under age 18 are prohibited from entering the exhibit hall at any time during the ASHA Convention, including during installation, open hours, and move-out.

Contact Us

Exhibits, Convention & Meetings, #325
ASHA
P.O. Box 1160
Rockville, MD 20849
Fax: 301-296-8576
E-mail: exhibits@asha.org (<mailto:exhibits@asha.org>)

For more information about exhibiting, contact:

Nancye Berman
Associate Director, Exhibit Sales
301-296-5798
nberman@asha.org (<mailto:nberman@asha.org>)

Renee Tross
Associate Director, Exhibits
301-296-5764
rtross@asha.org (<mailto:rtross@asha.org>)

For more information about exhibitor marketing opportunities, contact:

Pauline Roa
Sponsorship Manager
301-296-8676
proa@asha.org (<mailto:proa@asha.org>)

Liz Barrett
National Sales Rep, Product Ad Sales
202-367-1231

ebarrett@smithbucklin.com (<mailto:ebarrett@smithbucklin.com>)

Eli McLean

Associate Director, Recruitment Ad Sales

301-296-8726

emclean@asha.org (<mailto:emclean@asha.org>)

Lyndsey Smith

Manager, Mailing List Sales

301-296-8573

lstrental@asha.org (<mailto:lstrental@asha.org>)

The ASHA Career Fair is a virtual event that is no longer affiliated with the ASHA Convention. Visit [ASHA Marketing Solutions](https://marketing.asha.org/all-opportunities/virtual-career-fair/) (<https://marketing.asha.org/all-opportunities/virtual-career-fair/>) for more information about participating in the Career Fair.



(<https://servedbyadbutler.com/redirect.spark?>

[MID=181430&plid=2585929&setID=510145&channellID=18872&CID=924721&banID=522401491&PID=0&text](https://servedbyadbutler.com/redirect.spark?MID=181430&plid=2585929&setID=510145&channellID=18872&CID=924721&banID=522401491&PID=0&text)

[Advertising Disclaimer \(/sitehelp/Advertising-Disclaimer/\)](#) | [Advertise with us \(https://marketing.asha.org/\)](#)

About ASHA

The American Speech-Language-Hearing Association (ASHA) is the national professional, scientific, and credentialing association for members and affiliates who are audiologists; speech-language pathologists; speech, language, and hearing scientists; audiology and speech-language pathology assistants; and students.

About the Convention

The ASHA Convention is one of the largest professional development events for audiologists; speech-language pathologists; speech, language, and hearing scientists; and speech-language pathology and audiology assistants. Bringing together approximately 15,000 attendees, the annual Convention offers more than 2,500 sessions eligible for ASHA continuing education credit covering the latest research, clinical skills, and techniques in communication sciences and disorders.

Contact Us

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For inquiries about the ASHA Convention: convention@asha.org
(<mailto:convention@asha.org>)

The ASHA Action Center welcomes questions and requests for information from members and non-members.

Available 8:30 a.m.–5:00 p.m. ET
Monday–Friday

E-MAIL THE ACTION CENTER
(<https://www.asha.org/Forms/Contact-ASHA/>)
Members: 800-498-2071
Non-Member: 800-638-8255

Connect With Us

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© 1997-2024 American Speech-Language-Hearing Association

(<https://www.asha.org/>)

As of 7/1/24



2024 ASHA Convention Hotel Rates*

| Hotel | Single (1 person, 1 bed) | Double (2 people, 1 bed) | Double/Double (2 people, 2 beds) | Triple (3 people, 2 beds) | Quad (4 people, 2 beds) |
|---|--------------------------------|--------------------------------|--|---------------------------------|-------------------------------|
| Hyatt Regency Seattle (Co-Leadership Hotel) 808 Howell Street | \$199 | \$199 | \$199 | \$224 | \$249 |
| Sheraton Grand Seattle (Co-Leadership Hotel) 1400 Sixth Avenue | \$209 | \$209 | \$209 | \$234 | \$259 |
| Coast Seattle Downtown Hotel by APA (previously Hilton Seattle) 1301 6th Avenue | \$169 | \$169 | \$169 | \$189 | \$209 |
| Crowne Plaza Seattle Downtown 1113 6th Avenue | \$159 | \$159 | \$159 | \$179 | \$199 |
| Grand Hyatt Seattle 721 Pine Street | \$199 | \$199 | \$199 | \$224 | \$249 |
| Hilton Garden Inn Seattle Downtown 1821 Boren Avenue | \$189 | \$189 | \$189 | \$199 | \$209 |
| Hilton Motif Seattle 1415 5th Avenue | \$192 | \$192 | \$192 | \$222 | \$242 |
| Hotel Max 620 Stewart Street | \$199 | \$199 | \$199 | \$219 | \$239 |
| Hotel Theodore 1531 7th Avenue | \$219 | \$219 | \$219 | \$239 | \$259 |
| Hyatt at Olive 8 1635 8th Avenue | \$199 | \$199 | \$199 | \$224 | \$249 |
| Paramount 724 Pine Street | \$195 | \$195 | \$195 | \$220 | \$245 |
| Renaissance Seattle 515 Madison Street | \$215 | \$215 | \$215 | \$235 | \$255 |
| Residence Inn Seattle Downtown/Convention Center 1815 Terry Avenue | \$144 | \$144 | \$144 | \$144 | \$144 |
| Westin Seattle 1900 5th Avenue | \$219 | \$219 | \$219 | \$249 | \$279 |

*Rates are subject to change before housing opens on August 1, 2024. Reservations must be made through ASHA's housing service to obtain these negotiated rates. Rates listed above are per night and do not include applicable taxes and fees. All rates include complimentary basic internet access for guests.



FY 2025 per diem rates for Seattle, Washington

Daily lodging rates (excluding taxes) | October 2024 - September 2025

| Primary destination | County | 2024 Oct | Nov | Dec | 2025 Jan | Feb | Mar | Apr | May | Jun | Jul | Aug | Sep |
|---------------------|--------|----------|-------|-------|----------|-------|-------|-------|-------|-------|-------|-------|-------|
| Seattle | King | \$188 | \$188 | \$188 | \$188 | \$188 | \$188 | \$188 | \$188 | \$248 | \$248 | \$248 | \$248 |



FY 2025 per diem rates for Seattle, Washington

Meals and incidental expenses (M&IE) rates and breakdown

| Primary destination | County | M&IE total | Breakfast | Lunch | Dinner | Incidental expenses | First and lastday of travel |
|---------------------|--------|------------|-----------|-------|--------|---------------------|-----------------------------|
| Seattle | King | \$92 | \$23 | \$26 | \$38 | \$5 | \$69.00 |

Trip summary

[Clear all selections](#)

[Change flight](#)

Departing



Reno (RNO) to Seattle (SEA)

Wednesday, December 4

AS 2211

2h 7m

9:44 am

11:51 am

RNO

SEA

AS 2211 — Operated by Horizon Air as AlaskaHorizon

Saver

\$174

[Details](#)

[Seats](#)

[Change flight](#)

Returning



Seattle (SEA) to Reno (RNO)

Saturday, December 7

AS 445

1h 47m

12:29 pm

2:16 pm

SEA

RNO

[Details](#)

[Seats](#)

Saver

\$194

[Add to cart](#)

Lyon County School District Board Memo

Date: November 19, 2024
To: Board of School Trustees
From: Dawn Huckaby, Deputy Superintendent
Re: School Performance Plans for 2024-25

Recommendation:

That the Board of Trustees approves the annual school performance plans for our schools for the 2024-25 school year

Background Information:

Each year schools develop school performance plans in alignment with the district improvement plan. The school performance plans attached are for all schools except our high schools who are exempted from the plans because they are going through accreditation this year. The plans are approved by the board each year and submitted to the Nevada Department of Education.

Budget Considerations:

N/A

Attachment(s):

Cottonwood Elementary School Performance Plan
Dayton Elementary School Performance Plan
Dayton Intermediate School Performance Plan
East Valley Elementary School Performance Plan
Fernley Elementary School Performance Plan
Fernley Intermediate School Performance Plan
Riverview Elementary School Performance Plan
Silver Stage Elementary School Performance Plan
Silver Stage Middle School Performance Plan
Silverland Middle School Performance Plan
Smith Valley School Performance Plan
Sutro Elementary School Performance Plan
Yerington Elementary School Performance Plan
Yerington Intermediate School Performance Plan

Lyon County School District
Cottonwood Elementary School
2024-2025 School Performance Plan

Mission Statement

At Cottonwood Elementary, we are committed to nurturing the whole child by fostering a supportive and inclusive learning environment where every student is empowered to grow into a resilient, creative, and compassionate individual. Through collaboration with families and the community, we aim to inspire lifelong learners who are prepared to think critically, communicate effectively, and act responsibly as global citizens. Guided by the Lyon County School District's Portrait of a Learner, we focus on equipping our students with the skills, character, and curiosity needed to thrive in an ever-changing world.

Vision

Our vision at Cottonwood Elementary is to cultivate a dynamic and nurturing school community where every child feels valued, empowered, and inspired to achieve their full potential. We envision a future where students develop the confidence to face challenges, the curiosity to explore new ideas, and the compassion to make a positive impact on the world.

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Comprehensive Needs Assessment

Student Success

Student Success Summary

Cottonwood Elementary provides its students with multiple learning paths and engagement opportunities to become college and career ready as they grow academically, socially, and emotionally through classroom lessons and experiences to develop our districts Portrait of a Learner vision. Through these experiences Cottonwood continues to work on improving Math and ELA proficiency percentages and produce confident and productive citizens.

Student Success Strengths

Students are taking to the new ELA and Math curriculums positively. It is more rigorous and some of the methods are new to the teachers and the students. Adjustment to this has gone smoothly and student growth is evident in the classroom and in the academic data

Problem Statements Identifying Student Success Needs

Problem Statement 1 (Prioritized): According to iReady, While student growth is increasing significantly, student proficiency remains below expectations due to learning gaps, with only a minimal increase in student proficiency and a 16% growth increase from last year. **Critical Root Cause:** Inadequate/inconsistent curriculum from prior years, recently adapting to newly adopted Math curriculum may have caused a lack of growth in our students. Staff PD was not focused on teacher needs nor did it support strategies teachers needed specific to students targeted needs

Problem Statement 2 (Prioritized): We attained a 1% of increase in ELA and student growth, our students are not showing significant proficiency growth, our growth is stagnant. Teaching ELA curriculum with fidelity has not been consistently practiced in prior years. **Critical Root Cause:** Inadequate/inconsistent curriculum from prior years, recently adapting to newly adopted ELA curriculum may have been caused a lack of growth in our students. Staff PD that was not focused on teacher needs or did not support strategies teachers needed specific to student needs.

Problem Statement 3 (Prioritized): Cottonwood elementary School has a high level of students in need of social-emotional supports, and 49% chronic absenteeism. Tier II and III systems of supports is in need of restructuring school wide. **Critical Root Cause:** Inconsistent social emotional supports in prior years, which included changing of types of supports, character development curriculum, and lack of understanding (by all stakeholders) to provide proper supports/ lessons. Chronic absenteeism has increased since COVID.

Problem Statement 4 (Prioritized): CES has implemented two new curriculums in the last 3 years. Staff learning the curriculums and being able to deliver it efficiently, and consistently school wide, to students is a challenge. **Critical Root Cause:** Inconsistent pacing in grade level classrooms (teachers not on same track with students) in the past, inadequate and specific PD's to meet teacher needs of instruction and understanding

Problem Statement 5 (Prioritized): Lack of feedback to teachers regarding their performance on teaching of curriculums and classroom management **Critical Root Cause:** Administrators are not consistent with walk-through observations and/or providing feedback in a timely manner- managing behaviors takes time away from classroom visits and managing unfilled teaching/staff positions.

Problem Statement 6 (Prioritized): According to WIDA and MAPS data ELL students are not meeting growth expectations and are under performing on state criterion referenced

tests. **Critical Root Cause:** Chronic absenteeism, past curriculums lacking learning opportunities for our ELL students, and lack of adequate PD for staff to provide proper supports to our ELL students

Problem Statement 7 (Prioritized): CES families want to be informed and be able to help their child learn and grow in school. Parents are often not educated on the ways they can help their child from home. **Critical Root Cause:** Lack of communication regarding learning/ teaching strategies and lack resources for families to utilize.

Adult Learning Culture

Adult Learning Culture Summary

CES is in its third year of implementing a new math curriculum, iReady, in its second year of implementing a new ELA curriculum, HMH. We have seen much growth occur in both math and HMH already. With schoolwide fidelity from the staff CES will see more growth this year.

Adult Learning Culture Strengths

Teachers report they are enjoying both curriculums and so are the students. As we get more experiences and professional development opportunities in both of these curriculums we expect to see our learning gaps begin to close.

Problem Statements Identifying Adult Learning Culture Needs

Problem Statement 1 (Prioritized): CES has implemented two new curriculums in the last 3 years. Staff learning the curriculums and being able to deliver it efficiently, and consistently school wide, to students is a challenge. **Critical Root Cause:** Inconsistent pacing in grade level classrooms (teachers not on same track with students) in the past, inadequate and specific PD's to meet teacher needs of instruction and understanding

Problem Statement 2 (Prioritized): Lack of feedback to teachers regarding their performance on teaching of curriculums and classroom management **Critical Root Cause:** Administrators are not consistent with walk-through observations and/or providing feedback in a timely manner- managing behaviors takes time away from classroom visits and managing unfilled teaching/staff positions.

Problem Statement 3 (Prioritized): According to iReady, While student growth is increasing significantly, student proficiency remains below expectations due to learning gaps, with only a minimal increase in student proficiency and a 16% growth increase from last year. **Critical Root Cause:** Inadequate/inconsistent curriculum from prior years, recently adapting to newly adopted Math curriculum may have caused a lack of growth in our students. Staff PD was not focused on teacher needs nor did it support strategies teachers needed specific to students targeted needs

Problem Statement 4 (Prioritized): We attained a 1% of increase in ELA and student growth, our students are not showing significant proficiency growth, our growth is stagnant. Teaching ELA curriculum with fidelity has not been consistently practiced in prior years. **Critical Root Cause:** Inadequate/inconsistent curriculum from prior years, recently adapting to newly adopted ELA curriculum may have been caused a lack of growth in our students. Staff PD that was not focused on teacher needs or did not support strategies teachers needed specific to student needs.

Problem Statement 5 (Prioritized): According to WIDA and MAPS data ELL students are not meeting growth expectations and are under performing on state criterion referenced tests. **Critical Root Cause:** Chronic absenteeism, past curriculums lacking learning opportunities for our ELL students, and lack of adequate PD for staff to provide proper supports to our ELL students

Connectedness

Connectedness Summary

Families want to feel connected to their child's education. CES reaches out with some events throughout the year but participation is sometimes minimal.

Connectedness Strengths

CES communicates through Facebook and our school website as well as teacher and office communication through Infinite Campus, phone calls, and emails. Families report they like the events CES offers - Academic Night, Stem Night, Parent Summer Send off, etc. Staff attendance is also strong at these events.

Problem Statements Identifying Connectedness Needs

Problem Statement 1 (Prioritized): Lack of feedback to teachers regarding their performance on teaching of curriculums and classroom management **Critical Root Cause:** Administrators are not consistent with walk-through observations and/or providing feedback in a timely manner- managing behaviors takes time away from classroom visits and managing unfilled teaching/staff positions.

Problem Statement 2 (Prioritized): CES families want to be informed and be able to help their child learn and grow in school. Parents are often not educated on the ways they can help their child from home. **Critical Root Cause:** Lack of communication regarding learning/ teaching strategies and lack resources for families to utilize.

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Problem Statement 3 (Prioritized): According to WIDA and MAPS data ELL students are not meeting growth expectations and are under performing on state criterion referenced tests. **Critical Root Cause:** Chronic absenteeism, past curriculums lacking learning opportunities for our ELL students, and lack of adequate PD for staff to provide proper supports to our ELL students

Stakeholder Engagement

Stakeholder Engagement Summary

| Prompt | Response |
|--|---|
| In 2-3 sentences, describe how the district engages required stakeholder groups in the needs assessment and decision making processes including: Parents and families, students at risk of failure and dropping out, educators and school leaders, community groups, historically underrepresented groups (ELs and MLs, racially & ethnically diverse stakeholders, indigenous populations, economically disadvantaged, transient populations), private and charter schools, and other hard-to-reach groups. | Our district sends out surveys to get feedback from parents. |
| What lessons did you learn from your stakeholder groups that are informing your improvement priorities for the upcoming school year? | Mental health is a concern for families. |
| What has worked well in your previous engagement efforts? What might you do differently to increase or improve engagement moving forward? | Communication and providing resources to families has worked well. To increase engagement moving forward we need to provide more family involvement opportunities. |

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Stakeholder Engagement Strengths

Parents /families and community want to be involved.

Problem Statements Identifying Stakeholder Engagement Needs

Problem Statement 1 (Prioritized): Cottonwood elementary School has a high level of students in need of social-emotional supports, and 49% chronic absenteeism. Tier II and III systems of supports is in need of restructuring school wide. **Critical Root Cause:** Inconsistent social emotional supports in prior years, which included changing of types of supports, character development curriculum, and lack of understanding (by all stakeholders) to provide proper supports/ lessons. Chronic absenteeism has increased since COVID.

Problem Statement 2 (Prioritized): CES families want to be informed and be able to help their child learn and grow in school. Parents are often not educated on the ways they can help their child from home. **Critical Root Cause:** Lack of communication regarding learning/ teaching strategies and lack resources for families to utilize.

Problem Statement 3 (Prioritized): According to WIDA and MAPS data ELL students are not meeting growth expectations and are under performing on state criterion referenced tests. **Critical Root Cause:** Chronic absenteeism, past curriculums lacking learning opportunities for our ELL students, and lack of adequate PD for staff to provide proper supports to our ELL students

Priority Problem Statements

Problem Statement 1: According to iReady, While student growth is increasing significantly, student proficiency remains below expectations due to learning gaps, with only a minimal increase in student proficiency and a 16% growth increase from last year.

Critical Root Cause 1: Inadequate/inconsistent curriculum from prior years, recently adapting to newly adopted Math curriculum may have caused a lack of growth in our students. Staff PD was not focused on teacher needs nor did it support strategies teachers needed specific to students targeted needs

Problem Statement 1 Areas: Student Success - Adult Learning Culture

Problem Statement 2: We attained a 1% of increase in ELA and student growth, our students are not showing significant proficiency growth, our growth is stagnant. Teaching ELA curriculum with fidelity has not been consistently practiced in prior years.

Critical Root Cause 2: Inadequate/inconsistent curriculum from prior years, recently adapting to newly adopted ELA curriculum may have been caused a lack of growth in our students. Staff PD that was not focused on teacher needs or did not support strategies teachers needed specific to student needs.

Problem Statement 2 Areas: Student Success - Adult Learning Culture

Problem Statement 3: Cottonwood elementary School has a high level of students in need of social-emotional supports, and 49% chronic absenteeism. Tier II and III systems of supports is in need of restructuring school wide.

Critical Root Cause 3: Inconsistent social emotional supports in prior years, which included changing of types of supports, character development curriculum, and lack of understanding (by all stakeholders) to provide proper supports/ lessons. Chronic absenteeism has increased since COVID. 95

Problem Statement 3 Areas: Student Success - Stakeholder Engagement

Problem Statement 4: Lack of feedback to teachers regarding their performance on teaching of curriculums and classroom management

Critical Root Cause 4: Administrators are not consistent with walk-through observations and/or providing feedback in a timely manner- managing behaviors takes time away from classroom visits and managing unfilled teaching/staff positions.

Problem Statement 4 Areas: Student Success - Adult Learning Culture - Connectedness

Problem Statement 5: CES families want to be informed and be able to help their child learn and grow in school. Parents are often not educated on the ways they can help their child from home.

Critical Root Cause 5: Lack of communication regarding learning/ teaching strategies and lack resources for families to utilize.

Problem Statement 5 Areas: Student Success - Connectedness - Stakeholder Engagement

Problem Statement 6: CES has implemented two new curriculums in the last 3 years. Staff learning the curriculums and being able to deliver it efficiently, and consistently school wide, to students is a challenge.

Critical Root Cause 6: Inconsistent pacing in grade level classrooms (teachers not on same track with students) in the past, inadequate and specific PD's to meet teacher needs of instruction and understanding

Problem Statement 6 Areas: Student Success - Adult Learning Culture

Problem Statement 7: According to WIDA and MAPS data ELL students are not meeting growth expectations and are under performing on state criterion referenced tests.

Critical Root Cause 7: Chronic absenteeism, past curriculums lacking learning opportunities for our ELL students, and lack of adequate PD for staff to provide proper supports to our ELL students

Problem Statement 7 Areas: Student Success - Adult Learning Culture - Connectedness - Stakeholder Engagement

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- School goals
- Early childhood literacy and math goals
- Prior year improvement plans - Needs Assessment
- Prior year improvement plans - Performance objectives (SMART goals)
- Prior year improvement plans - Actions and strategies
- Prior year improvement plans - Expenditures
- Prior year improvement plans - Formative and summative reviews
- Planning and decision-making committee minutes
- Covid-19 factors, and/or waivers

Accountability Data

- State assessment performance report
- Comprehensive, Targeted, and/or Additional Targeted Support data

Student Data: Assessments

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- State and federally required assessment information
- English Language Proficiency Assessment System results
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data

Student Data: Student Groups

- Race and ethnicity
- Special programs
- Economically disadvantaged
- Male/Female
- Special education
- Migrant
- At-risk
- EL
- STEM/STEAM
- Section 504 data
- Multi-Tiered System of Supports (MTSS) or Response to Intervention (RtI)

Student Data: Behavior and Other Indicators

- Attendance data

- Social Emotional Learning
- Discipline records
- Violence and/or violence prevention records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data

Employee Data

- Staff surveys and/or other feedback
- Professional learning communities (PLC) data
- Teacher/Student Ratio
- State certified and high quality staff data
- School leadership data
- School department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- Teacher retention
- Teacher evaluation
- Administrator evaluation

Parent/Family/Community Data

- Parent/family surveys and/or other feedback
- Parent/family engagement, opportunities, attendance, and participation
- Community surveys and/or other feedback
- Volunteer opportunities, attendance, and participation

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Support Systems and Other Data

- Organizational structure data
- Master schedule
- Processes and procedures for teaching and learning, including program implementation
- Study of best practices
- Action research results





Goals

Goal 1: Administration will provide qualitative and quantitative instructional feedback and create focused and leveled professional development opportunities for staff to help improve instruction and classroom management.

Aligns with District Priority

Annual Performance Objective 1: Administrators will conduct walk-throughs in each grade level classroom bi-monthly and provide written feedback for the 2024-2025 school year.

Evaluation Data Sources: walk through schedule, professional development calendar, feedback forms

| Improvement Strategy 1 Details | Reviews | | | |
|--|--------------|-----|-----|----------------|
| <p>Improvement Strategy 1: Administration will provide consistent feedback regarding teacher instructional delivery to ensure best practices. Administration will also provide targeted professional development differentiated to meet teachers needs. This data will be collected to create a baseline for future data driven decision making, and tracked using bi-monthly walk-through calendars, and analyzed at end of year data digs..</p> <p>Formative Measures: Walk through observation and feedback, teacher evaluation, continuous professional development opportunities, teacher leader peer support,</p> <p>Position Responsible: Administration, teacher leaders, teachers</p> <p>Student Groups This Strategy Targets: FRL, EL, Students with Disabilities, Migrant, Foster/Homeless, Racial/Ethnic Groups, Chronically Absent, At Risk</p> <p>- Evidence Level: Has Rationale</p> <p>Problem Statements/Critical Root Causes: Student Success 1, 2, 4, 5 - Adult Learning Culture 1, 2, 3, 4 - Connectedness 1</p> | Status Check | | | EOY Reflection |
| | Nov | Jan | Mar | June |
| | | | | 99 |
| <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div> | | | | |

Annual Performance Objective 1 Problem Statements:

Student Success

Problem Statement 1: According to iReady, While student growth is increasing significantly, student proficiency remains below expectations due to learning gaps, with only a minimal increase in student proficiency and a 16% growth increase from last year. **Critical Root Cause:** Inadequate/inconsistent curriculum from prior years, recently adapting to newly adopted Math curriculum may have caused a lack of growth in our students. Staff PD was not focused on teacher needs nor did it support strategies teachers needed specific to students targeted needs

Problem Statement 2: We attained a 1% of increase in ELA and student growth, our students are not showing significant proficiency growth, our growth is stagnant. Teaching ELA curriculum with fidelity has not been consistently practiced in prior years. **Critical Root Cause:** Inadequate/inconsistent curriculum from prior years, recently adapting to newly adopted ELA curriculum may have been caused a lack of growth in our students. Staff PD that was not focused on teacher needs or did not support strategies teachers needed specific to student needs.

Problem Statement 4: CES has implemented two new curriculums in the last 3 years. Staff learning the curriculums and being able to deliver it efficiently, and consistently school wide, to students is a challenge. **Critical Root Cause:** Inconsistent pacing in grade level classrooms (teachers not on same track with students) in the past, inadequate and specific PD's to meet teacher needs of instruction and understanding

Problem Statement 5: Lack of feedback to teachers regarding their performance on teaching of curriculums and classroom management **Critical Root Cause:** Administrators are not consistent with walk-through observations and/or providing feedback in a timely manner- managing behaviors takes time away from classroom visits and managing unfilled teaching/staff positions.

Adult Learning Culture

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Connectedness

Problem Statement 1: Lack of feedback to teachers regarding their performance on teaching of curriculums and classroom management **Critical Root Cause:** Administrators are not consistent with walk-through observations and/or providing feedback in a timely manner- managing behaviors takes time away from classroom visits and managing unfilled teaching/staff positions.

Goal 2: CES will implement instructional opportunities for students by providing multiple means of representation to show learning through rigorous vocabulary practice, manipulative use, student discourse using district mandated curriculum (HMH/i-Ready).

Aligns with District Priority

Annual Performance Objective 1: CES will show a 7% improvement in student growth in Math as measured by MAPS data, and/or iReady diagnostics by the end of the school year. The 7% improvement will be measured against the 41st percentile in growth measures from the 2023-2024 school year.

Evaluation Data Sources: MAPS data,, i-Ready diagnostic

| Improvement Strategy 1 Details | Reviews | | | |
|--|---------------------|------------|------------|-----------------------|
| <p>Improvement Strategy 1: Increase administrative walk throughs and engage teachers in collaborative learning/planning opportunities according to the bi-weekly schedule and measured by walkthrough calendars.</p> <p>Formative Measures: Admin walk-through feedback and calendar schedule for bi-monthly visits, and targeted Professional Development for staff</p> <p>Position Responsible: Administration</p> <p>Student Groups This Strategy Targets: FRL, EL, Students with Disabilities, Migrant, Foster/Homeless, Racial/Ethnic Groups, Chronically Absent, At Risk</p> <p>- Evidence Level: Has Rationale</p> <p>Problem Statements/Critical Root Causes: Student Success 1, 4 - Adult Learning Culture 1, 3</p> | Status Check | | | EOY Reflection |
| | Nov | Jan | Mar | June |
| | | | | 101 |
| Improvement Strategy 2 Details | Reviews | | | |
| <p>Improvement Strategy 2: Focus data teams, vertical teams, staff PD's on Math initiatives to improve instructional opportunities for students, and utilize data to close learning gaps. This will be measured by PLC forms completed weekly, with an expectation of 100% staff participation.</p> <p>Formative Measures: Weekly PLC meetings, achievement conferences, vertical teams, admin walk-through feedback, CCRI interventionist, iReady diagnostic, Math MAPS, my path, module quizzes, and targeted Professional Development for staff</p> <p>Position Responsible: Teachers, administration, CCRI</p> <p>Student Groups This Strategy Targets: FRL, EL, Students with Disabilities, Migrant, Foster/Homeless, Racial/Ethnic Groups, Chronically Absent, At Risk</p> <p>- Evidence Level: Has Rationale</p> <p>Problem Statements/Critical Root Causes: Student Success 1, 2, 4 - Adult Learning Culture 1, 3, 4</p> | Status Check | | | EOY Reflection |
| | Nov | Jan | Mar | June |
| | N/A | | | |



No Progress



Accomplished



Continue/Modify



Discontinue

Annual Performance Objective 1 Problem Statements:

Student Success

Problem Statement 1: According to iReady, While student growth is increasing significantly, student proficiency remains below expectations due to learning gaps, with only a minimal increase in student proficiency and a 16% growth increase from last year. **Critical Root Cause:** Inadequate/inconsistent curriculum from prior years, recently adapting to newly adopted Math curriculum may have caused a lack of growth in our students. Staff PD was not focused on teacher needs nor did it support strategies teachers needed specific to students targeted needs

Problem Statement 2: We attained a 1% of increase in ELA and student growth, our students are not showing significant proficiency growth, our growth is stagnant. Teaching ELA curriculum with fidelity has not been consistently practiced in prior years. **Critical Root Cause:** Inadequate/inconsistent curriculum from prior years, recently adapting to newly adopted ELA curriculum may have been caused a lack of growth in our students. Staff PD that was not focused on teacher needs or did not support strategies teachers needed specific to student needs.

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Adult Learning Culture

102

Problem Statement 1: CES has implemented two new curriculums in the last 3 years. Staff learning the curriculums and being able to deliver it efficiently, and consistently school wide, to students is a challenge. **Critical Root Cause:** Inconsistent pacing in grade level classrooms (teachers not on same track with students) in the past, inadequate and specific PD's to meet teacher needs of instruction and understanding

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Goal 2: CES will implement instructional opportunities for students by providing multiple means of representation to show learning through rigorous vocabulary practice, manipulative use, student discourse using district mandated curriculum (HMH/i-Ready).

Annual Performance Objective 2: CES will show a 7% improvement in student growth in ELA as measured by MAPS data, and/or HMH progress monitoring by the end of the school year. The 7% improvement will be measured against the 41st percentile in growth measures from the 2023-2024 school year.

Evaluation Data Sources: MAPS, HMH, MAPS Fluency

| Improvement Strategy 1 Details | Reviews | | | |
|--|---------------------|------------|------------|-----------------------|
| <p>Improvement Strategy 1: Increase administrative walk throughs and engage teachers in collaborative learning/planning opportunities according to the bi-weekly schedule and measured by walkthrough calendars.</p> <p>Formative Measures: Admin walkthrough feedback and admin calendar schedule for bi-monthly visits and targeted staff development schedule for staff</p> <p>Position Responsible: Administration</p> <p>Student Groups This Strategy Targets: FRL, EL, Students with Disabilities, Migrant, Foster/Homeless, Racial/Ethnic Groups, Chronically Absent, At Risk</p> <p>- Evidence Level: Has Rationale</p> <p>Problem Statements/Critical Root Causes: Student Success 2, 4 - Adult Learning Culture 1, 4</p> | Status Check | | | EOY Reflection |
| | Nov | Jan | Mar | June |
| | N/A | | | 103 |
| Improvement Strategy 2 Details | Reviews | | | |
| <p>Improvement Strategy 2: Focus data teams, vertical teams, staff PD's on ELA initiatives to improve instructional opportunities for students, and utilize data to close learning gaps. This will be measured by PLC forms completed weekly, with an expectation of 100% staff participation.</p> <p>Formative Measures: Weekly PLC meetings, achievement conferences, vertical teams, admin walk-through feedback, CCRI interventionist, HMH progress monitoring, ELA MAPS, my path, module quizzes, and targeted Professional Development for staff</p> <p>Position Responsible: Teachers, administration, CCRI</p> <p>Student Groups This Strategy Targets: FRL, EL, Students with Disabilities, Migrant, Foster/Homeless, Racial/Ethnic Groups, Chronically Absent, At Risk</p> <p>- Evidence Level: Has Rationale</p> <p>Problem Statements/Critical Root Causes: Student Success 1, 2, 4 - Adult Learning Culture 1, 3, 4</p> | Status Check | | | EOY Reflection |
| | Nov | Jan | Mar | June |
| | N/A | | | |



No Progress



Accomplished



Continue/Modify



Discontinue

Annual Performance Objective 2 Problem Statements:

Student Success

Problem Statement 1: According to iReady, While student growth is increasing significantly, student proficiency remains below expectations due to learning gaps, with only a minimal increase in student proficiency and a 16% growth increase from last year. **Critical Root Cause:** Inadequate/inconsistent curriculum from prior years, recently adapting to newly adopted Math curriculum may have caused a lack of growth in our students. Staff PD was not focused on teacher needs nor did it support strategies teachers needed specific to students targeted needs

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Problem Statement 4: CES has implemented two new curriculums in the last 3 years. Staff learning the curriculums and being able to deliver it efficiently, and consistently school wide, to students is a challenge. **Critical Root Cause:** Inconsistent pacing in grade level classrooms (teachers not on same track with students) in the past, inadequate and specific PD's to meet teacher needs of instruction and understanding

Adult Learning Culture

104

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Goal 3: Implement a school wide Tier II and Tier III MTSS system for students with struggling behaviors and students in need of social emotional supports increasing student ownership as part of our "Portrait of a Learner" focus.

Aligns with District Priority

Annual Performance Objective 1: CES will decrease the number of "major" office referrals by 10% from 122 major referrals from the prior year, based on data from PBIS and Infinite Campus by the end of the school year.

Evaluation Data Sources: PBIS referrals, IC referrals

| Improvement Strategy 1 Details | Reviews | | | |
|--|--------------|-----|-----|----------------|
| <p>Improvement Strategy 1: The number of Compass Curriculum lessons for character development and education will coincide with the number of major referrals in Infinite Campus and PBIS systems to ensure that students with major behaviors are receiving needed support.</p> <p>Formative Measures: PBIS and IC referral monitoring, Portrait of a Learner PD for staff and training for students, Compass Curriculum SEL lessons (character development)</p> <p>Position Responsible: Teachers, administration, Counselor, support staff - all staff</p> <p>Student Groups This Strategy Targets: FRL, EL, Students with Disabilities, Migrant, Foster/Homeless, Racial/Ethnic Groups, Chronically Absent, At Risk - Evidence Level: Has Rationale</p> <p>Problem Statements/Critical Root Causes: Student Success 1, 2, 3, 4, 5, 6, 7 - Adult Learning Culture 1, 2, 3, 4, 5 - Connectedness 1, 2, 3 - Stakeholder Engagement 1, 2, 3</p> | Status Check | | | EOY Reflection |
| | Nov | Jan | Mar | June |
| | | | | 105 |

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Annual Performance Objective 1 Problem Statements:

| Student Success |
|--|
| <p>Problem Statement 1: According to iReady, While student growth is increasing significantly, student proficiency remains below expectations due to learning gaps, with only a minimal increase in student proficiency and a 16% growth increase from last year. Critical Root Cause: Inadequate/inconsistent curriculum from prior years, recently adapting to newly adopted Math curriculum may have caused a lack of growth in our students. Staff PD was not focused on teacher needs nor did it support strategies teachers needed specific to students targeted needs</p> |

Student Success

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Problem Statement 6: According to WIDA and MAPS data ELL students are not meeting growth expectations and are under performing on state criterion referenced tests. **Critical Root Cause:** Chronic absenteeism, past curriculums lacking learning opportunities for our ELL students, and lack of adequate PD for staff to provide proper supports to our ELL students

Problem Statement 7: CES families want to be informed and be able to help their child learn and grow in school. Parents are often not educated on the ways they can help their child from home. **Critical Root Cause:** Lack of communication regarding learning/ teaching strategies and lack resources for families to utilize.

Adult Learning Culture

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Connectedness

Problem Statement 1: Lack of feedback to teachers regarding their performance on teaching of curriculums and classroom management **Critical Root Cause:** Administrators are not consistent with walk-through observations and/or providing feedback in a timely manner- managing behaviors takes time away from classroom visits and managing unfilled teaching/staff positions.

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Stakeholder Engagement

Problem Statement 1: Cottonwood elementary School has a high level of students in need of social-emotional supports, and 49% chronic absenteeism. Tier II and III systems of supports is in need of restructuring school wide. **Critical Root Cause:** Inconsistent social emotional supports in prior years, which included changing of types of supports, character development curriculum, and lack of understanding (by all stakeholders) to provide proper supports/ lessons. Chronic absenteeism has increased since COVID.

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Schoolwide and Targeted Assistance Title I Elements

1.1: Comprehensive Needs Assessment

We meet once a week, the first few weeks of school, from 3:30 to 4:30, administration, a grade level representative, counselor, school psychologist, SPED teachers meet to discuss the comprehensive needs assessment for Cottonwood Elementary School. Parents are invited as well to review documents created by the CIP team and be part of the meetings.

2.1: School Performance Plan (SPP) developed with appropriate stakeholders

The CIP team, which is made up of parents, community members, and staff, meets twice a week in the fall and again at the end of each semester to provide feedback and make any revisions necessary. Additional feedback will be/is provided by the district's SPP team and board members through the Leadership meetings and Plan4Learning.

2.2: Regular monitoring and revision

The CIP team conducts quarterly status checks to discuss, evaluate, and monitor actions steps. During these meetings, the CIP team will make revisions, new steps, and document adjustments.

2.3: Available to parents and community in an understandable format and language

The School Performance Plan is shared with the community on the CES website in both English and Spanish. A paper copy of the SPP (English and Spanish version) is readily available in the office upon request.

2.4: Opportunities for all children to meet State standards

In order for all students to meet State Standards, CES has purchased Writeable from HMH and PBIS incentives to increase opportunities for all students to be successful as well as create professional development opportunities for staff. We conduct quarterly PAC (Parent Advisory Committee) meetings for parents to provide feedback and for staff to offer parental support.

2.5: Increased learning time and well-rounded education

The school district has added an extra hour of instructional time on Fridays which has increased the learning time and allows teachers to create a balanced curriculum across subjects like science/social studies. CES creates opportunities for guest speakers from the community to integrate real-world experiences such as Nevada Day and encourages parent involvement through Academic Nights.

2.6: Address needs of all students, particularly at-risk

Cottonwood Elementary school meets the needs of all students by incorporating diverse SEL lessons/activities to students as well as differentiated instruction to offer additional support. Our school provides continued professional development around the impact of building positive relationships with students, fostering a positive classroom environment, and actively engaging our students through real-world experiences.

3.1: Annually evaluate the schoolwide plan

The CIP team will schedule quarterly meetings to conduct a mid-cycle review at semester in which parents, staff, and community stakeholders are able to attend. The team will discuss student achievement data, progress to goals, challenges encountered, and necessary adjustments to ensure CES is on track to meet our targets by the end of the year.

4.1: Develop and distribute Parent Involvement and Family Engagement Policy

Administrators, staff, and families collaborate together to brainstorm ways the school can help families achieve their goals for their children. Site administrators, teachers, and PTA post updates on the school website, send ConnectEd messages to families, and send home fliers for upcoming family events such as Meet the Teacher Night, Academic Night, STEM Festival, Summer Send Off, etc to encourage parent involvement.

4.2: Offer flexible number of parent involvement meetings

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Parent involvement is a high priority at CES so we create opportunities before, during, and after school based on the needs of parents and families. For example, our PAC/Academic Nights/Summer Send-Off are after school, school celebrations like Nevada Day/Fun in the Sun are during the school day, and parent teacher conferences are from 12:00 into the evening and even in the mornings before school.

Addendums

According to NRS 388.408, all schools who are rated in the lowest 30 percent of public schools in this State in the achievement of pupils who are English learners, shall adopt, submit to the Department (NDE) and publish on an Internet website maintained by the school a corrective action plan. This template is designed to help schools write a plan that satisfies NRS 388.408 and integrates into their School Performance Plan.

School Contact Information

School Year:

| | |
|-----------------------------|------------------------------|
| School Name: | Cottonwood Elementary School |
| District: | Lyon County School District |
| Principal: | Virginia Richardson |
| Principal email: | vrichardson@lyoncsd.org |
| EL Specialist: | Erma Hutchins |
| EL Specialist email: | ehutchins@lyoncsd.org |

Root Cause Analysis

When considering the achievement of the English learners at your school, your team might ask the following questions to better understand the underlying reasons why your English learners aren't seeing greater academic success.

| | |
|------------------------|---|
| Student Success | <ul style="list-style-type: none"> • What Student Success problems are we experiencing as we look at English learner success across content areas, grade-bands, and student sub-groups (e.g. newcomers, short-term ELs, long-term ELs, students with interrupted schooling)? • How are English learners performing relative to the rest of the school on key measures (e.g. attendance, test scores, SEL, diplomas attained, graduation rate, credit attainment)? • How does performance vary across English learner groups and over time? • What does the data tell us about which areas (e.g. academic achievement, graduation rates, English language proficiency) we should be paying closer attention to? • What, if any, resource inequities (i.e. people, time, money) may be causing gaps in student performance? <i>“Resource equity” is the allocation and use of resources – people, time, and money – to create experiences that enable English learners to reach empowering, rigorous learning outcomes, no matter their background. (Definition adapted from USED)</i> |
|------------------------|---|

School English Learner Academic Achievement Plan

| | |
|---|--|
| <p><i>Adult Learning Culture</i></p> | <ul style="list-style-type: none"> • What Adult Learning Culture problems are we experiencing as we look at English learner performance across content areas, grade-bands, and student sub-groups (e.g. newcomers, short-term ELs, long-term ELs, students with interrupted schooling)? • How does teacher experience, qualification, and effectiveness vary across classes and English learner groups in the school? • How does educator experience, qualification, and effectiveness vary across classes and English learner groups in the school? • What does the data tell us about which areas (e.g. school-level systems, educator performance, access to high-quality curriculum and instruction) we should be paying closer attention to? • What, if any, resource inequities (i.e. people, time, money) may be causing gaps in teacher, leader, or school performance regarding English learner achievement? |
| <p><i>Connectedness</i></p> | <ul style="list-style-type: none"> • <i>What Connectedness problems are we experiencing as we look at English learners across content areas, grade-bands, and student sub-groups (e.g. newcomers, short-term ELs, long-term ELs, students with interrupted schooling)?</i> • <i>What is our school culture performance regarding English learners and their families relative to the rest of the district and state on key measures (e.g. school climate data, absenteeism, discipline, involvement in rigorous coursework and/or extracurricular activities)?</i> • <i>What connectedness trends do we see across individual schools, grade-bands, and school years?</i> • <i>What does the data tell us about which areas (e.g. family engagement, discipline practices, involvement in rigorous coursework and/or extracurricular activities) we should be paying closer attention to?</i> • <i>What, if any, resource inequities (i.e. people, time, money) may be causing gaps in English learner connectedness performance?</i> |
| <p><i>English learner Achievement Root Cause Analysis Summary</i></p> | <p>Many English Language Learners at CES do not speak a lot of English and they struggle with reading/writing in English and in Math.</p> |
| <p><i>English Learner Achievement Problem Statement</i></p> | <p>EL students do not have the same vocabulary or background knowledge as our English speaking students and teachers.</p> |

ELA and Math goals, Objectives, Strategies, and Action Steps for English learners

A SMARTIE goal is a Specific, Measurable, Achievable, Relevant, Time-bound, Inclusive, and Equitable performance target based on school data.

For compliance with NRS 388.408, goals must be academic achievement goals, not language proficiency goals. Please write at least two goals, one addressing mathematics, and one addressing ELA (which could be reading-focused).

Here is a sentence stem you can use: [By when] [our school] will [what] for [who/whom] by [how much]. Below are two examples of SMARTIE goals

| By When? | What? | Who/Whom? | How Much? |
|------------------------------|---|----------------------|---------------|
| By the Spring MAP assessment | [our school] will increase average reading RIT scores | for English learners | by 3 points. |
| By the end of semester 2 | CES will increase accuracy on Math and ELA scores on MAPS and/or iReady and HMH | for English Learners | by 5 percent. |

Annual Performance Objectives (APOs)

For each goal, enter one or more one-year performance objectives that will support progress toward the long-term goal using the SMARTIE format.

Improvement Strategies

Identify evidence-based improvement strategies that address your problem statements and root causes and move you toward your APO/goal. Consider the following:

Action Steps

List the steps you need to take to implement each improvement strategy.

Position Responsible

Name the person(s), and their role, who will be responsible for managing this improvement strategy.

English Learner Achievement Plan Goals, Strategies, Action Steps and Persons Responsible

| | | |
|-----------------------|---|--|
| SMARTIE Goal #1 | In Spring MAPS and/or /HMH progress monitoring assessments CES EL Learners will increase average ELA scores by 5% | |
| Performance Objective | Our EL teacher and gen ed teachers will focus on vocabulary strategies implemented in small groups to meet individual students needs | |
| | <i>Strategies for APO/Goal</i> | EL teacher will use HMH curriculum to build background knowledge with vocabulary |
| | <i>Action Steps for Strategies</i> | EL teacher will work with gen ed teachers to plan and collaborate on vocabulary being used in the classroom. Para will provide individualized language supports within content being taught |
| | <i>Position Responsible</i> | EL teacher/ para/ gen ed teacher |
| SMARTIE Goal #2 | In Spring MAPS and/or /iReady diagnostic assessments CES EL Learners will increase average MATH scores by 5% | |
| Performance Objective | Our EL teacher, para, gen ed teacher will focus on math vocabulary to help ELL students improve math skills and use of different problem solving strategies | |
| | <i>Strategies for APO</i> | EL teacher will use iReady curriculum to build background knowledge with math vocabulary and problem solving strategies |
| | <i>Action Steps for Strategies</i> | EL teacher will work with gen ed teachers to plan and collaborate on vocabulary being used in the classroom. Para will provide individualized language supports within content being taught |
| | <i>Position Responsible</i> | EL teacher, para, gen ed teacher |

Lyon County School District
Dayton Elementary School
2024-2025 School Performance Plan

Classification: 2 Star School

Distinction Designations:
Title I



Value Statement

Nevada Report Card

In compliance with federal and state law, Nevada's K-12 Accountability Portal provides detailed information about each school's student and staff demographics and school performance rating, a star-rating system based on the Nevada School Performance Framework (NSPF). You can find our School Rating Report at https://nevadareportcard.nv.gov/DI/nv/lyon/dayton_elementary_school/2024/nspf/

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Comprehensive Needs Assessment

Student Success

Student Success Summary

Dayton Elementary School has been working to strengthening their tier 1 instruction while creating a positive environment that focuses on student relationships.

Student Success Strengths

The number of students proficient on the SBAC grew during the 2023-2024 school year:

- ELA +10%
- Math +3.4%

The number of students in tier 1 on the iReady Diagnostic (math) grew from 9% to 52% during the 2023-2024 school year.

Based on the Nevada School Climate survey, Dayton Elementary School Score in the excellence range on Cultural and Linguistic Competencies and Relationships. In addition, the school was adequate in Emotional Safety.

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The school has successfully implemented PBIS and build positive relationships with the students that attend.

Dayton Elementary was able to bring back a Student Leadership.

Problem Statements Identifying Student Success Needs

Problem Statement 1 (Prioritized): The chronic absenteeism rate increased during the 2023-2024 school year. **Critical Root Cause:** Students reported physical safety needs to be improved.

Problem Statement 2 (Prioritized): DES scored below state averages on ELA and Math as measured by SBAC Assessment. **Critical Root Cause:** DES is in year 3 of a new math curriculum and year 2 of a new ELA curriculum.

Adult Learning Culture

Adult Learning Culture Summary

The staff of DES continue to grow in their knowledge and implementation of newly adopted curriculum entering year 3 of iReady Math and year 2 of HMH Reading. Through team meetings and co-planning, teachers have continued to grow in their knowledge of the curricula and the imbedded tools to improve their tier 1 instruction.

Adult Learning Culture Strengths

Teachers are learning new curriculum and interventions. They are sharing what they learn with their teams and with other grade levels across the school. The more they learn, the more confident and efficient they are with the curriculum, the stronger the tier 1 instruction becomes.

Problem Statements Identifying Adult Learning Culture Needs

Problem Statement 1: Tier 1 instruction in Math and ELA needs to be implemented with fidelity. **Critical Root Cause:** Teachers are implementing a new Math and ELA Curriculum.

Connectedness

Connectedness Summary

The staff at Dayton Elementary School does and exemplary job building relationships with the students and parents we serve.

Connectedness Strengths

DES scored in the Excellence Area on the Nevada School Climate Survey in Cultural and Linguistic Competence and Relationships.

Problem Statements Identifying Connectedness Needs

Problem Statement 1: Students report physical safety as an area that needs improvement. **Critical Root Cause:** While the survey is an 'opt-in' a limited number of responses are collected and students may not understand the questions being asked.

Stakeholder Engagement

Stakeholder Engagement Summary

| Prompt | Response |
|---|--|
| <p>In 2-3 sentences, describe how the district engages required stakeholder groups in the needs assessment and decision making processes including: Parents and families, students at risk of failure and dropping out, educators and school leaders, community groups, historically underrepresented groups (ELs and MLs, racially & ethnically diverse stakeholders, indigenous populations, economically disadvantaged, transient populations), private and charter schools, and other hard-to-reach groups.</p> | <p>Dayton Elementary is continually looking for ways to involve stakeholders in the improvement of the services we provide. We offer Parent Universities and involve our Parent Advisory Committee to share our goals and get feedback. We pair these with other family engagement activities, such as Seussapalooza and Math nights in an attempt to involve more families. Additionally, we share our data, academic and behavior, through monthly news letters to keep families informed.</p> |
| <p>What lessons did you learn from your stakeholder groups that are informing your improvement priorities for the upcoming school year?</p> | <p>We have learned that we are able to get more families involved when we pair events with school events like reading and math nights or back-to-school nights as a larger number of families attend. It is also important to communicate with other schools in Dayton when scheduling these events because our stakeholders may run into scheduling conflicts. DES has also received positive feedback about our newsletter used to share academic and behavioral data with our families.</p> |
| <p>What has worked well in your previous engagement efforts? What might you do differently to increase or improve engagement moving forward?</p> | <p>We have been able to team up with our Boosters to offer dinner and raffles as a way to increase attendance in our events.</p> |

Stakeholder Engagement Strengths

There is always room for improvement, however, there is a solid core of families that attend our events. The school has a very strong partnership with the Boosters and is able to partner to provide engaging events for our families.

Priority Problem Statements

Problem Statement 1: The chronic absenteeism rate increased during the 2023-2024 school year.

Critical Root Cause 1: Students reported physical safety needs to be improved.

Problem Statement 1 Areas: Student Success

Problem Statement 2: DES scored below state averages on ELA and Math as measured by SBAC Assessment.

Critical Root Cause 2: DES is in year 3 of a new math curriculum and year 2 of a new ELA curriculum.

Problem Statement 2 Areas: Student Success

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- School goals
- College and career readiness goals
- Prior year improvement plans - Needs Assessment
- Prior year improvement plans - Performance objectives (SMART goals)
- Prior year improvement plans - Actions and strategies
- Prior year improvement plans - Expenditures
- Prior year improvement plans - Formative and summative reviews
- Planning and decision-making committee minutes
- State and federal planning requirements
- Covid-19 factors, and/or waivers

Accountability Data

- State assessment performance report
- Comprehensive, Targeted, and/or Additional Targeted Support data
- Federal Report Card Data
- Local Accountability Systems (LAS) data

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Student Data: Assessments

- State and federally required assessment information
- English Language Proficiency Assessment System results
- Early reading assessment results
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data

Student Data: Student Groups

- Race and ethnicity
- Special programs
- Economically disadvantaged
- Male/Female
- Special education
- Migrant
- At-risk
- EL
- Career and Technical Education (CTE)
- Section 504 data

- Homeless data
- Foster
- Gifted and talented data
- Dyslexia data
- Multi-Tiered System of Supports (MTSS) or Response to Intervention (RtI)

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Social Emotional Learning
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- School safety data

Employee Data

- Staff surveys and/or other feedback
- Professional learning communities (PLC) data
- Teacher/Student Ratio
- School department and/or faculty meeting discussions and data
- Professional development needs assessment data

Parent/Family/Community Data

- Parent/family surveys and/or other feedback
- Parent/family engagement, opportunities, attendance, and participation

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Goals





Goal 1: Dayton Elementary will focus on the Lyon County School District's Portrait of a Learner, focusing on Connected Learners and creating belonging, communication, and collaboration.

Aligns with District Priority

Annual Performance Objective 1: Based on the Nevada School Rating, Dayton Elementary will decrease Chronic Absenteeism from 23.9 to 20.0% by the end of the 2024-2025 school year.

Evaluation Data Sources: Nevada School Rating
 IC: Attendance Reports
 Parent Communication Letters

| Improvement Strategy 1 Details | Reviews | | | |
|--|---------------------|------------|------------|-----------------------|
| <p>Improvement Strategy 1: Students will receive recognition for perfect attendance at Assemblies and be entered for grade level raffles monthly.</p> <p>Formative Measures: IC: Attendance reports</p> <p>Position Responsible: AP, School Secretary</p> <p>Student Groups This Strategy Targets: Chronically Absent, At Risk - Evidence Level: Strong</p> <p>Problem Statements/Critical Root Causes: Student Success 1</p> | Status Check | | | EOY Reflection |
| | Nov | Jan | Mar | June |
| | | | | June 125 |
| Improvement Strategy 2 Details | Reviews | | | |
| <p>Improvement Strategy 2: Students will receive positive behavior incentives focused on classroom attendance. Classrooms will 100% attendance will earn a step towards incentive; 10 perfect days earning the reward.</p> <p>Formative Measures: IC Attendance</p> <p>Position Responsible: School Secretary</p> | Status Check | | | EOY Reflection |
| | Nov | Jan | Mar | June |
| | | | | |

| Improvement Strategy 3 Details | Reviews | | | |
|--|--------------|-----|-----|----------------|
| <p>Improvement Strategy 3: Share attendance with chronically absent students and their parents and goal set ways to improve attendance.</p> <p>Formative Measures: IC Reports Position Responsible: Administration</p> <p>Student Groups This Strategy Targets: Chronically Absent, At Risk - Evidence Level: Strong</p> <p>Problem Statements/Critical Root Causes: Student Success 1</p> | Status Check | | | EOY Reflection |
| | Nov | Jan | Mar | June |
| | | | | |
| <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div> | | | | |





Annual Performance Objective 1 Problem Statements:

| Student Success |
|---|
| <p>Problem Statement 1: The chronic absenteeism rate increased during the 2023-2024 school year. Critical Root Cause: Students reported physical safety needs to be improved.</p> |

Goal 1: Dayton Elementary will focus on the Lyon County School District's Portrait of a Learner, focusing on Connected Learners and creating belonging, communication, and collaboration.

Annual Performance Objective 2: According to the Nevada School Climate/Social emotional learning Survey, Dayton Elementary Scored in the 'need improvement' for Physical Safety. Dayton Elementary will increase score from 364 to 376 during the 2024-2025 School year.

Evaluation Data Sources: The Nevada School Climate/Social Emotional Learning Survey
 Focus Group Notes
 School Survey

| Improvement Strategy 1 Details | Reviews | | | |
|--|---------------------|------------|------------|-----------------------|
| Improvement Strategy 1: Dayton Elementary will implement Navigate 360 lessons to reinforce the LCSD Restorative Discipline Plan. Formative Measures: Behavioral Referrals Navigate 360 Lesson: Pre/Post assessments Position Responsible: Administration | Status Check | | | EOY Reflection |
| | Nov | Jan | Mar | June |
| | N/A | | | |
| <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> <div style="text-align: right;">127</div> </div> | | | | |





Goal 2: Dayton Elementary will enhance Tier 1 instruction to improve student outcomes.

Aligns with District Priority

Annual Performance Objective 1: Based on the iReady Diagnostic, 63% of students will hit their typical growth goal.

Evaluation Data Sources: iReady
MAP Math

| Improvement Strategy 1 Details | Reviews | | | |
|---|---------------------|------------|------------|-----------------------|
| <p>Improvement Strategy 1: Teachers will fully implement iReady Math curriculum.</p> <p>Formative Measures: Admin walkthroughs End of Module assessments MAP Math iReady Diagnostics</p> <p>Position Responsible: Teachers Admin</p> <p>Student Groups This Strategy Targets: FRL, EL, Students with Disabilities, Migrant, Foster/Homeless, Racial/Ethnic Groups, Chronically Absent, At Risk</p> <p>- Evidence Level: Strong</p> <p>Problem Statements/Critical Root Causes: Student Success 2</p> | Status Check | | | EOY Reflection |
| | Nov | Jan | Mar | June |
| | | | | 128 |
| Improvement Strategy 2 Details | Reviews | | | |
| <p>Improvement Strategy 2: Students will spend 30-45 minutes per week working on their path while maintaining an 85% passing rate.</p> <p>Formative Measures: iReady Personalized Instructional Summary</p> <p>Position Responsible: Teachers Admin</p> <p>Student Groups This Strategy Targets: FRL, EL, Students with Disabilities, Migrant, Foster/Homeless, Racial/Ethnic Groups, Chronically Absent, At Risk</p> <p>- Evidence Level: Strong</p> <p>Problem Statements/Critical Root Causes: Student Success 2</p> | Status Check | | | EOY Reflection |
| | Nov | Jan | Mar | June |
| | | | | |

| Improvement Strategy 3 Details | Reviews | | | |
|---|--------------|-----|-----|----------------|
| <p>Improvement Strategy 3: Implement success criteria at the beginning and end of the lesson paired with comprehension checks to build in opportunities for students reflect on their learning.</p> <p>Formative Measures: Success Criteria Checks Comprehension Checks</p> <p>Position Responsible: Classroom teachers</p> <p>Student Groups This Strategy Targets: FRL, EL, Students with Disabilities, Migrant, Foster/Homeless, Racial/Ethnic Groups, Chronically Absent, At Risk</p> <p>- Evidence Level: Strong</p> <p>Problem Statements/Critical Root Causes: Student Success 1</p> | Status Check | | | EOY Reflection |
| | Nov | Jan | Mar | June |
| | | | | |
| <p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p> | | | | |

Annual Performance Objective 1 Problem Statements:





| Student Success |
|--|
| <p>Problem Statement 1: The chronic absenteeism rate increased during the 2023-2024 school year. Critical Root Cause: Students reported physical safety needs to be improved.</p> <p>Problem Statement 2: DES scored below state averages on ELA and Math as measured by SBAC Assessment. Critical Root Cause: DES is in year 3 of a new math curriculum and year 2 of a new ELA curriculum.</p> |

Goal 2: Dayton Elementary will enhance Tier 1 instruction to improve student outcomes.

Annual Performance Objective 2: Based on MAP Reading, 50% of students will reach their growth goal for the 2024-2025 school year.

Evaluation Data Sources: MAP Reports

| Improvement Strategy 1 Details | Reviews | | | |
|--|---------------------|------------|------------|-----------------------|
| <p>Improvement Strategy 1: Implement the HMH screeners and diagnostic assessments to provide interventions aligned to student needs.</p> <p>Formative Measures: MAP HMH Screener/Diagnostics</p> <p>Position Responsible: Teachers</p> <p>Student Groups This Strategy Targets: FRL, EL, Students with Disabilities, Migrant, Foster/Homeless, Racial/Ethnic Groups, Chronically Absent, At Risk</p> <p>- Evidence Level: Strong</p> <p>Problem Statements/Critical Root Causes: Student Success 2</p> | Status Check | | | EOY Reflection |
| | Nov | Jan | Mar | June |
| | | | | |
| Improvement Strategy 2 Details | Reviews | | | 130 |
| <p>Improvement Strategy 2: Teachers will meet regularly in their data teams to discuss intervention results and make adjustments to support students as they progress on RAP plans.</p> <p>Formative Measures: Data Team Notes HMH Screener/Diagnostics</p> <p>Position Responsible: Teachers Administration</p> <p>Student Groups This Strategy Targets: FRL, EL, Students with Disabilities, Migrant, Foster/Homeless, Racial/Ethnic Groups, Chronically Absent, At Risk</p> <p>- Evidence Level: Strong</p> <p>Problem Statements/Critical Root Causes: Student Success 2</p> | Status Check | | | EOY Reflection |
| | Nov | Jan | Mar | June |
| | | | | |

| Improvement Strategy 3 Details | Reviews | | | |
|--|--------------|-----|-----|----------------|
| <p>Improvement Strategy 3: Provide additional professional development to teachers as they learn their new curriculum.</p> <p>Formative Measures: HMH PD Kickup</p> <p>Position Responsible: Teachers Administration</p> <p>Student Groups This Strategy Targets: FRL, EL, Students with Disabilities, Migrant, Foster/Homeless, Racial/Ethnic Groups, Chronically Absent, At Risk</p> <p>- Evidence Level: Strong</p> <p>Problem Statements/Critical Root Causes: Student Success 2</p> | Status Check | | | EOY Reflection |
| | Nov | Jan | Mar | June |
| | | | | |
| <p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p> | | | | |

Annual Performance Objective 2 Problem Statements:

| Student Success |
|--|
| <p>Problem Statement 2: DES scored below state averages on ELA and Math as measured by SBAC Assessment. Critical Root Cause: DES is in year 3 of a new math curriculum and year 2 of a new ELA curriculum.</p> |

Schoolwide and Targeted Assistance Title I Elements

1.1: Comprehensive Needs Assessment

The CIP planning committee began meeting in September and consisted of administrators, teachers (resource, ELL, and classroom), paraprofessionals, college and career readiness interventionist, teacher leaders, MTSS coordinator and a parent.

2.1: School Performance Plan (SPP) developed with appropriate stakeholders

Our Team consists of various staff, a parent, and administration. We will continue to meet to review the plan and make revisions as needed. We will communicate the plan through our newsletter, mass notification, and during school events.

2.3: Available to parents and community in an understandable format and language

Our plan will be posted to our school website at www.des.lyoncsd.org as well as to our district app.

2.4: Opportunities for all children to meet State standards

At DES, we have use our Title I funds to improve the technology teachers use to create engaging tier 1 instruction. In addition, we have used Title funds to support our Positive Behavioral Interventions and Supports by incentivizing the positive behaviors, attendance included. 132

2.5: Increased learning time and well-rounded education

Paired with District and Site funds, we are using Title I funds to offer additional resources for our families like online tutoring through Paper, connecting our families to behavioral health supports through Care Solace, and restorative justice resources through Navigate 360.

2.6: Address needs of all students, particularly at-risk

Paired with District and Site funds, we are using Title I funds to offer additional resources for our families like online tutoring through Paper, connecting our families to behavioral health supports through Care Solace, and restorative justice resources through Navigate 360.

3.1: Annually evaluate the schoolwide plan

As the year progresses, we will continually assess the strengths and weaknesses of our plan and make adjustments to match.

4.1: Develop and distribute Parent Involvement and Family Engagement Policy

This is developed and communicated with families through newsletters, mass notifications, and copies with students.

4.2: Offer flexible number of parent involvement meetings

We have opportunities for parents that included events during the day as well as before and after school offerings. We also look for outside partnerships to help provide engaging parent involvement activities.

5.1: Determine which students will be served by following local policy

The plan includes all of the students served by DES.

Lyon County School District

Dayton Intermediate School

2024-2025 School Performance Plan

Classification: 1 Star School

Distinction Designations:

Title I
ATSI



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Mission Statement

The Dayton Intermediate Community will empower all students to develop academic skills, character, and problem-solving abilities to achieve their highest potential and be college and career ready.

Value Statement

Nevada Report Card

In compliance with federal and state law, Nevada's K-12 Accountability Portal provides detailed information about each school's student and staff demographics and school performance rating, a star-rating system based on the Nevada School Performance Framework (NSPF). You can find our School Rating Report at (Add a link to the school's School Rating Report.)

https://nevadareportcard.nv.gov/DI/nv/lyon/dayton_intermediate_school/2023

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Comprehensive Needs Assessment

Revised/Approved: September 27, 2024

Student Success

Student Success Summary

Students at Dayton Intermediate School have shown progress in Mathematics and English Language Arts as measured through the iReady Diagnostic and MAPs reading tests. In addition, DIS has continued to increase Career and Technical Education opportunities which allows students to engage in learning for life opportunities. Students at DIS feel safe while they are at school and believe teachers care about them.

Problem Statements Identifying Student Success Needs

Problem Statement 1 (Prioritized): Although DIS is showing improvement in both Math and ELA as measured by iReady and MAPs testing our students still are not achieving at a level that we would like to see. **Critical Root Cause:** Chronic Absenteeism and student apathy towards tests is hindering our overall achievement scores. In addition, DIS has not met the states required 95% of students being tested due parents opting their students out of the SBAC exam. Lastly, we have recently, in the past 3 years, implemented 3 new curriculums in Math, ELA and Social Studies.

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Problem Statement 2 (Prioritized): Chronic Absenteeism, students missing 18 or more school days, at DIS has increased from 24.6% in 2022-2023 to 34.6% during the 2023-2024%. Lack of consistent instruction affects the overall success rate of student achievement. **Critical Root Cause:** A lack of consistency in families requiring their students to come to school as well as some individual family dynamics have negatively impacted student attendance. In addition, Student mental health and anxiety have led to students missing school. Lastly, a lack of engaging electives that increase student interest have not existed prior to this year.

Problem Statement 3: Parent involvement drops off significantly from elementary to middle school. **Critical Root Cause:** Parents are often apathetic and do not take on the same interest in their students education as they do in elementary. This has been seen in the overall attendance rate in Parent/Teacher conferences, parent university night opportunities and in our own Parent Faculty Club.

Adult Learning Culture

Adult Learning Culture Summary

Over the course of the past 4 years, DIS teachers have participated in professional development involving new curricula in Math (iReady), ELA (Study Sync) and Social Studies (Educurious and National Geographic) as well as our Social Emotional Learning curriculum used during Advisory time. We have utilized our 3 teacher leaders as mentors for new staff as they have met with them on a regular basis, conducted observations and coaching sessions to assist our new teachers in building their craft. DIS was also able to create 2 new CTE courses, Building Engineers, Personal Finance and Teening to Adulting, for the 2024-2025 school year that will enhance the learning opportunities for many of our students.

Adult Learning Culture Strengths

The teachers and staff at DIS are collaborative and always have the students' best interest in mind. Teacher leaders work tirelessly to assist not only new teachers but any teacher or staff member that seeks out their input. The staff at DIS has a strong bond and work together extremely well. They also are eager to improve their craft to improve student success as is demonstrated through personal and professional development trainings.

Problem Statements Identifying Adult Learning Culture Needs

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Problem Statement 1: There has been an effort to implement PLCs to discuss and find ways to help students be successful, however, this has not yet occurred on a regular basis to have the effect size we need. **Critical Root Cause:** Finding consistent time and teams to meet around specific data and or student needs.

Connectedness

Connectedness Summary

Chronic Absenteeism is having a tremendous impact on Connectedness. Students missing 18 or more school days at DIS has increased from 24.6% in 2022-2023 to 34.6% during the 2023-2024%. Lack of consistent instruction affects the overall success rate of student achievement as well as the ability to build relationships with students. We utilize Positive Behavior Supports and incentives for students as they can earn Sundevil dollars for behaving in line with our PBIS matrix. We have fully implemented our SEL curriculum Character Strong during advisory to help students goal set as well as understand appropriate behaviors and responses. We strive to create a welcoming and safe learning environment for all stakeholders and continue to work to increase parent engagement and involvement in their students' education.

Connectedness Strengths

The staff at DIS is committed to building positive personal relationships with all students. We have added an additional day to our advisory/Homeroom class where students begin and end their week with the same teacher. In addition, students also roll with their advisory teacher from 7th to 8th grade. This gives the teacher and students the opportunity to build trust and a strong personal relationship. Students also have the opportunities to select electives that interest them and participate in a variety of extra-curricular activities.

Problem Statements Identifying Connectedness Needs

Problem Statement 1 (Prioritized): Chronic Absenteeism, students missing 18 or more school days, at DIS has increased from 24.6% in 2022-2023 to 34.6% during the 2023-2024%. Lack of consistent instruction affects the overall success rate of student achievement. **Critical Root Cause:** A lack of consistency in families requiring their students to come to school as well as some individual family dynamics have negatively impacted student attendance. In addition, Student mental health and anxiety have led to students missing school. Lastly, a lack of engaging electives that increase student interest have not existed prior to this year. 139

Problem Statement 2: Parent involvement drops off significantly from elementary to middle school. **Critical Root Cause:** Parents are often apathetic and do not take on the same interest in their students education as they do in elementary. This has been seen in the overall attendance rate in Parent/Teacher conferences, parent university night opportunities and in our own Parent Faculty Club.

Problem Statement 3 (Prioritized): Although DIS is showing improvement in both Math and ELA as measured by iReady and MAPs testing our students still are not achieving at a level that we would like to see. **Critical Root Cause:** Chronic Absenteeism and student apathy towards tests is hindering our overall achievement scores. In addition, DIS has not met the states required 95% of students being tested due parents opting their students out of the SBAC exam. Lastly, we have recently, in the past 3 years, implemented 3 new curriculums in Math, ELA and Social Studies.

Stakeholder Engagement

Stakeholder Engagement Summary

| Prompt | Response |
|--|---|
| In 2-3 sentences, describe how the district engages required stakeholder groups in the needs assessment and decision making processes including: Parents and families, students at risk of failure and dropping out, educators and school leaders, community groups, historically underrepresented groups (ELs and MLs, racially & ethnically diverse stakeholders, indigenous populations, economically disadvantaged, transient populations), private and charter schools, and other hard-to-reach groups. | We consistently offer opportunities for parents to be involved in the school and school decision making process. We offer Parent Faculty Club (PFC), Parent Advisory Committee (PAC), and Parent Universities as a way to help get parents involved and informed with our CIP and other important decisions and implementations at DIS. These events are often poorly attended. We believe that families are much more likely to attend extra curricular events or student academic celebrations than they are to be truly actively involved in the school. As a result, we often try to combine opportunities when feasible. |
| What lessons did you learn from your stakeholder groups that are informing your improvement priorities for the upcoming school year? | Parents are typically more engaged in school activities that directly involve their student. It has been difficult to increase parental involvement for other school related business. |
| What has worked well in your previous engagement efforts? What might you do differently to increase or improve engagement moving forward? | In the past we have offered food, raffle prizes, opportunities to be involved. We have hosted events where students will receive an assembly from a guest speaker and then in the evening the parents have the chance to also participate in informational Parent Universities. Typically our 2 biggest draws of any school year remains our Back to School Night and Ice Cream Social and our mid year Night of the Arts. We will continue to combine opportunities, utilize mass communication and social media to advertise events and work to incorporate students as much as possible. 140 |

Stakeholder Engagement Strengths

Even though we do not have the community involvement we would like to see, we do feel that we offer opportunities to varying degrees of success and the parents that do participate often are thankful for the ability to be involved and participate in events.

Problem Statements Identifying Stakeholder Engagement Needs

Problem Statement 1 (Prioritized): Chronic Absenteeism, students missing 18 or more school days, at DIS has increased from 24.6% in 2022-2023 to 34.6% during the 2023-2024%. Lack of consistent instruction affects the overall success rate of student achievement. **Critical Root Cause:** A lack of consistency in families requiring their students to come to school as well as some individual family dynamics have negatively impacted student attendance. In addition, Student mental health and anxiety have led to students missing school. Lastly, a lack of engaging electives that increase student interest have not existed prior to this year.

Problem Statement 2: Parent involvement drops off significantly from elementary to middle school. **Critical Root Cause:** Parents are often apathetic and do not take on the same interest in their students education as they do in elementary. This has been seen in the overall attendance rate in Parent/Teacher conferences, parent university night opportunities and in our own Parent Faculty Club.

Problem Statement 3 (Prioritized): Although DIS is showing improvement in both Math and ELA as measured by iReady and MAPs testing our students still are not achieving at a level that we would like to see. **Critical Root Cause:** Chronic Absenteeism and student apathy towards tests is hindering our overall achievement scores. In addition, DIS has not

met the states required 95% of students being tested due parents opting their students out of the SBAC exam. Lastly, we have recently, in the past 3 years, implemented 3 new curriculums in Math, ELA and Social Studies.

Priority Problem Statements

Problem Statement 1: Although DIS is showing improvement in both Math and ELA as measured by iReady and MAPs testing our students still are not achieving at a level that we would like to see.

Critical Root Cause 1: Chronic Absenteeism and student apathy towards tests is hindering our overall achievement scores. In addition, DIS has not met the states required 95% of students being tested due parents opting their students out of the SBAC exam. Lastly, we have recently, in the past 3 years, implemented 3 new curriculums in Math, ELA and Social Studies.

Problem Statement 1 Areas: Student Success - Connectedness - Stakeholder Engagement

Problem Statement 2: Chronic Absenteeism, students missing 18 or more school days, at DIS has increased from 24.6% in 2022-2023 to 34.6% during the 2023-2024%. Lack of consistent instruction affects the overall success rate of student achievement.

Critical Root Cause 2: A lack of consistency in families requiring their students to come to school as well as some individual family dynamics have negatively impacted student attendance. In addition, Student mental health and anxiety have led to students missing school. Lastly, a lack of engaging electives that increase student interest have not existed prior to this year.

Problem Statement 2 Areas: Student Success - Connectedness - Stakeholder Engagement

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- School goals
- Prior year improvement plans - Needs Assessment
- Prior year improvement plans - Performance objectives (SMART goals)
- Prior year improvement plans - Actions and strategies
- Prior year improvement plans - Expenditures
- Prior year improvement plans - Formative and summative reviews

Accountability Data

- State assessment performance report
- Comprehensive, Targeted, and/or Additional Targeted Support data
- Federal Report Card Data
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information
- English Language Proficiency Assessment System results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data

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Student Data: Student Groups

- Race and ethnicity
- Special programs
- Economically disadvantaged
- Male/Female
- Special education
- Migrant
- At-risk
- EL
- Career and Technical Education (CTE)
- Section 504 data
- Homeless data
- Foster
- Gifted and talented data
- Multi-Tiered System of Supports (MTSS) or Response to Intervention (RtI)

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Attendance data
- Social Emotional Learning
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- Enrollment trends
- School safety data

Employee Data

- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- School leadership data
- School department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- Teacher retention
- Teacher evaluation
- Administrator evaluation

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Parent/Family/Community Data

- Parent/family surveys and/or other feedback
- Parent/family engagement, opportunities, attendance, and participation
- Community surveys and/or other feedback
- Volunteer opportunities, attendance, and participation

Support Systems and Other Data

- Organizational structure data
- Master schedule
- Course offerings
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity building resources data
- Budgets/entitlements and expenditures data
- Study of best practices

Goals

Goal 1: We will Increase our overall proficiency in math during the 2024-2025 school year.


Aligns with District Priority

Annual Performance Objective 1: We will have 50% of our students meet their Typical growth goals and 20% of our students meet their Stretch growth goal on the math iReady Diagnostic assessments from Fall to Spring during the 2024-2025 school year.

Evaluation Data Sources: iReady Diagnostic Exam to be taken in the Fall of 2024, Winter 2025 and again during the Spring of 2025.

| Improvement Strategy 1 Details | Reviews | | | |
|---|--------------|-----|-----|----------------|
| <p>Improvement Strategy 1: Every Monday during advisory classes, students will work on their iReady Targeted Intervention program (My Path) for 30 minutes. Tutoring will also be available to students outside of school at a tier 2 level of implementation, to help close the achievement gap and alleviate the learning loss.</p> <p>Formative Measures: Tracking students for completion rates through iReady reports. Monthly advisory incentives for the class(es) that complete the most lessons for each month. Monitoring iReady Diagnostic Results NWEA MAPs growth from Fall to Spring</p> <p>Position Responsible: Advisory Teachers, Math teachers, administrators</p> <p>Student Groups This Strategy Targets: FRL, EL, Students with Disabilities, Migrant, Foster/Homeless, Racial/Ethnic Groups, At Risk</p> <p>- Evidence Level: Strong</p> <p>Problem Statements/Critical Root Causes: Student Success 1, 2 - Connectedness 1, 3 - Stakeholder Engagement 1, 3</p> | Status Check | | | EOY Reflection |
| | Nov | Jan | Mar | June |
| | | | | 145 |

| Improvement Strategy 2 Details | Reviews | | | |
|--|--------------|-----|-----|----------------|
| <p>Improvement Strategy 2: Decrease student chronic absenteeism, students who are absent for 18 or more days, from 36% to 20% for the 2024-2025 school year.</p> <p>Formative Measures: Tracking student attendance on a weekly basis. Sending attendance letters home to notify and communicate with parents the importance of being at school as well as the number of days their student has been absent. (3 day letters, 6 day letters, 8 day letters). Monitoring attendance reasons Counseling Groups with School Counselor and Social Work Counselor. Home visits Phone calls home Educating parents and stakeholders on the importance of attendance through mass communications and social media. Attendance Contracts Attendance Awards and Incentives</p> <p>Position Responsible: Administration Teacher Leaders Counselors College and Career Readiness Coaches</p> <p>Student Groups This Strategy Targets: FRL, EL, Students with Disabilities, Migrant, Foster/Homeless, Racial/Ethnic Groups, Chronically Absent, At Risk</p> <p>- Evidence Level: Moderate</p> <p>Problem Statements/Critical Root Causes: Student Success 2 - Connectedness 1 - Stakeholder Engagement 1</p> | Status Check | | | EOY Reflection |
| | Nov | Jan | Mar | June |
| | | | | 146 |

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Annual Performance Objective 1 Problem Statements:

| Student Success |
|---|
| <p>Problem Statement 1: Although DIS is showing improvement in both Math and ELA as measured by iReady and MAPs testing our students still are not achieving at a level that we would like to see. Critical Root Cause: Chronic Absenteeism and student apathy towards tests is hindering our overall achievement scores. In addition, DIS has not met the states required 95% of students being tested due parents opting their students out of the SBAC exam. Lastly, we have recently, in the past 3 years, implemented 3 new curriculums in Math, ELA and Social Studies.</p> <p>Problem Statement 2: Chronic Absenteeism, students missing 18 or more school days, at DIS has increased from 24.6% in 2022-2023 to 34.6% during the 2023-2024%. Lack of consistent instruction affects the overall success rate of student achievement. Critical Root Cause: A lack of consistency in families requiring their students to come to school as well as some individual family dynamics have negatively impacted student attendance. In addition, Student mental health and anxiety have led to students missing school. Lastly, a lack of engaging electives that increase student interest have not existed prior to this year.</p> |

Connectedness

Problem Statement 1: Chronic Absenteeism, students missing 18 or more school days, at DIS has increased from 24.6% in 2022-2023 to 34.6% during the 2023-2024%. Lack of consistent instruction affects the overall success rate of student achievement. **Critical Root Cause:** A lack of consistency in families requiring their students to come to school as well as some individual family dynamics have negatively impacted student attendance. In addition, Student mental health and anxiety have led to students missing school. Lastly, a lack of engaging electives that increase student interest have not existed prior to this year.

Problem Statement 3: Although DIS is showing improvement in both Math and ELA as measured by iReady and MAPs testing our students still are not achieving at a level that we would like to see. **Critical Root Cause:** Chronic Absenteeism and student apathy towards tests is hindering our overall achievement scores. In addition, DIS has not met the states required 95% of students being tested due parents opting their students out of the SBAC exam. Lastly, we have recently, in the past 3 years, implemented 3 new curriculums in Math, ELA and Social Studies.

Stakeholder Engagement

Problem Statement 1: Chronic Absenteeism, students missing 18 or more school days, at DIS has increased from 24.6% in 2022-2023 to 34.6% during the 2023-2024%. Lack of consistent instruction affects the overall success rate of student achievement. **Critical Root Cause:** A lack of consistency in families requiring their students to come to school as well as some individual family dynamics have negatively impacted student attendance. In addition, Student mental health and anxiety have led to students missing school. Lastly, a lack of engaging electives that increase student interest have not existed prior to this year.





Problem Statement 3: Although DIS is showing improvement in both Math and ELA as measured by iReady and MAPs testing our students still are not achieving at a level that we would like to see. **Critical Root Cause:** Chronic Absenteeism and student apathy towards tests is hindering our overall achievement scores. In addition, DIS has not met the states required 95% of students being tested due parents opting their students out of the SBAC exam. Lastly, we have recently, in the past 3 years, implemented 3 new curriculums in Math, ELA and Social Studies.

Goal 2: We will increase our overall proficiency in Literacy during the 2024-2025 school year.

Annual Performance Objective 1: We will have 50% of our students meet their targeted growth goal in ELA Reading as demonstrated on the ELA MAPs assessments from Fall 2024 to Spring 2025.

Evaluation Data Sources: ELA Reading MAPs Fall and Spring for the 2024-2025 School year

| Improvement Strategy 1 Details | Reviews | | | |
|--|--------------|-----|-----|----------------|
| <p>Improvement Strategy 1: DIS will offer a reading remediation course as well as utilizing our College and Career Readiness Coaches for additional remediation for those students that are in the lowest quartile of the student population.</p> <p>Formative Measures: Pre and Post screening data</p> <p>Position Responsible: Teachers CCRI's</p> <p>Student Groups This Strategy Targets: FRL, EL, Migrant, Foster/Homeless, Racial/Ethnic Groups, Chronically Absent, At Risk</p> <p>- Evidence Level: Moderate</p> | Status Check | | | EOY Reflection |
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| Improvement Strategy 2 Details | Reviews | | | |
|--|--------------|-----|-----|----------------|
| <p>Improvement Strategy 2: Decrease student chronic absenteeism, students who are absent for 18 or more days, from 36% to 20% for the 2024-2025 school year.</p> <p>Formative Measures: Tracking student attendance on a weekly basis. Sending attendance letters home to notify and communicate with parents the importance of being at school as well as the number of days their student has been absent. (3 day letters, 6 day letters, 8 day letters). Monitoring attendance reasons Counseling Groups with School Counselor and Social Work Counselor. Home visits Phone calls home Educating parents and stakeholders on the importance of attendance through mass communications and social media. Attendance Contracts Attendance Awards and Incentives</p> <p>Position Responsible: Administration Teacher Leaders Counselors College and Career Readiness Coaches</p> <p>Student Groups This Strategy Targets: FRL, EL, Students with Disabilities, Migrant, Foster/Homeless, Racial/Ethnic Groups, Chronically Absent, At Risk</p> <p>- Evidence Level: Moderate</p> | Status Check | | | EOY Reflection |
| | Nov | Jan | Mar | June |
| | | | | 149 |
| Improvement Strategy 3 Details | Reviews | | | |
| <p>Improvement Strategy 3: Every Tuesday during advisory classes, students will work on their ELA Targeted Intervention program (My Path) for 30 minutes. Tutoring will also be available to students outside of school at a tier 2 level of implementation, to help close the achievement gap and alleviate the learning loss.</p> <p>Formative Measures: Tracking students for completion rates through my path reports. Monthly advisory incentives for the class(es) that complete the most lessons for each month. NWEA MAPs growth from Fall to Spring</p> <p>Position Responsible: Advisory Teachers, ELA teachers, administrators</p> <p>Student Groups This Strategy Targets: FRL, EL, Students with Disabilities, Migrant, Foster/Homeless, Racial/Ethnic Groups, Chronically Absent, At Risk</p> <p>- Evidence Level: Strong</p> | Status Check | | | EOY Reflection |
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| <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div> | | | | |

Goal 3: Ensure that every student and employee of Dayton Intermediate school exemplifies the "Portrait of a Learner", by demonstrating a commitment to lifelong learning, connected learning, owning their learning, and learning through discovery.

Aligns with District Priority

Annual Performance Objective 1: Increase the total number of work based learning opportunities provided to all students at Dayton Intermediate School from 10 total WBL opportunities to 20 WBL opportunities during the 2024/2025 school year as measured by tracking through the work based learning participation report. DIS work based learning opportunities include, but are not limited to: CTE Work Experience, Work Based Learning Activities, Job Shadows, field trips and Career Exploration.

Evaluation Data Sources: CTE Class opportunities
 Classroom work based learning opportunities
 Field Trips
 Career fair(s)
 CCRI data and job shadow information

| Improvement Strategy 1 Details | Reviews | | | |
|--|--------------|-----|-----|----------------|
| <p>Improvement Strategy 1: Increase work based learning opportunities in general education classrooms.</p> <p>Formative Measures: Tracking Teacher work based learning opportunities.</p> <p>Position Responsible: Administration Teachers</p> <p>Student Groups This Strategy Targets: FRL, EL, Students with Disabilities, Migrant, Foster/Homeless, Racial/Ethnic Groups, Chronically Absent, At Risk</p> <p>- Evidence Level: Moderate</p> | Status Check | | | EOY Reflection |
| | Nov | Jan | Mar | June |
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| <p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p> | | | | |

Schoolwide and Targeted Assistance Title I Elements

1.1: Comprehensive Needs Assessment

The CIP planning committee began meeting in early September and consisted of administrators, teachers, teacher leaders, MTSS coordinator and a parent.

2.1: School Performance Plan (SPP) developed with appropriate stakeholders

The CIP committee has met weekly since September 17, 2024 to review test scores, analysis data and to make an appropriate determination of where to focus our efforts to help the students at Dayton Intermediate School be successful.

2.2: Regular monitoring and revision

We will continue to meet monthly to discuss our goals, implementation and complete a needs assessment throughout the school year.

2.3: Available to parents and community in an understandable format and language

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Our plan will be posted to our school website at www.lyoncsd.org as well as to our district app.

2.4: Opportunities for all children to meet State standards

We have utilized Title funds to purchase additional technology for teachers to assist with instructing students in all content areas. We are utilizing funds to create incentives for students to not only recognize and encourage their practice but also for testing incentives to motivate them to do their best. In addition, we have a focus on increasing communication with all stakeholders as well as creating more Career and Technical Education and Work Based Learning Opportunities. One tool that will assist us in this endeavor is a poster maker that will be used to highlight upcoming events, celebrate student success and CTE/WBL opportunities, recruit students to different opportunities, etc.

2.5: Increased learning time and well-rounded education

Title I funds, school funds, and district funds are used to support intervention programs like tutoring, summer school, and the online program Paper. We have a larger focus on CTE and WBL opportunities. We have added two CTE classes this year that consist of a total of 4 sections. In addition, we have a school wide push to increase those opportunities across all content areas.

2.6: Address needs of all students, particularly at-risk

Title I funds, school funds, and district funds are used to support intervention programs like tutoring, summer school, and the online program Paper. We have a larger focus on CTE

and WBL opportunities. We have added two CTE classes this year that consist of a total of 4 sections. In addition, we have a school wide push to increase those opportunities across all content areas.

3.1: Annually evaluate the schoolwide plan

We meet at the end of the year to review our plan, our successes as well as our shortcomings and start the conversation of what the focus needs to be for the following year.

4.1: Develop and distribute Parent Involvement and Family Engagement Policy

Administration sends home this information at the beginning of every school year both electronically and through paper copies with students.

4.2: Offer flexible number of parent involvement meetings

We continue to find ways to invite parents into school to celebrate their students accomplishments, inform them on school information and data as well as outside influences through specific Parent Universities.

5.1: Determine which students will be served by following local policy

This plan serves the needs of all students at the school.

Lyon County School District
East Valley Elementary School
2024-2025 School Performance Plan

Classification: 3 Star School

Distinction Designations:

Title I



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Comprehensive Needs Assessment

Student Success

Student Success Summary

East Valley Elementary School students engage in their learning through the four domains; Learning for life, Connected Learning, Student Ownership, and Discovery Learning of the LCSD Portriate of a Learner.

Student Success Strengths

- East Valley met their Reading goal with 54% of students meeting or exceeding their individual growth goals. Third grade had 64% of the students meeting or exceeding their growth goals.
- Using iReady Diagnostic assessment, 64% of EVES students met their typical growth goal, 36% met their stretch growth goal and 54% met 80% or more of their individual stretch growth goal.
- Using iReady Diagnostic assessment, 61% of EVES students were at or above grade level at the end of the school year compared to only 12% during the fall assessment.
- EVES had 49% of its students score proficient in ELA on the SBAC assessment.
- EVES ELA population increased their EL AGP from 30% the previous year to 44% in 2023-24.

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Problem Statements Identifying Student Success Needs

Problem Statement 1: EVES is seeing a lower proficiency rate in ELA with our SPED and EL sub populations. EVES is seeing a lower proficiency rate in Math with our SPED sub populations. **Critical Root Cause:** Identifying the necessary Tier II or III interventions that can be utilized for each student in these sub populations.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- School goals
- Prior year improvement plans - Needs Assessment
- Prior year improvement plans - Performance objectives (SMART goals)
- Prior year improvement plans - Actions and strategies
- Prior year improvement plans - Expenditures
- Prior year improvement plans - Formative and summative reviews
- Planning and decision-making committee minutes
- State and federal planning requirements

Accountability Data

- State assessment performance report
- Comprehensive, Targeted, and/or Additional Targeted Support data

Student Data: Assessments

- State and federally required assessment information
- Current and longitudinal results, End-of-Course current and longitudinal results, Retest questions
- English Language Proficiency Assessment System results
- Early reading assessment results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data

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Student Data: Student Groups

- Race and ethnicity
- Special programs
- Economically disadvantaged
- Male/Female
- Special education
- Migrant
- At-risk
- EL
- Section 504 data
- Homeless data
- Foster
- Gifted and talented data

- Multi-Tiered System of Supports (MTSS) or Response to Intervention (RtI)

Student Data: Behavior and Other Indicators

- Attendance data
- Social Emotional Learning
- Discipline records
- Violence and/or violence prevention records
- Class size averages by grade and subject
- School safety data

Employee Data

- Staff surveys and/or other feedback
- Professional learning communities (PLC) data
- Teacher/Student Ratio
- School leadership data
- School department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- Teacher retention
- Teacher evaluation
- Administrator evaluation

Parent/Family/Community Data

- Parent/family surveys and/or other feedback
- Parent/family engagement, opportunities, attendance, and participation
- Volunteer opportunities, attendance, and participation

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Support Systems and Other Data

- Master schedule
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results

Goals

Goal 1: East Valley will show an increase in iReady stretch growth goals.

Aligns with District Priority





Annual Performance Objective 1: By Spring of 2025, East Valley will show a 10% increase in iReady stretch growth goals.

Evaluation Data Sources: iReady Diagnostic Data

MAP's data

My Path Data

| Improvement Strategy 1 Details | Reviews | | | |
|---|---------------------|------------|------------|-----------------------|
| <p>Improvement Strategy 1: EVES will dedicate two grade level PLC meetings each month for review data in ELA and math.</p> <p>Formative Measures: Data team meeting notes Data review</p> <p>Position Responsible: Teachers Administration</p> <p>Student Groups This Strategy Targets: FRL, EL, Students with Disabilities, At Risk</p> <p>- Evidence Level: Moderate</p> | Status Check | | | EOY Reflection |
| | Nov | Jan | Mar | June |
| | | | | 159 |
| Improvement Strategy 2 Details | Reviews | | | |
| <p>Improvement Strategy 2: EVES will schedule a peer observation block for each teacher to observe a teacher's instructional strategies in ELA or math.</p> <p>Formative Measures: Substitute schedule for peer observation Peer to Peer observation schedule</p> <p>Position Responsible: Administration</p> <p>Student Groups This Strategy Targets: FRL, EL, Students with Disabilities, At Risk</p> <p>- Evidence Level: Promising</p> | Status Check | | | EOY Reflection |
| | Nov | Jan | Mar | June |
| | | | | |

| Improvement Strategy 3 Details | Reviews | | | |
|--|---------------------|------------|------------|-----------------------|
| <p>Improvement Strategy 3: EVES staff will facilitate a goal setting conferences with each student after each iReady diagnostic assessment to review goal sheets to monitor and understand stretch growth goals.</p> <p>Formative Measures: Assessment data point review of data</p> <p>Position Responsible: Teacher Administration</p> <p>Student Groups This Strategy Targets: FRL, EL, Students with Disabilities, Racial/Ethnic Groups, At Risk</p> <p>- Evidence Level: Strong</p> | Status Check | | | EOY Reflection |
| | Nov | Jan | Mar | June |
| | | | | |
| Improvement Strategy 4 Details | Reviews | | | |
| <p>Improvement Strategy 4: EVES staff will provide small group intervention strategies at least once daily in the classroom.</p> <p>Formative Measures: Administration walkthrough data in Evaluwise</p> <p>Position Responsible: Administration</p> <p>Student Groups This Strategy Targets: FRL, EL, Students with Disabilities, Racial/Ethnic Groups, At Risk</p> <p>- Evidence Level: Moderate</p> | Status Check | | | EOY Reflection |
| | Nov | Jan | Mar | June |
| | | | | 160 |
| <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div> | | | | |





Goal 2: East Valley will have full implementation of HMH Reading Curriculum to increasing student achievement.

Aligns with District Priority

Annual Performance Objective 1: By Spring of 2025, East Valley will have full implementation of HMH Reading Curriculum increasing student growth goals by 5%.

Evaluation Data Sources: MAP's Reading Administration Walkthrough data

| Improvement Strategy 1 Details | Reviews | | | |
|---|---------------------|------------|------------|-----------------------|
| <p>Improvement Strategy 1: Professional development on HMH curriculum and HMH data once a quarter.</p> <p>Formative Measures: PD attendance, PD calendar Administration walkthrough monitoring for implementation</p> <p>Position Responsible: Administration Teacher Leaders</p> <p>Student Groups This Strategy Targets: FRL, EL, Students with Disabilities, Racial/Ethnic Groups, At Risk - Evidence Level: Moderate</p> | Status Check | | | EOY Reflection |
| | Nov | Jan | Mar | June |
| | | | | 161 |
| Improvement Strategy 2 Details | Reviews | | | |
| <p>Improvement Strategy 2: Provide professional development in the Professional Learning in HMH and the Teacher Success Pathway.</p> <p>Formative Measures: PD Schedule</p> <p>Position Responsible: Administration Teacher Leaders</p> <p>Student Groups This Strategy Targets: FRL, EL, Students with Disabilities, Racial/Ethnic Groups, At Risk - Evidence Level: Moderate</p> | Status Check | | | EOY Reflection |
| | Nov | Jan | Mar | June |
| | | | | |





| Improvement Strategy 3 Details | Reviews | | | |
|--|---------------------|------------|------------|-----------------------|
| <p>Improvement Strategy 3: EVES Reading Interventionist will provide small group intervention strategies through the Reading Fluency Program for bottom 40% quartile in Reading MAPs weekly.</p> <p>Formative Measures: MAP's Data RAP Plan Data</p> <p>Position Responsible: Teachers Administration</p> <p>Student Groups This Strategy Targets: FRL, EL, Students with Disabilities, Racial/Ethnic Groups, At Risk</p> <p>- Evidence Level: Strong</p> | Status Check | | | EOY Reflection |
| | Nov | Jan | Mar | June |
| | | | | |
| Improvement Strategy 4 Details | Reviews | | | |
| <p>Improvement Strategy 4: Data team/PLC focus for each grade monthly .</p> <p>Formative Measures: PLC Meeting notes and recap</p> <p>Position Responsible: Administration Teachers</p> <p>Student Groups This Strategy Targets: FRL, EL, Students with Disabilities, Racial/Ethnic Groups, At Risk</p> <p>- Evidence Level: Moderate</p> | Status Check | | | EOY Reflection |
| | Nov | Jan | Mar | June |
| | | | | 162 |
| <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div> | | | | |

Goal 3: East Valley will increase family engagement.

Aligns with District Priority

Annual Performance Objective 1: By Spring of 2025, East Valley will promote family engagement opportunities by increasing community participation in our family engagement events by 10%.

Evaluation Data Sources: Climate Survey

| Improvement Strategy 1 Details | Reviews | | | |
|--|--------------|-----|-----|----------------|
| <p>Improvement Strategy 1: EVES will provide family engagement opportunity through a "Life in the Day of a Student" event.</p> <p>Formative Measures: Family engagement sign-in sheet, survey responses</p> <p>Position Responsible: Teachers Counselor Administration</p> <p>Student Groups This Strategy Targets: FRL, EL, Students with Disabilities, Migrant, Racial/Ethnic Groups, At Risk</p> <p>- Evidence Level: Moderate</p> | Status Check | | | EOY Reflection |
| | Nov | Jan | Mar | June |
| | | | | 163 |
| <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div> | | | | |

Schoolwide and Targeted Assistance Title I Elements

2.2: Regular monitoring and revision

EVES CIP team meets regularly to review current data to monitor our progress on meeting our goals.

2.3: Available to parents and community in an understandable format and language

EVES provides parents with access to our School Improvement Plan through our website and available for view in person at the school.

Lyon County School District
Fernley Elementary School
2024-2025 School Performance Plan

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Comprehensive Needs Assessment

Student Success

Student Success Summary

Fernley Elementary School's culture and climate improved due to a number of factors observed in school wide behavioral and academic data. Fernley Elementary's students were further connected to their learning after implementing the new English Language Arts curriculum in every grade level while also seeing significant growth in math after year 2 implementation of I-Ready math curriculum. Fernley Elementary's staff continues to engage in meaningful and relevant professional development centered around the curriculum in order to deepen the culture of schoolwide adult learning.

Student Success Strengths

Fernley Elementary saw a significant drop in behavior referrals during the 2023/2024 school year, down 26% from the 2022/2023 school year.

52% of Fernley Elementary's students met or exceeded their individual growth goals in reading as measured by the Fall to Spring MAP Reading assessment results.

75% of Fernley Elementary's students demonstrated growth with improved placement as measured by the I-Ready Fall to Spring math diagnostic assessment. FES students scoring at or above grade level grew from 6% to 44%. FES students scoring one grade level below standard dropped from 59% to 44%. FES students scoring two or more grade levels below standard dropped from 34% to 12%.

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Problem Statements Identifying Student Success Needs

Problem Statement 1: Achievement gaps are present as evidenced by 48% of students at FES not meeting or exceeding their individual growth goals as measured by the Spring 2024 MAP and HMH reading assessments. **Critical Root Cause:** FES has a schoolwide chronic absenteeism rate of 46% resulting in inadequate exposure to quality Tier 1 curriculum and instruction including progress monitoring, individualized programming, targeted interventions and formative assessments.

Problem Statement 2: Achievement gaps are present as evidenced by 67% of white, disadvantaged students in 3rd and 4th grade not demonstrating proficiency on the Spring 2024 SBAC math assessment, and 68.5% of white, disadvantaged students in 3rd and 4th grade not demonstrating proficiency on the Spring 2024 SBAC reading assessment. **Critical Root Cause:** FES has a schoolwide chronic absenteeism rate of 46% resulting in inadequate exposure to quality Tier 1 reading and math curriculum and instruction including progress monitoring, individualized programming, targeted interventions and formative assessments.

Adult Learning Culture

Adult Learning Culture Strengths

100% of grade level and department staff met for data team meetings twice-monthly with Administration. Meeting topics alternated between ELA, Math, and SPED data analyzation. Meeting agendas focused on data-based strategic interventions, strategic grouping, curriculum, and goal setting.

100% of instructional and support staff (certified and classified) met twice-monthly for various professional development sessions focused on curriculum, schoolwide data, instructional methods, Tier 1 interventions, PBIS, online learning platforms, District and school initiatives, and other relevant and meaningful topics.

Problem Statements Identifying Adult Learning Culture Needs

Problem Statement 1: Achievement gaps are present as evidenced by 48% of students at FES not meeting or exceeding their individual growth goals as measured by the 2024 Spring MAP and HMH reading assessments. **Critical Root Cause:** Inadequate and infrequent professional development focused on year 1 of HMH and Structured Literacy curriculum and instruction resulted in low schoolwide implementation of HMH with fidelity.

Connectedness

Connectedness Strengths

Staff Needs Assessment: 92% of staff responded by anonymous survey in Spring 2024. 100% of those responding indicated FES is a student-first environment, and positive school culture and staff morale has continued to increase from the previous year.

Fernley Elementary saw a significant drop in behavior referrals during the 2023/2024 school year. 315 referrals were submitted to the PBIS Rewards and Referrals app. This number is down 26% from the 2022/2023 school year.

Students and staff participated in the Portrait of a Learner and PBIS Focus of the week. Each week, students and staff were nominated for their outstanding efforts toward the weekly focus. 919 students and 604 staff were recognized during morning announcements and awarded spirit sticks in front of their peers and colleagues.

Problem Statements Identifying Connectedness Needs

Problem Statement 1: Achievement gaps are present as evidenced by 48% of students at FES not meeting or exceeding their individual growth goals as measured by the 2024 Spring MAP and HMH reading assessments. **Critical Root Cause:** FES has a schoolwide chronic absenteeism rate of 46% resulting in inadequate exposure and connections to quality Tier 1 ELA curriculum and instruction including progress monitoring, individualized programming, targeted interventions and formative assessments.

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Priority Problem Statements

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Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- School goals
- Early childhood literacy and math goals
- College and career readiness goals
- Prior year improvement plans - Needs Assessment
- Prior year improvement plans - Performance objectives (SMART goals)
- Prior year improvement plans - Actions and strategies
- Prior year improvement plans - Formative and summative reviews
- Planning and decision-making committee minutes

Accountability Data

- State assessment performance report

Student Data: Assessments

- State and federally required assessment information
- Early reading assessment results
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data

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Student Data: Student Groups

- Race and ethnicity
- Special programs
- Economically disadvantaged
- Special education
- At-risk
- EL
- Section 504 data
- Homeless data
- Foster
- Multi-Tiered System of Supports (MTSS) or Response to Intervention (RTI)

Student Data: Behavior and Other Indicators

- Attendance data
- Social Emotional Learning
- Discipline records
- Student surveys and/or other feedback

- School safety data

Employee Data

- Staff surveys and/or other feedback
- Professional learning communities (PLC) data
- School department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

Parent/Family/Community Data

- Parent/family engagement, opportunities, attendance, and participation
- Volunteer opportunities, attendance, and participation

Support Systems and Other Data

- Organizational structure data
- Master schedule
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity building resources data
- Study of best practices

Goals





Goal 1: Student succes: FES staff will implement Tier 1 curriculum and instruction with fidelity in order to close achievement gaps in all grade levels.

Aligns with District Priority

Annual Performance Objective 1: 70% of FES students will meet or exceed individual growth goals in reading as measured by Spring 2025 Reading MAP assessment data.

Evaluation Data Sources: Reading MAP assessment data-3 times per year
 HMH Progress monitoring





| Improvement Strategy 1 Details | Reviews | | | |
|--|--------------|-----|-----|----------------|
| <p>Improvement Strategy 1: Implementation of HMH and Structured Literacy curriculum with fidelity at all grade levels.</p> <p>Formative Measures: Twice-monthly data teams and PLC meetings. Walkthrough Data HMH Progress monitoring screening and intervention data MAP reading assessment data-3 times per year</p> <p>Position Responsible: Classroom teachers School administration Site Teacher Leaders ELL and Intervention staff</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6, 4.1, 4.2</p> <p>- Student Groups This Strategy Targets: FRL, EL, Students with Disabilities, Foster/Homeless, Racial/Ethnic Groups, Chronically Absent, At Risk</p> <p>- Evidence Level: Strong</p> | Status Check | | | EOY Reflection |
| | Nov | Jan | Mar | June |
| | | | | 173 |

| Improvement Strategy 2 Details | Reviews | | | |
|--|--------------|-----|-----|----------------|
| <p>Improvement Strategy 2: Students will use Edgenuity Reading MyPath personalized instruction 20-50 minutes per week to target skill acquisition at their independent level.</p> <p>Formative Measures: Weekly Edgenuity reading usage reports Twice-monthly data teams Progress monitoring MAP reading assessment data-3 times per year</p> <p>Position Responsible: Classroom teachers School Administration Teacher Leaders ELL and intervention staff</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6, 4.1, 4.2 - Student Groups This Strategy Targets: FRL, EL, Students with Disabilities, Foster/Homeless, Racial/Ethnic Groups, Chronically Absent, At Risk - Evidence Level: Strong</p> | Status Check | | | EOY Reflection |
| | Nov | Jan | Mar | June |
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| <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div> | | | | |

Goal 1: Student succes: FES staff will implement Tier 1 curriculum and instruction with fidelity in order to close achievement gaps in all grade levels.

Annual Performance Objective 2: 80% of FES students will meet or exceed their individual growth goals in Math as measured by Spring 2025 Math MAP assessment and I-Ready Diagnostic data.

Evaluation Data Sources: Math MAP assessment data-3 times per year
I-Ready Diagnostic Data- 3 times per year





| Improvement Strategy 1 Details | Reviews | | | |
|--|--------------|-----|-----|----------------|
| <p>Improvement Strategy 1: Students will engage in the online I-ready personalized instruction at least 29-50 minutes per week with at least 70% passing rates on all assignments.</p> <p>Formative Measures: Weekly I-ready personalized instruction usage reports Twice-monthly data teams/PLCs Walkthrough data Progress monitoring MAP Math assessment-3 times per year</p> <p>Position Responsible: Classroom teachers School Administration Teacher Leaders</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6, 4.1, 4.2 - Student Groups This Strategy Targets: FRL, EL, Students with Disabilities, Foster/Homeless, Racial/Ethnic Groups, Chronically Absent, At Risk - Evidence Level: Strong</p> | Status Check | | | EOY Reflection |
| | Nov | Jan | Mar | June |
| | | | | 175 |
| <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div> | | | | |

Goal 2: Adult learning: FES staff will participate in professional development focused on Tier 1 instructional strategies and interventions while implementing those strategies and interventions with fidelity.

Aligns with District Priority

Annual Performance Objective 1: By spring of 2025, 100% of FES staff will have collaboratively participated in twice-monthly professional development focused on effective implementation of curriculum, instruction, and interventions as grade levels and departments.

Evaluation Data Sources: Twice-monthly data team agendas and notes
Twice-monthly PD agendas and attendance

| Improvement Strategy 1 Details | Reviews | | | |
|--|--------------|-----|-----|----------------|
| <p>Improvement Strategy 1: All grade levels/departments will meet twice-monthly in Data Teams and/or Professional Development sessions to analyze the curricular data trends that drive the instruction and intervention processes.</p> <p>Formative Measures: Twice-monthly data team agendas and notes Twice-monthly PD agendas and attendance</p> <p>Position Responsible: Classroom teachers Departments (SPED, ELL, Interventionist, Paras, Specials teachers) School Administration Teacher Leaders</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6, 4.1, 4.2 - Student Groups This Strategy Targets: FRL, EL, Students with Disabilities, Foster/Homeless, Racial/Ethnic Groups, Chronically Absent, At Risk - Evidence Level: Strong</p> | Status Check | | | EOY Reflection |
| | Nov | Jan | Mar | June |
| | | | | 176 |
| <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div> | | | | |

Goal 3: Connectedness: FES students will demonstrate a commitment to ownership in their learning and will exemplify their ability to be lifelong learners, discovery learners, and connected learners by attending school consistently.

Aligns with District Priority

Annual Performance Objective 1: FES will improve the 46% Chronic Absenteeism rate to 35% by Spring 2025 as measured by Infinite Campus Insights data.

Evaluation Data Sources: Infinite Campus Insights data
 State chronic absenteeism report
 PBIS Rewards and Referral Data

| Improvement Strategy 1 Details | Reviews | | | |
|--|--------------|-----|-----|----------------|
| <p>Improvement Strategy 1: FES staff will promote consistent student attendance through monthly data monitoring, attendance enforcement in partnership with the school resource officer and Human Services, attendance letters to families, monthly attendance reminders and information via mass comms (Finalsite), home visits, check-in and check out with school counselor, schoolwide positive attendance recognition, and various methods of incentives.</p> <p>Formative Measures: Monthly monitoring through Infinite Campus Insights data Counselor notes/logs Letters home Positive recognition data Raffle/incentive data</p> <p>Position Responsible: School administration School counselor Classroom teachers School attendance officer</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6, 4.1, 4.2 - Student Groups This Strategy Targets: FRL, EL, Students with Disabilities, Foster/Homeless, Racial/Ethnic Groups, Chronically Absent, At Risk - Evidence Level: Strong</p> | Status Check | | | EOY Reflection |
| | Nov | Jan | Mar | June |
| | | | | 177 |

No Progress

Accomplished

Continue/Modify

Discontinue

Schoolwide and Targeted Assistance Title I Elements

1.1: Comprehensive Needs Assessment

The FES SPP and MTSS teams meet monthly to analyze schoolwide academic and behavior data to drive our instruction and intervention processes.

2.1: School Performance Plan (SPP) developed with appropriate stakeholders

The SPP and MTSS teams include staff and parents when meeting monthly to review academic and behavioral data. Feedback is solicited from grade level/department representatives and surveys.

2.2: Regular monitoring and revision

Our teams meet monthly to analyze data and conduct progress monitoring. Status checks and plan revisions are completed quarterly. Each grade level and department meets twice-monthly to analyze progress monitoring strategies and groups.

2.3: Available to parents and community in an understandable format and language

The plan is posted on our school website in English and Spanish, sent to families via district messaging platforms, and available in the front office.

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2.4: Opportunities for all children to meet State standards

All classrooms are updated with most current interactive technology such as Promethean Boards and Elmos. All students have access to online learning and intervention platforms such as Fast Forward, Mystery Science, and Learning A-Z. All staff have access to PBIS and Navigate 360 which are used to collect data and provide restorative behavior interventions. PBIS rewards and incentives are offered to all students and staff to promote positive behavior initiatives and build connections.

2.5: Increased learning time and well-rounded education

All classrooms are updated with most current interactive technology such as Promethean Boards and Elmos. All students have access to online learning and intervention platforms such as Fast Forward, Mystery Science, and Learning A-Z. All staff have access to PBIS and Navigate 360 which are used to collect data and provide restorative behavior interventions. PBIS rewards and incentives are offered to all students and staff to promote positive behavior initiatives and build connections.

2.6: Address needs of all students, particularly at-risk

All classrooms are updated with most current interactive technology such as Promethean Boards and Elmos. All students have access to online learning and intervention platforms such as Fast Forward, Mystery Science, and Learning A-Z. All staff have access to PBIS and Navigate 360 which are used to collect data and provide restorative behavior interventions. PBIS rewards and incentives are offered to all students and staff to promote positive behavior initiatives and build connections.

3.1: Annually evaluate the schoolwide plan

Students are assessed 3 times per year in Reading and Math. Students identified as at-risk in reading are placed on a RAP plan and/or placed in a literacy intervention group with our College and Career Readiness interventionist. Grade level and department teams meet twice-monthly to analyze their data collected through progress monitoring and that data is used to evaluate the SPP. The SPP plan is analyzed and evaluated at monthly SPP Team meetings.

4.1: Develop and distribute Parent Involvement and Family Engagement Policy

The Parent Involvement and Family Engagement policy is dictated by Title 1 and distributed to families within the first month of school.

4.2: Offer flexible number of parent involvement meetings

FES invites families to participate in various activities both during the school day and outside school hours. Family involvement events are planned quarterly at minimum.

Lyon County School District
Fernley Intermediate School
2024-2025 School Performance Plan

Classification: 2 Star School

Distinction Designations:

Title I
ATSI

Mission Statement

Fernley Intermediate School's mission is to promote learning for life, encourage discovery learning, and empower connected learners.

Value Statement

Nevada Report Card

In compliance with federal and state law, Nevada's K-12 Accountability Portal provides detailed information about each school's student and staff demographics and school performance rating, a star-rating system based on the Nevada School Performance Framework (NSPF). You can find our School Rating Report at (Add a link to the school's School Rating Report.)

https://nevadareportcard.nv.gov/DI/nv/lyon/fernley_intermediate_school/2024

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Comprehensive Needs Assessment

Revised/Approved: September 17, 2024

Student Success

Student Success Summary

Using iReady data, during the 2022-2023 school year the percentage of students that met their annual typical growth goal in 5th grade was 32% and in 6th grade it was 57%. During the 2023-2024 school year the data shows that the percentage of students meeting their annual typical growth in 5th grade increased to 44% and in 6th grade 80%

Students are now working with research based curriculum in iReady and HMH.

Staff completed Student Risk Screener Scale for Internalizing and Externalizing Behaviors, this helped create groups for students who needed extra support academically and behaviorally. 183

Students received quarterly awards based on the Portrait of a Learner core values. At the start of each quarter students are given the core value of the quarter and at the end of each quarter staff awards students with recognition.

Students and their families are encouraged to take part in the monthly Falcon Perch, a time for parents and family members to come in and have lunch with the child.

Student Success Strengths

Students are becoming more familiar with iReady and gaining the skills to be successful. Students are also working with the domains within Portrait of a Learner.

Problem Statements Identifying Student Success Needs

Problem Statement 1: Students in the area of Reading MAP in Fall 2023 scored at a median percentile of 42% compared to Reading MAP in Spring 2024 scored at a median percentile of 40%. **Critical Root Cause:** There are several factors. One, FIS and LCSD implemented a new curriculum (HMH) which created some challenges and success.

Problem Statement 2: 38% of students in the area of Math iReady diagnostic in Spring of 2023 were at or above grade level. 39% of students were at or above grade level in Spring of 2024.

Adult Learning Culture

Adult Learning Culture Summary

FIS staff uses a research based ELA and math curriculum in accordance with the LCSD framework. Teachers also work to create lesson plans and classroom environments based on the Portrait of a Learner foundations. Teachers leaders are available in math and ELA to help support teachers in their classes. Career and College Readiness Coach and Special Education staff are becoming familiar with and using the newly adopted curriculum to help struggling students.

Adult Learning Culture Strengths

Weekly grade level subject area meetings to create lesson plans, common assessments and share data.

MTSS uses teacher driven surveys to find students needs academically and behaviorally creating groups such as check-in check-out, counseling groups and intervention groups to help support student needs.

Staff takes part in bi-weekly professional development meetings based on areas they report they need guidance in or would like to know more about.¹⁸⁵

Problem Statements Identifying Adult Learning Culture Needs

Problem Statement 1: FIS is focused on continued improvement and collective efficacy. Access to differentiated materials and research based interventions to help with learning gaps and student achievement. **Critical Root Cause:** Implementing new Math/ELA Curriculum (i-Ready-Year 3), ELA (HMH)-Year 2, Staff buy in with new curriculum. Staffing (LTS's, Paid Interns, in teaching positions)

Connectedness

Connectedness Summary

FIS has noticed a challenge with inviting families in for events. FIS will continue to invite families into our school, there is still a concern with involvement. Technology has created easy access to conferences, phone calls and meetings. FIS will motivate and encourage families to attend events with fun and engaging events and having educational components tied in (Parent University).

Connectedness Strengths

FIS continues to have activities and events for families to come in and see what is happening. The biggest draw we have is Falcon Perch Fridays. This allows for parents and families to come to school and have lunch with their children. During the 2023-24 school year we saw 700+ families join us during the year. During our first Falcon Perch for the 2024-25 school year we had 200 families come and take part. Other events we have that we invite parents to include our Breast Cancer Awareness Assembly, our 9-11 Remembrance Assembly and our Veteran's Day Assembly.

Problem Statements Identifying Connectedness Needs

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Problem Statement 1: FIS has noticed a challenge with inviting families in for events. FIS will continue to invite families into our school, there is still a concern with involvement. Technology has created easy access to conferences, phone calls and meetings. FIS will motivate and encourage families to attend events with fun and engaging events and having educational components tied in (Parent University). See Event **Critical Root Cause:** Many families are busy and working. As students get older family engagement gets lower. At our FIS Back to School Night in the Fall, 74% of families attended (This increased from 23-24). FIS will continue to overcome this challenge by inviting parents to all events with Facebook, Infinite Campus phone calls, flyers, mass communication system/app (Translated documents and messages).

Priority Problem Statements

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Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- School goals
- Prior year improvement plans - Needs Assessment
- Prior year improvement plans - Performance objectives (SMART goals)
- Prior year improvement plans - Actions and strategies
- Prior year improvement plans - Expenditures
- Prior year improvement plans - Formative and summative reviews
- State and federal planning requirements

Accountability Data

- State assessment performance report
- Comprehensive, Targeted, and/or Additional Targeted Support data
- Federal Report Card Data

Student Data: Assessments

- State and federally required assessment information
- English Language Proficiency Assessment System results
- Early reading assessment results
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data

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Student Data: Student Groups

- Race and ethnicity
- Special programs
- Economically disadvantaged
- Male/Female
- Special education
- Migrant
- At-risk
- EL
- Section 504 data
- Homeless data
- Foster
- Gifted and talented data
- Multi-Tiered System of Supports (MTSS) or Response to Intervention (RtI)

Student Data: Behavior and Other Indicators

- Attendance data
- Social Emotional Learning
- Discipline records
- Violence and/or violence prevention records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- Enrollment trends
- School safety data

Employee Data

- Staff surveys and/or other feedback
- Professional learning communities (PLC) data
- Teacher/Student Ratio
- State certified and high quality staff data
- School leadership data
- School department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- Equity data
- Teacher retention
- Teacher evaluation
- Administrator evaluation

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Parent/Family/Community Data

- Parent/family surveys and/or other feedback
- Parent/family engagement, opportunities, attendance, and participation
- Community surveys and/or other feedback
- Volunteer opportunities, attendance, and participation

Support Systems and Other Data

- Master schedule
- Course offerings
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results

Goals





Revised/Approved: September 24, 2024

Goal 1: FIS will promote all students of LCSD to be college, career, and life successful by improving in the areas of literacy and mathematics as measured by iReady and MAP growth.

Annual Performance Objective 1: Based on Spring 2023-2024 Math iReady data, FIS will increase from 39% scoring at or above grade level to 42% at or above grade level by end of 2024-2025 school year.

Evaluation Data Sources: iReady

| Improvement Strategy 1 Details | Reviews | | | |
|--|---------------------|------------|------------|-----------------------|
| <p>Improvement Strategy 1: Based on the data that FIS implemented LCSD adopted curriculum 50% of class instructional time (2023-2024), FIS will implement LCSD adopted curriculum 75% of class instructional time.</p> <p>Formative Measures: Walk Throughs, PLCs, iReady Path data, Formative Assessments</p> <p>Position Responsible: FIS Staff, Admin</p> <p>Student Groups This Strategy Targets: FRL, EL, Students with Disabilities, Migrant, Foster/Homeless, Racial/Ethnic Groups, Chronically Absent, At Risk</p> <p>- Evidence Level: Has Rationale</p> | Status Check | | | EOY Reflection |
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| | | | | 190 |
| Improvement Strategy 2 Details | Reviews | | | |
| <p>Improvement Strategy 2: Professional Development with LCSD adopted Tier 1 , 2, and 3 available curriculum and instruction. (HMH, iReady, Corrective Reading)</p> <p>Formative Measures: Meeting attendance, agendas, student data</p> <p>Position Responsible: FIS Staff, Admin</p> <p>Student Groups This Strategy Targets: FRL, EL, Students with Disabilities, Migrant, Foster/Homeless, Racial/Ethnic Groups, Chronically Absent, At Risk</p> <p>- Evidence Level: Has Rationale</p> | Status Check | | | EOY Reflection |
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| Improvement Strategy 3 Details | Reviews | | | |
|--|--------------|-----|-----|----------------|
| <p>Improvement Strategy 3: Implement Corrective Reading, Check in and Check Out, Small Group Social Emotional Learning, and Professional Development on Research Based Tier 2 and Tier 3 Interventions during the FIS master schedule intervention block.</p> <p>Formative Measures: MAP and iReady Data, Lesson Planning, Professional Development, Intervention student data</p> <p>Position Responsible: FIS staff, Admin</p> <p>Student Groups This Strategy Targets: FRL, EL, Students with Disabilities, Migrant, Foster/Homeless, Racial/Ethnic Groups, Chronically Absent, At Risk</p> <p>- Evidence Level: Has Rationale</p> | Status Check | | | EOY Reflection |
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Goal 1: FIS will promote all students of LCSD to be college, career, and life successful by improving in the areas of literacy and mathematics as measured by iReady and MAP growth.

Annual Performance Objective 2: Based on Spring 2024 Reading MAP data, FIS will increase from 42% median percentile achievement to 45% median percentile achievement by end of 2024-2025 school year.

| Improvement Strategy 1 Details | Reviews | | | |
|---|---------------------|------------|------------|-----------------------|
| <p>Improvement Strategy 1: Based on the data that FIS implemented LCSD adopted curriculum 50% of class instructional time (2023-2024), FIS will implement LCSD adopted curriculum 75% of class instructional time.</p> <p>Formative Measures: Walk Throughs, PLCs, iReady Path data, Formative Assessments</p> <p>Position Responsible: FIS Staff, Admin</p> <p>Student Groups This Strategy Targets: FRL, EL, Students with Disabilities, Migrant, Foster/Homeless, Racial/Ethnic Groups, Chronically Absent, At Risk</p> <p>- Evidence Level: Has Rationale</p> | Status Check | | | EOY Reflection |
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| Improvement Strategy 2 Details | Reviews | | | |
| <p>Improvement Strategy 2: Professional Development with LCSD adopted Tier 1 curriculum and instruction (iReady/HMH)</p> <p>Formative Measures: Meeting attendance, agendas, student data</p> <p>Position Responsible: FIS Staff, Admin</p> <p>Student Groups This Strategy Targets: FRL, EL, Students with Disabilities, Migrant, Foster/Homeless, Racial/Ethnic Groups, Chronically Absent, At Risk</p> <p>- Evidence Level: Has Rationale</p> | Status Check | | | EOY Reflection |
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| Improvement Strategy 3 Details | Reviews | | | |
| <p>Improvement Strategy 3: Implement and Professional Development on Research Based Tier 2 and Tier 3 Interventions during the FIS master schedule intervention block. (Corrective Reading, HMH, iReady)</p> <p>Formative Measures: MAP and iReady Data, Lesson Planning, Professional Development, Intervention student data</p> <p>Position Responsible: FIS staff, Admin</p> <p>Student Groups This Strategy Targets: FRL, EL, Students with Disabilities, Migrant, Foster/Homeless, Racial/Ethnic Groups, Chronically Absent, At Risk</p> <p>- Evidence Level: Has Rationale</p> | Status Check | | | EOY Reflection |
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 No Progress

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 Continue/Modify

 Discontinue

Goal 1: FIS will promote all students of LCSD to be college, career, and life successful by improving in the areas of literacy and mathematics as measured by iReady and MAP growth.

Annual Performance Objective 3: Based on 2024 Fall MAP Special Education data, FIS will increase ELA MAP Median Percentile Achievement Proficiency from 13.25% to 16.25% and increase Math MAP Median Percentile Achievement Proficiency from 11.25% to 14.25%.

Evaluation Data Sources: MAP, iReady





| Improvement Strategy 1 Details | Reviews | | | |
|--|--------------|-----|-----|----------------|
| <p>Improvement Strategy 1: Meet monthly with SPED Staff to discuss (IEP compliance, data analysis of test scores, goals and objectives progress).</p> <p>Formative Measures: MAP, iReady, Formative Assessments, Goal and Objective progress, IEP due dates and Prior Written Notices.</p> <p>Position Responsible: SPED Staff and Administrators</p> <p>Student Groups This Strategy Targets: FRL, EL, Students with Disabilities, Migrant, Foster/Homeless, Racial/Ethnic Groups, Chronically Absent, At Risk - Evidence Level: Has Rationale</p> | Status Check | | | EOY Reflection |
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Goal 2: FIS will ensure that every 5th and 6th-grade student exemplifies the "Portrait of a Learner" by demonstrating a commitment to lifelong learning, developing critical thinking skills, taking ownership of their learning journey, and engaging in discovery-based learning.

Annual Performance Objective 1: Based on the data that FIS implemented 1 (Project Based Learning) during the 2023-2024 school year, FIS will Increase the number of hands-on, project-based learning opportunities for 5th and 6th graders during the 2024/2025 school year by completing 2 (Project Based Learning).

Evaluation Data Sources: Participation in (Project Based Learning), project registration and completion, outdoor day attendance, Professional Learning Community and project notes, Number of Work Based Field Trips, Counselor Career exploration opportunities for students.

| Improvement Strategy 1 Details | Reviews | | | |
|---|---------------------|------------|------------|-----------------------|
| <p>Improvement Strategy 1: FIS will increase STEM activities and events from 148 participants to 175 participants in the Spring 2025 STEM Festival.</p> <p>Formative Measures: Student Participants and registration.</p> <p>Position Responsible: STEM Festival Coordinator, STEM Festival Committee, School Staff</p> <p>Student Groups This Strategy Targets: FRL, EL, Students with Disabilities, Migrant, Foster/Homeless, Racial/Ethnic Groups, Chronically Absent, At Risk</p> <p>- Evidence Level: Has Rationale</p> | Status Check | | | EOY Reflection |
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| Improvement Strategy 2 Details | Reviews | | | |
| <p>Improvement Strategy 2: FIS will implement Professional Development in the area of Project Based Learning.</p> <p>Formative Measures: PBL PD for FIS staff, PLC Planning and Preparation, Participation and Completion of two PBL's</p> <p>Position Responsible: FIS Staff</p> <p>Student Groups This Strategy Targets: FRL, EL, Students with Disabilities, Migrant, Foster/Homeless, Racial/Ethnic Groups, Chronically Absent, At Risk</p> <p>- Evidence Level: Has Rationale</p> | Status Check | | | EOY Reflection |
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| Improvement Strategy 3 Details | Reviews | | | |
|--|--------------|-----|-----|----------------|
| <p>Improvement Strategy 3: FIS will participate in 1 additional walking Field Trip to a local community business in STEM related fields.</p> <p>Formative Measures: Student survey data</p> <p>Position Responsible: FIS Staff, Admin</p> <p>Student Groups This Strategy Targets: FRL, EL, Students with Disabilities, Migrant, Foster/Homeless, Racial/Ethnic Groups, Chronically Absent, At Risk</p> <p>- Evidence Level: Has Rationale</p> | Status Check | | | EOY Reflection |
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Goal 2: FIS will ensure that every 5th and 6th-grade student exemplifies the "Portrait of a Learner" by demonstrating a commitment to lifelong learning, developing critical thinking skills, taking ownership of their learning journey, and engaging in discovery-based learning.


Annual Performance Objective 2: FIS will provide professional development and exemplify Portrait of Learner by doing quarterly awards with the four POL domains.

Evaluation Data Sources: Professional Development, Award Creation with Explanation,

| Improvement Strategy 1 Details | Reviews | | | |
|---|--------------|-----|-----|----------------|
| <p>Improvement Strategy 1: FIS will implement POL professional development with staff in October and provide strategies and ideas to teach and use with students.</p> <p>Formative Measures: Professional Development attendance data and agenda</p> <p>Position Responsible: Admin and staff</p> <p>Student Groups This Strategy Targets: FRL, EL, Students with Disabilities, Migrant, Foster/Homeless, Racial/Ethnic Groups, Chronically Absent, At Risk</p> <p>- Evidence Level: Has Rationale</p> | Status Check | | | EOY Reflection |
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| 197 | | | | |

 0% No Progress

 100% Accomplished





 Continue/Modify

 Discontinue

Goal 2: FIS will ensure that every 5th and 6th-grade student exemplifies the "Portrait of a Learner" by demonstrating a commitment to lifelong learning, developing critical thinking skills, taking ownership of their learning journey, and engaging in discovery-based learning.

Annual Performance Objective 3: FIS will reduce Chronic Absenteeism from 39.4% (2023-2024) to 36.4% by end of 2024-2025 school year.

Evaluation Data Sources: Infinite Campus attendance data


| Improvement Strategy 1 Details | Reviews | | | |
|--|--------------|-----|-----|----------------|
| <p>Improvement Strategy 1: FIS will implement (All Calls, Home Visits, Attendance Letters, Class competitions, Counselor SEL Lessons, and attendance awards quarterly)</p> <p>Formative Measures: Infinite Campus data, data tracking and follow up from strategies above.</p> <p>Position Responsible: Office Staff and Administrators.</p> <p>Student Groups This Strategy Targets: FRL, EL, Students with Disabilities, Migrant, Foster/Homeless, Racial/Ethnic Groups, Chronically Absent, At Risk</p> <p>- Evidence Level: Has Rationale</p> | Status Check | | | EOY Reflection |
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Goal 2: FIS will ensure that every 5th and 6th-grade student exemplifies the "Portrait of a Learner" by demonstrating a commitment to lifelong learning, developing critical thinking skills, taking ownership of their learning journey, and engaging in discovery-based learning.


Annual Performance Objective 4: Based on the NV-SCSEL data that 68.0% of students at FIS indicate that they can easily employ their social emotional skills (2023 Fall). 71% of FIS students will report that they can easily employ their social emotional skills (2024 Fall).


Evaluation Data Sources: NV-NCSEL Social and Emotional Competence

| Improvement Strategy 1 Details | Reviews | | | |
|---|--------------|-----|-----|----------------|
| <p>Improvement Strategy 1: FIS will create an electronic version of the permission opt in form and send to all families (Google Forms). In addition, each classroom teacher will send through their communication system to families.</p> <p>Formative Measures: Percentage of opt in forms signed</p> <p>Position Responsible: Admin and FIS Staff</p> <p>Student Groups This Strategy Targets: FRL, EL, Students with Disabilities, Migrant, Foster/Homeless, Racial/Ethnic Groups, Chronically Absent, At Risk</p> <p>- Evidence Level: Has Rationale</p> | Status Check | | | EOY Reflection |
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| | | | | |
| 199 | | | | |

 0% No Progress

 100% Accomplished

 Continue/Modify

 Discontinue

Schoolwide and Targeted Assistance Title I Elements

1.1: Comprehensive Needs Assessment

Prior to completing the CIP at Fernley Intermediate School the CIP team met twice to complete a needs assessment (data dig). During these meetings the team discussed and analyzed academic data, behavioral data, attendance data, connectedness data , and CIP observations (Strengths and concerns).

2.1: School Performance Plan (SPP) developed with appropriate stakeholders

The CIP team includes certified staff, classified staff, and parents and has met weekly from the start of the school year to complete the plan. The CIP team will continue to meet monthly to assess progress and provide feedback. In addition, the plan is communicated at family engagements nights hosted at FIS as well as on our website and through our mass communication system.

2.2: Regular monitoring and revision

FIS holds CIP team meetings monthly and our status checks are communicated with departments within the school. All status checks will be documented in Plan4Learning template.

2.3: Available to parents and community in an understandable format and language

The plan is posted on the school website and is communicated through our mass communication system.

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2.4: Opportunities for all children to meet State standards

FIS sets Title 1 funds and initiative's aside to work on social emotional learning and positive behavior interventions. When students are engaged and emotions are regulated we allow for more students to be meeting state standards. In addition, we incorporate intervention blocks at FIS to close behavioral and academic gaps.

2.6: Address needs of all students, particularly at-risk

FIS analysis data with our MTSS, CCRI, and CIP team to identify interventions needed for all students at FIS. In addition, FIS implements data dig meetings with all teachers twice a year.

3.1: Annually evaluate the schoolwide plan

Our evaluation process is based on our goals and objectives created within the plan. We will track our progress based on the improvement strategies, objectives and goals within the plan monthly. This will be tracked in Plan4Learning status checks.

4.1: Develop and distribute Parent Involvement and Family Engagement Policy

Our Parent Involvement committees helps develop parent involvement and family engagement policies within the school. This is sent to all families through mass communication systems and website.

4.2: Offer flexible number of parent involvement meetings

We hold a parent involvement night quarterly and tie in parent learning with family engagement and fun. For example, (Fall Festival, Outdoor day, STEM festival, Bingo Night) ALL events include food, fun, and resources for families to improve learning.

5.1: Determine which students will be served by following local policy

All students at Fernley Intermediate School are served following local policies and following this CIP plan.

Lyon County School District
Riverview Elementary School
2024-2025 School Performance Plan

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Comprehensive Needs Assessment

Student Success

Student Success Summary

Students iReady Math and Reading MAP scores continue to increase.

Student Success Strengths

New curriculums are leading to better tier 1 instruction and student understanding.

Problem Statements Identifying Student Success Needs

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Problem Statement 1 (Prioritized): Students MAP scores and SBAC scores are not aligning. **Critical Root Cause:** Students struggle to type for extended periods of time and do not understand the importance of the SBAC.

Adult Learning Culture

Adult Learning Culture Summary

All teachers participate in weekly PLC meetings to collaborate and analyze student work/data. Teachers have participated in peer observations and are learning from one another. All teachers have implemented small group instruction within their classrooms to provide interventions for all students.

Adult Learning Culture Strengths

Teachers have worked hard to implement and understand the new HMH curriculum. All teachers are utilizing small group reading instruction to provide individualized interventions.

Problem Statements Identifying Adult Learning Culture Needs

Problem Statement 1 (Prioritized): Given the new HMH curriculum teachers struggle with the management of small groups and what interventions to use to differentiate instruction for all students **Critical Root Cause:** Teachers do not understand how to choose an effective intervention for students.

Connectedness

Connectedness Summary

Parent participation at family nights increased last year. 95% of parents report feeling safe sending their children to school at RES.

Connectedness Strengths

Parent and community participation continues to increase.

Problem Statements Identifying Connectedness Needs

Problem Statement 1 (Prioritized): Parents come to fun family events but aren't coming to parent university nights. **Critical Root Cause:** Some parents do not see the importance in an education or being involved with their child's school.

Priority Problem Statements

Problem Statement 1: Students MAP scores and SBAC scores are not aligning.

Critical Root Cause 1: Students struggle to type for extended periods of time and do not understand the importance of the SBAC.

Problem Statement 1 Areas: Student Success

Problem Statement 2: Given the new HMH curriculum teachers struggle with the management of small groups and what interventions to use to differentiate instruction for all students

Critical Root Cause 2: Teachers do not understand how to choose an effective intervention for students.

Problem Statement 2 Areas: Adult Learning Culture

Problem Statement 3: Parents come to fun family events but aren't coming to parent university nights.

Critical Root Cause 3: Some parents do not see the importance in an education or being involved with their child's school.

Problem Statement 3 Areas: Connectedness

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- School goals
- Prior year improvement plans - Needs Assessment
- Prior year improvement plans - Performance objectives (SMART goals)
- Prior year improvement plans - Actions and strategies
- Prior year improvement plans - Expenditures
- Prior year improvement plans - Formative and summative reviews

Accountability Data

- State assessment performance report
- Comprehensive, Targeted, and/or Additional Targeted Support data
- Federal Report Card Data

Student Data: Assessments

- State and federally required assessment information
- English Language Proficiency Assessment System results
- Early reading assessment results
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data

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Student Data: Student Groups

- Special programs
- Special education
- At-risk
- EL
- Section 504 data
- Homeless data
- Foster
- Multi-Tiered System of Supports (MTSS) or Response to Intervention (RTI)

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback

Employee Data

- Staff surveys and/or other feedback

- Professional learning communities (PLC) data
- School department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Administrator evaluation

Parent/Family/Community Data

- Parent/family surveys and/or other feedback
- Parent/family engagement, opportunities, attendance, and participation
- Community surveys and/or other feedback
- Volunteer opportunities, attendance, and participation

Support Systems and Other Data





- Master schedule
- Communications data
- Budgets/entitlements and expenditures data

Goals

Goal 1: Student Success: Students reading skills will continue to improve and gaps will be filled so they are ready for the next grade level.
Aligns with District Priority

Annual Performance Objective 1: 42% of RES students will be proficient on reading MAPs assessment in the Spring of 2025, which is a 10% increase from the Fall of 2024

Evaluation Data Sources: MAP reading assessment

| Improvement Strategy 1 Details | Reviews | | | |
|--|--------------|-----|-----|----------------|
| <p>Improvement Strategy 1: Students will access the intervention platform Waggle for 45 minutes or more per week during their intervention time to help fill reading holes.</p> <p>Formative Measures: Student growth on MAPs and passing lessons in Waggle.</p> <p>Position Responsible: General education teachers</p> <p>Student Groups This Strategy Targets: FRL, EL, Students with Disabilities, At Risk</p> <p>- Evidence Level: Moderate</p> <p>Problem Statements/Critical Root Causes: Student Success 1</p> | Status Check | | | EOY Reflection |
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| | | | | 210 |
| <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div> | | | | |

Annual Performance Objective 1 Problem Statements:





| Student Success |
|---|
| <p>Problem Statement 1: Students MAP scores and SBAC scores are not aligning. Critical Root Cause: Students struggle to type for extended periods of time and do not understand the importance of the SBAC.</p> |

Goal 2: Adult Learning: RES teachers will improve intervention instruction during intervention blocks with the use of small groups for ELA and implementing curriculum with tier 1 instruction.

Aligns with District Priority

Annual Performance Objective 1: 100% of teachers will implement small group instruction and the HMH progress monitoring assessments as interventions

Evaluation Data Sources: Admin observations, peer observations, student reading scores

| Improvement Strategy 1 Details | Reviews | | | |
|--|---------------------|------------|------------|-----------------------|
| <p>Improvement Strategy 1: Teachers will receive training on HMH interventions and Waggle to target specific student needs to help fill reading gaps.</p> <p>Formative Measures: Student growth on MAPs and increasing sessions/grade levels on the HMH progress monitoring intervention assessments.</p> <p>Position Responsible: All teachers</p> <p>Student Groups This Strategy Targets: FRL, EL, Students with Disabilities, At Risk</p> <p>- Evidence Level: Strong</p> <p>Problem Statements/Critical Root Causes: Adult Learning Culture 1</p> | Status Check | | | EOY Reflection |
| | Nov | Jan | Mar | June |
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| Improvement Strategy 2 Details | Reviews | | | |
| <p>Improvement Strategy 2: 80% of teachers will participate in peer observations throughout the year</p> <p>Formative Measures: Reflection sheets from peer observations</p> <p>Position Responsible: Administration and teachers</p> <p>Evidence Level: Strong</p> <p>Problem Statements/Critical Root Causes: Adult Learning Culture 1</p> | Status Check | | | EOY Reflection |
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Annual Performance Objective 1 Problem Statements:

Adult Learning Culture





Problem Statement 1: Given the new HMH curriculum teachers struggle with the management of small groups and what interventions to use to differentiate instruction for all students **Critical Root Cause:** Teachers do not understand how to choose an effective intervention for students.

Goal 3: Connectedness: RES will improve the school culture so that parents, students, staff, and all stakeholders feel safe at RES and participate in school events.

Aligns with District Priority

Annual Performance Objective 1: Riverview's overall Social and Emotional competence score on the Nevada School Climate Survey will improve to 70/100.

Evaluation Data Sources: Nevada School Climate Survey, family and staff surveys

| Improvement Strategy 1 Details | Reviews | | | |
|--|---------------------|------------|------------|-----------------------|
| <p>Improvement Strategy 1: Teachers will communicate with and invite parents into the classroom and school using ParentSquare.</p> <p>Formative Measures: Percent of parents participating in family nights and percent of parents engaging on ParentSquare.</p> <p>Position Responsible: Teachers and administration</p> <p>Student Groups This Strategy Targets: FRL, EL, Students with Disabilities, Migrant, Foster/Homeless, Racial/Ethnic Groups, Chronically Absent, At Risk</p> <p>- Evidence Level: Promising</p> <p>Problem Statements/Critical Root Causes: Connectedness 1</p> | Status Check | | | EOY Reflection |
| | Nov | Jan | Mar | June |
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| Improvement Strategy 2 Details | Reviews | | | |
| <p>Improvement Strategy 2: Riverview will continue to implement our MTSS systems to support students in their academic and behavioral goals/needs.</p> <p>Formative Measures: Percentage of students who are referred for office referrals and who are referred for special education testing will decrease</p> <p>Position Responsible: MTSS Team, all teachers, administrators</p> <p>Student Groups This Strategy Targets: FRL, EL, Students with Disabilities, Migrant, Foster/Homeless, Racial/Ethnic Groups, Chronically Absent, At Risk</p> <p>- Evidence Level: Moderate</p> <p>Problem Statements/Critical Root Causes: Connectedness 1</p> | Status Check | | | EOY Reflection |
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Annual Performance Objective 1 Problem Statements:

| Connectedness |
|--|
| Problem Statement 1: Parents come to fun family events but aren't coming to parent university nights. Critical Root Cause: Some parents do not see the importance in an education or being involved with their child's school. |

Schoolwide and Targeted Assistance Title I Elements

2.1: School Performance Plan (SPP) developed with appropriate stakeholders

We have two parents who come to our CIP meetings and help our school develop goals. Our team looks at parent and community feedback from surveys sent out three times per year. When our plan is finalized we share it with our families at family event nights, sent home in peechees, and posted on our website.

2.2: Regular monitoring and revision

Our CIP team meets monthly after creating the plan to monitor and update data.

2.3: Available to parents and community in an understandable format and language

Our plan is given out at family nights, sent home in student peechees, and posted on our website.

2.4: Opportunities for all children to meet State standards

We purchased the online component of HMH, Waggle, as a Tier 1 intervention for all students with Title I funds.

2.5: Increased learning time and well-rounded education

We purchased the online component of HMH, Waggle, as a Tier 1 intervention for all students with Title I funds.

2.6: Address needs of all students, particularly at-risk

We purchased the online component of HMH, Waggle, as a Tier 1 intervention for all students with Title I funds.

4.1: Develop and distribute Parent Involvement and Family Engagement Policy

Our team, with the parents on it, develop the Parent Involvement and Family Engagement policy and distribute it through peechees and email.

4.2: Offer flexible number of parent involvement meetings

We host family nights once per month. Each month it is on a different night of the week, and the times change. We also host events that parents can attend during the school day.

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Lyon County School District
Silver Stage Elementary School
2024-2025 School Performance Plan

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Comprehensive Needs Assessment

Revised/Approved: September 12, 2024

Student Success

Student Success Summary

At SSES we focus on the improvement of all students at all levels, taking into consideration each students learning path and rate of learning. Students are making progress in the areas of reading, math, and social emotional skills. We focus on meeting the unique individual needs of each of our students with differentiated learning, opportunities to feel success even if not at grade level, and building the confidence to try hard things.

Student Success Strengths

- Growth from 35 to 48% at or above 41st percentile in Reading Maps
- Growth from 22-32% Proficient on SBAC Reading in 3rd Grade
- Students in lower grades are receiving foundational phonics skills that allow them to acquire reading skills more fluently
- HMH Growth Report (ELA Curriculum)
 - Growth at every level
 - 14.3% to 29.6% On or above grade level
- iReady Data (Math Curriculum)
 - 7% to 41% on or above grade level
 - 45% of students meet their typical growth (average growth for 1 year) goal and 21% met their stretch goal (+ than 1 grade level of growth)

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Problem Statements Identifying Student Success Needs

Problem Statement 1 (Prioritized): Student scores continue to slowly decline or remain minimally changed. **Critical Root Cause:** -Lack of knowledge in curriculum and lack of age/skill appropriateness (specifically HMH) -Inability of closing the gap and still moving them forward -Using formative data to drive instruction (missing data team meetings)

Problem Statement 2 (Prioritized): Although we are implementing data teams, student scores are not changing and teacher effectiveness is staying the same. We question the fidelity to which we are implementing data teams as well as the level of conversation around standards and proficiency. **Critical Root Cause:** -Devoted, uninterrupted time in PLC's for both administrators and teachers -Unfamiliarity with standards and progression of standards -Not enough structure and guidance in data teams

Problem Statement 3: Student data looks like we are making gains on curriculum assessments and MAPs but the growth does not show up on SBAC **Critical Root Cause:** We use the curriculum with fidelity and don't expose them to other variations of problems

Problem Statement 4 (Prioritized): We have large gaps in foundational skills for reading at all grade levels. **Critical Root Cause:** Past curriculum lacking solid phonics lessons and lack of understanding how and where in the sequence to intervene has caused larger gaps in upper grade levels. Lower grade levels are using current curriculum to create stronger foundations.

Adult Learning Culture

Adult Learning Culture Summary

At SSES, our teams are collaborative, open to feedback, and support each other's growth. Our staff consistently seeks out growth and learning opportunities in areas of both interest and need.

Adult Learning Culture Strengths

- We successfully completed our goal from last year with 100% implementation of grade level data teams on a consistent basis.
- 100% of staff will participate in LETRS (Language Essentials for Teachers of Reading and Spelling) by the end of 2024-25 school year.
- Teachers are implementing both math and ELA curriculum with majority of components and understanding the why of each step.

Problem Statements Identifying Adult Learning Culture Needs

Problem Statement 1 (Prioritized): Although we are implementing data teams, student scores are not changing and teacher effectiveness is staying the same. We question the fidelity to which we are implementing data teams as well as the level of conversation around standards and proficiency. **Critical Root Cause:** -Devoted, uninterrupted time in PLC's for both administrators and teachers -Unfamiliarity with standards and progression of standards -Not enough structure and guidance in data teams

Problem Statement 2: Student data looks like we are making gains on curriculum assessments and MAPs but the growth does not show up on SBAC **Critical Root Cause:** ²¹⁹We use the curriculum with fidelity and don't expose them to other variations of problems

Problem Statement 3 (Prioritized): We have large gaps in foundational skills for reading at all grade levels. **Critical Root Cause:** Past curriculum lacking solid phonics lessons and lack of understanding how and where in the sequence to intervene has caused larger gaps in upper grade levels. Lower grade levels are using current curriculum to create stronger foundations.

Problem Statement 4 (Prioritized): Student scores continue to slowly decline or remain minimally changed. **Critical Root Cause:** -Lack of knowledge in curriculum and lack of age/skill appropriateness (specifically HMH) -Inability of closing the gap and still moving them forward -Using formative data to drive instruction (missing data team meetings)

Connectedness

Connectedness Summary

Our families are very diverse. They work varying shifts through out the day, our students are helping watch younger siblings while mom/dad work in single family homes, and many of our families stretch across all three schools in our area. For many families, school is the place they come for a meal, support, and/or connections to much needed resources.

Connectedness Strengths

- Increase in parent involvement by moving events to our I Am Proud Showcase days from 23 families to 157 families. We spend part of this time teaching games and activities families can do at home to support learning with minimal cost.
-

Problem Statements Identifying Connectedness Needs

Problem Statement 1 (Prioritized): Families want more in-person events and more opportunities to be at school. Families also want more communication from school regarding events. **Critical Root Cause:** -Hard to come back to school after hours -Schedules (when to reach the most families)

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Priority Problem Statements

Problem Statement 1: Although we are implementing data teams, student scores are not changing and teacher effectiveness is staying the same. We question the fidelity to which we are implementing data teams as well as the level of conversation around standards and proficiency.

Critical Root Cause 1: -Devoted, uninterrupted time in PLC's for both administrators and teachers -Unfamiliarity with standards and progression of standards -Not enough structure and guidance in data teams

Problem Statement 1 Areas: Student Success - Adult Learning Culture

Problem Statement 2: Families want more in-person events and more opportunities to be at school. Families also want more communication from school regarding events.

Critical Root Cause 2: -Hard to come back to school after hours -Schedules (when to reach the most families)

Problem Statement 2 Areas: Connectedness - Stakeholder Engagement

Problem Statement 3: Student scores continue to slowly decline or remain minimally changed.

Critical Root Cause 3: -Lack of knowledge in curriculum and lack of age/skill appropriateness (specifically HMH) -Inability of closing the gap and still moving them forward - Using formative data to drive instruction (missing data team meetings)

Problem Statement 3 Areas: Student Success - Adult Learning Culture

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Problem Statement 4: We have large gaps in foundational skills for reading at all grade levels.

Critical Root Cause 4: Past curriculum lacking solid phonics lessons and lack of understanding how and where in the sequence to intervene has caused larger gaps in upper grade levels. Lower grade levels are using current curriculum to create stronger foundations.

Problem Statement 4 Areas: Student Success - Adult Learning Culture

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- School goals
- Prior year improvement plans - Needs Assessment
- Prior year improvement plans - Performance objectives (SMART goals)
- Prior year improvement plans - Actions and strategies
- Prior year improvement plans - Formative and summative reviews

Accountability Data

- State assessment performance report
- Comprehensive, Targeted, and/or Additional Targeted Support data

Student Data: Assessments

- State and federally required assessment information
- Early reading assessment results
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data

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Student Data: Student Groups

- Race and ethnicity
- Special programs
- Economically disadvantaged
- Male/Female
- Special education
- Migrant
- At-risk
- EL
- Career and Technical Education (CTE)
- Section 504 data
- Homeless data
- Foster
- Multi-Tiered System of Supports (MTSS) or Response to Intervention (RtI)

Student Data: Behavior and Other Indicators

- Attendance data
- Social Emotional Learning
- Discipline records

Employee Data

- Professional learning communities (PLC) data
- School leadership data
- School department and/or faculty meeting discussions and data
- Evaluation(s) of professional development implementation and impact

Parent/Family/Community Data

- Parent/family surveys and/or other feedback
- Parent/family engagement, opportunities, attendance, and participation

Support Systems and Other Data

- Organizational structure data
- Master schedule
- Study of best practices
- Action research results

Goals


Goal 1: Student Success: Students will leave SSES as passionate, resilient, problem solvers, with solid foundational skills in both reading and math giving them the ability to apply their knowledge to new situation and problems.


Aligns with District Priority


Annual Performance Objective 1: By Spring of 2025, SSES will go from 53% to 60% of students meeting the 41st percentile or above in Reading as measured by MAPs. By Spring of 2025, SSES will increase Typical and Stretch Growth by 10% as measured by iReady Diagnostics.

Evaluation Data Sources: iReady Diagnostics, NWEA Reading and Math Assessment

| Improvement Strategy 1 Details | Reviews | | | |
|--|---------------------|------------|------------|-----------------------|
| <p>Improvement Strategy 1: Use small group (leveled groups within the classroom) time to close critical gaps as measured by formative assessments. (Used during intervention time) e.g. Flagged iReady lessons (MyPath).</p> <p>Formative Measures: iReady MyPath, weekly/unit tests, data team chart filled out weekly that tells the number of times you met with students in small groups (reading and math)</p> <p>Position Responsible: All Staff</p> <p>Student Groups This Strategy Targets: FRL, EL, Students with Disabilities, Migrant, Foster/Homeless, Racial/Ethnic Groups, Chronically Absent, At Risk</p> <p>- Evidence Level: Strong</p> | Status Check | | | EOY Reflection |
| | Nov | Jan | Mar | June |
| | | | | 224 |
| Improvement Strategy 2 Details | Reviews | | | |
| <p>Improvement Strategy 2: Implementing iReady MyPath (Personalized Instruction) time during the day and tracking data by class and student. Goal is 75% of students at or above 30 minutes.</p> <p>Formative Measures: iReady MyPath Data, lessons completed posters in each classroom, admin will look at MyPath data weekly and share out with staff</p> <p>Position Responsible: All Staff</p> <p>Student Groups This Strategy Targets: FRL, EL, Students with Disabilities, Migrant, Foster/Homeless, Racial/Ethnic Groups, Chronically Absent, At Risk</p> <p>- Evidence Level: Strong</p> | Status Check | | | EOY Reflection |
| | Nov | Jan | Mar | June |
| | | | | |

 No Progress

 Accomplished

 Continue/Modify

 Discontinue


Goal 1: Student Success: Students will leave SSES as passionate, resilient, problem solvers, with solid foundational skills in both reading and math giving them the ability to apply their knowledge to new situations and problems.


Annual Performance Objective 2: SSES will decrease the number of students on RAP plans by 10% by the end of the 2024/25 school year. This means moving to monitoring as well.

Evaluation Data Sources: MAPs-Reading Growth

| Improvement Strategy 1 Details | Reviews | | | |
|---|--------------|-----|-----|----------------|
| <p>Improvement Strategy 1: RAP data will be monitored every three weeks during data teams, tracking progress and no progress.</p> <p>Formative Measures: Data team notes chart with 3 week data collection.</p> <p>Position Responsible: -Completed by each teacher at RAP data team meeting (every 3 weeks) -Each grade level rep will come with data to CIP meeting</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6</p> <p>- Student Groups This Strategy Targets: FRL, EL, Students with Disabilities, Foster/Homeless, Racial/Ethnic Groups, Chronically Absent, At Risk</p> <p>- Evidence Level: Moderate</p> <p>Problem Statements/Critical Root Causes: Student Success 1, 2 - Adult Learning Culture 1, 4</p> | Status Check | | | EOY Reflection |
| | Nov | Jan | Mar | June |
| | | | | 226 |
| Improvement Strategy 2 Details | Reviews | | | |
| <p>Improvement Strategy 2: Implement sound foundational skill practice and intentional instruction including phonics, phonemic awareness, and vocabulary,</p> <p>Formative Measures: -Administration walk-throughs bi-weekly -teacher leader feedback from support conversations -CIP team feedback from grade levels</p> <p>Position Responsible: Administration, teacher leaders, CIP team members</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6</p> <p>- Student Groups This Strategy Targets: FRL, EL, Students with Disabilities, Foster/Homeless, Racial/Ethnic Groups, Chronically Absent, At Risk</p> <p>- Evidence Level: Strong</p> <p>Problem Statements/Critical Root Causes: Student Success 1, 4 - Adult Learning Culture 3, 4</p> | Status Check | | | EOY Reflection |
| | Nov | Jan | Mar | June |
| | | | | |

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Annual Performance Objective 2 Problem Statements:

Student Success

Problem Statement 1: Student scores continue to slowly decline or remain minimally changed. **Critical Root Cause:** -Lack of knowledge in curriculum and lack of age/skill appropriateness (specifically HMH) -Inability of closing the gap and still moving them forward -Using formative data to drive instruction (missing data team meetings)

Problem Statement 2: Although we are implementing data teams, student scores are not changing and teacher effectiveness is staying the same. We question the fidelity to which we are implementing data teams as well as the level of conversation around standards and proficiency. **Critical Root Cause:** -Devoted, uninterrupted time in PLC's for both administrators and teachers -Unfamiliarity with standards and progression of standards -Not enough structure and guidance in data teams

Problem Statement 4: We have large gaps in foundational skills for reading at all grade levels. **Critical Root Cause:** Past curriculum lacking solid phonics lessons and lack of understanding how and where in the sequence to intervene has caused larger gaps in upper grade levels. Lower grade levels are using current curriculum to create stronger foundations.

Adult Learning Culture

Problem Statement 1: Although we are implementing data teams, student scores are not changing and teacher effectiveness is staying the same. We question the fidelity to which we are implementing data teams as well as the level of conversation around standards and proficiency. **Critical Root Cause:** -Devoted, uninterrupted time in PLC's for both administrators and teachers -Unfamiliarity with standards and progression of standards -Not enough structure and guidance in data teams 227

Problem Statement 3: We have large gaps in foundational skills for reading at all grade levels. **Critical Root Cause:** Past curriculum lacking solid phonics lessons and lack of understanding how and where in the sequence to intervene has caused larger gaps in upper grade levels. Lower grade levels are using current curriculum to create stronger foundations.





Problem Statement 4: Student scores continue to slowly decline or remain minimally changed. **Critical Root Cause:** -Lack of knowledge in curriculum and lack of age/skill appropriateness (specifically HMH) -Inability of closing the gap and still moving them forward -Using formative data to drive instruction (missing data team meetings)

Goal 2: Adult Learning Culture: Exemplify our Districts "Portrait of a Learner" by demonstrating our Commitment to Lifelong Learning, Connected Learning, Student Ownership of Learning, and Discovery Learning.

Aligns with District Priority

Annual Performance Objective 1: By June 2025, SSES will increase our work based learning opportunities from 2 per year to at least 1 per quarter by using a combination of webbased programs and face to face speakers at our school.

Evaluation Data Sources: Walk-through data, teacher data

| Improvement Strategy 1 Details | Reviews | | | |
|--|---------------------|------------|------------|-----------------------|
| <p>Improvement Strategy 1: Schedule out quarterly events ahead of time to get more speakers involved.</p> <p>Formative Measures: -Calendar of events listed and posted -Collect data on use of NEPRIS during STEAM class</p> <p>Position Responsible: -CIP team -STEAM teacher</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6</p> <p>- Student Groups This Strategy Targets: FRL, EL, Students with Disabilities, Foster/Homeless, Racial/Ethnic Groups, Chronically Absent, At Risk</p> <p>- Evidence Level: Moderate</p> | Status Check | | | EOY Reflection |
| | Nov | Jan | Mar | June |
| | | | | 228 |
| Improvement Strategy 2 Details | Reviews | | | |
| <p>Improvement Strategy 2: Introduce Pathful site to staff and STEAM teacher to review with students.</p> <p>Formative Measures: -STEAM teacher will provide monthly data on amount of time spent on Pathful and jobs covered.</p> <p>Position Responsible: -STEAM teacher -Admin</p> <p>Student Groups This Strategy Targets: FRL, EL, Students with Disabilities, Foster/Homeless, Racial/Ethnic Groups, Chronically Absent, At Risk</p> <p>Problem Statements/Critical Root Causes: Student Success 1 - Adult Learning Culture 4</p> | Status Check | | | EOY Reflection |
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Annual Performance Objective 1 Problem Statements:





| |
|--|
| Student Success |
| Problem Statement 1: Student scores continue to slowly decline or remain minimally changed. Critical Root Cause: -Lack of knowledge in curriculum and lack of age/skill appropriateness (specifically HMH) -Inability of closing the gap and still moving them forward -Using formative data to drive instruction (missing data team meetings) |
| Adult Learning Culture |
| Problem Statement 4: Student scores continue to slowly decline or remain minimally changed. Critical Root Cause: -Lack of knowledge in curriculum and lack of age/skill appropriateness (specifically HMH) -Inability of closing the gap and still moving them forward -Using formative data to drive instruction (missing data team meetings) |

Goal 2: Adult Learning Culture: Exemplify our Districts "Portrait of a Learner" by demonstrating our Commitment to Lifelong Learning, Connected Learning, Student Ownership of Learning, and Discovery Learning.

Annual Performance Objective 2: SSES will use LCSD's Essential Standards to create vertical alignment and a focus on foundational standards as data decision rules for interventions and enrichments.

Evaluation Data Sources: -MAPS, iReady, SBAC

| Improvement Strategy 1 Details | Reviews | | | |
|--|--------------|-----|-----|----------------|
| <p>Improvement Strategy 1: Each grade level will create a brochure that has their Essential standards and grade level overview to help families understand grade level expectations.</p> <p>Formative Measures: -Evaluation of Brochure (Due by December) -Track PD dates when Essential Standards were discussed/worked on</p> <p>Position Responsible: -Administration -CIP team -Grade Level Teams</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - Student Groups This Strategy Targets: FRL, EL, Students with Disabilities, Foster/Homeless, Racial/Ethnic Groups, Chronically Absent, At Risk - Evidence Level: Strong</p> <p>Problem Statements/Critical Root Causes: Student Success 2, 4 - Adult Learning Culture 1, 3</p> | Status Check | | | EOY Reflection |
| | Nov | Jan | Mar | June |
| | | | | 230 |

| Improvement Strategy 2 Details | Reviews | | | |
|---|--------------|-----|-----|----------------|
| <p>Improvement Strategy 2: Essential standards will be identified in the current curriculum and pacing will address covering these standards to mastery.</p> <p>Formative Measures: -Pacing calendars -Comprehensive list</p> <p>Position Responsible: -CIP Team -Grade Level Teams</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6</p> <p>- Student Groups This Strategy Targets: FRL, EL, Students with Disabilities, Foster/Homeless, Racial/Ethnic Groups, Chronically Absent</p> <p>- Evidence Level: Moderate</p> <p>Problem Statements/Critical Root Causes: Student Success 2, 4 - Adult Learning Culture 1, 3</p> | Status Check | | | EOY Reflection |
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Annual Performance Objective 2 Problem Statements:





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| Student Success |
|---|
| <p>Problem Statement 2: Although we are implementing data teams, student scores are not changing and teacher effectiveness is staying the same. We question the fidelity to which we are implementing data teams as well as the level of conversation around standards and proficiency. Critical Root Cause: -Devoted, uninterrupted time in PLC's for both administrators and teachers -Unfamiliarity with standards and progression of standards -Not enough structure and guidance in data teams</p> |
| <p>Problem Statement 4: We have large gaps in foundational skills for reading at all grade levels. Critical Root Cause: Past curriculum lacking solid phonics lessons and lack of understanding how and where in the sequence to intervene has caused larger gaps in upper grade levels. Lower grade levels are using current curriculum to create stronger foundations.</p> |
| Adult Learning Culture |
| <p>Problem Statement 1: Although we are implementing data teams, student scores are not changing and teacher effectiveness is staying the same. We question the fidelity to which we are implementing data teams as well as the level of conversation around standards and proficiency. Critical Root Cause: -Devoted, uninterrupted time in PLC's for both administrators and teachers -Unfamiliarity with standards and progression of standards -Not enough structure and guidance in data teams</p> |
| <p>Problem Statement 3: We have large gaps in foundational skills for reading at all grade levels. Critical Root Cause: Past curriculum lacking solid phonics lessons and lack of understanding how and where in the sequence to intervene has caused larger gaps in upper grade levels. Lower grade levels are using current curriculum to create stronger foundations.</p> |

Goal 2: Adult Learning Culture: Exemplify our Districts "Portrait of a Learner" by demonstrating our Commitment to Lifelong Learning, Connected Learning, Student Ownership of Learning, and Discovery Learning.

Annual Performance Objective 3: By June of 2025, SSES will implement 85% of PLC time to data driven instructional planning, vertical alignment and understanding of standards, and data comparison.

Evaluation Data Sources: Administration Walk-Throughs
 PLC Notetakers
 iReady Data (MyPath and Diagnostic)
 MAPs Growth Reading

| Improvement Strategy 1 Details | Reviews | | | |
|---|--------------|-----|-----|----------------|
| <p>Improvement Strategy 1: Using data team note takers with assigned data to drive discussion.</p> <p>Formative Measures: PLC Notetakers Administrative attendance at data teams</p> <p>Position Responsible: All staff Administration</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6</p> <p>- Student Groups This Strategy Targets: FRL, EL, Students with Disabilities, Migrant, Foster/Homeless, Racial/Ethnic Groups, Chronically Absent, At Risk</p> <p>- Evidence Level: Strong</p> <p>Problem Statements/Critical Root Causes: Student Success 2, 4 - Adult Learning Culture 1, 3</p> | Status Check | | | EOY Reflection |
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| | | | | 232 |
| <p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p> | | | | |

Annual Performance Objective 3 Problem Statements:

| Student Success |
|--|
| <p>Problem Statement 2: Although we are implementing data teams, student scores are not changing and teacher effectiveness is staying the same. We question the fidelity to which we are implementing data teams as well as the level of conversation around standards and proficiency. Critical Root Cause: -Devoted, uninterrupted time in PLC's for both administrators and teachers -Unfamiliarity with standards and progression of standards -Not enough structure and guidance in data teams</p> <p>Problem Statement 4: We have large gaps in foundational skills for reading at all grade levels. Critical Root Cause: Past curriculum lacking solid phonics lessons and lack of understanding how and where in the sequence to intervene has caused larger gaps in upper grade levels. Lower grade levels are using current curriculum to create stronger foundations.</p> |

Adult Learning Culture





Problem Statement 1: Although we are implementing data teams, student scores are not changing and teacher effectiveness is staying the same. We question the fidelity to which we are implementing data teams as well as the level of conversation around standards and proficiency. **Critical Root Cause:** -Devoted, uninterrupted time in PLC's for both administrators and teachers -Unfamiliarity with standards and progression of standards -Not enough structure and guidance in data teams

Problem Statement 3: We have large gaps in foundational skills for reading at all grade levels. **Critical Root Cause:** Past curriculum lacking solid phonics lessons and lack of understanding how and where in the sequence to intervene has caused larger gaps in upper grade levels. Lower grade levels are using current curriculum to create stronger foundations.

Goal 3: Connectedness: Build a community of schools in Silver Stage that welcomes families and the community and acts as a hub.

Annual Performance Objective 1: Go from 1 yearly school event to 1-school event per quarter by end of 2024-25 school year.





Evaluation Data Sources: -Calendar for all three schools
-Sign in sheets from events

| Improvement Strategy 1 Details | Reviews | | | |
|---|--------------|-----|-----|----------------|
| <p>Improvement Strategy 1: Schedule out events in advance to get more participation. Halloween Bash, STEAM Festival, Art Festival, Christmas Tree Decorating, Career Fair. Work with high school and middle school to create "community".</p> <p>Formative Measures: -Meeting notes from Silver Stage administration meetings -Sign-in sheets</p> <p>Position Responsible: -CIP Team -Administration from all 3 schools</p> <p>Schoolwide and Targeted Assistance Title I Elements: 4.1, 4.2</p> <p>- Student Groups This Strategy Targets: FRL, EL, Students with Disabilities, Foster/Homeless, Racial/Ethnic Groups, Chronically Absent, At Risk</p> <p>- Evidence Level: Moderate</p> | Status Check | | | EOY Reflection |
| | Nov | Jan | Mar | June |
| | | | | 234 |
| Improvement Strategy 2 Details | Reviews | | | |
| <p>Improvement Strategy 2: Build partnerships among students at each school by encouraging students from the middle school and high school to participate in creating buddies with the elementary students for reading, positive behavior rewards, and prospective students who want to be teachers at the high school.</p> <p>Formative Measures: -Involvement of other students at our school -Sign in sheets for visiting students only</p> <p>Position Responsible: -PBIS Team Leader</p> <p>Student Groups This Strategy Targets: FRL, EL, Students with Disabilities, Foster/Homeless, Racial/Ethnic Groups, Chronically Absent, At Risk</p> <p>- Evidence Level: Has Rationale</p> | Status Check | | | EOY Reflection |
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Goal 3: Connectedness: Build a community of schools in Silver Stage that welcomes families and the community and acts as a hub.

Annual Performance Objective 2: Increase parent volunteers in the classroom by 10% by the end of the 2024/25 School Year.

Evaluation Data Sources: -Monthly Google Sheet to track parent involvement

| Improvement Strategy 1 Details | Reviews | | | |
|--|--------------|-----|-----|----------------|
| <p>Improvement Strategy 1: Create a google form with lists of various duties for activities or jobs in the classroom. This would be editable for each teacher. Parents can then choose jobs or tasks that need to be done, even at home if they are able.</p> <p>Formative Measures: -Data from parent Check-Ins -Data from sign-ups on spread sheet</p> <p>Position Responsible: -All teachers -CIP team leaders to bring grade level data back to CIP</p> <p>Schoolwide and Targeted Assistance Title I Elements: 4.1 - Student Groups This Strategy Targets: FRL, EL, Students with Disabilities, Foster/Homeless, Racial/Ethnic Groups, Chronically Absent, At Risk - Evidence Level: Moderate</p> <p>Problem Statements/Critical Root Causes: Connectedness 1 - Stakeholder Engagement 1</p> | Status Check | | | EOY Reflection |
| | Nov | Jan | Mar | June |
| | | | | 235 |
| <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div> | | | | |

Annual Performance Objective 2 Problem Statements:

| Connectedness |
|--|
| <p>Problem Statement 1: Families want more in-person events and more opportunities to be at school. Families also want more communication from school regarding events. Critical Root Cause: -Hard to come back to school after hours -Schedules (when to reach the most families)</p> |
| Stakeholder Engagement |
| <p>Problem Statement 1: Families want more in-person events and more opportunities to be at school. Families also want more communication from school regarding events. Critical Root Cause: -Hard to come back to school after hours -Schedules (when to reach the most families)</p> |

Schoolwide and Targeted Assistance Title I Elements

1.1: Comprehensive Needs Assessment

We look at data from several sources to create our goals:

- SBAC
- MAPs
- iReady
- HMH Screeners (RAP specific)

As we look at this data, we search for positives and areas for growth. As we focus on areas of growth, our CIP team tries to look at strategies that will also impact other areas that need support. Once we have analyzed this data, we use it to create our objectives and determine strategies that will support our objective.

2.1: School Performance Plan (SPP) developed with appropriate stakeholders

We have a parent on our CIP team that provides feedback from her perspective. We have also tried to invite parents to advisory meetings, but we have minimal participation. This year we are going to discuss this at our I Am Proud Showcase to solicit more feedback and understanding from families.

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2.2: Regular monitoring and revision

Our CIP team meets on a monthly basis to measure our improvement strategies. As we look at our progress towards our goals, we make midcourse corrections or implement other strategies that will support us achieving our goals.

2.3: Available to parents and community in an understandable format and language

We post the plan to our website, notifying families through our mass communication system with links in our newsletter. We will also be doing a presentations during our I Am Proud Showcase to help families understand and be able to ask questions.

2.4: Opportunities for all children to meet State standards

One of our major funded initiatives will be Leader in Me. A program that help students become owners of their actions, builds community, and helps them own their own school work. Based on behavioral and emotional data, we are hopeful that this will build a strong sense of community among all parties in our school, helping students be aware of their impact on each other.

2.5: Increased learning time and well-rounded education

We use Title 1 and 21st Century funds to support our tutoring program. We try to focus on our most at-risk students first to fill the spots, but students come and go in the program as needs arise. We are also creating a schedule that has intervention time built in to the day where multiple supports can be put in place to help students make growth and close gaps.

2.6: Address needs of all students, particularly at-risk

Our students come from many backgrounds and various needs arise during the school year. We use Title 1 funds to support PBIS initiatives which help in teaching students expectations. We also used a different funding source to provide LETRS training to all of our staff which will help in understanding how students acquire reading skills. Staff will be able to use this knowledge to close gaps more quickly in lower grade levels.

3.1: Annually evaluate the schoolwide plan

SSES will use more summative data, SBAC, MAPs, and the iReady diagnostic to measure progress of annual goals. We also use this data mid-year to track data and determine further needs and adjustments.

4.2: Offer flexible number of parent involvement meetings

Our families attend parent involvement activities through our I Am Proud Showcase. During part of this time, we aim to teach them skills they can work on at home with minimal cost and/or provide them all the tools necessary for the strategies. We are also encouraging families to help out in the classroom or support from if that is the families only means of volunteering in the classroom.

Lyon County School District
Silver Stage Middle School
2024-2025 School Performance Plan

Classification: 1 Star School

Distinction Designations:

Title I
ATSI

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Mission Statement

As the cornerstone of our community, SSMS focuses on educating the whole child with compassion and rigor to grow successful 21st Century citizens.

Vision

We believe by working together, students, staff, and community will be successful now and in our future.

Value Statement

Nevada Report Card

In compliance with federal and state law, Nevada's K-12 Accountability Portal provides detailed information about each school's student and staff demographics and school performance rating, a star-rating system based on the Nevada School Performance Framework (NSPF). You can find our School Rating Report at https://nevadareportcard.nv.gov/DI/nv/lyon/silver_stage_middle_school/2024

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Comprehensive Needs Assessment

Student Success

Student Success Summary

Recent data highlights notable progress in student achievement across key academic areas. In math, 39% of students who were initially below the benchmark met 150% of their growth goals. Similarly, in English Language Arts (ELA), 41% of students below benchmark reached 150% of their growth targets.

Moreover, students have developed a strong understanding of their academic standing. They are not only aware of their performance but are also capable of effectively communicating their scores and progress to others, demonstrating ownership of their learning journey. This marks an important step toward long-term academic success and personal growth.

Student Success Strengths

- *39% of students below benchmark in Math met 150% of their growth goals.*
- *41% of students below benchmark in ELA met 150% of their growth goals.*
- *Students are aware of their academic levels and are able to communicate their scores to others.*

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Problem Statements Identifying Student Success Needs

Problem Statement 1 (Prioritized): Teachers at SSMS are not proficiently meeting their students' needs at their achievement level. **Critical Root Cause:** -Student trauma is causing setbacks and teachers are not sure how to effectively handle the trauma. -Students lack self-esteem and tend to give up easily once learning becomes difficult for them. -The Pandemic caused bigger learning gaps and incomplete learning for students. -Teachers lack efficacy in the area of differentiation.

Problem Statement 2: Teachers at SSMS are not proficiently meeting their students' needs at their achievement level. **Critical Root Cause:** -Teachers are learning a new ELA curriculum while just feeling more confident after learning a new math curriculum. -Students are missing fundamental math skills. -Students on IEPs are not showing significant growth in math and ELA on the SBAC. -43.6% chronic absenteeism rate.

Adult Learning Culture

Adult Learning Culture Summary

Adult learning initiatives have shown positive results, with 85% of staff members reporting increased confidence in differentiating instruction. All staff were observed using small group instruction during math lessons, and teachers are becoming more familiar with using iReady Diagnostic results to group students effectively. Peer observations have been beneficial, and staff members are collaborating by asking each other questions about small group instruction. Additionally, the College and Career Interventionist is supporting academic interventions for students below benchmark, helping further enhance student progress.

Adult Learning Culture Strengths

- *85% staff members reported that they felt more confident in the area of differentiation.*
- *100% of staff were observed using small group instruction during their math lessons.*
- *iReady MyPath is being used and teachers are liking the progress they are seeing from their students.*
- *Staff members are also reaching out to other staff members asking questions about small group instruction.*
- *Staff members are becoming more familiar with iReady Diagnostic results and placing kids into groups.*
- *Peer Observations were conducted and teachers found them useful.*
- *College and Career Interventionist has been allocated as a support for academic intervention for students below benchmark.*

Problem Statements Identifying Adult Learning Culture Needs

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Problem Statement 1 (Prioritized): Teachers do not know how to implement all new ELA resources (HMH and McGraw Hill) aligned to differentiation. **Critical Root Cause:** - Learning a new ELA curriculum -Understanding the new reports in the ELA curriculum -Effectively set up small groups to give direct instruction to and meet the students where they are at while also hitting all grade level standards.

Connectedness

Connectedness Summary

Last year, 100% of our students reported feeling connected to at least two adults, highlighting the strength of adult-to-student relationships within the school. Students consistently express that these relationships are positive and supportive. Additionally, 7th and 8th graders have shared their enthusiasm for the new SEL program, Character Strong, which has been well-received and contributes to fostering a sense of belonging and emotional well-being among students.

Connectedness Strengths

- *100% of our students felt connected to at least two adults last year.*
- *Students are reporting that adult to student relationships are strong.*
- *7th and 8th Grade students are reporting that they love the new SEL program, Character Strong.*

Problem Statements Identifying Connectedness Needs

Problem Statement 1 (Prioritized): 100% of our students feel connected to at least two adults at SSMS, but only 58% of our students are reporting that they feel joy at school and 62% are reporting that they have started planning for their future. **Critical Root Cause:** -Chronic absenteeism is 32.6%-students are not attending school consistently receiving SEL instruction on how to cope and manage their feelings. -Misbehaviors-missing class due to In-School Suspension, Out of School Suspension, and APEP. -Families in this area are transient and do not stay in one location a long time. -Lack of skills in building a trauma-sensitive environment. -School Culture

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Priority Problem Statements

Problem Statement 1: Teachers at SSMS are not proficiently meeting their students' needs at their achievement level.

Critical Root Cause 1: -Student trauma is causing setbacks and teachers are not sure how to effectively handle the trauma. -Students lack self-esteem and tend to give up easily once learning becomes difficult for them. -The Pandemic caused bigger learning gaps and incomplete learning for students. -Teachers lack efficacy in the area of differentiation.

Problem Statement 1 Areas: Student Success

Problem Statement 2: 100% of our students feel connected to at least two adults at SSMS, but only 58% of our students are reporting that they feel joy at school and 62% are reporting that they have started planning for their future.

Critical Root Cause 2: -Chronic absenteeism is 32.6%-students are not attending school consistently receiving SEL instruction on how to cope and manage their feelings. - Misbehaviors-missing class due to In-School Suspension, Out of School Suspension, and APEP. -Families in this area are transient and do not stay in one location a long time. -Lack of skills in building a trauma-sensitive environment. -School Culture

Problem Statement 2 Areas: Connectedness

Problem Statement 3: Teachers do not know how to implement all new ELA resources (HMH and McGraw Hill) aligned to differentiation.

Critical Root Cause 3: -Learning a new ELA curriculum -Understanding the new reports in the ELA curriculum -Effectively set up small groups to give direct instruction to and meet the students where they are at while also hitting all grade level standards.

Problem Statement 3 Areas: Adult Learning Culture

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Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- School goals
- Prior year improvement plans - Needs Assessment
- Prior year improvement plans - Performance objectives (SMART goals)
- Prior year improvement plans - Actions and strategies
- Prior year improvement plans - Formative and summative reviews
- Planning and decision-making committee minutes

Accountability Data

- State assessment performance report
- Comprehensive, Targeted, and/or Additional Targeted Support data
- Federal Report Card Data
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information
- Current and longitudinal results, End-of-Course current and longitudinal results, Retest questions
- English Language Proficiency Assessment System results
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data

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Student Data: Student Groups

- Race and ethnicity
- Special programs
- Economically disadvantaged
- Male/Female
- Special education
- At-risk
- EL
- Career and Technical Education (CTE)
- Section 504 data
- Homeless data
- Foster
- Gifted and talented data
- Multi-Tiered System of Supports (MTSS) or Response to Intervention (RtI)

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Social Emotional Learning
- Discipline records
- Student surveys and/or other feedback
- Enrollment trends

Employee Data

- Staff surveys and/or other feedback
- Professional learning communities (PLC) data
- School leadership data
- School department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- Equity data
- Teacher retention
- Teacher evaluation
- Administrator evaluation

Parent/Family/Community Data

- Parent/family surveys and/or other feedback
- Parent/family engagement, opportunities, attendance, and participation
- Community surveys and/or other feedback
- Volunteer opportunities, attendance, and participation

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Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Capacity building resources data
- Study of best practices





Goals

Goal 1: Silver Stage Middle School, as a cornerstone of the Silver Springs community, is dedicated to educating the whole child by exemplifying the "Portrait of a Learner" domain "Connected Learners" emphasizing the competencies of belonging, communication, and collaboration in order to develop successful 21st-century citizens.

Aligns with District Priority

Annual Performance Objective 1: By the end of the 2024-2025 academic year, 100% of students will be connected to at least two adults and 100% of students will feel joy at school measured through climate and "Portrait of a Learner" surveys. Silver Stage Middle School will enhance this student growth and success by focusing on holistic education with compassion and rigor. Additionally, all students will participate in social-emotional learning programs to ensure they are supported in becoming responsible and successful 21st-century citizens.

Evaluation Data Sources: -Climate surveys
 - Navigate 360
 -Character Strong

| Improvement Strategy 1 Details | Reviews | | | |
|--|---------------------|------------|------------|-----------------------|
| <p>Improvement Strategy 1: All Teachers will implement the district SEL programs during their Advisory Time.</p> <p>Formative Measures: -POL Student Surveys-3 times per year - Monitoring lessons in Navigate 360 -Character Strong</p> <p>Position Responsible: -Teachers, custodians, administration, paraprofessionals, and secretaries</p> <p>Student Groups This Strategy Targets: FRL, EL, Students with Disabilities, Foster/Homeless, Racial/Ethnic Groups, Chronically Absent, At Risk</p> <p>- Evidence Level: Strong</p> <p>Problem Statements/Critical Root Causes: Connectedness 1</p> | Status Check | | | EOY Reflection |
| | Nov | Jan | Mar | June |
| | | | | |
| <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div> | | | | |

Annual Performance Objective 1 Problem Statements:

Connectedness

Problem Statement 1: 100% of our students feel connected to at least two adults at SSMS, but only 58% of our students are reporting that they feel joy at school and 62% are reporting that they have started planning for their future. **Critical Root Cause:** -Chronic absenteeism is 32.6%-students are not attending school consistently receiving SEL instruction on how to cope and manage their feelings. -Misbehaviors-missing class due to In-School Suspension, Out of School Suspension, and APEP. -Families in this area are transient and do not stay in one location a long time. -Lack of skills in building a trauma-sensitive environment. -School Culture

Goal 2: Silver Stage Middle School teachers will strive to meet the needs of their students while appropriately challenging them in order to provide an educational experience that prepares students to become college, careers, and life successful.

Aligns with District Priority

Annual Performance Objective 1: By the end of the 2024-2025 school year, all SSMS teachers will implement differentiated instruction to meet the needs of students, leading to an increase in self-assessment ratings. Teachers will engage in professional development, peer observations, and collaborative planning, leading to at least a 20% increase in teacher efficacy in differentiation.

Evaluation Data Sources: -Student and Teacher surveys given out 4 times per year in regards to needs getting met and teacher efficacy in area of differentiation.





-Daily Walk-Throughs data collected around Standard 2 (Meeting Cognitive Demands) using the NEPF.

-iReady formative assessments after each unit taught in math

-1:1 conferring sessions

-Diagnostic assessments from HMH and McGraw Hill in area of ELA

-Winter MAPs assessment ELA and winter iReady assessment

| Improvement Strategy 1 Details | Reviews | | | |
|---|--|-----|-----|----------------|
| <p>Improvement Strategy 1: Teachers will analyze MAPs data (Reading), iReady Data (Math), and HMH and McGraw Hill Diagnostic data to determine students' strengths and weaknesses and will use this data to differentiate instruction by implementing NEPF Standard 2 to meet students' needs.</p> <p>Formative Measures: -Student and Teacher surveys given out 4 times per year in regards to needs getting met and teacher efficacy in area of differentiation. -Daily Walk-Throughs data collected around Standard 2 (Meeting Cognitive Demands) using the NEPF. -iReady formative assessments after each unit taught in math -1:1 conferring sessions -Diagnostic assessments from HMH and McGraw Hill in area of ELA -Winter MAPs assessment ELA and winter iReady assessment</p> <p>Position Responsible: -All classroom teachers</p> <p>Student Groups This Strategy Targets: FRL, EL, Students with Disabilities, Foster/Homeless, Racial/Ethnic Groups, Chronically Absent, At Risk</p> <p>- Evidence Level: Strong</p> <p>Problem Statements/Critical Root Causes: Adult Learning Culture 1</p> | Status Check | | | EOY Reflection |
| | Nov | Jan | Mar | June 24 |
| | <div style="display: flex; justify-content: space-around; align-items: center;"> <div data-bbox="466 1339 661 1388">  No Progress </div> <div data-bbox="766 1339 982 1388">  Accomplished </div> <div data-bbox="1081 1339 1333 1388">  Continue/Modify </div> <div data-bbox="1438 1339 1627 1388">  Discontinue </div> </div> | | | |

Annual Performance Objective 1 Problem Statements:

Adult Learning Culture





Problem Statement 1: Teachers do not know how to implement all new ELA resources (HMH and McGraw Hill) aligned to differentiation. **Critical Root Cause:** -Learning a new ELA curriculum -Understanding the new reports in the ELA curriculum -Effectively set up small groups to give direct instruction to and meet the students where they are at while also hitting all grade level standards.

Goal 3: Silver Stage Middle School is committed to welcoming its students, families, and community members while serving as a hub of the community and focusing on enhancing feelings of belonging, collaboration, and learning for all stakeholders. In addition, the climate and culture of SSMS will foster relationships that support the development of the Portrait of a Learner domain "connected learners", where students, families, and the community work together to build a strong, inclusive educational experience.

Aligns with District Priority

Annual Performance Objective 1: By the end of the 2024-2025 school year, Silver Stage Middle School will increase family and community engagement by 20%, as measured by participation in Parent Universities, Community Outreach Events, and quarterly Parent Advisory Committee meetings, fostering a welcoming environment that positions the school as a central hub for the community .

- Evaluation Data Sources:**
- Attendance records from Parent Universities, Community Outreach Events, and Parent Advisory Committee meetings to track participation rates.
 - Surveys and feedback forms distributed to families and community members after engagement activities.
 - School visitor logs and sign-in sheets during school-hosted events to quantify involvement.
 - Meeting minutes and reports from Parent Advisory Committee meetings to review family and community contributions and engagement.
 - Parent and community feedback collected during events,

| Improvement Strategy 1 Details | Reviews | | | |
|--|---------------------|------------|------------|-----------------------------------|
| <p>Improvement Strategy 1: To increase family and community engagement from 40% of families attending school activities and events to 50% of families attending school activities and events by the end of the 2024-2025 school year, Silver Stage Middle School will expand access to Parent Universities and Community Outreach Events by offering family engagement activities at flexible times and adding supportive services like child care and transportation offered whenever possible.</p> <p>Position Responsible: Administration and teacher leaders</p> <p>Student Groups This Strategy Targets: FRL, EL, Students with Disabilities, Foster/Homeless, Racial/Ethnic Groups, Chronically Absent, At Risk</p> <p>- Evidence Level: Moderate</p> <p>Problem Statements/Critical Root Causes: Student Success 1</p> | Status Check | | | 251 EOY Reflection |
| | Nov | Jan | Mar | June |
| | | | | |
|  No Progress  Accomplished  Continue/Modify  Discontinue | | | | |

Annual Performance Objective 1 Problem Statements:

Student Success

Problem Statement 1: Teachers at SSMS are not proficiently meeting their students' needs at their achievement level. **Critical Root Cause:** -Student trauma is causing setbacks and teachers are not sure how to effectively handle the trauma. -Students lack self-esteem and tend to give up easily once learning becomes difficult for them. -The Pandemic caused bigger learning gaps and incomplete learning for students. -Teachers lack efficacy in the area of differentiation.

Schoolwide and Targeted Assistance Title I Elements

1.1: Comprehensive Needs Assessment

At Silver Stage Middle School, the comprehensive needs assessment process involves a thorough data analysis and meaningful engagement with the school community, including input from teachers, administrators, parents, and students. This process helps identify key areas of improvement and informs the development of the School Performance Plan to ensure continuous growth and success.

2.1: School Performance Plan (SPP) developed with appropriate stakeholders

Staff, families, and community members are actively involved in the plan development process at Silver Stage Middle School through participation in the Continuous Improvement Team, Parent Advisory Committee meetings, and surveys. Feedback is solicited from these stakeholders via weekly meetings, outreach events, and direct surveys to ensure their input shapes the School Performance Plan and addresses community needs.

2.2: Regular monitoring and revision

The Continuous Improvement (CI) team at Silver Stage Middle School regularly monitors the implementation of the School Performance Plan throughout the year and evaluates and updates the goals at the end of the year based on progress and outcomes

2.3: Available to parents and community in an understandable format and language

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The School Performance Plan is made available to parents and the community through the school's website, where it is accessible in an understandable format, and the school engages families during meetings such as the Parent Advisory Committee to ensure they are informed and can provide feedback.

2.4: Opportunities for all children to meet State standards

The Title I funded major initiatives at Silver Stage Middle School focus on providing additional academic support through initiatives like small group instruction, personalized conferring sessions, and formative assessments in math and ELA to help all students, including those below benchmarks. These initiatives also include professional development for teachers to improve differentiation and inclusion strategies.

2.5: Increased learning time and well-rounded education

Title I funded initiatives at Silver Stage Middle School include increased learning time through after-school tutoring and academic interventions, as well as programs like iReady and MAP assessments to provide a well-rounded education. These initiatives focus on supporting students through additional instruction in core subjects and personalized learning strategies to enhance their academic growth. PBIS

2.6: Address needs of all students, particularly at-risk

Title I funded initiatives at Silver Stage Middle School address the needs of all students, particularly at-risk students, through targeted interventions such as small group instruction, individualized conferring sessions, and MTSS meetings to support students in Tier 2 and Tier 3. Additional resources, such as after-school tutoring and collaboration between general

and special education staff, ensure that struggling students receive the necessary support to meet academic goals.

3.1: Annually evaluate the schoolwide plan

The School Performance Plan (SPP) at Silver Stage Middle School is evaluated through ongoing monitoring by the Continuous Improvement Team, which reviews data and tracks the progress of implemented strategies throughout the year. At the end of the school year, the team conducts a comprehensive review to assess outcomes, identify areas of success, and update the plan as needed to ensure continued improvement.

4.1: Develop and distribute Parent Involvement and Family Engagement Policy

The Parent Involvement and Family Engagement Policy at Silver Stage Middle School is developed through collaboration with the Continuous Improvement (CI) team, which includes staff, parents, and community members. The policy is then distributed to families through school meetings, such as the Parent Advisory Committee, and is made available on the school's website.

4.2: Offer flexible number of parent involvement meetings

Silver Stage Middle School provides a flexible number of parent involvement opportunities by offering various engagement activities, such as Parenting Classes, Parent Universities, and Community Outreach Events, held at different times throughout the year to accommodate diverse schedules and encourage broader participation from families.

SSMS CIP Team 24-25

| Team Role | Name | Position |
|-----------------------------------|-------------------|------------------|
| Teacher | Jessica Volkov | Teacher |
| Specialized Instructional Support | Amy Sharp | Sped Ed Teacher |
| Specialized Instructional Support | Samantha Salvador | CLS |
| Specialized Instructional Support | Dave Varnadoe | CCRI |
| Specialized Instructional Support | Chelsea Allred | MTSS Coordinator |
| Specialized Instructional Support | Stacey Miguel | Counselor |
| Teacher Leader | Monica Cople | Teacher |
| Teacher Leader | Rachel Leach | Teacher |
| Teacher | Tami Bolton | Teacher |
| Teacher | Meghann Hacksaff | Teacher |
| Teacher | Carlene Fulton | Teacher |
| Teacher | Josh Wiley | Teacher |
| Other Administrator | Monie Byers | Vice Principal |
| Principal | Jed Marciniak | Principal |

Lyon County School District
Silverland Middle School
2024-2025 School Performance Plan

Classification: 1 Star School

Distinction Designations:
Title I

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Mission Statement

The Silverland Middle School Learning Community promotes learning for all, with high expectations for academic, social, and emotional growth in a safe, caring, and respectful environment. We instill a personal responsibility in developing excellence, bridging the gap from childhood through adolescence.

The Silverland Middle School Learning Community promotes learning for all.

Vision

Silverland Middle School Core Values

Communication: Open and consistent communication among all members of the SMS Learning Community is essential.

Remediation: SMS will provide all students the opportunity to learn. Remediation will be available for students who are functional below grade level as indicated by educational assessments.

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Accountability: Members of the SMS Learning Community will be accountable for their contribution to student achievement.

Respect: The SMS Learning Community will foster an environment that encourages respect among the staff, students, parents, and guests of our school.

Value Statement

Nevada Report Card

In compliance with federal and state law, Nevada's K-12 Accountability Portal provides detailed information about each school's student and staff demographics and performance rating, a star-rating system based on the Nevada School Performance Framework (NSPF). You can find our School Rating Report by clicking [HERE](#).

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 - Goal 1: Ensure that every student of Silverland Middle School exemplifies the "Portrait of a Learner", by demonstrating a commitment to lifelong learning, connected learning, owning their learning, and learning through discovery. 12

Comprehensive Needs Assessment

Student Success

Student Success Summary

Silverland Middle School promotes learning for all students, establishing high academic, social, and emotional growth expectations. We are committed to creating a safe, nurturing, and respectful environment where every student can make significant academic progress, regardless of their initial level.

Student Success Strengths

Silverland Middle School is dedicated to promoting student success through targeted strategies and resources, backed by a caring staff committed to students' academic, social, and emotional growth.

For the 2024-2025 school year, out of 35 teachers, 30 (86%) are fully certified, 3 (9%) are actively pursuing their certification through Alternate Route Programs, and 4 (11%) are long-term substitutes. The school monitors student progress during team meetings and advisories to ensure timely and effective interventions. A specialized team for advanced math students allows for more leveled classes, making differentiating instruction across grade levels easier. Additionally, separate Assisted Math classes for 7th and 8th grades provide focused support for students needing extra help, while smaller class sizes enhance personalized instruction.

Silverland Middle School is committed to providing comprehensive student support services alongside its solid academic offerings. This includes two full-time counselors and an on-site Healthy Community Coalition liaison, all working tirelessly to ensure students' well-being. The fully staffed Special Education Department, along with weekly Tier 1 intervention meetings during common team prep, underscores our school's dedication to meeting the diverse needs of all our students and supporting their overall development.

Problem Statements Identifying Student Success Needs

Problem Statement 1 (Prioritized): For the 2023-2024 school year, 40% of students met their reading growth goal, but 56% of students schoolwide are not reading at grade level. 50% of students met their typical growth goal or are at grade level. **Critical Root Cause:** 1. Inconsistent MTSS Tier 1 implementation 2. Data may be inaccurate due to inconsistent testing environments. 3. Insufficient education and communication with stakeholders about the role of testing in measuring student progress and informing instructional strategies contribute to a lack of awareness and appreciation for the significance of assessments.

Problem Statement 2 (Prioritized): Inconsistent Tier 1 instruction and team collaboration. **Critical Root Cause:** 1. Tier 1 instructional materials are available but must be implemented with fidelity across grade levels. 2. Inconsistent Tier 1 Team and intervention meetings during. 3. Team members may need more skills or experience in effective collaboration. 4. Team members may not understand the objectives of Tier 1 collaboration or see value in attending or contributing, resulting in minimal engagement.

Problem Statement 3 (Prioritized): Inconsistent MTSS Tier 2 support systems. **Critical Root Cause:** 1. Staff have not received enough ongoing professional development on MTSS Tier II interventions, resulting in schoolwide comprehension and implementation differences. 2. Teachers need more structured, devoted time to identify Tier II students and implement regular assistance measures. 3. Identify and monitor Tier II students using data across grade-level teams.

Adult Learning Culture

Adult Learning Culture Summary

At Silverland Middle School, our adult learning culture is defined by perseverance and commitment to continuously improving our MTSS Tier 1 and Tier 2 support systems. We recognize that the successful implementation of these frameworks requires both dedication and adaptability to create a system that truly aligns with our unique school culture and meets the needs of all students.

Through ongoing professional development and collaboration, Silverland Middle School is focused on expanding a shared understanding of the importance of MTSS. This involves engaging more teachers in every phase of the process—from data collection and analysis to designing and delivering interventions—ensuring that our approach is comprehensive, inclusive, and driven by collective ownership.

Adult Learning Culture Strengths

The adult learning culture at Silverland Middle School is built on the values of shared responsibility, transparency, and a commitment to the MTSS support system. Our school's master schedule adjustment allows teaching teams to prep together, strengthening this joint responsibility. This update ensures that teams have one weekly collaborative meeting day for student progress, data analysis, and intervention strategy refinement.

Our dedication to transparency ensures that all views are heard and decisions are made in an open manner. This approach, with the ultimate objective of enhancing results for all students, empowers our staff to actively participate in the decision-making process. The scheduled time for collaboration allows teachers to share thoughts, refine best practices, and continuously improve our MTSS framework. Through this collaborative effort, we are creating a strong professional learning environment in which employees are involved in both the process and the advancement of our support systems.

Problem Statements Identifying Adult Learning Culture Needs

Problem Statement 1 (Prioritized): Inconsistent Tier 1 instruction and team collaboration. **Critical Root Cause:** 1. Tier 1 instructional materials are available but must be implemented with fidelity across grade levels. 2. Inconsistent Tier 1 Team and intervention meetings during. 3. Team members may need more skills or experience in effective collaboration. 4. Team members may not understand the objectives of Tier 1 collaboration or see value in attending or contributing, resulting in minimal engagement.

Problem Statement 2 (Prioritized): Inconsistent MTSS Tier 2 support systems. **Critical Root Cause:** 1. Staff have not received enough ongoing professional development on MTSS Tier II interventions, resulting in schoolwide comprehension and implementation differences. 2. Teachers need more structured, devoted time to identify Tier II students and implement regular assistance measures. 3. Identify and monitor Tier II students using data across grade-level teams.

Connectedness

Connectedness Summary

At Silverland Middle School, we envision a community of learners where students, families, and staff collaborate to create an inclusive, engaging, and supportive environment. We believe all learn best when learning from each other and fostering relationships that enhance growth. Our focus on the future ensures students explore interests that will carry them into high school and beyond. Students at Silverland Middle School are empowered to apply what they are learning beyond the classroom, developing the tools necessary to explore college and career options through our CTE class offerings and real-world applications in the classrooms. Through diverse initiatives, we create opportunities for students and families to explore their interests, build lasting relationships, and feel a deep sense of belonging, ensuring that all community members thrive and celebrate shared achievements.

Connectedness Strengths

Silverland Middle School has cultivated a vibrant and engaging community atmosphere, fostering strong connections between students, families, and staff through various well-attended events and initiatives.

- **Growing CTE Program:** Silverland Middle School is committed to providing students with hands-on CTE opportunities. All students participate in at least two CTE programs, with 7th graders enrolling in "Teening to Adulthood" and 8th graders taking "Building Engineers." The school's goal is for every 8th grader to earn their high school computer credit before graduation. Additionally, sixty 7th graders will complete a Business Innovators course by the end of the 2024-2025 school year.
- **PAES Lab for Students with IEPs:** In addition to participating in CTE courses, students with IEPs and those in the Life Skills program can access the PAES (Practical Assessment Exploration System) lab. This specialized space offers students tailored, hands-on opportunities to develop life and job skills, supporting their growth and 262 preparation for post-secondary pathways.
- **Monthly Family Trivia Night:** Sponsored by Student Leadership, this monthly event has become a cornerstone for family engagement. It brings together students, parents, and teachers in a fun and collaborative environment. It promotes teamwork and school spirit while building stronger relationships among the school community.
- **Student Dances:** Two annual school dances provide social opportunities for students, with the support of teacher and parent chaperones. These well-organized events are safe, enjoyable spaces for students to connect with their peers outside the classroom.
- **Night of the Arts:** This annual celebration showcases students' talents across various creative disciplines, including the Drama Club, Art classes, Band, Choir, and Culinary programs. The event highlights student achievements and fosters an appreciation for the arts, attracting wide attendance from families and community members.
- **Parent-Teacher Conferences:** Silverland Middle School boasts over 80% parent participation in conferences, reflecting parental involvement and commitment to student success. This strong turnout underscores the value parents place on communication with teachers and their engagement in their children's education.
- **Newly Established PTO:** The formation of the PTO (Parent-Teacher Organization) has strengthened the connection between parents and the school, providing a platform for collaboration on school initiatives and community-building activities.
- **Monthly Family Lunch Club:** This opportunity allows families to engage with their children in a relaxed, informal setting. Parents are invited to bring lunch from home or purchase lunch at the school and join their students in the cafeteria. This initiative fosters stronger family connections and offers parents a firsthand glimpse into their child's school day, strengthening the bond between home and school. The Family Lunch Club encourages an inclusive community where students, parents, and staff can share time and conversation.
- **Sporting Events:** Sporting events at Silverland Middle School are well-attended by students and families, fostering school spirit and a sense of pride in the school's athletic achievements. These events are essential community gatherings that unite the school around common goals and successes.
- **After-School Clubs:** The school offers a range of after-school clubs that cater to diverse student interests, including Dungeons & Dragons, Yearbook, and Gamers Club. These clubs allow students to explore hobbies, make new friends, and develop leadership and collaboration skills, enhancing their sense of belonging within the school.

Problem Statements Identifying Connectedness Needs

Problem Statement 1 (Prioritized): There needs to be more meaningful engagement between the school and local businesses, organizations, and community members. This disconnect limits opportunities for students to engage in real-world learning experiences, community. **Critical Root Cause:** While growing, the school's CTE programs have yet to fully leverage potential collaborations with local industries to offer students hands-on experiences, such as field trips, internships, or job shadowing, that connect classroom learning to the real-world context of Fernley.

Priority Problem Statements

Problem Statement 1: For the 2023-2024 school year, 40% of students met their reading growth goal, but 56% of students schoolwide are not reading at grade level. 50% of students met their typical growth goal or are at grade level.

Critical Root Cause 1: 1. Inconsistent MTSS Tier 1 implementation 2. Data may be inaccurate due to inconsistent testing environments. 3. Insufficient education and communication with stakeholders about the role of testing in measuring student progress and informing instructional strategies contribute to a lack of awareness and appreciation for the significance of assessments.

Problem Statement 1 Areas: Student Success - Stakeholder Engagement

Problem Statement 2: Inconsistent Tier 1 instruction and team collaboration.

Critical Root Cause 2: 1. Tier 1 instructional materials are available but must be implemented with fidelity across grade levels. 2. Inconsistent Tier 1 Team and intervention meetings during. 3. Team members may need more skills or experience in effective collaboration. 4. Team members may not understand the objectives of Tier 1 collaboration or see value in attending or contributing, resulting in minimal engagement.

Problem Statement 2 Areas: Student Success - Adult Learning Culture

Problem Statement 3: Inconsistent MTSS Tier 2 support systems.

Critical Root Cause 3: 1. Staff have not received enough ongoing professional development on MTSS Tier II interventions, resulting in schoolwide comprehension and implementation differences. 2. Teachers need more structured, devoted time to identify Tier II students and implement regular assistance measures. 3. Identify and monitor Tier II students using data across grade-level teams.

Problem Statement 3 Areas: Student Success - Adult Learning Culture

Problem Statement 4: There needs to be more meaningful engagement between the school and local businesses, organizations, and community members. This disconnect limits opportunities for students to engage in real-world learning experiences, community.

Critical Root Cause 4: While growing, the school's CTE programs have yet to fully leverage potential collaborations with local industries to offer students hands-on experiences, such as field trips, internships, or job shadowing, that connect classroom learning to the real-world context of Fernley.

Problem Statement 4 Areas: Connectedness - Stakeholder Engagement

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- School goals
- Prior year improvement plans - Needs Assessment
- Prior year improvement plans - Performance objectives (SMART goals)
- Prior year improvement plans - Actions and strategies
- Prior year improvement plans - Expenditures
- Prior year improvement plans - Formative and summative reviews
- Planning and decision-making committee minutes
- State and federal planning requirements

Accountability Data

- State assessment performance report
- Comprehensive, Targeted, and/or Additional Targeted Support data

Student Data: Assessments

- English Language Proficiency Assessment System results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data

265

Student Data: Student Groups

- Race and ethnicity
- Special programs
- Economically disadvantaged
- Male/Female
- Special education
- At-risk
- EL
- Career and Technical Education (CTE)
- STEM/STEAM
- Section 504 data
- Homeless data
- Foster
- Gifted and talented data
- Multi-Tiered System of Supports (MTSS) or Response to Intervention (RtI)

Student Data: Behavior and Other Indicators

- Attendance data
- Social Emotional Learning
- Discipline records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- Enrollment trends
- School safety data

Employee Data

- Teacher/Student Ratio
- State certified and high quality staff data
- School leadership data
- School department and/or faculty meeting discussions and data
- Teacher retention
- Teacher evaluation
- Administrator evaluation

Parent/Family/Community Data

- Parent/family engagement, opportunities, attendance, and participation
- Volunteer opportunities, attendance, and participation

Support Systems and Other Data

- Organizational structure data
- Master schedule
- Course offerings
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data

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Goals

Revised/Approved: September 23, 2024

Goal 1: Ensure that every student of Silverland Middle School exemplifies the "Portrait of a Learner", by demonstrating a commitment to lifelong learning, connected learning, owning their learning, and learning through discovery.


Aligns with District Priority

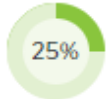




Annual Performance Objective 1: READING: By the end of the 2024-2025 school year, 51% of students will be at grade level or will meet their growth goals in reading as measured by MAPS. This will be achieved through consistently implementing MTSS (Multi-Tiered System of Supports) Tier 1 instruction, appropriate interventions when needed and standardized testing environments.

- Evaluation Data Sources:**
1. Monitor and document student progress towards their growth goals through advisory tracking systems
 2. Analyzing winter and spring MAPS data to determine the percentage of students who achieve their growth objectives.
 3. Track participation in incentive programs to assess the effectiveness of rewards in motivating student growth.
 4. Monitor the implementation of testing environment norms through classroom observations during testing sessions
 5. Analyze MAPS score data to determine if the standardized testing environments correlate with improved student performance

Summative Evaluation: Continue

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| Improvement Strategy 1 Details | Reviews | | | |
|---|---|-----|-----|----------------|
| <p>Improvement Strategy 1: Data-Driven Instruction: Review Winter MAPS and iReady data to identify patterns and adjust Tier 1 instruction to address common student challenges in reading and math.</p> <p>Student Groups This Strategy Targets: FRL, EL, Students with Disabilities, Migrant, Foster/Homeless, Racial/Ethnic Groups, Chronically Absent, At Risk</p> <p>- Evidence Level: Has Rationale</p> <p>Problem Statements/Critical Root Causes: Student Success 1, 2 - Adult Learning Culture 1 - Stakeholder Engagement 1</p> | Status Check | | | EOY Reflection |
| | Nov | Jan | Mar | June |
| |  | | | |

| Improvement Strategy 2 Details | Reviews | | | |
|--|---|------------|------------|-----------------------|
| <p>Improvement Strategy 2: Implement individualized intervention opportunities during Advisory periods to provide targeted support for all students by utilizing MyPath for Reading. Advisory teachers will monitor and track student progress and usage in iReady and MyPath weekly to ensure consistent engagement and progress, aiming for each student to complete at least two MyPath lessons per week in both Reading. Progress will be reviewed monthly to adjust support as needed based on student data.</p> <p>Student Groups This Strategy Targets: FRL, EL, Students with Disabilities, Migrant, Foster/Homeless, Racial/Ethnic Groups, Chronically Absent, At Risk</p> <p>- Evidence Level: Moderate</p> <p>Problem Statements/Critical Root Causes: Student Success 1 - Stakeholder Engagement 1</p> | Status Check | | | EOY Reflection |
| | Nov | Jan | Mar | June |
| | N/A | | | |
| Improvement Strategy 3 Details | Reviews | | | |
| <p>Improvement Strategy 3: Establish and communicate clear testing protocols to all teaching staff to minimize disruptions and maintain a consistent testing environment across all classes. All teachers will receive training on these protocols by before each testing session, and testing environment compliance will be monitored by administrators during each testing session, with a goal of achieving 95% adherence to protocols across classrooms as documented through observation checklists and feedback surveys. Regular reviews of testing data will be conducted to ensure that disruptions are minimized, and adjustments will be made as necessary.</p> <p>Student Groups This Strategy Targets: FRL, EL, Students with Disabilities, Migrant, Foster/Homeless, Racial/Ethnic Groups, Chronically Absent, At Risk</p> <p>- Evidence Level: Has Rationale</p> <p>Problem Statements/Critical Root Causes: Student Success 1 - Stakeholder Engagement 1</p> | Status Check | | | EOY Reflection |
| | Nov | Jan | Mar | June |
| |  | | | 268 |
| <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div> | | | | |

Annual Performance Objective 1 Problem Statements:

| Student Success |
|--|
| <p>Problem Statement 1: For the 2023-2024 school year, 40% of students met their reading growth goal, but 56% of students schoolwide are not reading at grade level. 50% of students met their typical growth goal or are at grade level. Critical Root Cause: 1. Inconsistent MTSS Tier 1 implementation 2. Data may be inaccurate due to inconsistent testing environments. 3. Insufficient education and communication with stakeholders about the role of testing in measuring student progress and informing instructional strategies contribute to a lack of awareness and appreciation for the significance of assessments.</p> |
| <p>Problem Statement 2: Inconsistent Tier 1 instruction and team collaboration. Critical Root Cause: 1. Tier 1 instructional materials are available but must be implemented with fidelity across grade levels. 2. Inconsistent Tier 1 Team and intervention meetings during. 3. Team members may need more skills or experience in effective collaboration. 4. Team members may not understand the objectives of Tier 1 collaboration or see value in attending or contributing, resulting in minimal engagement.</p> |

Adult Learning Culture

Problem Statement 1: Inconsistent Tier 1 instruction and team collaboration. **Critical Root Cause:** 1. Tier 1 instructional materials are available but must be implemented with fidelity across grade levels. 2. Inconsistent Tier 1 Team and intervention meetings during. 3. Team members may need more skills or experience in effective collaboration. 4. Team members may not understand the objectives of Tier 1 collaboration or see value in attending or contributing, resulting in minimal engagement.



Stakeholder Engagement






Problem Statement 1: For the 2023-2024 school year, 40% of students met their reading growth goal, but 56% of students schoolwide are not reading at grade level. 50% of students met their typical growth goal or are at grade level. **Critical Root Cause:** 1. Inconsistent MTSS Tier 1 implementation 2. Data may be inaccurate due to inconsistent testing environments. 3. Insufficient education and communication with stakeholders about the role of testing in measuring student progress and informing instructional strategies contribute to a lack of awareness and appreciation for the significance of assessments.

Goal 1: Ensure that every student of Silverland Middle School exemplifies the "Portrait of a Learner", by demonstrating a commitment to lifelong learning, connected learning, owning their learning, and learning through discovery.

Annual Performance Objective 2: MATH: By the end of the 2024-2025 school year, 51% of students will be at grade level or will meet their typical growth in math as measured iReady testing data. This will be achieved through consistently implementing MTSS (Multi-Tiered System of Supports) Tier 1 instruction, appropriate interventions when needed and standardized testing environments.

- Evaluation Data Sources:**
1. Monitor and document student progress towards their growth goals through advisory tracking systems
 2. Analyzing winter and spring iReady data to determine the percentage of students who achieve their growth objectives.
 3. Track participation in incentive programs to assess the effectiveness of rewards in motivating student growth.
 4. Monitor the implementation of testing environment norms through classroom observations during testing sessions
 5. Analyze iReady score data to determine if the standardized testing environments correlate with improved student performance.

| Improvement Strategy 1 Details | Reviews | | | |
|--|---|------------|------------|-----------------------|
| <p>Improvement Strategy 1: Data-Driven Instruction: Review Winter MAPS and iReady data to identify patterns and adjust Tier 1 instruction to address common student challenges in reading and math.</p> <p>Student Groups This Strategy Targets: FRL, EL, Students with Disabilities, Migrant, Foster/Homeless, Racial/Ethnic Groups, Chronically Absent, At Risk</p> <p>- Evidence Level: Promising</p> <p>Problem Statements/Critical Root Causes: Student Success 1, 2, 3 - Adult Learning Culture 1, 2 - Stakeholder Engagement 1</p> | Status Check | | | EOY Reflection |
| | Nov | Jan | Mar | June |
| |  | | | 270 |
| Improvement Strategy 2 Details | Reviews | | | |
| <p>Improvement Strategy 2: Implement individualized intervention opportunities during Advisory periods to provide targeted support for all students by utilizing iReady MyPath for Math. Advisory teachers will monitor and track student progress and usage in iReady and MyPath weekly to ensure consistent engagement and progress, aiming for each student to complete at least two MyPath lessons per week for Math. Progress will be reviewed monthly to adjust support as needed based on student data.</p> <p>Student Groups This Strategy Targets: FRL, EL, Students with Disabilities, Migrant, Foster/Homeless, Racial/Ethnic Groups, Chronically Absent, At Risk</p> <p>- Evidence Level: Promising</p> <p>Problem Statements/Critical Root Causes: Student Success 1, 2, 3 - Adult Learning Culture 1, 2 - Stakeholder Engagement 1</p> | Status Check | | | EOY Reflection |
| | Nov | Jan | Mar | June |
| |  | | | |

| Improvement Strategy 3 Details | Reviews | | | |
|--|---|------------|------------|-----------------------|
| <p>Improvement Strategy 3: Establish and communicate clear testing protocols to all teaching staff to minimize disruptions and maintain a consistent testing environment across all classes. All teachers will receive training on these protocols by before each testing session, and testing environment compliance will be monitored by administrators during each testing session, with a goal of achieving 95% adherence to protocols across classrooms as documented through observation checklists and feedback surveys. Regular reviews of testing data will be conducted to ensure that disruptions are minimized, and adjustments will be made as necessary.</p> <p>Student Groups This Strategy Targets: FRL, EL, Students with Disabilities, Migrant, Foster/Homeless, Racial/Ethnic Groups, Chronically Absent, At Risk</p> <p>- Evidence Level: Has Rationale</p> <p>Problem Statements/Critical Root Causes: Student Success 1 - Stakeholder Engagement 1</p> | Status Check | | | EOY Reflection |
| | Nov | Jan | Mar | June |
| |  | | | |
| <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div> | | | | |

Annual Performance Objective 2 Problem Statements:

| Student Success |
|--|
| <p style="text-align: right;">271</p> <p>Problem Statement 1: For the 2023-2024 school year, 40% of students met their reading growth goal, but 56% of students schoolwide are not reading at grade level. 50% of students met their typical growth goal or are at grade level. Critical Root Cause: 1. Inconsistent MTSS Tier 1 implementation 2. Data may be inaccurate due to inconsistent testing environments. 3. Insufficient education and communication with stakeholders about the role of testing in measuring student progress and informing instructional strategies contribute to a lack of awareness and appreciation for the significance of assessments.</p> <p>Problem Statement 2: Inconsistent Tier 1 instruction and team collaboration. Critical Root Cause: 1. Tier 1 instructional materials are available but must be implemented with fidelity across grade levels. 2. Inconsistent Tier 1 Team and intervention meetings during. 3. Team members may need more skills or experience in effective collaboration. 4. Team members may not understand the objectives of Tier 1 collaboration or see value in attending or contributing, resulting in minimal engagement.</p> <p>Problem Statement 3: Inconsistent MTSS Tier 2 support systems. Critical Root Cause: 1. Staff have not received enough ongoing professional development on MTSS Tier II interventions, resulting in schoolwide comprehension and implementation differences. 2. Teachers need more structured, devoted time to identify Tier II students and implement regular assistance measures. 3. Identify and monitor Tier II students using data across grade-level teams.</p> |
| Adult Learning Culture |
| <p>Problem Statement 1: Inconsistent Tier 1 instruction and team collaboration. Critical Root Cause: 1. Tier 1 instructional materials are available but must be implemented with fidelity across grade levels. 2. Inconsistent Tier 1 Team and intervention meetings during. 3. Team members may need more skills or experience in effective collaboration. 4. Team members may not understand the objectives of Tier 1 collaboration or see value in attending or contributing, resulting in minimal engagement.</p> <p>Problem Statement 2: Inconsistent MTSS Tier 2 support systems. Critical Root Cause: 1. Staff have not received enough ongoing professional development on MTSS Tier II interventions, resulting in schoolwide comprehension and implementation differences. 2. Teachers need more structured, devoted time to identify Tier II students and implement regular assistance measures. 3. Identify and monitor Tier II students using data across grade-level teams.</p> |






Stakeholder Engagement

Problem Statement 1: For the 2023-2024 school year, 40% of students met their reading growth goal, but 56% of students schoolwide are not reading at grade level. 50% of students met their typical growth goal or are at grade level. **Critical Root Cause:** 1. Inconsistent MTSS Tier 1 implementation 2. Data may be inaccurate due to inconsistent testing environments. 3. Insufficient education and communication with stakeholders about the role of testing in measuring student progress and informing instructional strategies contribute to a lack of awareness and appreciation for the significance of assessments.

Goal 1: Ensure that every student of Silverland Middle School exemplifies the "Portrait of a Learner", by demonstrating a commitment to lifelong learning, connected learning, owning their learning, and learning through discovery.

Annual Performance Objective 3: By the end of the 2024-2025 school year, Silverland Middle School will implement consistent MTSS Tier 2 supports across all grade levels, ensuring that identified students receive targeted interventions in alignment with their academic, behavioral, and social-emotional needs.

- Evaluation Data Sources:**
1. Universal screening data is used to identify students at risk or below grade level.
 2. Tier 1 intervention data demonstrating whether students responded or needed more support. This covers attendance, behavior, academic performance, and social-emotional assessments.
 3. Feedback from parents or guardians on academic or behavioral issues. Parent surveys, seminars, and feedback questionnaires can aid identification.

| Improvement Strategy 1 Details | Reviews | | | |
|--|--|-----|-----|----------------|
| | Status Check | | | EOY Reflection |
| | Nov | Jan | Mar | June |
| <p>Improvement Strategy 1: Implement bi-weekly data team meetings to review student progress data and identify students in need of Tier 2 support. Create a method for all data to be accessible to all team members for quick access and reference.</p> <p>Formative Measures:</p> <ol style="list-style-type: none"> 1. Track team attendance and active participation in discussions. 2. Document how accurately and consistently at-risk students are identified during meetings using a rating scale (e.g., clear alignment with universal screening data, consistency in following the identification process). 3. Check if identified students are assigned interventions promptly (within 3 days of identification) and if roles for implementation are clearly defined during meetings. <p>Student Groups This Strategy Targets: FRL, EL, Students with Disabilities, Migrant, Foster/Homeless, Racial/Ethnic Groups, Chronically Absent, At Risk</p> <p>- Evidence Level: Has Rationale</p> <p>Problem Statements/Critical Root Causes: Student Success 3 - Adult Learning Culture 2</p> |  20% | | | 273 |
|  No Progress  Accomplished  Continue/Modify  Discontinue | | | | |

Annual Performance Objective 3 Problem Statements:

| Student Success |
|---|
| <p>Problem Statement 3: Inconsistent MTSS Tier 2 support systems. Critical Root Cause: 1. Staff have not received enough ongoing professional development on MTSS Tier II interventions, resulting in schoolwide comprehension and implementation differences. 2. Teachers need more structured, devoted time to identify Tier II students and implement regular assistance measures. 3. Identify and monitor Tier II students using data across grade-level teams.</p> |






Adult Learning Culture

Problem Statement 2: Inconsistent MTSS Tier 2 support systems. **Critical Root Cause:** 1. Staff have not received enough ongoing professional development on MTSS Tier II interventions, resulting in schoolwide comprehension and implementation differences. 2. Teachers need more structured, devoted time to identify Tier II students and implement regular assistance measures. 3. Identify and monitor Tier II students using data across grade-level teams.

Goal 1: Ensure that every student of Silverland Middle School exemplifies the "Portrait of a Learner", by demonstrating a commitment to lifelong learning, connected learning, owning their learning, and learning through discovery.

Annual Performance Objective 4: By the end of the 2024-2025 school year, Silverland Middle School will establish partnerships with at least two local businesses or organizations to enhance school programs. The school will also increase CTE/College/Career-focused opportunities through career pathways activities.

- Evaluation Data Sources:**
- Student feedback on activities including what they learned, how it helped them comprehend careers or college pathways, and suggestions for improvement.
 - Teachers' assessments of activities on classroom learning, student participation, and career knowledge and interest.
 - Solicit guest speakers' input on how well they connected with students, their preparation, and tips for future guest speaker events.

| Improvement Strategy 1 Details | Reviews | | | |
|---|---|-----|-----|----------------|
| <p>Improvement Strategy 1: Organize a career pathways event to provide hands-on experiences, and guest speaker opportunities, giving students insight into various careers and the skills required for success.</p> <p>Student Groups This Strategy Targets: FRL, EL, Students with Disabilities, Migrant, Foster/Homeless, Racial/Ethnic Groups, Chronically Absent, At Risk</p> <p>- Evidence Level: Has Rationale</p> <p>Problem Statements/Critical Root Causes: Connectedness 1 - Stakeholder Engagement 2</p> | Status Check | | | EOY Reflection |
| | Nov | Jan | Mar | June |
| |  | | | 275 |
| <p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p> | | | | |

Annual Performance Objective 4 Problem Statements:

| Connectedness |
|--|
| <p>Problem Statement 1: There needs to be more meaningful engagement between the school and local businesses, organizations, and community members. This disconnect limits opportunities for students to engage in real-world learning experiences, community. Critical Root Cause: While growing, the school's CTE programs have yet to fully leverage potential collaborations with local industries to offer students hands-on experiences, such as field trips, internships, or job shadowing, that connect classroom learning to the real-world context of Fernley.</p> |
| Stakeholder Engagement |
| <p>Problem Statement 2: There needs to be more meaningful engagement between the school and local businesses, organizations, and community members. This disconnect limits opportunities for students to engage in real-world learning experiences, community. Critical Root Cause: While growing, the school's CTE programs have yet to fully leverage potential collaborations with local industries to offer students hands-on experiences, such as field trips, internships, or job shadowing, that connect classroom learning to the real-world context of Fernley.</p> |

Lyon County School District
Smith Valley Schools
2024-2025 School Performance Plan

Classification: 4 Star School



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Mission Statement

Smith Valley School fosters learning for life, empowers connected learners, promotes student ownership, and encourages discovery learning so students can be successful in a rapidly evolving world.

Vision

Preparation, Respect, Integrity, Determination, and Excellence (P.R.I.D.E.)

Value Statement

Nevada Report Card

In compliance with federal and state law, Nevada's K-12 Accountability Portal provides detailed information about each school's student and staff demographics and school performance rating, a star-rating system based on the Nevada School Performance Framework (NSPF). You can find our School Rating Report at (https://nevadareportcard.nv.gov/DI/nv/lyon/smith_valley_schools/2023/nspf/).

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| Comprehensive Needs Assessment Data Documentation | 12 |
| Goals | 13 |
| Goal 1: Adult Learning Culture. Smith Valley School students and staff will exemplify the LCSD Portrait of a Learner domain "Student Ownership of their Learning" by demonstrating a commitment to the self-direction and self-knowledge competencies within this domain. | 13 |
| Goal 2: Student Reading Success: Smith Valley School students and staff will increase student reading performance in order to ensure that they are college, career and life successful. | 15 |
| Goal 3: Connectedness: Through communication and collaboration, students will feel a sense of belonging by increasing the emotional safety in the school setting as measured by the annual Nevada Social Emotional Learning Survey from favorable to most favorable range; as exemplified through the district initiative, "A Portrait of a Learner" specific to the Connected Learners domain. | 16 |

Comprehensive Needs Assessment

Student Success

Student Success Summary

Using the 2023-24 MAP’s data, the percentage of students K - 11th who score in the Low or Low Average level, in respective grades/classes, will decrease at each testing session (Winter and Spring) by 5% or will be below 15%.

Previously, our focus was K-8th, however, we are including 9th through 11th grade as we are following our district DPP plan that now includes those grade levels beginning this school year. As far as any years previous to the 2024-2025 school year, we are able to look at Special Education students as well as Reading Remediation students in the high school area in previous areas mentioned.

Some of our strengths include that more than 50% of students who scored below the 40th percentile decreased (from Fall to Spring) as well as literacy rates did not decrease due to summer slide.

We are noticing that after reviewing the Winter and Spring data for 2021-2022 and 2022-2023, Kindergarten, Third and Fifth met the goal of 15% or lower students at low/low average. Second decreased more than 5 percent from Fall to Winter. A majority of the grade levels had an increase in the low/low average range. We noticed middle school struggled with overall literacy rates and that we need to prepare kindergarten students for MAP testing before Winter MAP assessment. 279

After reviewing the data, it was observed that students K-8th continued to under achieve in reading on the MAPs assessment. Due to the data, we will continue this student success goal for 2023-2024. Middle school struggled with overall literacy rates. We will need to prepare kindergarten students for MAP testing before taking the Winter MAP assessment.

2021/2022

| | Fall | Winter | Spring |
|-----|------|--------|--------|
| K | | 64 | 39 |
| 1st | 20 | 13 | 7 |
| 2nd | 21 | 16 | 15 |
| 3rd | 22 | 36 | 27 |
| 4th | 20 | 30 | 9 |
| 5th | 0 | 14 | 8 |
| 6th | 33 | 53 | 42 |
| 7th | 40 | 15 | 33 |

| | Fall | Winter | Spring |
|-----|------|--------|--------|
| 8th | 36 | 50 | 44 |

2022/2023

| | Fall | Winter | Spring |
|-----|------|--------|--------|
| K | n/a | 13 | 6 |
| 1st | 26 | 37 | 37 |
| 2nd | 65 | 29 | 29 |
| 3rd | 36 | 15 | 15 |
| 4th | 30 | 30 | 30 |
| 5th | 21 | 14 | 14 |
| 6th | 24 | 31 | 38 |
| 7th | 42 | 53 | 44 |
| 8th | 17 | 18 | 36 |

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Student Success Strengths

More than 50% of students who scored below the 40th percentile decreased (from Fall to Spring). Literacy rates did not decrease due to summer slide.

- Kindergarten, Third, and Fifth grades met the 15% goal
- Second and Seventh decreased more than 5 percent from Fall to Winter
- The robust use of individualized strategies for every student are documented through reading acceleration plans (K-5)
- A part time college and career readiness interventionist to model and put into practice for struggling readers strategies to help them meet their individual goals
- At the secondary level, the use of reading remediation classes will help us continue to address students below grade level performance.

Problem Statements Identifying Student Success Needs

Problem Statement 1 (Prioritized): Kindergarten through 11th grade students at Smith Valley Schools are scoring anywhere between 17% to 46% at each grade level in the Low or Low Average area for Reading according to the MAP's testing. For example, 45% of 6th graders scored Low or Low Average and 46% of 11th graders scored Low or Low Average.
Critical Root Cause: Teachers are not familiar with the new ELA curriculum and are working towards implementing it with fidelity. Students also need test taking strategies and practice on questions designed and asked in the same way as the MAP's test. The need to help students fill the learning gaps that were created during Covid including parental willingness to put school first and student work ethics.

Adult Learning Culture

Adult Learning Culture Summary

The Nevada Educator Performance Framework (NEPF) statewide performance evaluation system for teachers has been and will continue to be the primary tool used to assess the adult learning culture at Smith Valley School.

The goals of the NEPF are: 1) Foster student learning and growth. 2) Improve educators' instructional practices. 3) Inform human capital decisions. 4) Engage stakeholders in the continuous improvement and monitoring of a professional growth system.

5 years (2019-20 to 2023-24) of trend data have been reviewed and analyzed. The information that resulted from this analysis has been used to determine the following adult learner outcome goal for Smith Valley School.

The NEPF instructional practice standard 4 indicators 1-3 teacher evaluation results for the past five years (see below chart) indicates that teacher lesson integration and/or student application of metacognition during the learning process is an area in need when compared with the remaining 16 instructional practice indicator results in all grade levels Kinder - 12th grades. The fact that the overall average yearly score for SVS teachers was below 3 for 3 of the 5 years for standard 4 indicator 1 is an additional cause for concern. Again, this (sub level 3 score) did not occur with any of the other indicators during the 5 years of trend data. The 5 year average for standard 4 indicator 1 is 3.05. There was been a noticeable amount of growth with indicators 1 and 3 during the last school year as a result of there being a focus on improvement in this area by the SVS instructional team. This focus was achieved by including NEPF standard 4 indicators 1 and 3 as a goal in the SVS continuous improvement plan (CIP). The prior school year's CIP also included standard 4 but was exclusive to only indicator 1. The SVS CIP team and the instructional staff as a whole would like to continue the momentum that has been achieved in regards to metacognition growth over the course of the last two years by focusing on indicator 1 as indicator 3 achieved an overall score of 3.5 for the last two school years.

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Additional review by the SVS CIP adult learner goal team has determined that the primary reason students and teachers continue to under perform with indicator 1, relative to the other instructional practice indicators, is due to one or more of the components in indicator 1 not being demonstrated effectively and consistently by the teacher, the student, or both (indicator 1 components include the students being able to fully explain: 1. what the intended learning goal is, 2. why they are learning it, and 3. what successful performance looks like). A teacher-wide focus in this area will increase student metacognition. Research shows that when students engage in metacognitive activities such as owning their learning, growth and success are much more likely across all grade levels.

Smith Valley School averages for the NEPF Instructional Practice Standard 4 Indicators 1-3.

| NEPF Standard 4 Indicator | 2019-20 | 2020-21 | 2021-22 | 2022-23 | 2023-24 | Average: 5 years |
|---------------------------|---------|---------|---------|---------|---------|------------------|
| 1 | 2.92 | 2.70 | 2.75 | 3.29 | 3.60 | 3.05 |
| 2 | 3.30 | 3.70 | 3.42 | 3.71 | 4.00 | 3.63 |
| 3 | 3.38 | 3.00 | 2.83 | 3.50 | 3.50 | 3.24 |

Adult Learning Culture Strengths

The staff of SVS understand the nature of today's rapidly evolving educational landscape. The following list of SVS adult learning culture strengths are intended to help optimize learner outcomes (both teacher and student), increase engagement, and foster a culture of lifelong learning. These strengths also align and attempt to enhance the LCSD Portrait of a Learner domains and competencies.

- The SVS instructional staff are supported by 3 teacher leaders (elementary, secondary, and special education). The teacher leaders support new and returning staff in a multitude of ways based on current needs. Teacher leaders also provide monthly professional development and facilitate monthly professional learning community meetings.
- The SVS continuous improvement plan team consists of stakeholders from all aspects of the school community. This includes teachers (elementary, secondary, and sped), parents, students, support staff (paraprofessionals, counselor, interventionist), and administration. In addition, the CIP team is divided into teams which are responsible for identifying, monitoring, reporting, and adjusting the various goals found within the SVS plan. Each team works independently from the CIP team as a whole on its individual areas but also collaborates with the CIP team as a whole in order to create the final plan.
- Instructional and support staff collaborate during monthly site level professional learning community (PLC) meetings. Topics typically focus on curriculum and are facilitated by the teacher leaders and supported by administration.
- Instructional staff and administration participate in quarterly district level PLC's again focused on curriculum and instruction.
- Teacher are formally and informally observed throughout the course of the school year. Administration and teachers collaborated in both pre and post observation meetings during the formal observation process. The Nevada Educator Performance Framework (NEPF) evaluation system is used as the basis for the collaborative dialogue and ultimate evaluation rating. All instructional staff at SVS achieved a effective or highly effective rating for the 2023-24 school year with the majority of teachers being rated as highly effective.
- All teacher positions at SVS have been filled for the 2024-25 school year with highly qualified teachers.
- 17 of the 19 NEPF instructional practice indicators for 2023-24 averaged at a 3.5 out of a maximum of 4 for all teacher observations. The two indicators that did not reach a level 3.5 were 3.2 and 3.3 respectively.

Problem Statements Identifying Adult Learning Culture Needs

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Problem Statement 1 (Prioritized): 5 years of trend data shows that SVS teachers continue to perform lower (average of 3.05) for NEPF instructional practice standard 4 indicator 1 then for indicators 2 and 3 (3.63 and 3.24). **Critical Root Cause:** Inconsistent application of this instructional strategy (teachers communication of learning goals, performance criteria, and purpose of the lesson to students) by SVS instructional staff.

Problem Statement 2 (Prioritized): All students not being able to fully explain: 1) what the intended learning goal of the lesson is, 2) why they are learning it, and 3) what successful performance looks like. **Critical Root Cause:** Inconsistent student exposure to and/or application of this metacognition strategy by all SVS instructional staff.

Connectedness

Connectedness Summary

5th and 6th grade students scored in the favorable range in the category of emotional safety, however this category scored lowest in the favorable range on the 2023-2024 Culture and Climate Survey. The elementary scores were in the favorable range with a score of 395, however emotional safety was the lowest scored category. The 7th and 8th grade scores were in the favorable range with a score of 362, however emotional safety was the lowest scored category. The high school scored in in the most favorable range in emotional safety with a score of 410. The goal is that all students will reach the most favorable range on the Culture and Climate Survey in the emotional safety category as measured by student survey results for the 2024-2025 school year.

Formative Measures:

- 2023-2024 Culture and Climate Survey
- PBIS Data (Decrease in Minor Behavior Reports in the category of disrespect and increase in PBIS points given in the category of Respect)
- Character Strong SEL Curriculum

Social emotional learning (SEL) will continue to be taught to grades K-6 on a weekly basis utilizing the Navigate 360 and Second Step curriculums. Grades 7-12 will participate in a weekly Character Strong SEL program. In addition, all 8th graders will participate in and complete Pathways To Success training. This 6-week training will assist with the transition from middle to high school. This SEL curriculum focuses on future goals as it strengthens the SEL of the students. We will also be implementing the Character Strong SEL Curriculum for grades 7-12 during Advisory and for first and second-tier MTSS interventions.

Evidence Level: 2 - Moderate.

Action Steps: What steps do you need to take to implement this improvement strategy?

- Teach Pathways curriculum to 8th graders Spring of 2024
- Design opportunities in Advisory to have students of different grade levels (7-12) interacting with one another using Character Strong SEL Curriculum 284
- 7-12 grade teachers will create advisory enrichment opportunities for collaborative interaction amongst the student body
- SEL opportunities in advisory once per month (activities with younger students, workshops with the counselor, etc)
- Student of the week and various student recognition activities
- Resources Needed: What resources do you need to implement this improvement strategy?
- Pathways curriculum
- Character Strong SEL Curriculum for 7th through 12th
- Second Step for K through 6th
- Challenges to Tackle:
- Cultural inertia
- Purposeful exposure to cultures and ethnicities outside of the Smith Valley area
- Potential Solution: guest speakers, field trips, classroom lessons/activities addressing healthy relationships
- **Funding:** What funding sources can you use to pay for this improvement strategy(ies) associated with this goal?
- School budget
- Fundraising
- Local community organizations

Connectedness Strengths

The Smith Valley School scored above the state and district averages in all climate categories. In addition, 5th/6th, 7th/8th and 9th-12th grades scored in the favorable range in all categories exceeding district and state results.

Problem Statements Identifying Connectedness Needs

Problem Statement 1 (Prioritized): Students at Smith Valley School continue to be in the favorable, most favorable range, however, emotional safety falls into the lowest area for all of our school climate scores. Based on trend data for relationships since 2023-2024, a flatline can be observed in the emotional safety category across all grade levels, ethnicities, and gender. **Critical Root Cause:** Smith Valley Schools, has limited cultural diversity within the student population as well as a limited amount of course offerings and extra curricular activities within the school setting.

Priority Problem Statements

Problem Statement 1: 5 years of trend data shows that SVS teachers continue to perform lower (average of 3.05) for NEPF instructional practice standard 4 indicator 1 then for indicators 2 and 3 (3.63 and 3.24).

Critical Root Cause 1: Inconsistent application of this instructional strategy (teachers communication of learning goals, performance criteria, and purpose of the lesson to students) by SVS instructional staff.

Problem Statement 1 Areas: Adult Learning Culture

Problem Statement 2: All students not being able to fully explain: 1) what the intended learning goal of the lesson is, 2) why they are learning it, and 3) what successful performance looks like.

Critical Root Cause 2: Inconsistent student exposure to and/or application of this metacognition strategy by all SVS instructional staff.

Problem Statement 2 Areas: Adult Learning Culture

Problem Statement 3: Kindergarten through 11th grade students at Smith Valley Schools are scoring anywhere between 17% to 46% at each grade level in the Low or Low Average area for Reading according to the MAP's testing. For example, 45% of 6th graders scored Low or Low Average and 46% of 11th graders scored Low or Low Average.

Critical Root Cause 3: Teachers are not familiar with the new ELA curriculum and are working towards implementing it with fidelity. Students also need test taking strategies and practice on questions designed and asked in the same way as the MAP's test. The need to help students fill the learning gaps that were created during Covid including parental willingness to put school first and student work ethics.

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Problem Statement 3 Areas: Student Success

Problem Statement 4: Students at Smith Valley School continue to be in the favorable, most favorable range, however, emotional safety falls into the lowest area for all of our school climate scores. Based on trend data for relationships since 2023-2024, a flatline can be observed in the emotional safety category across all grade levels, ethnicities, and gender.

Critical Root Cause 4: Smith Valley Schools, has limited cultural diversity within the student population as well as a limited amount of course offerings and extra curricular activities within the school setting.

Problem Statement 4 Areas: Connectedness

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- School goals
- Prior year improvement plans - Performance objectives (SMART goals)
- Prior year improvement plans - Actions and strategies

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Social Emotional Learning
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data

Employee Data

- State certified and high quality staff data
- School leadership data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- Teacher evaluation

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Parent/Family/Community Data

- Parent/family surveys and/or other feedback
- Parent/family engagement, opportunities, attendance, and participation

Support Systems and Other Data

- Master schedule
- Course offerings
- Processes and procedures for teaching and learning, including program implementation
- Communications data

Goals





Goal 1: Adult Learning Culture. Smith Valley School students and staff will exemplify the LCSD Portrait of a Learner domain "Student Ownership of their Learning" by demonstrating a commitment to the self-direction and self-knowledge competencies within this domain.

Aligns with District Priority

Annual Performance Objective 1: Our goal is that by May 2025, all SVS students will have achieved mastery (Performance level 4 from performance level 3) of the NEPF instructional practice standard 4 indicator 1 by being able to fully explain for student learning goals/targets: "What am I learning? Why am I learning it? How do I know?"

Evaluation Data Sources: Nevada Educator Performance Framework (NEPF) instructional practice standards.

| Improvement Strategy 1 Details | Reviews | | | |
|---|--------------|-----|-----|----------------|
| <p>Improvement Strategy 1: All SVS instructional staff will communicate to their students the intended student learning goals, performance criteria, and purpose in the learning.</p> <p>Formative Measures: - Teachers will increase knowledge and implementation of evidenced based NEPF instructional practices to positively impact student metacognition achievement. - Beginning of year (BOY), middle of year (MOY), and end of year (EOY) observation results documenting communication of learning goals, performance criteria, and purpose will be used to monitor the progress of implementation of NEPF standard 4 indicator 1.</p> <p>Position Responsible: SVS administration.</p> <p>Evidence Level: Strong</p> <p>Problem Statements/Critical Root Causes: Adult Learning Culture 1</p> | Status Check | | | EOY Reflection |
| | Nov | Jan | Mar | June |
| | | | | 288 |

| Improvement Strategy 2 Details | Reviews | | | |
|---|--------------|-----|-----|----------------|
| <p>Improvement Strategy 2: All SVS instructional staff will assess weekly all students' ability to fully explain for each student learning goal/target: "What am I learning? Why am I learning it? How do I know?"</p> <p>Formative Measures: - BOY, MOY, and EOY NEPF standard 4 indicator 1 observation results will be used to monitor progress of students mastery (Performance level 4) their own metacognition in the learning process. - At each formative review (November, February, and April) an increase of 10% starting with the SVS baseline 5 year average of 3.05 will be expected. See adult learning culture needs assessment summary.</p> <p>Position Responsible: SVS administration/teacher leaders.</p> <p>Evidence Level: Strong</p> <p>Problem Statements/Critical Root Causes: Adult Learning Culture 2</p> | Status Check | | | EOY Reflection |
| | Nov | Jan | Mar | June |
| | | | | |
| <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div> | | | | |

Annual Performance Objective 1 Problem Statements:

| Adult Learning Culture |
|---|
| <p>Problem Statement 1: 5 years of trend data shows that SVS teachers continue to perform lower (average of 3.05) for NEPF instructional practice standard 4 indicator 1 then 489 indicators 2 and 3 (3.63 and 3.24). Critical Root Cause: Inconsistent application of this instructional strategy (teachers communication of learning goals, performance criteria, and purpose of the lesson to students) by SVS instructional staff.</p> <p>Problem Statement 2: All students not being able to fully explain: 1) what the intended learning goal of the lesson is, 2) why they are learning it, and 3) what successful performance looks like. Critical Root Cause: Inconsistent student exposure to and/or application of this metacognition strategy by all SVS instructional staff.</p> |


Goal 2: Student Reading Success: Smith Valley School students and staff will increase student reading performance in order to ensure that they are college, career and life successful.


Aligns with District Priority


Annual Performance Objective 1: Using the 2024-2025 MAP's data, the percentage of students K - 11 who score in the Low or Low Average level, in respective grades/classes, will decrease at each testing session Fall to Spring by 5% or more.


Evaluation Data Sources: NWEA MAP

| Improvement Strategy 1 Details | Reviews | | | |
|---|--------------|-----|-----|----------------|
| <p>Improvement Strategy 1: Strategy 1: K-11th grade students are to receive reading intervention in the classroom. This will be one on one or in a small group setting with the classroom teacher at least four times a week. In addition they will receive Tier 2 reading intervention with the resource teacher when available and/or in the classroom. This will be one on one or in a small group setting at least four times a week.</p> <p>Formative Measures: After reviewing the Winter and Spring data for 2021-2022 and 2022-2023, Kindergarten, Third and Fifth graders met the goal. Second grade had an increase in the low to low average range from Fall to Winter. The majority of the grade levels had an increase in the low/low average range and because of this data, we will continue this student success goal for 2024-2025 school year.</p> <p>Position Responsible: CIP team will collect and review the data throughout the school year.</p> <p>Student Groups This Strategy Targets: FRL, EL, Students with Disabilities, Racial/Ethnic Groups, Chronically Absent, At Risk</p> <p>- Evidence Level: Moderate</p> <p>Problem Statements/Critical Root Causes: Student Success 1</p> | Status Check | | | EOY Reflection |
| | Nov | Jan | Mar | June |
| | | | | 290 |

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Annual Performance Objective 1 Problem Statements:

| Student Success |
|---|
| <p>Problem Statement 1: Kindergarten through 11th grade students at Smith Valley Schools are scoring anywhere between 17% to 46% at each grade level in the Low or Low Average area for Reading according to the MAP's testing. For example, 45% of 6th graders scored Low or Low Average and 46% of 11th graders scored Low or Low Average.</p> <p>Critical Root Cause: Teachers are not familiar with the new ELA curriculum and are working towards implementing it with fidelity. Students also need test taking strategies and practice on questions designed and asked in the same way as the MAP's test. The need to help students fill the learning gaps that were created during Covid including parental willingness to put school first and student work ethics.</p> |

Goal 3: Connectedness: Through communication and collaboration, students will feel a sense of belonging by increasing the emotional safety in the school setting as measured by the annual Nevada Social Emotional Learning Survey from favorable to most favorable range; as exemplified through the district initiative, "A Portrait of a Learner" specific to the Connected Learners domain.

Aligns with District Priority





Annual Performance Objective 1: 5th through 12th-grade students will move from the favorable range to the most favorable range on the Culture and Climate Survey in the Emotional Safety category as measured by student survey results for the 2024-2025 school year.

Evaluation Data Sources: 2024-2025 Climate Survey

PBIS Data (Decrease in Minor Behavior Reports in the category of disrespect and increase in PBIS points given in the category of Respect)

Character Strong SEL Curriculum grades 7-12

Second Step SEL curriculum grades 5-6

| Improvement Strategy 1 Details | Reviews | | | |
|--|--------------|-----|-----|----------------|
| <p>Improvement Strategy 1: Weekly Character Strong lessons will be implemented by advisory teachers of grades 7-12. Additionally, grades 5-6 will participate in SEL Second Step program weekly with the school counselor.</p> <p>Formative Measures: Annual Nevada School Climate Survey</p> <p>Position Responsible: School counselor and advisory teachers</p> <p>Student Groups This Strategy Targets: FRL, EL, Students with Disabilities, Migrant, Racial/Ethnic Groups, Chronically Absent, At Risk</p> <p>- Evidence Level: Moderate</p> <p>Problem Statements/Critical Root Causes: Connectedness 1</p> | Status Check | | | EOY Reflection |
| | Nov | Jan | Mar | June |
| | | | | 291 |
| <p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p> | | | | |

Annual Performance Objective 1 Problem Statements:

| Connectedness |
|---|
| <p>Problem Statement 1: Students at Smith Valley School continue to be in the favorable, most favorable range, however, emotional safety falls into the lowest area for all of our school climate scores. Based on trend data for relationships since 2023-2024, a flatline can be observed in the emotional safety category across all grade levels, ethnicities, and gender. Critical Root Cause: Smith Valley Schools, has limited cultural diversity within the student population as well as a limited amount of course offerings and extra curricular activities within the school setting.</p> |

Lyon County School District
Sutro Elementary School
2024-2025 School Performance Plan

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Comprehensive Needs Assessment

Revised/Approved: September 9, 2024

Student Success

Student Success Summary

Students at Sutro Elementary School continue to work diligently towards mastery of grade level expectations; however, our assessment results are illustrating inadequate academic achievement from our students.

2024 SBAC Reading Assessments:

- 26% of students in testing grades scored at or above grade level expectations in reading
- 68% of students in grades 5-6 scored at or above grade level expectations in reading. Compared to 14% of students in grades 3-4 at or above grade level in reading

2024 SBAC Mathematics Assessments:

- 17% scored at or above grade level expectations in mathematics.
- 21% of students in grades 5-6 scored at or above grade level expectations in math. Compared to 13% of students in grades 3-4 at or above grade level in mathematics.

2024 SBAC Science Assessments.

- Only 13% of our students scored a proficient level.

Spring MAP assessments for Reading:

- 53% of Sutro students scored in the 40th percentile or below.
- 25% of students scored about the 61st percentile.

Mathematics achievement was measured with iReady Diagnostic Assessments. On the **spring iReady Diagnostic Assessments**

- 39% of students scored in the early to mid/above grade level range. This represents 31% growth.
- Additionally, 18% of students scored in the “2 or more grade levels below” range.
- 41% reduction in students scoring in this range on spring diagnostic exams.

Student Success Strengths

Sutro Students work hard and are eager to do their best. We have incorporated a clubs program into our school's schedule. Students and teachers report that these enrichment opportunities are a positive addition to our school. Students have shown great growth in mathematics as measured by iReady Diagnostic Exams; however, those results are not

reflected on our SBAC scores. Daily intervention blocks during the school day have helped Sutro students maintain their current academic levels on MAP assessments, but there has not been a significant increase in academic achievement scores. Students in grades 5 and 6 have shown higher levels of growth than our students in grades 3-4 we believe this is due to a robust intervention process for those grades.

Problem Statements Identifying Student Success Needs

Problem Statement 1 (Prioritized): Sutro Students are not showing academic growth at appropriate levels. **Critical Root Cause:** Teachers are struggling to accurately identify the appropriate areas of content to provide remediation.

Problem Statement 2 (Prioritized): Students in grades 3 through 6 are not showing adequate achievement on required assessments and Reading Achievement Plans are not closing achievement gaps. **Critical Root Cause:** Intervention plans are not addressing the appropriate skills and/or the plans are not being monitored closely to determine the effectiveness of the intervention.

Adult Learning Culture

Adult Learning Culture Summary

Sutro teachers have participated in professional development focused on Routines for Reasoning and the 8 Mathematical practices for the past 3 years. There have also been professional development sessions on HMH Into Reading curriculum, RB3 requirements and monitoring plans, as well as i-Ready. The professional development offered on the Into Reading curriculum has been limited, and is likely causing issues with program fidelity. In the 2022-2023 year we consulted with Creative Leadership Solutions to receive training on effective PLC teams. Since that time we have experienced a large turnover in our teaching staff. Additionally, we have partnered with RPDP, who provided support and mentoring for our new teachers. Several Sutro teachers and both school administrators, are participating in LETRS training offered through the school district. In the 2023-2024 school year, Sutro has received a STEM Grant from the state and is focused on improving STEM instruction through coding activities.

Adult Learning Culture Strengths

Sutro teachers are collaborative and implement school and district initiatives. The staff wants to learn and grow. They often request additional training and supplementary materials to improve the quality of instruction offered in their classrooms. As a school, there is a "can do attitude" and Sutro teachers tend to be creative problem solvers. Teams actively work towards collective teacher efficacy.

Problem Statements Identifying Adult Learning Culture Needs

Problem Statement 1 (Prioritized): PLC meetings are not adequately addressing the needs of all students. **Critical Root Cause:** Not all teachers have received training on²⁹⁶ maintaining effective Professional Learning Communities due to high levels of teacher turnover.

Connectedness

Connectedness Summary

Sutro Elementary School has experienced high rates of chronic absenteeism. 8% of students missed 10% of school days or more, and 17% of students missed 15 or more days of school. The school taught weekly lessons from the Second Step Curriculum to address social emotional learning concerns. Sutro continues to implement a school-wide positive behaviors and supports program to support the multi-tiers system of support and positively address school expectations. To increase student engagement, the school implemented a weekly clubs program that allows for student choice and supports the portrait of a learner program adopted by the school district. We have struggled with maintaining high levels of parent engagement.

Connectedness Strengths

The staff at Sutro maintains positive personal relationships with all students. Student misbehaviors are addressed positively and our approaches are restorative in nature. Students and staff have had positive reactions to our club program.

Problem Statements Identifying Connectedness Needs

Problem Statement 1 (Prioritized): Sutro Elementary School is experiencing high levels of chronic absenteeism. **Critical Root Cause:** The perceptions of families have changed regarding school attendance since experiencing the Covid Pandemic.

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Stakeholder Engagement

Stakeholder Engagement Summary

| Prompt | Response |
|--|--|
| In 2-3 sentences, describe how the district engages required stakeholder groups in the needs assessment and decision making processes including: Parents and families, students at risk of failure and dropping out, educators and school leaders, community groups, historically underrepresented groups (ELs and MLs, racially & ethnically diverse stakeholders, indigenous populations, economically disadvantaged, transient populations), private and charter schools, and other hard-to-reach groups. | Through our parent university sessions and parent advisory council meetings, we try to engage families in the goal setting and monitoring of our plan. We struggle to get meaningful participation at these meetings. We have noticed greater participation during school events, such as curricular themed nights. We have started to embed this information into such school events. |
| What lessons did you learn from your stakeholder groups that are informing your improvement priorities for the upcoming school year? | We have learned that parents are more willing to participate in events focused on the curriculum or content areas. We will increase these types of events and embed opportunities for feedback on our goals and priorities. |
| What has worked well in your previous engagement efforts? What might you do differently to increase or improve engagement moving forward? | In the past, we have tried to hold meetings before and after school. Neither time was attended by many; however, parents do come to events focused on the curriculum or classroom progress. We will use these events to get engagement and feedback. |

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Stakeholder Engagement Strengths

Even with low rates of attendance at engagement activities, Sutro parents are supportive of the school. A group of parents and staff members have started a Parent Staff Organization at the school (PSO) and have started hosting social events at the school regularly. Attendance at these events has been increasing. This would be a great opportunity for the school to partner with the PSO to increase engagement and attendance at parent university sessions.

Problem Statements Identifying Stakeholder Engagement Needs

Problem Statement 1: We are having trouble maintaining high levels of meaningful family engagement. **Critical Root Cause:** Many parents have employment out of the attendance area are not always able to attend engagement activities.

Priority Problem Statements

Problem Statement 1: Sutro Students are not showing academic growth at appropriate levels.

Critical Root Cause 1: Teachers are struggling to accurately identify the appropriate areas of content to provide remediation.

Problem Statement 1 Areas: Student Success

Problem Statement 2: Students in grades 3 through 6 are not showing adequate achievement on required assessments and Reading Achievement Plans are not closing achievement gaps.

Critical Root Cause 2: Intervention plans are not addressing the appropriate skills and/or the plans are not being monitored closely to determine the effectiveness of the intervention.

Problem Statement 2 Areas: Student Success

Problem Statement 3: PLC meetings are not adequately addressing the needs of all students.

Critical Root Cause 3: Not all teachers have received training on maintaining effective Professional Learning Communities due to high levels of teacher turnover.

Problem Statement 3 Areas: Adult Learning Culture

Problem Statement 4: Sutro Elementary School is experiencing high levels of chronic absenteeism.

Critical Root Cause 4: The perceptions of families have changed regarding school attendance since experiencing the Covid Pandemic.

Problem Statement 4 Areas: Connectedness

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Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- School goals
- Early childhood literacy and math goals
- Prior year improvement plans - Needs Assessment
- Prior year improvement plans - Performance objectives (SMART goals)
- Prior year improvement plans - Actions and strategies
- Prior year improvement plans - Expenditures
- Prior year improvement plans - Formative and summative reviews

Accountability Data

- State assessment performance report
- Comprehensive, Targeted, and/or Additional Targeted Support data

Student Data: Assessments

- State and federally required assessment information
- Current and longitudinal results, End-of-Course current and longitudinal results, Retest questions
- English Language Proficiency Assessment System results
- Local diagnostic reading assessment data
- Local diagnostic math assessment data

300

Student Data: Student Groups

- Race and ethnicity
- Special programs
- Economically disadvantaged
- Male/Female
- Special education
- At-risk
- EL
- Section 504 data
- Homeless data
- Foster
- Gifted and talented data
- Multi-Tiered System of Supports (MTSS) or Response to Intervention (RTI)

Student Data: Behavior and Other Indicators

- Attendance data
- Social Emotional Learning

- Student surveys and/or other feedback

Employee Data

- Staff surveys and/or other feedback
- Professional learning communities (PLC) data
- Professional development needs assessment data
- Teacher retention

Parent/Family/Community Data

- Parent/family surveys and/or other feedback
- Parent/family engagement, opportunities, attendance, and participation
- Community surveys and/or other feedback

Support Systems and Other Data

- Master schedule
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data

Goals

Revised/Approved: September 30, 2024

Goal 1: Provide all students with an engaging educational experience that is responsive to the academic needs of each student, and that provides students with the skills to be successful in secondary schools and life.

Aligns with District Priority

Annual Performance Objective 1: Based on the data that Sutro students had a median score in the 39th percentile in reading and 33rd percentile in math on Fall MAP Assessments and the fact that 27% of students scored in the on-grade level or above in reading and 24% in math, by spring 2025, there will be at least a 3% increase in the number of students scoring at or above grade level and a 3% decrease in the number of students in the 1st through 20th percentile.


Evaluation Data Sources: MAP Assessment Data

| Improvement Strategy 1 Details | Reviews | | | |
|--|--------------|-----|-----|----------------|
| <p>Improvement Strategy 1: Based on the fact 46% of Sutro students are scoring below the 40th percentile on MAP Reading assessments and triggering reading acceleration plans (RAP), by spring 2025 the number of students on these plans will be reduced by at least 3% through targeted interventions based on individualized student achievement.</p> <p>Formative Measures: Baseline assessment data from MAP and SBAC reading assessments, and formative MAP Assessments Results and RAP monitoring</p> <p>Position Responsible: Classroom teachers, School Administrators</p> <p>Student Groups This Strategy Targets: FRL, EL, Students with Disabilities, Migrant, Foster/Homeless, Racial/Ethnic Groups, Chronically Absent, At Risk</p> <p>- Evidence Level: Strong</p> <p>Problem Statements/Critical Root Causes: Student Success 1, 2</p> | Status Check | | | EOY Reflection |
| | Nov | Jan | Mar | 302 June |
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| Improvement Strategy 2 Details | Reviews | | | |
|--|---------------------|------------|------------|-----------------------|
| <p>Improvement Strategy 2: Sutro teachers will receive mentoring and coaching from Creative Leadership Solutions focused on establishing effective professional learning communities (PLC) that are responsive to the academic needs of the students.</p> <p>Formative Measures: Team rating of PLC effectiveness, classroom performance and results of school, district, and state assessments.</p> <p>Position Responsible: Classroom teachers and school administrators</p> <p>Student Groups This Strategy Targets: FRL, EL, Students with Disabilities, Migrant, Foster/Homeless, Racial/Ethnic Groups, Chronically Absent, At Risk</p> <p>- Evidence Level: Strong</p> <p>Problem Statements/Critical Root Causes: Student Success 1</p> | Status Check | | | EOY Reflection |
| | Nov | Jan | Mar | June |
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| Improvement Strategy 3 Details | Reviews | | | |
| <p>Improvement Strategy 3: A multi-tiered system of supports (MTSS) will be used at the school to address tier II and tier III instructional techniques and intervention processes measured through intervention data.</p> <p>Formative Measures: MTSS data</p> <p>Position Responsible: MTSS intervention team</p> <p>Student Groups This Strategy Targets: FRL, EL, Students with Disabilities, Migrant, Foster/Homeless, Racial/Ethnic Groups, Chronically Absent, At Risk</p> <p>Problem Statements/Critical Root Causes: Student Success 1, 2</p> | Status Check | | | EOY Reflection |
| | Nov | Jan | Mar | June |
| | | | | 303 |
| Improvement Strategy 4 Details | Reviews | | | |
| <p>Improvement Strategy 4: Sutro teachers will allocate 45-60 minutes of intervention time weekly personalized instruction in the iReady Program, with a goals of 80% pass rate, as measured by weekly iReady usage reports.</p> <p>Formative Measures: iReady Diagnostic Exams</p> <p>Position Responsible: Classroom teachers and site administrators</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6</p> <p>- Student Groups This Strategy Targets: FRL, EL, Students with Disabilities, Migrant, Foster/Homeless, Racial/Ethnic Groups, Chronically Absent, At Risk</p> <p>- Evidence Level: Strong</p> <p>Problem Statements/Critical Root Causes: Student Success 1, 2</p> | Status Check | | | EOY Reflection |
| | Nov | Jan | Mar | June |
| | | | | |

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Annual Performance Objective 1 Problem Statements:

Student Success

Problem Statement 1: Sutro Students are not showing academic growth at appropriate levels. **Critical Root Cause:** Teachers are struggling to accurately identify the appropriate areas of content to provide remediation.





Problem Statement 2: Students in grades 3 through 6 are not showing adequate achievement on required assessments and Reading Achievement Plans are not closing achievement gaps. **Critical Root Cause:** Intervention plans are not addressing the appropriate skills and/or the plans are not being monitored closely to determine the effectiveness of the intervention.

Goal 2: Students at Sutro Elementary School will regularly attend school and be active participants in our school community.

Aligns with District Priority

Annual Performance Objective 1: Based on the fact that for the 2023-2024 school year 26.2% of Sutro students were chronically absent during the 2023-2024 school year. 8% of Sutro students in testing grades were chronically absent from school and another 8% missed 15 or more days of school, by spring 2025, there will be a 3% reduction in the the number of students deemed chronically absent through family engagement regarding attendance issues and school-wide incentive programs.

Evaluation Data Sources: School attendance data

| Improvement Strategy 1 Details | Reviews | | | |
|--|---------------------|------------|------------|-----------------------|
| <p>Improvement Strategy 1: MTSS tier I team will implement a schoolwide incentive program celebrating perfect attendance for classrooms.</p> <p>Formative Measures: Classroom attendance data Position Responsible: School Administrators</p> <p>Student Groups This Strategy Targets: FRL, EL, Students with Disabilities, Migrant, Foster/Homeless, Racial/Ethnic Groups, Chronically Absent, At Risk - Evidence Level: Promising Problem Statements/Critical Root Causes: Connectedness 1</p> | Status Check | | | EOY Reflection |
| | Nov | Jan | Mar | June |
| | | | | 305 |
| Improvement Strategy 2 Details | Reviews | | | |
| <p>Improvement Strategy 2: The MTSS Tier 2 team will collaborate with families to identify and eliminate barriers to regular school attendance and provide access to available resources.</p> <p>Formative Measures: Schoolwide attendance data, MTSS team data Position Responsible: School Administrators</p> <p>Student Groups This Strategy Targets: FRL, EL, Students with Disabilities, Migrant, Foster/Homeless, Racial/Ethnic Groups, Chronically Absent, At Risk - Evidence Level: Promising Problem Statements/Critical Root Causes: Connectedness 1</p> | Status Check | | | EOY Reflection |
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| <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div> | | | | |

Annual Performance Objective 1 Problem Statements:

Connectedness





Problem Statement 1: Sutro Elementary School is experiencing high levels of chronic absenteeism. **Critical Root Cause:** The perceptions of families have changed regarding school attendance since experiencing the Covid Pandemic.

Goal 3: Educators at Sutro Elementary School will be able to plan effective lessons based on the Nevada Academic Content Standards and provide targeted interventions to address the academic needs of students.

Aligns with District Priority

Annual Performance Objective 1: Sutro teachers will meet weekly in effective PLC meetings to plan for instruction and interventions as measured by team ratings of effective PLC meeting practices and observation data.

Evaluation Data Sources: PLC Team Self-Rating, PLC Notes, Administrator Observation

| Improvement Strategy 1 Details | Reviews | | | |
|--|--------------|-----|-----|----------------|
| <p>Improvement Strategy 1: PLC teams will receive mentoring and coaching from Creative Leadership Solutions focused on implementing and maintaining effective PLC meetings.</p> <p>Formative Measures: Self-Ratings, PLC notes, Administrator Observation</p> <p>Position Responsible: School Administrators</p> <p>Student Groups This Strategy Targets: FRL, EL, Students with Disabilities, Migrant, Foster/Homeless, Racial/Ethnic Groups, Chronically Absent, At Risk</p> <p>Problem Statements/Critical Root Causes: Adult Learning Culture 1</p> | Status Check | | | EOY Reflection |
| | Nov | Jan | Mar | June |
| | | | | 307 |
| <p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p> | | | | |





Annual Performance Objective 1 Problem Statements:

| Adult Learning Culture |
|---|
| <p>Problem Statement 1: PLC meetings are not adequately addressing the needs of all students. Critical Root Cause: Not all teachers have received training on maintaining effective Professional Learning Communities due to high levels of teacher turnover.</p> |

Goal 3: Educators at Sutro Elementary School will be able to plan effective lessons based on the Nevada Academic Content Standards and provide targeted interventions to address the academic needs of students.

Annual Performance Objective 2: By spring 2025, Sutro teachers will post and communicate learning and language objectives for lessons in all ELA and math and provide targeted interventions during intervention blocks measured by comparing walkthrough data to baseline observation data showing 4/19 teacher or 21% displayed or communicated learning objectives and only 3/19 or 16% communicated language objectives.

Evaluation Data Sources: Administrator Observation Data, Intervention Data

| Improvement Strategy 1 Details | Reviews | | | |
|--|--------------|-----|-----|----------------|
| <p>Improvement Strategy 1: During PLC and collaboration meetings teachers will set learning objectives and plan targeted interventions.</p> <p>Formative Measures: PLC notes, Intervention Data</p> <p>Position Responsible: Teachers</p> <p>Student Groups This Strategy Targets: FRL, EL, Students with Disabilities, Migrant, Foster/Homeless, Racial/Ethnic Groups, Chronically Absent, At Risk</p> <p>- Evidence Level: Strong</p> <p>Problem Statements/Critical Root Causes: Student Success 1 - Adult Learning Culture 1</p> | Status Check | | | EOY Reflection |
| | Nov | Jan | Mar | June |
| | | | | 308 |
| <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div> | | | | |

Annual Performance Objective 2 Problem Statements:

| Student Success |
|---|
| <p>Problem Statement 1: Sutro Students are not showing academic growth at appropriate levels. Critical Root Cause: Teachers are struggling to accurately identify the appropriate areas of content to provide remediation.</p> |
| Adult Learning Culture |
| <p>Problem Statement 1: PLC meetings are not adequately addressing the needs of all students. Critical Root Cause: Not all teachers have received training on maintaining effective Professional Learning Communities due to high levels of teacher turnover.</p> |

Schoolwide and Targeted Assistance Title I Elements

1.1: Comprehensive Needs Assessment

The CIP team met and reviewed the data to complete the needs assessment for the school. Members of the team include teachers, support staff, administrators, and parents.

2.1: School Performance Plan (SPP) developed with appropriate stakeholders

The Sutro CIP Committee, which includes staff and parent and community members, meets bi-weekly in the fall to review and update our plan and provide feedback for making revisions. In addition, the our October PAC meetings was held virtually to present our plan and goals for the upcoming year. Participants were invited to provide feedback and suggestions. The principal's email address was shared so that participants could email further suggestions after time for reflection.

2.2: Regular monitoring and revision

The Sutro CIP team usually meets monthly to monitor plan progress. The committee is divided into teams, which monitor one of the goal areas. A meeting of the whole captures lessons learned and next steps.

2.3: Available to parents and community in an understandable format and language

The school's plan will be posted on our website in English and Spanish, and we will have copies available at our front desk.

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2.4: Opportunities for all children to meet State standards

Sutro Elementary School uses a PBIS program as part of our MTSS. Title one funds are used for site subscriptions to PBIS Rewards, which allows for student recognition, behavior referrals, and SEL lessons and supports. Additionally, the site used funds to purchase items used as incentives and supplies to support supplemental educational activities. Additionally, funds are used to purchase supplemental supplies and items to support Tier I instruction in our classrooms. Title I funds, school funds, and district funds are used to support intervention programs like tutoring, summer school, and the online program Paper.

Title I funds are also used to consult with Creative Leadership Solutions for coaching and mentoring of PLC teams.

2.5: Increased learning time and well-rounded education

Title I funds, school funds, and district funds are used to support intervention programs like tutoring, summer school, and the online program Paper. Intervention blocks have been built into the schedule for all grades to provide tutoring and remediation of content planned for during PLC meetings.

2.6: Address needs of all students, particularly at-risk

Title I funds, school funds, and district funds are used to support intervention programs like tutoring, summer school, and the online program Paper. Intervention blocks have been built into the schedule for all grades to provide tutoring and remediation of content planned for during PLC meetings.

During PLC meetings teams identify the needs of individual students and plan interventions after analyzing performance on core content. Tutoring, summer school, and Pre-K enrollment give priority to at-risk students.

3.1: Annually evaluate the schoolwide plan

The team will meet monthly to review data and monitor plan effectiveness. Revisions will be made to address obstacles we encounter at the school. After each formative assessment window and when summative assessment data is available, a final review will be conducted by the team.

4.1: Develop and distribute Parent Involvement and Family Engagement Policy

The principal and his secretary share our Parent Involvement Policy annually with all students in the fall. A flyer is sent home with all students. The school website and reader board, as well as mass communication programs, solicit parent involvement in Parent Advisory Council, and Continuous Improvement Planning teams.

4.2: Offer flexible number of parent involvement meetings

Sutro Elementary School hosts a variety of engagement activities during various days of the week. We host both virtual and in-person meetings, and rotate between morning, afternoon, and evening meetings.

5.1: Determine which students will be served by following local policy

This plan serves the needs of all students at the school.

Lyon County School District
Yerington Elementary School
2024-2025 School Performance Plan



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Comprehensive Needs Assessment

Revised/Approved: September 9, 2024

Student Success

Student Success Summary

As of Spring 2024, 22% of students at Yerington Elementary School, grades Kindergarten through Fourth, were at or above the 60th percentile as measured by the NWEA MAP Reading assessment. As of Spring 2024, 29% of students at Yerington Elementary School, grades Kindergarten through Fourth, were at or above the 60th percentile as measured by the iReady Math Diagnostic. Significant growth from Fall 2023 to Spring 2024 occurred in Math, as 4% of students at Yerington Elementary School, grades Kindergarten through Fourth, were at or above the 60th percentile in the Fall, growing to 29% of students at or above the 60th percentile in the Spring.

As of Spring 2024, 20% of Third Graders and 24% of Fourth Graders at Yerington Elementary School were proficient in ELA, as measured by the SBAC ELA assessment. As of Spring 2024, 30% of Third Graders and 17% of Fourth Graders at Yerington Elementary School were proficient in Math, as measured by the SBAC Math assessment.

Problem Statements Identifying Student Success Needs

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Problem Statement 1 (Prioritized): Teachers at YES need to meet students at their achievement level so students can close achievement gaps (fill in student deficits) **Critical Root Cause:** -Teachers might lack efficacy with curriculum -Teachers are still learning a new ELA curriculum and math curriculum -Teachers lack efficacy in the area of differentiation. -41.2 % Chronic Absenteeism rate for students

Adult Learning Culture

Adult Learning Culture Summary

Current instructional techniques within Professional Learning Communities (PLCs) are not consistently effective across different classes, grade levels, and YES, leading to varying student outcomes. To enhance teaching practices and ensure equitable learning opportunities, there is a need to systematically analyze and utilize class, grade level, and school-wide data. This analysis will identify strengths and areas for improvement in instructional strategies, ultimately aiming to create a more cohesive and effective approach to teaching that meets the diverse needs of all students.

Problem Statements Identifying Adult Learning Culture Needs

Problem Statement 1 (Prioritized): Teachers do not know how to consistently analyze data during PLCs or implement effective ways to differentiate and impact student instruction.

Critical Root Cause: -Lack of understanding of data and how to use it to create effective instruction and differentiation -Lack of training on curriculum and PD unfocused on instructional goals -inconsistent attendance -Lack of expectations or communication -Clear scope and sequence for PD and follow-up.

Connectedness

Connectedness Summary

Yerington Elementary School currently provides work-based learning opportunities for 100 K-4 students during the 2023/24 school year. To enhance student engagement and career exploration, the school aims to increase these opportunities to reach 80% of Student enrollment in the 2024/2025 school year. However, challenges such as resource availability, coordination of guest speakers, and logistical support for offsite industry tours may hinder this growth. Addressing these challenges is essential to successfully expand work-based learning experiences and ensure all K-4 students benefit from increased exposure to career exploration activities.

Connectedness Strengths

Yerington Elementary School is committed to enhancing career exploration for our K-4 students by currently providing valuable work-based learning opportunities. This initiative reflects our dedication to fostering student engagement and preparing students for future career pathways. With a strong foundation in classroom career exploration, guest speaker programs, and offsite industry tours, our school is well-positioned to expand these opportunities, ensuring that every student can benefit from enriching, hands-on experiences that connect education to real-world applications.

Problem Statements Identifying Connectedness Needs

Problem Statement 1 (Prioritized): Only 22% of students at YES are given work-based learning opportunities. **Critical Root Cause:** - lack of teacher/school knowledge of local community opportunity -lack of available transportation -limited funding for off-campus opportunities

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Priority Problem Statements

Problem Statement 1: Teachers at YES need to meet students at their achievement level so students can close achievement gaps (fill in student deficits)

Critical Root Cause 1: -Teachers might lack efficacy with curriculum -Teachers are still learning a new ELA curriculum and math curriculum -Teachers lack efficacy in the area of differentiation. -41.2 % Chronic Absenteeism rate for students

Problem Statement 1 Areas: Student Success

Problem Statement 2: Teachers do not know how to consistently analyze data during PLCs or implement effective ways to differentiate and impact student instruction.

Critical Root Cause 2: -Lack of understanding of data and how to use it to create effective instruction and differentiation -Lack of training on curriculum and PD unfocused on instructional goals -inconsistent attendance -Lack of expectations or communication -Clear scope and sequence for PD and follow-up.

Problem Statement 2 Areas: Adult Learning Culture

Problem Statement 3: Only 22% of students at YES are given work-based learning opportunities.

Critical Root Cause 3: - lack of teacher/school knowledge of local community opportunity -lack of available transportation -limited funding for off-campus opportunities

Problem Statement 3 Areas: Connectedness

Goals

Revised/Approved: September 16, 2024

Goal 1: Student Success: YES student body will increase their reading and math proficiency rate.





Aligns with District Priority

Annual Performance Objective 1: Yerington Elementary School students will increase their NWEA reading and math MAP proficiency by increasing the median percentile from the 36th percentile in Fall of 2024 to the 39th percentile in Spring of 2025 in reading, and from the 40th percentile in Fall of 2024 to the 43rd percentile in Spring of 2025 in math.

Evaluation Data Sources: NWEA MAP Data

| Improvement Strategy 1 Details | Reviews | | | |
|--|--------------|-----|-----|----------------|
| <p>Improvement Strategy 1: Teachers will participate in weekly PLC Data Teams structured to examine MAP and iReady data to drive collaborative discussions on improving instructional strategies to increase student performance in whole-group and small-group differentiated instruction time.</p> <p>Formative Measures: Classroom Assessments Teacher Observations Personalized Instruction Summaries in iReady</p> <p>Position Responsible: Site Administration Teachers</p> <p>Student Groups This Strategy Targets: FRL, EL, Students with Disabilities, Migrant, Foster/Homeless, Racial/Ethnic Groups, Chronically Absent, At Risk</p> <p>- Evidence Level: Has Rationale</p> <p>Problem Statements/Critical Root Causes: Student Success 1</p> | Status Check | | | EOY Reflection |
| | Nov | Jan | Mar | June 317 |
| | | | | |

| Improvement Strategy 2 Details | Reviews | | | |
|---|--------------|-----|-----|----------------|
| <p>Improvement Strategy 2: Help students become aware of their performance by defining "benchmark" and "growth" in kid friendly terms, explaining how they can improve their scores by showing what they know and can do. School-wide expectations are that students will not rush through tests, will not disrupt the testing environment, and will actively scroll through the entirety of each question and all the possible answers before selecting their answer. School-wide incentives for meeting benchmark (60th percentile or higher) scores will be implemented within each testing session for MAP.</p> <p>Formative Measures: NWEA and iReady data</p> <p>Position Responsible: Teachers Site Admin</p> <p>Student Groups This Strategy Targets: FRL, EL, Students with Disabilities, Migrant, Foster/Homeless, Racial/Ethnic Groups, Chronically Absent, At Risk</p> <p>- Evidence Level: Has Rationale</p> <p>Problem Statements/Critical Root Causes: Student Success 1</p> | Status Check | | | EOY Reflection |
| | Nov | Jan | Mar | June |
| | | | | |

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Annual Performance Objective 1 Problem Statements:





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| Student Success |
|--|
| <p>Problem Statement 1: Teachers at YES need to meet students at their achievement level so students can close achievement gaps (fill in student deficits) Critical Root Cause: - Teachers might lack efficacy with curriculum -Teachers are still learning a new ELA curriculum and math curriculum -Teachers lack efficacy in the area of differentiation. -41.2 % Chronic Absenteeism rate for students</p> |

Goal 1: Student Success: YES student body will increase their reading and math proficiency rate.

Annual Performance Objective 2: Students at Yerington Elementary School will increase their attendance rates from 93.39% daily attendance average for all students in September 2024 to 97% daily attendance average for all students in June 2025.

Evaluation Data Sources: Infinite Campus Attendance Data

| Improvement Strategy 1 Details | Reviews | | | |
|---|--------------|-----|-----|----------------|
| <p>Improvement Strategy 1: We will publish monthly attendance rates, communicating the goal of achieving an overall attendance rate of 97% for the school. When we meet that goal, each grade level will earn an extra walking field trip to a location within our community to celebrate the accomplishment.</p> <p>Formative Measures: Average of all grades monthly attendance rates</p> <p>Position Responsible: Admin</p> <p>Student Groups This Strategy Targets: FRL, EL, Students with Disabilities, Migrant, Foster/Homeless, Racial/Ethnic Groups, Chronically Absent, At Risk</p> <p>- Evidence Level: Has Rationale</p> <p>Problem Statements/Critical Root Causes: Student Success 1</p> | Status Check | | | EOY Reflection |
| | Nov | Jan | Mar | June |
| | | | | 319 |
| <p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p> | | | | |

Annual Performance Objective 2 Problem Statements:





| Student Success |
|--|
| <p>Problem Statement 1: Teachers at YES need to meet students at their achievement level so students can close achievement gaps (fill in student deficits) Critical Root Cause: - Teachers might lack efficacy with curriculum -Teachers are still learning a new ELA curriculum and math curriculum -Teachers lack efficacy in the area of differentiation. -41.2 % Chronic Absenteeism rate for students</p> |

Goal 2: Adult Learning Culture: YES Staff will improve instructional techniques in PLCs by examining class, grade level and school wide data from i-Ready and NWEA MAP and HMH Progress Monitoring.

Aligns with District Priority

Annual Performance Objective 1: Increase the percentage of students at or above the 60th percentile in the MAP Reading and Math assessments from 27% in Reading and 28% in Math in Fall 2024, to 32% in Reading and 33% in Math by Spring 2025.

Evaluation Data Sources: NWEA reports/data

| Improvement Strategy 1 Details | Reviews | | | |
|---|--------------|-----|-----|----------------|
| <p>Improvement Strategy 1: Teachers will analyze MAP data (Reading and Math), iReady Data (Math), and HMH Data (ELA) during structured PLC data teams to determine students' strengths and weaknesses. They will implement data-driven instruction and conduct learning centers with small group instruction to more accurately meet students' needs.</p> <p>Formative Measures: MAP data reports iReady reports</p> <p>Position Responsible: Administrators Teachers</p> <p>Student Groups This Strategy Targets: FRL, EL, Students with Disabilities, Migrant, Foster/Homeless, Racial/Ethnic Groups, Chronically Absent, At Risk</p> <p>- Evidence Level: Has Rationale</p> <p>Problem Statements/Critical Root Causes: Adult Learning Culture 1</p> | Status Check | | | EOY Reflection |
| | Nov | Jan | Mar | June |
| | | | | 320 |
| <p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p> | | | | |

Annual Performance Objective 1 Problem Statements:





| Adult Learning Culture |
|--|
| <p>Problem Statement 1: Teachers do not know how to consistently analyze data during PLCs or implement effective ways to differentiate and impact student instruction. Critical Root Cause: -Lack of understanding of data and how to use it to create effective instruction and differentiation -Lack of training on curriculum and PD unfocused on instructional goals -inconsistent attendance -Lack of expectations or communication -Clear scope and sequence for PD and follow-up.</p> |

Goal 3: Connectedness: Ensure that every student at Yerington Elementary School and classroom teachers participate in the "Portrait of a Learner" by demonstrating a commitment to connected learning and learning through discovery.

Aligns with District Priority

Annual Performance Objective 1: Increase the total number of K-4 work-based learning opportunities provided at to all students by 22% in 2023/24 to 80% of students enrolled during the 2024/2025 school year. K-4 work-based learning opportunities at Yerington Elementary School include career exploration in the classroom, inviting guest speakers to our school, or an offsite industry tours.

Evaluation Data Sources: School wide documentation
School created Google Survey for teachers

| Improvement Strategy 1 Details | Reviews | | | |
|--|--------------|-----|-----|----------------|
| <p>Improvement Strategy 1: Training of staff to give awareness of the goal to increase work-based learning opportunities for all students as measured by created documentation</p> <p>Formative Measures: Increase staff awareness of work-based learning opportunities</p> <p>Position Responsible: Site Administration School counselors School staff</p> <p>Student Groups This Strategy Targets: FRL, EL, Students with Disabilities, Migrant, Foster/Homeless, Racial/Ethnic Groups, Chronically Absent, At Risk</p> <p>- Evidence Level: Has Rationale</p> <p>Problem Statements/Critical Root Causes: Connectedness 1</p> | Status Check | | | EOY Reflection |
| | Nov | Jan | Mar | June |
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| <p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p> | | | | |

Annual Performance Objective 1 Problem Statements:

| Connectedness |
|---|
| <p>Problem Statement 1: Only 22% of students at YES are given work-based learning opportunities. Critical Root Cause: - lack of teacher/school knowledge of local community opportunity -lack of available transportation -limited funding for off-campus opportunities</p> |

Schoolwide and Targeted Assistance Title I Elements

1.1: Comprehensive Needs Assessment

SPP Roles -

Shannon Coombs, Principal

Tiffany Townley, Asst. Principal

Christine Mayes, Counselor

Brandy Rodriguez, Angela Sciarani, Lissa Kellogg, Jerilee Kent, Jill Page, Holly Kosciński, Luisa Covian - Teachers

Michelle Kruse, Rachel Avent - Instructional Specialists

Elizabeth Stanton - Tribal Education Director

Cariann Smith, Jessica Moore and Roni Stanton - Parents

2.1: School Performance Plan (SPP) developed with appropriate stakeholders

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We have a diverse team of staff, parents, and community members on our team who have helped develop goals that are related to our areas of concern after examining student performance data. Feedback was given in bi-weekly meetings.

2.2: Regular monitoring and revision

We hold status checks monthly with the CIP Team responsible for monitoring each strategy and document our progress towards goals.

2.3: Available to parents and community in an understandable format and language

The plan is posted on our school website and specific goals are communicated to families each month in our monthly newsletter, which is also translated into Spanish.

2.4: Opportunities for all children to meet State standards

All students at YES will have access to well prepared lessons using District provided Curriculum that address the learning that is required within the Nevada State Standards.

2.5: Increased learning time and well-rounded education

The YES Staff has adopted a Master Schedule for the 2024-25 School year, which specifies the minimum minutes and time frames for Language Arts and Math instruction.

2.6: Address needs of all students, particularly at-risk

The MTSS team will meet monthly to examine student performance data to identify which students are in need of additional intervention support to increase their academic performance.

3.1: Annually evaluate the schoolwide plan

We will utilize NWEA, iReady and HMH data to track student growth in Reading and Math.

4.1: Develop and distribute Parent Involvement and Family Engagement Policy

We have invited parents to attend quarterly Parent Involvement Meetings to discuss ways in which they can be involved in their children's' educations and to address issues parents find important.

4.2: Offer flexible number of parent involvement meetings

We hold Parent Involvement meetings quarterly, as well as host family engagement nights each quarter that focus on an academic area.

Lyon County School District
Yerington Intermediate School
2024-2025 School Performance Plan

Classification: 1 Star School

Distinction Designations:
Title I

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| Goal 4: Inquiry Area 4- Stakeholder Engagement: Yerington Intermediate School will strengthen stakeholder engagement by deepening communication and fostering strong connections with families, community members, and external organizations. The school will focus on understanding the needs and concerns of all stakeholders, particularly historically underrepresented groups. YIS will ensure that all voices are heard and that partnerships with community organizations are expanded to provide comprehensive support for students and families. | 22 |
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Comprehensive Needs Assessment

Student Success

Student Success Summary

Yerington Intermediate School: Student Success Summary (2024-2025)

Overview

Yerington Intermediate School (YIS) has made significant strides in improving student academic performance and social-emotional learning (SEL) over the past school year. Through targeted interventions, professional development, and the implementation of a comprehensive SEL curriculum, YIS has successfully increased student engagement, academic achievement, and well-being. The 2024-2025 School Performance Plan (SPP) builds on these accomplishments with an even greater focus on continuous academic growth, data-driven interventions, and holistic student development.

Academic Achievement

During the 2023-2024 school year, YIS saw a notable improvement in standardized test scores in both **ELA and Mathematics**. This success can be attributed to:

- **Targeted interventions**, including PRIDE Fridays and after-school tutoring, which have provided students with additional support in their areas of need.
- The implementation of the **iReady Math Curriculum**, helping students make measurable gains through personalized learning paths.
- A school-wide commitment to data-driven instruction, using formative assessments to identify learning gaps and tailor instruction to individual student needs.

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As a result of these efforts, YIS exceeded the district's average in several areas and demonstrated measurable growth in the percentage of students meeting their projected growth goals. In response to these improvements, YIS has set higher targets for the 2024-2025 school year, aiming for **80% of students to meet their growth goals in both ELA and Mathematics**, with **97% making any measurable progress as measured by MAPs**.

Social-Emotional Learning (SEL)

YIS has made great strides in implementing a robust SEL curriculum. During the 2023-2024 school year, **100% of teachers** actively engaged in delivering SEL lessons to students, helping them develop crucial life skills such as self-regulation, empathy, and resilience. This school-wide implementation has contributed to an improved school culture, reduced behavioral incidents, and enhanced student focus and engagement in academic activities.

Moving forward, YIS will continue to prioritize SEL by:

- **Tracking the impact** of SEL on academic and behavioral outcomes.
- Expanding SEL initiatives to include **family and community engagement**, ensuring that SEL strategies are supported both at school and at home.

Focus Areas for 2024-2025 To build on this momentum, YIS will continue to emphasize the following key areas:

1. Data-Driven Instruction and Targeted Interventions:

YIS will enhance the use of data to identify struggling students and implement timely interventions provided by the CCRI. This includes quarterly data reviews and personalized instruction through differentiated learning and targeted support during PRIDE Fridays and after-school programs.

2. Differentiated Instruction:

Teachers will focus on increasing differentiation in the classroom, ensuring that students at all levels—whether needing remediation or enrichment—are supported and

challenged appropriately.

3. Family and Community Engagement:

YIS will expand efforts to engage families in both academic and SEL activities. Through family workshops, community events, and increased communication, YIS aims to foster a supportive environment where families and educators collaborate to ensure student success.

4. Growth Targets for Underperforming Subgroups:

YIS will provide additional support for **subgroups**, including English Learners, students with IEPs, and economically disadvantaged students, to ensure that these groups make consistent academic gains and reach proficiency targets.

Looking Ahead

Yerington Intermediate School is committed to ensuring that every student achieves their full academic potential while developing the social-emotional skills needed to thrive. By maintaining a strong focus on both academic and emotional development, YIS aims to foster a **mindful, productive, and safe** learning environment that supports long-term student success.

Student Success Strengths

Student Success Strengths

1. Strong Academic Growth in Core Subjects:

Yerington Intermediate School students have shown consistent improvement in **Math** and **English Language Arts (ELA)**, particularly in grades where targeted interventions and support programs have been implemented. Many students have demonstrated growth on state assessments and internal benchmarks.

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2. Improved Behavior and Accountability:

Students are increasingly taking responsibility for their actions through the school's **PBIS system**. The use of the "Think Sheets" has helped students reflect on their behaviors and make positive changes, contributing to a safer and more mindful school environment.

3. High Levels of Engagement in Extracurricular Activities:

Many students participate in **extracurricular activities** such as sports, arts, and clubs, which support their academic and social success. These activities have helped build student confidence, teamwork skills, and leadership qualities.

4. Growth in Social-Emotional Skills:

Students are developing strong **social-emotional skills** through the school's emphasis on mindfulness and emotional regulation. Many students have shown improvements in their ability to handle conflicts, manage stress, and maintain a positive attitude toward learning.

5. Positive Attendance Trends:

Attendance rates among students have improved, reflecting a commitment to being **productive and present** in the learning environment. Students understand the importance of regular attendance, which is contributing to their academic success.

6. Success with Project-Based Learning:

Students have excelled in **project-based learning** initiatives, which have allowed them to apply critical thinking, problem-solving, and collaboration skills. These projects help students take ownership of their learning and succeed beyond traditional assessments.

7. Resilience and Adaptability:

Students have shown remarkable **resilience** in adjusting to challenges, including changes in learning environments. They have adapted well to new instructional models and

continue to strive for success despite obstacles.

Problem Statements Identifying Student Success Needs

Problem Statement 1 (Prioritized): Chronic absenteeism is a persistent issue at YIS, contributing to lower academic performance. Students who are frequently absent are missing essential instruction, which prevents them from achieving proficiency in core subjects. **Critical Root Cause:** Family challenges, including economic instability, transportation availability, lack of Guardian involvement/ prioritization of education, contribute to irregular attendance for affected students. Low student engagement and motivation reduce attendance, as students may feel disconnected from the school environment. Inconsistent/ ineffective follow-up limits the effectiveness of interventions.

Problem Statement 2: Students with special needs, as well as English language learners, at YIS face significant academic challenges, with a large portion not meeting grade-level expectations. Current interventions are not fully addressing these students' unique learning needs, leading to gaps in achievement. **Critical Root Cause:** Current interventions lack sufficient differentiation to meet the diverse needs of these students, limiting their academic progress. Need for increased training on strategies for special education and ELL instruction to increase educational impact. Inadequate resources, including specialized materials and support staff, classroom space, hinder targeted assistance. Language barrier challenges

Problem Statement 3: Despite overall growth in Math and Reading, YIS continues to experience achievement gaps, particularly among students from low socioeconomic backgrounds. Many of these students are not reaching proficiency levels on state assessments, indicating the need for more targeted interventions. **Critical Root Cause:** Students from low SES backgrounds lack access to academic resources like internet, technology, and homework support, impacting performance. Limited parental involvement, often due to work schedules or language barriers, reduces academic support at home. Insufficient early interventions prevent struggling students from catching up. Higher absenteeism among low SES students leads to inconsistency

Adult Learning Culture

Adult Learning Culture Summary

Adult Learning Culture Summary:

Yerington Intermediate School has made significant progress in fostering a collaborative and growth-focused adult learning culture. Regular staff meetings, PD meetings, and Vertical and Horizontal Team meetings have created more opportunities for collaboration and professional growth. The school also continues to refine its PBIS and MTSS practices, showing year-to-year improvement in supporting both academic and behavioral outcomes for students.

Committees play a crucial role in decision-making and the overall functioning of the school, but there is a need for broader participation. Currently, it is often the same small group of staff members who volunteer and contribute to these efforts, leaving room for increased engagement from a more diverse range of teachers and staff.

Another area for growth involves implementing the curriculum with greater fidelity. While compliance with instructional practices is present, the school aims to shift towards deeper commitment, ensuring that teachers are fully engaging with the curriculum and delivering it consistently across classrooms.

Overall, the focus on regular meetings, professional development, and team collaboration has strengthened YIS's adult learning culture. However, encouraging more staff involvement in school committees and activities, along with fully committing to the curriculum, will continue to be priorities moving forward.

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Adult Learning Culture Strengths

Adult Learning Culture Strengths:

YIS has strengthened its adult learning culture through regular staff meetings, PD sessions, and vertical/horizontal team meetings, promoting collaboration and data-driven instruction. The school has seen year-over-year improvements in PBIS and MTSS implementation, supporting both academic and behavioral outcomes. Increased opportunities for professional development in areas like technology integration and social-emotional learning have enhanced teaching practices. Staff collaboration has improved, with more teachers working together to analyze data and adjust instruction to meet student needs.

Problem Statements Identifying Adult Learning Culture Needs

Problem Statement 1 (Prioritized): There are inconsistencies in the implementation of the curriculum across classrooms. Some teachers focus on compliance rather than fully committing to delivering the curriculum with fidelity, resulting in uneven instructional quality and learning experiences for students. **Critical Root Cause:** Some staff members view curriculum implementation as compliance rather than commitment, leading to variability in delivery. Limited training on curriculum fidelity results in inconsistent understanding and application by teachers. Monitoring and feedback on curriculum implementation are inconsistent, causing gaps in instructional quality.

Problem Statement 2: While YIS staff are committed to collaboration, participation in committees and school activities remains limited to a small group. Broader staff engagement is needed to ensure a diverse range of perspectives and contributions, especially in key decision-making and school improvement initiatives. **Critical Root Cause:** Time constraints and heavy workloads limit staff availability for committee participation and school activities. Lack of incentives or recognition for committee involvement leads to limited volunteerism among staff. A small core group of staff is relied on for most tasks, discouraging broader participation from others.

Problem Statement 3: Despite improvements in professional development opportunities, some staff still require more targeted support in differentiated instruction, trauma-informed practices, and technology integration. This limits the ability of teachers to effectively meet the diverse needs of all students. **Critical Root Cause:** Existing professional development offerings do not sufficiently focus on strategies for differentiation or trauma-informed practices. Limited ongoing support for technology integration prevents staff from fully utilizing digital tools in the classroom. Staff turnover has disrupted the continuity of professional development, leaving newer teachers without adequate training.

Connectedness

Connectedness Summary

Connectedness Summary:

Yerington Intermediate School has made consistent efforts to strengthen the connectedness between students, staff, families, and the community. The school regularly engages parents through events like parent-teacher conferences, digital communication platforms, and progress updates. However, challenges remain in reaching families from low socio-economic backgrounds and those who face language or logistical barriers.

Students benefit from positive relationships with staff, fostered by PBIS and social-emotional learning programs. These initiatives have improved student behavior and created a more inclusive school environment. Despite these efforts, some students—especially those with chronic absenteeism or behavioral issues—report feeling disconnected from their peers and the school community.

In terms of external connections, YIS has built strong relationships with local businesses, offering work-based learning opportunities to students. However, there is room for improvement in collaborating with community mental health and social services to provide additional support for students facing emotional and behavioral challenges.

Connectedness Strengths

Connectedness Strengths:

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1. Family Engagement Initiatives:

YIS has implemented consistent efforts to engage families through parent-teacher conferences, progress reports, and regular communication. These efforts have strengthened family involvement in students' academic journeys, though continued work is needed to reach underrepresented families.

2. Positive Staff-Student Relationships:

The school's use of PBIS and social-emotional learning programs has fostered strong, supportive relationships between students and staff. These relationships promote a positive school environment where students feel valued and supported.

3. Extracurricular and Community Involvement:

YIS offers a range of extracurricular activities, from clubs to sports, which help students build connections with peers and develop leadership skills. The school's partnerships with local businesses have also provided valuable work-based learning experiences for students, deepening community ties.

4. Ongoing Improvement in Behavioral Supports:

The school's PBIS and MTSS systems continue to improve each year, offering structured behavioral and emotional support that helps students feel more connected to the school and reduces negative behaviors.

Problem Statements Identifying Connectedness Needs

Problem Statement 1 (Prioritized): While YIS has made efforts to engage families and the community, some parents, particularly those from low socio-economic backgrounds, remain disengaged from their child's academic progress and school events. **Critical Root Cause:** Communication methods do not adequately reach all parents, especially those without access to technology or English language proficiency. Parents' work schedules and transportation issues limit their ability to attend school events or conferences. Lack of culturally relevant outreach strategies leads to lower engagement from diverse family backgrounds.

Problem Statement 2: Some students at YIS feel disconnected from their peers and school environment, particularly those with chronic absenteeism or behavioral issues, which impacts their engagement and academic success. **Critical Root Cause:** Students with chronic absenteeism lack consistent relationships with peers and staff, leading to social isolation. Limited social-emotional support for students struggling with behavioral or emotional issues results in disengagement from school. Schoolwide activities that build community or foster inclusivity may not sufficiently address the needs of all students.

Problem Statement 3: There is limited collaboration between school staff and external community resources, such as mental health services, to address students' socio-emotional and behavioral challenges. **Critical Root Cause:** There is a lack of established partnerships with local mental health services and other community resources. Inconsistent communication between staff and external agencies hinders effective support for students' social-emotional needs. Staff may not be fully aware of available external resources or how to connect students with those services.

Stakeholder Engagement

Stakeholder Engagement Summary

| Prompt | Response |
|---|---|
| <p>In 2-3 sentences, describe how the district engages required stakeholder groups in the needs assessment and decision making processes including: Parents and families, students at risk of failure and dropping out, educators and school leaders, community groups, historically underrepresented groups (ELs and MLs, racially & ethnically diverse stakeholders, indigenous populations, economically disadvantaged, transient populations), private and charter schools, and other hard-to-reach groups.</p> | <p>The district engages required stakeholder groups through inclusive processes such as surveys, focus groups, and regular meetings with parents, families, educators, and community members. Special attention is given to historically underrepresented groups, including English learners, economically disadvantaged families, and racially and ethnically diverse stakeholders, to ensure their voices are heard in decision-making. Additionally, the district collaborates with local organizations and agencies to reach hard-to-reach populations, ensuring equitable participation in the needs assessment and planning processes.</p> |
| <p>What lessons did you learn from your stakeholder groups that are informing your improvement priorities for the upcoming school year?</p> | <p>From our stakeholder groups, we learned that there is a need for stronger partnerships with mental health services and community resources to support students' social-emotional needs. Stakeholders also emphasized the importance of improving communication between staff and external agencies. Additionally, feedback from families, especially those from historically underrepresented groups, highlighted the need for more accessible resources and better outreach to engage them effectively in school activities and decision-making. These lessons have informed our priorities to enhance community partnerships, streamline communication, and expand family engagement efforts.</p> |
| <p>What has worked well in your previous engagement efforts?</p> <p>What might you do differently to increase or improve engagement moving forward?</p> | <p>What has worked well:</p> <p>Our previous engagement efforts have been successful in fostering strong parent-teacher relationships through regular communication, such as parent-teacher conferences and digital platforms. Additionally, collaboration with local businesses for work-based learning opportunities has been a highlight, offering students real-world experiences while deepening community involvement.</p> <p>What might you do differently:</p> <p>To improve engagement, we plan to focus on building stronger partnerships with local mental health services and community organizations to better support students' socio-emotional needs. We will also enhance outreach strategies for underrepresented families by offering more bilingual resources, flexible meeting times, and personalized invitations to school events, ensuring all stakeholders feel more included and empowered to participate.</p> |

Stakeholder Engagement Strengths

Stakeholder Engagement Strengths:

Yerington Intermediate School has made notable progress in engaging stakeholders through consistent communication and collaboration. Strong relationships have been built with parents and families via regular parent-teacher conferences, progress updates, and digital platforms, ensuring parents stay informed and involved in their child's education. The school has also successfully partnered with local businesses to provide work-based learning opportunities for students, fostering valuable community connections.

In addition, the school has taken steps to engage historically underrepresented groups, including offering bilingual resources and providing multiple avenues for families to participate in school activities. These efforts have created a more inclusive environment where diverse voices are heard and considered in decision-making processes.

Priority Problem Statements

Problem Statement 1: There are inconsistencies in the implementation of the curriculum across classrooms. Some teachers focus on compliance rather than fully committing to delivering the curriculum with fidelity, resulting in uneven instructional quality and learning experiences for students.

Critical Root Cause 1: Some staff members view curriculum implementation as compliance rather than commitment, leading to variability in delivery. Limited training on curriculum fidelity results in inconsistent understanding and application by teachers. Monitoring and feedback on curriculum implementation are inconsistent, causing gaps in instructional quality.

Problem Statement 1 Areas: Adult Learning Culture

Problem Statement 2: Chronic absenteeism is a persistent issue at YIS, contributing to lower academic performance. Students who are frequently absent are missing essential instruction, which prevents them from achieving proficiency in core subjects.

Critical Root Cause 2: Family challenges, including economic instability, transportation availability, lack of Guardian involvement/ prioritization of education, contribute to irregular attendance for affected students. Low student engagement and motivation reduce attendance, as students may feel disconnected from the school environment. Inconsistent/ ineffective follow-up limits the effectiveness of interventions.

Problem Statement 2 Areas: Student Success

Problem Statement 3: While YIS has made efforts to engage families and the community, some parents, particularly those from low socio-economic backgrounds, remain disengaged from their child's academic progress and school events.

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Critical Root Cause 3: Communication methods do not adequately reach all parents, especially those without access to technology or English language proficiency. Parents' work schedules and transportation issues limit their ability to attend school events or conferences. Lack of culturally relevant outreach strategies leads to lower engagement from diverse family backgrounds.

Problem Statement 3 Areas: Connectedness

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- School goals
- College and career readiness goals
- Prior year improvement plans - Needs Assessment
- Prior year improvement plans - Performance objectives (SMART goals)
- Prior year improvement plans - Actions and strategies
- Prior year improvement plans - Expenditures
- Prior year improvement plans - Formative and summative reviews

Accountability Data

- State assessment performance report
- Comprehensive, Targeted, and/or Additional Targeted Support data

Student Data: Assessments

- State and federally required assessment information
- English Language Proficiency Assessment System results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data

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Student Data: Student Groups

- Economically disadvantaged
- Special education
- EL
- Career and Technical Education (CTE)
- Section 504 data
- Multi-Tiered System of Supports (MTSS) or Response to Intervention (RtI)

Student Data: Behavior and Other Indicators

- Attendance data
- Social Emotional Learning
- Discipline records
- Student surveys and/or other feedback

Employee Data

- Staff surveys and/or other feedback

- Professional learning communities (PLC) data
- School leadership data
- Professional development needs assessment data
- Teacher retention

Parent/Family/Community Data

- Parent/family surveys and/or other feedback
- Parent/family engagement, opportunities, attendance, and participation
- Community surveys and/or other feedback
- Volunteer opportunities, attendance, and participation

Support Systems and Other Data

- Master schedule
- Processes and procedures for teaching and learning, including program implementation
- Communications data

Goals

Goal 1: Inquiry Area 1- Student Success:





For the 2024-2025 school year, Yerington Intermediate School will foster an environment where all students experience academic growth in both English Language Arts and Mathematics. The school will focus on implementing targeted interventions and differentiated instruction to ensure that every student, especially those from underrepresented and at-risk groups, is supported in achieving their full academic potential. Additionally, the school will strengthen its communication with families to support student progress and success.

Aligns with District Priority

Annual Performance Objective 1: APO 1:

Increase the school's MAP reading achievement percentile from the 37th percentile to the 57th percentile by the end of the 2024-2025 school year, through targeted interventions, differentiated instruction, and consistent progress monitoring.

Evaluation Data Sources: I Ready Diagnostic Data, MAP assessments

| Improvement Strategy 1 Details | Reviews | | | |
|--|---------------------|------------|------------|------------------------------|
| <p>Improvement Strategy 1: Implement targeted reading interventions based on MAP data and classroom assessments. Use differentiated instruction to meet individual student needs, provide small-group instruction for struggling readers, and use evidence-based reading strategies (such as guided reading and phonics instruction). Monitor progress regularly through MAP growth assessments and informal classroom assessments.</p> <p>Formative Measures:</p> <ol style="list-style-type: none"> Quarterly MAP reading assessments to track student growth toward the 57th percentile. Weekly or bi-weekly classroom assessments to monitor student progress in targeted skills. Analysis of reading intervention outcomes to measure effectiveness. <p>Position Responsible:</p> <ol style="list-style-type: none"> Reading/ELA Teachers: For implementing differentiated instruction, conducting small-group interventions, and administering classroom assessments. Teacher Leaders and MTSS Team: For supporting teachers with intervention strategies and reviewing data. Administration: For monitoring the implementation of interventions and progress toward MAP goals. <p>Student Groups This Strategy Targets: FRL, EL, Students with Disabilities, Migrant, Foster/Homeless, Racial/Ethnic Groups, Chronically Absent, At Risk</p> <p>- Evidence Level: Strong</p> | Status Check | | | 338 EOY Reflection |
| | Nov | Jan | Mar | June |
| | | | | |
|  No Progress  Accomplished  Continue/Modify  Discontinue | | | | |

Goal 1: Inquiry Area 1- Student Success:





For the 2024-2025 school year, Yerington Intermediate School will foster an environment where all students experience academic growth in both English Language Arts and Mathematics. The school will focus on implementing targeted interventions and differentiated instruction to ensure that every student, especially those from underrepresented and at-risk groups, is supported in achieving their full academic potential. Additionally, the school will strengthen its communication with families to support student progress and success.

Annual Performance Objective 2: APO 2:

Reduce the Number of Students Below Grade Level:

Reduce the percentage of students performing two or more grade levels below in Mathematics from 55% to 35% by the end of the 2024-2025 school year, through progress monitoring, targeted interventions, and enhanced teacher support.

Evaluation Data Sources: I Ready Diagnostic Data, MAP assessments

| Improvement Strategy 1 Details | Reviews | | | |
|---|--------------|-----|-----|----------------|
| <p>Improvement Strategy 1: Improvement Strategy: Implement targeted math interventions based on MAP data, focusing on students performing significantly below grade level. Provide differentiated small-group instruction and individualized support. Increase teacher capacity through professional development focused on intervention strategies, ensuring frequent progress monitoring and adjustment of instructional methods as needed.</p> <p>Formative Measures: 1. Quarterly MAP math assessments to track student progress in moving closer to grade-level performance. 2. Bi-weekly formative classroom assessments to evaluate mastery of specific skills targeted by interventions. 3. Regular review of intervention data and progress monitoring reports to adjust strategies as needed.</p> <p>Position Responsible: 1. Math Teachers: For delivering differentiated instruction and interventions, and monitoring student progress in the classroom. 2. Teacher Leaders and MTSS teams: For supporting teachers with intervention strategies and data analysis. 3. Administration: For ensuring implementation fidelity and overseeing progress toward the reduction goal.</p> <p>Student Groups This Strategy Targets: FRL, EL, Students with Disabilities, Migrant, Foster/Homeless, Racial/Ethnic Groups, Chronically Absent, At Risk - Evidence Level: Strong</p> | Status Check | | | EOY Reflection |
| | Nov | Jan | Mar | June |
| | | | | 339 |
| <p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p> | | | | |

Goal 1: Inquiry Area 1- Student Success:

For the 2024-2025 school year, Yerington Intermediate School will foster an environment where all students experience academic growth in both English Language Arts and Mathematics. The school will focus on implementing targeted interventions and differentiated instruction to ensure that every student, especially those from underrepresented and at-risk groups, is supported in achieving their full academic potential. Additionally, the school will strengthen its communication with families to support student progress and success.

Annual Performance Objective 3: Something related to increased student attendance and reduced chronic absenteeism.

Goal 2: Inquiry Area 2- Adult Learning Culture:

Yerington Intermediate School will cultivate a professional culture in which all staff are committed to delivering the district-adopted curriculum with fidelity. Through ongoing professional development, collaboration, and reflective practices, teachers will be supported in providing high-quality, consistent instruction across classrooms. The school will foster a culture of continuous improvement, focusing on deepening teacher engagement with the curriculum and instructional best practices.





Aligns with District Priority

Annual Performance Objective 1: APO 1: Curriculum Fidelity

Increase the percentage of teachers consistently implementing the district-adopted curriculum with fidelity from 85% to 100% (based on the 75% expectation) by the end of the 2024-2025 school year.

Evaluation Data Sources: Classroom observations and instructional audits, monthly peer observations, feedback loops, and ongoing professional development focused on curriculum standards and best instructional practices.

| Improvement Strategy 1 Details | Reviews | | | |
|---|----------------------------|-----|-----|----------------|
| <p>Improvement Strategy 1: Provide ongoing professional development focused on curriculum standards and instructional best practices. Establish peer observations and collaborative planning sessions to ensure curriculum fidelity across all classrooms. Regular feedback will be provided through classroom observations and curriculum audits to monitor adherence and adjust support as needed.</p> <p>Formative Measures: 1. Bi-monthly classroom observations to monitor curriculum implementation. 2. Monthly curriculum audits to ensure consistency across grade levels and subject areas. 3. Peer observation logs and teacher reflection reports to identify areas for improvement.</p> <p>Position Responsible: 1. Teachers: For implementing the district-adopted curriculum with fidelity and engaging in peer observations. 2. Teacher Leaders and MTSS Team: For leading professional development and providing feedback on curriculum fidelity. 3. Administration: For conducting observations and curriculum audits, ensuring the target of 100% implementation is met.</p> <p>Student Groups This Strategy Targets: FRL, EL, Students with Disabilities, Migrant, Foster/Homeless, Racial/Ethnic Groups, Chronically Absent, At Risk</p> <p>- Evidence Level: Strong</p> | Status Check | | | EOY Reflection |
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Goal 2: Inquiry Area 2- Adult Learning Culture:

Yerington Intermediate School will cultivate a professional culture in which all staff are committed to delivering the district-adopted curriculum with fidelity. Through ongoing professional development, collaboration, and reflective practices, teachers will be supported in providing high-quality, consistent instruction across classrooms. The school will foster a culture of continuous improvement, focusing on deepening teacher engagement with the curriculum and instructional best practices.

Annual Performance Objective 2: APO 2: Professional Development and Collaboration

Increase staff participation in professional development and collaborative planning sessions from 70% to 90% by the end of the 2024-2025 school year.

Evaluation Data Sources: Attendance logs and teacher feedback surveys.

| Improvement Strategy 1 Details | Reviews | | | |
|--|--------------|-----|-----|----------------|
| <p>Improvement Strategy 1: Offer targeted professional development sessions that address teacher-identified needs and areas for growth, with a focus on collaboration and instructional best practices. Schedule regular collaborative planning time within the school calendar to foster teamwork. Incentivize participation through recognition programs and leadership opportunities for teachers who actively engage in professional development and collaboration.</p> <p>Formative Measures: 1. Attendance logs from professional development sessions and collaborative planning meetings. 2. Feedback surveys after each professional development session to assess relevance and effectiveness. 3. Monitoring of collaborative planning outputs, such as lesson plans and shared instructional strategies, to gauge the quality of collaboration.</p> <p>Position Responsible: 1. Teachers: For actively participating in professional development and collaborative planning sessions. 2. Teacher Leaders and MTSS Team: For organizing and leading professional development, as well as supporting collaborative planning efforts. 3. Administration: For scheduling collaborative planning time and monitoring staff participation rates.</p> <p>Student Groups This Strategy Targets: FRL, EL, Students with Disabilities, Migrant, Foster/Homeless, Racial/Ethnic Groups, Chronically Absent, At Risk - Evidence Level: Strong</p> | Status Check | | | EOY Reflection |
| | Nov | Jan | Mar | June |
| | | | | 342 |
| <p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p> | | | | |

Goal 3: Inquiry Area 3 - Connectedness:





For the 2024-2025 school year, Yerington Intermediate School will enhance the sense of connectedness between students, families, staff, and the broader community. The school will expand opportunities for family and community engagement, ensuring that all stakeholders feel welcomed and included. YIS will focus on fostering strong relationships and building partnerships that support both the academic and social-emotional well-being of students.

Aligns with District Priority

Annual Performance Objective 1: APO 1: Family and Community Engagement

Increase the tracking of family and community participation in school events by implementing a robust attendance tracking system by December 2024. By the end of the 2024-2025 school year, YIS will host at least ten culturally inclusive and accessible events, aiming to establish a baseline for participation and improve engagement.

Evaluation Data Sources: Attendance logs, Feedback surveys

| Improvement Strategy 1 Details | Reviews | | | |
|---|--------------|-----|-----|----------------|
| <p>Improvement Strategy 1: Develop and implement a digital attendance tracking system to monitor family and community participation at all school events. Provide outreach and communication to ensure that events are accessible and inclusive, focusing on creating culturally relevant programming. Regularly analyze participation data to adjust event planning and improve outreach to underrepresented groups.</p> <p>Formative Measures: 1. Implementation of the attendance tracking system by December 2024. 2. Monthly event participation reports based on attendance data collected. 3. Feedback surveys from participants to assess event accessibility and cultural relevance.</p> <p>Position Responsible: 1. School Event Coordinators: For organizing events and ensuring the attendance tracking system is in place. 2. Teacher Leaders and MTSS Team: For supporting event planning and outreach efforts. 3. Administration: For analyzing participation data and ensuring culturally inclusive events are aligned with community needs.</p> <p>Student Groups This Strategy Targets: FRL, EL, Students with Disabilities, Migrant, Foster/Homeless, Racial/Ethnic Groups, Chronically Absent, At Risk</p> <p>- Evidence Level: Moderate</p> | Status Check | | | EOY Reflection |
| | Nov | Jan | Mar | 343 June |
| | | | | |
| <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div> | | | | |

Goal 3: Inquiry Area 3 - Connectedness:

For the 2024-2025 school year, Yerington Intermediate School will enhance the sense of connectedness between students, families, staff, and the broader community. The school will expand opportunities for family and community engagement, ensuring that all stakeholders feel welcomed and included. YIS will focus on fostering strong relationships and building partnerships that support both the academic and social-emotional well-being of students.

Annual Performance Objective 2: APO 2: Partnerships with External Organizations/ businesses

By the end of the 2024-2025 school year, establish partnerships with at least four new local organizations/ businesses, to enhance the Work Based Learning opportunities for Yerington Intermediate School students,

Evaluation Data Sources: WBL Logs and Survey data

| Improvement Strategy 1 Details | Reviews | | | |
|---|--------------|-----|-----|----------------|
| <p>Improvement Strategy 1: Identify and reach out to local businesses and organizations that align with the educational and career interests of students. Develop partnership agreements that outline the roles and expectations for providing students with real-world learning opportunities, including internships, job shadowing, and guest speaker sessions. Ensure these opportunities are accessible to all students, particularly those from underrepresented groups.</p> <p>Formative Measures: 1. Quarterly progress reports on the number of partnerships established. 2. Documentation of partnership agreements with specific organizations/businesses. 3. Participation logs of students engaging in Work-Based Learning activities, tracked by demographic group.</p> <p>Position Responsible: 1. School Counselor/CCRI/ School Staff: For identifying business partners, organizing Work-Based Learning opportunities, and tracking student participation. 2. Teacher Leaders and MTSS Team: For supporting Work-Based Learning initiatives and ensuring alignment with student interests and curriculum. 3. Administration: For finalizing partnership agreements and overseeing the program's development.</p> <p>Student Groups This Strategy Targets: FRL, EL, Students with Disabilities, Migrant, Foster/Homeless, Racial/Ethnic Groups, Chronically Absent, At Risk - Evidence Level: Moderate</p> | Status Check | | | EOY Reflection |
| | Nov | Jan | Mar | June |
| | | | | 344 |

Goal 4: Inquiry Area 4- Stakeholder Engagement:





Yerington Intermediate School will strengthen stakeholder engagement by deepening communication and fostering strong connections with families, community members, and external organizations. The school will focus on understanding the needs and concerns of all stakeholders, particularly historically underrepresented groups. YIS will ensure that all voices are heard and that partnerships with community organizations are expanded to provide comprehensive support for students and families.

Aligns with District Priority

Annual Performance Objective 1: By the end of the 2024-2025 school year, Yerington Intermediate School will increase stakeholder engagement by implementing quarterly feedback surveys and boosting participation in school events by 20%, ensuring all families and community members are actively involved in school activities and decision-making processes.

Evaluation Data Sources: Attendance logs, Feedback surveys

| Improvement Strategy 1 Details | Reviews | | | |
|--|--------------|-----|-----|----------------|
| <p>Improvement Strategy 1: Implement a quarterly feedback system to regularly collect input from families and community members. Utilize multi-channel communication (email, text, social media) to promote school events and ensure that all families are informed and encouraged to participate. Provide accessible and inclusive events that cater to the needs of the entire school community, with a focus on fostering stronger engagement and connection between families and the school.</p> <p>Formative Measures:</p> <ol style="list-style-type: none"> 1. Completion of quarterly feedback surveys, with analysis to inform adjustments to communication and engagement strategies. 2. Tracking participation rates at school events through attendance logs to monitor growth in engagement. 3. Conducting post-event surveys to gauge satisfaction and collect suggestions for future improvements. <p>Position Responsible:</p> <ol style="list-style-type: none"> 1. CCRI, School Counselor, School Staff: For organizing feedback surveys and improving communication with stakeholders. 2. Teacher Leaders and MTSS Team: For supporting event planning and stakeholder outreach. 3. Administration: For overseeing the implementation of the engagement strategies and ensuring school-wide participation. <p>Student Groups This Strategy Targets: FRL, EL, Students with Disabilities, Migrant, Foster/Homeless, Racial/Ethnic Groups, Chronically Absent, At Risk</p> <p>- Evidence Level: Moderate</p> | Status Check | | | EOY Reflection |
| | Nov | Jan | Mar | June |
| | | | | 345 |

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Schoolwide and Targeted Assistance Title I Elements

2.1: School Performance Plan (SPP) developed with appropriate stakeholders

The School Performance Plan (SPP) at Yerington Intermediate School is developed with input from the Site-Based Committee, which includes staff, parents, and community members. The committee meets twice in the fall to review the plan and provide feedback for revisions. Additional stakeholder feedback is gathered through quarterly family surveys and community forums to ensure broad input and alignment with school goals.

Nevada Department of Education
New Request for Class Size Variance and Justification

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| | |
|----------------------------|------------------------------|
| School Year: | 2024-2025 |
| Submission Quarter: | Q1 |
| School District: | Lyon |
| Elementary School: | Cottonwood Elementary School |

Grade and Corresponding Class Size Ratio Requesting a Variance

| | | | |
|---|----|---|------|
| K | 19 | 4 | #N/A |
| 1 | 23 | 5 | #N/A |
| 2 | 23 | 6 | #N/A |
| 3 | 26 | | |

Reason for Variances

| | | | | | | | |
|-------------------------------------|----------------------|-------------------------------------|-------------------|-------------------------------------|---------------------|--------------------------|-------|
| <input checked="" type="checkbox"/> | Facility Limitations | <input checked="" type="checkbox"/> | Difficulty Hiring | <input checked="" type="checkbox"/> | Funding Limitations | <input type="checkbox"/> | Other |
|-------------------------------------|----------------------|-------------------------------------|-------------------|-------------------------------------|---------------------|--------------------------|-------|

Justification for Variances

With all day kindergarten, our facilities are limited in elementary schools. In order to accomate class size requirements the district would have to remodel most elementary schools in order to have available classrooms. Construction alone would exceed 10s of millions of dollars of capital funding the district does not have access to. The district has difficulties hiring teachers in all Lyon CSD schools due to the rural setting and five unique areas within the District. The district has designated Elementary teachers as a critical labor shortage in efforts to filling the classrooms with qualified teachers.

School-Level Plan to Address the Student-Teacher Ratios

The enrollment numbers have been stable for our district for years. If class sizes do grow larger we would open an allocation and work on hiring additional teachers. This will be re-evaluated at the start of each quarter.

CERTIFICATION

I, Tim Logan hereby request this variance from the Nevada State Board of Education and certify that the justifications cited are accurate and complete.


 Signature, Superintendent

11-14-24
 Date

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| | |
|----------------------------|-------------------------------|
| School Year: | 2024-2025 |
| Submission Quarter: | Q1 |
| School District: | Lyon |
| Elementary School: | East Valley Elementary School |

Grade and Corresponding Class Size Ratio Requesting a Variance

| | | | |
|----------|------|----------|------|
| K | #N/A | 4 | #N/A |
| 1 | #N/A | 5 | #N/A |
| 2 | 25 | 6 | #N/A |
| 3 | #N/A | | |

Reason for Variances

| | | | | | | | |
|-------------------------------------|----------------------|-------------------------------------|-------------------|-------------------------------------|---------------------|--------------------------|-------|
| <input checked="" type="checkbox"/> | Facility Limitations | <input checked="" type="checkbox"/> | Difficulty Hiring | <input checked="" type="checkbox"/> | Funding Limitations | <input type="checkbox"/> | Other |
|-------------------------------------|----------------------|-------------------------------------|-------------------|-------------------------------------|---------------------|--------------------------|-------|

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Nevada Department of Education
New Request for Class Size Variance and Justification

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| | |
|----------------------------|---------------------------|
| School Year: | 2024-2025 |
| Submission Quarter: | Q1 |
| School District: | Lyon |
| Elementary School: | Fernley Elementary School |

Grade and Corresponding Class Size Ratio Requesting a Variance

| | | | |
|---|------|---|------|
| K | 18 | 4 | 27 |
| 1 | 23 | 5 | #N/A |
| 2 | #N/A | 6 | #N/A |
| 3 | #N/A | | |

Reason for Variances

| | | | | | | | |
|-------------------------------------|----------------------|-------------------------------------|-------------------|-------------------------------------|---------------------|--------------------------|-------|
| <input checked="" type="checkbox"/> | Facility Limitations | <input checked="" type="checkbox"/> | Difficulty Hiring | <input checked="" type="checkbox"/> | Funding Limitations | <input type="checkbox"/> | Other |
|-------------------------------------|----------------------|-------------------------------------|-------------------|-------------------------------------|---------------------|--------------------------|-------|

Justification for Variances

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Nevada Department of Education
New Request for Class Size Variance and Justification

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| | |
|----------------------------|-----------------------------|
| School Year: | 2024-2025 |
| Submission Quarter: | Q1 |
| School District: | Lyon |
| Elementary School: | Riverview Elementary School |

Grade and Corresponding Class Size Ratio Requesting a Variance

| | | | |
|----------|------|----------|------|
| K | 17 | 4 | #N/A |
| 1 | #N/A | 5 | #N/A |
| 2 | #N/A | 6 | #N/A |
| 3 | #N/A | | |

Reason for Variances

| | | | | | | | |
|-------------------------------------|----------------------|-------------------------------------|-------------------|-------------------------------------|---------------------|--------------------------|-------|
| <input checked="" type="checkbox"/> | Facility Limitations | <input checked="" type="checkbox"/> | Difficulty Hiring | <input checked="" type="checkbox"/> | Funding Limitations | <input type="checkbox"/> | Other |
|-------------------------------------|----------------------|-------------------------------------|-------------------|-------------------------------------|---------------------|--------------------------|-------|

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Nevada Department of Education
New Request for Class Size Variance and Justification

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| | |
|----------------------------|--------------------------------|
| School Year: | 2024-2025 |
| Submission Quarter: | Q1 |
| School District: | Lyon |
| Elementary School: | Silver Stage Elementary School |

Grade and Corresponding Class Size Ratio Requesting a Variance

| | | | |
|---|------|---|------|
| K | #N/A | 4 | #N/A |
| 1 | #N/A | 5 | #N/A |
| 2 | #N/A | 6 | #N/A |
| 3 | 25 | | |

Reason for Variances

| | | | | | | | |
|-------------------------------------|----------------------|-------------------------------------|-------------------|-------------------------------------|---------------------|--------------------------|-------|
| <input checked="" type="checkbox"/> | Facility Limitations | <input checked="" type="checkbox"/> | Difficulty Hiring | <input checked="" type="checkbox"/> | Funding Limitations | <input type="checkbox"/> | Other |
|-------------------------------------|----------------------|-------------------------------------|-------------------|-------------------------------------|---------------------|--------------------------|-------|

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Nevada Department of Education
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| | |
|----------------------------|----------------------|
| School Year: | 2024-2025 |
| Submission Quarter: | Q1 |
| School District: | Lyon |
| Elementary School: | Smith Valley Schools |

Grade and Corresponding Class Size Ratio Requesting a Variance

| | | | |
|---|------|---|------|
| K | 17 | 4 | #N/A |
| 1 | #N/A | 5 | #N/A |
| 2 | #N/A | 6 | #N/A |
| 3 | #N/A | | |

Reason for Variances

| | | | | | | | |
|-------------------------------------|----------------------|-------------------------------------|-------------------|-------------------------------------|---------------------|--------------------------|-------|
| <input checked="" type="checkbox"/> | Facility Limitations | <input checked="" type="checkbox"/> | Difficulty Hiring | <input checked="" type="checkbox"/> | Funding Limitations | <input type="checkbox"/> | Other |
|-------------------------------------|----------------------|-------------------------------------|-------------------|-------------------------------------|---------------------|--------------------------|-------|

Justification for Variances

Due to the small enrollment numbers at Smith Valley the District elected to combine all Day Kindergarten and 1st grade.

School-Level Plan to Address the Student-Teacher Ratios

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| | |
|----------------------------|-------------------------|
| School Year: | 2024-2025 |
| Submission Quarter: | Q1 |
| School District: | Lyon |
| Elementary School: | Sutro Elementary School |

Grade and Corresponding Class Size Ratio Requesting a Variance

| | | | |
|---|------|---|------|
| K | #N/A | 4 | #N/A |
| 1 | #N/A | 5 | #N/A |
| 2 | 26 | 6 | 26 |
| 3 | #N/A | | |

Reason for Variances

| | | | | | | | |
|-------------------------------------|----------------------|-------------------------------------|-------------------|-------------------------------------|---------------------|--------------------------|-------|
| <input checked="" type="checkbox"/> | Facility Limitations | <input checked="" type="checkbox"/> | Difficulty Hiring | <input checked="" type="checkbox"/> | Funding Limitations | <input type="checkbox"/> | Other |
|-------------------------------------|----------------------|-------------------------------------|-------------------|-------------------------------------|---------------------|--------------------------|-------|

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Nevada Department of Education
New Request for Class Size Variance and Justification

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| | |
|----------------------------|-----------------------------|
| School Year: | 2024-2025 |
| Submission Quarter: | Q1 |
| School District: | Lyon |
| Elementary School: | Yerington Elementary School |

Grade and Corresponding Class Size Ratio Requesting a Variance

| | | | |
|----------|------|----------|------|
| K | 17 | 4 | #N/A |
| 1 | #N/A | 5 | #N/A |
| 2 | 23 | 6 | #N/A |
| 3 | 26 | | |

Reason for Variances

| | | | | | | | |
|-------------------------------------|----------------------|-------------------------------------|-------------------|-------------------------------------|---------------------|--------------------------|-------|
| <input checked="" type="checkbox"/> | Facility Limitations | <input checked="" type="checkbox"/> | Difficulty Hiring | <input checked="" type="checkbox"/> | Funding Limitations | <input type="checkbox"/> | Other |
|-------------------------------------|----------------------|-------------------------------------|-------------------|-------------------------------------|---------------------|--------------------------|-------|

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School-Level Plan to Address the Student-Teacher Ratios

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Nevada Department of Education
New Request for Class Size Variance and Justification

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| | |
|----------------------------|-------------------------------|
| School Year: | 2024-2025 |
| Submission Quarter: | Q1 |
| School District: | Lyon |
| Elementary School: | Yerington Intermediate School |

Grade and Corresponding Class Size Ratio Requesting a Variance

| | | | |
|----------|------|----------|------|
| K | #N/A | 4 | #N/A |
| 1 | #N/A | 5 | 26 |
| 2 | #N/A | 6 | #N/A |
| 3 | #N/A | | |

Reason for Variances

| | | | | | | | |
|-------------------------------------|----------------------|-------------------------------------|-------------------|--------------------------|---------------------|--------------------------|-------|
| <input checked="" type="checkbox"/> | Facility Limitations | <input checked="" type="checkbox"/> | Difficulty Hiring | <input type="checkbox"/> | Funding Limitations | <input type="checkbox"/> | Other |
|-------------------------------------|----------------------|-------------------------------------|-------------------|--------------------------|---------------------|--------------------------|-------|

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Information Technology
Service Ticket Report
10/01/2024 - 10/31/2024

Created 10/01/24 - 10/31/24

| 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 | 12 | 0 | 0 | 0 | 0 | 8 | 1 | 5 | 6 | 0 | 3 | 4 | 9 | 9 | 2 | 7 | 4 | 2 | 3 | 4 | 2 | 12 | 9 | 4 | 106 |
| Normal | 25 | 7 | 4 | 1 | 0 | 52 | 24 | 73 | 41 | 1 | 26 | 26 | 117 | 19 | 27 | 24 | 141 | 39 | 59 | 47 | 10 | 38 | 42 | 54 | 897 |
| Project | 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 | 37 | 7 | 4 | 1 | 0 | 60 | 25 | 78 | 47 | 1 | 29 | 30 | 126 | 28 | 29 | 31 | 145 | 41 | 62 | 51 | 12 | 50 | 51 | 58 | 1003 |

Closed 10/01/24 - 10/31/24

| 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 |
| | Cancelled | 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 |
| | 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 |
| 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 |
| | Cancelled | 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 |
| | 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 |
| Medium | Closed | 11 | 0 | 0 | 0 | 7 | 1 | 6 | 7 | 0 | 2 | 4 | 10 | 10 | 4 | 6 | 4 | 2 | 4 | 2 | 3 | 9 | 9 | 4 | 105 |
| | Cancelled | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 2 | 0 | 1 | 0 | 0 | 5 |
| | 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 |
| | Total | 12 | 0 | 0 | 0 | 7 | 1 | 6 | 7 | 0 | 2 | 4 | 10 | 10 | 4 | 7 | 4 | 2 | 4 | 4 | 3 | 10 | 9 | 4 | 110 |
| Normal | Closed | 24 | 6 | 5 | 1 | 43 | 20 | 67 | 25 | 1 | 19 | 31 | 108 | 24 | 20 | 16 | 66 | 39 | 59 | 47 | 12 | 43 | 33 | 39 | 748 |
| | Cancelled | 0 | 0 | 0 | 0 | 1 | 1 | 2 | 0 | 0 | 0 | 1 | 4 | 2 | 1 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 2 | 0 | 15 |
| | 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 |
| | Total | 24 | 6 | 5 | 1 | 44 | 21 | 69 | 25 | 1 | 19 | 32 | 112 | 26 | 21 | 16 | 66 | 40 | 59 | 47 | 12 | 43 | 35 | 39 | 763 |
| Project | 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 |
| | Cancelled | 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 |
| | 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 |
| Total | Closed | 35 | 6 | 5 | 1 | 50 | 22 | 73 | 32 | 1 | 21 | 35 | 118 | 34 | 24 | 22 | 70 | 41 | 63 | 49 | 15 | 52 | 42 | 43 | 854 |
| | Cancelled | 1 | 0 | 0 | 0 | 1 | 0 | 2 | 0 | 0 | 0 | 1 | 4 | 2 | 1 | 1 | 0 | 1 | 0 | 2 | 0 | 1 | 2 | 0 | 19 |
| | 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 |
| | Total | 36 | 6 | 5 | 1 | 51 | 22 | 75 | 32 | 1 | 21 | 36 | 122 | 36 | 25 | 23 | 70 | 42 | 63 | 51 | 15 | 53 | 44 | 43 | 873 |

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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 | 2 | 7 | 16 | 0 | 0 | 1 | 3 | 8 | 3 | 2 | 0 | 0 | 1 | 0 | 5 | 0 | 7 | 9 | 1 | 65 |
| I. T. Tech | 22 | 6 | 5 | 1 | 0 | 45 | 15 | 51 | 32 | 1 | 19 | 32 | 111 | 31 | 22 | 19 | 68 | 36 | 60 | 43 | 13 | 41 | 35 | 38 | 746 |
| Oasis Support | 14 | 0 | 0 | 0 | 0 | 4 | 0 | 8 | 0 | 0 | 1 | 1 | 3 | 2 | 1 | 4 | 2 | 5 | 3 | 3 | 2 | 5 | 0 | 4 | 62 |

Information Technology
Service Ticket Report
10/01/2024 - 10/31/2024

Open as of 10/31/24

| Ticket Type | | DO | AdultEd | SDDO-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 | 2 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 1 | 3 | 0 | 0 | 8 |
| | 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 | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 |
| | Total | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 1 | 1 | 0 | 0 | 0 | 1 | 3 | 0 | 0 | 10 |
| Normal | Open | 25 | 1 | 3 | 1 | 0 | 41 | 11 | 25 | 24 | 0 | 21 | 6 | 28 | 24 | 13 | 11 | 125 | 3 | 3 | 4 | 33 | 40 | 91 | 93 | 626 |
| | Pending | 0 | 1 | 0 | 0 | 0 | 0 | 1 | 2 | 11 | 0 | 2 | 7 | 4 | 3 | 1 | 3 | 4 | 0 | 0 | 1 | 0 | 2 | 0 | 0 | 42 |
| | On Hold | 2 | 0 | 0 | 0 | 0 | 10 | 20 | 20 | 45 | 0 | 10 | 5 | 76 | 64 | 13 | 30 | 119 | 7 | 9 | 10 | 2 | 0 | 3 | 5 | 450 |
| | Total | 27 | 2 | 3 | 1 | 0 | 51 | 32 | 47 | 80 | 0 | 33 | 18 | 108 | 91 | 27 | 44 | 248 | 10 | 12 | 15 | 35 | 42 | 94 | 98 | 1118 |
| Project | 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 | 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 | 1 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 |
| | Total | 1 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 |
| Total | Open | 25 | 0 | 3 | 1 | 0 | 41 | 11 | 27 | 25 | 0 | 21 | 6 | 28 | 24 | 13 | 11 | 126 | 3 | 3 | 4 | 34 | 43 | 92 | 93 | 634 |
| | Pending | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 0 | 0 | 2 | 7 | 4 | 3 | 1 | 3 | 4 | 0 | 0 | 1 | 0 | 2 | 0 | 0 | 29 |
| | On Hold | 3 | 0 | 0 | 0 | 0 | 10 | 21 | 20 | 45 | 0 | 10 | 6 | 76 | 64 | 13 | 31 | 119 | 7 | 9 | 10 | 2 | 0 | 3 | 5 | 454 |
| | Total | 28 | 2 | 3 | 1 | 0 | 51 | 33 | 49 | 81 | 0 | 33 | 19 | 108 | 91 | 27 | 45 | 249 | 10 | 12 | 15 | 36 | 45 | 95 | 98 | 1131 |

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| Yearly Closed Comparison | DO | AdultEd | SDDO-PDC | PLC | B&G | CES | DES | DHS | DIS | ERHS | EVES | FES | FHS | FIS | RES | SES | SMS | SSES | SSHS | SSMS | SVS | YES | YHS | YIS | Total |
|--------------------------|-----|---------|----------|-----|-----|-----|-----|-----|-----|------|------|-----|-----|-----|-----|-----|------|------|------|------|-----|-----|-----|-----|-------|
| 2024 | 297 | 52 | 50 | 27 | 0 | 226 | 271 | 425 | 418 | 8 | 177 | 153 | 846 | 359 | 267 | 163 | 744 | 257 | 396 | 387 | 132 | 362 | 348 | 240 | 6605 |
| 2023 | 271 | 59 | 18 | 16 | 0 | 268 | 266 | 432 | 464 | 3 | 165 | 193 | 790 | 395 | 283 | 200 | 1413 | 190 | 302 | 292 | 101 | 334 | 256 | 272 | 6983 |
| 2022 | 305 | 11 | 20 | 14 | 0 | 278 | 190 | 328 | 345 | 5 | 233 | 199 | 735 | 300 | 266 | 247 | 996 | 204 | 268 | 286 | 118 | 188 | 230 | 262 | 6028 |
| 2021 | 325 | 28 | 31 | 2 | 3 | 225 | 236 | 322 | 243 | 17 | 193 | 203 | 637 | 329 | 288 | 258 | 380 | 201 | 153 | 160 | 142 | 186 | 270 | 253 | 5085 |

NWRPDP
**Northwestern Nevada Regional Professional
Development Program**

2023-2024 Annual Report
August 2024

Ben Dickson
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).

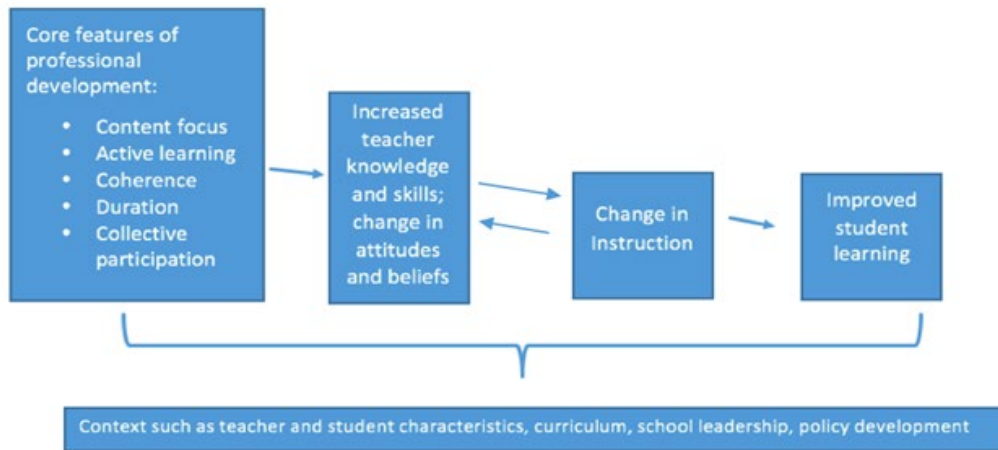


Figure 1: Conceptual Framework for Studying Effects for Professional Development on Teachers and Students

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 One: 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

| RPDP State Approved Evaluation (5-point scale) | Average 2023-24 |
|---|----------------------------|
| 1. The training matched my needs. | 4.69 |
| 2. The training provided opportunities for interactions and reflections. | 4.85 |
| 3. The presenter’s/facilitator’s experience and expertise enhanced the quality of the training. | 4.81 |
| 4. The presenter/facilitator efficiently managed time and pacing of activities. | 4.81 |
| 5. The presenter/facilitator modeled effective teaching strategies. | 4.80 |
| 6: This training added to my knowledge of standards and/or my subject matter content. | 4.71 |
| 7. This training will improve my teaching skills. | 4.73 |
| 8. I will use the knowledge and skills from this training in my classroom or professional duties. | 4.75 |
| 9. This training will help me meet the needs of diverse student populations. | 4.71 |

Table 2: 391A.190 1c (2)

Type of training offered through the regional training program in the immediately preceding year.

| | <i>Consulting</i> | <i>Instructional</i> | <i>Observation and Mentoring</i> | <i>Total Trainings</i> |
|--------------------------------------|-----------------------|-------------------------|----------------------------------|-------------------------------|
| <i>Carson City</i> | 0.00% (0) | 100.00% (8) | 0.00% (0) | 8 |
| <i>Charter Schools</i> | 28.57% (2) | 57.14% (4) | 14.29% (1) | 7 |
| <i>Churchill County</i> | 40.00% (2) | 20.00% (1) | 40.00% (2) | 5 |
| <i>Douglas County</i> | 0.00% (0) | 86.21% (25) | 13.79% (4) | 29 |
| <i>Lyon County</i> | 0.00% (0) | 80.95% (17) | 19.04% (4) | 21 |
| <i>Regional (Multiple Districts)</i> | 10.63% (5) | 85.11% (40) | 4.26% (2) | 47 |
| <i>Storey County</i> | 0.00% (0) | 100.00% (1) | 0.00% (0) | 1 |
| <i>Washoe County</i> | 3.13% (2) | 84.36% (54) | 12.50% (8) | 64 |
| <i>Aggregate</i> | 6.04% (11) | 82.42% (150) | 11.54% (21) | 182 |

Note: “Regional” training includes schools not in a district, schools in counties outside the NWRPDP region, and regional training made up of participants from multiple school districts.

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.

| | <i>Unduplicated Administrators</i> | <i>Unduplicated Teacher</i> | <i>Duplicated Administrators</i> | <i>Duplicated Teachers</i> | <i>Total Trained</i> |
|-------------------------|------------------------------------|-----------------------------|----------------------------------|----------------------------|-----------------------------|
| <i>Carson City</i> | 11 | 193 | 14 | 89 | 324 |
| <i>Charter Schools</i> | 9 | 77 | 8 | 60 | 154 |
| <i>Churchill County</i> | 14 | 101 | 9 | 48 | 183 |
| <i>Douglas County</i> | 8 | 222 | 13 | 286 | 553 |
| <i>Lyon County</i> | 15 | 246 | 14 | 256 | 559 |
| <i>Other</i> | 5 | 11 | 0 | 3 | 35 |
| <i>Storey County</i> | 1 | 12 | 0 | 0 | 14 |
| <i>Washoe County</i> | 105 | 1,061 | 136 | 728 | 2,099 |
| <i>Aggregate</i> | 168 | 1,923 | 194 | 1,470 | 3,921 |

Notes: The “Other” category includes training sessions with schools not in a district, schools in counties outside the NWRPDP region, and regional training made up of participants from multiple school districts.

Unduplicated is the unique number of people in each category that attended at least one training.

Duplicated is the total sum of all additional trainings attended after their first training.

Total Trained is the total sum of all people from all training.

Table 4: 391A.190 1c (4)

The number of administrators who received training pursuant to [NEPF] in the immediately preceding year.

| | <i>Unduplicated Administrators</i> | <i>Duplicated Administrators</i> | <i>Total Trained</i> |
|-------------------------|------------------------------------|----------------------------------|----------------------|
| <i>Carson City</i> | 11 | 13 | 24 |
| <i>Charter Schools</i> | 4 | 2 | 6 |
| <i>Churchill County</i> | 14 | 8 | 22 |
| <i>Douglas County</i> | 6 | 10 | 16 |
| <i>Lyon County</i> | 14 | 14 | 28 |
| <i>Other</i> | 0 | 0 | 0 |
| <i>Storey County</i> | 1 | 0 | 1 |
| <i>Washoe County</i> | 42 | 16 | 58 |
| <i>Aggregate</i> | 92 | 68 | 155 |

Note: The “Other” category includes training sessions with schools not in a district, schools in counties outside the NWRPDP region, and regional training made up of participants from multiple school districts.

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.

| | <i>Carson</i> | <i>Charter Schools</i> | <i>Churchill</i> | <i>Douglas</i> | <i>Lyon</i> | <i>Storey</i> | <i>Washoe</i> | <i>Aggregate</i> |
|------------------------------|---------------|------------------------|------------------|----------------|-------------|---------------|---------------|------------------|
| <i>Teachers, Admin, OLEP</i> | 2 | 2 | 17 | 0 | 1 | 0 | 5 | 27 |

Table 6: 391A.190 1c (6)

The number of teachers who received training in [family engagement] in the immediately preceding year.

| | <i>Carson</i> | <i>Charter Schools</i> | <i>Churchill</i> | <i>Douglas</i> | <i>Lyon</i> | <i>Storey</i> | <i>Washoe</i> | <i>Other</i> | <i>Aggregate</i> |
|-----------------|---------------|------------------------|------------------|----------------|-------------|---------------|---------------|--------------|------------------|
| <i>Teachers</i> | 8 | 14 | 7 | 14 | 30 | 0 | 75 | 5 | 153 |

Note: The “Other” category includes training sessions with schools not in a district, schools in counties outside the NWRPDP region, and regional training made up of participants from multiple school districts.

Table 7: 391A.190 1c (7)

The number of paraprofessionals, if any, who received training in the immediately preceding year.

| | <i>Carson</i> | <i>Charter Schools</i> | <i>Churchill</i> | <i>Douglas</i> | <i>Lyon</i> | <i>Storey</i> | <i>Washoe</i> | <i>Other</i> | <i>Aggregate</i> |
|-------------------------|---------------|------------------------|------------------|----------------|-------------|---------------|---------------|--------------|------------------|
| <i>Paraprofessional</i> | 3 | 0 | 1 | 0 | 18 | 0 | 12 | 0 | 34 |

Note: The “Other” category includes training sessions with schools not in a district, schools in counties outside the NWRPDP region, and regional training made up of participants from multiple school districts.

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.

| | <i>NVACS</i> | <i>NEPF</i> | <i>Culturally Relevant Pedagogy</i> |
|--------------------------------------|--------------|-------------|-------------------------------------|
| <i>Carson City</i> | 8 | 8 | 7 |
| <i>Charter Schools</i> | 6 | 4 | 5 |
| <i>Churchill County</i> | 10 | 9 | 10 |
| <i>Douglas County</i> | 23 | 6 | 6 |
| <i>Lyon County</i> | 20 | 15 | 12 |
| <i>Regional (Multiple Districts)</i> | 29 | 31 | 34 |
| <i>Storey County</i> | 0 | 1 | 0 |
| <i>Washoe County</i> | 54 | 33 | 45 |
| <i>Aggregate</i> | 150 | 107 | 119 |

Note: “Regional” training includes schools not in a district, schools in counties outside the NWRPDP region, and regional training made up of participants from multiple school districts.

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

The three Regional Professional Development Programs (RPDPs) were established during the 70th Session (1999) of the Nevada State Legislature upon passage of 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 learning activities. The planning and implementation of professional learning services in each region is 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). A Statewide Council for the Coordination of the Regional Training Programs provides oversight statewide and includes members from each regional governing body, the Superintendent of Public Instruction or designee, and several legislatively appointed members.

The RPDPs target three broad categories of professional learning: 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 (e.g., coaching, credit classes, modeling, instructional rounds).

Service Areas of Each Region

The **Northeastern Nevada Regional Professional Development Program (NNRPDP)** serves approximately 1,200 teachers and administrators in schools across six counties in northeastern Nevada, an area of 51,385 square miles. Districts range in size from 300 students in Eureka County to over 9,000 students in Elko County; schools range in size from fewer than 10 students to over 1,600 students. The NNRPDP serves Elko, Eureka, Humboldt, Pershing, Lander, and White Pine School Districts, as well as schools governed by the State Public Charter School Authority.

The **Northwest Regional Professional Development Program** (NWRPDP) serves over 4,900 teachers and administrators in schools across six counties in northwestern Nevada, an area of 14,489 square miles. Districts range in size from 445 in Storey County to over 61,000 in Washoe County; schools range in size from 203 students to over 2,200 students. The NWRPDP serves Carson City, Churchill, Douglas, Lyon, Storey, and Washoe County School Districts, as well as schools governed by the State Public Charter School Authority.



The **Southern Nevada Regional Professional Development Program** (SNRPDP) serves approximately 18,250 teachers and administrators in schools across five counties in southern Nevada, an area of 44,299 square miles. Districts range in size from 85 students in Esmeralda County to over 310,000 in Clark County; schools range in size from fewer than 10 students to over 3,500 students. The SNRPDP serves educators in Clark, Nye, Lincoln, Esmeralda, and Mineral County School Districts, as well as schools governed by the State Public Charter School Authority.

Mission

The RPDPs provide high-quality professional learning opportunities to enhance student learning within the context of Nevada Professional Development Standards by recognizing and supporting research-based instruction and by facilitating instructional leadership.

Professional Learning Standards

Professional learning opportunities with RPDP align to the [Standards for Professional Learning](#) as outlined by the national association of professional learning, *Learning Forward*, as well as the [Nevada's Professional Learning Standards](#) recognized by Nevada Department of Education.

Goals

The mission and governance structure of the RPDPs guide the goals of the organization by providing a framework around which services are provided. The goals meet the broad organizations' directives while continuing to honor and respect the individual regional districts' initiatives, strategic plans, and identities.

- **Provide professional learning opportunities for teachers to strengthen pedagogical content knowledge.**
 - *Develop and maintain positive relationships and trust with teachers*
 - *Create robust professional learning opportunities with specific outcomes*
 - *Communicate opportunities for professional learning to teachers*
- **Partner with administrators to improve instructional leadership and support teacher pedagogical content knowledge.**
 - *Develop positive relationships and trust with administrators*
 - *Create robust professional learning opportunities with specific outcomes*
 - *Participate in district level planning as appropriate*

- *Communicate opportunities for professional learning to administrators*
- **Partner with stakeholders in Nevada**
 - *Collaborate with organizations and businesses wherein partnerships benefit educators in Nevada*
 - *Exchange resources and services within and across RPDPs statewide*
 - *Create and maintain programs with the Nevada System of Higher Education*
 - *Liaise with Nevada Department of Education*
- **Sustain and Continue Growth as a Learning Organization**
 - *Provide professional learning opportunities for RPDP professional learning leaders in order to maintain a high level of expertise*
 - *Undertake rigorous review of research to drive best practices and continuous improvement*
- **Provide leadership in national and statewide educational priorities**
 - *Develop and provide professional learning including, but not limited to, interactive and integrative technology, equity and diversity, and science of reading*

Measurement

In order to demonstrate progress of the five-year plan, multiple measures will be applied. The NRS-mandated statewide RPDP evaluation form will be collected and reported in Part I of each RPDP's annual report. Additional means to demonstrate effectiveness of goals within this plan can be found in Part II of each RPDP's annual report. These measures may include educator and/or student assessments aligned to professional learning outcomes, surveys, alignment to the five-level evaluation of professional development framework (Guskey, 2002), impact reports of professional learning provided, and/or in-depth case studies of specific projects. The measurements in Part II are not mandatory, but provide stakeholders a more robust description of the return on investment.

Assessment of Training Needs

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 the 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 learning 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 to design, implement, support, or roll-out plans for state initiatives.

Two-Year Focus and Budgets

Each RPDP provides professional learning opportunities to districts and schools within their respective regions *and* works collaboratively statewide to provide consistent and equitable opportunities for educators in Nevada. Training programs offered each year vary depending upon the needs and requests of the districts each RPDP serves; RPDPs do not solely determine those training programs without significant input from respective stakeholders. The RPDPs collectively provide learning opportunities across the state and current opportunities can be found online at rpd.net, nwrpd.com, and nnrpd.com.

Total Biennial Budget 2023-2025

NWRPDP \$4,542,684.00

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 2022-2023 academic year: 1) TESLA (Computer Science) and). The Southern RPDP served as the fiscal agent for the TESLA award and the Northwest RPDP for the Developmentally Appropriate Practices for Kindergarten (DAP K) professional learning sub-grant award.

TESLA

Fifty-three elementary teachers received a stipend 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. Participants were introduced to the K-5 Computer Science standards and had an opportunity to learn to implement a free resource for students in their classrooms.

Developmentally Appropriate Practices for Kindergarten (DAP K) Professional Learning

NWRPDP received the Developmentally Appropriate Practices for Kindergarten (DAP K) professional learning sub-grant award to work on creating a P3 cohort of Nevada Educators to identify examples of high quality P3 instruction grounded in the Science of Learning and Development with the goal of creating resources to be used across the state of Nevada as coaching tools. This work will continue in the 2024/2025 school year.

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 2023-25 biennium.

- Gifted and Talented Education (GATE) endorsement courses- The NWRPDP, in collaboration with the Washoe County School District, facilitated courses for four cohorts of educators, with approximately 30 educators enrolled in each cohort, throughout the 2023-24 school year.

- Early Childhood Endorsement Project- This was a statewide collaborative project to design four courses required for an Early Childhood endorsement for teachers who hold a K-8 Elementary license.
- NVACS K-12 Computer Science Standards implementation and professional learning opportunities including Computer Science Endorsement courses, Python Programming with Raspberry Pi, Programming C with Robots, and Code.org courses. Additional endorsement courses were developed in 2023 and offered in 2024.
- 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.
 - ECON Summit
- (NELIP) Early Literacy Cadre/Literacy Cohorts:
 - Year 1 and year 2 of the Early Literacy Cadre were offered for PreK-third grade teachers. 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.
 - Phonological Awareness training
 - Phonics
 - Decodable books
- Computer Science
 - K-5 Computer Science Fundamentals- Introductory course designed for elementary educators using resources from Code.org.
 - K-5 Computer Science scope and sequence and assessment planning
 - Computer science endorsement courses
- Math professional learning opportunities
 - Math support will include a variety of models
 - Math Workshop Model 1 & 2
 - Building Thinking Classrooms
 - Productive Math Struggle Book Study
- Teacher Clarity-
 - 5 School teams who were selected to attend a one-day workshop focused on content from the *Teacher Clarity Playbook*.at the end of the 2022/23 school year. NWRPDP staff worked with the schools on the implementation of content during the 2023-24 school year.
- Science of Reading- NWRPDP staff engaged in the creation of a 4 course Science of Reading Endorsement and stand-alone administrator course on the Science of Reading to be delivered to NDE for a future endorsement
- Innovative Teacher Leadership Institute was Institute work framed on the WCSD Leadership Pathway Project Competencies and focused on creating vision and strategy, working with people to build strong culture, supporting community, focusing on equity,

building instructional expertise and understanding how operations and organizational structures support education.

- 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.
- NWRPDP received the Developmentally Appropriate Practices for Kindergarten (DAP K) professional learning sub-grant award to work on creating a P3 cohort of Nevada Educators to identify examples of high quality P3 instruction grounded in the Science of Learning and Development with the goal of creating resources to be used across the state of Nevada as coaching tools. This work will continue in the 2024/2025 school year.
- Parent and Family Engagement
 - Educators receive training on how to engage parents, caregivers and families in the educational process. This course meets the requirement to remove the provision from the educators teaching license. For the 2023/24 school year 190 educators were served by NWRPDP staff.
- Multicultural Education
 - Educators receive training on the foundations of multicultural education and culturally responsive teaching practices. This course meets the requirement to remove the provision from the educators teaching license. For the 2023/24 school year 232 educators were served by NWRPDP staff.

Regional Projects: NWRPDP Case Studies

Self-Evaluation Procedures

As outlined in NRS 391A.190, Director Ben Dickson directs the in-house evaluation, assisted by support staff who coordinate data collection and compilation. Based on feedback from the NWRPDP board, staff, NDE and the district served by the NWRPDP the annual evaluative case studies took on a different look. The evaluative case studies still follow the Killion (2002) staff development evaluation model and are aligned with prominent teacher professional development frameworks (Desimone, 2009; Guskey, 2002). They continue to 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. The presentations that follow show a graphic representation of the work along with a one-page explanation of the work. 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 and are meant to be delivered as a one-page handout to stakeholders to showcase the valuable work conducted by NWRPDP staff.

Key Findings from 2024-2025 NWRPDP Evaluation Activities:

Professional development services were conducted in all six districts that comprise the NWRPDP, reaching a total of 3,263 contacts with educators during 2023-24 year. These contacts include one time and duplicated contacts and this professional development covers varied training topics and consulting services. Elementary teachers (total served = 2,247) again were the largest educator group served this past year; followed by high school teachers (522); others, which include substitutes, counselors, paraprofessionals and district personnel (57); middle school teachers (437); and Administrators (362). Overall, 30% of the approximate 5,974 educators employed in the region (as reported by each district) participated in programs provided by the NWRPDP at least one time during 2023-24.

For the 2023-24 year NWRPDP examined how each facilitator was presenting their case study project and the decision was made to move to a more visual format. The data that is collected as part of these case study projects tells the story of the impact that NWRPDP work has and moving to a more visual format will help tell this story in a more succinct way. Stakeholders who see these graphical representations of NWRPDP facilitators case study projects will get a clear picture of the impact of each of these projects and the value of NWRPDP work.

Case study data reveal a variety of positive outcomes across the 11 NWRPDP 2022-23 case study projects. The diverse foci of case studies this past year included new teacher academies focused on supporting new teachers, building thinking classrooms in mathematics, supporting multiple schools with developing teacher clarity, supporting teachers around the Science of Reading, national board maintenance certification (MOC) cohort participation, impact on teachers practice around parent and family engagement, impact on educators after completing multicultural education courses, a showcase of P-3 work across the district to support educator knowledge and practice and supporting educators through podcasting.

This year, case studies focused on demonstrating the stories that show the ways in which the NWRPDP program is making lasting impacts in classrooms and on students throughout the state of Nevada. For instance, one participant noted the programs provided collaboration, support and tangible products/tools/techniques that could be utilized in classrooms with students immediately and in an ongoing fashion. Further examination of the case studies shows that information disseminated from the NWRPDP is being utilized in classrooms with students benefiting directly from the knowledge that their teachers are receiving from participation in these programs. Case studies presented below demonstrate both statistically significant change in teacher knowledge and that the learning is making its way directly to the students in our schools through increased teacher efficacy in a variety of domains.

The Case Study Model

Over several years, the NWRPDP has employed case studies to document professional development training. Each case study presented by NWRPDP staff is designed to show the depth and breadth of professional development support engaged in across the region. These case studies highlight the three major buckets that the work of NWRPDP fall in, requests for service, course development and delivery and work mandated by the Nevada State Legislature. Starting in the 2023/2024 year NWRPDP facilitators focused on developing infographics to highlight their work in one of these “buckets” Facilitators created a graphical representation highlighting their work and included a one page “explanation” or the topic.

Case Study Infographics

Building Thinking Classrooms in Mathematics

Infographic

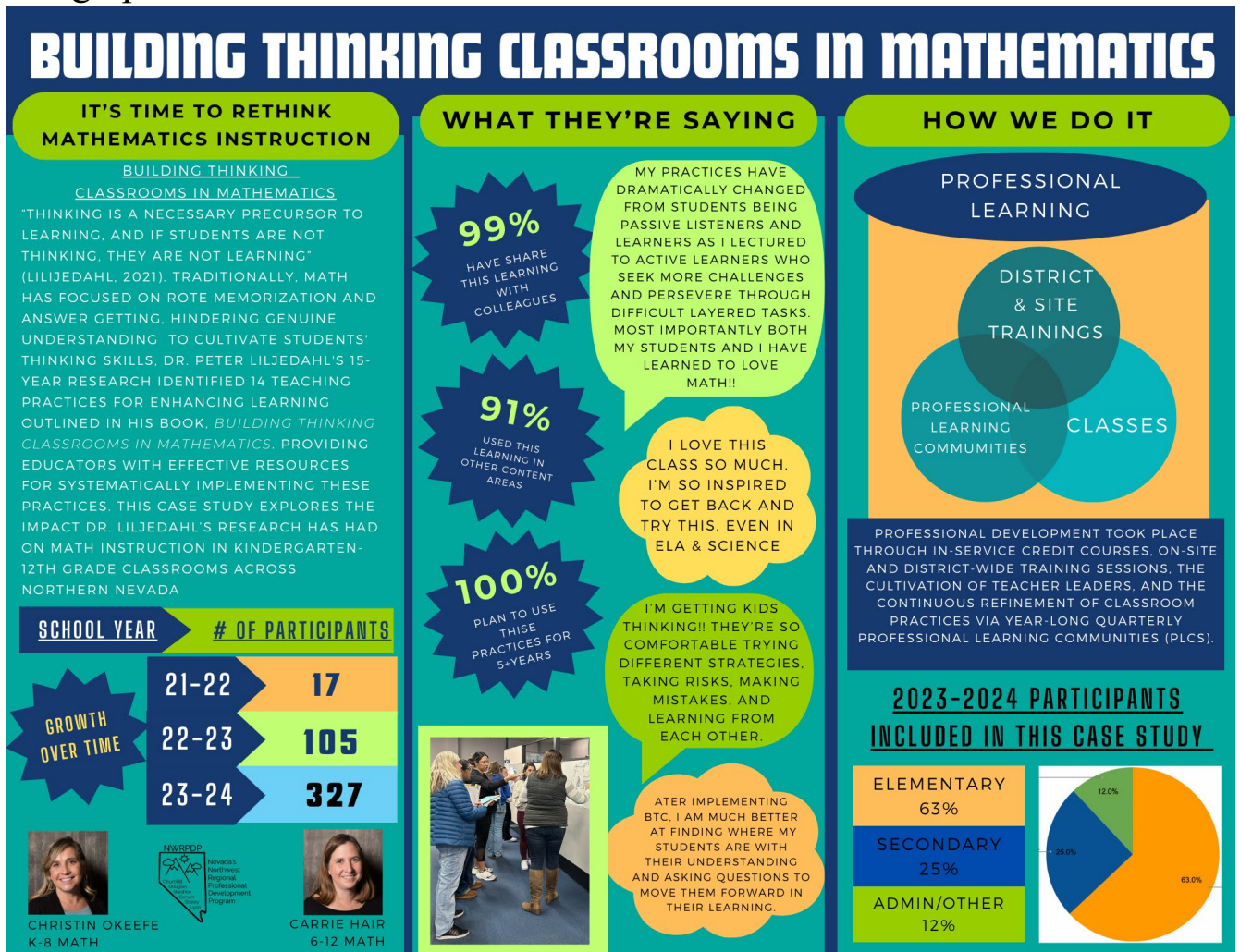


Figure 2: Building Thinking Classrooms in Mathematics Case Study Infographic

Explanation

Introduction

The Smarter Balanced Assessments and the National Assessment of Educational Progress have reported significant declines in students' mathematics proficiency since 2019, highlighting a failure in understanding and retaining math concepts. Despite advances in neuroscience and technology, math instruction remains outdated. This case study follows 288 participants dedicated to transforming their math instruction into a more student-centered, thinking classroom by implementing Dr. Liljedahl's practices.

Timeline

The case study concentrated on two primary areas: building initial capacity for this movement in math instruction and providing ongoing support for educators already implementing these practices.

To build initial capacity, four "Introduction to Building Thinking Classrooms in Mathematics" professional learning courses were offered to educators across our region—two in the fall and two in the spring. Additionally, monthly professional learning sessions were held for two different groups during the 2023-2024 school year: one at Dodson Elementary School in Reno, NV, for both the fall and spring semesters, and the other for instructional leaders and department heads of middle and high schools in Washoe County during the spring semester.

To support educators who have already begun implementing these practices, two "Building Thinking Classrooms - Part 2" professional learning courses were offered, one focusing on elementary education and the other on secondary education. Furthermore, a Building Thinking Classrooms professional learning community was established, providing a platform for addressing challenges, sharing successes, and answering questions through a Teams group and/or quarterly in-person collaboration meetings.

Results

Data shown in this table was obtained through a pre and post survey given to 127 participants who are in their first year of implementation. The table below shows participants’ growth in the five practices introduced in the first Building Thinking Classrooms course.

Table 9: Results of Building Thinking Classrooms in Mathematics Case Study

| | <u>Mean: Before implementing</u> | <u>Mean: After implementing</u> | <u>Difference</u> | <u>t-score</u> | <u>Significance (p-value)</u> |
|----------------------------------|----------------------------------|---------------------------------|-------------------|----------------|-------------------------------|
| 1. Types of tasks we provide. | 1.7019 | 4.0313 | -2.3294 | -19.89 | <.001 |
| 2. Forming Collaborative groups. | 2.7879 | 4.5529 | -1.765 | -11.99 | <.001 |
| 3. Where students work | 2.5076 | 4.5294 | -2.0218 | -14.17 | <.001 |
| 4. How we answer questions. | 2.3333 | 4.0824 | -1.749 | -13.05 | <.001 |
| 5. Consolidating a lesson | 2.0303 | 3.7294 | -1.6991 | -12.23 | <.001 |

Next steps

As this movement expands, the next steps will involve ongoing support for current practitioners through coaching and mentoring, alongside the previously mentioned opportunities. Additionally, the focus of professional learning will shift from offering individual educator opportunities to adopting a train-the-trainer model, thereby creating a larger base of professional learning providers.

Statewide P3 Initiatives Infographic

Northwest Regional Professional Development Program Statewide P3 Initiatives

“The greatest effects on children’s learning come from the expertise of the early childhood educator.” (Visible Learning in Early Childhood, 2022, p.8).

In 2020 The Northwest Regional Professional Development Program partnered with the Nevada Department of Education and National P3 expert Dr. Eva Phillips to build a network of early childhood educators across the state of Nevada. From there, the work transitioned into the projects listed below and continues to grow. To date, 646 Nevada Educators have participated in one or more of the initiatives listed below. The data for this year’s case study was pulled from the Early Childhood Endorsement Cohort. Participants in NWRPDP P3 Initiatives so far represent 9 of the 17 counties in Nevada (see map on next page).



Figure 3: Statewide P3 Initiatives infographic

Explanation

Comments from participants in the Early Childhood Endorsement Cohort:

“I have learned so much about appropriate instruction for early childhood. This endorsement has greatly improved my teaching and has made my instruction rigorous and fun.”

“I enjoyed the conscious discipline aspect of this endorsement/course and am chomping at the bit to learn more.”

“I loved the opportunity for being online- It took travel time off my plate for the class. It also allowed us to work with people from other counties.”

“My teaching has changed greatly. I am teaching the standards with the support of play. Watching my students learn through play has made teaching much more enjoyable for me and my students. It's been reinvigorating for me. I am grateful for the emphasis on kids learning through play and how we can support all students learning this way and not just our preschool friends.”

“I also have a much better understanding of child development (from pre-birth on) and I'm so grateful for that! I can use that knowledge to work with my students, to work with colleagues also working with early childhood age students. I have a better understanding of how to meet children's needs in different phases of childhood.”



Table 10: Paired Samples T-Test for Early Childhood Endorsement Courses

| | Mean Pre | Mean Post | t | p | Cohen's d | SE Cohen's d |
|----------------------------------|-----------------|------------------|----------|----------|------------------|---------------------|
| Continuum of Development | 2.480 | 4.560 | 16.242 | < .001 | 3.248 | 0.432 |
| Domains of Child Development | 2.760 | 4.600 | 11.500 | < .001 | 2.300 | 0.406 |
| Dominant Play Theories | 2.680 | 4.625 | 9.261 | < .001 | 1.890 | 0.389 |
| DAP in Practice | 2.600 | 4.640 | 10.428 | < .001 | 2.086 | 0.382 |
| Early Childhood teaching methods | 2.680 | 4.560 | 10.136 | < .001 | 2.027 | 0.350 |
| Early Childhood Curriculum | 2.240 | 4.440 | 11.489 | < .001 | 2.298 | 0.425 |
| The Pyramid Model | 1.760 | 4.040 | 14.401 | < .001 | 2.880 | 0.450 |
| Conscious Discipline | 1.440 | 4.200 | 17.718 | < .001 | 3.544 | 0.580 |
| Average | 2.330 | 4.456 | 16.634 | < .001 | 3.327 | 0.508 |

Note: Data was collected in the form of survey ratings and question responses. The results in the table above reflect the effectiveness of the four Early Childhood Endorsement Courses.

Innovative Leadership Institute

Innovative Leadership Institute 2023-2024 by Kristin Campbell & Kylie Maddy

Infographic

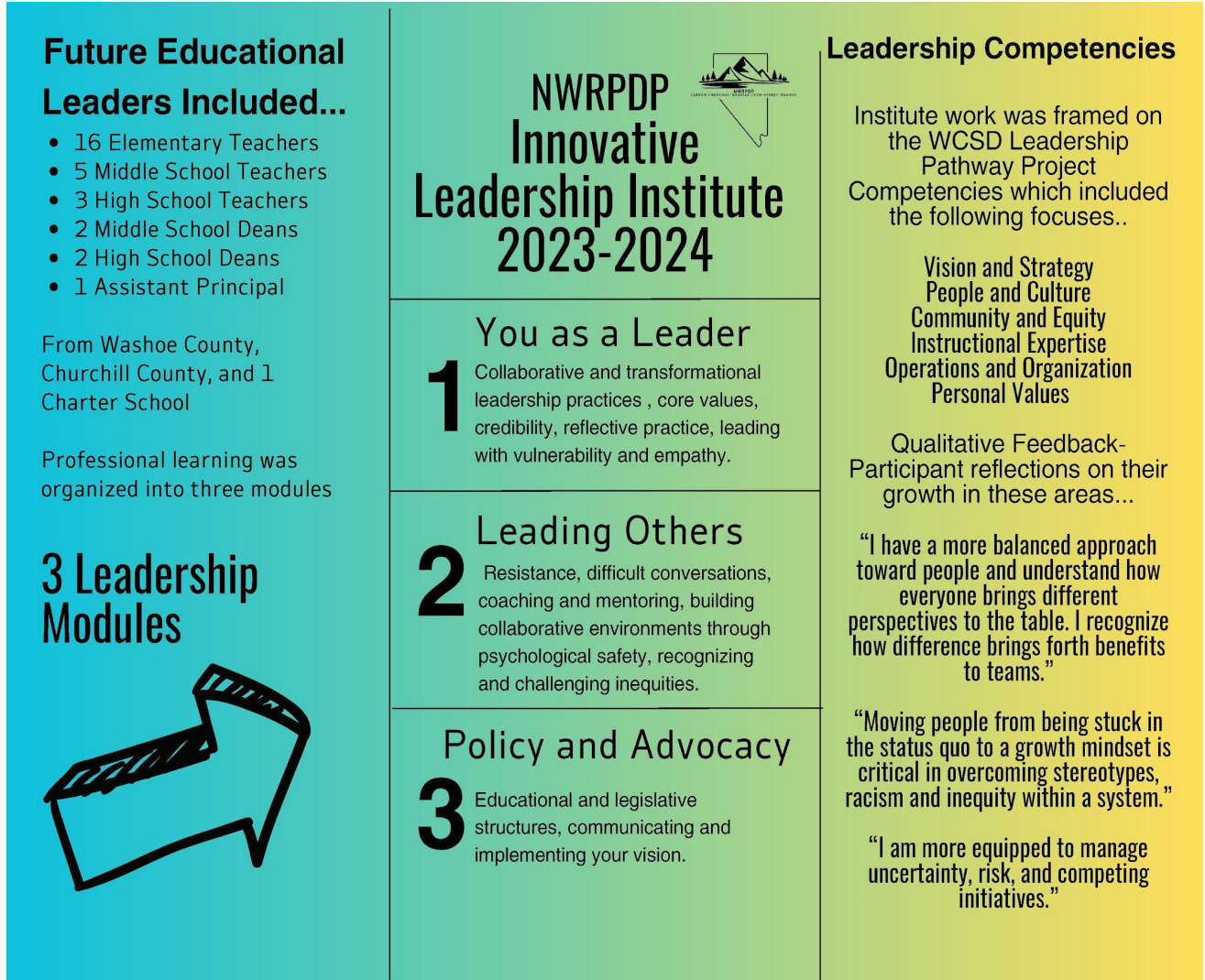


Figure 4: Innovative Leadership Institute Infographic

Explanation

Background

Teacher leadership increases teacher agency through a combination of influence and behaviors that promote educator effectiveness. This construct is often referred to as *collective efficacy*. A 2018 ASCD article defined collective efficacy as the shared belief that through unified efforts educators can overcome challenges and produce intended results for students (Donohoo, Eells, & Hattie). The Innovative Leadership Institute's professional learning was designed to build collective efficacy and increase retention by expanding leadership capacity in our educators. The course was open to all teachers interested in leadership in the region's largest school district.

Plan

The institute was aligned with the district Leadership Pathway Project (LPP), a partnership between the Office of Human Resources and the Office of School Leadership, to ensure teacher leaders had opportunities to develop the knowledge, skills, and dispositions necessary to situational, organizational, and systems leadership. The identified competencies and components are included in the graphic on the previous page. The course was separated into three modules: *You as a Leader, Leading Others, Policy and Advocacy*.

Participants completed an artifact and delivered a presentation for each of the three modules. Upon completion of the first module, educators presented an Ignite presentation to highlight their leadership story and identify their core beliefs and values. The second module focused on a case study to examine a group of educators and analyze how group dynamics, resistance, and communication support group development and effectiveness. The policy and advocacy module required participants to identify a need for change that was aligned with the district's strategic plan to improve student outcomes.

Results

Institute participants collaborated to create presentations after the third module on policy and advocacy to share with a panel of politicians, educators, and union leadership. Those presentations addressed such topics as testing policies, mental health resources, kindergarten preparedness, individualized education plans, dean allocations, and position descriptions. The response of the panel and facilitators was overwhelmingly positive and provided participants with some next-step ideas and contacts to impact change.

Once all course requirements were completed, graduates were placed in the district teacher leadership pool to take advantage of positions and roles open to pool participants.

Next Steps

The Innovative Leadership Institute will continue in the 2024-2025 school year with a new group of participants. At the time of this report, 45 educators had registered for this opportunity. NWRPDP would like to expand this offering to other districts within the region to continue efforts to impact change that improves outcomes for students throughout the region.

We Can Do Epic Things Podcast Infographic

WE CAN DO EPIC THINGS: A PODCAST FOR ANYONE INTERESTED IN EDUCATION



Figure 5: We Can Do Epic Things Podcast

Explanation

Comments from listeners of the Podcast

“Two is a choice. I learned that on the podcast. You can give students two choices and that is enough. I love listening. I weed my yard and laugh.”

-Kindergarten Teacher

Regarding *Episode 34: The one with AJ Juliani*

“I am excited. I really enjoyed it when he spoke at our learning forum. Everyone is interested in something...it’s our job to find out what it is for each kid. Once again, it’s all about connections.”

-High ELA School Teacher

Regarding *Episode 23: The One where we get flexible*

(The Episode on Flexible Grouping)

“Loved the Intro. I’m inspired and intrigued. I do a little of random grouping already, but for a whole unit. It works well sometimes, but not so much other times. I really Like the new ideas.”

-HS Math Teacher

Regarding *Episode 36: The one Where we paint a portrait of a learner, part 2*

“The boys participated in a team building activity with the goal of showing students What EPIC is all about. One student said he felt empowered to give the district feedback about EPIC. How does this apply to my job? Get students outside for team building activities.”

-Elementary School Counselor

Regarding *Episode 27: The one with Catlin Tucker*

“My big takeaway is that secondary teachers need to use more pre-assessments and formative assessment to drive their instruction so the classroom activities are differentiated. During station activities, we do not need to collect a work sample from each station... instead we can give students a checklist to use: What are 3 things you learned, 2 questions you have, and 1 thing that surprised you? I wonder how I can embed more blended learning into my 8th grade English classroom so students have more control over their pacing and learning paths. I would like to have a more interactive roadmap that students can modify and self-assess with, and I’d like it to help students determine what they are going to do next in the classroom, which might not necessarily be an online activity but a conference or hands-on project, etc. “

-Middle school social studies teacher

Statistics:

- 39 episodes published, over 1,040 minutes of content
- 100 teachers, administrators, & staff members listening for In-service/recertification credit

Impact:

- 2 schools created student podcasts
- 1 other school district started a podcast for professional development
- 71 teachers & staff members appeared as guests

- 8 classes of students were guests

NWRPDP Science of Reading Case Study

Infographic

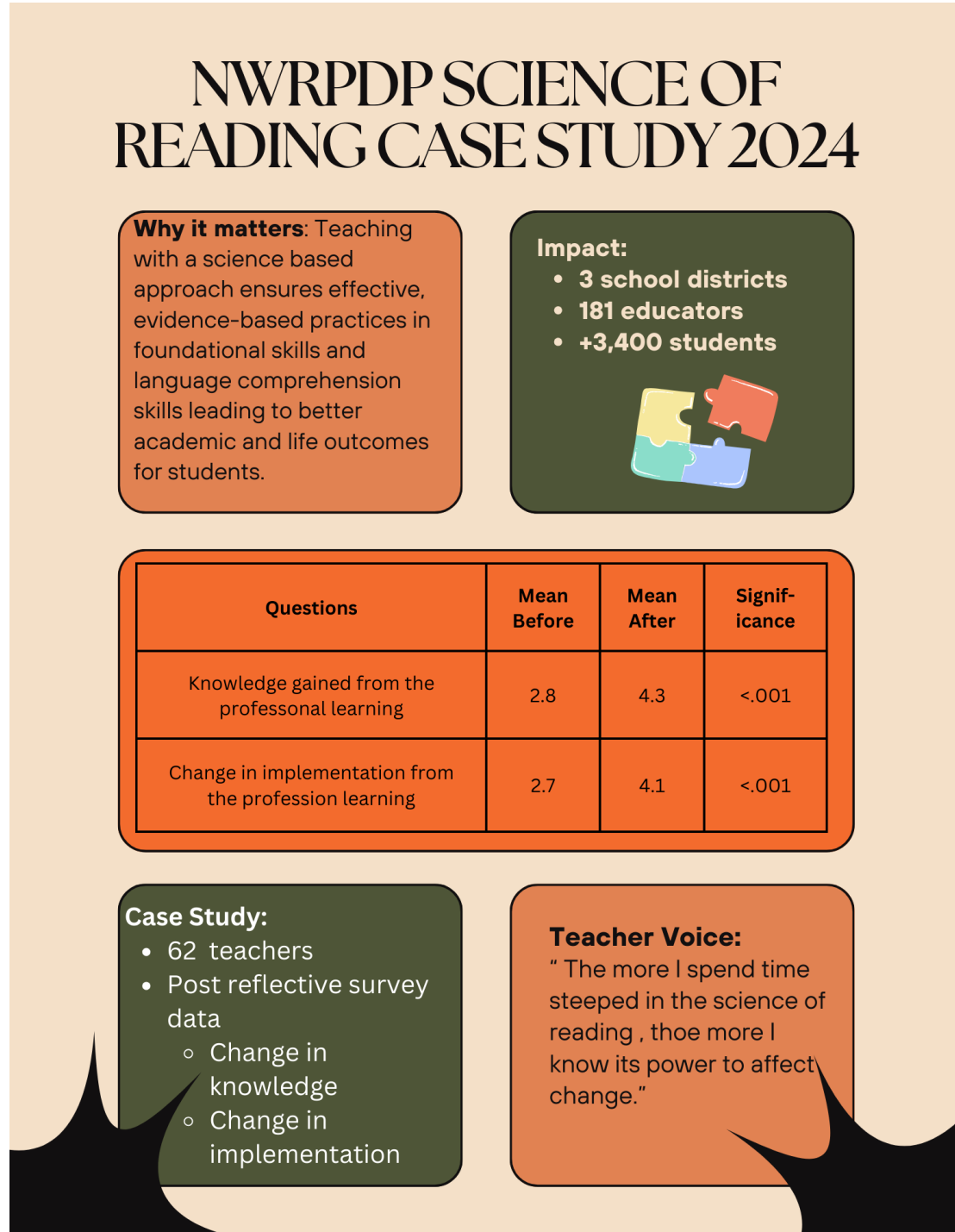


Figure 6: NWRPDP Science of Reading Case Study Infographic

Explanation

Research Base

Scientific research on reading instruction emphasizes the importance of evidence-based practices, particularly those aligned with the Science of Reading. Key components include systematic phonics instruction, which helps develop decoding skills, and explicit teaching of phonemic awareness. Research also highlights the necessity of vocabulary development, fluency practice, and comprehension strategies. Effective reading programs integrate these elements, providing a balanced approach that supports all aspects of reading development. Ongoing assessment and differentiation ensure that instruction meets the diverse needs of learners. Ultimately, aligning reading instruction with scientific research fosters foundational skills and promotes lifelong literacy.

Situation/Timeline

During the 2023-24 school year NWRPDP provided multiple opportunities for educators to take professional learning focused on foundational knowledge and classroom practices that align with what is described in research regarding effective reading instruction. Formats for the professional learning included a 15 course for professional learning credit taken during off contract time, site-based school professional learning during early release time, and district-based professional learning during the contract day. The time for professional learning ranged from 6-16 hours. A total of 181 educators participated. Post reflective data were collected on 62 educators who took the for credit course or the site-based professional learning.

Results

Teachers were asked questions about change in their knowledge of research aligned practices and their implementation of research aligned practices. The knowledge based questions aligned with the foundation knowledge about the teaching of reading and the implementation questions aligned with classroom practices focused on during the professional learning. The educators were asked to evaluate both their knowledge and level of implementation on a Likert scale before and after the training. A number 1 indicated a little bit and a number 5 indicated a lot. The school site based participants were asked seven knowledge questions and five implementation questions. Participants who took the class for in-service credit were asked 4 knowledge questions and two implementation questions. The results in the tables below indicate that there was a significant difference between pre and post test levels of knowledge and implementation indicating both an increase in knowledge and an increase in level of implementation.

Table 11: Paired Samples T-Test for Science of Reading Case Study


| Measure 1 | Measure 2 | t | df | p |
|--------------------|---------------------|---------|----|-------|
| Knowledge Pre | Knowledge Post | -14.113 | 10 | >.001 |
| Implementation pre | Implementation Post | -9.244 | 6 | >.001 |

Note. Students t-test

Reference: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, What Works Clearinghouse.

Parent Involvement and Family Engagement Infographic

Parent Involvement and Family Engagement



“My advice is that we see our families and community members as co-creators and co-producers of the excellent school and learning opportunities that we want for all of our students.”
–Karen L. Mapp

128 educators

The participants included 52 elementary teachers, 66 secondary teachers, and an additional 10 individuals from various roles such as administrator, counselor, social worker, nurse, and speech pathologist, from 6 Nevada school districts. They met for eight two-hour Zoom classes, completed assignments related to each module, asynchronous reading, and a final project.

Impact Potential

- Students and families of 1,850 elementary students.
- Students and families of 12,567 secondary students.

Parent and Family Topics Addressed:

1. Knowledge of Parent Involvement and Family Engagement NRS 391.019 and NAC 391.030
2. Dual Capacity Framework and PTA Standards
3. Implications of Diverse Family Structures
4. Ideas to Support Family Engagement at Your School Site
5. Culturally Responsive Family Engagement Practices
6. Effective Communication Strategies for Working with Families
7. McKinney-Vento Act and Help for Families in Transition
8. Trauma Informed Practices

On a scale of 1 to 5 rate the statement: This course offered useful and important information about Parent Involvement and Family Engagement.

Mean: 4.49

Participants said:

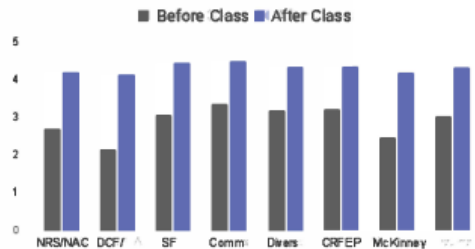
(The most beneficial aspect of this course was) “learning all the resources that are available to families...”

“I also liked having family engagement become a top priority during the class. It became my focus at school. I found myself changing things that I did as a result of what I learned.”

“I really love how well this course painted families in a positive light. I definitely feel like I came away with even more empathy for families.”

(The most beneficial aspect of this course was) “learning how to communicate effectively with parents.”

The Results



| District | Before Class | After Class |
|-------------|--------------|-------------|
| NRS/NAC PTA | 2.8 | 4.2 |
| DCF | 2.2 | 4.1 |
| SF | 3.0 | 4.4 |
| Comm | 3.3 | 4.5 |
| Dives | 3.2 | 4.3 |
| CRFEP | 3.2 | 4.3 |
| McKinney | 2.5 | 4.1 |
| TAPP | 3.0 | 4.3 |

Educators left the class with a strong understanding of best practices related to family engagement, preparing them to cultivate stronger and more equitable school-family partnerships in the future.

Looking ahead...

12% of participants completed a project that will include other staff members or be presented to a larger group of people increasing awareness of Parent Involvement and Family Engagement Strategies.

42% of participants completed a final project that will be implemented in the fall with their new families carrying the knowledge and best practices acquired to a new student and family population.




Figure 7: Parent Involvement and Family Engagement Infographic

Explanation

“At the end of the day, the most overwhelming key to a child's success is the positive involvement of parents.” – Jane D. Hull, Former Arizona Governor

The Office of Parental Involvement and Family Engagement was created in 2011 to actively promote and support the participation and engagement of families and communities in a child’s education. Pursuant to NRS 391.019 and NAC 391.030 effective July 2015, initial licensees require at least 3 semester hours regarding parental involvement and family engagement that: is consistent with the elements and goals for effective involvement and engagement set forth in NRS 392.457; and includes an emphasis on building relationships, outreach to families, and developing an appreciation and understanding of families from diverse backgrounds.

Course Construction

In 2020, a NWRPDP trainer collaborated with the professional development coordinator in Carson City School District to develop a learning model and process for teachers and administrators that would fulfill the NRS requirements. The resulting course resources provided research-based best practices, tools, and supports needed to create partnerships between school and families.

Results

Table 12: Results for Parent Involvement and Family Engagement Case Study

| Topic | Pre | Post | Change + |
|--|------|------|----------|
| Knowledge of the Parent Involvement and Family Engagement NRS 391.019 and NAC 391.030 | 2.69 | 4.19 | 1.50 |
| Dual Capacity Framework and PTA Standards | 2.16 | 4.14 | 1.98 |
| Ideas to Support Family Engagement at Your School Site | 3.06 | 4.43 | 1.37 |
| Effective Communication Strategies for Working with Families | 3.36 | 4.48 | 1.12 |
| Implications of Diverse Family Structures Children in Transition, Military, Divorce, etc.) | 3.20 | 4.35 | 1.15 |
| Culturally Responsive Family Engagement Practices | 3.20 | 4.34 | 1.15 |

Teacher Clarity Project

Infographic

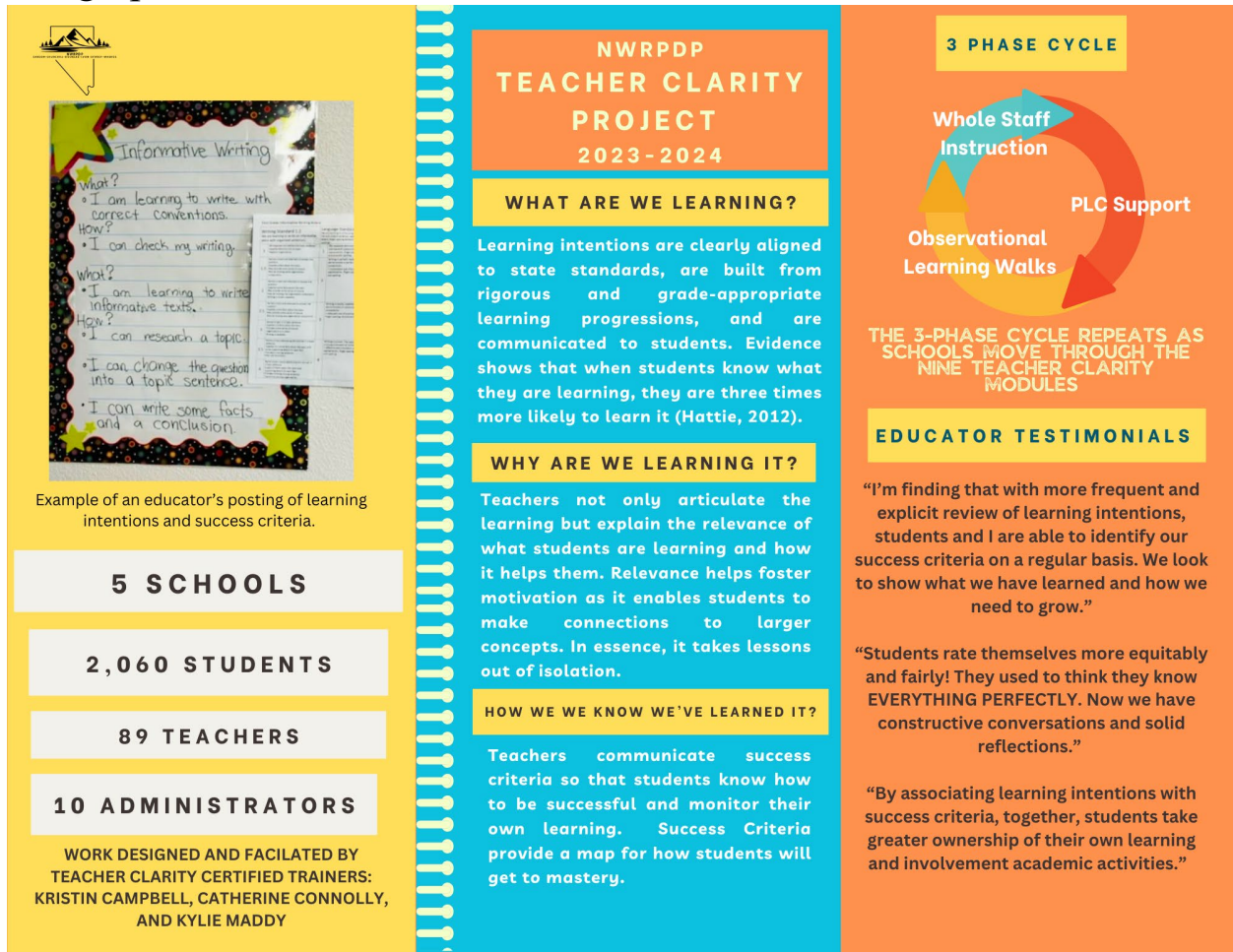


Figure 8: Teacher Clarity Project Infographic

Explanation

Teacher Clarity Implementation

Kristin Campbell
Catherine Connolly
Kylie Maddy

Background

Teacher Clarity elucidates fundamental instructional principles, empowering students to answer pivotal questions:

- "What am I learning?"
- "Why am I learning this?"
- "How will I know I've learned it?"

When students can articulate these responses, they are more likely to engage with and assume responsibility for their learning. Rooted in John Hattie's seminal Visible Learning research (2008), Teacher Clarity evaluates the efficacy of communication between educators and students, emphasizing pedagogical ideals that correlate with high academic achievement. These principles inform the work of Nancy Frey and Douglas Fisher in their *Teacher Clarity Playbook* (2019), which identifies four categories with significant impact ($d = 0.75$) on student achievement:

1. Organization of instruction
2. Explanation of content
3. Examples and guided practice
4. Assessment of student learning

These categories are elaborated into nine modules that define the essence of Teacher Clarity. The typical effect size for a year of academic growth in a classroom lacking Teacher Clarity is approximately $d = 0.40$. However, the implementation of Teacher Clarity strategies, coupled with effective communication to students, can elevate the effect size to $d = 0.84$, signifying substantial gains in student learning outcomes.

Plan

In the spring of 2023, three facilitators from the NWRPDP participated in the Teacher Clarity Playbook Certification in San Diego. This professional development program furnished them with the requisite knowledge and techniques to implement Teacher Clarity and provide professional learning support to schools within NWRPDP districts. Subsequently, NWRPDP hosted a one-day training session led by Nancy Frey, where eight schools, each represented by teams of six teachers and administrators, commenced their exploration of Teacher Clarity. These teams received a comprehensive overview of the nine modules and initiated the development of implementation plans for their respective schools.

NWRPDP's support framework consisted of an implementation cycle comprising:

1. Professional learning
2. Grade-level Professional Learning Communities (PLCs)
3. Schoolwide learning walks and reflective practices

The primary objective was to increase the number of students capable of answering the questions, "What am I learning?", "Why am I learning this?", and "How will I know I've learned this?" This initiative necessitated extensive learning, planning, and reflective practices from educators, who encountered challenges such as effectively communicating learning intentions and success criteria to students and involving students in the development and assessment of these criteria.

Results

At the conclusion of the academic year, teachers reported heightened confidence in articulating and formulating learning intentions and success criteria. One educator noted, "Students love saying and chanting the success criteria with me and have gotten used to reading the learning target before and after lessons." Even while celebrating these advancements, some teachers found the process to be time-consuming and expressed a need for increased efficiency: "I'd like to grow by being able to craft them more quickly and without so many revisions."

Educators also observed a paradigm shift from mere compliance to intentional planning and rigorous instruction. As one teacher articulated, "We went from begrudging compliance to really pulling apart the standards to plan our learning intentions, success criteria, assessments, and rubrics, then planning amazing assessments around it. Making weekly adjustments has become my favorite thing to do!" This approach ensured that instruction remained rigorous and grade-level appropriate, keeping them "accountable and consistent in the grade level." As teachers internalized the value of Teacher Clarity, they also noted significant student growth. One educator remarked, "Students and I are able to regularly identify our success criteria. We examine learning intentions, assignments, projects, and activities to demonstrate how we've learned or where we need to grow."

Next Steps

The implementation of Teacher Clarity is an ongoing, multi-year process. While there were numerous successes, there remains substantial work ahead. In the forthcoming year, the NWRPDP team will continue the implementation cycle, transitioning to a consulting role to facilitate schools' capacity-building in Teacher Clarity. Professional learning will persist as a foundational component, led by the NWRPDP team upon request. However, PLC work and schoolwide learning walks and reflective practices will gradually be managed by school-based teams.

Additionally, NWRPDP aims to expand the initiative by involving a vertical school set (including an elementary, middle, and high school) to explore how Teacher Clarity can benefit students throughout their K-12 experiences.

New Teacher Academy Churchill School District

Infographic



New Educator Academy ChurchillCSD

40 Participants

The participants included 6 elementary teachers, 8 secondary teachers, 2 Pre-k teachers, 2 classified on special assignment elementary specials teachers, 2 staff interning for counseling and social worker programs, and 20 long-term substitute teachers filling open positions, They met for 10 zoom meetings to obtain information and strategies, met with mentors monthly, and had observations completed.

“Since we live in an age of innovation, a practical education must prepare a man for work that does not yet exist and cannot yet be clearly defined.” – Peter F. Drucker

On a scale of 1 to 10 answer the question:

How would you rate your overall experience as a mentor or protege in the program this school year?

Mean: 6.50

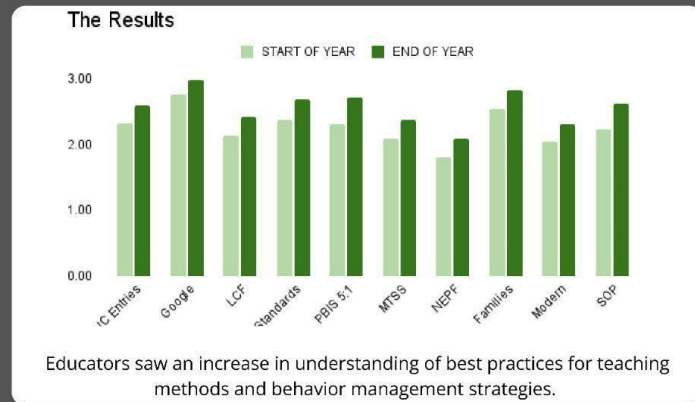
Participants said:

“I liked having the checklist. It helped to organize our meetings and reminded me of important topics to discuss.”

“Communication and expectations were very clear.”

Impact

Teachers of 300 elementary students and 3,000 secondary students had educators who participated in training to improve their management and teaching methods.



Moving Forward

Churchill County School District is adding 30 additional training time to the schedule for all long term substitute teachers in an open unfilled position, and all new licensed educators in years 1-3 of teaching. This will provide the opportunity for more depth and exploration on topics. Additionally, guest trainers will be invited to include additional topics.



Topics Addressed:

1. Infinite Campus entries for grading, parent communication and behavior.
2. Google classroom and Google suites software products.
3. Churchill County School District Learner Centered Framework
4. Standards based grading practices, proficiency scales, and competency based grading.
5. PBIS and MTSS protocol and team communication.
6. NEPF and SLG setting.
7. Establishing parent partnerships.
8. Modern learning practices, teaching methods, modern digital environments, and modern learning classroom set up.

Figure 9: New Teacher Academy Churchill School District Infographic

Explanation

“Teaching is more than imparting knowledge; it is inspiring change. Learning is more than absorbing facts; it is acquiring understanding.”

– William Arthur Ward, American writer

In response to nationwide staffing shortages that have led to an increased reliance on long-term substitutes in unfilled positions, Churchill County School District implemented a New Teacher Academy for the 2023-2024 school year. This program aimed to address the pressing need for more comprehensive training in classroom management and teaching strategies for both new and transitioning educators. The New Teacher Academy served 40 staff members, including new teachers, teachers new to the district, and 20 long-term substitutes in open unfilled positions. Throughout the academic year, participants engaged in targeted professional development focusing on essential areas such as:

- Infinite Campus
- Modern Learning Practices and the Churchill County School District Learner Centered Framework
- Research-based instructional strategies
- Positive intervention methods

The program's primary objectives were to increase teacher effectiveness to improve student outcomes, boost teacher efficacy, promote retention rates within the district, and convert the long-term substitute teachers to fully licensed staff members.

At the end of the 2023-2024 school year, the data revealed a small improvement in the metrics measured. While the specific gains were small, they represent a positive trend that supports the continued investment in new teacher support programs.

Recognizing the value of this program, Churchill County has committed to expanding the New Teacher Academy by allocating additional training hours for the 2024-25 New Teacher Cohort. This decision reflects a proactive approach to addressing ongoing challenges in teacher recruitment and retention while prioritizing the development of a skilled educator workforce.

As we move forward, continued evaluation of the content and delivery methods for the New Teacher Academy will be essential to maximize its impact and ensure that it meets the needs of Churchill County School District.

Unlocking A Teacher’s Potential Through the National Board Cohort Infographic

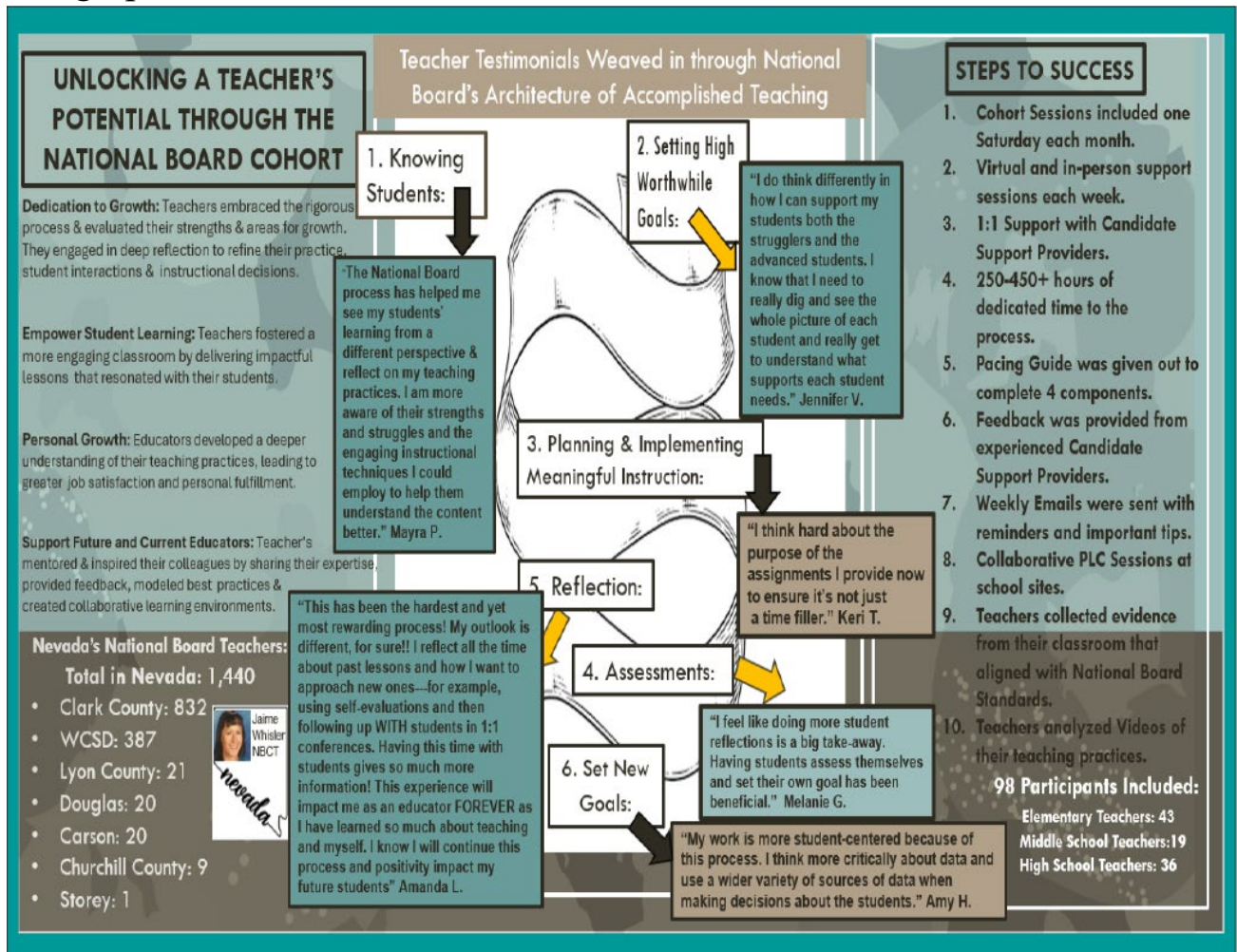


Figure 10: Unlocking A Teacher’s Potential Through the National Board Cohort Infographic

Explanation

Unlocking a Teacher’s Potential Through the Northern Nevada National Board Cohort:

Introduction

A recent global report from the United Nations Educational, Scientific and Cultural Organization (UNESCO) revealed that we have a global teacher shortage and will need 44 million teachers by 2030. According to this 2024 study, factors such as teacher motivation, morale, job retention, limited professional growth opportunities, workplace conditions, and teacher public perception need immediate action. To address these major challenges, we need to attract teachers who are empowered to transform education in a positive way. This case study involved 98 educators from kindergarten to 12th grade who participated in the National Board Cohort to transform their teaching practice and unlock their potential.

Timeline

The cohort involved sessions held one Saturday each month at Sparks High School, with additional virtual, in-person support sessions available each week, and personalized 1:1 support with CSPS. Candidates worked on 1-4 components and have up to three years to complete all four, benefiting from comprehensive guidance and resources throughout their journey.

Commonalities In the Qualitative Results

Positive Aspects of the National Board Cohort Experience:

- **Support and Feedback:** Many participants highlighted the invaluable support and feedback they received from CSP’s and peers. This support included timely, constructive feedback on their work, which helped them refine their submissions and stay motivated through the process.
- **Structured Meetings and Classes:** Participants commented that regular, structured meetings and classes were beneficial. They appreciated the monthly Saturday sessions that provided focused time to work on their components, discuss challenges and receive guidance.
- **Collaborative Environment-** Participants commented that the collaborative nature of the cohort was a significant positive factor. Teachers valued the opportunity to discuss their work with peers, share ideas, and gain insights from others’ experiences.
- **Motivation and Encouragement:** The consistent motivation and encouragement from cohort leaders were crucial. Many participants mentioned the importance of cohort leaders’ belief in their ability to succeed, which helped them push through challenging moments.

Impact of the National Board Process on Teaching Practices and Mindsets

- **Increased Reflectiveness:** Many educators noted that the National Board process has made them more reflective about their teaching practices. This increased reflectiveness has led to a deeper understanding of why they use certain methods and how they can improve their instructional strategies.
- **Fous on Student Assessment and Self-Assessment:** A significant number of teachers mentioned a shift toward more frequent and meaningful use of student self-assessment and reflections. This has helped them better understand student needs and tailor their instruction accordingly.

- **Data-Driven Instruction:** There has been a notable shift towards using data more effectively to inform teaching practices. Teachers are now more diligent in collecting and analyzing student performance data to guide their instructional decisions.
- **Improved Communication and Relationships:** Educators reported that they have become more conscious of the importance of building strong connections with students and their families. This includes better communication about student progress and more involvement in the educational process.
- **Validation and Confidence Boost:** For many teachers, the national board process has served as a validation of their skills and practices. This boosted their confidence and reaffirmed their commitment to high standards in teaching.
- **Professional Growth and Development:** Many commented that the experience has been transformative, leading to significant professional growth. Teachers feel that they have become better educators because of the rigorous reflection and feedback process.

Next Steps

Educators plan to continue to integrate reflective practices into their daily routines and apply strategies such as differentiation and data-driven instruction to enhance student outcomes. They emphasized the importance of sustained collaboration, mentoring others, and celebrating their accomplishments, while also enhancing engagement with students and families. Additionally, teachers feel empowered by the process and are committed to ongoing professional development to further refine their skills and stay current with best practices. Approximately 27% of educators will be returning to the cohort to focus on 1-2 more components, while the remaining 72% will be eagerly awaiting their scores that are released in December. National Boards becomes an integral part of a teacher’s career, so they will also renew their National Board certification every five years as part of their maintenance of certification (MOC) process.

Reciprocal Teaching

Infographic

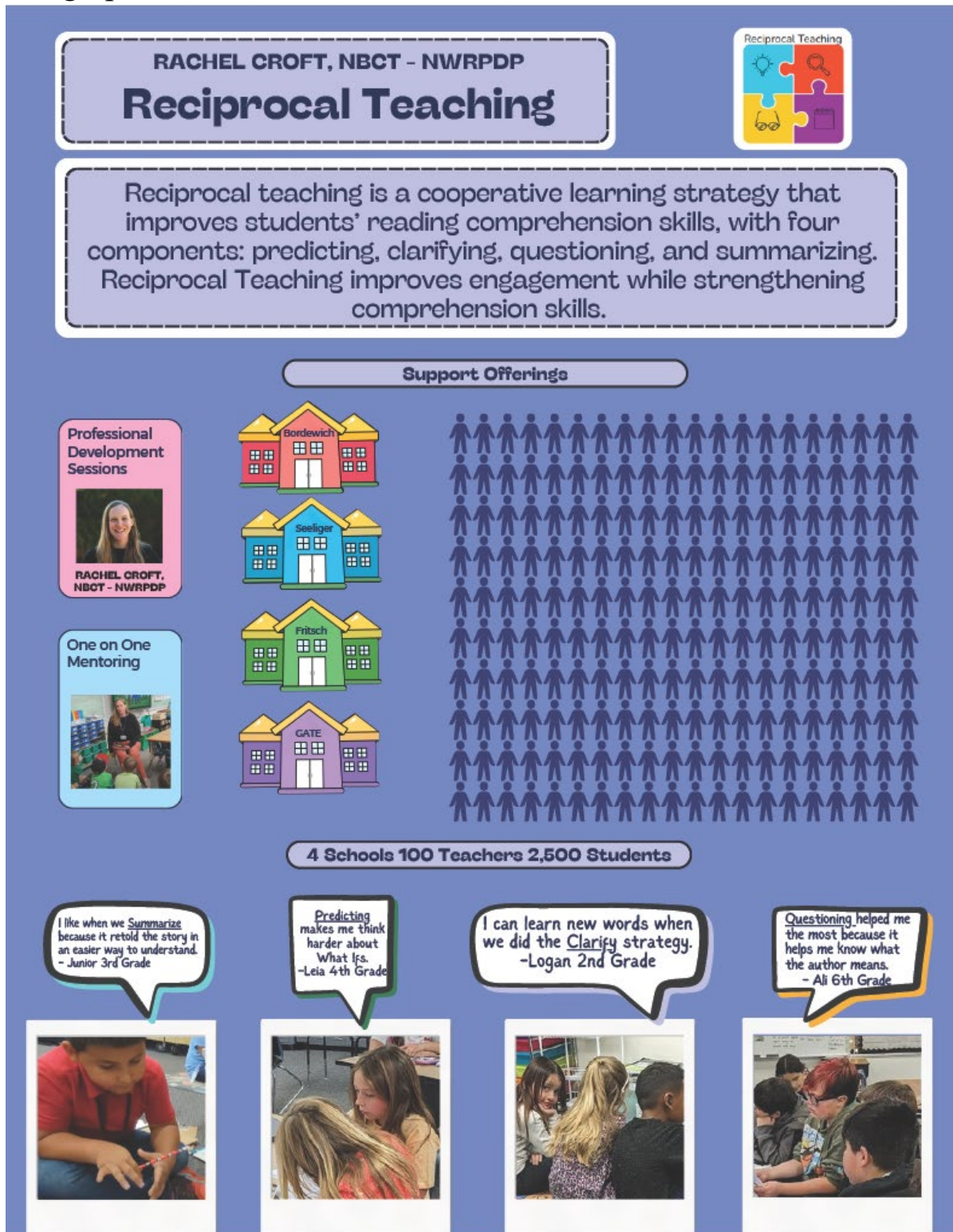


Figure 11: Reciprocal Teaching Front Infographic

Back of infographic

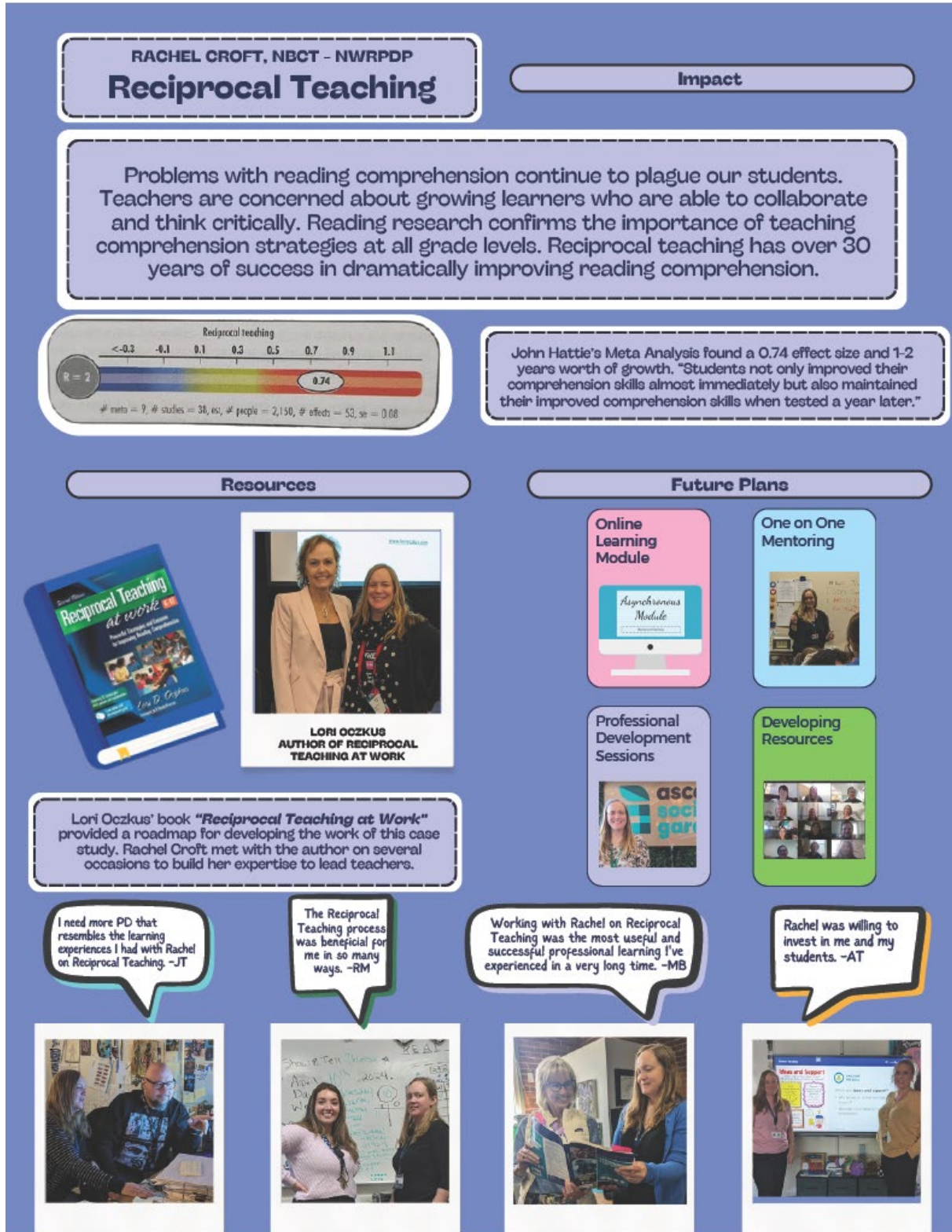


Figure 12: Reciprocal Teaching Back Infographic

Multicultural Education

Infographic



Figure 13: Multicultural Education Front Infographic

Back of infographic



Figure 14: Multicultural Education Back Infographic

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Lyon County School District Board Memo

Date: November 19, 2024
To: Board of School Trustees
From: Tim Logan, Superintendent
Re: MOU LCSD and Domestic Violence Intervention (AB245)

Recommendation:

That the LCSD Board of Trustees approve the Memorandum of Understanding (MOU) with Domestic Violence Intervention.

Rationale:

According to Assembly Bill Number 245 (AB245), Sec. 1.2: The board of trustees of each school district shall enter into a memorandum of understanding with a community-based organization that assists victims of power-based violence. LCSD has partnered with our local community partner, Domestic Violence Intervention (DVI). In partnership with DVI, we will be able to offer training to our school social workers, counselors, and other staff so that we can provide support to our students and families that have been involved in domestic violence. In addition to trainings, we will be provided with literature for those that are affected by domestic violence. All of this is free of charge and is a partnership to help fulfill the law and better the resources available to all our staff, students, and families. See AB245 for more details regarding the law and requirement for this partnership.

Budget Considerations:

N/A

Discussed at Previous Meeting:

N/A

Attachment(s):

MOU LCSD and DVI 11-19-24
Assembly Bill 245

MEMORANDUM OF UNDERSTANDING (MOU)

This Memorandum of Understanding (MOU) is entered into on 11/19/24, by and between Lyon County School District, hereinafter referred to as "LCSD," and Domestic Violence Intervention, Inc., hereinafter referred to as "DVI."

BACKGROUND

AB245 aims to create safer campuses by reducing instances of power-based violence and increasing resources for students and families experiencing such violence. This MOU is established to build a partnership between LCSD and DVI to provide comprehensive support to victim-survivors of power-based violence.

ROLES & RESPONSIBILITIES

LCSD

- Agrees to enter into an MOU with DVI, outlining the terms of their partnership. The MOU may include but is not limited to training, development of policies, programs, and procedures. These will include advocacy and counseling services for both students and school personnel, along with education/prevention programming.
- Commits to referring students and school personnel who self-disclose as victim-survivors to DVI for support services.
- Will enact and engage in training and education for personnel in the appropriate prevention programming developed from LCSD and DVI working in collaboration.
- Agrees to actively produce, post, and distribute information constructed from DVI's victim-survivor resources. This will include the DVI hotline/crisis line number- (775)427-1500, to connect individuals with community-based victim advocates. It will be LCSD's purview to re-stock all pamphlets and information posted as required from AB245.
- Recognizes the importance of providing information about alternative reporting options such as Safe Voice, law enforcement, and DCFS. LCSD employees are mandatory reporters and as required by law, will use law enforcement and DCFS as outlined by law.

DVI

- Agrees to provide confidential victim advocacy services to victim-survivors of power-based violence from LCSD, and all clients served from their agency. DVI will uphold the highest standards of confidentiality in their interactions with their clients, law enforcement, and any and all other individuals. DVI will not release any personally identifying information without written consent given by the client. FERPA requirements are expected when working with LCSD student information.
- Will provide training, education, and outreach to students and personnel of LCSD with no fee charged to LCSD for any of these services.
- Commits to providing advocacy to services to any victim-survivor including, but not limited to: 24-hour hotline, crisis intervention, emergency on-scene crisis response services, TPO assistance, court accompaniment, peer counseling, transportation, legal advocacy, support groups, and referrals.

COMMITMENT TO WORK TOGETHER

- DVI will collaborate with LCSD to provide training sessions for school personnel to help them recognize and respond to power-based violence. DVI will provide education and outreach to students and school personnel to increase awareness, with no fee for any services DVI provides.
- DVI and LCSD will actively engage in collaborative efforts to enhance prevention and intervention measures for the betterment of our schools and communities.

Term

This Cooperative Agreement may be terminated by either Party upon giving written notice of such intent to the other Party, to the Superintendent of the District or to the Executive Director of DVI, at least thirty (30) days prior to such termination.

This AGREEMENT shall be in force and effect until terminated by either party per the conditions outlined herein.

CONTACT INFORMATION

Lyon County School District-

Superintendent’s Office: (775)463-6800

Domestic Violence Intervention, Inc. (DVI)-

Office Line: (775)423-1313

Crisis Line: (775)427-1500

We, the undersigned, have read and agree with the terms in the Memorandum of Understanding. Further, we have reviewed the proposed project, and approve it.

BY _____

Carin Gomes

Executive Director, DVI

Date:

BY _____

Tim Logan

Superintendent, LCSD

Date:

Assembly Bill No. 245—Assemblymen Torres, Marzola, González, Kasama; Bilbray-Axelrod, Brown-May, D’Silva, Duran, Hafen, McArthur, C.H. Miller, Mosca, Newby, Nguyen, Peters, Summers-Armstrong, Taylor, Thomas and Watts

Joint Sponsor: Senator Krasner

CHAPTER.....

AN ACT relating to education; requiring the board of trustees of each school district and the governing body of each charter school or university school for profoundly gifted pupils to enter into a memorandum of understanding with an organization that assists victims of power-based violence and requiring certain pupils be referred to such an organization; creating the Committee on Responses to Power-Based Violence in Schools; requiring school districts and public schools to make available information regarding the statewide information and referral system maintained by the Department of Health and Human Services; replacing the term “sexual misconduct” with “power-based violence”; renaming the Task Force on Sexual Misconduct at Institutions of Higher Education as the Task Force on Power-based Violence at Institutions of Higher Education; revising provisions governing certain programming related to power-based violence which institutions in the Nevada System of Higher Education may be required to provide to students and employees; revising provisions relating to the Task Force; and providing other matters properly relating thereto.

Legislative Counsel’s Digest:

Existing law authorizes the Board of Regents of the University of Nevada to require an institution within the Nevada System of Higher Education to enter into a memorandum of understanding with an organization that assists persons involved in sexual misconduct. (NRS 396.147) **Sections 1.2, 3.3 and 3.6** of this bill similarly requires the board of trustees of each school district and the governing body of each charter school or university school for profoundly gifted pupils to enter into a memorandum of understanding with an organization that assists victims of power-based violence and sets forth the provisions that may be included in such a memorandum of understanding. **Sections 1.2, 3.3 and 3.6** also require a teacher or administrator who is informed by a pupil that the pupil has been a victim of power-based violence to refer the pupil to the organization that assists victims of power-based violence. **Section 1.4** of this bill establishes the Committee on Responses to Power-Based Violence in Schools and requires the Committee to review, study and make recommendations regarding power-based violence in schools.

Existing law requires the Department of Health and Human Services to establish and maintain a statewide information and referral system to provide nonemergency information and referrals to the general public concerning the health, welfare, human and social services provided by public or private entities in



this State. (NRS 232.359) **Section 1.6** of this bill requires the board of trustees of each school district to provide information about this system on its Internet website and requires each public school, to the extent money is available, to post information regarding the system in each restroom of the public school that is available for use by a pupil. **Section 2** of this bill makes a conforming change to indicate the proper placement of **sections 1.2, 1.4 and 1.6** in the Nevada Revised Statutes.

Existing law establishes provisions relating to the handling of sexual misconduct at institutions within the System. (NRS 396.125-396.1595) Existing law creates the Task Force on Sexual Misconduct at Institutions of Higher Education and prescribes the duties of the Task Force. **Section 5.9** of this bill renames the Task Force on Sexual Misconduct at Institutions of Higher Education to the Task Force on Power-based Violence at Institutions of Higher Education. **Section 4.3** of this bill defines “power-based violence” and **sections 3.8 and 5.2-8.6** of this bill replace the term “sexual misconduct” with “power-based violence.” **Section 6** of this bill: (1) revises the duties of the Task Force; and (2) requires the Task Force to submit a report summarizing certain information to the Joint Interim Standing Committee on Education every odd-numbered year. **Section 5** of this bill makes a conforming change to indicate the proper placement of **section 4.3** in the Nevada Revised Statutes. **Section 7** of this bill makes a conforming change to reflect the change in the name of the Task Force.

Existing law authorizes the Board of Regents to require an institution to provide programming on awareness and prevention of sexual misconduct to all students and employees and establishes requirements for the programming if required by the Board of Regents. (NRS 396.153) **Section 8** of this bill instead authorizes the Board of Regents to require an institution to provide programming on awareness and prevention of power-based violence and provides that, if an institution provides such programming, the institution must require each student to attend the programming at least once in his or her first two regular academic semesters after enrollment and an employee to attend such programming at least once every 3 years. **Section 8** authorizes an institution, if it provides the programming on awareness and prevention of power-based violence to: (1) provide the programming for students in person, by virtual or electronic means or in the courses or materials provided to a student who has recently enrolled in the institution; and (2) require instructors and professors to include in the syllabus for a course resources on how to obtain certain information relating to power-based violence.

EXPLANATION – Matter in *bolded italics* is new; matter between brackets ~~omitted material~~ is material to be omitted.

THE PEOPLE OF THE STATE OF NEVADA, REPRESENTED IN
SENATE AND ASSEMBLY, DO ENACT AS FOLLOWS:

Section 1. Chapter 388 of NRS is hereby amended by adding thereto the provisions set forth as sections 1.2, 1.4 and 1.6 of this act.

Sec. 1.2. 1. *The board of trustees of each school district shall enter into a memorandum of understanding with a community-based organization that assists victims of power-based*



violence. The memorandum of understanding may, without limitation:

(a) Allow for cooperation and training between the school district and the community-based organization that assists victims of power-based violence to establish an understanding of the:

(1) Responsibilities that the school district and the community-based organization that assists victims of power-based violence have in responding to a report or disclosure of an alleged incident of power-based violence; and

(2) Procedures of the school district for providing support and services to pupils and employees.

(b) Require a community-based organization that assists victims of power-based violence to:

(1) Assist with developing policies, programming or training for the school district regarding power-based violence;

(2) Provide an alternative for a pupil or employee of the school district to receive free counseling, advocacy or crisis services related to an alleged incident of power-based violence, including, without limitation, access to a health care provider who specializes in forensic medical examinations;

(3) Assist with the development and implementation of education and prevention programs for pupils enrolled at a public school in the school district; and

(4) Assist with the development and implementation of training and prevention curriculum for employees of the school district.

(c) Include a fee structure for any services provided by the community-based organization that assists victims of power-based violence.

2. If a teacher or administrator is informed by a pupil that the pupil has been a victim of power-based violence, the teacher or administrator shall refer the pupil to the community-based organization that assists victims of power-based violence.

3. As used in this section:

(a) "Forensic medical examination" has the meaning ascribed to it in NRS 217.300.

(b) "Power-based violence" has the meaning ascribed to it in section 4.3 of this act.

Sec. 1.4. 1. The Committee on Responses to Power-Based Violence in Schools is hereby created within the Department.

2. The Committee consists of the following members, appointed by the chair of the committee on statewide school safety created pursuant to NRS 388.1324:



(a) *Two members who are representatives of a nonprofit organization that assists victims of power-based violence;*

(b) *One member who is the parent of a pupil who identifies as a victim of power-based violence;*

(c) *One member who is a pupil who identifies as a victim of power-based violence;*

(d) *Two members who are Title IX coordinators for public schools in this State;*

(e) *One member who is an employee of the Office for a Safe and Respectful Learning Environment;*

(f) *One member who is a school resource officer assigned to a school in this State;*

(g) *One member who is employed as a school psychologist at a school in this State;*

(h) *One member who is a licensed teacher in this State;*

(i) *One member who is employed as a school social worker at a school in this State;*

(j) *One member who is an administrator of a school in this State; and*

(k) *One member who is the superintendent of a school district in this State.*

3. *Any vacancy occurring in the membership of the Committee must be filled in the same manner as the original appointment not later than 30 days after the vacancy occurs.*

4. *The Committee shall elect a Chair and Vice Chair from among its members at the first meeting of the Committee and at the first meeting of the calendar year each year thereafter. The Chair and Vice Chair serve a term of 1 year.*

5. *Each member of the Committee serves a term of 2 years and may be reappointed.*

6. *A majority of the members of the Committee constitutes a quorum for the transaction of business, and a majority of a quorum present at any meeting is sufficient for any official action taken by the Commission.*

7. *The Committee shall review, study and make recommendations regarding power-based violence in schools. In performing its duties, the Committee shall:*

(a) *Consider the experiences of pupils relating to power-based violence and pupil safety;*

(b) *Examine current procedures and protocols for responding to power-based violence that are used in public schools in this State;*



(c) *Identify emerging trends and best practices for responding to and preventing power-based violence;*

(d) *Identify possible gaps in the services that are available for victims of power-based violence; and*

(e) *Make recommendations for procedures that will focus on preventing and intervening in disclosures of power-based violence.*

8. *The Committee shall, not later than August 1 of each odd-numbered year, submit to the Joint Interim Standing Committee on Education any recommendations for legislation relating to power-based violence in schools.*

9. *The members of the Committee serve without compensation but are entitled to receive the per diem allowance and travel expenses provided for state officers and employees generally.*

10. *A member of the Committee who is an officer or employee of this State or a political subdivision of this State must be relieved from his or her duties without loss of regular compensation to prepare for and attend meetings of the Committee and perform any work necessary to carry out the duties of the Committee in the most timely manner practicable. A state agency or political subdivision of this State shall not require an officer or employee who is a member of the Committee to:*

(a) *Make up the time he or she is absent from work to carry out his or her duties as a member of the Committee; or*

(b) *Take annual leave or compensatory time for the absence.*

11. *As used in this section, "power-based violence" has the meaning ascribed to it in section 4.3 of this act.*

Sec. 1.6. 1. *The board of trustees of each school district shall post on its Internet website and include in any written informational materials related to pupil safety prepared by the school district information regarding the statewide information and referral system concerning health, welfare, human and social services created pursuant to NRS 232.359, including the number which may be used to access the system.*

2. *Each public school shall, to the extent money is available, post information regarding the statewide information and referral system concerning health, welfare, human and social services created pursuant to NRS 232.359, including the number which may be used to access the system, in each restroom of the public school which is available for use by pupils.*

Sec. 2. NRS 388.121 is hereby amended to read as follows:

388.121 As used in NRS 388.121 to 388.1395, inclusive, *and sections 1.2, 1.4 and 1.6 of this act*, unless the context otherwise



requires, the words and terms defined in NRS 388.1215 to 388.127, inclusive, have the meanings ascribed to them in those sections.

Sec. 3. (Deleted by amendment.)

Sec. 3.3. Chapter 388A of NRS is hereby amended by adding thereto a new section to read as follows:

1. The governing body of each charter school shall enter into a memorandum of understanding with a community-based organization that assists victims of power-based violence. The memorandum of understanding may, without limitation:

(a) Allow for cooperation and training between the charter school and the community-based organization that assists victims of power-based violence to establish an understanding of the:

(1) Responsibilities that the charter school and the community-based organization that assists victims of power-based violence have in responding to a report or disclosure of an alleged incident of power-based violence; and

(2) Procedures of the charter school for providing support and services to pupils and employees.

(b) Require a community-based organization that assists victims of power-based violence to:

(1) Assist with developing policies, programming or training for the charter school regarding power-based violence;

(2) Provide an alternative for a pupil or employee of the charter school to receive free counseling, advocacy or crisis services related to an alleged incident of power-based violence, including, without limitation, access to a health care provider who specializes in forensic medical examinations;

(3) Assist with the development and implementation of education and prevention programs for pupils enrolled at the charter school; and

(4) Assist with the development and implementation of training and prevention curriculum for employees of the charter school.

(c) Include a fee structure for any services provided by the community-based organization that assists victims of power-based violence.

2. If a teacher or administrator of the charter school is informed by a pupil that the pupil has been a victim of power-based violence, the teacher or administrator shall refer the pupil to the community-based organization that assists victims of power-based violence.

3. As used in this section:



(a) *“Forensic medical examination” has the meaning ascribed to it in NRS 217.300.*

(b) *“Power-based violence” has the meaning ascribed to it in section 4.3 of this act.*

Sec. 3.6. Chapter 388C of NRS is hereby amended by adding thereto a new section to read as follows:

1. The governing body of each university school for profoundly gifted pupils shall enter into a memorandum of understanding with a community-based organization that assists victims of power-based violence. The memorandum of understanding may, without limitation:

(a) Allow for cooperation and training between the university school for profoundly gifted pupils and the community-based organization that assists victims of power-based violence to establish an understanding of the:

(1) Responsibilities that the university school for profoundly gifted pupils and the community-based organization that assists victims of power-based violence have in responding to a report or disclosure of an alleged incident of power-based violence; and

(2) Procedures of the university school for profoundly gifted pupils for providing support and services to pupils and employees.

(b) Require a community-based organization that assists victims of power-based violence to:

(1) Assist with developing policies, programming or training for the university school for profoundly gifted pupils regarding power-based violence;

(2) Provide an alternative for a pupil or employee of the university school for profoundly gifted pupils to receive free counseling, advocacy or crisis services related to an alleged incident of power-based violence, including, without limitation, access to a health care provider who specializes in forensic medical examinations;

(3) Assist with the development and implementation of education and prevention programs for pupils enrolled at the university school for profoundly gifted pupils; and

(4) Assist with the development and implementation of training and prevention curriculum for employees of the university school for profoundly gifted pupils.

(c) Include a fee structure for any services provided by the community-based organization that assists victims of power-based violence.



2. If a teacher or administrator of the university school for profoundly gifted pupils is informed by a pupil that the pupil has been a victim of power-based violence, the teacher or administrator shall refer the pupil to the community-based organization that assists victims of power-based violence.

3. As used in this section:

(a) "Forensic medical examination" has the meaning ascribed to it in NRS 217.300.

(b) "Power-based violence" has the meaning ascribed to it in section 4.3 of this act.

Sec. 3.8. NRS 394.16095 is hereby amended to read as follows:

394.16095 1. The governing body of a private school shall not enter into an agreement that:

(a) Has the effect of suppressing information relating to an investigation concerning a report of suspected abuse or ~~sexual misconduct~~ *power-based violence* by a current or former employee.

(b) Affects the ability of the private school to report suspected abuse or ~~sexual misconduct~~ *power-based violence* to the appropriate authorities.

(c) Requires the private school to expunge information about allegations or findings of suspected abuse or ~~sexual misconduct~~ *power-based violence* from any documents maintained by the private school unless, after investigating the alleged violation, the private school determines that the allegations were false, unfounded, unsubstantiated or inconclusive.

2. If an agreement requires the removal of a document from the personnel file of an employee, the private school must maintain the document with the agreement.

3. Any provisions in an agreement that violate the provisions of this section are void.

4. As used in this section, "power-based violence" has the meaning ascribed to it in section 4.3 of this act.

Sec. 4. Chapter 396 of NRS is hereby amended by adding thereto the provisions set forth as sections 4.3 and 4.6 of this act.

Sec. 4.3. *"Power-based violence" means any form of interpersonal violence intended to control, intimidate or harm another person through the assertion of power over the person. The term includes, without limitation:*

- 1. Dating violence;*
- 2. Domestic violence;*
- 3. Family violence;*
- 4. Gender-based violence;*



5. *Violence based on sexual orientation or gender identity or expression;*

6. *Sexual assault;*

7. *Sexual harassment;*

8. *Sexual exploitation;*

9. *Stalking; or*

10. *The observation of another person who is naked or engaging in sexual activity without his or her consent, including, without limitation, voyeurism.*

Sec. 4.6. (Deleted by amendment.)

Sec. 5. NRS 396.125 is hereby amended to read as follows:

396.125 As used in NRS 396.125 to 396.1595, inclusive, *and section 4.3 of this act*, unless the context otherwise requires, the words and terms defined in NRS 396.126 to 396.138, inclusive, *and section 4.3 of this act* have the meanings ascribed to them in those sections.

Sec. 5.2. NRS 396.126 is hereby amended to read as follows:

396.126 “Complainant” means a student or employee of an institution within the System who is alleged to be the victim of conduct that could constitute ~~sexual misconduct~~ *power-based violence*.

Sec. 5.4. NRS 396.129 is hereby amended to read as follows:

396.129 “Reporting party” means a person who reports an alleged incident of ~~sexual misconduct~~ *power-based violence* to the institution.

Sec. 5.6. NRS 396.131 is hereby amended to read as follows:

396.131 “Respondent” means a person who has been reported to be the perpetrator of conduct that could constitute ~~sexual misconduct~~ *power-based violence*.

Sec. 5.8. NRS 396.138 is hereby amended to read as follows:

396.138 “Trauma-informed response” means a response involving an understanding of the complexities of ~~sexual misconduct~~ *power-based violence*, including, without limitation:

1. Perpetrator methodology;
2. Conducting an effective investigation;
3. The neurobiological causes and impacts of trauma; and
4. The influence of social myths and stereotypes surrounding the causes and impacts of trauma.

Sec. 5.9. NRS 396.141 is hereby amended to read as follows:

396.141 1. There is hereby created the Task Force on ~~Sexual Misconduct~~ *Power-based Violence* at Institutions of Higher Education consisting of ~~12~~ *16* members as follows:

- (a) The Chancellor of the System, or his or her designee;



(b) The Chief General Counsel of the System, or his or her designee; and

(c) ~~Five~~ **Fourteen** members appointed by the Board of Regents as follows:

- (1) One representative of a state college;
- (2) One representative of a community college;
- (3) One representative of a university;
- (4) One Title IX coordinator from an institution within the System;

(5) One student, appointed in consultation with ~~the student government association,~~ **the Nevada Student Alliance or its successor organization**, who represents a group or organization that focuses on multiculturalism, diversity or advocacy at a state college or community college;

(6) One student, appointed in consultation with ~~the student government association,~~ **the Nevada Student Alliance or its successor organization**, who represents a group or organization that focuses on multiculturalism, diversity or advocacy at a university;

(7) One researcher with experience in the development of climate surveys on ~~sexual misconduct,~~ **power-based violence**.

(8) One researcher of statistics, data analytics or econometrics with experience in survey analysis in higher education;

(9) One medical professional from the University of Nevada, Las Vegas, School of Medicine or the University of Nevada, Reno, School of Medicine; ~~and~~

(10) ~~One person~~ **Two members** who ~~serves~~ **serve** as a victim's advocate, as defined in NRS 49.2545, at an institution within the System ~~;~~;

(11) One student who identifies as a victim of power-based violence;

(12) One person who represents an organization governing fraternities and sororities at an institution within the System; and

(13) One person who is employed by an institution within the System in the area of student affairs.

2. After the initial terms, each appointed member of the Task Force serves a term of 2 years and may be reappointed to one additional 2-year term following his or her initial term. A vacancy must be filled in the same manner as the original appointment.

3. The Task Force shall, at its first meeting and each odd-numbered year thereafter, elect a Chair from among its members.



4. The Task Force shall meet at least once ~~annually~~ *each quarter* and may meet at other times upon the call of the Chair or a majority of the members of the Task Force.

5. A majority of the members of the Task Force constitutes a quorum, and a quorum may exercise all the power and authority conferred on the Task Force.

6. Members of the Task Force serve without compensation, except that for each day or portion of a day during which a member of the Task Force attends a meeting of the Task Force or is otherwise engaged in the business of the Task Force, and within the limits of available money, the member is entitled to receive the per diem allowance and travel expenses provided for state officers and employees generally.

7. Each member of the Task Force who is an officer or employee of the State or a local government must be relieved from his or her duties without loss of his or her regular compensation so that the member may prepare for and attend meetings of the Task Force and perform any work necessary to carry out the duties of the Task Force in the most timely manner practicable. A state agency or local government shall not require an officer or employee who is a member of the Task Force to make up the time the member is absent from work to carry out his or her duties as a member, and shall not require the member to take annual vacation or compensatory time for the absence.

Sec. 6. NRS 396.1415 is hereby amended to read as follows:

396.1415 1. The Task Force on ~~Sexual Misconduct~~ *Power-based Violence* at Institutions of Higher Education created by NRS 396.141 shall:

(a) Review the results of any climate survey on ~~sexual misconduct~~ *power-based violence* administered at an institution within the System; ~~and~~

(b) *Examine current procedures and protocols for preventing, intervening in or responding to instances of power-based violence that are used at institutions within the System;*

(c) *Identify possible gaps in the services that are available for victims of power-based violence at institutions within the System;*

(d) *Examine the correlation between social groups, campus life and the incidence of power-based violence on the campus of each institution within the System;*

(e) Each year, hold a meeting open to the public to provide recommendations to the Board of Regents on how to address ~~sexual misconduct~~ *power-based violence* at institutions within the System ~~;~~; *and*



(f) Not later than August 1 of each odd-numbered year, submit to the Joint Interim Standing Committee on Education a written report summarizing the findings of the Task Force, the data collected from responses to any climate survey and any recommendations regarding the prevention of, intervention in or response to incidences of power-based violence occurring at institutions within the System.

2. A meeting held pursuant to subsection 1 is not subject to the provisions of chapter 241 of NRS.

Sec. 7. NRS 396.142 is hereby amended to read as follows:

396.142 1. To the extent that money is available, the Board of Regents may appoint researchers employed at one or more institutions within the System to develop a climate survey on ~~{sexual misconduct}~~ *power-based violence* designed to be administered at institutions within the System. The climate survey on ~~{sexual misconduct}~~ *power-based violence* must:

(a) Gather institution-specific data regarding the prevalence of gender-based harassment and discrimination;

(b) Be fair and unbiased;

(c) Be scientifically valid and reliable; and

(d) Meet the highest standards of survey research.

2. If appointed to develop a climate survey on ~~{sexual misconduct,}~~ *power-based violence*, the researchers shall:

(a) Use best practices from peer-reviewed research;

(b) Consult with persons with expertise in the development and use of climate surveys on ~~{sexual misconduct}~~ *power-based violence* at institutions of higher education;

(c) Consult with a student government association;

(d) Review climate surveys on ~~{sexual misconduct}~~ *power-based violence* which have been developed and implemented by institutions of higher education, including, without limitation, institutions in other states;

(e) Provide opportunity for written comment from organizations that assist victims of ~~{sexual misconduct}~~ *power-based violence* to ensure the adequacy and appropriateness of any proposed content of the climate survey on ~~{sexual misconduct,}~~ *power-based violence*;

(f) Consult with institutions within the System on strategies for optimizing the effectiveness of the climate survey on ~~{sexual misconduct,}~~ *power-based violence*; and

(g) Account for the diverse needs and differences of the institutions within the System.

3. If a climate survey on ~~{sexual misconduct}~~ *power-based violence* is developed, the climate survey must request information



on topics related to ~~{sexual misconduct;}~~ *power-based violence*. The topics may include, without limitation:

(a) The estimated number of alleged incidents of ~~{sexual misconduct;}~~ *power-based violence*, both reported and not reported, at an institution within the System, if a student taking the survey has knowledge of such information;

(b) When and where an alleged incident of ~~{sexual misconduct;}~~ *power-based violence* occurred;

(c) Whether an alleged incident of ~~{sexual misconduct;}~~ *power-based violence* was perpetrated by a student, faculty member, staff member of an institution within the System, third party vendor or another person;

(d) Awareness of a student of the policies and procedures related to ~~{sexual misconduct;}~~ *power-based violence* at an institution;

(e) Whether a student reported an alleged incident of ~~{sexual misconduct;}~~ *power-based violence* and:

(1) If the incident was reported, to which campus resource or law enforcement agency a report was made; and

(2) If the incident was not reported, the reason the student chose not to report the incident;

(f) Whether a student who reported an alleged incident of ~~{sexual misconduct;}~~ *power-based violence* was:

(1) Offered supportive measures by an institution;

(2) Informed of, aware of or referred to campus, local or state resources for support for victims, including, without limitation, appropriate medical care and legal services; and

(3) Informed of the prohibition against retaliation for reporting an alleged incident of ~~{sexual misconduct;}~~ *power-based violence*;

(g) Contextual factors in an alleged incident of ~~{sexual misconduct;}~~ *power-based violence*, such as the involvement of force, incapacitation or coercion;

(h) Demographic information that could be used to identify at-risk groups, including, without limitation, the gender, race, ethnicity, national origin, economic status, disability, gender identity or expression, immigration status and sexual orientation of the student taking the climate survey on ~~{sexual misconduct;}~~ *power-based violence*;

(i) Perceptions a student has of campus safety;

(j) Whether a student has confidence in the ability of the institution to protect against and respond to alleged incidents of ~~{sexual misconduct;}~~ *power-based violence*;



(k) Whether a student chose to withdraw or take a leave of absence from the institution or transfer to another institution because the student is the complainant or respondent in an alleged incident of ~~sexual misconduct;~~ *power-based violence*;

(l) Whether a student withdrew from any classes or was placed on academic probation, disciplinary probation or otherwise disciplined as a result of an alleged incident of ~~sexual misconduct;~~ *power-based violence*;

(m) Whether a student experienced any financial impact as a result of an alleged incident of ~~sexual misconduct;~~ *power-based violence*;

(n) Whether a student experienced any negative health impacts as a result of an alleged incident of ~~sexual misconduct;~~ *power-based violence*, including, without limitation, post-traumatic stress disorder, anxiety, depression, chronic pain or an eating disorder;

(o) The perception of the participants in the survey of the attitudes of the community toward ~~sexual misconduct;~~ *power-based violence*, including, without limitation, the willingness of a person to intervene in an ongoing incident of ~~sexual misconduct;~~ *power-based violence* as a bystander; and

(p) Any other questions as determined necessary by the researchers.

4. The climate survey on ~~sexual misconduct;~~ *power-based violence* must provide an option for students to decline to answer a question.

5. The climate survey on ~~sexual misconduct;~~ *power-based violence* must be provided to the Task Force on ~~Sexual Misconduct;~~ *Power-based Violence* at Institutions of Higher Education created pursuant to NRS 396.141 for comment.

Sec. 7.1. NRS 396.1425 is hereby amended to read as follows:

396.1425 1. To the extent that money is available, the Board of Regents may require each institution within the System to conduct a climate survey on ~~sexual misconduct;~~ *power-based violence* at the institution biennially.

2. A climate survey on ~~sexual misconduct;~~ *power-based violence* conducted pursuant to subsection 1 must include the questions developed by researchers employed at an institution within the System pursuant to NRS 396.142. If an institution within the System includes additional questions on a climate survey on ~~sexual misconduct;~~ *power-based violence* pursuant to subsection 1, the questions must not be unnecessarily traumatizing for a victim of an alleged incident of ~~sexual misconduct;~~ *power-based violence*.



3. If an institution within the System conducts a climate survey on ~~[sexual misconduct]~~ *power-based violence* pursuant to subsection 1, the institution shall:

(a) Provide the survey to each student at the institution, including, without limitation, students studying abroad;

(b) Not require the disclosure of personally identifiable information by a participant in the climate survey on ~~[sexual misconduct]~~ *power-based violence*;

(c) Work to ensure an adequate number of students complete the survey to achieve a random and representative sample size of students;

(d) Within 120 days after completion of the climate survey on ~~[sexual misconduct]~~ *power-based violence*:

(1) Compile a summary of the responses to the survey; and

(2) Submit the summary of responses to the Board of Regents; and

(e) Post on the Internet website maintained by the institution in a manner that does not disclose personally identifiable information of any person, the summary of the responses to the climate survey on ~~[sexual misconduct]~~ *power-based violence*.

4. A climate survey on ~~[sexual misconduct]~~ *power-based violence* must be administered electronically by an institution within the System and provide reasonable accommodations for students with a disability.

5. An institution within the System may obtain a waiver from the Board of Regents to not administer a climate survey on ~~[sexual misconduct]~~ *power-based violence* pursuant to this section due to the financial circumstances of the institution.

6. An institution within the System may apply for and accept any gifts, grants, donations, bequests or other money from any source to carry out the provisions of this section.

7. Any data or reports that underlie the summaries generated pursuant to subsection 2 are confidential and are not a public record for the purposes of chapter 239 of NRS.

Sec. 7.2. NRS 396.143 is hereby amended to read as follows:

396.143 1. If the Board of Regents requires an institution within the System to conduct a climate survey on ~~[sexual misconduct]~~ *power-based violence* pursuant to NRS 396.1425, the Board of Regents shall to the extent that money is available:

(a) Provide a copy of the questions developed by the researchers employed at an institution within the System pursuant to NRS 396.142 to each institution within a reasonable time after the Board of Regents receives the questions from the researchers;



(b) Establish a repository for the summaries of the climate survey on ~~{sexual misconduct}~~ *power-based violence* submitted by each institution pursuant to NRS 396.1425;

(c) Post each summary of the responses to a climate survey on ~~{sexual misconduct}~~ *power-based violence* submitted by an institution pursuant to NRS 396.1425 on the Internet website maintained by the Board of Regents in a manner that does not disclose personally identifiable information of any person;

(d) Adopt a policy on the dissemination, collection and summation of the responses to the climate survey on ~~{sexual misconduct;}~~ *power-based violence;* and

(e) On or before February 1 of each odd-numbered year, report the summaries of the climate survey on ~~{sexual misconduct}~~ *power-based violence* submitted by an institution pursuant to NRS 396.1425 to the Director of the Legislative Counsel Bureau for transmittal to the Senate and Assembly Standing Committees on Education.

2. Any data or reports that underlie the summaries generated pursuant to subsection 1 are confidential and are not a public record for the purposes of chapter 239 of NRS.

Sec. 7.3. NRS 396.144 is hereby amended to read as follows:

396.144 The Board of Regents may require an institution within the System to:

1. Require employees who participate in the grievance process of the institution pursuant to Title IX of the Education Amendments Act of 1972, 20 U.S.C. §§ 1681 et seq., or a policy on ~~{sexual misconduct}~~ *power-based violence* adopted pursuant to NRS 396.145 to receive annual training on topics related to ~~{sexual misconduct}~~ *power-based violence* which may include, without limitation, any training required pursuant to NRS 396.152;

2. Provide a complainant and respondent with a copy of the policies of the institution regarding the submission and consideration of evidence that may be considered during the grievance process;

3. Except as otherwise required by federal law, within 14 business days after the conclusion of the grievance process, inform the complainant and the respondent of the result of the grievance process; and

4. Unless otherwise required by state or federal law, not publicly disclose the identity of a complainant or respondent.



Sec. 7.4. NRS 396.145 is hereby amended to read as follows:

396.145 1. The Board of Regents may require an institution within the System to adopt a policy on ~~sexual misconduct~~ **power-based violence** consistent with applicable state and federal law.

2. If the Board of Regents requires the adoption of a policy on ~~sexual misconduct~~ **power-based violence** pursuant to subsection 1, in developing the policy on ~~sexual misconduct,~~ **power-based violence**, an institution within the System:

(a) Shall:

(1) Incorporate a trauma-informed response;

(2) Coordinate with:

(I) The Title IX coordinator of the institution; and

(II) If an institution has entered into a memorandum of understanding pursuant to NRS 396.147, the organization that assists persons involved in ~~sexual misconduct;~~ **power-based violence**; and

(3) Engage in a culturally competent manner to reflect the diverse needs of all students; and

(b) May consider input from internal and external entities, including, without limitation:

(1) Administrators at the institution;

(2) Personnel affiliated with health care centers located on or off a campus of the institution that provide services to the institution;

(3) An advocate designated pursuant to NRS 396.148;

(4) Staff affiliated with campus housing services;

(5) Students enrolled in an institution within the System;

(6) A provider of health care;

(7) Law enforcement agencies, including, without limitation, campus police or security; and

(8) The district attorney of the county where the main campus of the institution is located.

3. If the Board of Regents requires the adoption of a policy on ~~sexual misconduct~~ **power-based violence** pursuant to subsection 1, an institution within the System shall provide:

(a) Internal or external entities an opportunity to provide comment on the initial policy on ~~sexual misconduct~~ **power-based violence** or any substantive change to the policy;

(b) Instructions on how an internal or external entity may provide comment on the initial policy on ~~sexual misconduct~~ **power-based violence** or a substantive change to the policy; and

(c) A reasonable length of time during which the institution will accept comment.



4. After an initial policy on ~~sexual misconduct~~ *power-based violence* is adopted by an institution within the System, the opportunity for comment by an internal or external entity pursuant to subsection 3 applies only to a substantive change to the policy, as determined by the institution.

5. If the Board of Regents requires the adoption of a policy on ~~sexual misconduct~~ *power-based violence* pursuant to subsection 1, an institution within the System shall make the policy on ~~sexual misconduct~~ *power-based violence* publicly available not later than the start of each academic year:

(a) Upon request, to a prospective student, current student or employee of the institution; and

(b) On the Internet website maintained by the institution.

Sec. 7.5. NRS 396.146 is hereby amended to read as follows:

396.146 A policy on ~~sexual misconduct~~ *power-based violence* adopted pursuant to NRS 396.145 must include, without limitation, information on:

1. The procedures by which a student or employee at an institution within the System may report or disclose an alleged incident of ~~sexual misconduct~~ *power-based violence* that occurred on or off a campus of the institution;

2. Supportive measures, including, without limitation:

(a) Changing academic, living, campus transportation or work arrangements;

(b) Taking a leave of absence from the institution in response to an alleged incident of ~~sexual misconduct;~~ *power-based violence;*

(c) How to request supportive measures; and

(d) The process to have any supportive measures reviewed by the institution;

3. Appropriate local, state and federal law enforcement agencies, including, without limitation, the contact information for a law enforcement agency; and

4. The grievance process of the institution for investigating and resolving a report of an alleged incident of ~~sexual misconduct~~ *power-based violence* pursuant to Title IX of the Education Amendments Act of 1972, 20 U.S.C. §§ 1681 et seq.

Sec. 7.6. NRS 396.147 is hereby amended to read as follows:

396.147 1. The Board of Regents may require an institution within the System to enter into a memorandum of understanding with an organization that assists persons involved in ~~sexual misconduct.~~ *power-based violence.* The memorandum of understanding may, without limitation:



(a) Allow for cooperation and training between the institution and the organization that assists persons involved in ~~{sexual misconduct}~~ *power-based violence* to establish an understanding of the:

(1) Responsibilities that the institution and organization that assists persons involved in ~~{sexual misconduct}~~ *power-based violence* have in responding to a report or disclosure of an alleged incident of ~~{sexual misconduct}~~ *power-based violence*; and

(2) Procedures of the institution for providing support and services to students and employees;

(b) Require an organization that assists persons involved in ~~{sexual misconduct}~~ *power-based violence* to:

(1) Assist with developing policies, programming or training at the institution regarding ~~{sexual misconduct}~~ *power-based violence*;

(2) Provide an alternative for a student or employee of the institution to receive free and confidential counseling, advocacy or crisis services related to an alleged incident of ~~{sexual misconduct}~~ *power-based violence* that are located on or off a campus of the institution, including, without limitation:

(I) Access to a health care provider who specializes in forensic medical examinations; and

(II) Confidential services;

(3) Assist with the development and implementation of education and prevention programs for students of the institution; and

(4) Assist with the development and implementation of training and prevention curriculum for employees of the institution; and

(c) Include a fee structure for any services provided by the organization that assists persons involved in ~~{sexual misconduct}~~ *power-based violence*.

2. As used in this section, “forensic medical examination” has the meaning ascribed to it in NRS 217.300.

Sec. 7.7. NRS 396.148 is hereby amended to read as follows:

396.148 1. The Board of Regents may require an institution within the System to designate an advocate. If the Board of Regents requires the designation of an advocate, an institution shall designate existing categories of employees who may serve as an advocate. An institution may:

(a) Partner with an organization that assists persons involved in ~~{sexual misconduct}~~ *power-based violence* to designate an advocate; or



(b) If the institution enrolls less than 1,000 students who reside in campus housing, partner with another institution within the System to designate an advocate.

2. An advocate designated pursuant to subsection 1:

(a) Must not be a Title IX coordinator, a member of campus police or law enforcement or any other official of the institution who is authorized to initiate a disciplinary proceeding on behalf of the institution or whose position at the institution may create a conflict of interest;

(b) Must be designated based on the training or experience of the person to effectively provide services related to ~~sexual misconduct;~~ *power-based violence*; and

(c) Must have completed at least 20 hours of relevant training.

3. If an institution within the System designates an advocate pursuant to subsection 1, the advocate must be trained on:

(a) The awareness and prevention of ~~sexual misconduct;~~ *power-based violence*;

(b) Title IX of the Education Amendments Act of 1972, 20 U.S.C. §§ 1681 et seq.;

(c) Any policy on ~~sexual misconduct~~ *power-based violence* adopted by the institution pursuant to NRS 396.145; and

(d) Trauma-informed responses to a report of an alleged incident of ~~sexual misconduct.~~ *power-based violence.*

4. An institution within the System that designates an advocate pursuant to subsection 1 shall provide for the availability of an advocate to students within a reasonable distance from the institution or by electronic means if it is not practicable to provide for the availability of an advocate in person.

Sec. 7.8. NRS 396.149 is hereby amended to read as follows:

396.149 1. If an advocate is designated pursuant to NRS 396.148, the advocate shall:

(a) Inform a student or employee of, or provide resources about how to obtain information on:

(1) Options on how to report an alleged incident of ~~sexual misconduct~~ *power-based violence* and the effects of each option;

(2) Counseling services available on a campus of the institution and through local community resources;

(3) Medical and legal services available on or off a campus of the institution;

(4) Available supportive measures;

(5) Counseling related to student loans;



(6) The grievance process of the institution and that the grievance process is not a substitute for the system of criminal justice;

(7) The role of local, state and federal law enforcement agencies;

(8) Any limits on the ability of the advocate to provide privacy or confidentiality to the student or employee; and

(9) A policy on ~~sexual misconduct~~ *power-based violence* adopted by the institution pursuant to NRS 396.145;

(b) Notify the student or employee of his or her rights and the responsibilities of the institution regarding an order for protection, restraining order or injunction issued by a court;

(c) Unless otherwise required by state or federal law, not be required to report an alleged incident of ~~sexual misconduct~~ *power-based violence* to the institution or a law enforcement agency;

(d) Provide confidential services to students and employees;

(e) Not provide confidential services to more than one party in a grievance process;

(f) Unless otherwise required by state or federal law, not disclose confidential information without the prior written consent of the student or employee who shared the information;

(g) Support a complainant or respondent in obtaining supportive measures to ensure the complainant or respondent has continued access to education; and

(h) Inform a student or employee that supportive measures may be available through disability services or the Title IX coordinator.

2. If an advocate is designated pursuant to NRS 396.148, the advocate may:

(a) If appropriate and if directed by a student or employee, assist the student or employee in reporting an alleged incident of ~~sexual misconduct~~ *power-based violence* to the institution or a law enforcement agency; and

(b) Attend a disciplinary proceeding of the institution as the advisor or support person of a complainant.

3. Notice to an advocate of an alleged incident of ~~sexual misconduct~~ *power-based violence* or the performance of services by an advocate pursuant to this section shall not constitute actual or constructive notice of an alleged incident of ~~sexual misconduct~~ *power-based violence* to the institution within the System which designated the advocate pursuant to NRS 396.148.

4. If a conflict of interest arises between the institution within the System which designated an advocate and the advocate in advocating for the provision of supportive measures by the



institution to a complainant or a respondent, the institution shall not discipline, penalize or otherwise retaliate against the advocate for advocating for the complainant or the respondent.

Sec. 7.9. NRS 396.151 is hereby amended to read as follows:

396.151 1. The Board of Regents may prohibit an institution within the System from subjecting a complainant, reporting party or witness who reports an alleged incident of ~~[sexual misconduct]~~ *power-based violence* to a disciplinary proceeding or sanction for a violation of a policy on student conduct related to drug or alcohol use, trespassing or unauthorized entry of school facilities or other violation of a policy of an institution that occurred during or related to an alleged incident of ~~[sexual misconduct]~~ *power-based violence* unless the institution determines that the:

(a) Report of an alleged incident of ~~[sexual misconduct]~~ *power-based violence* was not made in good faith; or

(b) The violation of a policy on student conduct was egregious, including, without limitation, a violation that poses a risk to the health or safety of another person.

2. The Board of Regents may require an institution within the System to review any disciplinary action taken against a reporting party or witness to determine if there is any connection between the alleged incident of ~~[sexual misconduct]~~ *power-based violence* that was reported and the misconduct that led to the reporting party or witness being disciplined.

Sec. 7.95. NRS 396.152 is hereby amended to read as follows:

396.152 1. The Board of Regents may require an institution within the System to provide training on the grievance process of the institution in accordance with 34 C.F.R. § 106.45.

2. The Board of Regents may require an institution within the System to train the Title IX coordinator and members of the campus police or safety personnel of the institution in the awareness of ~~[sexual misconduct]~~ *power-based violence* and in trauma-informed response to an alleged incident of ~~[sexual misconduct.]~~ *power-based violence*.

Sec. 8. NRS 396.153 is hereby amended to read as follows:

396.153 1. The Board of Regents may require an institution within the System to provide programming on awareness and prevention of ~~[sexual misconduct]~~ *power-based violence* to all students and employees of the institution. If the Board of Regents requires an institution to provide programming on awareness and prevention of sexual misconduct, the programming must include, without limitation:



(a) An explanation of consent as it applies to a sexual act or sexual conduct with another person;

(b) The manner in which drugs and alcohol may affect the ability of a person to consent to a sexual act or sexual conduct with another person;

(c) Information on options for reporting an alleged incident of ~~{sexual misconduct,}~~ **power-based violence**, the effects of each option and the method to file a report under each option, including, without limitation, a description of the confidentiality and anonymity, as applicable, of a report;

(d) Information on the grievance process of the institution for addressing a report of an alleged incident of ~~{sexual misconduct,}~~ **power-based violence**, including, without limitation, a policy on ~~{sexual misconduct}~~ **power-based violence** adopted pursuant to NRS 396.145;

(e) The range of sanctions or penalties the institution may impose on a student or employee found responsible for an incident of ~~{sexual misconduct,}~~ **power-based violence**;

(f) If an advocate is designated pursuant to NRS 396.148, the name, contact information and role of the advocate;

(g) Strategies for intervention by bystanders;

(h) Strategies for reduction of the risk of ~~{sexual misconduct,}~~ **power-based violence**; and

(i) Any other opportunities for additional programming on awareness and prevention of ~~{sexual misconduct,}~~ **power-based violence**.

2. If an institution provides programming on awareness and prevention of ~~{sexual misconduct}~~ **power-based violence** pursuant to subsection 1, the institution:

(a) Shall coordinate with the Title IX coordinator of the institution;

(b) May coordinate with a law enforcement agency and, if the institution entered into a memorandum of understanding with an organization that assists persons involved in ~~{sexual misconduct}~~ **power-based violence** pursuant to NRS 396.147, that organization; and

(c) Shall require ~~{students or employees}~~ :

(1) **A student** to attend the programming on the awareness and prevention of ~~{sexual misconduct,}~~ **power-based violence at least once during his or her first two regular academic semesters after enrollment; and**



(2) An employee to attend the programming on the awareness and prevention of power-based violence not less than once every 3 years.

3. If an institution provides programming on awareness and prevention of ~~[sexual misconduct]~~ *power-based violence* pursuant to subsection 1, the programming may be culturally responsive and address the unique experiences and challenges faced by students based on the race, ethnicity, national origin, economic status, disability, gender identity or expression, immigration status and sexual orientation of a student.

4. If an institution provides programming on awareness and prevention of power-based violence to students pursuant to subsection 1, the institution:

(a) May provide the programming in person;

(b) May provide an option for a student to attend the programming by virtual or electronic means; and

(c) May include the programming in any courses or materials provided to a student who has recently enrolled in the institution.

5. An institution may require each instructor or professor to include in the syllabus for a course information on resources available on the campus of the institution for victims of power-based violence, including, without limitation, resources about how to obtain information on:

(a) Options for reporting an alleged incident of power-based violence, the effects of each option and the method to file a report under each option;

(b) Counseling services available on a campus of the institution and through local community resources;

(c) Community-based organizations which provide assistance to victims of power-based violence whose services are available on or off a campus of the institution;

(d) Available supportive measures;

(e) The grievance process of the institution and that the grievance process is not a substitute for the system of criminal justice; and

(f) A policy on power-based violence adopted by the institution pursuant to NRS 396.145.

Sec. 8.1. NRS 396.154 is hereby amended to read as follows:

396.154 The Board of Regents may require an institution within the System that receives a report of an alleged incident of ~~[sexual misconduct]~~ *power-based violence* that involves a student or employee of the institution to determine the responsibility of a respondent, if any, based on a preponderance of the evidence.



Sec. 8.2. NRS 396.155 is hereby amended to read as follows:

396.155 1. The Board of Regents may require an institution within the System to accept a request from a complainant who is 18 years of age or older to keep the identity of the complainant confidential or take no investigative or disciplinary action against a respondent. An institution shall not grant such a request if state or federal law requires disclosure or further action. In determining whether to grant such a request, the institution shall consider whether there is a risk that the respondent may commit additional acts of ~~[sexual misconduct,]~~ *power-based violence*, discrimination or harassment based on whether one or more of the following factors are present to a sufficient degree such that the request cannot be honored:

(a) There are any previous or existing reports of an incident of ~~[sexual misconduct]~~ *power-based violence* against the respondent, including, without limitation, records of complaints or the arrest of the respondent;

(b) The respondent allegedly used a weapon;

(c) The respondent threatened violence, discrimination or harassment against the complainant or other persons;

(d) The alleged incident of ~~[sexual misconduct]~~ *power-based violence* was alleged to have been committed by two or more people;

(e) The circumstances surrounding the alleged incident of ~~[sexual misconduct]~~ *power-based violence* indicate that the incident was premeditated and, if so, whether the respondent or another person allegedly premeditated the incident;

(f) The circumstances surrounding the alleged incident of ~~[sexual misconduct]~~ *power-based violence* indicate a pattern of consistent behavior at a particular location or by a particular group of people;

(g) The institution is able to conduct a thorough investigation and obtain relevant evidence without the cooperation of the complainant; and

(h) There are any other factors that indicate the respondent may repeat the behavior alleged by the complainant or that the complainant or other persons may be at risk of harm.

2. If an institution within the System grants a request for confidentiality or to not take any investigative or disciplinary action pursuant to subsection 1, the institution shall take reasonable steps to, without initiating formal action against the respondent:



(a) Respond to the report of the alleged incident of ~~{sexual misconduct}~~ *power-based violence* while maintaining the confidentiality of the complainant;

(b) Limit the effects of the alleged incident of ~~{sexual misconduct;}~~ *power-based violence;* and

(c) Prevent the recurrence of any misconduct.

3. Reasonable steps taken pursuant to subsection 2 may include, without limitation:

(a) Increased monitoring, supervision or security at locations or activities where the alleged incident of ~~{sexual misconduct}~~ *power-based violence* occurred;

(b) Providing additional training and educational materials for students and employees; or

(c) Ensuring a complainant is informed of and has access to appropriate supportive measures.

4. If an institution within the System grants a request for confidentiality or to not take any investigative or disciplinary action pursuant to subsection 1, the institution shall inform the complainant that the ability of the institution to respond to the report of the alleged incident of ~~{sexual misconduct}~~ *power-based violence* will be limited by the request.

5. If an institution within the System determines that it cannot grant a request for confidentiality or to not take any investigative or disciplinary action pursuant to subsection 1, the institution shall:

(a) Inform the complainant of the determination before disclosing the identity of the complainant or initiating an investigation;

(b) Make available supportive measures for the complainant; and

(c) If requested by the complainant, inform the respondent that the complainant asked the institution not to take investigative or disciplinary action against the respondent.

Sec. 8.3. NRS 396.156 is hereby amended to read as follows:

396.156 1. In conducting an investigation of an alleged incident of ~~{sexual misconduct}~~ *power-based violence* an institution within the System shall:

(a) Provide the complainant and the respondent the opportunity to identify witnesses and other evidence to assist the institution in determining whether an alleged incident of ~~{sexual misconduct}~~ *power-based violence* has occurred;

(b) Inform the complainant and the respondent that any evidence available to the party but not disclosed during the investigation might not be considered at a subsequent hearing; and



(c) Ensure that questions and evidence of the sexual history or sexual predisposition of a complainant are not considered relevant unless the:

(1) Questions or evidence are directly relevant to prove that the conduct alleged to have been committed by the respondent was inflicted by another person; or

(2) Questions and evidence are relevant to demonstrate how the parties communicated consent in previous or subsequent consensual sexual conduct.

2. An institution within the System shall provide periodic updates on the investigation to the complainant and the respondent regarding the timeline of the investigation.

3. An institution within the System shall notify the complainant and the respondent of the findings of an investigation simultaneously.

4. If an institution within the System imposes any disciplinary action based on the findings of an investigation on a respondent, such disciplinary action must be imposed in accordance with the grievance process of the institution.

Sec. 8.4. NRS 396.158 is hereby amended to read as follows:

396.158 1. A student who experiences ~~[sexual misconduct]~~ *power-based violence* may request a waiver from any requirement to maintain a certain grade point average, credit enrollment, or other academic or disciplinary record requirement relating to academic success for any scholarship, grant or other academic program offered by an institution within the System. A waiver may be granted by a provost, dean, academic advisor or other appropriate staff or faculty member of the institution.

2. A student or employee who experiences ~~[sexual misconduct]~~ *power-based violence* may be granted a request to take a leave of absence or, to the extent practicable, extend benefits of employment.

Sec. 8.5. NRS 396.159 is hereby amended to read as follows:

396.159 1. The Board of Regents may require an institution within the System to prepare and submit to the Board of Regents an annual report that includes, without limitation:

(a) The total number of reports of alleged incidents of ~~[sexual misconduct]~~ *power-based violence* allegedly committed by a student or employee of the institution made to the Title IX office of the institution;

(b) The number of students and employees found responsible for an incident of ~~[sexual misconduct]~~ *power-based violence* by the institution;



(c) The number of students and employees accused of but found not responsible for an incident of ~~sexual misconduct~~ *power-based violence* by the institution;

(d) The number of persons sanctioned by the institution as a result of a finding of responsibility for an incident of ~~sexual misconduct;~~ *power-based violence*; and

(e) The number of persons who submitted requests for supportive measures and the number of persons who received supportive measures.

2. A report submitted pursuant to subsection 1 must not contain any personally identifiable information of a student or employee of an institution within the System.

3. Information contained in a report submitted pursuant to subsection 1 must be able to be disaggregated by students and employees.

4. If the Board of Regents requires a report to be prepared and submitted pursuant to subsection 1, an institution shall submit the report to the Board of Regents not later than October 1 of each year.

5. If the Board of Regents requires a report to be prepared and submitted pursuant to subsection 1, the Board of Regents shall, not later than December 31 of each year, submit a compilation of the reports the Board of Regents received pursuant to subsection 1 to the Director of the Department of Health and Human Services and to the Director of the Legislative Counsel Bureau for transmittal to the next regular session of the Legislature in even-numbered years or the Joint Interim Standing Committee on Education in odd-numbered years.

6. Any data or reports that underlie the report prepared pursuant to subsection 4 are confidential and are not a public record for the purposes of chapter 239 of NRS.

Sec. 8.6. NRS 49.2545 is hereby amended to read as follows:

49.2545 “Victim’s advocate” means a person who works for a nonprofit program, a program of a university, state college or community college within the Nevada System of Higher Education or a program of a tribal organization which provides assistance to victims or who provides services to a victim of an alleged incident of ~~sexual misconduct~~ *power-based violence* pursuant to NRS 396.125 to 396.1595, inclusive, with or without compensation and who has received at least 20 hours of relevant training.

Sec. 9. The provisions of NRS 354.599 do not apply to any additional expenses of a local government that are related to the provisions of this act.



Sec. 9.5. The provisions of subsection 1 of NRS 218D.380 do not apply to any provision of this act which adds or revises a requirement to submit a report to the Legislature.

Sec. 10. NRS 394.16055 and 396.134 are hereby repealed.

Sec. 11. This act becomes effective on July 1, 2023.



LYON COUNTY SCHOOL DISTRICT VOUCHER

Voucher No: 1108

Voucher Date: 10/03/2024

Prepared By: _____

Printed: 11/13/2024 09:32:51 AM

LYON COUNTY SCHOOL DISTRICT is hereby authorized to draw warrants against LYON COUNTY SCHOOL DISTRICT funds for the sum of \$722,087.15 on account of obligations incurred for value received in services and for materials as shown below for period July 1, 2024 to June 30, 2025 (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.

Phil Cowee. President

Bridget Peterson Clerk

Neal McIntyre II Member

Tom Hendrix Member

Sherry Parsons Member

Holly Villines Member

Darin Farr Member

LYON COUNTY SCHOOL DISTRICT

| Fund | | Amount |
|------|---------------------------------|--------------|
| 100 | General Fund | \$225,345.42 |
| 240 | State Grants | \$3,495.00 |
| 250 | Special Education | \$13,769.32 |
| 260 | Gifts and Donations | \$993.25 |
| 280 | Federal Funds | \$8,284.29 |
| 290 | Food Service Funds | \$208.00 |
| 340 | Governmental Services Tax (GST) | \$118,406.00 |
| 360 | Bond Issues | \$233,964.28 |
| 703 | Workers Compensation | \$117,621.59 |
| | | <hr/> <hr/> |
| | | \$722,087.15 |

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1108

10/03/2024

Fiscal Year: 2024-2025

| Vendor Remit Name | Vendor # | Account | Description | Amount |
|-------------------------------|----------|--|----------------------------------|-----------------|
| ACCO ENGINEERED SYSTEMS, INC. | | 100.108.0000.000.2620.430.10305.31.00 0 | Repairs and Maintenance Services | \$13,911.00 |
| | | | Vendor Total: | \$13,911.00 |
| ACE HARDWARE | 200 | 100.108.0000.000.2620.610.10000.00.00 0 | General Supplies | \$15.78 |
| | | 100.108.0000.000.2620.610.10203.10.00 0 | General Supplies | \$38.65 |
| | | 100.163.0000.000.2620.610.10603.32.00 0 | General Supplies | \$5.29 |
| | | | Vendor Total: | \$59.72 |
| AMAZON BUSINESS | | 100.101.0000.000.2320.610.10000.00.00 0 | General Supplies | \$1,167.94 |
| | | 100.101.0000.000.2510.610.10000.00.00 0 | General Supplies | 438 \$646.84 |
| | | 100.122.0000.100.1000.610.10202.10.00 0 | General Supplies | \$500.50 |
| | | 100.123.0000.000.2410.610.10203.10.00 0 | General Supplies | \$105.43 |
| | | 100.123.0000.000.2410.615.10203.10.00 0 | Snacks, Food & Beverages | \$24.99 |
| | | 100.123.0000.100.1000.610.10203.10.00 0 | General Supplies | \$31.98 |
| | | 100.123.0000.100.1000.616.10203.10.00 0 | Teacher Supplies | \$1,024.07 |
| | | 100.125.0000.000.2120.610.10205.10.00 0 | General Supplies | \$142.99 |
| | | 100.125.0000.000.2410.610.10205.10.00 0 | General Supplies | \$423.28 |
| | | 100.127.0000.100.1000.616.10210.10.00 0 | Teacher Supplies | \$801.97 |
| | | 100.129.0000.000.2410.610.10209.10.00 0 | General Supplies | \$575.68 |
| | | 100.129.0000.000.2620.610.10209.10.00 0 | General Supplies | \$377.66 |

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1108

10/03/2024

Fiscal Year: 2024-2025

| Vendor Remit Name | Vendor # | Account | Description | Amount |
|-------------------|----------|--|---|------------|
| | | 100.129.0000.100.1000.610.10209.10.00 0 | General Supplies | \$494.80 |
| | | 100.132.0000.100.1000.610.10302.20.00 0 | General Supplies | \$945.81 |
| | | 100.132.0000.920.1000.610.10302.20.00 0 | General Supplies | \$709.09 |
| | | 100.133.0000.100.1000.610.10303.10.00 0 | General Supplies | \$74.49 |
| | | 100.134.0000.000.2410.610.10304.20.00 0 | General Supplies | \$469.61 |
| | | 100.134.0000.000.2620.610.10304.20.00 0 | General Supplies | \$158.80 |
| | | 100.161.0000.000.2410.610.10601.32.00 0 | General Supplies | \$1,108.41 |
| | | 100.161.0000.000.2620.610.10601.32.00 0 | General Supplies | \$2,354.69 |
| | | 100.161.0000.100.1000.610.10601.32.00 0 | General Supplies | \$1,097.92 |
| | | 100.161.0000.190.1000.610.10601.32.00 0 | General Supplies | \$213.31 |
| | | 100.161.0000.190.1000.640.10601.32.00 0 | Books and Periodicals | \$362.00 |
| | | 100.161.0000.192.1000.610.10601.32.00 0 | General Supplies | \$1,416.52 |
| | | 100.161.0000.384.1000.610.10601.32.00 0 | General Supplies | \$151.14 |
| | | 100.161.0000.920.1000.610.10601.32.00 0 | General Supplies | \$509.89 |
| | | 100.162.0000.000.2620.610.10602.50.00 0 | General Supplies | \$109.51 |
| | | 100.162.0000.103.1000.610.10602.50.00 0 | General Supplies | \$313.46 |
| | | 100.162.0000.170.1000.610.10602.50.00 0 | General Supplies | \$90.15 |
| | | 100.163.0000.000.2410.610.10603.32.00 0 | General Supplies | \$32.55 |
| | | 100.163.0000.000.2410.650.10603.32.00 0 | Supplies-Information Technology-related | \$646.49 |

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1108

10/03/2024

Fiscal Year: 2024-2025

| Vendor Remit Name | Vendor # | Account | Description | Amount |
|------------------------|----------|--|-----------------------------|--------------------|
| | | 100.163.0000.194.1000.610.10603.32.00 0 | General Supplies | \$33.38 |
| | | 100.164.0000.100.1000.610.10604.32.00 0 | General Supplies | \$259.83 |
| | | 100.164.0000.100.1000.616.10604.32.00 0 | Teacher Supplies | \$99.87 |
| | | 100.164.0000.192.1000.610.10604.32.00 0 | General Supplies | \$792.42 |
| | | 100.165.0000.000.2410.610.10605.32.00 0 | General Supplies | \$845.50 |
| | | 100.165.0000.000.2620.610.10605.32.00 0 | General Supplies | \$562.70 |
| | | 100.165.0000.100.1000.610.10605.32.00 0 | General Supplies | \$429.56 |
| | | 260.092.0000.000.2570.610.10000.00.00 0 | General Supplies | \$993.25 |
| | | 280.633.0000.000.2100.610.10302.20.00 0 | General Supplies | \$42.34 |
| | | | | 440 |
| | | | | \$42.34 |
| | | | Vendor Total: | \$21,140.82 |
| AUDIO ENHANCEMENT, INC | 99350 | | | |
| | | 360.022.0000.000.4700.734.10304.20.00 0 | Technology-Related Hardware | \$2,934.00 |
| | | | Vendor Total: | \$2,934.00 |
| BIG R FERNLEY | | | | |
| | | 100.108.0000.000.2620.610.10206.10.00 0 | General Supplies | \$43.65 |
| | | 100.123.0000.000.2620.610.10203.10.00 0 | General Supplies | \$3.98 |
| | | 100.129.0000.000.2620.610.10209.10.00 0 | General Supplies | \$85.98 |
| | | | Vendor Total: | \$133.61 |
| BSN SPORTS | | | | |
| | | 100.101.0000.920.1000.610.10208.31.00 0 | General Supplies | \$1,673.88 |
| | | 100.101.0000.920.1000.610.10302.20.00 0 | General Supplies | \$1,673.88 |

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1108

10/03/2024

Fiscal Year: 2024-2025

| Vendor Remit Name | Vendor # | Account | Description | Amount |
|------------------------------------|----------|--|---|-----------------|
| | | 100.101.0000.920.1000.610.10304.00.00 0 | General Supplies | \$11,891.20 |
| | | 100.101.0000.920.1000.610.10601.32.00 0 | General Supplies | \$4,690.00 |
| | | 100.101.0000.920.1000.610.10603.32.00 0 | General Supplies | \$2,010.00 |
| | | 100.101.0000.920.1000.610.10604.32.00 0 | General Supplies | \$35,418.00 |
| | | 100.161.0000.920.1000.610.10601.32.00 0 | General Supplies | \$1,125.26 |
| | | | Vendor Total: | \$58,482.22 |
| CCMSI | | 703.102.0000.000.2570.270.10000.00.00 0 | Workers" Compensation | \$117,326.59 |
| | | 703.102.0000.000.2570.340.10000.00.00 0 | Other Professional Services | \$295.00 441 |
| | | | Vendor Total: | \$117,621.59 |
| CLARK & ASSOCIATES OF NEVADA, INC. | | 100.102.0000.000.2570.340.10000.00.00 0 | Other Professional Services | \$1,232.92 |
| | | | Vendor Total: | \$1,232.92 |
| CLARK PEST CONTROL | | 100.108.0000.000.2630.340.10601.32.00 0 | Other Professional Services | \$132.00 |
| | | | Vendor Total: | \$132.00 |
| DYKMAN ELECTRICAL INC. | | 100.108.0000.000.2620.610.10000.00.00 0 | General Supplies | \$1,877.08 |
| | | | Vendor Total: | \$1,877.08 |
| FATBEAM, LLC | | 100.107.0000.000.2580.535.10000.00.00 0 | Data Communications, Internet, Video, T-lines, etc | \$290.00 |
| | | | Vendor Total: | \$290.00 |
| INLAND SUPPLY CO., INC. | 10000 | | | |

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1108

10/03/2024

Fiscal Year: 2024-2025

| Vendor Remit Name | Vendor # | Account | Description | Amount |
|--|----------|--|--|-------------|
| | | 100.129.0000.000.2620.610.10209.10.00 0 | General Supplies | \$377.21 |
| | | 100.163.0000.000.2620.610.10603.32.00 0 | General Supplies | \$2,771.86 |
| | | | Vendor Total: | \$3,149.07 |
| JIM MENESINI PETROLEUM | | 100.170.0000.000.2730.626.10000.00.00 0 | Gasoline | \$14,843.52 |
| | | | Vendor Total: | \$14,843.52 |
| NAPA AUTO & TRUCK PARTS_99614 | 99614 | 100.129.0000.000.2620.610.10209.10.00 0 | General Supplies | \$48.14 |
| | | | Vendor Total: | \$48.14 |
| NAVIGATE 360, LLC | | 280.633.0000.000.2200.653.10206.10.00 0 | Web-based and similar programs | \$2,152.50 |
| | | 280.633.0000.000.2200.653.10210.10.00 0 | Web-based and similar programs | \$1,800.00 |
| | | | Vendor Total: | \$3,952.50 |
| NEWSELA | | 280.709.0000.000.2213.330.10000.00.00 0 | Professional Employee Training & Development Serv | \$750.00 |
| | | | Vendor Total: | \$750.00 |
| OASIS ONLINE | | 100.107.0000.000.2580.352.10000.00.00 0 | Other Technical Services | \$18,671.85 |
| | | | Vendor Total: | \$18,671.85 |
| PAPE MACHINERY INC | | 100.108.0000.000.2620.610.10000.00.00 0 | General Supplies | \$147.78 |
| | | | Vendor Total: | \$147.78 |
| PETERBILT TRUCK PARTS & EQUIPMENT LLC | 21060 | | | |

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1108

10/03/2024

Fiscal Year: 2024-2025

| Vendor Remit Name | Vendor # | Account | Description | Amount |
|--|----------|--|----------------------------------|-------------|
| | | 100.170.0000.000.2710.430.10000.00.00 0 | Repairs and Maintenance Services | \$2,471.62 |
| | | | Vendor Total: | \$2,471.62 |
| R&J PAINTING LLC | | 100.108.0000.000.2620.430.10209.10.00 0 | Repairs and Maintenance Services | \$10,500.00 |
| | | | Vendor Total: | \$10,500.00 |
| RENAISSANCE LEARNING INC | 17337 | 280.633.0000.000.2200.653.10206.10.00 0 | Web-based and similar programs | \$3,539.45 |
| | | | Vendor Total: | \$3,539.45 |
| ROCHESTER 100 INC. | | 100.126.0000.100.1000.610.10206.10.00 0 | General Supplies | \$2,390.10 |
| | | | Vendor Total: | \$2,390.10 |
| SOLIANT HEALTH, LLC | | 250.101.0000.200.2100.340.10000.00.00 0 | Other Professional Services | \$10,958.07 |
| | | | Vendor Total: | \$10,958.07 |
| SPECIALIZED ELEVATOR SERVICES HOLDINGS | | 100.108.0000.000.2620.430.10601.32.00 0 | Repairs and Maintenance Services | \$324.00 |
| | | | Vendor Total: | \$324.00 |
| STAPLES ADVANTAGE | 99736 | 100.163.0000.000.2410.610.10603.32.00 0 | General Supplies | \$670.84 |
| | | | Vendor Total: | \$670.84 |
| STATE OF NEVADA_98141 | 98141 | 100.102.0000.000.2329.210.10000.00.00 0 | Group Insurance | \$50,504.54 |
| | | | Vendor Total: | \$50,504.54 |
| STICKS & STONES BLDG. MATERIALS | | | | |

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1108

10/03/2024

Fiscal Year: 2024-2025

| Vendor Remit Name | Vendor # | Account | Description | Amount |
|-------------------------------|----------|--|----------------------------------|-----------------|
| | | 100.108.0000.000.2620.610.10208.31.00 0 | General Supplies | \$99.54 |
| | | | Vendor Total: | \$99.54 |
| TAHOE FENCE CO., INC | 101980 | | | |
| | | 340.101.0000.000.4600.430.10603.32.00 0 | Repairs and Maintenance Services | \$80,406.00 |
| | | | Vendor Total: | \$80,406.00 |
| TAHOE SUPPLY CO. | 11238 | | | |
| | | 100.128.0000.000.2620.610.10211.10.00 0 | General Supplies | \$726.70 |
| | | 100.134.0000.000.2620.610.10304.20.00 0 | General Supplies | \$3,116.44 |
| | | 100.164.0000.000.2620.610.10604.32.00 0 | General Supplies | \$5,560.19 |
| | | 100.165.0000.000.2620.610.10605.32.00 0 | General Supplies | \$295.20 444 |
| | | | Vendor Total: | \$9,698.53 |
| TEACHING STRATEGIES, LLC | | | | |
| | | 240.290.0000.100.1000.653.10000.10.00 0 | Web-based and similar programs | \$3,495.00 |
| | | | Vendor Total: | \$3,495.00 |
| THE STEPPING STONES GROUP LLC | | | | |
| | | 250.101.0000.200.2150.340.10000.00.00 0 | Other Professional Services | \$1,766.25 |
| | | | Vendor Total: | \$1,766.25 |
| TRANE U.S. INC | | | | |
| | | 340.101.0000.000.4700.450.10209.10.00 0 | Construction Services | \$38,000.00 |
| | | 360.023.0000.000.4700.450.10209.10.00 0 | Construction Services | \$68,717.68 |
| | | 360.023.0000.000.4700.450.10210.10.00 0 | Construction Services | \$162,312.60 |
| | | | Vendor Total: | \$269,030.28 |
| ULINE | 102057 | | | |

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1108

10/03/2024

Fiscal Year: 2024-2025

| Vendor Remit Name | Vendor # | Account | Description | Amount |
|---------------------------------|----------|--|-----------------------------|-----------------|
| | | 100.123.0000.100.1000.616.10203.10.00 0 | Teacher Supplies | \$79.85 |
| | | | Vendor Total: | \$79.85 |
| WALKER LAKE DISPOSAL INC. | 102157 | 100.108.0000.000.2620.421.10000.00.00 0 | Garbage / Disposal | \$572.00 |
| | | 290.180.0000.000.3100.421.10000.00.00 0 | Garbage / Disposal | \$208.00 |
| | | | Vendor Total: | \$780.00 |
| WESTERN NEVADA SUPPLY | 22580 | 100.108.0000.000.2620.610.10210.10.00 0 | General Supplies | \$572.90 |
| | | 100.123.0000.000.2620.610.10203.10.00 0 | General Supplies | \$539.92 |
| | | 100.161.0000.000.2620.610.10601.32.00 0 | General Supplies | \$453.60 445 |
| | | | Vendor Total: | \$1,566.42 |
| WHS HOMES | | 100.000.0000.000.0000.000.10000.00.42 5 | Vouchers Payable | \$13,383.84 |
| | | | Vendor Total: | \$13,383.84 |
| WILD ROOTS OCCUPATIONAL THERAPY | | 250.101.0000.200.2160.340.10000.00.00 0 | Other Professional Services | \$1,045.00 |
| | | | Vendor Total: | \$1,045.00 |
| | | | Grand Total: | \$722,087.15 |

End of Report

LYON COUNTY SCHOOL DISTRICT VOUCHER

Voucher No: 1109 Voucher Date: 10/03/2024 Prepared By: _____

Printed: 10/03/2024 04:38:35 PM

LYON COUNTY SCHOOL DISTRICT is hereby authorized to draw warrants against LYON COUNTY SCHOOL DISTRICT funds for the sum of \$413,726.22 on account of obligations incurred for value received in services and for materials as shown below for period July 1, 2024 to June 30, 2025 (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.

Phil Cowee. President

Bridget Peterson Clerk

Neal McIntyre II Member

Tom Hendrix Member

Sherry Parsons Member

Holly Villines Member

Darin Farr Member

LYON COUNTY SCHOOL DISTRICT

| Fund | | Amount |
|------|---------------------------------|--------------|
| 100 | General Fund | \$237,879.02 |
| 250 | Special Education | \$13,818.80 |
| 280 | Federal Funds | \$4,941.80 |
| 290 | Food Service Funds | \$1,735.60 |
| 340 | Governmental Services Tax (GST) | \$155,351.00 |
| | | <hr/> <hr/> |
| | | \$413,726.22 |

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1109

10/03/2024

Fiscal Year: 2024-2025

| Vendor Remit Name | Vendor # | Account | Description | Amount |
|--------------------------------------|----------|---------------------------------------|-----------------------------------|--------------|
| ALHAMBRA WATER | 97540 | 100.107.0000.000.2580.610.10000.00.00 | General Supplies | \$44.96 |
| | | Check #: 2532 | | |
| | | | Vendor Total: | \$44.96 |
| ARVIZO, DAVID | | 100.101.0000.000.0000.000.10000.00.46 | Voluntary Supplemental Insurance | \$56.29 |
| | | Check #: 2533 | | |
| | | | Vendor Total: | \$56.29 |
| BOYS & GIRLS CLUB OF TRUCKEE MEADOWS | 102901 | 280.767.0000.000.2500.310.10000.00.00 | Official/Administrative Services | \$2,133.22 |
| | | Check #: 2534 | | |
| | | 280.767.0000.100.1000.320.10203.10.00 | Professional Educational Services | \$501.84 |
| | | Check #: 2534 | | |
| | | 280.767.0000.100.1000.320.10206.10.00 | Professional Educational Services | \$376.47 |
| | | Check #: 2534 | | |
| | | 280.767.0000.100.1000.320.10303.10.00 | Professional Educational Services | \$632.32 |
| | | Check #: 2534 | | |
| | | | Vendor Total: | \$3,643.85 |
| COBRA CONCRETE, LLC | | 100.108.0000.000.2620.430.10000.00.00 | Repairs and Maintenance Services | \$5,600.00 |
| | | Check #: 2535 | | |
| | | | Vendor Total: | \$5,600.00 |
| CTR ROOFING LTD | | 100.101.0000.000.2620.430.10305.31.00 | Repairs and Maintenance Services | \$148,335.00 |
| | | Check #: 2536 | | |
| | | | Vendor Total: | \$148,335.00 |
| D & S WASTE REMOVAL, INC | 4960 | 100.107.0000.000.2580.421.10000.00.00 | Garbage / Disposal | \$258.99 |
| | | Check #: 2537 | | |
| | | 100.108.0000.000.2610.421.10000.00.00 | Garbage / Disposal | \$4,383.18 |
| | | Check #: 2537 | | |

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1109

10/03/2024

Fiscal Year: 2024-2025

| Vendor Remit Name | Vendor # | Account | Description | Amount |
|-----------------------------|----------|--|---|-------------------------------|
| | | 100.163.0000.000.2620.421.10603.32.00 Check #: 2537 | Garbage / Disposal | \$60.00 |
| | | 100.170.0000.000.2730.421.10000.00.00 Check #: 2537 | Garbage / Disposal | \$258.99 |
| | | 290.182.0000.000.3100.421.10000.00.00 Check #: 2537 | Garbage / Disposal | \$1,646.85 |
| | | | Vendor Total: | <u>\$6,608.01</u> |
| DAVIS, MARIA C. | 102800 | 280.639.0000.200.2190.340.10000.00.00 Check #: 2538 | Other Professional Services | \$150.00 |
| | | | Vendor Total: | <u>\$150.00</u> |
| DMV-ASD REVENUE OFFICE | 14491 | 100.170.0000.000.2710.810.10000.00.00 Check #: 2539 | Dues and Fees | \$515.25 |
| | | | Vendor Total: | <u>448</u> <u>\$515.25</u> |
| FERNLEY CHAMBER OF COMMERCE | 7160 | 100.126.0000.000.2410.810.10206.10.00 Check #: 2540 | Dues and Fees | \$60.00 |
| | | | Vendor Total: | <u>\$60.00</u> |
| FRANTZ, KELLY | | 250.105.0000.200.2319.581.10000.00.00 Check #: 2541 | Travel – Instructional Licensed Personnel | \$29.21 |
| | | | Vendor Total: | <u>\$29.21</u> |
| HENRY, LEE W | | 100.107.0000.000.2580.332.10000.00.00 Check #: 2542 | Training & Development – Instruct Non–Licensed | \$133.00 |
| | | | Vendor Total: | <u>\$133.00</u> |
| HOLSTIN, DAPHNE S | | 100.101.0000.000.2213.560.10000.00.00 Check #: 2543 | Tuition | \$99.00 |
| | | | Vendor Total: | <u>\$99.00</u> |
| J W WELDING SUPPLY_10300 | 10300 | | | |

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1109

10/03/2024

Fiscal Year: 2024-2025

| Vendor Remit Name | Vendor # | Account | Description | Amount |
|--------------------------------|----------|---------------------------------------|---|------------|
| | | 100.170.0000.000.2700.610.10000.00.00 | General Supplies | \$543.59 |
| | | Check #: 2544 | | |
| | | | Vendor Total: | \$543.59 |
| LOUIE'S HOME CENTER | | | | |
| | | 100.164.0000.000.2620.430.10604.32.00 | Repairs and Maintenance Services | \$77.36 |
| | | Check #: 2545 | | |
| | | | Vendor Total: | \$77.36 |
| LOWE, KEITH III | | | | |
| | | 250.105.0000.200.2319.581.10000.00.00 | Travel – Instructional Licensed Personnel | \$32.09 |
| | | Check #: 2546 | | |
| | | 280.639.0000.200.2213.581.10000.00.00 | Travel – Instructional Licensed Personnel | \$147.95 |
| | | Check #: 2546 | | |
| | | | Vendor Total: | \$180.04 |
| LYON COUNTY SCHOOL DIST._99346 | 99346 | | | 449 |
| | | 100.101.0000.000.2320.610.10000.00.00 | General Supplies | \$9,600.00 |
| | | Check #: 2547 | | |
| | | | Vendor Total: | \$9,600.00 |
| MC CALLUM, KIRK | | | | |
| | | 100.108.0000.000.2620.610.10304.20.00 | General Supplies | \$246.74 |
| | | Check #: 2548 | | |
| | | | Vendor Total: | \$246.74 |
| MDVIP | | | | |
| | | 100.102.0000.000.2570.340.10000.00.00 | Other Professional Services | \$7,500.00 |
| | | Check #: 2549 | | |
| | | | Vendor Total: | \$7,500.00 |
| MEEKS BUILDING SUPPLY | 12930 | | | |
| | | 100.108.0000.000.2620.610.10203.10.00 | General Supplies | \$144.49 |
| | | Check #: 2550 | | |
| | | 100.108.0000.000.2620.610.10208.31.00 | General Supplies | \$907.02 |
| | | Check #: 2550 | | |
| | | | Vendor Total: | \$1,051.51 |
| N. K. SIGN CO | | | | |

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1109

10/03/2024

Fiscal Year: 2024-2025

| Vendor Remit Name | Vendor # | Account | Description | Amount |
|--|----------|---------------------------------------|---|--------------|
| | | 100.163.0000.000.2410.610.10603.32.00 | General Supplies | \$500.00 |
| | | Check #: 2551 | | |
| | | | Vendor Total: | \$500.00 |
| NATIONAL ASSOCIATION FOR THE EDUCATION | | 280.688.0000.000.2213.330.10000.00.00 | Professional Employee Training & Development Serv | \$1,000.00 |
| | | Check #: 2552 | | |
| | | | Vendor Total: | \$1,000.00 |
| PACIFIC SHREDDING/PACIFIC STORAGE CO. | | 100.164.0000.000.2410.421.10604.32.00 | Garbage / Disposal | \$62.06 |
| | | Check #: 2553 | | |
| | | | Vendor Total: | \$62.06 |
| PEEK BROTHERS CONSTRUCTION, INC | | 340.101.0000.000.4600.450.10604.32.00 | Construction Services | \$155,351.00 |
| | | Check #: 2554 | | |
| | | | Vendor Total: | \$155,351.00 |
| PROFESSIONAL BINDING PROD | 16773 | 100.164.0000.100.1000.610.10604.32.00 | General Supplies | \$1,246.18 |
| | | Check #: 2555 | | |
| | | | Vendor Total: | \$1,246.18 |
| RAMSEY EDUCATION | | 100.104.0000.100.1000.653.10000.00.00 | Web-based and similar programs | \$11,748.08 |
| | | Check #: 2556 | | |
| | | | Vendor Total: | \$11,748.08 |
| REFRIGERATION SUPPLIES DISTRIBUTOR | 96586 | 100.108.0000.000.2620.610.10000.00.00 | General Supplies | \$1,454.01 |
| | | Check #: 2557 | | |
| | | 100.108.0000.000.2620.610.10203.10.00 | General Supplies | \$102.88 |
| | | Check #: 2557 | | |
| | | 100.108.0000.000.2620.610.10206.10.00 | General Supplies | \$57.83 |
| | | Check #: 2557 | | |

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1109

10/03/2024

Fiscal Year: 2024-2025

| Vendor Remit Name | Vendor # | Account | Description | Amount |
|----------------------------------|----------|---------------------------------------|----------------------------------|-------------|
| | | 100.108.0000.000.2620.610.10601.32.00 | General Supplies | \$826.34 |
| | | Check #: 2557 | | |
| | | | Vendor Total: | \$2,441.06 |
| rSCHOOLTODAY | | 100.163.0000.000.2410.610.10603.32.00 | General Supplies | \$252.50 |
| | | Check #: 2558 | | |
| | | 100.163.0000.920.1000.651.10603.32.00 | Supplies - Technology - Software | \$200.00 |
| | | Check #: 2558 | | |
| | | 100.164.0000.920.1000.810.10604.32.00 | Dues and Fees | \$595.00 |
| | | Check #: 2558 | | |
| | | | Vendor Total: | \$1,047.50 |
| SCHOLASTIC CLASSROOM MAGAZINES | 102740 | 100.126.0000.100.1000.640.10206.10.00 | Books and Periodicals | \$1,515.50 |
| | | Check #: 2559 | | |
| | | | Vendor Total: | \$1,515.50 |
| SILVER STATE SIGN LANGUAGE LLC | | 250.101.0000.200.2100.340.10000.00.00 | Other Professional Services | \$11,440.00 |
| | | Check #: 2560 | | |
| | | | Vendor Total: | \$11,440.00 |
| SLAKEY BROTHERS INC. | 19350 | 100.108.0000.000.2620.731.10000.00.00 | Machinery | \$14,716.00 |
| | | Check #: 2561 | | |
| | | | Vendor Total: | \$14,716.00 |
| SPORT SAFE TESTING SERVICE, INC. | | 100.163.0000.920.1000.610.10603.32.00 | General Supplies | \$3,786.00 |
| | | Check #: 2562 | | |
| | | | Vendor Total: | \$3,786.00 |
| TEACHIDAHO | | 100.104.0000.000.2210.610.10000.00.00 | General Supplies | \$10,000.00 |
| | | Check #: 2563 | | |
| | | | Vendor Total: | \$10,000.00 |
| USPS-POC | 3478 | | | |

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1109

10/03/2024

Fiscal Year: 2024-2025

| Vendor Remit Name | Vendor # | Account | Description | Amount |
|---------------------------|----------|---------------------------------------|----------------------------------|------------|
| | | 100.101.0000.000.2320.531.10000.00.00 | Postage | \$2,000.00 |
| | | Check #: 2564 | | |
| | | | Vendor Total: | \$2,000.00 |
| WALTON, MADISON | | 250.101.0000.200.2150.340.10000.00.00 | Other Professional Services | \$2,317.50 |
| | | Check #: 2565 | | |
| | | | Vendor Total: | \$2,317.50 |
| WASTE MANAGEMENT | 22180 | 100.108.0000.000.2610.421.10000.00.00 | Garbage / Disposal | \$192.81 |
| | | Check #: 2566 | | |
| | | | Vendor Total: | \$192.81 |
| WESTERN TURF & HARDSCAPES | | 100.108.0000.000.2630.610.10000.00.00 | General Supplies | \$6,800.00 |
| | | Check #: 2567 | | 452 |
| | | | Vendor Total: | \$6,800.00 |
| XEROX CORPORATION | | 100.104.0000.000.2210.430.10000.00.00 | Repairs and Maintenance Services | \$48.72 |
| | | Check #: 2568 | | |
| | | 100.104.0000.000.2210.442.10000.00.00 | Rental of Equipment and Vehicles | \$40.03 |
| | | Check #: 2568 | | |
| | | 100.107.0000.000.2580.430.10000.00.00 | Repairs and Maintenance Services | \$1.06 |
| | | Check #: 2568 | | |
| | | 100.107.0000.000.2580.442.10000.00.00 | Rental of Equipment and Vehicles | \$22.19 |
| | | Check #: 2568 | | |
| | | 100.123.0000.000.2410.430.10203.10.00 | Repairs and Maintenance Services | \$54.12 |
| | | Check #: 2568 | | |
| | | 100.123.0000.000.2410.442.10203.10.00 | Rental of Equipment and Vehicles | \$680.42 |
| | | Check #: 2568 | | |
| | | 100.123.0000.100.1000.430.10203.10.00 | Repairs and Maintenance Services | \$256.46 |
| | | Check #: 2568 | | |
| | | 100.126.0000.000.2410.442.10206.10.00 | Rental of Equipment and Vehicles | \$667.48 |
| | | Check #: 2568 | | |

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1109

10/03/2024

Fiscal Year: 2024-2025

| Vendor Remit Name | Vendor # | Account | Description | Amount |
|-------------------|----------|--|----------------------------------|-------------------|
| | | 100.126.0000.100.1000.430.10206.10.00 Check #: 2568 | Repairs and Maintenance Services | \$268.44 |
| | | 100.129.0000.000.2410.442.10209.10.00 Check #: 2568 | Rental of Equipment and Vehicles | \$353.58 |
| | | 100.129.0000.100.1000.430.10209.10.00 Check #: 2568 | Repairs and Maintenance Services | \$94.45 |
| | | 100.164.0000.000.2410.442.10604.32.00 Check #: 2568 | Rental of Equipment and Vehicles | \$472.71 |
| | | 100.164.0000.100.1000.550.10604.32.00 Check #: 2568 | Printing and Binding | \$40.31 |
| | | 290.180.0000.000.3100.430.10000.00.00 Check #: 2568 | Repairs and Maintenance Services | \$48.72 |
| | | 290.180.0000.000.3100.442.10000.00.00 Check #: 2568 | Rental of Equipment and Vehicles | \$40.03 |
| | | | Vendor Total: | <u>\$3,088.72</u> |
| | | | Grand Total: | \$413,726.22 |

End of Report

LYON COUNTY SCHOOL DISTRICT VOUCHER

Voucher No: 1122 Voucher Date: 10/10/2024 Prepared By: _____

Printed: 11/13/2024 09:34:46 AM

LYON COUNTY SCHOOL DISTRICT is hereby authorized to draw warrants against LYON COUNTY SCHOOL DISTRICT funds for the sum of \$302,308.68 on account of obligations incurred for value received in services and for materials as shown below for period July 1, 2024 to June 30, 2025 (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.

Phil Cowee. President

Bridget Peterson Clerk

Neal McIntyre II Member

Tom Hendrix Member

Sherry Parsons Member

Holly Villines Member

Darin Farr Member

LYON COUNTY SCHOOL DISTRICT

| Fund | | Amount |
|------|--------------------|--------------|
| 100 | General Fund | \$118,815.49 |
| 240 | State Grants | \$75,959.27 |
| 250 | Special Education | \$962.00 |
| 280 | Federal Funds | \$68,519.31 |
| 290 | Food Service Funds | \$38,052.61 |
| | | <hr/> <hr/> |
| | | \$302,308.68 |

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1122

10/10/2024

Fiscal Year: 2024-2025

| Vendor Remit Name | Vendor # | Account | Description | Amount |
|--|----------|--|------------------|------------|
| 1000BULBS.COM | | 100.135.0000.000.2620.610.10305.31.00 0 | General Supplies | \$1,170.00 |
| | | | Vendor Total: | \$1,170.00 |
| ACE HARDWARE | 200 | 100.108.0000.000.2620.610.10603.32.00 0 | General Supplies | \$1.96 |
| | | 100.163.0000.000.2620.610.10603.32.00 0 | General Supplies | \$81.17 |
| | | | Vendor Total: | \$83.13 |
| ADVANCED INTEGRATED PEST MANAGEMENT | | 100.136.0000.000.2620.610.10208.31.00 0 | General Supplies | \$637.00 |
| | | | Vendor Total: | \$637.00 |
| AIR FILTER SALES AND SERVICE | 98789 | 100.128.0000.000.2620.610.10211.10.00 0 | General Supplies | \$385.22 |
| | | 100.136.0000.000.2620.610.10208.31.00 0 | General Supplies | \$650.65 |
| | | 100.163.0000.000.2620.610.10603.32.00 0 | General Supplies | \$659.76 |
| | | | Vendor Total: | \$1,695.63 |
| AMAZON BUSINESS | | 100.121.0000.000.2410.610.10201.10.00 0 | General Supplies | \$1,355.13 |
| | | 100.121.0000.100.1000.616.10201.10.00 0 | Teacher Supplies | \$671.39 |
| | | 100.123.0000.100.1000.616.10203.10.00 0 | Teacher Supplies | \$217.31 |
| | | 100.127.0000.000.2410.610.10210.10.00 0 | General Supplies | \$27.70 |
| | | 100.127.0000.100.1000.610.10210.10.00 0 | General Supplies | \$194.94 |
| | | 100.127.0000.100.1000.616.10210.10.00 0 | Teacher Supplies | \$1,234.63 |

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1122

10/10/2024

Fiscal Year: 2024-2025

| Vendor Remit Name | Vendor # | Account | Description | Amount |
|-------------------|----------|--|---|------------|
| | | 100.128.0000.100.1000.610.10211.10.00 0 | General Supplies | \$2,731.24 |
| | | 100.133.0000.000.2410.610.10303.10.00 0 | General Supplies | \$355.53 |
| | | 100.133.0000.100.1000.610.10303.10.00 0 | General Supplies | \$836.05 |
| | | 100.133.0000.100.1000.616.10303.10.00 0 | Teacher Supplies | \$249.36 |
| | | 100.134.0000.000.2410.610.10304.20.00 0 | General Supplies | \$867.20 |
| | | 100.135.0000.100.1000.610.10305.31.00 0 | General Supplies | \$462.67 |
| | | 100.135.0000.100.1000.733.10305.31.00 0 | Furniture and Fixtures | \$79.99 |
| | | 100.136.0000.000.2410.610.10208.31.00 0 | General Supplies | \$571.22 |
| | | 100.136.0000.000.2620.610.10208.31.00 0 | General Supplies | \$222.88 |
| | | 100.136.0000.100.1000.610.10208.31.00 0 | General Supplies | \$1,583.98 |
| | | 100.161.0000.000.2410.610.10601.32.00 0 | General Supplies | \$399.08 |
| | | 100.161.0000.100.1000.610.10601.32.00 0 | General Supplies | \$2,064.35 |
| | | 100.161.0000.191.1000.610.10601.32.00 0 | General Supplies | \$698.88 |
| | | 100.161.0000.192.1000.610.10601.32.00 0 | General Supplies | \$2,142.94 |
| | | 100.161.0000.920.1000.610.10601.32.00 0 | General Supplies | \$215.80 |
| | | 100.162.0000.000.2130.610.10602.50.00 0 | General Supplies | \$182.68 |
| | | 100.162.0000.000.2410.610.10602.50.00 0 | General Supplies | \$667.21 |
| | | 100.162.0000.000.2410.650.10602.50.00 0 | Supplies–Information Technology–related | \$842.73 |
| | | 100.164.0000.100.1000.610.10604.32.00 0 | General Supplies | \$29.99 |

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1122

10/10/2024

Fiscal Year: 2024-2025

| Vendor Remit Name | Vendor # | Account | Description | Amount |
|-----------------------------------|----------|--|---|-------------|
| | | 100.164.0000.100.1000.616.10604.32.00 0 | Teacher Supplies | \$129.96 |
| | | 100.164.0000.920.1000.610.10604.32.00 0 | General Supplies | \$35.97 |
| | | 100.165.0000.100.1000.610.10605.32.00 0 | General Supplies | \$841.71 |
| | | 100.165.0000.371.1000.610.10605.32.00 0 | General Supplies | \$384.58 |
| | | 100.165.0000.371.1000.650.10605.32.00 0 | Supplies–Information Technology–related | \$310.32 |
| | | 280.633.0000.000.2100.610.10205.10.00 0 | General Supplies | \$1,479.56 |
| | | 280.633.0000.000.2100.610.10211.10.00 0 | General Supplies | \$667.46 |
| | | | Vendor Total: | \$22,754.44 |
| AMERICAN RED CROSS | | | | 457 |
| | | 240.308.0000.330.1000.610.10601.32.00 0 | General Supplies | \$2,587.25 |
| | | 240.308.0000.330.1000.612.10601.32.00 0 | Inventoried Supplies/Equipment <\$5000 | \$5,350.00 |
| | | | Vendor Total: | \$7,937.25 |
| BIG R FERNLEY | | | | |
| | | 100.108.0000.000.2620.610.10000.00.00 0 | General Supplies | \$176.92 |
| | | 100.108.0000.000.2620.610.10203.10.00 0 | General Supplies | \$29.76 |
| | | 100.108.0000.000.2620.610.10210.10.00 0 | General Supplies | \$7.64 |
| | | | Vendor Total: | \$214.32 |
| BOYS & GIRLS CLUB OF MASON VALLEY | 97650 | | | |
| | | 280.767.0000.000.2500.310.10000.00.00 0 | Official/Administrative Services | \$4,500.23 |
| | | 280.767.0000.000.2500.310.10202.10.00 0 | Official/Administrative Services | \$4,694.17 |
| | | 280.767.0000.100.1000.320.10201.10.00 0 | Professional Educational Services | \$6,255.48 |

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1122

10/10/2024

Fiscal Year: 2024-2025

| Vendor Remit Name | Vendor # | Account | Description | Amount |
|--------------------|----------|--|-----------------------------------|-----------------|
| | | 280.767.0000.100.1000.320.10202.10.00 0 | Professional Educational Services | \$11,925.35 |
| | | 280.767.0000.100.1000.320.10205.10.00 0 | Professional Educational Services | \$6,030.51 |
| | | 280.767.0000.100.1000.320.10210.10.00 0 | Professional Educational Services | \$4,499.67 |
| | | 280.767.0000.100.1000.320.10211.10.00 0 | Professional Educational Services | \$6,669.74 |
| | | 280.767.0000.100.1000.320.10304.20.00 0 | Professional Educational Services | \$4,536.89 |
| | | | Vendor Total: | \$49,112.04 |
| BRADY INDUSTRIES | | 100.123.0000.000.2620.610.10203.10.00 0 | General Supplies | \$627.97 |
| | | 100.136.0000.000.2620.610.10208.31.00 0 | General Supplies | \$179.83 458 |
| | | | Vendor Total: | \$807.80 |
| CLARK PEST CONTROL | | 100.108.0000.000.2630.340.10605.32.00 0 | Other Professional Services | \$132.00 |
| | | | Vendor Total: | \$132.00 |
| DECKER, INC. | 5403 | 100.135.0000.000.2410.610.10305.31.00 0 | General Supplies | \$334.85 |
| | | 100.136.0000.000.2620.610.10208.31.00 0 | General Supplies | \$423.59 |
| | | | Vendor Total: | \$758.44 |
| DYSLEXIA ON DEMAND | | 250.105.0000.200.1000.653.10000.00.00 0 | Web-based and similar programs | \$962.00 |
| | | | Vendor Total: | \$962.00 |
| EMS LINQ | | 290.180.0000.000.3100.352.10000.00.00 0 | Other Technical Services | \$18,196.11 |
| | | | Vendor Total: | \$18,196.11 |

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1122

10/10/2024

Fiscal Year: 2024-2025

| Vendor Remit Name | Vendor # | Account | Description | Amount |
|---|----------|--|----------------------------------|-------------|
| GIANT ROOFING, LLC | | 240.297.0000.000.2600.430.10209.10.00 0 | Repairs and Maintenance Services | \$48,300.00 |
| | | | Vendor Total: | \$48,300.00 |
| HOUGHTON MIFFLIN HARCOURT PUBLISHING CO | | 100.109.0000.100.1000.640.10000.00.00 0 | Books and Periodicals | \$4,737.15 |
| | | | Vendor Total: | \$4,737.15 |
| INLAND SUPPLY CO., INC. | 10000 | 100.162.0000.000.2620.610.10602.50.00 0 | General Supplies | \$180.22 |
| | | | Vendor Total: | \$180.22 |
| NAVIGATE 360, LLC | | 280.633.0000.000.2100.610.10601.32.00 0 | FY19 Title IA FHS Budget Load | \$3,704.59 |
| | | 280.633.0000.000.2100.653.10605.32.00 0 | Web-based and similar programs | \$1,554.00 |
| | | | Vendor Total: | \$5,260.25 |
| NEVADA DEPARTMENT OF AGRICULTURE | 14535 | 290.180.0000.000.3100.630.10000.00.00 0 | Food | \$19,856.50 |
| | | | Vendor Total: | \$19,856.50 |
| OFFICE DEPOT | 15366 | 100.123.0000.000.2410.531.10203.10.00 0 | Postage | \$73.00 |
| | | 100.123.0000.100.1000.610.10203.10.00 0 | General Supplies | \$211.20 |
| | | 100.126.0000.100.1000.610.10206.10.00 0 | General Supplies | \$61.34 |
| | | 100.127.0000.100.1000.610.10210.10.00 0 | General Supplies | \$1,630.00 |
| | | | Vendor Total: | \$1,975.54 |
| PAUL CAVIN ARCHITECT LLC | | | | |

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1122

10/10/2024

Fiscal Year: 2024-2025

| Vendor Remit Name | Vendor # | Account | Description | Amount |
|--|----------|--|--|-------------|
| | | 100.101.0000.000.4300.340.10601.32.00 0 | Other Professional Services | \$2,525.00 |
| | | 100.101.0000.000.4300.340.10603.32.00 0 | Other Professional Services | \$18,100.00 |
| | | 100.101.0000.000.4300.340.10604.32.00 0 | Other Professional Services | \$2,225.00 |
| | | | Vendor Total: | \$22,850.00 |
| R&J PAINTING LLC | | 240.297.0000.000.2600.430.10209.10.00 0 | Repairs and Maintenance Services | \$12,200.00 |
| | | | Vendor Total: | \$12,200.00 |
| ROYAL CARPET ONE FLOOR & HOME | | 240.297.0000.000.2600.430.10209.10.00 0 | Repairs and Maintenance Services | \$7,522.02 |
| | | | Vendor Total: | \$7,522.02 |
| SKY FIBER INTERNET | | 100.107.0000.000.2580.535.10000.00.00 0 | Data Communications, Internet, Video, T-lines, etc | \$58,121.00 |
| | | | Vendor Total: | \$58,121.00 |
| SPECIALIZED ELEVATOR SERVICES HOLDINGS | | 100.108.0000.000.2620.430.10302.20.00 0 | Repairs and Maintenance Services | \$324.00 |
| | | | Vendor Total: | \$324.00 |
| TIMECLOCK PLUS, LLC | | 100.101.0000.000.2510.340.10000.00.00 0 | Other Professional Services | \$1,898.44 |
| | | | Vendor Total: | \$1,898.44 |
| TRANSFR INC | | 280.637.0000.300.1000.652.10000.00.00 0 | Inventoried Supplies/Equipment – IT Related <\$5000 | \$12,000.00 |
| | | | Vendor Total: | \$12,000.00 |
| WALKER LAKE DISPOSAL INC. | 102157 | | | |

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1122

10/10/2024

Fiscal Year: 2024-2025

| Vendor Remit Name | Vendor # | Account | Description | Amount |
|--------------------------|----------|--|--------------------|---------------------|
| | | 100.121.0000.000.2410.421.10201.10.00 0 | Garbage / Disposal | \$709.00 |
| | | | Vendor Total: | \$709.00 |
| WEDCO INC. | 22320 | 100.135.0000.000.2620.610.10305.31.00 0 | General Supplies | \$53.60 |
| | | | Vendor Total: | \$53.60 |
| WESTERN NEVADA SUPPLY | 22580 | 100.108.0000.000.2620.610.10305.31.00 0 | General Supplies | \$417.60 |
| | | 100.135.0000.000.2620.610.10305.31.00 0 | General Supplies | \$881.71 |
| | | | Vendor Total: | \$1,299.31 |
| WILLIAM V. MACGILL & CO. | 22793 | 100.129.0000.000.2130.610.10209.10.00 0 | General Supplies | \$256.48 |
| | | 100.136.0000.000.2130.610.10208.31.00 0 | General Supplies | \$305.01 |
| | | | Vendor Total: | \$561.49 |
| | | | Grand Total: | \$302,308.68 |

End of Report

LYON COUNTY SCHOOL DISTRICT VOUCHER

Voucher No: 1123 Voucher Date: 10/10/2024 Prepared By: _____

Printed: 11/13/2024 09:35:58 AM

LYON COUNTY SCHOOL DISTRICT is hereby authorized to draw warrants against LYON COUNTY SCHOOL DISTRICT funds for the sum of \$160,413.53 on account of obligations incurred for value received in services and for materials as shown below for period July 1, 2024 to June 30, 2025 (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.

Phil Cowee. President

Bridget Peterson Clerk

Neal McIntyre II Member

Tom Hendrix Member

Sherry Parsons Member

Holly Villines Member

Darin Farr Member

LYON COUNTY SCHOOL DISTRICT

| Fund | | Amount |
|------|--------------------|--------------|
| 100 | General Fund | \$95,358.06 |
| 230 | Adult Education | \$78.74 |
| 240 | State Grants | \$12,704.00 |
| 280 | Federal Funds | \$52,254.77 |
| 290 | Food Service Funds | \$17.96 |
| | | <hr/> <hr/> |
| | | \$160,413.53 |

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1123

10/10/2024

Fiscal Year: 2024-2025

| Vendor Remit Name | Vendor # | Account | Description | Amount |
|--------------------------------------|----------|---------------------------------------|---|-------------------|
| A T & T MONTHLY STATEMENT | 99712 | 100.101.0000.000.2670.533.10205.10.00 | Telephone – Land Line phone services Check #: 2584 | \$307.66 |
| | | 100.101.0000.000.2670.533.10206.10.00 | Telephone – Land Line phone services Check #: 2584 | \$102.00 |
| | | 100.101.0000.000.2670.533.10305.31.00 | Telephone – Land Line phone services Check #: 2584 | \$135.33 |
| | | 100.101.0000.000.2670.533.10605.32.00 | Telephone – Land Line phone services Check #: 2584 | \$494.45 |
| | | 230.231.0000.610.2500.533.10000.00.00 | Telephone – Land Line phone services Check #: 2584 | \$78.74 |
| Vendor Total: | | | | \$1,118.18 |
| BLICK ART MATERIALS | 5590 | 100.135.0000.100.1000.610.10305.31.00 | General Supplies Check #: 2585 | \$1,586.76 463 |
| | | 100.136.0000.100.1000.610.10208.31.00 | General Supplies Check #: 2585 | \$565.06 |
| Vendor Total: | | | | \$2,151.82 |
| BORDERLAN SECURITY | 102759 | 100.107.0000.000.2580.651.10000.00.00 | Supplies – Technology – Software Check #: 2586 | \$8,530.06 |
| Vendor Total: | | | | \$8,530.06 |
| BOYS & GIRLS CLUB OF TRUCKEE MEADOWS | 102901 | 280.767.0000.000.2500.310.10000.00.00 | Official/Administrative Services Check #: 2587 | \$6,448.57 |
| | | 280.767.0000.000.2500.580.10000.00.00 | Travel Check #: 2587 | \$1,184.32 |
| | | 280.767.0000.100.1000.320.10203.10.00 | Professional Educational Services Check #: 2587 | \$8,062.01 |
| | | 280.767.0000.100.1000.320.10206.10.00 | Professional Educational Services Check #: 2587 | \$5,385.48 |

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1123

10/10/2024

Fiscal Year: 2024-2025

| Vendor Remit Name | Vendor # | Account | Description | Amount |
|------------------------------------|----------|--|-----------------------------------|------------------------|
| | | 280.767.0000.100.1000.320.10209.10.00 Check #: 2587 | Professional Educational Services | \$5,608.31 |
| | | 280.767.0000.100.1000.320.10303.10.00 Check #: 2587 | Professional Educational Services | \$8,062.00 |
| | | 280.767.0000.100.1000.610.10206.10.00 Check #: 2587 | General Supplies | \$2,505.29 |
| | | 280.767.0000.100.1000.610.10209.10.00 Check #: 2587 | General Supplies | \$536.68 |
| | | 280.767.0000.100.1000.610.10303.10.00 Check #: 2587 | General Supplies | \$2,287.65 |
| | | | Vendor Total: | <u>\$40,080.31</u> |
| CAROLINA BIOLOGICAL SUPPLY | 3000 | 100.135.0000.100.1000.610.10305.31.00 Check #: 2588 | General Supplies | \$459.34 |
| | | | Vendor Total: | <u>464</u> \$459.34 |
| COMMUNITY CENTERED CONSULTING, LLC | | 100.101.0000.000.2570.340.10000.00.00 Check #: 2589 | Other Professional Services | \$2,500.00 |
| | | | Vendor Total: | <u>\$2,500.00</u> |
| DHARMA TRADING COMPANY | | 100.165.0000.000.2410.610.10605.32.00 Check #: 2590 | General Supplies | \$101.77 |
| | | | Vendor Total: | <u>\$101.77</u> |
| DISCOUNT TWO WAY RADIO CORPORATION | | 100.125.0000.000.2410.610.10205.10.00 Check #: 2591 | General Supplies | \$2,189.27 |
| | | | Vendor Total: | <u>\$2,189.27</u> |
| FERNLEY HIGH SCHOOL | | 280.735.0000.000.1000.610.10000.00.00 Check #: 2592 | General Supplies | \$180.00 |
| | | | Vendor Total: | <u>\$180.00</u> |

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1123

10/10/2024

Fiscal Year: 2024-2025

| Vendor Remit Name | Vendor # | Account | Description | Amount |
|--|----------|---------------------------------------|--------------------------------------|------------|
| FRONTIER | 21702 | 100.101.0000.000.2320.533.10000.00.00 | Telephone – Land Line phone services | \$916.36 |
| | | Check #: 2593 | | |
| | | 100.132.0000.000.2410.533.10302.20.00 | Telephone – Land Line phone services | \$245.18 |
| | | Check #: 2593 | | |
| | | 100.162.0000.000.2410.533.10602.50.00 | Telephone – Land Line phone services | \$169.66 |
| | | Check #: 2593 | | |
| | | | Vendor Total: | \$1,331.20 |
| GARAGE STRENGTH SPORTS PERFORMANCE | | | | |
| | | 100.161.0000.920.1000.610.10601.32.00 | General Supplies | \$2,399.92 |
| | | Check #: 2594 | | |
| | | | Vendor Total: | \$2,399.92 |
| HEALTHY COMMUNITIES COALITION | | | | |
| | | 280.700.0000.000.2213.320.10000.00.00 | Professional Educational Services | \$9,276.96 |
| | | Check #: 2595 | | |
| | | | Vendor Total: | \$9,276.96 |
| HIGH SIERRA ELEVATOR INSPECTIONS | | | | |
| | | 100.108.0000.000.2620.430.10302.20.00 | Repairs and Maintenance Services | \$494.61 |
| | | Check #: 2596 | | |
| | | | Vendor Total: | \$494.61 |
| INNOVATIVE COMMUNICATIONS SYSTEMS, 10058 LLC | | | | |
| | | 100.135.0000.000.2620.430.10305.31.00 | Repairs and Maintenance Services | \$1,675.95 |
| | | Check #: 2597 | | |
| | | 100.135.0000.000.2620.610.10305.31.00 | General Supplies | \$1,073.59 |
| | | Check #: 2597 | | |
| | | | Vendor Total: | \$2,749.54 |
| J.W. PEPPER | 102488 | | | |
| | | 100.161.0000.100.1000.610.10601.32.00 | General Supplies | \$765.99 |
| | | Check #: 2598 | | |
| | | | Vendor Total: | \$765.99 |
| KLEIN EDUCATIONAL SYSTEMS | | | | |

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1123

10/10/2024

Fiscal Year: 2024-2025

| Vendor Remit Name | Vendor # | Account | Description | Amount |
|--------------------------------|----------|---------------------------------------|---|------------|
| | | 240.300.0000.380.1000.653.10601.32.00 | Web-based and similar programs | \$8,204.00 |
| | | Check #: 2599 | | |
| | | | Vendor Total: | \$8,204.00 |
| MOUND HOUSE HARDWARE & STORAGE | 96223 | | | |
| | | 100.121.0000.000.2620.610.10201.10.00 | General Supplies | \$492.03 |
| | | Check #: 2600 | | |
| | | | Vendor Total: | \$492.03 |
| NOTABLE INC | | | | |
| | | 100.161.0000.100.1000.650.10601.32.00 | Supplies-Information Technology-related | \$891.00 |
| | | Check #: 2601 | | |
| | | | Vendor Total: | \$891.00 |
| ORCUTT WINSLOW | | | | |
| | | 100.101.0000.000.2541.340.10000.00.00 | Other Professional Services | \$531.08 |
| | | Check #: 2602 | | 466 |
| | | | Vendor Total: | \$531.08 |
| ORKIN PEST CONTROL | | | | |
| | | 100.101.0000.000.2510.610.10000.00.00 | General Supplies | \$87.99 |
| | | Check #: 2603 | | |
| | | | Vendor Total: | \$87.99 |
| PARTS TOWN LLC | | | | |
| | | 100.108.0000.000.2620.610.10000.00.00 | General Supplies | \$165.02 |
| | | Check #: 2604 | | |
| | | | Vendor Total: | \$165.02 |
| PIONEER ATHLETICS | | | | |
| | | 100.165.0000.920.1000.610.10605.32.00 | General Supplies | \$875.71 |
| | | Check #: 2605 | | |
| | | | Vendor Total: | \$875.71 |
| PITNEY BOWES GLOBAL FINANCIAL | 101970 | | | |
| | | 100.161.0000.000.2410.442.10601.32.00 | Rental of Equipment and Vehicles | \$575.31 |
| | | Check #: 2606 | | |
| | | | Vendor Total: | \$575.31 |

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1123

10/10/2024

Fiscal Year: 2024-2025

| Vendor Remit Name | Vendor # | Account | Description | Amount |
|------------------------------------|----------|---------------------------------------|--|------------|
| REFRIGERATION SUPPLIES DISTRIBUTOR | 96586 | 100.132.0000.000.2620.610.10302.20.00 | General Supplies Check #: 2607 | \$347.62 |
| | | | Vendor Total: | \$347.62 |
| RENO CYCLES & GEAR | | 100.161.0000.000.2620.610.10601.32.00 | General Supplies Check #: 2608 | \$332.74 |
| | | | Vendor Total: | \$332.74 |
| SANDELL'S LTD | 18037 | 100.161.0000.000.2410.610.10601.32.00 | General Supplies Check #: 2609 | \$209.10 |
| | | | Vendor Total: | \$209.10 |
| SCHOLASTIC CLASSROOM MAGAZINES | 102740 | 100.121.0000.000.2410.640.10201.10.00 | Books and Periodicals Check #: 2610 | \$3,547.62 |
| | | | Vendor Total: | \$3,547.62 |
| SCHOOL MATE | 18452 | 100.128.0000.100.1000.610.10211.10.00 | General Supplies Check #: 2611 | \$605.00 |
| | | | Vendor Total: | \$605.00 |
| SCHOOL SPECIALTY_103213 | | 100.135.0000.100.1000.610.10305.31.00 | General Supplies Check #: 2612 | \$4,117.13 |
| | | | Vendor Total: | \$4,117.13 |
| SHRED-IT USA | | 100.101.0000.000.2510.610.10000.00.00 | General Supplies Check #: 2613 | \$42.00 |
| | | 100.121.0000.000.2410.421.10201.10.00 | Garbage / Disposal Check #: 2613 | \$37.00 |
| | | 100.121.0000.000.2410.610.10201.10.00 | General Supplies Check #: 2613 | \$37.00 |
| | | | Vendor Total: | \$116.00 |

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1123

10/10/2024

Fiscal Year: 2024-2025

| Vendor Remit Name | Vendor # | Account | Description | Amount |
|---------------------------------|----------|---------------------------------------|-----------------------------------|-------------|
| SIERRA PACIFIC TURF SUPPLY INC | 103177 | 100.133.0000.000.2620.430.10303.10.00 | Repairs and Maintenance Services | \$401.95 |
| | | Check #: 2614 | | |
| | | | Vendor Total: | \$401.95 |
| SILVER SPRINGS G.I.D | 19181 | 100.108.0000.000.2610.411.10000.00.00 | Water / Sewer | \$2,112.00 |
| | | Check #: 2615 | | |
| | | | Vendor Total: | \$2,112.00 |
| SILVER SPRINGS MUTUAL WATER CO | 19183 | 100.108.0000.000.2610.411.10000.00.00 | Water / Sewer | \$29,191.37 |
| | | Check #: 2616 | | |
| | | 100.170.0000.000.2730.411.10000.00.00 | Water / Sewer | \$78.00 |
| | | Check #: 2616 | | |
| | | | Vendor Total: | \$29,269.37 |
| SOLIDITY GRAPHICS & DESIGN, LLC | | 100.134.0000.000.2410.610.10304.20.00 | General Supplies | \$4,116.50 |
| | | Check #: 2617 | | |
| | | 280.633.0000.000.2100.610.10304.20.00 | FY18 Title IA SSMS Budget Load | \$573.00 |
| | | Check #: 2617 | | |
| | | | Vendor Total: | \$4,689.50 |
| SOLIDPROFESSOR | | 240.300.0000.380.1000.653.10601.32.00 | Web-based and similar programs | \$4,500.00 |
| | | Check #: 2618 | | |
| | | | Vendor Total: | \$4,500.00 |
| TESTOUT | | 280.631.0000.300.2200.320.10000.00.00 | Professional Educational Services | \$290.00 |
| | | Check #: 2619 | | |
| | | | Vendor Total: | \$290.00 |
| TOLMAN, BRET | | 290.180.0000.000.0000.000.10000.00.48 | Deferred Revenues | \$17.96 |
| | | Check #: 2620 | | |
| | | | Vendor Total: | \$17.96 |

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1123

10/10/2024

Fiscal Year: 2024-2025

| Vendor Remit Name | Vendor # | Account | Description | Amount |
|--------------------------------|----------|---------------------------------------|----------------------------------|-------------|
| TURNING TECHNOLOGIES | 102632 | 100.161.0000.192.1000.610.10601.32.00 | General Supplies | \$250.00 |
| | | Check #: 2621 | | |
| | | | Vendor Total: | \$250.00 |
| UNIVERSITY OF OREGON | | 280.709.0000.000.2213.653.10000.00.00 | Web-based and similar programs | \$500.00 |
| | | Check #: 2622 | | |
| | | | Vendor Total: | \$500.00 |
| USPS-POC | 3478 | 100.101.0000.000.2320.531.10000.00.00 | Postage | \$1,000.00 |
| | | Check #: 2623 | | |
| | | | Vendor Total: | \$1,000.00 |
| VENTRIS LEARNING | | 280.709.0000.000.2213.640.10000.00.00 | Books and Periodicals | \$1,354.50 |
| | | Check #: 2624 | | |
| | | | Vendor Total: | \$1,354.50 |
| VESTIS | | 100.121.0000.000.2620.422.10201.10.00 | Janitorial / Custodial Services | \$139.04 |
| | | Check #: 2625 | | |
| | | | Vendor Total: | \$139.04 |
| WESTERN STATES FIRE PROTECTION | | 100.108.0000.000.2620.430.10000.00.00 | Repairs and Maintenance Services | \$11,575.00 |
| | | Check #: 2626 | | |
| | | 100.108.0000.000.2620.430.10202.10.00 | Repairs and Maintenance Services | \$873.00 |
| | | Check #: 2626 | | |
| | | 100.108.0000.000.2620.430.10205.10.00 | Repairs and Maintenance Services | \$582.00 |
| | | Check #: 2626 | | |
| | | 100.108.0000.000.2620.430.10209.10.00 | Repairs and Maintenance Services | \$2,938.80 |
| | | Check #: 2626 | | |
| | | 100.108.0000.000.2620.430.10303.10.00 | Repairs and Maintenance Services | \$521.40 |
| | | Check #: 2626 | | |

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1123

10/10/2024

Fiscal Year: 2024-2025

| Vendor Remit Name | Vendor # | Account | Description | Amount |
|-------------------|----------|---------------------------------------|---|-------------|
| | | 100.108.0000.000.2620.430.10601.32.00 | Repairs and Maintenance Services | \$1,239.00 |
| | | Check #: 2626 | | |
| | | | Vendor Total: | \$17,729.20 |
| XEROX CORPORATION | | | | |
| | | 100.101.0000.000.2320.430.10000.00.00 | Repairs and Maintenance Services | \$68.09 |
| | | Check #: 2627 | | |
| | | 100.101.0000.000.2320.442.10000.00.00 | Rental of Equipment and Vehicles | \$128.02 |
| | | Check #: 2627 | | |
| | | 100.121.0000.000.2410.430.10201.10.00 | Repairs and Maintenance Services | \$229.70 |
| | | Check #: 2627 | | |
| | | 100.121.0000.000.2410.442.10201.10.00 | Rental of Equipment and Vehicles | \$565.05 |
| | | Check #: 2627 | | |
| | | 100.122.0000.000.2410.430.10202.10.00 | Repairs and Maintenance Services | \$84.58 |
| | | Check #: 2627 | | |
| | | 100.122.0000.000.2410.442.10202.10.00 | Rental of Equipment and Vehicles | \$223.21 |
| | | Check #: 2627 | | |
| | | 100.127.0000.000.2410.442.10210.10.00 | Rental of Equipment and Vehicles | \$406.82 |
| | | Check #: 2627 | | |
| | | 100.127.0000.100.1000.430.10210.10.00 | Repairs and Maintenance Services | (\$11.97) |
| | | Check #: 2627 | | |
| | | 100.134.0000.000.2410.610.10304.20.00 | General Supplies | \$275.30 |
| | | Check #: 2627 | | |
| | | 100.162.0000.000.2410.430.10602.50.00 | Repairs and Maintenance Services | \$8.29 |
| | | Check #: 2627 | | |
| | | 100.162.0000.000.2410.442.10602.50.00 | Rental of Equipment and Vehicles | \$672.80 |
| | | Check #: 2627 | | |
| | | 100.162.0000.000.2410.650.10602.50.00 | Supplies-Information Technology-related | \$17.04 |
| | | Check #: 2627 | | |
| | | 100.162.0000.103.1000.430.10602.50.00 | Repairs and Maintenance Services | \$31.54 |
| | | Check #: 2627 | | |
| | | 100.162.0000.170.1000.650.10602.50.00 | Supplies-Information Technology-related | \$35.22 |
| | | Check #: 2627 | | |
| | | | Vendor Total: | \$2,733.69 |

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1123 10/10/2024

Fiscal Year: 2024-2025

| Vendor Remit Name | Vendor # | Account | Description | Amount |
|-------------------|----------|---------|-------------|---------------------------|
| | | | | Grand Total: \$160,413.53 |

End of Report

LYON COUNTY SCHOOL DISTRICT VOUCHER

Voucher No: 1124 Voucher Date: 10/04/2024 Prepared By: _____

Printed: 10/04/2024 01:16:42 PM

LYON COUNTY SCHOOL DISTRICT is hereby authorized to draw warrants against LYON COUNTY SCHOOL DISTRICT funds for the sum of \$6,033.47 on account of obligations incurred for value received in services and for materials as shown below for period July 1, 2024 to June 30, 2025 (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.

Phil Cowee. President

Bridget Peterson Clerk

Neal McIntyre II Member

Tom Hendrix Member

Sherry Parsons Member

Holly Villines Member

Darin Farr Member

LYON COUNTY SCHOOL DISTRICT

| Fund | | Amount |
|------|-----------------------------|------------|
| 830 | Private-Purpose Trust Funds | \$6,033.47 |
| | | <hr/> |
| | | \$6,033.47 |

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1124

10/04/2024

Fiscal Year: 2024-2025

| Vendor Remit Name | Vendor # | Account | Description | Amount |
|--------------------------------------|----------|---------------------------------------|----------------------------|----------|
| AUSTIN PEAY STATE UNIVERSITY | | 830.052.0000.000.2410.890.10000.00.00 | Miscellaneous Expenditures | \$312.56 |
| | | Check #: 2569 | | |
| | | | Vendor Total: | \$312.56 |
| FORT LEWIS COLLEGE | | 830.062.0000.000.2410.890.10000.00.00 | Miscellaneous Expenditures | \$88.56 |
| | | Check #: 2570 | | |
| | | | Vendor Total: | \$88.56 |
| FORT LEWIS COLLEGE | | 830.057.0000.000.2410.890.10000.00.00 | Miscellaneous Expenditures | \$125.00 |
| | | Check #: 2571 | | |
| | | | Vendor Total: | \$125.00 |
| FORT LEWIS COLLEGE | | 830.061.0000.000.2410.890.10000.00.00 | Miscellaneous Expenditures | \$625.12 |
| | | Check #: 2572 | | |
| | | | Vendor Total: | \$625.12 |
| FORT LEWIS COLLEGE | | 830.066.0000.000.2410.890.10000.00.00 | Miscellaneous Expenditures | \$500.00 |
| | | Check #: 2573 | | |
| | | | Vendor Total: | \$500.00 |
| GREAT BASIN COLLEGE BOARD OF REGENTS | 8750 | 830.065.0000.000.2410.890.10000.00.00 | Miscellaneous Expenditures | \$645.96 |
| | | Check #: 2574 | | |
| | | | Vendor Total: | \$645.96 |
| OFFICE OF STUDENT FINANCIAL AID | | 830.051.0000.000.2410.890.10000.00.00 | Miscellaneous Expenditures | \$312.56 |
| | | Check #: 2575 | | |
| | | | Vendor Total: | \$312.56 |
| OFFICE OF STUDENT FINANCIAL AID | | 830.053.0000.000.2410.890.10000.00.00 | Miscellaneous Expenditures | \$500.00 |
| | | Check #: 2576 | | |

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1124

10/04/2024

Fiscal Year: 2024-2025

| Vendor Remit Name | Vendor # | Account | Description | Amount |
|-----------------------------------|----------|---------------------------------------|----------------------------|---------------------|
| | | | | Vendor Total: |
| OREGON STATE UNIVERSITY | | | | \$500.00 |
| | | 830.053.0000.000.2410.890.10000.00.00 | Miscellaneous Expenditures | \$500.00 |
| | | Check #: 2577 | | |
| | | | | Vendor Total: |
| OREGON STATE UNIVERSITY | | | | \$500.00 |
| | | 830.063.0000.000.2410.890.10000.00.00 | Miscellaneous Expenditures | \$111.15 |
| | | Check #: 2578 | | |
| | | | | Vendor Total: |
| TRUCKEE MEADOWS COMMUNITY COLLEGE | 103226 | | | \$111.15 |
| | | 830.053.0000.000.2410.890.10000.00.00 | Miscellaneous Expenditures | \$500.00 |
| | | Check #: 2579 | | |
| | | | | Vendor Total: |
| TRUCKEE MEADOWS COMMUNITY COLLEGE | 103226 | | | \$500.00 |
| | | 830.056.0000.000.2410.890.10000.00.00 | Miscellaneous Expenditures | \$1,000.00 |
| | | Check #: 2580 | | |
| | | | | Vendor Total: |
| WESTERN NEVADA COLLEGE - FAO | | | | \$1,000.00 |
| | | 830.053.0000.000.2410.890.10000.00.00 | Miscellaneous Expenditures | \$500.00 |
| | | Check #: 2581 | | |
| | | | | Vendor Total: |
| WESTERN NEVADA COLLEGE - FAO | | | | \$500.00 |
| | | 830.052.0000.000.2410.890.10000.00.00 | Miscellaneous Expenditures | \$312.56 |
| | | Check #: 2582 | | |
| | | | | Vendor Total: |
| | | | | \$312.56 |
| | | | | Grand Total: |
| | | | | \$6,033.47 |

End of Report

LYON COUNTY SCHOOL DISTRICT VOUCHER

Voucher No: 1126 Voucher Date: 10/17/2024 Prepared By: _____

Printed: 11/13/2024 09:37:33 AM

LYON COUNTY SCHOOL DISTRICT is hereby authorized to draw warrants against LYON COUNTY SCHOOL DISTRICT funds for the sum of \$3,269,437.64 on account of obligations incurred for value received in services and for materials as shown below for period July 1, 2024 to June 30, 2025 (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.

| | |
|------------------|-----------|
| Phil Cowee. | President |
| <hr/> | |
| Bridget Peterson | Clerk |
| <hr/> | |
| Neal McIntyre II | Member |
| <hr/> | |
| Tom Hendrix | Member |
| <hr/> | |
| Sherry Parsons | Member |
| <hr/> | |
| Holly Villines | Member |
| <hr/> | |
| Darin Farr | Member |

LYON COUNTY SCHOOL DISTRICT

| Fund | | Amount |
|------|---------------------------------|----------------|
| 100 | General Fund | \$508,532.08 |
| 240 | State Grants | \$175.29 |
| 250 | Special Education | \$87,515.64 |
| 280 | Federal Funds | \$96,799.81 |
| 290 | Food Service Funds | \$208.00 |
| 340 | Governmental Services Tax (GST) | \$299,342.97 |
| 360 | Bond Issues | \$2,276,863.85 |
| | | <hr/> |
| | | <hr/> |
| | | \$3,269,437.64 |

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1126

10/17/2024

Fiscal Year: 2024-2025

| Vendor Remit Name | Vendor # | Account | Description | Amount |
|---------------------------------------|----------|--|----------------------------------|-------------|
| 1000BULBS.COM | | 100.108.0000.000.2620.610.10000.00.00 0 | General Supplies | \$3,193.00 |
| | | | Vendor Total: | \$3,193.00 |
| 3D CONCRETE, INC. | 103064 | 100.108.0000.000.2620.610.10604.32.00 0 | General Supplies | \$549.35 |
| | | | Vendor Total: | \$549.35 |
| ACE HARDWARE | 200 | 100.170.0000.000.2700.610.10000.00.00 0 | General Supplies | \$25.95 |
| | | | Vendor Total: | \$25.95 |
| ADVANCED CHILD BEHAVIOR SOLUTIONS,LLC | 102918 | 280.639.0000.200.2240.340.10000.00.00 0 | Other Professional Services | \$14,934.75 |
| | | | Vendor Total: | \$14,934.75 |
| ADVANCED INTEGRATED PEST MANAGEMENT | | 100.108.0000.000.2620.430.10000.00.00 0 | Repairs and Maintenance Services | \$2,276.00 |
| | | 100.108.0000.000.2620.610.10000.00.00 0 | General Supplies | \$2,476.00 |
| | | | Vendor Total: | \$4,752.00 |
| ALL ABOUT VISION, LLC | 94550 | 250.101.0000.200.2190.340.10000.00.00 0 | Other Professional Services | \$2,600.00 |
| | | | Vendor Total: | \$2,600.00 |
| ALL OUT FENCE LLC | | 340.101.0000.000.4600.430.10603.32.00 0 | Repairs and Maintenance Services | \$89,610.00 |
| | | | Vendor Total: | \$89,610.00 |
| AMAZON BUSINESS | | | | |

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1126

10/17/2024

Fiscal Year: 2024-2025

| Vendor Remit Name | Vendor # | Account | Description | Amount |
|-------------------|----------|--|---|------------|
| | | 100.101.0000.000.2320.610.10000.00.00 0 | General Supplies | \$53.77 |
| | | 100.121.0000.000.2410.610.10201.10.00 0 | General Supplies | \$147.54 |
| | | 100.122.0000.000.2410.610.10202.10.00 0 | General Supplies | \$39.99 |
| | | 100.122.0000.100.1000.610.10202.10.00 0 | General Supplies | \$12.99 |
| | | 100.122.0000.100.1000.616.10202.10.00 0 | Teacher Supplies | \$492.72 |
| | | 100.122.0000.100.1000.650.10202.10.00 0 | Supplies-Information Technology-related | \$33.88 |
| | | 100.123.0000.000.2130.610.10203.10.00 0 | General Supplies | \$43.33 |
| | | 100.123.0000.100.1000.616.10203.10.00 0 | Teacher Supplies | \$493.53 |
| | | 100.123.0000.100.1000.640.10203.10.00 0 | Books and Periodicals | \$52.16 |
| | | 100.126.0000.000.2620.610.10206.10.00 0 | General Supplies | \$17.99 |
| | | 100.126.0000.100.1000.610.10206.10.00 0 | General Supplies | \$19.67 |
| | | 100.127.0000.000.2130.610.10210.10.00 0 | General Supplies | \$195.53 |
| | | 100.127.0000.100.1000.610.10210.10.00 0 | General Supplies | \$139.54 |
| | | 100.127.0000.100.1000.616.10210.10.00 0 | Teacher Supplies | \$255.17 |
| | | 100.129.0000.000.2620.610.10209.10.00 0 | General Supplies | \$158.59 |
| | | 100.129.0000.100.1000.610.10209.10.00 0 | General Supplies | \$274.03 |
| | | 100.132.0000.100.1000.610.10302.20.00 0 | General Supplies | \$3,116.05 |
| | | 100.133.0000.000.2410.610.10303.10.00 0 | General Supplies | \$349.01 |
| | | 100.133.0000.100.1000.610.10303.10.00 0 | General Supplies | \$4,779.15 |

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1126

10/17/2024

Fiscal Year: 2024-2025

| Vendor Remit Name | Vendor # | Account | Description | Amount |
|-------------------|----------|--|----------------------------------|----------|
| | | 100.135.0000.000.2410.610.10305.31.00 0 | General Supplies | \$125.45 |
| | | 100.135.0000.000.2620.610.10305.31.00 0 | General Supplies | \$115.33 |
| | | 100.135.0000.100.1000.610.10305.31.00 0 | General Supplies | \$371.75 |
| | | 100.135.0000.100.1000.616.10305.31.00 0 | Teacher Supplies | \$309.79 |
| | | 100.136.0000.100.1000.610.10208.31.00 0 | General Supplies | \$802.35 |
| | | 100.161.0000.000.2130.610.10601.32.00 0 | General Supplies | \$146.68 |
| | | 100.161.0000.000.2410.610.10601.32.00 0 | General Supplies | \$317.90 |
| | | 100.161.0000.000.2620.610.10601.32.00 0 | General Supplies | \$5.95 |
| | | 100.161.0000.383.1000.610.10601.32.00 0 | General Supplies | \$20.10 |
| | | 100.161.0000.920.1000.610.10601.32.00 0 | General Supplies | \$146.93 |
| | | 100.162.0000.103.1000.610.10602.50.00 0 | General Supplies | \$134.99 |
| | | 100.162.0000.170.1000.640.10602.50.00 0 | Books and Periodicals | \$91.40 |
| | | 100.163.0000.100.1000.616.10603.32.00 0 | Teacher Supplies | \$163.45 |
| | | 100.164.0000.000.2620.430.10604.32.00 0 | Repairs and Maintenance Services | \$310.83 |
| | | 100.164.0000.100.1000.616.10604.32.00 0 | Teacher Supplies | \$458.88 |
| | | 100.164.0000.192.1000.610.10604.32.00 0 | General Supplies | \$86.59 |
| | | 100.164.0000.194.1000.610.10604.32.00 0 | General Supplies | \$8.90 |
| | | 100.165.0000.000.2410.610.10605.32.00 0 | General Supplies | \$204.17 |
| | | 100.165.0000.100.1000.610.10605.32.00 0 | General Supplies | \$446.05 |

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1126

10/17/2024

Fiscal Year: 2024-2025

| Vendor Remit Name | Vendor # | Account | Description | Amount | |
|---------------------------|----------|--|--|---------------------|----------------|
| | | | | Vendor Total: | \$14,942.13 |
| AUDIO ENHANCEMENT, INC | 99350 | 100.101.0000.000.2620.612.10000.00.00 0 | Inventoried Supplies/Equipment <\$5000 | \$7,948.71 | |
| | | 360.022.0000.000.4700.734.10304.20.00 0 | Technology-Related Hardware | \$9,414.75 | |
| | | | | Vendor Total: | \$17,363.46 |
| BRYSON SALES & SERVICE | 2380 | 360.011.0000.000.2700.732.10000.00.00 0 | Vehicles | \$1,924,125.00 | |
| | | | | Vendor Total: | \$1,924,125.00 |
| BSN SPORTS | | 100.101.0000.920.1000.610.10208.31.00 0 | General Supplies | \$3,229.20 | |
| | | 100.101.0000.920.1000.610.10601.32.00 0 | General Supplies | \$304.70 | |
| | | 100.101.0000.920.1000.610.10603.32.00 0 | General Supplies | \$5.88 | |
| | | 100.101.0000.920.1000.610.10605.32.00 0 | General Supplies | \$7,561.00 | |
| | | 100.101.0000.920.1000.730.10304.31.00 0 | Equipment | \$11,380.00 | |
| | | 100.101.0000.920.1000.730.10603.32.00 0 | Equipment | \$5,281.01 | |
| | | | | Vendor Total: | \$27,757.09 |
| BUILDING CONTROL SERVICES | 101439 | 100.108.0000.000.2620.430.10202.10.00 0 | Repairs and Maintenance Services | \$1,111.55 | |
| | | | | Vendor Total: | \$1,111.55 |
| CENGAGE LEARNING | 100780 | 280.912.0000.300.1000.641.10000.00.00 0 | Textbooks | \$37,224.00 | |
| | | | | Vendor Total: | \$37,224.00 |
| CMC TIRE | | | | | |

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1126

10/17/2024

Fiscal Year: 2024-2025

| Vendor Remit Name | Vendor # | Account | Description | Amount |
|--|----------|--|-----------------------------|-----------------|
| | | 100.170.0000.000.2730.611.10000.00.00 0 | Tires/Flooring | \$22,666.00 |
| | | | Vendor Total: | \$22,666.00 |
| CONNECTIONS SPEECH&LANGUAGE SERVICES LLC | | 250.101.0000.200.2150.340.10000.00.00 0 | Other Professional Services | \$42,400.00 |
| | | | Vendor Total: | \$42,400.00 |
| CR ENGINEERING | 102406 | 100.108.0000.000.4700.340.10208.31.00 0 | Other Professional Services | \$178,200.00 |
| | | 100.108.0000.000.4700.340.10304.20.00 0 | Other Professional Services | \$72,800.00 |
| | | | Vendor Total: | \$251,000.00 |
| DECKER, INC. | 5403 | 100.132.0000.000.2620.610.10302.20.00 0 | General Supplies | 480 \$649.34 |
| | | 100.161.0000.000.2410.610.10601.32.00 0 | General Supplies | \$4,601.81 |
| | | | Vendor Total: | \$5,251.15 |
| DURICK TOWING & RECOVERY | | 100.170.0000.000.2710.340.10000.00.00 0 | Other Professional Services | \$702.00 |
| | | | Vendor Total: | \$702.00 |
| DYKMAN ELECTRICAL INC. | | 100.108.0000.000.2620.610.10000.00.00 0 | General Supplies | \$2,041.04 |
| | | | Vendor Total: | \$2,041.04 |
| FLYERS ENERGY, LLC | 102216 | 100.170.0000.000.2730.613.10000.00.00 0 | Oil & Lubricants | \$160.21 |
| | | 100.170.0000.000.2730.626.10000.00.00 0 | Gasoline | \$9,522.29 |
| | | | Vendor Total: | \$9,682.50 |

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1126

10/17/2024

Fiscal Year: 2024-2025

| Vendor Remit Name | Vendor # | Account | Description | Amount |
|--------------------------------|----------|--|---|--------------------|
| GENE WATSON | 22210 | 100.108.0000.000.2620.422.10000.00.00 0 | Janitorial / Custodial Services | \$1,334.32 |
| | | | Vendor Total: | \$1,334.32 |
| GROUP WEST CONSTRUCTION, INC | | 360.023.0000.000.4500.450.10000.00.00 0 | Construction Services | \$327,668.93 |
| | | | Vendor Total: | \$327,668.93 |
| INLAND SUPPLY CO., INC. | 10000 | 240.300.0000.360.1000.650.10601.32.00 0 | Supplies–Information Technology–related | \$175.29 |
| | | | Vendor Total: | \$175.29 |
| INNOVATIVE CUTTING SYSTEMS INC | | 280.912.0000.300.1000.730.10000.00.00 0 | Equipment | \$15,340.00 481 |
| | | | Vendor Total: | \$15,340.00 |
| JAMF SOFTWARE, LLC | | 280.639.0000.200.2200.653.10000.00.00 0 | Web–based and similar programs | \$3,256.00 |
| | | | Vendor Total: | \$3,256.00 |
| JIM MENESINI PETROLEUM | | 100.170.0000.000.2730.626.10000.00.00 0 | Gasoline | \$29,465.89 |
| | | | Vendor Total: | \$29,465.89 |
| JUNIOR LIBRARY GUILD | 95920 | 100.164.0000.100.1000.640.10604.32.00 0 | Books and Periodicals | \$2,592.78 |
| | | | Vendor Total: | \$2,592.78 |
| LUMOS AND ASSOCIATES, INC | 11860 | 100.101.0000.000.4300.340.10000.00.00 0 | Other Professional Services | \$7,130.48 |
| | | 100.101.0000.000.4300.340.10201.10.00 0 | Other Professional Services | \$5,602.52 |

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1126

10/17/2024

Fiscal Year: 2024-2025

| Vendor Remit Name | Vendor # | Account | Description | Amount |
|-------------------|----------|--|-----------------------------|-------------|
| | | 100.101.0000.000.4300.340.10202.10.00 0 | Other Professional Services | \$3,565.24 |
| | | 100.101.0000.000.4300.340.10203.10.00 0 | Other Professional Services | \$3,565.24 |
| | | 100.101.0000.000.4300.340.10205.10.00 0 | Other Professional Services | \$3,565.24 |
| | | 100.101.0000.000.4300.340.10206.10.00 0 | Other Professional Services | \$3,565.24 |
| | | 100.101.0000.000.4300.340.10208.31.00 0 | Other Professional Services | \$3,565.24 |
| | | 100.101.0000.000.4300.340.10209.10.00 0 | Other Professional Services | \$3,655.24 |
| | | 100.101.0000.000.4300.340.10210.10.00 0 | Other Professional Services | \$4,074.56 |
| | | 100.101.0000.000.4300.340.10211.10.00 0 | Other Professional Services | \$4,074.56 |
| | | 100.101.0000.000.4300.340.10302.31.00 0 | Other Professional Services | \$3,565.24 |
| | | 100.101.0000.000.4300.340.10303.10.00 0 | Other Professional Services | \$3,565.24 |
| | | 100.101.0000.000.4300.340.10304.31.00 0 | Other Professional Services | \$3,565.24 |
| | | 100.101.0000.000.4300.340.10305.31.00 0 | Other Professional Services | \$3,565.24 |
| | | 100.101.0000.000.4300.340.10601.32.00 0 | Other Professional Services | \$3,819.90 |
| | | 100.101.0000.000.4300.340.10602.50.00 0 | Other Professional Services | \$7,385.14 |
| | | 100.101.0000.000.4300.340.10604.32.00 0 | Other Professional Services | \$5,347.86 |
| | | 100.101.0000.000.4300.340.10605.32.00 0 | Other Professional Services | \$3,819.90 |
| | | | Vendor Total: | \$76,997.32 |
| MATTA, SAGE | | 250.101.0000.200.2160.340.10000.00.00 0 | Other Professional Services | \$8,360.00 |
| | | | Vendor Total: | \$8,360.00 |

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1126

10/17/2024

Fiscal Year: 2024-2025

| Vendor Remit Name | Vendor # | Account | Description | Amount |
|--|----------|---------------------------------------|--------------------------------|---------------|
| N N B O A, INC. | 98794 | 100.101.0000.920.1000.340.10305.31.00 | Other Professional Services | \$3,500.00 |
| | | 0 | | |
| | | | | Vendor Total: |
| | | | | \$3,500.00 |
| NAPA AUTO & TRUCK PARTS_99614 | 99614 | 100.123.0000.000.2620.610.10203.10.00 | General Supplies | \$51.95 |
| | | 0 | | |
| | | 100.161.0000.000.2620.610.10601.32.00 | General Supplies | \$133.16 |
| | | | | Vendor Total: |
| | | | | \$185.11 |
| OASIS ONLINE | | 100.107.0000.000.2580.352.10000.00.00 | Other Technical Services | \$19,826.00 |
| | | 0 | | |
| | | | | Vendor Total: |
| | | | | \$19,826.00 |
| PACIFIC STATES COMMUNICATIONS OF NV, INC | | 100.107.0000.000.2580.350.10000.00.00 | Technical Services | \$2,024.00 |
| | | 0 | | |
| | | | | Vendor Total: |
| | | | | \$2,024.00 |
| PAPE MACHINERY INC | | 100.108.0000.000.2620.610.10000.00.00 | General Supplies | \$1,986.09 |
| | | 0 | | |
| | | | | Vendor Total: |
| | | | | \$1,986.09 |
| PEARSON ASSESSMENT | | 280.639.0000.200.1000.653.10000.00.00 | Web-based and similar programs | \$23,533.75 |
| | | 0 | | |
| | | 280.639.0000.200.2140.610.10000.00.00 | General Supplies | \$1,411.31 |
| | | | | Vendor Total: |
| | | | | \$24,945.06 |
| PROCARE THERAPY | | 250.101.0000.200.2100.340.10000.00.00 | Other Professional Services | \$4,880.00 |
| | | 0 | | |
| | | | | Vendor Total: |
| | | | | \$4,880.00 |
| SCHOOLMINT INC | 102651 | | | |

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1126

10/17/2024

Fiscal Year: 2024-2025

| Vendor Remit Name | Vendor # | Account | Description | Amount |
|------------------------------|----------|--|----------------------------------|--------------|
| | | 100.161.0000.100.1000.651.10601.32.00 0 | Supplies – Technology – Software | \$3,900.00 |
| | | | Vendor Total: | \$3,900.00 |
| SOLIANT HEALTH, LLC | | 250.101.0000.200.2100.340.10000.00.00 0 | Other Professional Services | \$12,175.64 |
| | | | Vendor Total: | \$12,175.64 |
| SOUTHWEST GAS | 19740 | 100.108.0000.000.2610.621.10000.00.00 0 | Natural Gas | \$42.16 |
| | | | Vendor Total: | \$42.16 |
| SOUTHWEST GAS | 19740 | 100.108.0000.000.2610.621.10000.00.00 0 | Natural Gas | \$50.74 |
| | | | Vendor Total: | \$50.74 |
| SOUTHWEST GAS | 19740 | 100.108.0000.000.2610.621.10000.00.00 0 | Natural Gas | \$8,746.23 |
| | | 100.170.0000.000.2730.621.10000.00.00 0 | Natural Gas | \$103.73 |
| | | | Vendor Total: | \$8,849.96 |
| TRANE U.S. INC | | 340.101.0000.000.4700.450.10209.10.00 0 | Construction Services | \$48,010.05 |
| | | 340.101.0000.000.4700.450.10304.20.00 0 | Construction Services | \$94,360.29 |
| | | 340.101.0000.000.4700.450.10604.32.00 0 | Construction Services | \$67,362.63 |
| | | 360.023.0000.000.4700.450.10210.10.00 0 | Construction Services | \$15,655.17 |
| | | | Vendor Total: | \$225,388.14 |
| TRILOGY EDUCATION CONSULTING | | 280.639.0000.200.2200.340.10000.00.00 0 | Other Professional Services | \$1,100.00 |

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1126

10/17/2024

Fiscal Year: 2024-2025

| Vendor Remit Name | Vendor # | Account | Description | Amount |
|---------------------------------|----------|--|----------------------------------|---------------|
| | | | | Vendor Total: |
| VALLEY COLLISION | | | | \$1,100.00 |
| | | 100.170.0000.000.2650.430.10000.00.00 0 | Repairs and Maintenance Services | \$708.80 |
| | | | | Vendor Total: |
| WALKER LAKE DISPOSAL INC. | 102157 | | | \$708.80 |
| | | 290.180.0000.000.3100.421.10000.00.00 0 | Garbage / Disposal | \$208.00 |
| | | | | Vendor Total: |
| WEDCO INC. | 22320 | | | \$208.00 |
| | | 100.108.0000.000.2620.610.10604.32.00 0 | General Supplies | \$1,592.53 |
| | | | | Vendor Total: |
| WESTERN NEVADA SUPPLY | 22580 | | | \$1,592.53 |
| | | 100.125.0000.000.2620.430.10205.10.00 0 | Repairs and Maintenance Services | 485 \$0.00 |
| | | 100.132.0000.000.2620.610.10302.20.00 0 | General Supplies | \$178.42 |
| | | 100.135.0000.000.2120.610.10305.31.00 0 | General Supplies | \$69.50 |
| | | 100.135.0000.000.2620.430.10305.31.00 0 | Repairs and Maintenance Services | \$390.42 |
| | | 100.135.0000.000.2620.610.10305.31.00 0 | General Supplies | \$1,507.99 |
| | | 100.161.0000.000.2620.610.10601.32.00 0 | General Supplies | \$1,432.91 |
| | | 100.165.0000.000.2620.610.10605.32.00 0 | General Supplies | \$274.67 |
| | | | | Vendor Total: |
| WILD ROOTS OCCUPATIONAL THERAPY | | | | \$3,853.91 |
| | | 250.101.0000.200.2160.340.10000.00.00 0 | Other Professional Services | \$17,100.00 |
| | | | | Vendor Total: |
| | | | | \$17,100.00 |

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1126 10/17/2024

Fiscal Year: 2024-2025

| Vendor Remit Name | Vendor # | Account | Description | Amount |
|-------------------|----------|---------|-------------|-----------------------------|
| | | | | Grand Total: \$3,269,437.64 |

End of Report

LYON COUNTY SCHOOL DISTRICT VOUCHER

Voucher No: 1127 Voucher Date: 10/17/2024 Prepared By: _____

Printed: 10/17/2024 03:51:18 PM

LYON COUNTY SCHOOL DISTRICT is hereby authorized to draw warrants against LYON COUNTY SCHOOL DISTRICT funds for the sum of \$287,960.32 on account of obligations incurred for value received in services and for materials as shown below for period July 1, 2024 to June 30, 2025 (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.

Phil Cowee. President

Bridget Peterson Clerk

Neal McIntyre II Member

Tom Hendrix Member

Sherry Parsons Member

Holly Villines Member

Darin Farr Member

LYON COUNTY SCHOOL DISTRICT

| Fund | | Amount |
|------|--------------------|--------------|
| 100 | General Fund | \$94,415.37 |
| 230 | Adult Education | \$130.17 |
| 240 | State Grants | \$4,168.95 |
| 250 | Special Education | \$34,832.43 |
| 280 | Federal Funds | \$152,998.07 |
| 290 | Food Service Funds | \$1,415.33 |
| | | <hr/> <hr/> |
| | | \$287,960.32 |

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1127

10/17/2024

Fiscal Year: 2024-2025

| Vendor Remit Name | Vendor # | Account | Description | Amount |
|----------------------------|----------|---------------------------------------|--------------------------------------|---------------------|
| A T & T LONG DISTANCE | 18214 | 100.101.0000.000.2670.533.10201.10.00 | Telephone – Land Line phone services | \$8,489.82 |
| | | Check #: 2628 | | |
| | | | Vendor Total: | \$8,489.82 |
| ALHAMBRA WATER | 97540 | 100.101.0000.000.2510.610.10000.00.00 | General Supplies | \$592.33 |
| | | Check #: 2629 | | |
| | | | Vendor Total: | \$592.33 |
| ALL IN GRAPHIX | | 100.134.0000.000.2410.610.10304.20.00 | General Supplies | \$713.00 |
| | | Check #: 2630 | | |
| | | 280.633.0000.000.2100.610.10304.20.00 | FY18 Title IA SSMS Budget Load | \$55.00 |
| | | Check #: 2630 | | |
| | | | Vendor Total: | \$768.00 |
| ALLIED TIRE & AUTO SERVICE | | 100.170.0000.000.2710.430.10000.00.00 | Repairs and Maintenance Services | \$70.00 |
| | | Check #: 2631 | | |
| | | | Vendor Total: | \$70.00 |
| BAKER, JOSHUA | | 100.134.0000.000.2620.610.10304.20.00 | General Supplies | \$23.05 |
| | | Check #: 2632 | | |
| | | | Vendor Total: | \$23.05 |
| BYERS, MONIE | | 100.134.0000.000.2410.610.10304.20.00 | General Supplies | \$196.04 |
| | | Check #: 2633 | | |
| | | | Vendor Total: | \$196.04 |
| CAREERSAFE | | 280.631.0000.300.2200.320.10000.00.00 | Professional Educational Services | \$198.00 |
| | | Check #: 2634 | | |
| | | 280.912.0000.300.1000.340.10000.00.00 | Other Professional Services | \$11,473.00 |
| | | Check #: 2634 | | |
| | | | Vendor Total: | \$11,671.00 |

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1127

10/17/2024

Fiscal Year: 2024-2025

| Vendor Remit Name | Vendor # | Account | Description | Amount |
|-------------------|----------|---------------------------------------|--------------------------------------|--------------------|
| CINTAS CORP | | 100.161.0000.000.2620.610.10601.32.00 | General Supplies | \$263.10 |
| | | Check #: 2635 | | |
| | | | Vendor Total: | \$263.10 |
| CLARKSON, SUSAN | | 280.639.0000.200.2140.340.10000.00.00 | Other Professional Services | \$9,225.00 |
| | | Check #: 2636 | | |
| | | | Vendor Total: | \$9,225.00 |
| CLEARLY IP, INC | | 100.107.0000.000.2580.533.10000.00.00 | Telephone – Land Line phone services | \$43.28 |
| | | Check #: 2637 | | |
| | | 100.121.0000.000.2410.533.10201.10.00 | Telephone – Land Line phone services | \$43.39 |
| | | Check #: 2637 | | |
| | | 100.122.0000.000.2410.533.10202.10.00 | Telephone – Land Line phone services | \$43.39 |
| | | Check #: 2637 | | 489 |
| | | 100.123.0000.000.2410.533.10203.10.00 | Telephone – Land Line phone services | \$43.39 |
| | | Check #: 2637 | | |
| | | 100.125.0000.000.2410.533.10205.10.00 | Telephone – Land Line phone services | \$43.39 |
| | | Check #: 2637 | | |
| | | 100.126.0000.000.2410.533.10206.10.00 | Telephone – Land Line phone services | \$43.39 |
| | | Check #: 2637 | | |
| | | 100.127.0000.000.2410.533.10210.10.00 | Telephone – Land Line phone services | \$43.39 |
| | | Check #: 2637 | | |
| | | 100.128.0000.000.2410.533.10211.10.00 | Telephone – Land Line phone services | \$43.39 |
| | | Check #: 2637 | | |
| | | 100.129.0000.000.2410.533.10209.10.00 | Telephone – Land Line phone services | \$43.39 |
| | | Check #: 2637 | | |
| | | 100.132.0000.000.2410.533.10302.20.00 | Telephone – Land Line phone services | \$43.39 |
| | | Check #: 2637 | | |
| | | 100.133.0000.000.2410.533.10303.10.00 | Telephone – Land Line phone services | \$43.39 |
| | | Check #: 2637 | | |
| | | 100.134.0000.000.2410.533.10304.20.00 | Telephone – Land Line phone services | \$43.39 |
| | | Check #: 2637 | | |

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1127

10/17/2024

Fiscal Year: 2024-2025

| Vendor Remit Name | Vendor # | Account | Description | Amount |
|--------------------------|----------|--|--------------------------------------|--------------------|
| | | 100.135.0000.000.2410.533.10305.31.00 Check #: 2637 | Telephone – Land Line phone services | \$43.39 |
| | | 100.136.0000.000.2410.533.10208.31.00 Check #: 2637 | Telephone – Land Line phone services | \$43.39 |
| | | 100.161.0000.000.2410.533.10601.32.00 Check #: 2637 | Telephone – Land Line phone services | \$43.39 |
| | | 100.162.0000.000.2410.533.10602.50.00 Check #: 2637 | Telephone – Land Line phone services | \$43.39 |
| | | 100.163.0000.000.2410.533.10603.32.00 Check #: 2637 | Telephone – Land Line phone services | \$43.39 |
| | | 100.164.0000.000.2410.533.10604.32.00 Check #: 2637 | Telephone – Land Line phone services | \$43.39 |
| | | 100.165.0000.000.2410.533.10605.32.00 Check #: 2637 | Telephone – Land Line phone services | \$43.39 |
| | | 100.170.0000.000.2710.533.10000.00.00 Check #: 2637 | Telephone – Land Line phone services | \$43.39 |
| | | 230.231.0000.610.2500.533.10000.00.00 Check #: 2637 | Telephone – Land Line phone services | \$130.17 |
| | | | Vendor Total: | \$997.86 |
| COGNIA INC | | 100.101.0000.000.2320.340.10000.00.00 Check #: 2638 | Other Professional Services | \$20,000.00 |
| | | | Vendor Total: | \$20,000.00 |
| D & S WASTE REMOVAL, INC | 4960 | 100.107.0000.000.2580.421.10000.00.00 Check #: 2639 | Garbage / Disposal | \$258.99 |
| | | 100.108.0000.000.2610.421.10000.00.00 Check #: 2639 | Garbage / Disposal | \$3,886.09 |
| | | 100.170.0000.000.2730.421.10000.00.00 Check #: 2639 | Garbage / Disposal | \$258.99 |
| | | 290.182.0000.000.3100.421.10000.00.00 Check #: 2639 | Garbage / Disposal | \$1,317.48 |
| | | | Vendor Total: | \$5,721.55 |

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1127

10/17/2024

Fiscal Year: 2024-2025

| Vendor Remit Name | Vendor # | Account | Description | Amount |
|--------------------------------|----------|---------------------------------------|--|-------------|
| GLOBAL EQUIPMENT COMPANY_97390 | 97390 | 280.912.0000.300.1000.612.10000.00.00 | Inventoried Supplies/Equipment <\$5000 | \$22,470.53 |
| | | Check #: 2640 | | |
| | | | Vendor Total: | \$22,470.53 |
| HODGEN, BRENDA | | 100.170.0000.000.2710.580.10000.00.00 | Staff Travel | \$69.00 |
| | | Check #: 2641 | | |
| | | | Vendor Total: | \$69.00 |
| HOLSTIN, DAPHNE S | | 100.101.0000.000.2213.560.10000.00.00 | Tuition | \$338.83 |
| | | Check #: 2642 | | |
| | | | Vendor Total: | \$338.83 |
| INTEGRITY PEST MANAGEMENT, LLC | | 100.135.0000.000.2620.430.10305.31.00 | Repairs and Maintenance Services | \$1,777.78 |
| | | Check #: 2643 | | |
| | | | Vendor Total: | \$1,777.78 |
| JENKINS, DANIELLE | | 100.135.0000.100.1000.610.10305.31.00 | General Supplies | \$19.95 |
| | | Check #: 2644 | | |
| | | | Vendor Total: | \$19.95 |
| JONES & BARTLETT LEARNING LLC | | 240.308.0000.330.1000.641.10000.00.00 | Textbooks | \$1,201.42 |
| | | Check #: 2645 | | |
| | | | Vendor Total: | \$1,201.42 |
| LOUIE'S HOME CENTER | | 100.165.0000.000.2620.610.10605.32.00 | General Supplies | \$162.54 |
| | | Check #: 2646 | | |
| | | 100.170.0000.000.2700.610.10000.00.00 | General Supplies | \$131.57 |
| | | Check #: 2646 | | |
| | | | Vendor Total: | \$294.11 |
| MAUPIN, COX, & LEGOY | 22060 | | | |

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1127

10/17/2024

Fiscal Year: 2024-2025

| Vendor Remit Name | Vendor # | Account | Description | Amount |
|---------------------------------------|----------|---------------------------------------|-----------------------------|-------------|
| | | 100.101.0000.000.2320.340.10000.00.00 | Other Professional Services | \$21,590.43 |
| | | Check #: 2647 | | |
| | | | Vendor Total: | \$21,590.43 |
| MCGRAW HILL SCHOOL EDUCATION HOLDINGS | 101620 | | | |
| | | 250.105.0000.200.1000.641.10000.00.00 | Textbooks | \$31,704.93 |
| | | Check #: 2648 | | |
| | | 280.639.0000.200.1000.641.10000.00.00 | Textbooks | \$18,470.18 |
| | | Check #: 2648 | | |
| | | 280.642.0000.200.1000.641.10000.00.00 | Textbooks | \$46,529.82 |
| | | Check #: 2648 | | |
| | | | Vendor Total: | \$96,704.93 |
| MEEKS BUILDING SUPPLY | 12930 | | | |
| | | 100.108.0000.000.2620.610.10203.10.00 | General Supplies | \$88.85 |
| | | Check #: 2649 | | 492 |
| | | 100.108.0000.000.2620.610.10208.31.00 | General Supplies | \$1,183.37 |
| | | Check #: 2649 | | |
| | | | Vendor Total: | \$1,272.22 |
| MT PRODUCTS, LLC | | | | |
| | | 240.308.0000.330.1000.610.10000.00.00 | General Supplies | \$725.70 |
| | | Check #: 2650 | | |
| | | | Vendor Total: | \$725.70 |
| N Z N M E A | 98575 | | | |
| | | 100.135.0000.000.2410.810.10305.31.00 | Dues and Fees | \$200.00 |
| | | Check #: 2651 | | |
| | | | Vendor Total: | \$200.00 |
| NASSP/NHS | 101272 | | | |
| | | 100.135.0000.000.2410.810.10305.31.00 | Dues and Fees | \$270.00 |
| | | Check #: 2652 | | |
| | | | Vendor Total: | \$270.00 |
| NATIONAL LOCKSMITH INSTITUTE | | | | |

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1127

10/17/2024

Fiscal Year: 2024-2025

| Vendor Remit Name | Vendor # | Account | Description | Amount |
|--|----------|--|---|-------------------------|
| | | 100.108.0000.000.2620.332.10000.00.00 Check #: 2653 | Training & Development – Instruct Non-Licensed | \$2,990.00 |
| | | | Vendor Total: | \$2,990.00 |
| NORTHERN NEVADA INDEPENDENT ELECTRICAL | | 280.631.0000.300.2200.320.10000.00.00 Check #: 2654 | Professional Educational Services | \$2,300.00 |
| | | | Vendor Total: | \$2,300.00 |
| PITNEY BOWES BANK, INC. RESERVE ACCOUNT | | 100.135.0000.000.2410.531.10305.31.00 Check #: 2655 | Postage | \$1,000.00 |
| | | | Vendor Total: | \$1,000.00 |
| PITNEY BOWES GLOBAL FINANCIAL | 101970 | 100.135.0000.000.2410.442.10305.31.00 Check #: 2656 | Rental of Equipment and Vehicles | \$161.10 ⁴⁹³ |
| | | | Vendor Total: | \$161.10 |
| PITNEY BOWES INC | 98355 | 100.135.0000.000.2410.531.10305.31.00 Check #: 2657 | Postage | \$91.29 |
| | | | Vendor Total: | \$91.29 |
| PURCHASE POWER | 16968 | 100.163.0000.000.2410.531.10603.32.00 Check #: 2658 | Postage | \$289.77 |
| | | | Vendor Total: | \$289.77 |
| QUADIENT LEASING USA, INC | | 100.101.0000.000.2500.442.10000.00.00 Check #: 2659 | Rental of Equipment and Vehicles | \$486.21 |
| | | | Vendor Total: | \$486.21 |
| REFRIGERATION SUPPLIES DISTRIBUTOR | 96586 | 100.108.0000.000.2620.610.10000.00.00 Check #: 2660 | General Supplies | \$1,683.71 |

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1127

10/17/2024

Fiscal Year: 2024-2025

| Vendor Remit Name | Vendor # | Account | Description | Amount |
|---------------------|----------|--|-----------------------|------------|
| | | 100.108.0000.000.2620.610.10211.10.00 Check #: 2660 | General Supplies | \$971.24 |
| | | | Vendor Total: | \$2,654.95 |
| RENNER EQUIPMENT | 102923 | | | |
| | | 100.162.0000.000.2620.610.10602.50.00 Check #: 2661 | General Supplies | \$1,980.52 |
| | | | Vendor Total: | \$1,980.52 |
| RNK'S SERVICES | | | | |
| | | 100.161.0000.000.2620.610.10601.32.00 Check #: 2662 | General Supplies | \$499.90 |
| | | | Vendor Total: | \$499.90 |
| ROUND UP AWARDS LLC | 17901 | | | |
| | | 100.104.0000.000.2210.610.10000.00.00 Check #: 2663 | General Supplies | \$8,351.50 |
| | | | | 494 |
| | | | Vendor Total: | \$8,351.50 |
| rSCHOOLTODAY | | | | |
| | | 100.161.0000.920.1000.610.10601.32.00 Check #: 2664 | General Supplies | \$595.00 |
| | | | Vendor Total: | \$595.00 |
| SCHOOL DATEBOOKS | 103098 | | | |
| | | 100.134.0000.000.2410.640.10304.20.00 Check #: 2665 | Books and Periodicals | \$1,627.84 |
| | | | Vendor Total: | \$1,627.84 |
| SHRED-IT USA | | | | |
| | | 100.101.0000.000.2320.421.10000.00.00 Check #: 2666 | Garbage / Disposal | \$114.28 |
| | | 100.101.0000.000.2500.421.10000.00.00 Check #: 2666 | Garbage / Disposal | \$206.08 |
| | | 100.134.0000.000.2410.421.10304.20.00 Check #: 2666 | Garbage / Disposal | \$824.98 |
| | | 100.165.0000.000.2410.421.10605.32.00 Check #: 2666 | Garbage / Disposal | \$25.00 |

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1127

10/17/2024

Fiscal Year: 2024-2025

| Vendor Remit Name | Vendor # | Account | Description | Amount |
|-----------------------|----------|---------------------------------------|--|-------------|
| | | | Vendor Total: | \$1,170.34 |
| SMITH, JAMES BLAKE | | 100.101.0000.000.2320.580.10000.00.00 | Staff Travel | \$77.00 |
| | | Check #: 2667 | | |
| | | | Vendor Total: | \$77.00 |
| SWIVL | | 280.709.0000.000.2213.651.10000.00.00 | FY18 Title IIA Budget Load AMENDMENT | \$12,107.54 |
| | | Check #: 2668 | | |
| | | | Vendor Total: | \$12,107.54 |
| TESTOUT | | 280.631.0000.300.2200.320.10000.00.00 | Professional Educational Services | \$2,475.00 |
| | | Check #: 2669 | | |
| | | | Vendor Total: | \$2,475.00 |
| VALUTAINER | | 280.912.0000.300.1000.610.10000.00.00 | General Supplies | \$2,094.00 |
| | | Check #: 2670 | | |
| | | 280.912.0000.300.1000.612.10000.00.00 | Inventoried Supplies/Equipment <\$5000 | \$25,600.00 |
| | | Check #: 2670 | | |
| | | | Vendor Total: | \$27,694.00 |
| VERNIER SOFTWARE | 21707 | 240.300.0000.395.1000.610.10603.32.00 | General Supplies | \$1,857.15 |
| | | Check #: 2671 | | |
| | | | Vendor Total: | \$1,857.15 |
| VIRCO INC | 21760 | 100.161.0000.000.2410.612.10601.32.00 | Inventoried Supplies/Equipment <\$5000 | \$4,792.32 |
| | | Check #: 2672 | | |
| | | | Vendor Total: | \$4,792.32 |
| VITAL RECORDS CONTROL | | 100.135.0000.000.2410.421.10305.31.00 | Garbage / Disposal | \$134.84 |
| | | Check #: 2673 | | |
| | | | Vendor Total: | \$134.84 |

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1127

10/17/2024

Fiscal Year: 2024-2025

| Vendor Remit Name | Vendor # | Account | Description | Amount |
|---------------------------------------|----------|---------------------------------------|----------------------------------|------------|
| WALTON, MADISON | | | | |
| | | 250.101.0000.200.2150.340.10000.00.00 | Other Professional Services | \$3,127.50 |
| | | Check #: 2674 | | |
| | | | Vendor Total: | \$3,127.50 |
| WARD'S NATURAL SCIENCE_103009 103009 | | | | |
| | | 240.300.0000.310.1000.610.10601.32.00 | General Supplies | \$209.82 |
| | | Check #: 2675 | | |
| | | 240.300.0000.310.1000.610.10603.32.00 | General Supplies | \$174.86 |
| | | Check #: 2675 | | |
| | | | Vendor Total: | \$384.68 |
| WELLS FARGO VENDOR FINANCIAL SERVICES | | | | |
| | | 100.135.0000.000.2410.442.10305.31.00 | Rental of Equipment and Vehicles | \$470.97 |
| | | Check #: 2676 | | |
| | | 100.135.0000.100.1000.430.10305.31.00 | Repairs and Maintenance Services | \$433.04 |
| | | Check #: 2676 | | |
| | | | Vendor Total: | \$904.01 |
| XEROX CORPORATION | | | | |
| | | 100.104.0000.000.2210.430.10000.00.00 | Repairs and Maintenance Services | \$57.82 |
| | | Check #: 2677 | | |
| | | 100.104.0000.000.2210.442.10000.00.00 | Rental of Equipment and Vehicles | \$40.03 |
| | | Check #: 2677 | | |
| | | 100.107.0000.000.2580.430.10000.00.00 | Repairs and Maintenance Services | \$0.07 |
| | | Check #: 2677 | | |
| | | 100.107.0000.000.2580.442.10000.00.00 | Rental of Equipment and Vehicles | \$22.19 |
| | | Check #: 2677 | | |
| | | 100.122.0000.000.2410.430.10202.10.00 | Repairs and Maintenance Services | \$288.79 |
| | | Check #: 2677 | | |
| | | 100.122.0000.000.2410.442.10202.10.00 | Rental of Equipment and Vehicles | \$221.06 |
| | | Check #: 2677 | | |
| | | 100.123.0000.000.2410.442.10203.10.00 | Rental of Equipment and Vehicles | \$54.12 |
| | | Check #: 2677 | | |

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1127

10/17/2024

Fiscal Year: 2024-2025

| Vendor Remit Name | Vendor # | Account | Description | Amount |
|--------------------------|----------|--|----------------------------------|------------|
| | | 100.123.0000.100.1000.430.10203.10.00 Check #: 2677 | Repairs and Maintenance Services | \$14.88 |
| | | 100.125.0000.000.2410.442.10205.10.00 Check #: 2677 | Rental of Equipment and Vehicles | \$330.24 |
| | | 100.127.0000.000.2410.442.10210.10.00 Check #: 2677 | Rental of Equipment and Vehicles | \$30.60 |
| | | 100.127.0000.100.1000.430.10210.10.00 Check #: 2677 | Repairs and Maintenance Services | (\$18.35) |
| | | 100.128.0000.000.2410.430.10211.10.00 Check #: 2677 | Repairs and Maintenance Services | \$436.48 |
| | | 100.132.0000.000.2410.442.10302.20.00 Check #: 2677 | Rental of Equipment and Vehicles | \$108.18 |
| | | 100.132.0000.000.2410.550.10302.20.00 Check #: 2677 | Printing and Binding | \$601.21 |
| | | 100.132.0000.100.1000.550.10302.20.00 Check #: 2677 | Printing and Binding | \$814.86 |
| | | 100.133.0000.000.2410.442.10303.10.00 Check #: 2677 | Rental of Equipment and Vehicles | \$699.74 |
| | | 100.135.0000.000.2410.442.10305.31.00 Check #: 2677 | Rental of Equipment and Vehicles | \$562.68 |
| | | 100.135.0000.100.1000.430.10305.31.00 Check #: 2677 | Repairs and Maintenance Services | \$144.93 |
| | | 100.165.0000.000.2410.442.10605.32.00 Check #: 2677 | Rental of Equipment and Vehicles | \$334.98 |
| | | 100.165.0000.100.1000.430.10605.32.00 Check #: 2677 | Repairs and Maintenance Services | \$389.66 |
| | | 290.180.0000.000.3100.430.10000.00.00 Check #: 2677 | Repairs and Maintenance Services | \$57.82 |
| | | 290.180.0000.000.3100.442.10000.00.00 Check #: 2677 | Rental of Equipment and Vehicles | \$40.03 |
| | | | Vendor Total: | \$5,233.02 |
| XEROX FINANCIAL SERVICES | | 100.107.0000.000.2580.442.10000.00.00 Check #: 2678 | Rental of Equipment and Vehicles | \$22.19 |

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1127 10/17/2024

Fiscal Year: 2024-2025

| Vendor Remit Name | Vendor # | Account | Description | Amount |
|-------------------|----------|---------|-------------|---------------------------|
| | | | | Vendor Total: \$22.19 |
| | | | | Grand Total: \$287,960.32 |

End of Report

LYON COUNTY SCHOOL DISTRICT VOUCHER

Voucher No: 1148 Voucher Date: 10/18/2024 Prepared By: _____

Printed: 11/13/2024 09:38:49 AM

LYON COUNTY SCHOOL DISTRICT is hereby authorized to draw warrants against LYON COUNTY SCHOOL DISTRICT funds for the sum of \$165,165.36 on account of obligations incurred for value received in services and for materials as shown below for period July 1, 2024 to June 30, 2025 (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.

Phil Cowee. President

Bridget Peterson Clerk

Neal McIntyre II Member

Tom Hendrix Member

Sherry Parsons Member

Holly Villines Member

Darin Farr Member

LYON COUNTY SCHOOL DISTRICT

| Fund | | Amount |
|------|-------------------|--------------|
| 100 | General Fund | \$13,858.01 |
| 250 | Special Education | \$126,584.93 |
| 280 | Federal Funds | \$24,722.42 |
| | | <hr/> |
| | | \$165,165.36 |

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1148

10/18/2024

Fiscal Year: 2024-2025

| Vendor Remit Name | Vendor # | Account | Description | Amount |
|---------------------------|----------|--|--|--------------------|
| AUTO & TRUCK ELECTRIC,INC | 1382 | 100.170.0000.000.2730.617.10000.00.00 0 | Batt & Antifreeze | \$2,320.00 |
| | | | Vendor Total: | \$2,320.00 |
| CROSKERY, KEITH | | 280.639.0000.200.2140.340.10000.00.00 0 | Other Professional Services | \$6,390.00 |
| | | | Vendor Total: | \$6,390.00 |
| DYSLEXIA ON DEMAND | | 280.639.0000.200.1000.653.10000.00.00 0 | Web-based and similar programs | \$722.75 |
| | | | Vendor Total: | \$722.75 |
| M & R SINNING, LLC | | 280.763.0000.200.2200.300.10000.00.00 0 | Purchased Professional and Technical Services | \$13,272.00 500 |
| | | | Vendor Total: | \$13,272.00 |
| OFFICE DEPOT | 15366 | 100.107.0000.000.2580.610.10000.00.00 0 | General Supplies | \$94.10 |
| | | | Vendor Total: | \$94.10 |
| PEARSON ASSESSMENT | | 280.639.0000.200.2140.610.10000.00.00 0 | General Supplies | \$2,288.10 |
| | | 280.639.0000.200.2150.610.10000.00.00 0 | General Supplies | \$342.00 |
| | | 280.639.0000.200.2160.610.10000.00.00 0 | General Supplies | \$958.02 |
| | | | Vendor Total: | \$3,588.12 |
| PRESENCE LEARNING, INC | | 250.101.0000.200.2150.340.10000.00.00 0 | Other Professional Services | \$90,622.50 |
| | | | Vendor Total: | \$90,622.50 |
| PROCARE THERAPY | | | | |

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1148

10/18/2024

Fiscal Year: 2024-2025

| Vendor Remit Name | Vendor # | Account | Description | Amount |
|--------------------------------|----------|--|-----------------------------|--------------|
| | | 250.101.0000.200.2100.340.10000.00.00 0 | Other Professional Services | \$6,000.00 |
| | | 250.101.0000.200.2160.340.10000.00.00 0 | Other Professional Services | \$5,784.61 |
| | | | Vendor Total: | \$11,784.61 |
| PROPIO LANGUAGE SERVICES, LLC | | 280.639.0000.200.2190.340.10000.00.00 0 | Other Professional Services | \$249.55 |
| | | | Vendor Total: | \$249.55 |
| SAVVAS LEARNING CO. | | 100.104.0000.304.1000.641.10000.00.00 0 | Textbooks | \$11,443.91 |
| | | | Vendor Total: | \$11,443.91 |
| SILVER STATE SIGN LANGUAGE LLC | | 250.101.0000.200.2100.340.10000.00.00 0 | Other Professional Services | \$18,095.00 |
| | | | Vendor Total: | \$18,090.00 |
| SOLIANT HEALTH, LLC | | 250.101.0000.200.2100.340.10000.00.00 0 | Other Professional Services | \$6,087.82 |
| | | | Vendor Total: | \$6,087.82 |
| TRILOGY EDUCATION CONSULTING | | 280.639.0000.200.2200.340.10000.00.00 0 | Other Professional Services | \$500.00 |
| | | | Vendor Total: | \$500.00 |
| | | | Grand Total: | \$165,165.36 |

End of Report

LYON COUNTY SCHOOL DISTRICT VOUCHER

Voucher No: 1149 Voucher Date: 10/18/2024 Prepared By: _____

Printed: 11/13/2024 09:40:23 AM

LYON COUNTY SCHOOL DISTRICT is hereby authorized to draw warrants against LYON COUNTY SCHOOL DISTRICT funds for the sum of \$16,784.68 on account of obligations incurred for value received in services and for materials as shown below for period July 1, 2024 to June 30, 2025 (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.

Phil Cowee. President

Bridget Peterson Clerk

Neal McIntyre II Member

Tom Hendrix Member

Sherry Parsons Member

Holly Villines Member

Darin Farr Member

LYON COUNTY SCHOOL DISTRICT

| Fund | | Amount |
|------|-------------------|--------------------|
| 100 | General Fund | \$9,811.87 |
| 250 | Special Education | \$1,035.00 |
| 280 | Federal Funds | \$5,937.81 |
| | | <u>\$16,784.68</u> |

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1149

10/18/2024

Fiscal Year: 2024-2025

| Vendor Remit Name | Vendor # | Account | Description | Amount |
|---|----------|---------------------------------------|-----------------------------|------------|
| CONCENTRA | | | | |
| | | 100.170.0000.000.2710.340.10000.00.00 | Other Professional Services | \$1,467.00 |
| | | Check #: 2679 | | |
| | | | Vendor Total: | \$1,467.00 |
| ESCHAT | | | | |
| | | 100.170.0000.000.2710.340.10000.00.00 | Other Professional Services | \$6,543.59 |
| | | Check #: 2680 | | |
| | | | Vendor Total: | \$6,543.59 |
| JENNIFER R. HIGHSMITH PH.D. | | | | |
| | | 280.639.0000.200.2140.340.10000.00.00 | Other Professional Services | \$2,500.00 |
| | | Check #: 2681 | | |
| | | | Vendor Total: | \$2,500.00 |
| MONICA J. CORTEZ | | | | |
| | | 280.667.0000.000.2213.580.10000.00.00 | Staff Travel | \$737.81 |
| | | Check #: 2682 | | |
| | | | Vendor Total: | \$737.81 |
| NELSON, NATALIE | | | | |
| | | 280.667.0000.000.2213.340.10000.00.00 | Other Professional Services | \$200.00 |
| | | Check #: 2683 | | |
| | | | Vendor Total: | \$200.00 |
| NEVADA DRUG & ALCOHOL TESTING INC 101753 | | | | |
| | | 100.170.0000.000.2710.340.10000.00.00 | Other Professional Services | \$509.00 |
| | | Check #: 2684 | | |
| | | | Vendor Total: | \$509.00 |
| O'REILLY AUTO PARTS 102278 | | | | |
| | | 100.170.0000.000.2700.610.10000.00.00 | General Supplies | \$82.96 |
| | | Check #: 2685 | | |
| | | 100.170.0000.000.2710.614.10000.00.00 | Parts | \$1,209.32 |
| | | Check #: 2685 | | |
| | | | Vendor Total: | \$1,292.28 |
| SUZANNE M ABERASTURI, PHD 97527 | | | | |

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1149

10/18/2024

Fiscal Year: 2024-2025

| Vendor Remit Name | Vendor # | Account | Description | Amount |
|-------------------|----------|---------------------------------------|-----------------------------|-------------|
| | | 280.639.0000.200.2140.340.10000.00.00 | Other Professional Services | \$2,500.00 |
| | | Check #: 2686 | | |
| | | | Vendor Total: | \$2,500.00 |
| WALTON, MADISON | | 250.101.0000.200.2150.340.10000.00.00 | Other Professional Services | \$1,035.00 |
| | | Check #: 2687 | | |
| | | | Vendor Total: | \$1,035.00 |
| | | | Grand Total: | \$16,784.68 |

End of Report

LYON COUNTY SCHOOL DISTRICT VOUCHER

Voucher No: 1150 Voucher Date: 10/24/2024 Prepared By: _____

Printed: 10/24/2024 12:55:01 PM

LYON COUNTY SCHOOL DISTRICT is hereby authorized to draw warrants against LYON COUNTY SCHOOL DISTRICT funds for the sum of \$581,241.85 on account of obligations incurred for value received in services and for materials as shown below for period July 1, 2024 to June 30, 2025 (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.

Phil Cowee. President

Bridget Peterson Clerk

Neal McIntyre II Member

Tom Hendrix Member

Sherry Parsons Member

Holly Villines Member

Darin Farr Member

LYON COUNTY SCHOOL DISTRICT

| Fund | | Amount |
|------|------------------------------|--------------|
| 100 | General Fund | \$40,472.47 |
| 240 | State Grants | \$3,461.64 |
| 280 | Federal Funds | \$15,038.23 |
| 290 | Food Service Funds | \$490,846.26 |
| 310 | Residential Construction Tax | \$23,279.50 |
| 360 | Bond Issues | \$8,143.75 |
| | | <hr/> |
| | | \$581,241.85 |

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1150

10/24/2024

Fiscal Year: 2024-2025

| Vendor Remit Name | Vendor # | Account | Description | Amount |
|------------------------------|---------------------------------------|---------------------------------------|---|------------|
| ACE HARDWARE | 200 | 100.108.0000.000.2620.610.10000.00.00 | General Supplies | \$5.59 |
| | | 0 | | |
| | | 100.132.0000.000.2620.610.10302.20.00 | General Supplies | \$152.50 |
| | | 0 | | |
| | | | Vendor Total: | \$158.09 |
| ADVANCED CLASSROOM TECH | 102814 | 280.633.0000.100.1000.652.10302.20.00 | Inventoried Supplies/Equipment – IT Related | \$7,500.00 |
| | | 0 | <\$5000 | |
| | | | Vendor Total: | \$7,500.00 |
| AIR FILTER SALES AND SERVICE | 98789 | 100.135.0000.000.2620.610.10305.31.00 | General Supplies | \$499.20 |
| | | 0 | | |
| | | | Vendor Total: | \$499.20 |
| AMAZON BUSINESS | | 100.101.0000.000.2320.610.10000.00.00 | General Supplies | \$268.16 |
| | | 0 | | |
| | | 100.101.0000.000.2510.810.10000.00.00 | Dues and Fees | \$779.00 |
| | | 0 | | |
| | | 100.121.0000.100.1000.610.10201.10.00 | General Supplies | \$105.75 |
| | | 0 | | |
| | | 100.122.0000.000.2130.610.10202.10.00 | General Supplies | \$26.72 |
| | | 0 | | |
| | | 100.122.0000.100.1000.615.10202.10.00 | Snacks, Food & Beverages | \$28.44 |
| | | 0 | | |
| | | 100.122.0000.100.1000.616.10202.10.00 | Teacher Supplies | \$870.15 |
| | 0 | | | |
| | 100.123.0000.000.2130.610.10203.10.00 | General Supplies | \$28.98 | |
| | 0 | | | |
| | 100.123.0000.000.2410.610.10203.10.00 | General Supplies | \$39.96 | |
| | 0 | | | |
| | 100.123.0000.100.1000.616.10203.10.00 | Teacher Supplies | \$55.87 | |
| | 0 | | | |
| | 100.123.0000.100.1000.651.10203.10.00 | Supplies – Technology – Software | \$89.98 | |
| | 0 | | | |

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1150

10/24/2024

Fiscal Year: 2024-2025

| Vendor Remit Name | Vendor # | Account | Description | Amount |
|-------------------|----------|--|---|------------|
| | | 100.127.0000.000.2130.610.10210.10.00 0 | General Supplies | \$17.60 |
| | | 100.127.0000.100.1000.610.10210.10.00 0 | General Supplies | \$83.98 |
| | | 100.127.0000.100.1000.616.10210.10.00 0 | Teacher Supplies | \$253.74 |
| | | 100.128.0000.000.2130.610.10211.10.00 0 | General Supplies | \$16.48 |
| | | 100.128.0000.100.1000.610.10211.10.00 0 | General Supplies | \$336.59 |
| | | 100.128.0000.100.1000.616.10211.10.00 0 | Teacher Supplies | \$430.63 |
| | | 100.129.0000.000.2410.610.10209.10.00 0 | General Supplies | \$70.95 |
| | | 100.132.0000.100.1000.610.10302.20.00 0 | General Supplies | \$261.39 |
| | | 100.161.0000.000.2620.610.10601.32.00 0 | General Supplies | \$137.99 |
| | | 100.162.0000.000.2620.610.10602.50.00 0 | General Supplies | \$365.35 |
| | | 100.162.0000.103.1000.610.10602.50.00 0 | General Supplies | \$167.14 |
| | | 100.165.0000.000.2410.610.10605.32.00 0 | General Supplies | \$147.50 |
| | | 100.165.0000.000.2620.610.10605.32.00 0 | General Supplies | \$358.15 |
| | | 100.165.0000.100.1000.610.10605.32.00 0 | General Supplies | \$474.81 |
| | | 100.170.0000.000.2700.610.10000.00.00 0 | General Supplies | \$1,524.95 |
| | | 240.300.0000.330.1000.610.10601.32.00 0 | General Supplies | \$129.91 |
| | | 240.300.0000.370.1000.610.10601.32.00 0 | General Supplies | \$35.97 |
| | | 240.300.0000.381.1000.610.10603.32.00 0 | General Supplies | \$1,614.99 |
| | | 240.300.0000.381.1000.650.10601.32.00 0 | Supplies-Information Technology-related | \$69.94 |

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1150

10/24/2024

Fiscal Year: 2024-2025

| Vendor Remit Name | Vendor # | Account | Description | Amount |
|--------------------|----------|--|----------------------------------|----------------|
| | | 240.300.0000.395.1000.610.10603.32.00 0 | General Supplies | \$1,218.83 |
| | | 240.308.0000.330.1000.610.10000.00.00 0 | General Supplies | \$392.00 |
| | | 280.633.0000.000.2100.610.10211.10.00 0 | General Supplies | \$1,421.73 |
| | | | Vendor Total: | \$11,823.63 |
| APEX CYBER SYSTEMS | | 100.101.0000.000.2660.610.10601.32.00 0 | General Supplies | \$12,598.89 |
| | | | Vendor Total: | \$12,598.89 |
| BIG R FERNLEY | | 100.108.0000.000.2620.610.10203.10.00 0 | General Supplies | \$7.94 |
| | | 100.133.0000.000.2620.430.10303.10.00 0 | Repairs and Maintenance Services | \$66.91 508 |
| | | | Vendor Total: | \$74.85 |
| BRADY INDUSTRIES | | 100.123.0000.000.2620.610.10203.10.00 0 | General Supplies | \$693.21 |
| | | 100.136.0000.000.2620.610.10208.31.00 0 | General Supplies | \$2,315.40 |
| | | | Vendor Total: | \$3,008.61 |
| BSN SPORTS | | 100.101.0000.920.1000.610.10304.00.00 0 | General Supplies | \$1,056.00 |
| | | 100.101.0000.920.1000.610.10305.31.00 0 | General Supplies | \$1,673.88 |
| | | | Vendor Total: | \$2,729.88 |
| CHARTWELLS | | 290.180.0000.000.3100.430.10000.00.00 0 | Repairs and Maintenance Services | \$4,119.07 |
| | | 290.180.0000.000.3100.442.10000.00.00 0 | Rental of Equipment and Vehicles | \$28,697.77 |

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1150

10/24/2024

Fiscal Year: 2024-2025

| Vendor Remit Name | Vendor # | Account | Description | Amount |
|--|----------|--|----------------------------------|-----------------|
| | | 290.180.0000.000.3100.570.10000.00.00 0 | Food Service Management | \$89,173.74 |
| | | 290.180.0000.000.3100.610.10000.00.00 0 | General Supplies | \$55,860.33 |
| | | 290.180.0000.000.3100.615.10000.00.00 0 | Snacks, Food & Beverages | \$117.34 |
| | | 290.180.0000.000.3100.630.10000.00.00 0 | Food | \$312,878.01 |
| | | | Vendor Total: | \$490,846.26 |
| CINDERLITE TRUCKING CORP | 3830 | | | |
| | | 100.108.0000.000.2620.610.10000.00.00 0 | General Supplies | \$154.03 |
| | | | Vendor Total: | \$154.03 |
| CLARK PEST CONTROL | | | | |
| | | 100.108.0000.000.2630.340.10601.32.00 0 | Other Professional Services | \$132.00 509 |
| | | 100.108.0000.000.2630.340.10605.32.00 0 | Other Professional Services | \$132.00 |
| | | | Vendor Total: | \$264.00 |
| DECKER, INC. | 5403 | | | |
| | | 100.135.0000.000.2620.610.10305.31.00 0 | General Supplies | \$118.59 |
| | | | Vendor Total: | \$118.59 |
| FLOORING SOLUTIONS OF NEVADA, INC. | | | | |
| | | 310.035.0000.000.4700.450.10604.32.00 0 | Construction Services | \$23,279.50 |
| | | | Vendor Total: | \$23,279.50 |
| JET PLUMBING, HEATING & DRAIN SERVICES | | | | |
| | | 100.108.0000.000.2620.430.10211.10.00 0 | Repairs and Maintenance Services | \$125.00 |
| | | | Vendor Total: | \$125.00 |
| LUMOS AND ASSOCIATES, INC | 11860 | | | |
| | | 360.023.0000.000.4300.340.10000.00.00 0 | Other Professional Services | \$8,143.75 |

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1150

10/24/2024

Fiscal Year: 2024-2025

| Vendor Remit Name | Vendor # | Account | Description | Amount |
|--|----------|--|---|----------------------|
| | | | | Vendor Total: |
| NAPA AUTO & TRUCK PARTS_99614 | 99614 | | | \$8,143.75 |
| | | 100.123.0000.000.2620.610.10203.10.00 0 | General Supplies | \$44.99 |
| | | | | Vendor Total: |
| NAVIGATE 360, LLC | | | | \$44.99 |
| | | 100.136.0000.100.1000.650.10208.31.00 0 | Supplies–Information Technology–related | \$1,669.50 |
| | | 280.633.0000.000.2200.653.10202.10.00 0 | Web–based and similar programs | \$425.00 |
| | | 280.633.0000.000.2200.653.10211.10.00 0 | Web–based and similar programs | \$2,099.50 |
| | | 280.633.0000.000.2200.653.10302.20.00 0 | Web–based and similar programs | \$2,089.50 |
| | | 280.633.0000.000.2200.653.10304.20.00 0 | Web–based and similar programs | \$1,502.50 510 |
| | | | | Vendor Total: |
| ORKIN PEST CONTROL | | | | \$7,786.00 |
| | | 100.101.0000.000.2510.610.10000.00.00 0 | General Supplies | \$87.99 |
| | | | | Vendor Total: |
| OSKAR SEPTIC SERVICES, LLC | | | | \$87.99 |
| | | 100.108.0000.000.2620.430.10211.10.00 0 | Repairs and Maintenance Services | \$1,300.00 |
| | | 100.108.0000.000.2620.430.10304.20.00 0 | Repairs and Maintenance Services | \$1,900.00 |
| | | | | Vendor Total: |
| PAPE MACHINERY INC | | | | \$3,200.00 |
| | | 100.108.0000.000.2620.610.10000.00.00 0 | General Supplies | \$67.91 |
| | | | | Vendor Total: |
| PETERBILT TRUCK PARTS & EQUIPMENT LLC | 21060 | | | \$67.91 |
| | | 100.170.0000.000.2710.614.10000.00.00 0 | Parts | \$1,208.83 |

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1150

10/24/2024

Fiscal Year: 2024-2025

| Vendor Remit Name | Vendor # | Account | Description | Amount |
|---------------------------|----------|--|----------------------------------|------------|
| | | | Vendor Total: | \$1,208.83 |
| POSITIVE PROMOTIONS | 16558 | | | |
| | | 100.129.0000.000.2410.610.10209.10.00 0 | General Supplies | \$489.48 |
| | | | Vendor Total: | \$489.48 |
| SAFETY-KLEEN SYSTEMS, INC | 18119 | | | |
| | | 100.170.0000.000.2730.430.10000.00.00 0 | Repairs and Maintenance Services | \$1,157.86 |
| | | | Vendor Total: | \$1,157.86 |
| SOUTHWEST GAS | 19740 | | | |
| | | 100.108.0000.000.2610.621.10000.00.00 0 | Natural Gas | \$265.29 |
| | | | Vendor Total: | \$265.29 |
| TAHOE FENCE CO., INC | 101980 | | | |
| | | 100.108.0000.000.2620.430.10203.10.00 0 | Repairs and Maintenance Services | \$1,795.00 |
| | | 100.108.0000.000.2620.430.10605.32.00 0 | Repairs and Maintenance Services | \$730.00 |
| | | | Vendor Total: | \$2,525.00 |
| TIMECLOCK PLUS, LLC | | | | |
| | | 100.101.0000.000.2510.340.10000.00.00 0 | Other Professional Services | \$1,223.44 |
| | | | Vendor Total: | \$1,223.44 |
| ULINE | 102057 | | | |
| | | 100.170.0000.000.2700.610.10000.00.00 0 | General Supplies | \$839.77 |
| | | | Vendor Total: | \$839.77 |
| WALKER LAKE DISPOSAL INC. | 102157 | | | |
| | | 100.108.0000.000.2610.421.10000.00.00 0 | Garbage / Disposal | \$572.00 |
| | | | Vendor Total: | \$572.00 |
| WEDCO INC. | 22320 | | | |

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1150 10/24/2024

Fiscal Year: 2024-2025

| Vendor Remit Name | Vendor # | Account | Description | Amount |
|--------------------------|----------|--|------------------|--------------|
| | | 100.108.0000.000.2620.610.10201.10.00 0 | General Supplies | \$161.27 |
| | | 100.108.0000.000.2620.610.10601.32.00 0 | General Supplies | \$211.33 |
| | | | Vendor Total: | \$372.60 |
| WILLIAM V. MACGILL & CO. | 22793 | | | |
| | | 100.126.0000.000.2130.610.10206.10.00 0 | General Supplies | \$76.41 |
| | | | Vendor Total: | \$76.41 |
| | | | Grand Total: | \$581,241.85 |

End of Report

LYON COUNTY SCHOOL DISTRICT VOUCHER

Voucher No: 1151 Voucher Date: 10/24/2024 Prepared By: _____

Printed: 10/24/2024 01:33:30 PM

LYON COUNTY SCHOOL DISTRICT is hereby authorized to draw warrants against LYON COUNTY SCHOOL DISTRICT funds for the sum of \$230,665.96 on account of obligations incurred for value received in services and for materials as shown below for period July 1, 2024 to June 30, 2025 (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.

Phil Cowee. President

Bridget Peterson Clerk

Neal McIntyre II Member

Tom Hendrix Member

Sherry Parsons Member

Holly Villines Member

Darin Farr Member

LYON COUNTY SCHOOL DISTRICT

| Fund | | Amount |
|------|---------------------------------|--------------|
| 100 | General Fund | \$49,425.13 |
| 280 | Federal Funds | \$6,020.00 |
| 340 | Governmental Services Tax (GST) | \$175,220.83 |
| | | <hr/> |
| | | \$230,665.96 |

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1151

10/24/2024

Fiscal Year: 2024-2025

| Vendor Remit Name | Vendor # | Account | Description | Amount |
|---------------------------|----------|---------------------------------------|--------------------------------------|------------|
| A T & T MONTHLY STATEMENT | 99712 | 100.101.0000.000.2670.533.10605.32.00 | Telephone – Land Line phone services | \$632.15 |
| | | Check #: 2688 | | |
| | | | Vendor Total: | \$632.15 |
| ALHAMBRA WATER | 97540 | 100.170.0000.000.2700.610.10000.00.00 | General Supplies | \$598.59 |
| | | Check #: 2689 | | |
| | | | Vendor Total: | \$598.59 |
| ALL IN GRAPHIX | | 100.161.0000.920.1000.610.10601.32.00 | General Supplies | \$2,214.00 |
| | | Check #: 2690 | | |
| | | | Vendor Total: | \$2,214.00 |
| BATTERIES PLUS | 98052 | 100.134.0000.000.2620.610.10304.20.00 | General Supplies | \$165.14 |
| | | Check #: 2691 | | |
| | | 100.134.0000.100.1000.610.10304.20.00 | General Supplies | \$144.50 |
| | | Check #: 2691 | | |
| | | | Vendor Total: | \$304.69 |
| BLICK ART MATERIALS | 5590 | 100.161.0000.196.1000.610.10601.32.00 | General Supplies | \$1,625.42 |
| | | Check #: 2692 | | |
| | | | Vendor Total: | \$1,625.42 |
| BUS PARTS WAREHOUSE | 2534 | 100.170.0000.000.2710.614.10000.00.00 | Parts | \$447.53 |
| | | Check #: 2693 | | |
| | | | Vendor Total: | \$447.53 |
| BUSWEST | | 100.170.0000.000.2710.614.10000.00.00 | Parts | \$211.77 |
| | | Check #: 2694 | | |
| | | | Vendor Total: | \$211.77 |
| CINTAS CORP | | | | |

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1151

10/24/2024

Fiscal Year: 2024-2025

| Vendor Remit Name | Vendor # | Account | Description | Amount |
|---------------------------|----------|---------------------------------------|--------------------------------------|------------|
| | | 100.135.0000.000.2620.610.10305.31.00 | General Supplies | \$466.35 |
| | | Check #: 2695 | | |
| | | 100.161.0000.000.2620.610.10601.32.00 | General Supplies | \$263.10 |
| | | Check #: 2695 | | |
| | | | Vendor Total: | \$729.45 |
| CLEARVIEW AUTO GLASS, LLC | | | | |
| | | 100.170.0000.000.2710.614.10000.00.00 | Parts | \$1,325.00 |
| | | Check #: 2696 | | |
| | | | Vendor Total: | \$1,325.00 |
| DISCOUNT SCHOOL SUPPLY | | | | |
| | | 100.126.0000.100.1000.610.10206.10.00 | General Supplies | \$281.79 |
| | | Check #: 2697 | | |
| | | | Vendor Total: | \$281.79 |
| DMV-ASD REVENUE OFFICE | 14491 | | | 515 |
| | | 100.170.0000.000.2710.810.10000.00.00 | Dues and Fees | \$117.75 |
| | | Check #: 2698 | | |
| | | | Vendor Total: | \$117.75 |
| FIRMAN, COREY R | | | | |
| | | 100.108.0000.000.2620.580.10000.00.00 | Staff Travel | \$361.00 |
| | | Check #: 2699 | | |
| | | | Vendor Total: | \$361.00 |
| FRONTIER | 21702 | | | |
| | | 100.163.0000.000.2410.533.10603.32.00 | Telephone – Land Line phone services | \$255.70 |
| | | Check #: 2700 | | |
| | | | Vendor Total: | \$255.70 |
| GECKO MICROSOLUTIONS, INC | 8309 | | | |
| | | 100.170.0000.000.2710.651.10000.00.00 | Supplies – Technology – Software | \$4,465.00 |
| | | Check #: 2701 | | |
| | | | Vendor Total: | \$4,465.00 |
| HOME DEPOT | 9654 | | | |
| | | 100.136.0000.000.2620.610.10208.31.00 | General Supplies | \$1,050.48 |
| | | Check #: 2702 | | |

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1151

10/24/2024

Fiscal Year: 2024-2025

| Vendor Remit Name | Vendor # | Account | Description | Amount |
|----------------------------|----------|---------------------------------------|----------------------------------|------------|
| | | 100.164.0000.000.2620.430.10604.32.00 | Repairs and Maintenance Services | \$120.97 |
| | | Check #: 2702 | | |
| | | | Vendor Total: | \$1,171.45 |
| HUDL | | 100.164.0000.920.1000.653.10604.32.00 | Web-based and similar programs | \$9,900.00 |
| | | Check #: 2703 | | |
| | | | Vendor Total: | \$9,900.00 |
| INDUSTRIAL PLUMBING SUPPLY | 96453 | 100.161.0000.000.2620.610.10601.32.00 | General Supplies | \$157.98 |
| | | Check #: 2704 | | |
| | | | Vendor Total: | \$157.98 |
| JACKSON, WYNDY | 97652 | 100.170.0000.000.2700.610.10000.00.00 | General Supplies | \$38.74 |
| | | Check #: 2705 | | 516 |
| | | | Vendor Total: | \$38.74 |
| LOCKLEAR, WILLIAM J | | 100.108.0000.000.2620.580.10000.00.00 | Staff Travel | \$361.00 |
| | | Check #: 2706 | | |
| | | | Vendor Total: | \$361.00 |
| LOUIE'S HOME CENTER | | 100.127.0000.000.2620.610.10210.10.00 | General Supplies | \$47.48 |
| | | Check #: 2707 | | |
| | | 100.136.0000.000.2620.610.10208.31.00 | General Supplies | \$44.26 |
| | | Check #: 2707 | | |
| | | 100.164.0000.000.2620.430.10604.32.00 | Repairs and Maintenance Services | \$77.94 |
| | | Check #: 2707 | | |
| | | | Vendor Total: | \$169.68 |
| MIDAMERICA BOOKS | 96256 | 100.127.0000.000.2220.640.10210.10.00 | Books and Periodicals | \$197.60 |
| | | Check #: 2708 | | |
| | | | Vendor Total: | \$197.60 |
| MIDWEST BUS PARTS | | | | |

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1151

10/24/2024

Fiscal Year: 2024-2025

| Vendor Remit Name | Vendor # | Account | Description | Amount |
|-----------------------------------|----------|---------------------------------------|---|------------|
| | | 100.170.0000.000.2710.614.10000.00.00 | Parts | \$939.81 |
| | | Check #: 2709 | | |
| | | | Vendor Total: | \$939.81 |
| MOUND HOUSE HARDWARE & STORAGE | 96223 | | | |
| | | 100.108.0000.000.2630.610.10000.00.00 | General Supplies | \$76.89 |
| | | Check #: 2710 | | |
| | | | Vendor Total: | \$76.89 |
| MOYLE, HEATHER | | | | |
| | | 100.109.0000.000.2213.586.10000.00.00 | Travel – Other Classified/support Personnel | \$48.00 |
| | | Check #: 2711 | | |
| | | 100.109.0000.000.2213.610.10000.00.00 | General Supplies | \$24.18 |
| | | Check #: 2711 | | |
| | | | Vendor Total: | \$72.18 |
| NNVOA, LLC | 13590 | | | 517 |
| | | 100.101.0000.920.1000.340.10603.32.00 | Other Professional Services | \$6,324.34 |
| | | Check #: 2712 | | |
| | | | Vendor Total: | \$6,324.34 |
| NZNMEA | 98575 | | | |
| | | 100.132.0000.910.1000.810.10302.20.00 | Dues and Fees | \$200.00 |
| | | Check #: 2713 | | |
| | | | Vendor Total: | \$200.00 |
| NATIONAL SCHOOL FORMS | | | | |
| | | 100.136.0000.000.2410.610.10208.31.00 | General Supplies | \$189.42 |
| | | Check #: 2714 | | |
| | | | Vendor Total: | \$189.42 |
| NEVADA DRUG & ALCOHOL TESTING INC | 101753 | | | |
| | | 100.170.0000.000.2710.340.10000.00.00 | Other Professional Services | \$781.85 |
| | | Check #: 2715 | | |
| | | | Vendor Total: | \$781.85 |
| NIAA_102628 | 102628 | | | |
| | | 100.101.0000.000.2310.810.10000.00.00 | Dues and Fees | \$350.00 |
| | | Check #: 2716 | | |

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1151

10/24/2024

Fiscal Year: 2024-2025

| Vendor Remit Name | Vendor # | Account | Description | Amount |
|------------------------------------|----------|---------------------------------------|---|--------------|
| | | 100.101.0000.000.2320.810.10000.00.00 | Dues and Fees | \$400.00 |
| | | Check #: 2716 | | |
| | | | Vendor Total: | \$750.00 |
| ORBIS TECH SERVICES LLC | | 100.128.0000.100.1000.650.10211.10.00 | Supplies-Information Technology-related | \$306.76 |
| | | Check #: 2717 | | |
| | | | Vendor Total: | \$306.76 |
| PEEK BROTHERS CONSTRUCTION, INC | | 340.101.0000.000.4600.450.10603.32.00 | Construction Services | \$126,890.83 |
| | | Check #: 2718 | | |
| | | | Vendor Total: | \$126,890.83 |
| PITNEY BOWES GLOBAL FINANCIAL | 101970 | 100.132.0000.000.2410.442.10302.20.00 | Rental of Equipment and Vehicles | \$250.53 |
| | | Check #: 2719 | | 518 |
| | | | Vendor Total: | \$250.53 |
| PURCHASE POWER | 16968 | 100.128.0000.000.2410.531.10211.10.00 | Postage | \$94.21 |
| | | Check #: 2720 | | |
| | | 100.163.0000.000.2410.531.10603.32.00 | Postage | \$289.77 |
| | | Check #: 2720 | | |
| | | | Vendor Total: | \$383.98 |
| REFRIGERATION SUPPLIES DISTRIBUTOR | 96586 | 100.108.0000.000.2620.610.10000.00.00 | General Supplies | \$112.46 |
| | | Check #: 2721 | | |
| | | 100.108.0000.000.2620.610.10305.31.00 | General Supplies | (\$59.68) |
| | | Check #: 2721 | | |
| | | 100.108.0000.000.2620.610.10601.32.00 | General Supplies | \$1,336.57 |
| | | Check #: 2721 | | |
| | | 100.135.0000.000.2620.610.10305.31.00 | General Supplies | \$1,950.15 |
| | | Check #: 2721 | | |
| | | | Vendor Total: | \$3,339.50 |

rSCHOOLTODAY

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1151

10/24/2024

Fiscal Year: 2024-2025

| Vendor Remit Name | Vendor # | Account | Description | Amount |
|---------------------------------|----------|---------------------------------------|----------------------------------|-------------|
| | | 100.136.0000.000.2410.653.10208.31.00 | Web-based and similar programs | \$988.75 |
| | | Check #: 2722 | | |
| | | | Vendor Total: | \$988.75 |
| SENR WOOLY LLC | | | | |
| | | 100.161.0000.100.1000.651.10601.32.00 | Supplies - Technology - Software | \$199.00 |
| | | Check #: 2723 | | |
| | | 100.161.0000.188.1000.610.10601.32.00 | General Supplies | \$87.94 |
| | | Check #: 2723 | | |
| | | | Vendor Total: | \$286.94 |
| SHRED-IT USA | | | | |
| | | 100.133.0000.000.2410.421.10303.10.00 | Garbage / Disposal | \$72.00 |
| | | Check #: 2724 | | |
| | | 100.161.0000.000.2410.421.10601.32.00 | Garbage / Disposal | \$50.00 |
| | | Check #: 2724 | | |
| | | | 519 | |
| | | | Vendor Total: | \$122.00 |
| SIERRA NEVADA CONSTRUCTION | 100844 | | | |
| | | 340.101.0000.000.4600.450.10205.10.00 | Construction Services | \$48,330.00 |
| | | Check #: 2725 | | |
| | | | Vendor Total: | \$48,330.00 |
| SMITHS CUSTOMER CHARGES | 19520 | | | |
| | | 100.164.0000.194.1000.610.10604.32.00 | General Supplies | \$118.59 |
| | | Check #: 2726 | | |
| | | | Vendor Total: | \$118.59 |
| SOLIDITY GRAPHICS & DESIGN, LLC | | | | |
| | | 100.161.0000.000.2410.610.10601.32.00 | General Supplies | \$528.00 |
| | | Check #: 2727 | | |
| | | | Vendor Total: | \$528.00 |
| THE PARTS HOUSE | 23100 | | | |
| | | 100.170.0000.000.2710.614.10000.00.00 | Parts | \$1,606.41 |
| | | Check #: 2728 | | |
| | | | Vendor Total: | \$1,606.41 |
| TRUE VALUE HARDWARE_21030 | 21030 | | | |

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1151

10/24/2024

Fiscal Year: 2024-2025

| Vendor Remit Name | Vendor # | Account | Description | Amount |
|--------------------------------|----------|---------------------------------------|----------------------------------|------------|
| | | 100.132.0000.000.2620.610.10302.20.00 | General Supplies | \$74.40 |
| | | Check #: 2729 | | |
| | | | Vendor Total: | \$74.40 |
| US FOODS CHEF'S STORE | | 100.164.0000.320.1000.610.10604.32.00 | General Supplies | \$375.23 |
| | | Check #: 2730 | | |
| | | | Vendor Total: | \$375.23 |
| VENTRIS LEARNING | | 280.776.0000.391.1000.640.10000.00.00 | Books and Periodicals | \$6,020.00 |
| | | Check #: 2731 | | |
| | | | Vendor Total: | \$6,020.00 |
| VESTIS | | 100.121.0000.000.2620.422.10201.10.00 | Janitorial / Custodial Services | \$139.04 |
| | | Check #: 2732 | | 520 |
| | | 100.127.0000.000.2620.422.10210.10.00 | Janitorial / Custodial Services | \$340.29 |
| | | Check #: 2732 | | |
| | | 100.132.0000.000.2620.422.10302.20.00 | Janitorial / Custodial Services | \$619.22 |
| | | Check #: 2732 | | |
| | | | Vendor Total: | \$1,098.55 |
| WESTERN STATES FIRE PROTECTION | | 100.108.0000.000.2620.430.10209.10.00 | Repairs and Maintenance Services | \$475.00 |
| | | Check #: 2733 | | |
| | | | Vendor Total: | \$475.00 |
| XEROX CORPORATION | | 100.122.0000.000.2410.430.10202.10.00 | Repairs and Maintenance Services | \$900.76 |
| | | Check #: 2734 | | |
| | | 100.122.0000.000.2410.442.10202.10.00 | Rental of Equipment and Vehicles | \$223.21 |
| | | Check #: 2734 | | |
| | | 100.126.0000.000.2410.442.10206.10.00 | Rental of Equipment and Vehicles | \$333.74 |
| | | Check #: 2734 | | |
| | | 100.126.0000.100.1000.430.10206.10.00 | Repairs and Maintenance Services | \$1,095.40 |
| | | Check #: 2734 | | |

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1151

10/24/2024

Fiscal Year: 2024-2025

| Vendor Remit Name | Vendor # | Account | Description | Amount |
|-------------------|----------|--|----------------------------------|--------------|
| | | 100.133.0000.000.2410.442.10303.10.00 Check #: 2734 | Rental of Equipment and Vehicles | \$507.45 |
| | | 100.161.0000.100.1000.430.10601.32.00 Check #: 2734 | Repairs and Maintenance Services | \$156.44 |
| | | 100.161.0000.100.1000.442.10601.32.00 Check #: 2734 | Rental of Equipment and Vehicles | \$452.91 |
| | | 100.163.0000.000.2410.442.10603.32.00 Check #: 2734 | Rental of Equipment and Vehicles | \$230.92 |
| | | 100.163.0000.100.1000.430.10603.32.00 Check #: 2734 | Repairs and Maintenance Services | \$668.88 |
| Vendor Total: | | | | \$4,569.71 |
| Grand Total: | | | | \$230,665.96 |

End of Report

521

LYON COUNTY SCHOOL DISTRICT VOUCHER

Voucher No: 1156 Voucher Date: 10/23/2024 Prepared By: _____

Printed: 11/13/2024 09:41:46 AM

LYON COUNTY SCHOOL DISTRICT is hereby authorized to draw warrants against LYON COUNTY SCHOOL DISTRICT funds for the sum of \$1,990.26 on account of obligations incurred for value received in services and for materials as shown below for period July 1, 2024 to June 30, 2025 (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.

Phil Cowee. President

Bridget Peterson Clerk

Neal McIntyre II Member

Tom Hendrix Member

Sherry Parsons Member

Holly Villines Member

Darin Farr Member

LYON COUNTY SCHOOL DISTRICT

| Fund | | Amount |
|------|--------------|------------|
| 100 | General Fund | \$1,990.26 |
| | | <hr/> |
| | | \$1,990.26 |

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1156 10/23/2024

Fiscal Year: 2024-2025

| Vendor Remit Name | Vendor # | Account | Description | Amount |
|---------------------|----------|--|--------------|------------|
| WUNGNEMA, MELISSA S | | 100.101.0000.000.0000.000.10000.00.46 9 | Garnishments | \$1,990.26 |

Vendor Total: \$1,990.26

Grand Total: \$1,990.26

End of Report

LYON COUNTY SCHOOL DISTRICT VOUCHER

Voucher No: 1161 Voucher Date: 10/31/2024 Prepared By: _____

Printed: 11/13/2024 09:43:04 AM

LYON COUNTY SCHOOL DISTRICT is hereby authorized to draw warrants against LYON COUNTY SCHOOL DISTRICT funds for the sum of \$670,829.08 on account of obligations incurred for value received in services and for materials as shown below for period July 1, 2024 to June 30, 2025 (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.

Phil Cowee. President

Bridget Peterson Clerk

Neal McIntyre II Member

Tom Hendrix Member

Sherry Parsons Member

Holly Villines Member

Darin Farr Member

LYON COUNTY SCHOOL DISTRICT

| Fund | | Amount |
|------|--------------------|--------------|
| 100 | General Fund | \$94,471.83 |
| 280 | Federal Funds | \$98,837.43 |
| 290 | Food Service Funds | \$476,183.32 |
| 360 | Bond Issues | \$1,336.50 |
| | | <hr/> <hr/> |
| | | \$670,829.08 |

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1161

10/31/2024

Fiscal Year: 2024-2025

| Vendor Remit Name | Vendor # | Account | Description | Amount |
|--|----------|--|----------------------------------|-------------------|
| ACE HARDWARE | 200 | 100.108.0000.000.2630.610.10000.00.00 0 | General Supplies | \$24.30 |
| | | | Vendor Total: | \$24.30 |
| ADVANCED INTEGRATED PEST MANAGEMENT | | 100.133.0000.000.2620.430.10303.10.00 0 | Repairs and Maintenance Services | \$480.00 |
| | | | Vendor Total: | \$480.00 |
| AMAZON BUSINESS | | 100.121.0000.000.2410.610.10201.10.00 0 | General Supplies | \$329.55 |
| | | 100.121.0000.000.2620.610.10201.10.00 0 | General Supplies | \$104.87 |
| | | 100.121.0000.100.1000.610.10201.10.00 0 | General Supplies | \$1,677.85 525 |
| | | 100.122.0000.100.1000.610.10202.10.00 0 | General Supplies | \$301.50 |
| | | 100.122.0000.100.1000.616.10202.10.00 0 | Teacher Supplies | \$1,048.55 |
| | | 100.123.0000.100.1000.616.10203.10.00 0 | Teacher Supplies | \$378.95 |
| | | 100.126.0000.100.1000.610.10206.10.00 0 | General Supplies | \$568.21 |
| | | 100.127.0000.000.2410.610.10210.10.00 0 | General Supplies | \$14.39 |
| | | 100.127.0000.000.2620.610.10210.10.00 0 | General Supplies | \$162.71 |
| | | 100.127.0000.100.1000.616.10210.10.00 0 | Teacher Supplies | \$708.37 |
| | | 100.128.0000.100.1000.616.10211.10.00 0 | Teacher Supplies | \$151.84 |
| | | 100.129.0000.000.2620.610.10209.10.00 0 | General Supplies | \$226.59 |
| | | 100.132.0000.000.2220.610.10302.20.00 0 | General Supplies | \$400.95 |

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1161

10/31/2024

Fiscal Year: 2024-2025

| Vendor Remit Name | Vendor # | Account | Description | Amount |
|-------------------|----------|--|--------------------------|-------------|
| | | 100.132.0000.000.2620.610.10302.20.00 0 | General Supplies | \$19.78 |
| | | 100.132.0000.100.1000.610.10302.20.00 0 | General Supplies | \$54.77 |
| | | 100.132.0000.100.1000.615.10302.20.00 0 | Snacks, Food & Beverages | \$604.63 |
| | | 100.133.0000.000.2410.610.10303.10.00 0 | General Supplies | \$217.65 |
| | | 100.133.0000.100.1000.610.10303.10.00 0 | General Supplies | \$190.74 |
| | | 100.134.0000.000.2410.610.10304.20.00 0 | General Supplies | \$78.71 |
| | | 100.134.0000.000.2620.610.10304.20.00 0 | General Supplies | \$451.83 |
| | | 100.161.0000.000.2620.610.10601.32.00 0 | General Supplies | \$189.48 |
| | | 100.161.0000.100.1000.610.10601.32.00 0 | General Supplies | \$1,650.00 |
| | | 100.161.0000.194.1000.610.10601.32.00 0 | General Supplies | \$959.94 |
| | | 100.162.0000.000.2620.610.10602.50.00 0 | General Supplies | \$99.98 |
| | | 100.162.0000.103.1000.610.10602.50.00 0 | General Supplies | \$164.98 |
| | | 100.164.0000.100.1000.616.10604.32.00 0 | Teacher Supplies | \$105.46 |
| | | 100.170.0000.000.2700.610.10000.00.00 0 | General Supplies | \$98.82 |
| | | 280.633.0000.000.2100.610.10209.10.00 0 | General Supplies | \$111.18 |
| | | 280.633.0000.000.2100.610.10302.20.00 0 | General Supplies | \$4,722.24 |
| | | 280.709.0000.000.2213.610.10000.00.00 0 | General Supplies | \$99.99 |
| Vendor Total: | | | | \$15,894.51 |

BIG R FERNLEY

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1161

10/31/2024

Fiscal Year: 2024-2025

| Vendor Remit Name | Vendor # | Account | Description | Amount |
|-----------------------------------|----------|--|-----------------------------------|-------------|
| | | 100.108.0000.000.2630.610.10000.00.00 0 | General Supplies | \$135.57 |
| | | 100.161.0000.000.2620.610.10601.32.00 0 | General Supplies | \$14.90 |
| | | | Vendor Total: | \$150.47 |
| BOYS & GIRLS CLUB OF MASON VALLEY | 97650 | | | |
| | | 280.767.0000.000.2500.310.10000.00.00 0 | Official/Administrative Services | \$3,014.20 |
| | | 280.767.0000.000.2500.310.10202.10.00 0 | Official/Administrative Services | \$2,239.58 |
| | | 280.767.0000.100.1000.320.10201.10.00 0 | Professional Educational Services | \$2,971.14 |
| | | 280.767.0000.100.1000.320.10202.10.00 0 | Professional Educational Services | \$6,460.00 |
| | | 280.767.0000.100.1000.320.10205.10.00 0 | Professional Educational Services | \$3,563.20 |
| | | 280.767.0000.100.1000.320.10210.10.00 0 | Professional Educational Services | \$2,389.82 |
| | | 280.767.0000.100.1000.320.10211.10.00 0 | Professional Educational Services | \$3,660.10 |
| | | 280.767.0000.100.1000.610.10201.10.00 0 | General Supplies | \$266.71 |
| | | 280.767.0000.100.1000.610.10202.10.00 0 | General Supplies | \$994.91 |
| | | 280.767.0000.100.1000.610.10205.10.00 0 | General Supplies | \$625.77 |
| | | 280.767.0000.100.1000.610.10304.20.00 0 | General Supplies | \$2,325.24 |
| | | | Vendor Total: | \$28,510.67 |
| BRADY INDUSTRIES | | | | |
| | | 100.121.0000.000.2620.610.10201.10.00 0 | General Supplies | \$2,705.70 |
| | | 100.123.0000.000.2620.610.10203.10.00 0 | General Supplies | \$172.39 |
| | | | Vendor Total: | \$2,878.09 |
| BSN SPORTS | | | | |

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1161

10/31/2024

Fiscal Year: 2024-2025

| Vendor Remit Name | Vendor # | Account | Description | Amount |
|-------------------|----------|--|-------------------------------|------------|
| | | 100.161.0000.920.1000.610.10601.32.00 0 | General Supplies | \$1,100.00 |
| | | 100.165.0000.920.1000.610.10605.32.00 0 | General Supplies | \$352.00 |
| | | | Vendor Total: | \$1,452.00 |
| CARE SOLACE, INC | | 100.101.0000.000.2100.340.10602.50.00 0 | Other Professional Services | \$1,404.00 |
| | | 100.101.0000.000.2100.340.10604.32.00 0 | Other Professional Services | \$1,404.00 |
| | | 280.633.0000.000.2100.340.10201.10.00 0 | Other Professional Services | \$1,816.00 |
| | | 280.633.0000.000.2100.340.10202.10.00 0 | Other Professional Services | \$1,864.00 |
| | | 280.633.0000.000.2100.340.10203.10.00 0 | Other Professional Services | \$1,684.00 |
| | | 280.633.0000.000.2100.340.10205.10.00 0 | Other Professional Services | \$1,420.00 |
| | | 280.633.0000.000.2100.340.10206.10.00 0 | Other Professional Services | \$2,012.00 |
| | | 280.633.0000.000.2100.340.10208.20.00 0 | Other Professional Services | \$1,464.00 |
| | | 280.633.0000.000.2100.340.10209.10.00 0 | Other Professional Services | \$2,300.00 |
| | | 280.633.0000.000.2100.340.10210.10.00 0 | Other Professional Services | \$1,664.00 |
| | | 280.633.0000.000.2100.340.10211.10.00 0 | FY19 Title IA RES Budget Load | \$1,740.00 |
| | | 280.633.0000.000.2100.340.10302.20.00 0 | Other Professional Services | \$1,600.00 |
| | | 280.633.0000.000.2100.340.10303.10.00 0 | Other Professional Services | \$2,676.00 |
| | | 280.633.0000.000.2100.340.10304.20.00 0 | Other Professional Services | \$1,296.00 |
| | | 280.633.0000.000.2100.340.10305.31.00 0 | Other Professional Services | \$2,572.00 |

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1161

10/31/2024

Fiscal Year: 2024-2025

| Vendor Remit Name | Vendor # | Account | Description | Amount |
|-------------------------------|----------|--|----------------------------------|--------------|
| | | 280.633.0000.000.2100.340.10601.32.00 0 | Other Professional Services | \$5,284.00 |
| | | 280.633.0000.000.2100.340.10603.32.00 0 | Other Professional Services | \$1,632.00 |
| | | 280.633.0000.000.2100.340.10605.32.00 0 | Other Professional Services | \$1,384.00 |
| | | | Vendor Total: | \$35,216.00 |
| CHARTWELLS | | 290.180.0000.000.3100.430.10000.00.00 0 | Repairs and Maintenance Services | \$6,335.65 |
| | | 290.180.0000.000.3100.442.10000.00.00 0 | Rental of Equipment and Vehicles | \$3,279.19 |
| | | 290.180.0000.000.3100.570.10000.00.00 0 | Food Service Management | \$98,252.68 |
| | | 290.180.0000.000.3100.610.10000.00.00 0 | General Supplies | \$15,774.80 |
| | | 290.180.0000.000.3100.630.10000.00.00 0 | Food | \$308,097.48 |
| | | | Vendor Total: | \$431,739.80 |
| DECKER, INC. | 5403 | 100.135.0000.000.2620.610.10305.31.00 0 | General Supplies | \$1,754.10 |
| | | 100.135.0000.100.1000.610.10305.31.00 0 | General Supplies | \$971.06 |
| | | | Vendor Total: | \$2,725.16 |
| FAST GLASS, INC | 7052 | 100.133.0000.000.2620.430.10303.10.00 0 | Repairs and Maintenance Services | \$165.00 |
| | | | Vendor Total: | \$165.00 |
| HAND2MIND, INC. | | 100.109.0000.000.2213.610.10000.00.00 0 | General Supplies | \$499.99 |
| | | | Vendor Total: | \$499.99 |
| HEALTHY COMMUNITIES COALITION | | | | |

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1161

10/31/2024

Fiscal Year: 2024-2025

| Vendor Remit Name | Vendor # | Account | Description | Amount |
|-------------------------------|----------|--|-----------------------------------|-------------|
| | | 280.700.0000.000.2213.320.10000.00.00 0 | Professional Educational Services | \$28,765.35 |
| | | | Vendor Total: | \$28,765.35 |
| INLAND SUPPLY CO., INC. | 10000 | | | |
| | | 100.122.0000.000.2620.610.10202.10.00 0 | General Supplies | \$1,156.88 |
| | | 100.123.0000.000.2620.610.10203.10.00 0 | General Supplies | \$418.60 |
| | | 100.126.0000.000.2620.610.10206.10.00 0 | General Supplies | \$4,196.83 |
| | | 100.127.0000.000.2620.610.10210.10.00 0 | General Supplies | \$749.97 |
| | | 100.129.0000.000.2620.610.10209.10.00 0 | General Supplies | \$545.94 |
| | | 100.132.0000.000.2620.610.10302.20.00 0 | General Supplies | \$3,487.93 |
| | | 100.133.0000.000.2620.430.10303.10.00 0 | Repairs and Maintenance Services | \$1,558.26 |
| | | 100.133.0000.000.2620.610.10303.10.00 0 | General Supplies | \$1,149.76 |
| | | 100.134.0000.000.2620.610.10304.20.00 0 | General Supplies | \$417.92 |
| | | 100.135.0000.000.2620.610.10305.31.00 0 | General Supplies | \$1,769.29 |
| | | 100.163.0000.000.2620.610.10603.32.00 0 | General Supplies | \$1,023.09 |
| | | | Vendor Total: | \$16,474.47 |
| JIM MENESINI PETROLEUM | | | | |
| | | 100.170.0000.000.2730.626.10000.00.00 0 | Gasoline | \$631.64 |
| | | | Vendor Total: | \$631.64 |
| LUMOS AND ASSOCIATES, INC | 11860 | | | |
| | | 360.023.0000.000.4300.340.10000.00.00 0 | Other Professional Services | \$1,336.50 |
| | | | Vendor Total: | \$1,336.50 |
| NAPA AUTO & TRUCK PARTS_99614 | 99614 | | | |

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1161

10/31/2024

Fiscal Year: 2024-2025

| Vendor Remit Name | Vendor # | Account | Description | Amount |
|----------------------------------|----------|--|---|--------------------|
| | | 100.170.0000.000.2710.614.10000.00.00 0 | Parts | \$82.86 |
| | | 100.170.0000.000.2730.617.10000.00.00 0 | Batt & Antifreeze | \$156.38 |
| | | | Vendor Total: | \$239.24 |
| NAVIGATE 360, LLC | | 100.109.0000.000.2220.650.10000.00.00 0 | Supplies–Information Technology–related | \$10,091.40 |
| | | 100.125.0000.100.1000.610.10205.10.00 0 | General Supplies | \$1,970.50 |
| | | 280.633.0000.000.2100.653.10603.32.00 0 | Web–based and similar programs | \$1,690.50 |
| | | 280.633.0000.000.2200.653.10209.10.00 0 | Web–based and similar programs | \$2,529.50 |
| | | | Vendor Total: | \$16,281.90 531 |
| NEVADA DEPARTMENT OF AGRICULTURE | 14535 | 290.180.0000.000.3100.630.10000.00.00 0 | Food | \$44,443.52 |
| | | | Vendor Total: | \$44,443.52 |
| NORTHWEST EVALUATION ASSOCIATION | 15225 | 100.109.0000.000.2213.331.10000.00.00 0 | Training & Development–Instruct Licensed Personnel | \$30,710.00 |
| | | | Vendor Total: | \$30,710.00 |
| PAPE MACHINERY INC | | 100.108.0000.000.2630.610.10000.00.00 0 | General Supplies | \$494.97 |
| | | 100.170.0000.000.2710.614.10000.00.00 0 | Parts | \$365.76 |
| | | | Vendor Total: | \$860.73 |
| SCHOOLMINT INC | 102651 | 100.161.0000.100.1000.610.10601.32.00 0 | General Supplies | \$676.00 |
| | | | Vendor Total: | \$676.00 |
| SILVER STATE INTERNATIONAL | | | | |

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1161

10/31/2024

Fiscal Year: 2024-2025

| Vendor Remit Name | Vendor # | Account | Description | Amount |
|---------------------------------|----------|--|----------------------------------|------------|
| | | 100.170.0000.000.2710.614.10000.00.00 0 | Parts | \$146.07 |
| | | | Vendor Total: | \$146.07 |
| STICKS & STONES BLDG. MATERIALS | | 100.108.0000.000.2620.610.10603.32.00 0 | General Supplies | \$2,210.70 |
| | | 100.132.0000.000.2620.610.10302.20.00 0 | General Supplies | \$4.39 |
| | | | Vendor Total: | \$2,215.09 |
| TAHOE FENCE CO., INC | 101980 | 100.108.0000.000.2620.430.10603.32.00 0 | Repairs and Maintenance Services | \$2,115.00 |
| | | | Vendor Total: | \$2,115.00 |
| TIMECLOCK PLUS, LLC | | 100.101.0000.000.2510.340.10000.00.00 0 | Other Professional Services | \$1,265.63 |
| | | | Vendor Total: | \$1,265.63 |
| WALKER LAKE DISPOSAL INC. | 102157 | 100.108.0000.000.2610.421.10000.00.00 0 | Garbage / Disposal | \$572.00 |
| | | 100.125.0000.000.2610.421.10205.10.00 0 | Garbage / Disposal | \$506.00 |
| | | 100.133.0000.000.2620.430.10303.10.00 0 | Repairs and Maintenance Services | \$385.00 |
| | | | Vendor Total: | \$1,463.00 |
| WEDCO INC. | 22320 | 100.108.0000.000.2620.610.10305.31.00 0 | General Supplies | \$135.80 |
| | | | Vendor Total: | \$135.80 |
| WESTERN NEVADA SUPPLY | 22580 | 100.108.0000.000.2620.610.10206.10.00 0 | General Supplies | \$245.22 |
| | | 100.108.0000.000.2620.610.10304.20.00 0 | General Supplies | \$2,341.55 |

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1161

10/31/2024

Fiscal Year: 2024-2025

| Vendor Remit Name | Vendor # | Account | Description | Amount |
|--------------------------|----------|---------------------------------------|------------------|--------------|
| | | | Vendor Total: | \$2,586.77 |
| WILLIAM V. MACGILL & CO. | 22793 | | | |
| | | 100.135.0000.000.2130.610.10305.31.00 | General Supplies | \$350.46 |
| | | 0 | | |
| | | 100.165.0000.000.2130.610.10605.32.00 | General Supplies | \$395.92 |
| | | 0 | | |
| | | | Vendor Total: | \$746.38 |
| | | | Grand Total: | \$670,829.08 |

End of Report

533

LYON COUNTY SCHOOL DISTRICT VOUCHER

Voucher No: 1162

Voucher Date: 10/31/2024

Prepared By: _____

Printed: 10/31/2024 12:36:16 PM

LYON COUNTY SCHOOL DISTRICT is hereby authorized to draw warrants against LYON COUNTY SCHOOL DISTRICT funds for the sum of \$327,790.17 on account of obligations incurred for value received in services and for materials as shown below for period July 1, 2024 to June 30, 2025 (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.

Phil Cowee. President

Bridget Peterson Clerk

Neal McIntyre II Member

Tom Hendrix Member

Sherry Parsons Member

Holly Villines Member

Darin Farr Member

LYON COUNTY SCHOOL DISTRICT

| Fund | | Amount |
|------|-------------------|--------------|
| 100 | General Fund | \$80,524.14 |
| 208 | PCFP At-Risk | \$208,776.62 |
| 230 | Adult Education | \$79.41 |
| 240 | State Grants | \$1,969.52 |
| 250 | Special Education | \$371.44 |
| 280 | Federal Funds | \$36,069.04 |
| | | <hr/> |
| | | \$327,790.17 |

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1162

10/31/2024

Fiscal Year: 2024-2025

| Vendor Remit Name | Vendor # | Account | Description | Amount |
|--|----------|---------------------------------------|--|-------------|
| A T & T MONTHLY STATEMENT | 99712 | 100.101.0000.000.2510.533.10000.00.00 | Telephone – Land Line phone services Check #: 2735 | \$4,041.15 |
| | | 230.231.0000.610.2500.533.10000.00.00 | Telephone – Land Line phone services Check #: 2735 | \$26.28 |
| | | | Vendor Total: | \$4,067.43 |
| ACHIEVEMENT SCIENCE IN DBA THE PRINCIPAL | | 280.709.0000.000.2213.653.10000.00.00 | Web-based and similar programs Check #: 2736 | \$2,500.00 |
| | | | Vendor Total: | \$2,500.00 |
| AMPLIFY SYSTEMS INTEGRATION, LLC | | 100.107.0000.000.2580.650.10000.00.00 | Supplies–Information Technology–related Check #: 2737 | \$5,487.30 |
| | | 100.107.0000.000.2580.651.10000.00.00 | Supplies – Technology – Software Check #: 2737 | \$16,193.84 |
| | | | Vendor Total: | \$21,681.14 |
| BOYS & GIRLS CLUB OF TRUCKEE MEADOWS | 102901 | 280.767.0000.000.2500.310.10000.00.00 | Official/Administrative Services Check #: 2738 | \$4,572.95 |
| | | 280.767.0000.100.1000.320.10203.10.00 | Professional Educational Services Check #: 2738 | \$3,829.18 |
| | | 280.767.0000.100.1000.320.10206.10.00 | Professional Educational Services Check #: 2738 | \$5,671.71 |
| | | 280.767.0000.100.1000.320.10209.10.00 | Professional Educational Services Check #: 2738 | \$4,419.84 |
| | | 280.767.0000.100.1000.320.10303.10.00 | Professional Educational Services Check #: 2738 | \$3,829.18 |
| | | 280.767.0000.100.1000.610.10203.10.00 | General Supplies Check #: 2738 | \$1,512.50 |
| | | 280.767.0000.100.1000.610.10206.10.00 | General Supplies Check #: 2738 | \$1,940.73 |

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1162

10/31/2024

Fiscal Year: 2024-2025

| Vendor Remit Name | Vendor # | Account | Description | Amount |
|------------------------------------|----------|---------------------------------------|---|-------------|
| | | 280.767.0000.100.1000.610.10209.10.00 | General Supplies | \$4,176.80 |
| | | Check #: 2738 | | |
| | | 280.767.0000.100.1000.610.10303.10.00 | General Supplies | \$639.65 |
| | | Check #: 2738 | | |
| | | | Vendor Total: | \$30,592.54 |
| COMMUNITY CENTERED CONSULTING, LLC | | 100.101.0000.000.2510.340.10000.00.00 | Other Professional Services | \$2,500.00 |
| | | Check #: 2739 | | |
| | | | Vendor Total: | \$2,500.00 |
| DEMCO LIBRARY SERVICES | 5499 | 100.127.0000.000.2220.610.10210.10.00 | General Supplies | \$158.49 |
| | | Check #: 2740 | | |
| | | | Vendor Total: | \$158.49 |
| FEDEX OFFICE | 11023 | 100.135.0000.000.2410.531.10305.31.00 | Postage | \$184.00 |
| | | Check #: 2741 | | |
| | | | Vendor Total: | \$184.00 |
| FRANTZ, KELLY | | 250.105.0000.200.2319.581.10000.00.00 | Travel – Instructional Licensed Personnel | \$229.27 |
| | | Check #: 2742 | | |
| | | | Vendor Total: | \$229.27 |
| FRONTIER | 21702 | 100.132.0000.000.2410.533.10302.20.00 | Telephone – Land Line phone services | \$248.81 |
| | | Check #: 2743 | | |
| | | | Vendor Total: | \$248.81 |
| GET MORE MATH | | 100.135.0000.100.1000.653.10305.31.00 | Web-based and similar programs | \$720.00 |
| | | Check #: 2744 | | |
| | | | Vendor Total: | \$720.00 |
| GRAINGER | 99826 | | | |

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1162

10/31/2024

Fiscal Year: 2024-2025

| Vendor Remit Name | Vendor # | Account | Description | Amount |
|---------------------------------------|----------|---------------------------------------|---|--------------|
| | | 100.132.0000.000.2620.610.10302.20.00 | General Supplies | \$42.44 |
| | | Check #: 2745 | | |
| | | | Vendor Total: | \$42.44 |
| LAB AIDS INC | | 240.300.0000.310.1000.612.10601.32.00 | Inventoried Supplies/Equipment <\$5000 | \$1,969.52 |
| | | Check #: 2746 | | |
| | | | Vendor Total: | \$1,969.52 |
| LOWE, KEITH III | | 250.105.0000.200.2319.581.10000.00.00 | Travel – Instructional Licensed Personnel | \$142.17 |
| | | Check #: 2747 | | |
| | | | Vendor Total: | \$142.17 |
| LUNA GLOBAL SOLUTIONS, LLC | | 280.633.0000.000.2100.610.10603.32.00 | FY19 Title IA YHS Budget Load | \$1,181.50 |
| | | Check #: 2748 | | 537 |
| | | | Vendor Total: | \$1,181.50 |
| M.F. BARCELLOS, INC | 1560 | 100.170.0000.000.2730.613.10000.00.00 | Oil & Lubricants | \$546.00 |
| | | Check #: 2749 | | |
| | | 100.170.0000.000.2730.623.10000.00.00 | Bottled Gas | \$152.50 |
| | | Check #: 2749 | | |
| | | | Vendor Total: | \$698.50 |
| MASTERCRAFT | | 100.161.0000.383.1000.610.10601.32.00 | General Supplies | \$411.00 |
| | | Check #: 2750 | | |
| | | | Vendor Total: | \$411.00 |
| MCGRAW HILL SCHOOL EDUCATION HOLDINGS | 101620 | 208.212.0000.430.1000.653.10000.00.00 | Web-based and similar programs | \$208,776.62 |
| | | Check #: 2751 | | |
| | | | Vendor Total: | \$208,776.62 |
| MYSTERY SCIENCE INC. | | | | |

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1162

10/31/2024

Fiscal Year: 2024-2025

| Vendor Remit Name | Vendor # | Account | Description | Amount |
|--|----------|--|--|------------|
| | | 100.133.0000.100.1000.653.10303.10.00 Check #: 2752 | Web-based and similar programs | \$1,795.00 |
| | | 280.633.0000.000.2200.653.10206.10.00 Check #: 2752 | Web-based and similar programs | \$1,795.00 |
| | | | Vendor Total: | \$3,590.00 |
| PEEK BROTHERS CONSTRUCTION, INC | | 100.108.0000.000.2620.430.10304.20.00 Check #: 2753 | Repairs and Maintenance Services | \$4,444.54 |
| | | | Vendor Total: | \$4,444.54 |
| QUADIENT LEASING USA, INC | | 100.133.0000.000.2410.531.10303.10.00 Check #: 2754 | Postage | \$226.50 |
| | | | Vendor Total: | \$226.50 |
| QUADIENT POSTAGE FUNDING | | 100.133.0000.000.2410.531.10303.10.00 Check #: 2755 | Postage | \$252.47 |
| | | | Vendor Total: | \$252.47 |
| REFRIGERATION SUPPLIES DISTRIBUTOR 96586 | | 100.108.0000.000.2620.610.10000.00.00 Check #: 2756 | General Supplies | \$2,550.00 |
| | | 100.108.0000.000.2620.610.10201.10.00 Check #: 2756 | General Supplies | \$134.18 |
| | | 100.108.0000.000.2620.612.10000.00.00 Check #: 2756 | Inventoried Supplies/Equipment <\$5000 | \$2,659.10 |
| | | | Vendor Total: | \$5,343.28 |
| RNK'S SERVICES | | 100.161.0000.000.2620.610.10601.32.00 Check #: 2757 | General Supplies | \$499.90 |
| | | | Vendor Total: | \$499.90 |
| ROUND UP AWARDS LLC | 17901 | 100.132.0000.100.1000.610.10302.20.00 Check #: 2758 | General Supplies | \$110.00 |

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1162

10/31/2024

Fiscal Year: 2024-2025

| Vendor Remit Name | Vendor # | Account | Description | Amount |
|---|----------|---------------------------------------|--|------------|
| | | | Vendor Total: | \$110.00 |
| SAGEBRUSH LEAGUE | 18123 | 100.132.0000.920.1000.810.10302.20.00 | Dues and Fees | \$400.00 |
| | | Check #: 2759 | | |
| | | | Vendor Total: | \$400.00 |
| SCHOOL DATEBOOKS | 103098 | 100.132.0000.100.1000.640.10302.20.00 | Books and Periodicals | \$3,827.78 |
| | | Check #: 2760 | | |
| | | 100.133.0000.100.1000.610.10303.10.00 | General Supplies | \$1,722.24 |
| | | Check #: 2760 | | |
| | | | Vendor Total: | \$5,550.02 |
| SHRED-IT USA | | 230.231.0000.610.2500.443.10000.00.00 | Rentals of Computers and Related Equipment | \$16.00 |
| | | Check #: 2761 | | 539 |
| | | | Vendor Total: | \$16.00 |
| STATE OF NEVADA-DIV. OF WATER RESOURCES | | 100.108.0000.000.2620.810.10000.00.00 | Dues and Fees | \$120.00 |
| | | Check #: 2762 | | |
| | | | Vendor Total: | \$120.00 |
| SWANK MOVIE LICENSING USA | | 100.125.0000.100.1000.610.10205.10.00 | General Supplies | \$508.00 |
| | | Check #: 2763 | | |
| | | | Vendor Total: | \$508.00 |
| THE PARTS HOUSE | 23100 | 100.108.0000.000.2620.610.10000.00.00 | General Supplies | \$17.99 |
| | | Check #: 2764 | | |
| | | | Vendor Total: | \$17.99 |
| TRUE VALUE HARDWARE_21030 | 21030 | 100.132.0000.000.2620.610.10302.20.00 | General Supplies | \$161.96 |
| | | Check #: 2765 | | |
| | | | Vendor Total: | \$161.96 |

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1162

10/31/2024

Fiscal Year: 2024-2025

| Vendor Remit Name | Vendor # | Account | Description | Amount |
|-----------------------|----------|---------------------------------------|----------------------------------|-------------|
| VESTIS | | 100.132.0000.000.2620.422.10302.20.00 | Janitorial / Custodial Services | \$309.61 |
| | | Check #: 2766 | | |
| | | | Vendor Total: | \$309.61 |
| VIRCO INC | 21760 | 100.161.0000.000.2410.610.10601.32.00 | General Supplies | \$20,825.00 |
| | | Check #: 2767 | | |
| | | | Vendor Total: | \$20,825.00 |
| VITAL RECORDS CONTROL | | 100.135.0000.000.2410.421.10305.31.00 | Garbage / Disposal | \$136.86 |
| | | Check #: 2768 | | |
| | | | Vendor Total: | \$136.86 |
| WASTE MANAGEMENT | 22180 | 100.165.0000.000.2410.421.10605.32.00 | Garbage / Disposal | \$35.40 |
| | | Check #: 2769 | | |
| | | | Vendor Total: | \$32.12 |
| WILD WEST MOTORS, INC | 8442 | 100.170.0000.000.2710.614.10000.00.00 | Parts | \$1,346.26 |
| | | Check #: 2770 | | |
| | | | Vendor Total: | \$1,346.26 |
| XEROX CORPORATION | | 100.132.0000.000.2410.550.10302.20.00 | Printing and Binding | \$237.53 |
| | | Check #: 2771 | | |
| | | 100.132.0000.100.1000.550.10302.20.00 | Printing and Binding | \$467.18 |
| | | Check #: 2771 | | |
| | | 100.133.0000.000.2410.442.10303.10.00 | Rental of Equipment and Vehicles | \$674.77 |
| | | Check #: 2771 | | |
| | | 100.136.0000.000.2410.430.10208.31.00 | Repairs and Maintenance Services | \$228.67 |
| | | Check #: 2771 | | |
| | | 100.136.0000.000.2410.442.10208.31.00 | Rental of Equipment and Vehicles | \$587.81 |
| | | Check #: 2771 | | |

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1162

10/31/2024

Fiscal Year: 2024-2025

| Vendor Remit Name | Vendor # | Account | Description | Amount |
|-------------------|----------|---------------------------------------|---|--------------|
| | | 100.163.0000.100.1000.430.10603.32.00 | Repairs and Maintenance Services | \$183.77 |
| | | Check #: 2771 | | |
| | | 100.164.0000.000.2410.442.10604.32.00 | Rental of Equipment and Vehicles | \$562.04 |
| | | Check #: 2771 | | |
| | | 100.164.0000.100.1000.550.10604.32.00 | Printing and Binding | \$938.33 |
| | | Check #: 2771 | | |
| | | 230.231.0000.610.2500.400.10000.00.00 | Purchased Property Services | \$0.56 |
| | | Check #: 2771 | | |
| | | 230.231.0000.610.2500.443.10000.00.00 | Rentals of Computers and Related Equipment | \$36.57 |
| | | Check #: 2771 | | |
| | | | Vendor Total: | \$3,917.23 |
| ZEPTIVE, INC. | | 100.161.0000.000.2410.652.10601.32.00 | Inventoried Supplies/Equipment – IT Related | \$3,879.00 |
| | | Check #: 2772 | <\$5000 | 541 |
| | | | Vendor Total: | \$3,879.00 |
| | | | Grand Total: | \$327,790.17 |

End of Report

Lyon County School District Board Memo

Date: November 19, 2024

To: Board of School Trustees

From: Superintendent Tim Logan

Re: Donations

Recommendation:

That the Board of School Trustees accepts the generous donations from the following:

- A donation to Silver Stage Elementary and Silver Stage Middle School of \$1000 from Mr. Steve Gamsby and local veterans.

Silver Stage Middle School
Jed Marciniak, Principal

MEMORANDUM:

To: Tim Logan, Superintendent

From: Jed Marciniak, Silver Stage Middle School Principal

Date: October 29th, 2024

RE: School Donation

Silver Stage Middle School and Silver Stage Elementary School received a \$1000 donation from our Local Veterans. Each year we have Mr. Steve Gamsby, and our Local Veterans donate to the both of us. Thank you for your very generous donation!

School staff and students greatly appreciate your generosity.

Respectfully,

Erin Korf, SSES Principal

Jed Marciniak, SSMS Principal

**MEMORANDUM OF UNDERSTANDING
MULTI-YEAR DROPOUT PREVENTION PROGRAM
Jobs for Nevada’s Graduates
Incorporated and the Lyon County
School District**

This Memorandum of Understanding (MOU), entered between Jobs for Nevada’s Graduates Incorporated (aka, JAG Nevada) and the Lyon County School District (LCSD), a political subdivision of The State of Nevada, outlines the elements of a partnership to successfully implement and sustain the JAG Nevada Multi-Year Dropout Prevention Program.

RECITALS

WHEREAS, JAG NEVADA is a state-wide organization of the JAG National Network and is funded by public and private investors and participating schools. The JAG National Network and JAG NEVADA, through the JAG program, create business, industry and education partnerships committed to achieving the mission of JAG NEVADA. The purpose is to ensure that at-risk high school students remain in school, attain employability skills through classroom and work-based learning experiences during high school, graduate, and find a career pathway in Nevada via twelve (12) months of follow-up services by the JAG Specialist. In the follow-up period, JAG participants are transitioned into a career path and/or pursue a post-secondary education to enhance their career entry and advancement.

WHEREAS, JAG NEVADA is a private nonprofit created by the state of Nevada to serve the public good by helping Nevada’s most vulnerable and challenged youth to graduate successfully from high school and enter a career pathway.

WHEREAS, the Nevada Governor’s Office adopted the JAG NEVADA program with oversight provided by the State of Nevada Department of Education (NDE); and created JAG NEVADA to implement and house the JAG program.

WHEREAS, the Nevada Legislature appropriated funding to the NDE, which has made funding available to JAG NEVADA.

WHEREAS, partial funding for JAG NEVADA has been obtained from various sources, including but not limited to federal, county, municipal, and private funding sources, with unique enrollment, data entry, and student follow-up requirements.

WHEREAS, the JAG NEVADA program is based on the National JAG Model. The Multi-Year, Out of School and the Middle School program applications may serve middle/junior high school, high school and/or alternative/out-of-school students during one or more years, and twelve-month follow up services after the student graduates (or leaves middle school in the case of the middle school program).

WHEREAS, the five (5) primary performance goals of the National JAG Model are results-oriented and measurable:

- a 90% graduation/high school equivalent completion rate;
- a 75% positive outcomes rate defined as the overall success rate of program completers at the end of twelve (12) months after graduation, with participants either employed in a job leading to a career, in the military, or enrolled in a postsecondary education or training, or a combination of work and postsecondary education;

- 60% of graduates have successful job placements or military service enlistment;
- 60% of employed graduates are in full-time jobs leading to careers; and
- 42% of the graduates enter a form of further education including but not limited to community college, university, short or mid-term training program, WIOA enrollment, industry recognized credential, apprenticeship or on-the-job training.

WHEREAS, the program has specialists, counseling, skills development, career association, and experiential learning to improve academic performance, school behavior, attendance, confidence, participation, and self-esteem.

WHEREAS, JAG NEVADA and LCSD are committed to providing school to career and/or dropout prevention programs, a process of continuous improvement will be implemented and maintained throughout the existence of the JAG NEVADA program.

WHEREAS, JAG NEVADA and LCSD each agree to be responsible for their own employees, JAG NEVADA and LCSD also agree to be responsible for their own negligence limited under Nevada Revised Statute (NRS), Chapter 41.

I. Purpose

To successfully implement and sustain the JAG Program. To ensure that high school students remain in school, attain employability skills through classroom and work-based learning experiences during high school, graduate, and find a career pathway in Nevada via 12 months of follow-up services by JAG specialist(s). In the follow-up period, JAG participants are successfully transitioned into a career and/or pursue a post-secondary education to enhance their career entry and advancement.

II. Responsibilities of the Parties

A. WHEREAS, the responsibilities of JAG NEVADA include:

1. Establishment of a statewide JAG accredited multi-year dropout prevention and middle school programs at high schools and/or middle schools committed to achieving performance goals as identified by the NDE.
2. Development of positive working relationships within local communities, including employers, high schools, post-secondary or technical schools, and community service organizations for the purpose of promoting and establishing local JAG accredited programs in accordance with the national Program models.
3. Working in collaboration with LCSD, JAG NEVADA will hire a Specialist to conduct each program and ensure they work towards receiving the JAG special license (or equivalent) if not already licensed as a teacher in Nevada. JAG NEVADA will provide support related to the implementation of the program for each Specialist.
4. If at any time, the following issues or others arise that necessitate disciplinary action regarding the JAG Specialist, appropriate JAG NEVADA and LCSD personnel will work jointly to resolve problems in a manner that ensures the integrity and efficacy

of the program and protects the confidentiality of the employee:

- a. Non-compliance or poor performance with school, district regulations and/or NRS 391.
- b. Non-compliance or poor performance with the implementation of the program.
- c. Non-compliance or poor performance with required data entry and/or data collection for the program.
- d. Non-compliance or poor performance with the required follow-up services of the program.
- e. Falsification of student records
- f. Insubordination
- g. Misconduct
- h. Stealing
- i. Use of JAG NEVADA property for personal use
- j. Failure to respond/attend required training
- k. Other Violation of the JAG Employee handbook and/or NRS 391

If the removal of a JAG Specialist is deemed necessary, JAG and LCSD will work jointly toward a reasonable and timely resolution of problems that is satisfactory to both parties.

5. Based on the level of state and private funds received by JAG NEVADA, the nonprofit will expend for the benefit of LCSD and its students sufficient funds to support one (1) FTE or more staff position to implement the JAG NEVADA program in mutually agreed-upon schools through the 2024-2025 school year.
 - a. The District (LCSD) will be asked to provide a portion of the payment according to the fee schedule attached to this document. The cost share requested from the District is twenty-percent of the overall annual cost of the program and is needed due to rising salaries and program costs.
6. Follow-up services will be provided to each graduate by the Specialist and workforce development staff including information about employment opportunities, job development, pre-employment screening and placement services for twelve (12) months after the student completes their final year in high school. Non-graduates will receive follow-up services that will result in completion of requirements for a high school diploma or a GED/High School Equivalency Test certificate.
7. JAG NEVADA will provide training and support for Specialists as follows:
 - Provide technical assistance and training to the Specialists and other key staff of the participating school on the successful implementation and operation of a JAG accredited program.
 - Arrange for the provision of training and provide technical assistance to Specialists on the JAG Force, JAG's data management system, which provides tracking of students served, services delivered, and outcomes achieved.
 - Arrange for the provision of training and provide technical assistance to Specialists on all JAG data tracking systems for all students served by JAG NEVADA.

- Provide staff development experiences and training for all Specialists.
 - Conduct ongoing school quality assurance reviews including annual performance reviews specifically tied to the JAG model implementation; JAG required documentation; and expectations of the MOU. Continually provide support and feedback to JAG specialists.
 - Work with the JAG specialists to facilitate JAG special events as needed.
 - Coordinate efforts with the JAG specialists to develop and provide work-based learning experiences for students during the 12-month follow-up phase of the program.
 - Work with JAG specialists, to develop jobs, internships or apprenticeship opportunities for JAG Nevada graduates.
8. LCSD agrees to give the JAG Nevada access to the substitute teacher system, and help arrange for the provision of substitute teachers when a JAG Nevada Specialist is unable to attend class due to scheduled time off or illness. JAG Nevada will maintain funding to reimburse the costs of these substitute teachers at cost.

If the JAG Nevada Specialist is to be absent for an extended period of time, JAG Nevada may bring in their own district approved long-term substitute to assume the duties of the absent employee.

9. JAG Nevada will approve in advance the appropriateness of all stipend and non- stipend co-curricular duties (i.e., coaching, year book advisor, etc.) and other day-to-day duties (i.e. lunch, hall, bus monitoring, etc.), to which the school administrator may consider assigning the specialist, to make certain those activities will not detract from the specialist’s abilities to perform his/her program duties, or jeopardize the likelihood of meeting JAG performance standards and outcomes associated with the program model at the school.
10. JAG Nevada agrees to only access records after obtaining consent for the release of those records from the students’ parent or guardian.
11. Annual Data Request: JAG will provide the District a data request in an acceptable spreadsheet format (CSV, Excel, etc.) that includes the student identification information (Local Student Identification Number, Student First Name, Student Last Name, etc.) for all currently enrolled JAG students on or before June 1st and October 1st of each year.
12. JAG will provide the District a subsequent report on the outcomes of the data request and analysis of the impact of JAG programming on District students.

B. WHEREAS, the responsibilities of Lyon County School District include:

1. LCSD will support the efforts of the JAG Nevada JAG staff to ensure that parents of participating students sign a consent form that authorizes the release of certain personally identifiable student information to JAG Nevada, JAG National, and other affiliated funding partners.

2. Assign a high school administrator to be the JAG point of contact at each school to coordinate with JAG Nevada and the JAG specialist to provide feedback that will contribute to the continuous improvements of the program.
3. Create the appropriate sections in the high school master schedule for regularly scheduled, elective academic credit toward graduation to a minimum of forty-five (45) students with a goal of forty-five to sixty (45-60) students for the entire school year in accordance with the JAG Multi-Year model.
4. JAG high school classes will be scheduled for freshman through senior classes as agreed upon with each administrator. JAG Nevada and LCSD may expand the program in the future to include middle schools if funding permits and strategic discussion between LCSD and JAG indicate a desire to expand in that direction.

The Multi-Year Model works optimally at this enrollment range, and JAG requests, when possible, for each Specialist to teach three sections differentiated by grade (seniors, juniors, etc.) with 20 students each when at all possible. If this is not feasible, JAG will work with school officials to place students in upper grades (e.g., seniors) separate from students in lower grades (e.g., freshmen). JAG understands that enrollments can vary and fall above or below this range. At those times, JAG management will work with school administration to help attain the optimal enrollment level to achieve the best possible student outcomes. The JAG elective credit class teaches the JAG National curriculum, which consists of 87 work-readiness, personal development, and career preparation-related competencies. The Multi-Year Program is designed for students to remain enrolled in JAG for two to four years, and the curriculum guide has differentiated instruction for each grade level. Thus, JAG will work with District and school officials to ensure that JAG students can remain in JAG for one or more years if students wish to be in the JAG Program and their course progress allows them to do so. JAG provides students with access to in-class tutoring and will work with school officials to help credit deficient students make up their credits during JAG class time via tools like Apex and JAG provided tutoring.

5. Provide office space including a locked file cabinet for file storage for each JAG Specialist for the duration of this MOU. Provide associated office support including, utilities, maintenance, telephone, computer, and copier, etc. The school will also provide the use of other school facilities and equipment necessary to deliver the services of a JAG Nevada accredited program (i.e. classroom availability).
6. Provide classroom computers with appropriate Internet access to facilitate provision of JAG curriculum, data entry, and employment searches. JAG requested Internet sites will be considered for unfiltered Internet access in alignment with the District's Acceptable Use Policy and District Policies and Regulations if the Internet sites are appropriate for students. A phone will be provided in each JAG classroom as available.
7. Create, develop and facilitate an in-school JAG Advisory Committee to assist the specialist in recruiting, screening and selecting students most in need of services delivered in the Multi-Year Dropout Prevention Programs and provide ongoing support for students and the JAG Nevada program. The existing committee will include one representative from administration, counseling and the faculty, as well as the JAG

specialist. The advisory committee and specialist are mutually responsible for recruiting, screening, and selecting students who satisfy JAG criteria.

8. Provide access to school student files to the instructor of record and the JAG specialist, for the purposes of identifying, screening, selecting, enrolling and monitoring the progress of qualified students in the JAG program. Accommodate legal and reasonable requests by JAG NEVADA for access to information required by the JAG other funding sources. Assist JAG Nevada in accessing appropriate district approved Family Educational Right to Privacy Act (FERPA) training to facilitate secure, appropriate access and use of data.
9. Support the implementation of the JAG Career Association, an essential component of the JAG Multi-Year Model. All JAG students automatically become members of the JAG Career Association when they enroll in the JAG class. Participation in the Career Association is free as are all activities provided by JAG. Career Association meetings take place after school or during class times, and the JAG Specialist serves as the Career Association sponsor. The Career Association teaches the following competencies: civic awareness, social awareness, career exploration, fundraising, leadership, and community service. JAG also requests support in facilitating the participation of guest speakers at the student Career Association meetings during and after class periods. JAG Specialists are responsible for scheduling meetings, identifying guest speakers, and coordinating speaker participation. The Career Association emphasizes the use of student voice and choice in identifying activities, service projects and speakers, and they are assisted by the JAG specialist.
10. Support the flexible scheduling of job shadowing opportunities and internships for JAG students. JAG program specialists participating in on and off-campus JAG related activities will be covered under JAG Nevada insurance policies. Parents of JAG students will sign the Assumption of Risk and Waiver of Liability Form.
11. Audit and Records. Applicable JAG, NDE, federal, private, and municipal funders, and any duly authorized representative, shall have reasonable access to any non-confidential books, documents, papers, and records of the JAG Program, which are pertinent to this Agreement and held by the District, for the purpose of monitoring, auditing, or examination, and may make excerpts, copies and transcripts, thereof.

To maintain compliance with the JAG Program, as well as the requirements of other funders, copies of the documents listed below will be provided to JAG for students who will be enrolled in the JAG Program. Failure to do so will result in non-compliance and withholding of funds. See Exhibit B for a full list of data that will be provided to JAG.

- School Transcripts (one current to entering the program and one current to the end of the academic year)
- Copy of quarterly and semester grades
- 504 or IEP Accommodation Plans (if applicable to student)
- School medical concern report (if applicable to student)
- Discipline Reports which occur during the school year
- Nevada Proficiency Examination Scores— most recent and those earned while in program

12. Understand that the funds for this contract come from state appropriation and one or more grants and agrees that JAG Nevada and or the grantor(s) must monitor the school district's books and records related to this contract as part of the grant. LCSD shall permit JAG Nevada and/or the grantor(s) to examine the school district financial and programmatic books and records related to this contract at a mutually convenient time, but not later than ten days after receipt of written notice of request to monitor.

14. Annual Data Request: LCSD will provide JAG Nevada with data on JAG students at least twice annually. Data requested by JAG NEVADA could include the following student level data by grade and term:
 1. Credits Attempted
 2. Credits Earned
 3. Credits Attempted Cumulative
 4. Credits Earned Cumulative
 5. GPA Term
 6. GPA Cumulative
 7. Absences
 8. Tardies (# of instances)
 9. Truancy (# of instances)
 10. Detentions (# of instances)
 11. Referrals to Dean's Office (# of instances)
 12. In-school Suspensions (# of instances)
 13. Out-of-school Suspensions (# of instances)
 14. Expulsions
 15. Class standing
 16. CTE Enrollment
 17. Total Class population
 18. Student Demographics by gender, race, ethnicity, and other demographics collected by LCSD.
 19. Class Standing
 20. Total class population

15. Annual Data Request: The data provided to JAG Nevada will be distributed directly to JAG NEVADA in an excel file based on parameters established in a data request submitted by JAG.

16. Infinite Campus Access: LCSD will provide JAG Specialists with access to Infinite Campus (or appropriate student database system used by the district) that will provide information about students currently enrolled in their programs, including the ability to view attendance, grades and test scores. Further, LCSD will provide JAG Specialists "Counselor Access", that is, access to view these same parameters for prospective students that they are recruiting for the following year.

17. The District (LCSD) will provide a portion of the annual cost of the program beginning on July 1, 2025, through June 30, 2028. The cost share amount requested from LCSD covers

two programs and is \$23,236 per year for two programs. JAG Nevada will pay the remainder of the program cost from state appropriation, private fundraising and grant sources and provide 2 FTE JAG Specialists and a full array of JAG services and supports at Fernley and Dayton. Should funding sources change, JAG Nevada and LCSD agree to renegotiate the terms of this cost share agreement and may mutually agree to add or remove programs at the beginning of each school year using these same cost-share ratios.

C. PARTNERSHIP COMMITMENT

1. The Parties mutually agree that the JAG Program will operate within the principles, policies, procedures, and JAG standards as outlined in this Agreement and agreed to by the District and JAG.
2. It is mutually agreed that efforts will be made to continue the JAG Program in future school years based on:
 - a. The availability of funding;
 - b. An adequate number of students to make the program cost-effective; and
 - c. Mutual satisfaction with the Program based on this Agreement.

D. Terms of Agreement

This Memorandum of Understanding is in effect through June 30, 2028, and will be automatically renewed in future years based on legislative and other funding availability unless parties terminate at an appropriate point of closure, such as the end the year, unless one of the parties terminates the agreement in writing given a thirty (30) day written notice.

The partners mutually agree that the JAG Nevada Program will operate within the principles, policies, procedures and JAG standards as outlined in this document and agreed to by the participating school, JAG Nevada and Jobs for America's Graduates.

To the extent education records are shared with JAG NEVADA staff or volunteers, JAG NEVADA agrees to comply with the Family Educational Rights and Privacy Act of 1974 ("FERPA"), 20 U.S.C. 1232g and any other applicable law or regulation on confidentiality of data and information. This includes the: duty to comply with the use and re-disclosure provisions of FERPA; share education records only with its employees with a legitimate interest in the records; and use the records exchanged only to the extent necessary for the stated purpose of this contract.

To the extent personally identifiable information is shared with outside agencies such as JAG Nevada, JAG National, DOE, parental consent will be obtained by JAG NEVADA JAG staff with the full cooperation of LCSD personnel.

It is a mutually agreed that efforts will be made to continue the JAG Nevada accredited program in future school years based on:

- The availability of funding
- An adequate number of students to make the program cost-effective
- Mutual satisfaction with the program based on this Memorandum of Understanding

IN WITNESS THEREOF, LCSD and JAG Nevada have caused this Memorandum of Understanding to be executed by their duly authorized representatives.

Lyon County School District

Tim Logan, Superintendent of Schools

Date: _____

**JOBS FOR NEVADA'S GRADUATES
INC.**

Dr. René Cantú Jr., Executive Director

Date: _____

Jobs for America's Graduates



Jobs for America's Graduates' multi-year model is a leadership program designed to help students successfully graduate and transition into the workforce and/or postsecondary education. JAG delivers a competency-driven curriculum that prepares students for a successful future through leadership, employer engagement, skills development, project-based learning, trauma-informed instructional strategies, and the National Career Association.



1346 programs and growing



1.5 million students served



230% higher full-time employment rate



Up to 87 Competencies gained



Student-led National Career Association

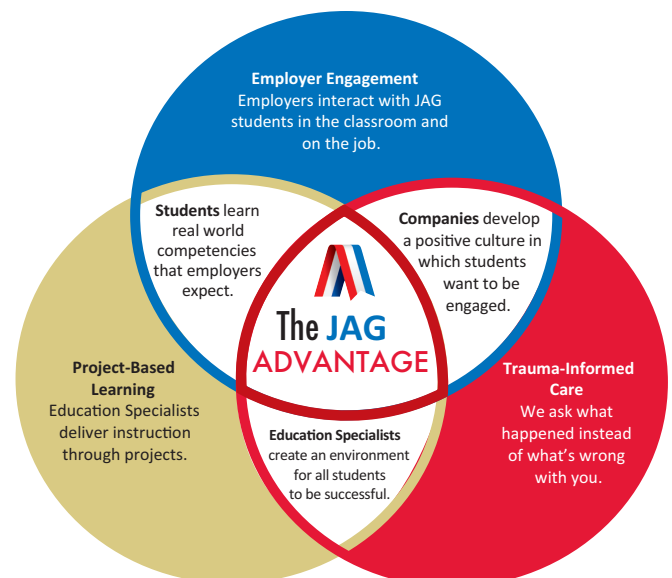
AT-A-GLANCE

Goals for Student Success!

Jobs for America's Graduates (JAG) is a state-based national non-profit organization dedicated to serving youth who face significant challenges and helping them reach economic and academic success.

The JAG Advantage is based on the promise that our programs will deliver student-centered services to help young people achieve their fullest potential. The JAG Advantage has three components:

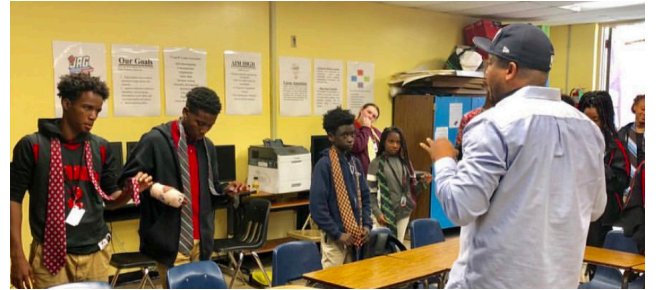
- **Project-Based Learning**
- **Trauma-Informed Care**
- **Employer Engagement**



Program Coordinator: The Key to Success

JAG Program Coordinators assume various roles to benefit students. This includes Teacher, Counselor, Career Association Advisor, Advocate, and Coach. Additional duties include monthly participant follow-up after graduation, parent engagement, data collection and reporting, connections to employers and community partners, and locating resources for students and their families.

In JAG, students connect their skills and abilities



JAG PROGRAM MODEL Guidelines for Program Success

STUDENT SELECTION

- Need, want, and can benefit from JAG services
- 6 or more indicators
- 50% from lowest academic quartile
- Participate in JAG every year through graduation and the 1-2 year follow-up phase

CLASSES

- Grades 8-12 with 15-20 students per class
- Roster size 45 to 60; mirrors school population
- An average of 120 contact hours per student each year
- Continuity of student enrollment for full program benefits

SPECIALISTS NEEDS

- Designated time for JAG duties outside of lesson planning and teaching; extra duties approved through JAG Supervisor
- Access to student records
- Classroom space with furniture and technology

PROGRAM NEEDS

- Support for and participation in National Career Association events
- Guest speaker referrals
- Advisory Committee members

For more information, contact Kaylin Charles at Kaylin_Charles@lkcd.org.

JAG Nevada's 87 Life Skills & Core Competencies

JOB ATTAINMENT SKILLS

- ① Construct a resume
- ① Conduct a job search
- ① Develop a letter of application
- ① Use the telephone to arrange an interview
- ① Complete application forms
- ① Complete employment tests
- ① Complete a job interview

JOB SURVIVAL SKILLS

- ① Demonstrate appropriate appearance
- ① Understand what employers expect of employees
- ① Identify problems of new employees
- ① Demonstrate time management
- ① Follow directions
- ① Practice effective human relations
- ① Appropriately quit a job

BASIC SKILLS

- ① Comprehend verbal communications
- ① Comprehend written communications
- ① Communicate in writing
- ① Communicate verbally
- ① Perform mathematical calculations

LEADERSHIP & TEAMWORK SKILLS

- ① Demonstrate team membership
- ① Demonstrate team leadership
- ① Deliver presentations to a group
- ① Compete successfully with peers
- ① Demonstrate commitment to an organization

PERSONAL SKILLS

- ① Understand types of maturity
- ① Identify a self-value system and how it affects life
- ① Base decisions on values and goals
- ① Identify process of decision making
- ① Demonstrate ability to assume responsibility for actions and decisions
- ① Demonstrate a positive attitude
- ① Develop healthy self-concept for home, school and work

LIFE SURVIVAL SKILLS

- ① Evaluate a career plan to determine appropriate postsecondary educational options
- ① Identify how best to achieve marketable occupation skills for an entry level job
- ① Conduct a job analysis
- ① Apply critical thinking skills
- ① Demonstrate effective study skills
- ① Demonstrate how to use group dynamics techniques
- ① Explain the roles and function of a value-added organization
- ① Understand the essential elements of high performance work teams
- ① Describe how to work and communicate with diverse people at work and in the community to satisfy their expectations
- ① Demonstrate techniques for building commitment by others
- ① Demonstrate an openness to change
- ① Provide constructive feedback
- ① Negotiate solutions to conflicts

LIFE SURVIVAL SKILLS, continued

- ① Demonstrate politeness and civility
- ① Demonstrate an ability to adapt to people and situations
- ① Exhibit work ethics and behaviors essential to success

JAG Nevada's 87 Life Skills & Core Competencies

- ① Set and prioritize goals and establish a timeline for achieving them
- ① Apply the problem solving process to complex problems
- ① Demonstrate an ability to analyze the strengths and weaknesses of self and others
- ① Design and justify solutions by tracking and evaluating results
- ① Identify ways to build mutual trust and respect
- ① Prepare a short- and long-term personal budget
- ① Demonstrate a commitment in completing work assignments accurately and in a timely fashion
- ① Demonstrate an ability to satisfy the purposes of a delegated task
- ① Demonstrate an ability to prioritize and manage time effectively in the workplace
- ① Demonstrate enthusiasm for work
- ① Demonstrate an eagerness to learn new responsibilities or improve current responsibilities
- ① Demonstrate an understanding of the work to be accomplished
- ① Demonstrate familiarity with a variety of technologies
- ① Demonstrate an ability to self-evaluate and develop a continuous improvement (career development) plan
- ① Demonstrate basic computer operation skills
- ① Demonstrate an ability to learn from past experiences and from others
- ① Demonstrate an ability to send, receive and organize e-mail messages
- ① Demonstrate an ability to search for information on the Internet

WORK PLACE SKILLS

- ① Demonstrate punctuality and good attendance practices
- ① Demonstrate initiative and proactivity
- ① Demonstrate how to work effectively with others
- ① Demonstrate an attitude that attracts the attention of management
- ① Demonstrate an ability to communicate and work with customers to satisfy their expectations
- ① Demonstrate listening skills which will result in gaining a clear understanding of information being conveyed
- ① Demonstrate an ability to follow and give directions
- ① Demonstrate good reasoning skills which result in thinking first, then taking action
- ① Demonstrate integrity and honesty in dealings with internal and external customers
- ① Demonstrate a willingness to accept responsibility for one's own actions

ECONOMIC EMPOWERMENT SKILLS

- ① Understand Insurance – Auto, Renters, Home, Health, Disability and Life (Allstate)
- ① Practice Better Money Management Skills (Visa U.S.A.)
- ① Demonstrate How to Start a Small Business (Allstate)
- ① Be successful in dealing with law enforcement when they are Enforcing the law (Allstate: The Law and You)



Author's Purpose
• Inform
• Entertain

Parts of Speech
verb/noun
Adjective Adverb
Preposition
Conjunction pronoun
Interjection

REPORT TO THE LYON COUNTY SCHOOL DISTRICT BOARD OF TRUSTEES

November 19, 2024



JAG INSPIRES, SUPPORTS, AND MENTORS STUDENTS TO CREATE A POWERFUL AND POSITIVE FUTURE



State Farm DATE 2-2024
PAY TO THE ORDER OF Jobs For Nevada's Graduates \$ 10,000
Ten thousand DOLLARS
MEMO Changing lives State Farm
:0012345653 : 21675433213 : 0213





WHY JAG?

- Too many Nevada high school students “fall through the cracks.”
- These former students quickly join the ranks of Nevada’s disconnected youths.
- JAG places a caring adult in youths’ lives so that they have support come fair weather or foul all-year and for multiple years bridging into young⁵⁶⁰ adult life.
- If they can’t see it, they can’t be it. JAG exposes them to the myriad career possibilities and teaches youths that “yes they can.”
- JAG is here to change students’ lives by reconnecting them to school, helping them believe in themselves and become self-motivated, gives them employment skill and helps them find their career path to the future.



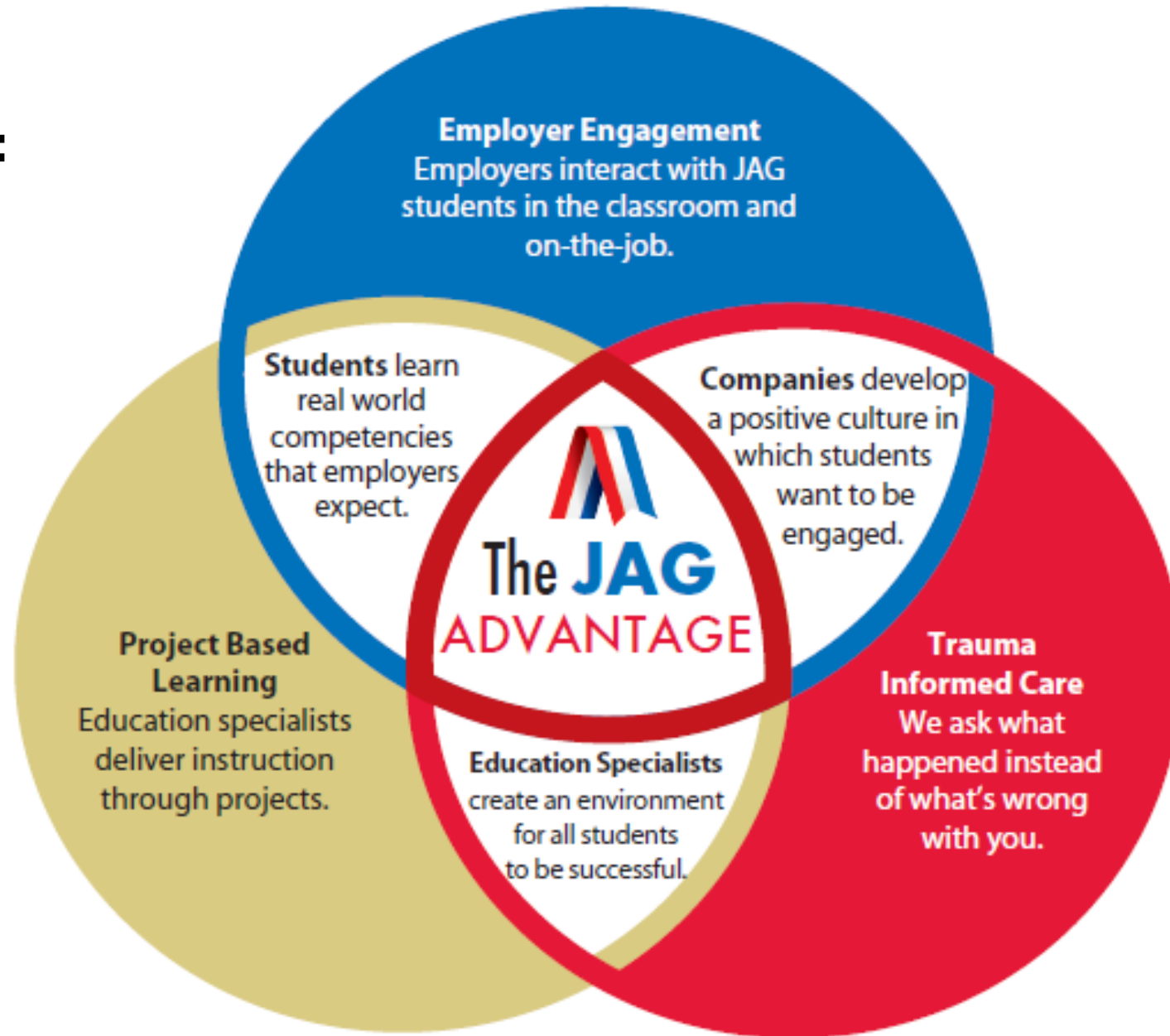


THE JAG MULTI-YEAR MODEL

- **Well-trained JAG Specialists are embedded in the high schools**, teach JAG classes and deliver the JAG model to 45-60 students. They report to schools full-time.
- **JAG Class Teaches 87 Competencies:** Workplace, SEL and Personal Development Skills
- **Career Association:** Develops leadership, community service, civic engagement, entrepreneurship and other skills for success.
- **Specialists provide long-term mentoring relationship:** Creates strong student engagement and motivation for academic and career success.
- **Target Disengaged Students:** Students with high absenteeism, low grades, credit deficiency and disciplinary issues enrolled. JAG helps them turn things around.
- **A School Advisory Committee** assists the Specialist to identify, recruit and select students.



THE JAG ADVANTAGE



WHAT SETS JAG APART?



- Clear, measured outcomes
- Extended, multi-year service and support to historically underserved youths
- Extended follow-up services after graduation to ensure successful post-secondary and employment entry
- Alignment with employers and training providers
- Transferable Employment Skills
- Exposure in classroom and out to employers and career pathways
- Coaching, case management and support with navigation to the future



Lyon County Program Overview

JAG Nevada Workforce Education Impact Report

2024 Follow-Up Outcomes

| Outcome Description | Outcome | National Goal | Above/Below Goal |
|----------------------|---------|---------------|------------------|
| Graduation | 100% | 90% | 10% |
| Connectivity | 100% | 94% | 6% |
| Employment | 93.33% | 60% | 33.33% |
| Full-Time Employment | 92.86% | 60% | 32.86% |
| Positive Outcomes | 100% | 75% | 25% |
| Further Education | 46.67% | 35% | 11.67% |

Top 5 Barriers

- Lacks marketable occupational skills that are in demand in the local labor market
- Having inadequate or no work experience
- Has a fear of speaking in public, is shy, or would like to develop healthy social skills
- Father did not graduate from high school
- Needs transportation to and from work or school

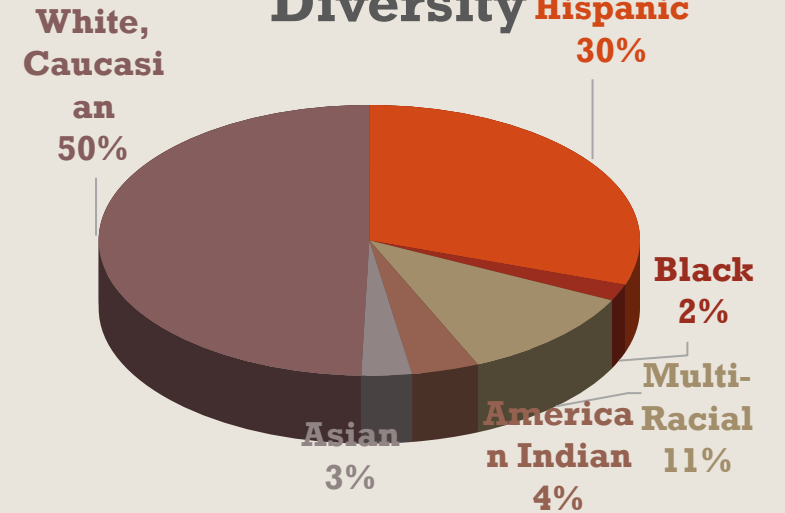
Enrollment

| | |
|----------------------------------|----------|
| In-School: | 100 |
| Year 1 After High School: | 13 |
| <u>Year 2 After High School:</u> | <u>0</u> |
| TOTAL: | 113 |

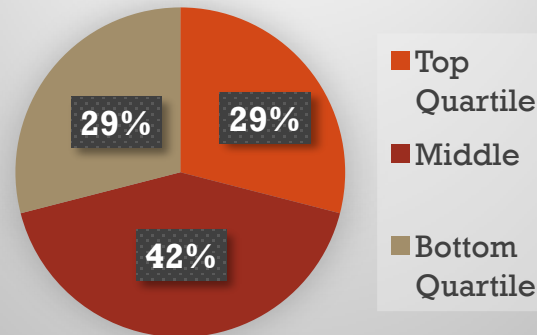
Gender

| | |
|---------|--------|
| Male: | 60.61% |
| Female: | 38.38% |
| Other: | 1.01% |

Diversity



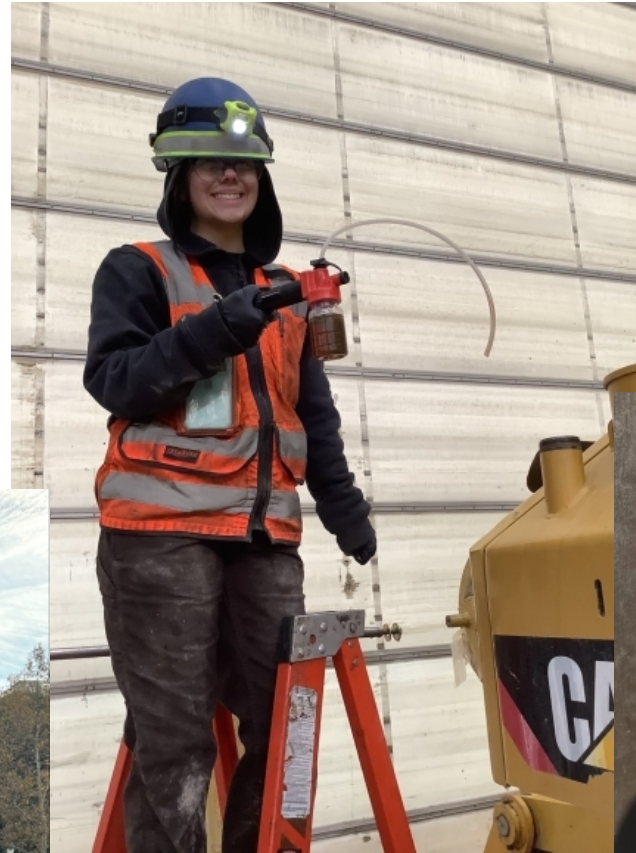
Class Standings



Statistics for In-School Participants upon Entry into JAG Program ⁵⁶⁴

| | |
|-----------------------------------|--------|
| Average GPA: | 2.49 |
| Average Absences: | 7.45 |
| Percentage of Free/Reduced Lunch: | 97.98% |
| Average Barriers: | 10.67 |

Thank You!



Lyon County School District Board Memo

Date: November 19, 2024
To: Board of School Trustees
From: Tim Logan, Superintendent
Re: Junior Achievement of Northern Nevada

Recommendation:

That the LCSD Board of Trustees approve the presentation regarding the Junior Achievement Program.

Rationale:

During the October 22, 2024, board meeting, Trustee Villines requested an agenda item that highlights Yerington High School's use of Junior Achievement. Junior Achievement is a six-week program that focuses on financial literacy, work and career readiness, and entrepreneurship. These lessons align with national and state educational standards and are delivered to millions of students across the country with the help of education partners and volunteers from the local community.

Budget Considerations:

N/A

Discussed at Previous Meeting:

N/A

Attachment(s):

N/A

HIGH SCHOOL SEMESTER COURSES



JA Business Communications® Students learn the communication skills necessary to succeed in business.



JA Economics® Students connect the economic principles that influence their daily lives and their futures.



JA Entrepreneurial Mindset® Students are introduced to the basics of starting a business.



JA Financial Capability 1® Students examine financial capabilities focusing on banking, economics, business planning, and risk management.



JA Financial Capability 2® Students examine financial capabilities focusing on employee benefits, ethics, business investment, and international business operations.



JA Financial Literacy® Students are equipped with foundational personal finance skills.



JA Introduction to Business and Technology 1® Students learn basic business skills, including teamwork, innovation, decision making, and ethics.



JA Introduction to Business and Technology 2® Students learn basic business skills, including innovation, management functions, and accounting.



JA Marketing Principles 1® Students are introduced to marketing and some basic marketing techniques.



JA Marketing Principles 2® Students learn about marketing in the world around them and potential careers in the field.

Today, young people need someone to inspire them to explore their potential and believe in their dreams. You can become that someone. By supporting Junior Achievement, your experience, involvement, and investment can empower our next generation.

Students engaged in JA are able to connect classroom lessons with real-life experiences. Students report that JA provides the knowledge and skills that will help them be successful.

Volunteers affirm that JA programs make an impact on students' lives.

Educators find that JA programs have a positive influence on students.

Donors find JA to be relevant because it inspires students to succeed and prepares them to be work ready.

ABOUT JUNIOR ACHIEVEMENT USA® (JA®; JA USA®)

Junior Achievement is the world's largest organization dedicated to giving students the knowledge and skills they need to own their economic success. JA programs use integrated learning models and are delivered by volunteers to provide experiences in financial literacy, work readiness, and entrepreneurship. Founded in 1919, JA currently reaches more than 4.8 million students per year in 105 markets across the United States.

JA Pathways is a set of learnings and activities that develop competencies related to one or more of JA's three pillars: financial literacy, entrepreneurship, and work and career readiness.



Financial Literacy



Entrepreneurship



Work and Career Readiness



JUNIOR ACHIEVEMENT USA®



Empowering
young people
to own their
economic success®

K-12 PROGRAMS

Let's inspire tomorrows by working together to positively change the future, one life at a time. Visit www.ja.org or contact your local Junior Achievement office to learn more.

©2021 Junior Achievement USA MK552-25

Junior Achievement®

K–12 KIT-BASED AND BLENDED



JA Ourselves® Students are introduced to personal economics and the choices consumers make to meet their needs and wants. (Grade K)



JA Our Families® Students are introduced to the concepts of families, neighborhoods, money, and needs and wants. (Grade 1)



JA Our Community® Students learn how citizens benefit from and contribute to a community's success. (Grade 2)



JA Our City® Students learn about the choices people have with money and the importance of economic exchange in a city. (Grade 3)



JA Our Region® Students learn about starting a business and develop an understanding of entrepreneurship. (Grade 4)



JA Our Nation® Students learn about the U.S. free market system and how it serves as an economic engine for businesses and careers. (Grade 5)



JA More than Money® Students learn about money management, goods and services, global markets, and a practical approach to starting a business. (Grades 3–5, also after school)



JA Economics for Success® Students learn how to earn money, spend wisely within a budget, save and invest, use credit cautiously, and protect their personal finances. (Grades 6–8)



JA Global Marketplace® Students are introduced to the global marketplace and the ways in which countries buy and sell from each other. (Grades 6–8)



JA Inspire® A career fair event that brings together the business community and local schools, and is designed to help launch students into their futures: high school, college, and careers beyond. (Grades 6–8)



JA It's My Business!® Students learn how to turn an idea into a business and are introduced to design-thinking as a problem-solving process. (Grades 6–8, also after school)



JA It's My Future® Students learn practical information to help prepare them for the working world. (Grades 6–8)



JA Career Exploration Fair® Students learn about a range of career options across multiple career clusters. (Grades K–12)



JA Career Speakers Series® A volunteer guest speaker visits the classroom and shares information about his or her career, work, and education experience. (Grades K–12)



JA Excellence through Ethics® Students meet and interact with a local executive or business professional and learn about the importance of ethics in the workplace and everyday life. (Grades 6–12)



JA It's My Job® (Soft Skills) Students learn the value of professional communication and soft skills, making them more employable across multiple career clusters. (Grades 9–12)



JA Be Entrepreneurial® (Creative Problem Solving) Students learn and apply design thinking, an innovative process for problem solving used by entrepreneurs (and intrapreneurs) to brainstorm customer-centric ideas. (Grades 9–12)



JA Be Entrepreneurial® (Rapid Business Planning) Students learn about the Lean Model Canvas, the strategic management template for developing business models. (Grades 9–12)



JA Be Entrepreneurial® (Think Like an Entrepreneur) Students develop a mindset that enables opportunity identification, innovation, value creation, and problem solving. (Grades 9–12)



JA Be Entrepreneurial® Social Innovation Challenge In this national competition, high school students submit their innovative ideas for improving their community. (Grades 9–12)



JA Career Success® Students are equipped with the tools and skills required to earn and keep a job in high-growth career industries. (Grades 9–12)



JA High School Heroes™ This program provides leadership development opportunities to high school students who deliver JA programs in elementary schools. (Grades 9–12)



JA Job Shadow® Blended Model Students design an individualized career path and learn about the design-thinking structure for career exploration. (Grades 9–12)



JA Launch Lesson® This point-of-entry program is delivered by local entrepreneurs. Students gain firsthand knowledge about starting a business and the entrepreneurial journey. (Grades 9–12)



JA Personal Finance® 2.0 Students plan their financial future by focusing on budgeting, saving and investing, using credit cautiously, and protecting personal finances. (Grades 9–12)



JA All About Cars® Students are introduced to the essential costs related to buying and operating a first car, and get tips on being a smart consumer when purchasing a vehicle. (Grades 9–12)



JA Titan® Blended Model In this simulation-based program, students compete as business CEOs in the phone industry. (Grades 9–12)



JA Take Stock in Your Future® Students discover the benefits and challenges of investing in the stock market as part of a long-term investment strategy. (Grades 9–12)



Learn and Earn™ powered by Junior Achievement With this app, students learn about financial literacy, work and career readiness, and entrepreneurship in a fun and engaging gaming experience. (Grades 9–12)



JA Digital Career Book™ Middle and high school students have an opportunity to engage in career exploration, with a focus on opportunities in their own community. (Grades 6–12)



JA Connect™ Learning Pathways JA's first self-guided student experience features a flexible, modular repository of activities related to work and career readiness. (Grades 6–12)



JA Financial Capability Videos Short videos cover an array of financial topics and are available for students, teachers, volunteers and JA Area offices via JA's digital platform, JA Connect™ Learning Pathways. (Grades 6–12)

CAPSTONE/LEGACY

568



JA BizTown® Students operate banks, manage restaurants, use debit cards, and vote for a mayor. They connect what they learn in school with the real world. (Grades 4–6)



JA Finance Park® Entry Level Students act as adults and make personal financial decisions in a realistic facility, mobile unit, or virtual community. They develop lifelong skills through in-class and simulated experiences. (Grades 7–12)



JA Finance Park® Advanced Gives high school students a more personal focus. The advanced simulation allows students to see the long-term impact of their education, savings, and credit decisions. (Grades 9–12)



JA Company Program® Students fill a need or solve a problem in their community by launching their own start-up business. (Grades 9–12)



JA Company Program® Pop Up Teaches middle and high school students how to plan, launch, and operate their own business venture. (Grades 9–12)



JA National Student Leadership Summit Is a national event that brings JA student companies together for 3 days of high-impact experiences. (Grades 9–12)



Junior
Achievement™

ALUMNI SURVEY REPORT

2021-2022





OVERVIEW

These are the findings of an Ipsos poll conducted between June 13-15, 2022. For this survey, a sample of 7,427 Americans age 18+ from the continental U.S., Alaska, and Hawaii was interviewed online in English. This includes 1,003 Junior Achievement Alumni. The poll has a credibility interval of plus or minus 1.4 percentage points for all respondents and 3.8 percentage points for Junior Achievement Alumni respondents.

GENERAL IMPACT OF JA

According to the survey, just under one in five Americans (18%) have participated in the Junior Achievement (JA) program at some point during their kindergarten through twelfth-grade education.

As part of their experience, more than three-in-four (76%) JA Alumni report that a volunteer from JA came to visit their class, after-school program, or another setting to teach them about money, jobs, or business. Among those who report that a volunteer came to their class, nearly two-thirds (64%) say they remember the concepts the volunteer taught them about money, jobs, or business. More than half (56%) say they are currently in a career or job, or have worked in a similar position, to the one their JA volunteer had.

Ninety-two percent report that JA was a great experience overall, and nearly as many (91%) report that JA motivated them to learn. Strong majorities of JA Alumni report that JA played an important role in believing they can achieve their goals (90%), their personal development (87%), and gave them confidence in new situations (85%).

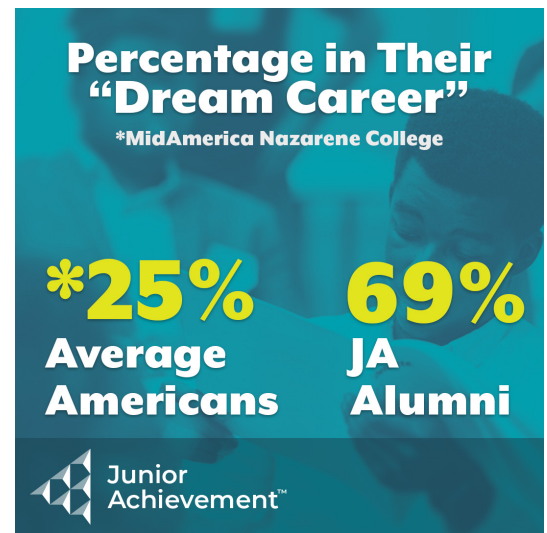


EDUCATION AND CAREER PATH

When it comes to education, jobs, and careers, similar proportions report JA positively influenced their decision to pursue higher education (84% overall – 83% White JA Alumni, 86% Black JA Alumni, 85%

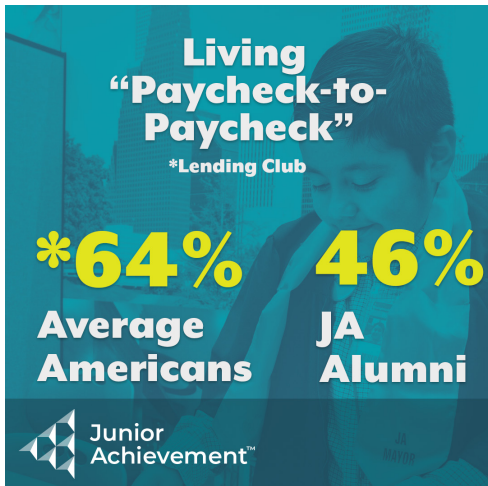
Hispanic/Latino JA Alumni), their professional development (84% overall – 84% White JA Alumni, 87% Black JA Alumni, 84% Hispanic/Latino JA Alumni), and their career path (81% overall – 80% White JA Alumni, 89% Black JA Alumni, 82% Hispanic/Latino JA Alumni). Ninety percent say it exposed them to different ways of thinking, 89 percent say it motivated them to succeed in their professional lives, and 88 percent say JA widened their horizons. Similarly, 88 percent say it made them think of new work opportunities or career paths. Four in five report that their careers are extremely fulfilling (80%).

In terms of aligning education with career outcomes, nearly three-in-four (73%) JA Alumni who graduated from college say they work in a field they studied in college (71% White JA Alumni, 72% Black JA Alumni, 78% Hispanic/Latino JA Alumni). Research by the Federal Reserve Bank of New York shows that just one-in-four (27%) American college graduates say [they work in the field they studied in school](#). Additionally, more than two-thirds (69%) of JA Alumni say they currently work in their dream career (72% White JA Alumni, 69% Black JA Alumni, 69% Hispanic/Latino JA Alumni). Research by MidAmerica Nazarene College shows that only 25 percent of Americans say they are in their [“dream career.”](#)



CONFIDENCE WITH MONEY

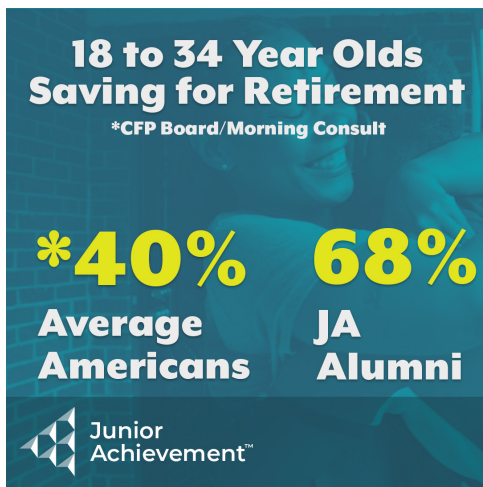
Most JA Alumni (82%) agree that they have a strong financial footing (83% White JA Alumni, 77% Black JA Alumni, 82% Hispanic/Latino JA Alumni). Slightly more (84%) agree that their experience with Junior Achievement helped with their financial literacy (85% White JA Alumni, 89% Black JA Alumni, 77% Hispanic/Latino JA Alumni).



Just under half of JA Alumni agree that they live paycheck to paycheck, with very little savings if there were an emergency (46%). Research from The Lending Club indicates that nearly two-thirds of Americans (64%) are living [paycheck to paycheck](#).

Eighty-four percent of JA Alumni report being financially independent from their parents, and this number increases with age. Younger JA Alumni are less likely to say they are financially independent from their parents (74%) than older JA Alumni (91%). For instance, just over two-thirds (68%) of JA Alumni between the ages of 18 and 29 say that they are financially independent from their parents. Research from Pew shows that about one-in-three (34%) Americans in that [age range say the same](#).

Half of JA Alumni took out loans to pay for college (50%), and the average age reported for paying off their student loans is 30 years old. Three-quarters of JA Alumni report they own a home, condo, or apartment (74%), including 66% of JA Alumni aged 34 and under. Of those who own homes, 29 years old



is the average age they became first-time homeowners. Research from the National Association of Realtors shows that the average age of first-time homeowners in the [U.S. is 33.](#)

Nearly three-quarters of JA Alumni report they are saving for retirement (73%), including 65 percent of those ages 18-34. According to research by the Certified Financial Planner Board of Standards and Morning Consult, the percentage of Americans saving for retirement during that age range is [40 percent.](#) The average age JA Alumni report beginning to save for retirement is 30 years old.

BUSINESS OWNERSHIP

When it comes to entrepreneurship, more than half of JA Alumni report that they have started or owned a business (or multiple businesses) at least once in their life (51% overall – 45% White JA Alumni, 53% Black JA Alumni, 67% Hispanic/Latino JA Alumni). More than a quarter (27%) of alumni say JA positively influenced their decision to start or run a business, and a little over one-third (36%) say JA positively influenced their perceptions of business owners or leaders in their community.

ABOUT THE STUDY

These are the findings of an Ipsos poll conducted between June 13-15, 2022. For this survey, a sample of 7,427 Americans age 18+ from the continental U.S., Alaska, and Hawaii was interviewed online in English. This includes 1,003 Junior Achievement Alumni.

The sample was randomly drawn from Ipsos' online panel, partner online panel sources, and "river" sampling and does not rely on a population frame in the traditional sense. Ipsos uses fixed sample targets, unique to each study, in drawing a sample. After a sample has been obtained from the Ipsos panel, Ipsos calibrates respondent characteristics to be representative of the U.S. Population using standard procedures such as raking-ratio adjustments. The source of these population targets is U.S. Census 2019 American Community Survey data. The sample drawn for this study reflects fixed sample targets on demographics. Posthoc weights were made to the population characteristics on gender, age, race/ethnicity, region, and education.

Statistical margins of error are not applicable to online non-probability polls. All sample surveys and polls may be subject to other sources of error, including but not limited to coverage error and measurement error. Where figures do not sum to 100, this is due to the effects of rounding. The precision of Ipsos online polls is measured using a credibility interval. In this case, the poll has a credibility interval of plus or minus 1.4 percentage points for all respondents and plus or minus 3.8 percentage points for Junior Achievement Alumni. Ipsos calculates a design effect (DEFF) for each study based on the variation of the weights, following the formula of Kish (1965). This study had a credibility interval adjusted for design effect of the following (n=7,427, DEFF=1.5, adjusted Confidence Interval=+/-2.9 percentage points).



Junior Achievement of Northern Nevada

573

Junior Achievement inspires and prepares young people for a successful future

Financial Literacy + Work & Career Readiness + Entrepreneurship





Junior
Achievement™

Elementary Programs

Financial Literacy And Entrepreneurship

– *Five lessons*

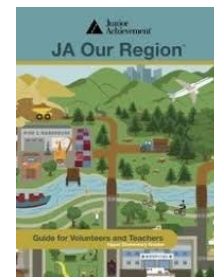
- Can be taught in a day, week, or month time period
- 30 minute a lesson for Kindergarten & 1st grade.
- 45 minute a lesson for 2nd grade through 5th grade

– Kit Based Program

- In Person only
- Hands on activities
- Student work books
- Teacher led only

– Blended Program

- Virtual experience
 - Slide Decks
 - JA Videos
 - Fillable PDFs



Middle and High Programs

Career Readiness:

Reverse Job Shadow – Community volunteers come in and present to the students about their unique career paths and what their job is all about. Answer questions and provide resources for anyone looking to enter the workforce in that field or who is just curious!

Career Success – students learn what soft skills are and how to hone them by being mock employees at a corporation. Learn to navigate workplace scenarios, build resumes, and go to interviews.

It's My Future – students understand the importance of personal branding and general workplace competency.

JA INSPIRE Career Fair – 2 in person career fairs and an online career fair with community partners. Students visit booths and learn about different careers!

Financial Literacy:

Finance Park – a comprehensive finance course that covers topics of savings, investing, credit, loans, earnings, employment, and more! This program culminates with a field trip to one of JA's Finance Park locations, where students get to exercise what they've learned about finances in a mock setting!

Personal Finance – students learn the basics of financial literacy and how to make smart financial decisions.

578

Entrepreneurship:

It's My Business – students create their own business model and pitch a product or service they've created. Learn what it means to work for yourself and what's required of creating your own business.



Q & A

Lyon County School District Board Memo

Date: November 19, 2024
To: Board of School Trustees
From: Kyle Rodriguez, Fiscal Service Officer
Re: FY24 Annual Certified Financial Audit

Recommendation:

The Board of Trustees approves the June 30, 2024 Annual Certified Financial Audit.

Background Information:

Nevada Revised Statute (NRS) 354.624 requires that an independent certified public accountant complete an annual audit and a report be submitted to the Board of Trustees. Silva, Sceirine & Associates., LLC performed the current fiscal year audit. This audit consists of an external review of district financials to ensure compliance with current governmental standards and are fairly presented, in all material respects. The auditor's report on the basic financial statements and combining individual fund statements is included in the financial section of the report.

Lyon County School District once again received an unmodified or "clean" audit opinion. This opinion indicates that the district's financial statements are accurate, complete, and compliant with government accounting standards, signaling a high level of fiscal responsibility and transparency. An unmodified audit opinion is the highest level of assurance an external auditor can provide.

A clean audit creates a stable and supportive learning environment for students by demonstrating that funds are allocated efficiently and responsibly. With sound financial management, the district is better positioned to support initiatives that enhance educational outcomes and promote student well-being. It reflects financial stability and a commitment to effectively support teachers, administrators, and support staff in fulfilling their roles.

Budget Considerations:

N/A

Discussed at Previous Meeting:

Attachment(s):

June 30, 2024, Annual Certified Financial Audit

LYON COUNTY SCHOOL DISTRICT

***FINANCIAL STATEMENTS &
SUPPLEMENTARY INFORMATION***

**Fiscal Year Ended
June 30, 2024**



**SILVA, SCEIRINE
& ASSOCIATES, LLC**
CERTIFIED PUBLIC ACCOUNTANTS

LYON COUNTY SCHOOL DISTRICT

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LYON COUNTY SCHOOL DISTRICT

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INDEPENDENT AUDITORS' REPORT

To the Board of Trustees
Lyon County School District
Yerington, Nevada

Report on the Audit of the Financial Statements

Opinions

We have audited the accompanying financial statements of the governmental activities, each major fund, and the aggregate remaining fund information of the Lyon County School District, Yerington, Nevada (the District), as of and for the year ended June 30, 2024, and the related notes to the financial statements, which collectively comprise the District's basic financial statements as listed in the table of contents.

In our opinion, the financial statements referred to above present fairly, in all material respects, the respective financial position of the governmental activities, each major fund, and the aggregate remaining fund information of the Lyon County School District as of June 30, 2024, and the respective changes in financial position, for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Basis for Opinions

We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Our responsibilities under those standards are further described in the Auditor's Responsibilities for the Audit of the Financial Statements section of our report. We are required to be independent of the District and to meet our other ethical responsibilities, in accordance with the relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinions.

Responsibilities of Management for the Financial Statements

Management is responsible for the preparation and fair presentation of the financial statements in accordance with accounting principles generally accepted in the United States of America, and for the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, management is required to evaluate whether there are conditions or events, considered in the aggregate, that raise substantial doubt about the District's ability to continue as a going concern for twelve months beyond the financial statement date, including any currently known information that may raise substantial doubt shortly thereafter.

Auditors' Responsibilities for the Audit of the Financial Statements

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinion. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with generally accepted auditing standards and *Government Auditing Standards* will always detect a material misstatement when it exists. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Misstatements are considered material if there is substantial likelihood that, individually or in the aggregate, they would influence the judgment made by a reasonable user based on the financial statements.

In performing an audit in accordance with generally accepted auditing standards and *Government Auditing Standards*, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the amounts and disclosures in the financial statements.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the District's internal control. Accordingly, no such opinion is expressed.
- Evaluate the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluate the overall presentation in the financial statements.
- Conclude whether, in our judgment, there are conditions or events, considered in the aggregate, that raise substantial doubt about the District's ability to continue as a going concern for a reasonable period of time.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit, significant audit findings, and certain internal control-related matters that we identified during the audit.

Required Supplementary Information

Accounting principles generally accepted in the United States of America require that the Management's Discussion and Analysis, and the schedules related to the District's net pension liability and net other postemployment benefit liability be presented to supplement the basic financial statements. Such information, although not a part of the basic financial statements, is required by the Governmental Accounting Standards Board, who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. We have applied certain limited procedures to the required supplementary information in accordance with auditing standards generally accepted in the United States of America, which consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements.

We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

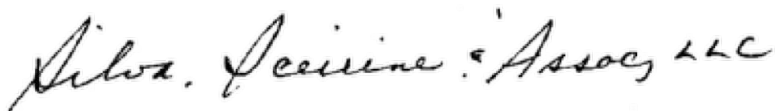
Prior Year Partial Comparative Information

We have previously audited in accordance with auditing standards generally accepted in the United States of America, the basic financial statements of the District as of and for the year ended June 30, 2023, and have issued our report thereon dated November 16, 2023 which expressed a qualified opinion on the financial statements of the governmental activities; an unmodified opinion for each major fund, and a qualified opinion on the aggregate remaining fund information. The summarized comparative information presented in the basic financial statements as of and for the year ended June 30, 2023 is consistent with the audited financial statements from which it is derived.

The individual fund financial statements and schedules related to the 2023 financial statements are presented for purposes of additional analysis and were derived from and relate directly to the underlying accounting and other records used to prepare the 2023 financial statements. The information has been subjected to the auditing procedures applied in the audit of the 2023 basic financial statements and certain other additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare those financial statements or to those financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. The individual fund financial statements and schedules are consistent in relation to the basic financial statements from which they have been derived.

Other Reporting Required by Government Auditing Standards

In accordance with *Government Auditing Standards*, we have also issued our report dated November 12, 2024, on our consideration of the District's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the District's internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the District's internal control over financial reporting and compliance.



Reno, Nevada

November 12, 2024

LYON COUNTY SCHOOL DISTRICT

MANAGEMENT'S DISCUSSION AND ANALYSIS

JUNE 30, 2024

This section of the Lyon County School District's annual financial report presents a discussion and analysis of the District's financial performance for the fiscal year ended June 30, 2024. We encourage readers to read it in conjunction with the financial statements, which immediately follow this section.

FINANCIAL HIGHLIGHTS

- The District's net position increased by \$10.8 million for FY24, which followed an increase of \$8.3 million in FY23 and \$19.8 million in FY22.
- The District's governmental funds decreased by \$7.9 million, due primarily to continued construction activity financed by the 2023 bond issues.

OVERVIEW OF THE FINANCIAL STATEMENTS

This discussion and analysis is intended to serve as an introduction to the Lyon County School District's basic financial statements. The basic financial statements are comprised of the district-wide (sometimes referred to as "government-wide") financial statements, fund financial statements and schedules, and notes to the financial statements.

District-Wide Financial Statements

The *district-wide financial statements* are designed to provide readers with a broad overview of the District's finances, in a manner similar to a private-sector business.

The *statement of net position* presents information on all of the District's assets and liabilities, with the difference between the two reported as net position. Over time, increases or decreases in net position may serve as a useful indicator of whether the financial position of the District is improving or deteriorating.

The *statement of activities* presents information showing how the District's net position changed during the most recent fiscal year. All changes in net position are reported as soon as the underlying event giving rise to the change occurs, regardless of the timing of related cash flows. Thus, revenues and expenses are reported in this statement for some items that will only result in cash flows in future fiscal periods.

In many government entities, the government-wide financial statements distinguish functions that are supported by taxes and intergovernmental revenues from other functions that are intended to recover all or a significant portion of their costs through user fees and charges by reporting them as business-type activities. Because the District has no functions in this category, the entire statement represents governmental activities.

LYON COUNTY SCHOOL DISTRICT

MANAGEMENT'S DISCUSSION AND ANALYSIS

JUNE 30, 2024

Fund Financial Statements

A fund is a grouping of related accounts that is used to maintain control over resources that have been segregated for specific activities or objectives. The District, like other state and local governments, uses fund accounting to ensure and demonstrate compliance with finance-related legal requirements. All of the funds of the District can be divided into three categories: governmental funds, proprietary funds, and fiduciary funds.

Governmental Funds – Governmental funds are used to account for essentially the same functions reported as governmental activities in the district-wide financial statements described above. However, unlike the district-wide financial statements, governmental fund financial statements focus on near-term inflows and outflows of spendable resources, as well as on balances of spendable resources available at the end of the fiscal year. Such information may be useful in evaluating a government's near-term financing requirements. To provide a better understanding of the relationship between the fund statements and district-wide statements, both the governmental fund balance sheet and governmental fund statement of revenues, expenditures and changes in fund balances provide reconciliations between the two statement types.

The focus of the governmental fund statements is on major funds. The District has fifteen individual governmental funds of which the General, Special Education, Debt Service and Bond Projects funds are considered major. These funds are disclosed separately in the fund balance sheet and fund statement of revenues, expenditures and changes in fund balances. The remaining eleven funds are reported in combining statements in the supplementary information section of this report.

The District adopts an annual budget for all its governmental funds. Budgetary comparison statements for the General and Special Education funds have been included in the basic financial statements to demonstrate compliance with the adopted budgets.

Proprietary Funds – Proprietary funds are comprised of enterprise funds and internal service funds. As reported previously, the District has no business-type activities to be accounted for in enterprise funds. Internal service funds are used to accumulate and allocate costs internally among the District's various programs and functions. The District uses three internal service funds to account for the residual costs of self-insuring employees' health care; industrial injuries; and unemployment benefits. Because these services benefit governmental rather than business-type functions, they have been included within governmental activities in the government-wide statements.

The internal service funds are combined into a single, aggregated presentation in the proprietary fund financial statements. Individual fund data for the internal service funds is provided in the combining statements in the supplementary information section of this report.

LYON COUNTY SCHOOL DISTRICT

MANAGEMENT'S DISCUSSION AND ANALYSIS

JUNE 30, 2024

Fiduciary Funds – Fiduciary funds statements provide information about the financial relationships in which the District acts solely as a trustee or agent for the benefit of others and are not reflected in the district-wide financial statements. The District's fiduciary fund is the Student Scholarship Fund, a private-purpose trust fund.

Notes to Financial Statements

The notes provide additional information that is necessary for a full understanding of the data provided in the district-wide and fund financial statements.

Supplementary Information

Supplementary information includes *required supplementary information* pertaining to the District's participation in Nevada PERS and information related to postemployment benefits (OPEB). In addition, the District provides combining and individual fund statements and schedules, and budget to actual comparisons, which comprise its supplementary information which is other than required.

DISTRICT-WIDE FINANCIAL ANALYSIS

As noted earlier, net position may serve over time as one useful indicator of a government's financial condition. The net position includes the District's investment in capital assets less related outstanding debt that was issued to acquire the capital assets. As the District uses these capital assets to provide services to students, they are not available for future spending. As of June 30, 2024, the District's net investment in capital assets was \$88.5 million. Total net position includes \$12.1 million restricted for servicing long-term debt; \$7.2 million restricted for capital projects that will not be paid through the use of the bond proceeds in the Bond Projects Fund, and \$3.8 million for employee benefit (insurance) programs.

Following is a summary of the District's net position as of June 30, 2024 and 2023:

LYON COUNTY SCHOOL DISTRICT

MANAGEMENT'S DISCUSSION AND ANALYSIS

JUNE 30, 2024

| DISTRICT'S NET POSITION | | | | |
|----------------------------------|----------------------|----------------|---------------|---------------|
| | 2024 | 2023 | Change | |
| | <i>(In Millions)</i> | | \$ | % |
| Assets | | | | |
| Current and other assets | \$ 89.0 | \$ 86.7 | \$ 2.3 | 2.7% |
| Net capital assets | 146.3 | 141.6 | 4.7 | 3.3% |
| Total Assets | <u>235.3</u> | <u>228.3</u> | <u>7.0</u> | <u>3.1%</u> |
| Deferred Outflows | <u>46.6</u> | <u>52.5</u> | <u>(5.9)</u> | <u>-11.2%</u> |
| Liabilities | | | | |
| Current liabilities | 16.2 | 14.9 | 1.3 | 8.7% |
| Long-term liabilities | 218.1 | 230.7 | (12.6) | -5.5% |
| Total Liabilities | <u>234.3</u> | <u>245.6</u> | <u>(11.3)</u> | <u>-4.6%</u> |
| Deferred Inflows | <u>14.9</u> | <u>13.4</u> | <u>1.5</u> | <u>11.2%</u> |
| Net Position | | | | |
| Net investment in capital assets | 88.5 | 84.6 | 3.9 | 4.6% |
| Restricted | 23.1 | 20.5 | 2.6 | 12.7% |
| Unrestricted | <u>(79.0)</u> | <u>(83.3)</u> | <u>4.3</u> | <u>5.2%</u> |
| Total Net Position | <u>\$ 32.6</u> | <u>\$ 21.8</u> | <u>10.8</u> | <u>-49.5%</u> |

Users of this financial statement may gain a clearer understanding of the District's actual financial condition by adding deferred inflows related to pension and OPEB and the net pension and OPEB liabilities to the reported net position and subtracting deferred outflows related to pension and OPEB.

GASB statements are national and apply to all governmental financial reports which are prepared in accordance with generally accepted accounting principles. Under the standards required by GASB 68 and GASB 75, the pension and OPEB liability equals the District's proportionate share of each plan's collective present value of estimated future pension and OPEB benefits attributable to active and inactive employees' past service, less plan assets available to pay benefits.

GASB noted that the unfunded portion of the pension and OPEB benefit promise is a present obligation of the government – part of a bargained-for-benefit to the employee, and should accordingly be reported by the government as a liability since they received the benefit of the exchange. However, the District is not

LYON COUNTY SCHOOL DISTRICT

MANAGEMENT'S DISCUSSION AND ANALYSIS

JUNE 30, 2024

responsible for certain key factors affecting the balance of this liability. In Nevada, the employee shares the obligation of funding pension benefits with the employer. Contribution rates are established by State statute. Nevada's Public Employees' Retirement Act requires an adjustment in the statutory contribution rates on July 1 of each odd-numbered year, based on the actuarially determined rates indicated in the actuarial valuation report for the immediately preceding year. There is no legal means to enforce the unfunded liability of the pension and OPEB systems against the public employer.

Most long-term liabilities have set repayment schedules or, in the case of compensated absences, are satisfied through paid time-off or payments upon employees' termination from service. There is no repayment schedule for the pension and OPEB liabilities. Changes in pension and OPEB, contribution rates, and return on investments affect the balance of the pension and OPEB liability, but are outside the control of the participating local government. In the event that contributions, investment returns, and other changes are insufficient to keep up with the required pension and OPEB payments, State statute does not assign or identify the responsible party for the unfunded portion. In accordance with GASB 68 and GASB 75, the District's government-wide statements prepared on the accrual basis of accounting include an annual pension and OPEB expense for its proportionate share of each plan's change in net pension liability and OPEB liability not accounted for as deferred inflows or outflows.

To further understand what makes up the changes in net position for the current and previous years, the following table provides details of the District's activities.

LYON COUNTY SCHOOL DISTRICT

MANAGEMENT'S DISCUSSION AND ANALYSIS JUNE 30, 2024

| DISTRICT'S CHANGES IN NET POSITION | | |
|---|--------------------------------|---------------|
| | Governmental Activities | |
| | 2024 | 2023 |
| | <i>(In Millions)</i> | |
| Revenues | | |
| Program Revenues: | | |
| Grants and contributions | \$ 28.7 | \$ 27.8 |
| General Revenues: | | |
| Property taxes | 11.6 | 10.7 |
| Government service taxes | 1.0 | 1.0 |
| Unrestricted State aid | 112.6 | 90.9 |
| Other revenues | 6.1 | 4.3 |
| Total Revenues | <u>160.0</u> | <u>134.7</u> |
| Expenses | | |
| Instructional services | 76.1 | 61.9 |
| Support services | 56.9 | 49.0 |
| Food service and other | 5.5 | 5.5 |
| Facilities acquisitions and construction | 0.9 | 0.7 |
| Interest on long-term debt | 2.5 | 2.4 |
| Depreciation* | 7.1 | 6.9 |
| Total Expenses | <u>149.0</u> | <u>126.4</u> |
| Change in Net Position | <u>\$ 11.0</u> | <u>\$ 8.3</u> |

FINANCIAL ANALYSIS OF THE DISTRICT'S FUNDS

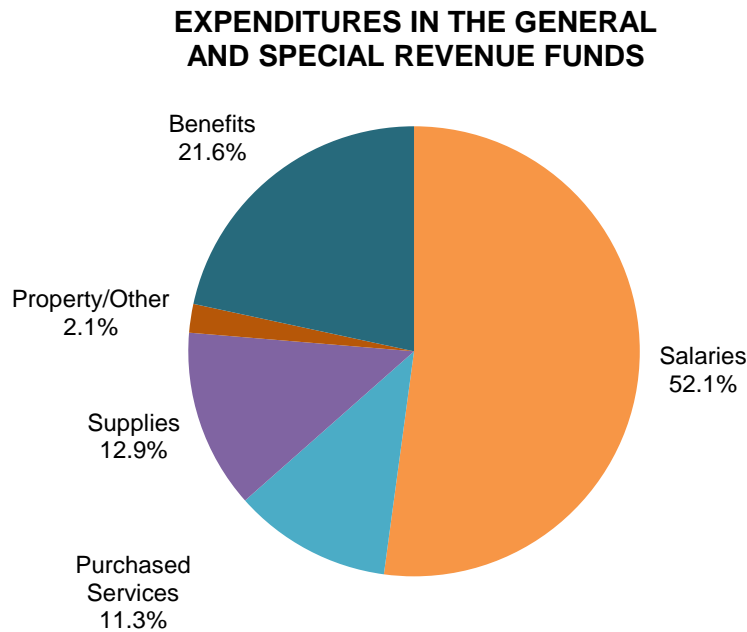
The governmental funds (General Fund, special revenue funds, the Debt Service Fund, and the capital projects funds) reported a June 30, 2024 fund balance of \$60.5 million, an decrease of \$7.9 million from the June 30, 2023 fund balance of \$68.5 million. This decrease is primarily attributable to the increased expenditures of capital projects, which were financed by bond issues. These expenditures were \$18.8 million in FY24, compared to expenditures of \$20.8 million in the previous year. The General Fund increased by \$3.6 million, compared to the prior year increase of \$2.4 million. The General's Fund's increase was after transfers of \$15.5 million to other funds, primarily for the funding of special education services. The governmental fund balance includes \$12.1 million which is considered restricted for debt service; \$11.7 million restricted for capital projects funded through bond proceeds; \$7.2 million restricted for capital projects not financed through bond proceeds; and, \$5.6 million restricted for other educational purposes.

LYON COUNTY SCHOOL DISTRICT

MANAGEMENT'S DISCUSSION AND ANALYSIS JUNE 30, 2024

The General Fund and the twelve special revenue funds account for Lyon County School District's current operating revenues and expenditures. They include all governmental funds (except debt service and capital projects funds.)

Education is labor intensive as evidenced by the following graphic of expenditures by object group. Salaries and benefits for the General Fund and the special revenue funds approximated 74% of the funds' total expenditures for the fiscal year ended June 30, 2024, compared to 72% for FY23. The chart below shows the composition of expenditures in the General Fund and the special revenue funds for FY24:



The Debt Service Fund's balance of \$12.1 million as of June 30, 2024 is approximately 95% of the debt service requirement for the FY ending June 30, 2025. The fund's balance of \$12.1 million in addition to the budgeted revenues for FY25 are sufficient to cover the FY25 debt service requirement (principal and interest payments) of \$12.7 million.

The District has four capital projects funds, including the Bond Projects Fund, a major fund, which is used to account for proceeds of bond sales; related interest earnings and capital expenditures. During the year, \$21.6 million was spent from these funds in accordance with the District's Capital Improvement Plan. As previously mentioned, the June 30, 2024 fund balance of these funds of \$18.9 million is restricted for future capital expenditures.

The other three capital projects funds are used to accumulate resources, primarily Governmental Services Tax and the Residential Construction Tax for major capital acquisitions and improvements not part of the capital budgets related to bond issues.

LYON COUNTY SCHOOL DISTRICT

MANAGEMENT'S DISCUSSION AND ANALYSIS JUNE 30, 2024

The capital projects funds' (exclusive of the Bond Projects Fund) had expenditures of \$3.6 million during the year, leaving a combined fund balance of \$7.2 million as of June 30, 2024, compared to \$5.3 million at the end of the previous year.

BUDGETARY HIGHLIGHTS

School districts in Nevada are funded in large part by state support derived from student enrollment at the end of the first school month. (However, see *Economic Factors and Next Year's Budget* for changes.) State statutes allow all school districts to amend their budgets throughout the year. Lyon County School District takes this opportunity to incorporate various adjustments into its budget, such as revising the fund balance carryover. The Business and Finance Office is authorized to transfer appropriations between accounts and funds, subject to subsequent approval by the Board of Trustees.

CAPITAL ASSETS AND DEBT ADMINISTRATION

Capital Assets

The District's capital assets as of June 30, 2024 and 2023 are as follows:

| Capital Assets (Net of Depreciation) | | |
|---|----------------------|-----------------|
| | 2024 | 2023 |
| | <i>(In Millions)</i> | |
| Land | \$ 8.8 | \$ 8.8 |
| Construction in progress | - | 18.9 |
| Buildings and improvements | 124.8 | 93.3 |
| Infrastructure | 9.8 | 10.4 |
| Equipment and vehicles | 11.7 | 10.2 |
| | <u>\$ 155.1</u> | <u>\$ 141.6</u> |

Long-term Debt

As of June 30, 2024, the District had \$71.4 million of general obligation bonded debt outstanding, plus \$8.4 million in unamortized bond premiums which are being amortized over the lives of the applicable bond issues.

Currently, the District has authorization from the Lyon County Debt Management Commission to issue general obligation bonds. The District reserves the right to issue additional bonds at any time legal requirements are met. As of June 30, 2024, the District had \$391.1 million of statutory debt limit available. However, the District issued a \$14 million bond issue in July 2024, thereby reducing the remaining unused bonding capacity to approximately \$377.1 million. In addition, other factors such as overlapping tax rates, available revenues, market conditions and project specifications could reduce the availability.

LYON COUNTY SCHOOL DISTRICT

MANAGEMENT’S DISCUSSION AND ANALYSIS

JUNE 30, 2024

In addition to the District’s general obligation bonded debt, the District’s other debt includes \$1.3 million for compensated absences; \$124.2 million in net pension liability, and \$12.9 million for other postemployment benefits (OPEB).

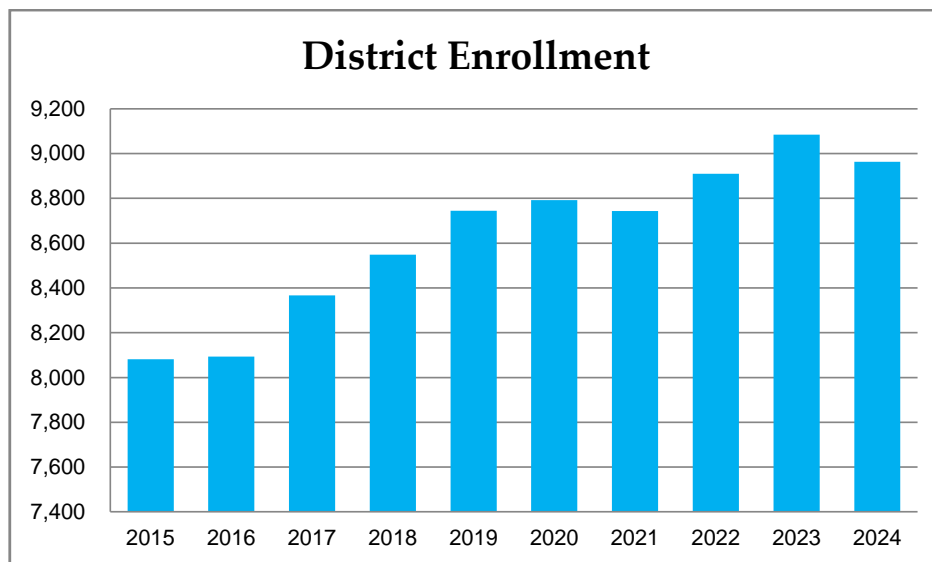
ECONOMIC FACTORS AND NEXT YEAR’S BUDGET

Enrollment and Funding

The State implemented the Pupil-Centered Funding Plan (PCFP), effective July 1, 2021. The PCFP combines money raised pursuant to state law at the local level with state money to provide a certain basic level of support to each pupil in the State. Adjustments to this basic level of support are made in consideration of the variances in local costs and for pupils with additional educational needs, so as to ensure that each Nevada school district provides a reasonably equal education opportunity to its pupils.

One of the factors determining the amount of PCFP funding received is the weighted student enrollment within the District. The State’s funding model utilizes a quarterly average daily enrollment (ADE) number multiplied by the districts’ per-pupil support amount to determine the districts’ adjusted base payments.

The following chart presents the District’s pupil enrollment (ADE) for 2015 through 2024:



LYON COUNTY SCHOOL DISTRICT

MANAGEMENT'S DISCUSSION AND ANALYSIS

JUNE 30, 2024

REQUESTS FOR INFORMATION

This financial report is designed to provide a general overview of the Lyon County School District's finances for all those with an interest in the District's finances. Questions concerning any of the information provided in this report or requests for additional financial information should be addressed to the Business and Finance Office, 25 East Goldfield Avenue, Yerington, Nevada, 89447.

LYON COUNTY SCHOOL DISTRICT

STATEMENT OF NET POSITION JUNE 30, 2024

| | <u>Governmental Activities</u> |
|--|------------------------------------|
| ASSETS | |
| Cash and investments | \$ 62,810,133 |
| Receivables | 16,669,698 |
| Inventories | 72,001 |
| Restricted cash | 654,000 |
| Capital assets not being depreciated | 8,830,484 |
| Capital assets, net of accumulated depreciation | 146,299,740 |
| Total Assets | <u>235,336,056</u> |
| DEFERRED OUTFLOWS OF RESOURCES | |
| Deferred charge on refunding | 644,045 |
| Deferred outflows related to pensions and OPEB | 45,982,534 |
| | <u>46,626,579</u> |
| Total Assets and Deferred Outflows of Resources | <u>281,962,635</u> |
| LIABILITIES | |
| Accounts and claims payable | 8,563,370 |
| Accrued liabilities | 6,520,381 |
| Incurred but unreported claims | 1,045,000 |
| Unearned revenues | 74,541 |
| Noncurrent liabilities: | |
| Due within one year | 9,540,635 |
| Due in more than one year | 71,575,236 |
| Obligation for other postemployment benefits | 12,893,009 |
| Net pension liability | 124,154,044 |
| Total Liabilities | <u>234,366,216</u> |
| DEFERRED INFLOWS OF RESOURCES | |
| Deferred inflows related to pensions and OPEB | 14,969,580 |
| | <u>14,969,580</u> |
| Total Liabilities and Deferred Inflows of Resources | <u>249,335,796</u> |
| NET POSITION | |
| Net investment in capital assets | 88,521,310 |
| Restricted for: | |
| Debt service | 12,130,288 |
| Employee benefit programs | 3,766,382 |
| Capital projects | 7,225,710 |
| Unrestricted | (79,016,851) |
| Total Net Position | <u>\$ 32,626,839</u> |

LYON COUNTY SCHOOL DISTRICT

STATEMENT OF ACTIVITIES YEAR ENDED JUNE 30, 2024

| PROGRAMS / FUNCTIONS | EXPENSES | PROGRAM REVENUES | | NET (EXPENSE) REVENUE AND CHANGES IN NET POSITION | |
|---|-------------------------|----------------------------|-----------------------------|--|----------------------|
| | | CHARGES FOR SERVICES | GRANTS AND CONTRIBUTIONS | | |
| | | OPERATING | CAPITAL | | |
| Instruction | \$ (76,131,032) | \$ - | \$ 12,493,558 | \$ 244,772 | \$ (63,392,702) |
| Support Services | (56,963,176) | - | 9,452,861 | - | (47,510,315) |
| Facilities Acquisition and Construction | (903,949) | - | - | - | (903,949) |
| Food Service and Community Services | (5,481,563) | 73,676 | 6,524,170 | - | 1,116,283 |
| Interest and other costs of long-term debt | (2,524,463) | - | - | - | (2,524,463) |
| Depreciation | (7,124,226) | - | - | - | (7,124,226) |
| | <u>\$ (149,128,409)</u> | <u>\$ 73,676</u> | <u>\$ 28,470,589</u> | <u>\$ 244,772</u> | <u>(120,339,372)</u> |
| General Revenues: | | | | | |
| Property taxes | | | | | 11,550,852 |
| Pupil-Centered Funding Plan | | | | | 112,597,025 |
| Residential Construction taxes | | | | | 742,768 |
| Government services taxes | | | | | 1,030,218 |
| Earnings on investments | | | | | 3,670,682 |
| Other local sources | | | | | 1,565,583 |
| Total General Revenues | | | | | <u>131,157,128</u> |
| Change in Net Position | | | | | <u>10,817,756</u> |
| NET POSITION, July 1, 2023 | | | | | <u>21,809,083</u> |
| NET POSITION, June 30, 2024 | | | | | <u>\$ 32,626,839</u> |

LYON COUNTY SCHOOL DISTRICT

BALANCE SHEET GOVERNMENTAL FUNDS JUNE 30, 2024

(WITH COMPARATIVE ACTUAL AMOUNTS AS OF JUNE 30, 2023)

Page 1 of 2

| | GENERAL FUND | SPECIAL EDUCATION FUND | DEBT SERVICE FUND | BOND PROJECTS FUND |
|--|----------------------|------------------------------|-------------------------|--------------------------|
| ASSETS | | | | |
| Cash and investments | \$ 17,001,566 | \$ 2,275,715 | \$ 12,188,020 | \$ 12,578,692 |
| Receivables | 9,473,501 | 44,141 | 27,935 | - |
| Due from other funds | 3,840,835 | - | - | - |
| Inventories | 46,647 | - | - | - |
| Total Assets | \$ 30,362,549 | \$ 2,319,856 | \$ 12,215,955 | \$ 12,578,692 |
| LIABILITIES | | | | |
| Accounts payable | \$ 3,738,319 | \$ 1,819,722 | \$ 700 | \$ 873,252 |
| Accrued payroll | 4,286,262 | 84,165 | 84,967 | - |
| Due to other funds | - | - | - | - |
| Unearned revenue | - | - | - | - |
| Total Liabilities | 8,024,581 | 1,903,887 | 85,667 | 873,252 |
| FUND BALANCES | | | | |
| Nonspendable | 46,647 | - | - | - |
| Restricted | - | 415,969 | 12,130,288 | 11,705,440 |
| Assigned | 9,558,395 | - | - | - |
| Unassigned | 12,732,926 | - | - | - |
| Total Fund Balances | 22,337,968 | 415,969 | 12,130,288 | 11,705,440 |
| Total Liabilities and Fund Balances | \$ 30,362,549 | \$ 2,319,856 | \$ 12,215,955 | \$ 12,578,692 |

LYON COUNTY SCHOOL DISTRICT

BALANCE SHEET GOVERNMENTAL FUNDS JUNE 30, 2024

(WITH COMPARATIVE ACTUAL AMOUNTS AS OF JUNE 30, 2023)

Page 2 of 2

| | OTHER | TOTALS | |
|--|----------------------|----------------------|----------------------|
| | GOVERNMENTAL FUNDS | 2024 | 2023 |
| ASSETS | | | |
| Cash and investments | \$ 14,530,863 | \$ 58,574,856 | \$ 76,319,491 |
| Receivables | 7,085,685 | 16,631,262 | 5,285,293 |
| Due from other funds | - | 3,840,835 | 1,770,582 |
| Inventories | 25,354 | 72,001 | 318,479 |
| Total Assets | \$ 21,641,902 | \$ 79,118,954 | \$ 83,693,845 |
| LIABILITIES | | | |
| Accounts payable | \$ 2,015,046 | \$ 8,447,039 | \$ 5,907,123 |
| Accrued payroll | 1,763,279 | 6,218,673 | 7,009,794 |
| Due to other funds | 3,840,835 | 3,840,835 | 1,770,582 |
| Unearned revenue | 74,541 | 74,541 | 509,970 |
| Total Liabilities | 7,693,701 | 18,581,088 | 15,197,469 |
| FUND BALANCES | | | |
| Nonspendable | 25,354 | 72,001 | 318,479 |
| Restricted | 13,922,847 | 38,174,544 | 51,280,099 |
| Assigned | - | 9,558,395 | 7,798,932 |
| Unassigned | - | 12,732,926 | 9,098,866 |
| Total Fund Balances | 13,948,201 | 60,537,866 | 68,496,376 |
| Total Liabilities and Fund Balances | \$ 21,641,902 | \$ 79,118,954 | \$ 83,693,845 |

LYON COUNTY SCHOOL DISTRICT

RECONCILIATION OF THE GOVERNMENTAL FUNDS BALANCE SHEET TO THE STATEMENT OF NET POSITION JUNE 30, 2024

| | |
|--|-----------------------------|
| Total Fund Balance - Governmental Funds | \$ 60,537,866 |
| Amounts reported for governmental activities in the Statement of Net Position are different because: | |
| Capital assets used in governmental funds are not current financial resources and therefore not reported as governmental fund assets. | 155,130,224 |
| General obligation bonds are not reported as fund liabilities since they will not be paid with current resources. | (71,425,000) |
| Premiums related to long-term debt are not capitalized and amortized in the fund statements since they do not represent available resources. | (8,406,651) |
| Unamortized amounts on refundings are not recognized in the funds. | 644,045 |
| The liability for interest on general obligation bonds is reported in the fund statements when due and as accrued in the Statement of Activities. | (301,708) |
| The liabilities for estimated future payments of benefits to be provided to current and future retirees and the liability for compensated absences are not due and payable in the current period; therefore, the liabilities and related deferred amounts are not reported in the funds. | (14,177,229) |
| The net pension liability is not due and payable in the current period; therefore, the liability and related deferred amounts are not reported in the funds. | (93,141,090) |
| Internal service funds are used to account for various employee benefit programs. The assets and liabilities of the internal service funds are included with governmental activities. | <u>3,766,382</u> |
| Total Net Position - Governmental Activities | <u><u>\$ 32,626,839</u></u> |

LYON COUNTY SCHOOL DISTRICT

STATEMENT OF REVENUES, EXPENDITURES AND CHANGES IN FUND BALANCES GOVERNMENTAL FUNDS YEAR ENDED JUNE 30, 2024

(WITH COMPARATIVE TOTALS FOR THE YEAR ENDED JUNE 30, 2023)

Page 1 of 2

| | GENERAL FUND | SPECIAL EDUCATION FUND | DEBT SERVICE FUND | BOND PROJECTS FUND |
|---|----------------------|------------------------------|-------------------------|--------------------------|
| REVENUES | | | | |
| Local sources | \$ 417,271 | \$ 4,895,480 | \$ 12,098,667 | \$ 947,763 |
| State sources | 112,597,025 | - | - | - |
| Federal sources | 354,612 | - | - | - |
| Total Revenues | <u>113,368,908</u> | <u>4,895,480</u> | <u>12,098,667</u> | <u>947,763</u> |
| EXPENDITURES | | | | |
| Regular programs | 42,690,794 | - | - | 2,200,000 |
| Special programs | - | 11,673,460 | - | - |
| Vocational programs | 1,849,580 | - | - | - |
| Adult education | - | - | - | - |
| Other instructional programs | - | - | - | - |
| Extra-curricular activities | 1,991,758 | - | - | - |
| Support services: | | | | |
| Student support | 4,040,555 | 4,960,285 | - | - |
| Instructional staff support | 2,473,919 | 14,283 | - | - |
| General administration | 1,889,721 | 294,113 | - | 27,170 |
| School administration | 9,342,442 | - | - | - |
| Central services | 6,648,585 | - | - | - |
| Operations and maintenance | 15,060,943 | - | - | 247,127 |
| Student transportation | 6,027,714 | 682,569 | - | 751,268 |
| Noninstructional services: | | | | |
| Food service | - | - | - | - |
| Community service | - | - | - | - |
| Facilities acquisition and construction | 543,949 | - | - | 14,736,682 |
| Debt service: | | | | |
| Principal | - | - | 8,355,000 | - |
| Interest | - | - | 3,178,424 | - |
| Other | - | - | 28,282 | - |
| Total Expenditures | <u>92,559,959</u> | <u>17,624,710</u> | <u>11,561,706</u> | <u>17,962,247</u> |
| Revenues Over (Under) Expenditures | <u>20,808,949</u> | <u>(12,729,230)</u> | <u>536,961</u> | <u>(17,014,484)</u> |
| OTHER FINANCING SOURCES (USES) | | | | |
| Sales of capital assets | - | - | - | - |
| Proceeds from bond sales | - | - | - | - |
| Transfers (to) from other funds | (15,525,000) | 12,375,000 | - | - |
| Total Other Financing Sources (Uses) | <u>(15,525,000)</u> | <u>12,375,000</u> | <u>-</u> | <u>-</u> |
| Net Change in Fund Balances | 5,283,949 | (354,230) | 536,961 | (17,014,484) |
| FUND BALANCES, July 1, | <u>17,054,019</u> | <u>770,199</u> | <u>11,593,327</u> | <u>28,719,924</u> |
| FUND BALANCES, June 30 | <u>\$ 22,337,968</u> | <u>\$ 415,969</u> | <u>\$ 12,130,288</u> | <u>\$ 11,705,440</u> |

LYON COUNTY SCHOOL DISTRICT

STATEMENT OF REVENUES, EXPENDITURES AND CHANGES IN FUND BALANCES GOVERNMENTAL FUNDS YEAR ENDED JUNE 30, 2024

(WITH COMPARATIVE TOTALS FOR THE YEAR ENDED JUNE 30, 2023)

Page 2 of 2

| | OTHER GOVERNMENTAL FUNDS | TOTALS | |
|---|--------------------------------|----------------------|----------------------|
| | | 2024 | 2023 |
| REVENUES | | | |
| Local sources | \$ 5,200,152 | \$ 23,559,333 | \$ 15,992,244 |
| State sources | 8,013,998 | 120,611,023 | 98,045,139 |
| Federal sources | 15,421,194 | 15,775,806 | 20,612,582 |
| Total Revenues | <u>28,635,344</u> | <u>159,946,162</u> | <u>134,649,965</u> |
| EXPENDITURES | | | |
| Regular programs | 3,382,975 | 48,273,769 | 39,045,938 |
| Special programs | 2,658,113 | 14,331,573 | 11,921,950 |
| Vocational programs | 165,837 | 2,015,417 | 2,051,248 |
| Adult education | 410,080 | 410,080 | 375,754 |
| Other instructional programs | 5,568,689 | 5,568,689 | 4,929,419 |
| Extra-curricular activities | 1,190,000 | 3,181,758 | 2,402,807 |
| Support services: | | | |
| Student support | 3,600,123 | 12,600,963 | 9,921,095 |
| Instructional staff support | 801,401 | 3,289,603 | 3,716,255 |
| General administration | 367,202 | 2,578,206 | 3,262,052 |
| School administration | 51,293 | 9,393,735 | 8,287,267 |
| Central services | 418,427 | 7,067,012 | 6,178,198 |
| Operations and maintenance | 513,781 | 15,821,851 | 12,640,997 |
| Student transportation | 71,921 | 7,533,472 | 5,661,744 |
| Noninstructional services: | | | |
| Food service | 5,479,440 | 5,479,440 | 6,044,768 |
| Community service | 2,123 | 2,123 | 58,548 |
| Facilities acquisition and construction | 3,514,645 | 18,795,276 | 20,827,403 |
| Debt service: | | | |
| Principal | - | 8,355,000 | 6,080,000 |
| Interest | - | 3,178,424 | 3,556,481 |
| Other | - | 28,282 | - |
| Total Expenditures | <u>28,196,050</u> | <u>167,904,672</u> | <u>146,961,924</u> |
| Revenues Over (Under) Expenditures | <u>439,294</u> | <u>(7,958,510)</u> | <u>(12,311,959)</u> |
| OTHER FINANCING SOURCES (USES) | | | |
| Sales of capital assets | - | - | 86,474 |
| Proceeds from bond sales | - | - | 6,500,000 |
| Transfers (to) from other funds | 3,150,000 | - | - |
| Total Other Financing Sources (Uses) | <u>3,150,000</u> | <u>-</u> | <u>6,586,474</u> |
| Net Change in Fund Balances | 3,589,294 | (7,958,510) | (5,725,485) |
| FUND BALANCES, July 1, | <u>10,358,907</u> | <u>68,496,376</u> | <u>74,221,861</u> |
| FUND BALANCES, June 30 | <u>\$ 13,948,201</u> | <u>\$ 60,537,866</u> | <u>\$ 68,496,376</u> |

LYON COUNTY SCHOOL DISTRICT

RECONCILIATION OF THE GOVERNMENTAL FUNDS STATEMENT OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCES TO THE STATEMENT OF ACTIVITIES YEAR ENDED JUNE 30, 2024

| | |
|---|-----------------------------|
| Net Change in Fund Balances - Governmental Funds | \$ (7,958,510) |
| Amounts reported for governmental activities in the Statement of Activities are different because: | |
| Capital outlays to purchase or build capital assets are reported in governmental funds as expenditures. However, for governmental activities those costs are reported in the Statement of Net Position and allocated over their estimated useful lives as annual depreciation expense in the Statement of Activities. | 13,513,779 |
| In the Statement of Activities, interest is accrued on outstanding bonds, whereas in governmental funds, an interest expenditure is reported when due. | 47,489 |
| Bond premiums realized when debt is incurred are recognized in the funds; however, they are deferred in the district-wide statements and recognized over the term of the associated debt. | 800,635 |
| Change in pension expense related to deferred items. | (3,673,880) |
| Any gain or loss on certain advance refundings of long-term debt are recognized currently in the fund statements. The gain or loss is deferred in the Statement of Net Position and amortized as interest expense over the life of the debt in the Statement of Activities. | (165,881) |
| Repayment of bond principal is an expenditure in the governmental funds, but it reduces long-term liabilities in the Statement of Net Position and does not affect the Statement of Activities. | 8,355,000 |
| The change in the long-term portion of compensated absences is reported in the Statement of Activities. These do not require the use of current financial resources and therefore are not reported as expenditures in governmental funds. | 348,079 |
| The full cost of postemployment benefits to current employees earned during the current year and the amortization of the past cost is recognized as an expense in the Statement of Activities while only the current contributions are reported in the fund statements. | (554,937) |
| Internal service funds are used by the District to charge the costs of employee benefit programs to the individual funds. The net income (loss) of the internal service funds are reported with governmental activities. | <u>105,982</u> |
| Change in Net Position | <u><u>\$ 10,817,756</u></u> |

LYON COUNTY SCHOOL DISTRICT

GENERAL FUND STATEMENT OF REVENUES, EXPENDITURES AND CHANGES IN FUND BALANCE - BUDGET AND ACTUAL YEAR ENDED JUNE 30, 2024

(WITH COMPARATIVE ACTUAL AMOUNTS FOR THE YEAR ENDED JUNE 30, 2023)

| | <u>2024 BUDGET</u> | | <u>2024</u> | | <u>2023</u> |
|-----------------------------|--------------------|--------------------|--------------------|-------------------------------------|-------------------|
| | <u>ORIGINAL</u> | <u>FINAL</u> | <u>ACTUAL</u> | <u>VARIANCE TO FINAL BUDGET</u> | <u>ACTUAL</u> |
| REVENUES | | | | | |
| Local Sources: | | | | | |
| Earnings on investments | \$ 35,000 | \$ 35,000 | \$ 63,017 | \$ 28,017 | \$ 26,457 |
| Indirect cost recovery | - | - | 266,435 | 266,435 | 319,216 |
| Other local revenue | - | - | 87,819 | 87,819 | 98,932 |
| | <u>35,000</u> | <u>35,000</u> | <u>417,271</u> | <u>382,271</u> | <u>444,605</u> |
| State Sources: | | | | | |
| Pupil-Centered Funding Plan | 113,452,972 | 113,452,972 | 112,597,025 | (855,947) | 90,925,464 |
| Federal Sources: | | | | | |
| E-Rate funds | 50,000 | 50,000 | 244,772 | 194,772 | 655,831 |
| Forest Service | - | - | 109,840 | 109,840 | 100,827 |
| | <u>50,000</u> | <u>50,000</u> | <u>354,612</u> | <u>304,612</u> | <u>756,658</u> |
| Total Revenue | <u>113,537,972</u> | <u>113,537,972</u> | <u>113,368,908</u> | <u>(169,064)</u> | <u>92,126,727</u> |
| EXPENDITURES | | | | | |
| Regular Programs: | | | | | |
| Instruction: | | | | | |
| Salaries | 31,260,000 | 29,485,000 | 27,857,339 | 1,627,661 | 24,842,181 |
| Benefits | 12,504,000 | 13,279,000 | 12,467,978 | 811,022 | 10,250,078 |
| Purchased services | 375,000 | 475,000 | 395,709 | 79,291 | 188,443 |
| Supplies | 2,420,000 | 2,420,000 | 1,964,391 | 455,609 | 1,917,178 |
| Property | - | 15,375 | - | 15,375 | - |
| Other | 25,000 | 9,625 | 5,377 | 4,248 | 5,985 |
| Total Regular Programs | <u>46,584,000</u> | <u>45,684,000</u> | <u>42,690,794</u> | <u>2,993,206</u> | <u>37,203,865</u> |
| Vocational Programs: | | | | | |
| Salaries | 1,678,000 | 1,656,000 | 1,136,964 | 519,036 | 955,800 |
| Benefits | 724,000 | 724,000 | 517,912 | 206,088 | 414,649 |
| Purchased services | 145,000 | 147,500 | 113,719 | 33,781 | 69,676 |
| Supplies | 187,000 | 201,500 | 77,699 | 123,801 | 100,756 |
| Property | - | 5,000 | - | 5,000 | - |
| Other | 5,000 | 5,000 | 3,285 | 1,715 | 236 |
| Total Vocational Programs | <u>2,739,000</u> | <u>2,739,000</u> | <u>1,849,580</u> | <u>889,420</u> | <u>1,541,117</u> |

Continued on next page.

LYON COUNTY SCHOOL DISTRICT

GENERAL FUND STATEMENT OF REVENUES, EXPENDITURES AND CHANGES IN FUND BALANCE - BUDGET AND ACTUAL YEAR ENDED JUNE 30, 2024

(WITH COMPARATIVE ACTUAL AMOUNTS FOR THE YEAR ENDED JUNE 30, 2023)

| | 2024 BUDGET | | 2024 | | 2023 |
|------------------------------|-------------|-----------|-----------|-----------------------------|-----------|
| | ORIGINAL | FINAL | ACTUAL | VARIANCE TO FINAL BUDGET | ACTUAL |
| Adult Education: | | | | | |
| Purchased services | \$ - | \$ - | \$ - | \$ - | \$ 1,243 |
| Supplies | - | - | - | - | 2,166 |
| Total Adult Education | - | - | - | - | 3,409 |
| Extra-Curricular Activities: | | | | | |
| Co-Curricular: | | | | | |
| Salaries | 440,000 | 439,600 | 274,284 | 165,316 | 235,670 |
| Benefits | 76,000 | 76,000 | 9,285 | 66,715 | 6,740 |
| Purchased services | 15,000 | 15,000 | 3,000 | 12,000 | 2,700 |
| Supplies | 12,000 | 12,000 | 967 | 11,033 | 6,390 |
| Property | - | 5,000 | - | 5,000 | - |
| Other | 5,000 | 400 | 960 | (560) | 755 |
| | 548,000 | 548,000 | 288,496 | 259,504 | 252,255 |
| Athletics: | | | | | |
| Salaries | 1,080,000 | 765,000 | 723,904 | 41,096 | 639,049 |
| Benefits | 432,000 | 107,000 | 67,243 | 39,757 | 58,984 |
| Purchased services | 250,000 | 300,000 | 255,182 | 44,818 | 185,335 |
| Supplies | 175,000 | 475,000 | 431,576 | 43,424 | 156,720 |
| Property | - | 205,000 | 203,019 | 1,982 | - |
| Other | 15,000 | 25,000 | 22,338 | 2,662 | 23,464 |
| | 1,952,000 | 1,877,000 | 1,703,262 | 173,738 | 1,063,552 |
| Total Extra-Curricular | 2,500,000 | 2,425,000 | 1,991,758 | 433,242 | 1,315,807 |
| Undistributed Expenditures: | | | | | |
| Student Support: | | | | | |
| Salaries | 3,360,000 | 3,434,800 | 2,769,304 | 665,496 | 2,428,047 |
| Benefits | 1,344,000 | 1,319,000 | 1,200,371 | 118,629 | 986,853 |
| Purchased services | 160,000 | 109,000 | 14,444 | 94,556 | 108,025 |
| Supplies | 20,000 | 70,000 | 56,435 | 13,565 | 23,600 |
| Other | - | 1,200 | - | 1,200 | - |
| | 4,884,000 | 4,934,000 | 4,040,555 | 893,445 | 3,546,525 |

Continued on next page.

LYON COUNTY SCHOOL DISTRICT

GENERAL FUND STATEMENT OF REVENUES, EXPENDITURES AND CHANGES IN FUND BALANCE - BUDGET AND ACTUAL YEAR ENDED JUNE 30, 2024

(WITH COMPARATIVE ACTUAL AMOUNTS FOR THE YEAR ENDED JUNE 30, 2023)

| | 2024 BUDGET | | 2024 | | 2023 |
|-------------------------------------|-------------------|-------------------|------------------|-----------------------------|------------------|
| | ORIGINAL | FINAL | ACTUAL | VARIANCE TO FINAL BUDGET | ACTUAL |
| Instructional Staff Support: | | | | | |
| Salaries | \$ 2,640,000 | \$ 1,715,000 | \$ 1,189,509 | \$ 525,491 | \$ 1,087,034 |
| Benefits | 1,132,000 | 757,000 | 441,579 | 315,421 | 342,046 |
| Purchased services | 150,000 | 245,000 | 202,278 | 42,722 | 231,825 |
| Supplies | 350,000 | 660,000 | 599,710 | 60,290 | 187,663 |
| Other | - | 45,000 | 40,842 | 4,158 | 33,091 |
| | <u>4,272,000</u> | <u>3,422,000</u> | <u>2,473,919</u> | <u>948,081</u> | <u>1,881,659</u> |
| General Administration: | | | | | |
| Salaries | 1,200,000 | 975,000 | 692,501 | 282,499 | 777,311 |
| Benefits | 504,000 | 579,000 | 574,577 | 4,423 | 514,337 |
| Purchased services | 725,000 | 455,000 | 372,635 | 82,365 | 894,784 |
| Supplies | 75,000 | 125,000 | 107,684 | 17,316 | 79,376 |
| Property | 25,000 | 100,000 | 92,246 | 7,754 | - |
| Other | 225,000 | 95,000 | 50,078 | 44,922 | 29,588 |
| | <u>2,754,000</u> | <u>2,329,000</u> | <u>1,889,721</u> | <u>439,279</u> | <u>2,295,396</u> |
| School Administration: | | | | | |
| Salaries | 8,400,000 | 7,750,000 | 6,246,077 | 1,503,923 | 5,587,496 |
| Benefits | 3,360,000 | 3,160,000 | 2,584,519 | 575,481 | 2,116,796 |
| Purchased services | 550,000 | 500,000 | 289,477 | 210,523 | 253,938 |
| Supplies | 350,000 | 350,000 | 213,328 | 136,672 | 244,901 |
| Property | 50,000 | 50,000 | - | 50,000 | 5,494 |
| Other | 15,000 | 15,000 | 9,041 | 5,959 | 13,977 |
| | <u>12,725,000</u> | <u>11,825,000</u> | <u>9,342,442</u> | <u>2,482,558</u> | <u>8,222,602</u> |
| Central Services: | | | | | |
| Salaries | 2,430,000 | 2,235,000 | 2,233,723 | 1,277 | 1,898,077 |
| Benefits | 972,000 | 772,000 | 752,722 | 19,278 | 591,479 |
| Purchased services | 1,695,000 | 1,995,000 | 1,962,235 | 32,765 | 1,571,847 |
| Supplies | 2,540,000 | 1,735,000 | 1,199,048 | 535,952 | 1,148,613 |
| Property | 500,000 | 500,000 | 468,513 | 31,487 | 346,164 |
| Other | 50,000 | 50,000 | 32,343 | 17,657 | 363,076 |
| | <u>8,187,000</u> | <u>7,287,000</u> | <u>6,648,585</u> | <u>638,415</u> | <u>5,919,256</u> |

LYON COUNTY SCHOOL DISTRICT

GENERAL FUND STATEMENT OF REVENUES, EXPENDITURES AND CHANGES IN FUND BALANCE - BUDGET AND ACTUAL YEAR ENDED JUNE 30, 2024

(WITH COMPARATIVE ACTUAL AMOUNTS FOR THE YEAR ENDED JUNE 30, 2023)

| | 2024 BUDGET | | 2024 | | 2023 |
|--|-------------------|-------------------|-------------------|-----------------------------|-------------------|
| | ORIGINAL | FINAL | ACTUAL | VARIANCE TO FINAL BUDGET | ACTUAL |
| Operation and Maintenance: | | | | | |
| Salaries | \$ 5,400,000 | \$ 4,200,000 | \$ 3,854,737 | \$ 345,263 | \$ 3,345,640 |
| Benefits | 2,160,000 | 1,660,000 | 1,393,842 | 266,158 | 1,149,601 |
| Purchased services | 2,400,000 | 5,190,000 | 4,591,564 | 598,436 | 2,147,008 |
| Supplies | 3,350,000 | 4,760,000 | 4,741,922 | 18,078 | 3,919,572 |
| Property | 1,300,000 | 575,000 | 410,292 | 164,708 | 514,198 |
| Other | 5,000 | 80,000 | 68,586 | 11,414 | 43,269 |
| | <u>14,615,000</u> | <u>16,465,000</u> | <u>15,060,943</u> | <u>1,404,057</u> | <u>11,119,288</u> |
| Student Transportation: | | | | | |
| Salaries | 3,750,000 | 3,100,000 | 2,616,704 | 483,296 | 2,188,566 |
| Benefits | 1,575,000 | 1,360,000 | 943,739 | 416,261 | 770,657 |
| Purchased services | 550,000 | 475,000 | 390,303 | 84,697 | 467,187 |
| Supplies | 1,040,000 | 1,103,884 | 1,093,597 | 10,287 | 1,000,727 |
| Property | - | 985,000 | 980,678 | 4,322 | 657,993 |
| Other | - | 5,000 | 2,692 | 2,308 | 6,645 |
| | <u>6,915,000</u> | <u>7,028,884</u> | <u>6,027,714</u> | <u>1,001,170</u> | <u>5,091,775</u> |
| Total Support | <u>54,352,000</u> | <u>53,290,884</u> | <u>45,483,878</u> | <u>7,807,006</u> | <u>38,076,501</u> |
| Facilities Acquisition and Construction: | | | | | |
| Building Acq/Construction: | | | | | |
| Purchased services | - | 175,000 | 132,858 | 42,142 | - |
| Site Improvement: | | | | | |
| Purchased services | <u>275,000</u> | <u>100,000</u> | <u>48,808</u> | <u>51,192</u> | <u>-</u> |
| Building Improvement: | | | | | |
| Purchased services | 125,000 | 385,000 | 324,383 | 60,617 | - |
| Property | - | 40,000 | 37,900 | 2,100 | - |
| | <u>125,000</u> | <u>425,000</u> | <u>362,283</u> | <u>62,717</u> | <u>-</u> |
| Total Facilities Acquisition and Construction | <u>400,000</u> | <u>700,000</u> | <u>543,949</u> | <u>156,051</u> | <u>-</u> |
| Total Undistributed Expenditures | <u>54,752,000</u> | <u>53,990,884</u> | <u>46,027,827</u> | <u>7,963,057</u> | <u>38,076,501</u> |

Continued on next page.

LYON COUNTY SCHOOL DISTRICT

GENERAL FUND
STATEMENT OF REVENUES, EXPENDITURES AND
CHANGES IN FUND BALANCE - BUDGET AND ACTUAL
YEAR ENDED JUNE 30, 2024

(WITH COMPARATIVE ACTUAL AMOUNTS FOR THE YEAR ENDED JUNE 30, 2023)

| | <u>2024 BUDGET</u> | | <u>2024</u> | | <u>2023</u> |
|---------------------------------------|----------------------|----------------------|----------------------|-------------------------------------|----------------------|
| | <u>ORIGINAL</u> | <u>FINAL</u> | <u>ACTUAL</u> | <u>VARIANCE TO FINAL BUDGET</u> | <u>ACTUAL</u> |
| Total Expenditures | \$ 106,575,000 | \$ 104,838,884 | \$ 92,559,959 | \$ 12,278,925 | \$ 78,140,699 |
| Revenues Over Expenditures | 6,962,972 | 8,699,088 | 20,808,949 | 12,109,861 | 13,986,028 |
| OTHER FINANCING SOURCES (USES) | | | | | |
| Sales of capital assets | - | - | - | - | 86,474 |
| Transfers from other funds | - | - | - | - | 10 |
| Transfers (to) other funds | (13,425,000) | (15,525,000) | (15,525,000) | - | (11,665,088) |
| Contingency | 1,200,000 | - | - | - | - |
| Total Other Financing (Uses) | (12,225,000) | (15,525,000) | (15,525,000) | - | (11,578,604) |
| Net Change in Fund Balance | (5,262,028) | (6,825,912) | 5,283,949 | 12,109,861 | 2,407,424 |
| FUND BALANCE, July 1 | 16,690,135 | 17,054,019 | 17,054,019 | - | 14,646,595 |
| FUND BALANCE, June 30 | <u>\$ 11,428,107</u> | <u>\$ 10,228,107</u> | <u>\$ 22,337,968</u> | <u>\$ 12,109,861</u> | <u>\$ 17,054,019</u> |

LYON COUNTY SCHOOL DISTRICT

SPECIAL EDUCATION FUND STATEMENT OF REVENUES, EXPENDITURES AND CHANGES IN FUND BALANCE - BUDGET AND ACTUAL YEAR ENDED JUNE 30, 2024

(WITH COMPARATIVE ACTUAL AMOUNTS FOR THE YEAR ENDED JUNE 30, 2023)

| | 2024 BUDGET | | 2024 | | 2023 |
|------------------------------|--------------|--------------|--------------|-----------------------------|--------------|
| | ORIGINAL | FINAL | ACTUAL | VARIANCE TO FINAL BUDGET | ACTUAL |
| REVENUES | | | | | |
| State Sources: | | | | | |
| State appropriation | \$ 4,477,155 | \$ 4,895,480 | \$ 4,895,480 | \$ - | \$ 4,669,092 |
| EXPENDITURES | | | | | |
| Special Programs: | | | | | |
| Instruction: | | | | | |
| Salaries | 7,850,000 | 7,806,000 | 7,814,114 | (8,114) | 6,614,967 |
| Benefits | 3,101,000 | 3,821,000 | 3,820,264 | 736 | 2,971,105 |
| Purchased services | 200,000 | 200,000 | 7,162 | 192,838 | - |
| Supplies | 50,000 | 50,000 | 31,920 | 18,080 | 16,218 |
| Property | - | - | - | - | 7,500 |
| | 11,201,000 | 11,877,000 | 11,673,460 | 203,540 | 9,609,790 |
| Undistributed Expenditures: | | | | | |
| Student Support: | | | | | |
| Salaries | 2,216,000 | 2,970,000 | 2,840,193 | 129,807 | 1,901,788 |
| Benefits | 886,000 | 1,096,000 | 1,092,342 | 3,658 | 770,067 |
| Purchased services | 295,000 | 1,030,679 | 1,025,879 | 4,800 | 1,080,732 |
| Supplies | 1,000 | 2,000 | 1,871 | 129 | 102 |
| | 3,398,000 | 5,098,679 | 4,960,285 | 138,394 | 3,752,688 |
| Instructional Staff Support: | | | | | |
| Salaries | 500,000 | 13,500 | 13,018 | 482 | 1,317 |
| Benefits | 200,000 | 1,500 | 1,265 | 235 | 121 |
| Purchased services | 10,000 | - | - | - | 57 |
| Supplies | 10,000 | - | - | - | - |
| | 720,000 | 15,000 | 14,283 | 717 | 1,495 |
| General Administration: | | | | | |
| Salaries | 236,888 | 204,888 | 204,089 | 799 | 206,968 |
| Benefits | 94,000 | 81,112 | 77,931 | 3,181 | 68,928 |
| Purchased services | 25,000 | 7,000 | 4,454 | 2,546 | 11,679 |
| Supplies | 15,000 | 12,000 | 7,639 | 4,361 | 1,309 |
| | 370,888 | 305,000 | 294,113 | 10,887 | 288,883 |

Continued on next page.

LYON COUNTY SCHOOL DISTRICT

SPECIAL EDUCATION FUND STATEMENT OF REVENUES, EXPENDITURES AND CHANGES IN FUND BALANCE - BUDGET AND ACTUAL YEAR ENDED JUNE 30, 2024

(WITH COMPARATIVE ACTUAL AMOUNTS FOR THE YEAR ENDED JUNE 30, 2023)

| | <u>2024 BUDGET</u> | | <u>2024</u> | | <u>2023</u> |
|---------------------------------------|--------------------|-------------------|-------------------|-------------------------------------|-------------------|
| | <u>ORIGINAL</u> | <u>FINAL</u> | <u>ACTUAL</u> | <u>VARIANCE TO FINAL BUDGET</u> | <u>ACTUAL</u> |
| Student Transportation: | | | | | |
| Salaries | \$ 575,000 | \$ 500,000 | \$ 489,932 | \$ 10,068 | \$ 395,132 |
| Benefits | 225,000 | 225,000 | 192,637 | 32,363 | 158,031 |
| Purchased services | 20,000 | 20,000 | - | 20,000 | - |
| | <u>820,000</u> | <u>745,000</u> | <u>682,569</u> | <u>62,431</u> | <u>553,163</u> |
| Total Undistributed Expenditures | <u>5,308,888</u> | <u>6,163,679</u> | <u>5,951,250</u> | <u>212,429</u> | <u>4,596,229</u> |
| Total Expenditures | <u>16,509,888</u> | <u>18,040,679</u> | <u>17,624,710</u> | <u>415,969</u> | <u>14,206,019</u> |
| Revenues Over (Under) Expenditures | (12,032,733) | (13,145,199) | (12,729,230) | 415,969 | (9,536,927) |
| OTHER FINANCING SOURCES | | | | | |
| Transfers from other funds | <u>11,875,000</u> | <u>12,375,000</u> | <u>12,375,000</u> | <u>-</u> | <u>9,590,088</u> |
| Net Change in Fund Balance | (157,733) | (770,199) | (354,230) | 415,969 | 53,161 |
| FUND BALANCE, July 1 | <u>157,733</u> | <u>770,199</u> | <u>770,199</u> | <u>-</u> | <u>717,038</u> |
| FUND BALANCE, June 30 | <u>\$ -</u> | <u>\$ -</u> | <u>\$ 415,969</u> | <u>\$ 415,969</u> | <u>\$ 770,199</u> |

LYON COUNTY SCHOOL DISTRICT

PROPRIETARY FUNDS
STATEMENT OF NET POSITION
JUNE 30, 2024

(WITH COMPARATIVE ACTUAL AMOUNTS FOR JUNE 30, 2023)

| | GOVERNMENTAL ACTIVITIES INTERNAL SERVICE FUNDS | |
|--|---|---------------------|
| | <u>2024</u> | <u>2023</u> |
| ASSETS | | |
| Cash and investments | \$ 4,235,278 | \$ 4,111,481 |
| Accounts receivable | 38,435 | 6,744 |
| Restricted cash | <u>654,000</u> | <u>654,000</u> |
| Total Assets | <u>4,927,713</u> | <u>4,772,225</u> |
| LIABILITIES | | |
| Accounts and claims payable | 116,331 | 89,825 |
| Incurred but unreported claims | <u>1,045,000</u> | <u>1,022,000</u> |
| Total Liabilities | <u>1,161,331</u> | <u>1,111,825</u> |
| NET POSITION | | |
| Restricted for employee benefits program | <u>\$ 3,766,382</u> | <u>\$ 3,660,400</u> |

LYON COUNTY SCHOOL DISTRICT

PROPRIETARY FUNDS
STATEMENT OF REVENUES, EXPENSES,
AND CHANGES IN FUND NET POSITION
YEAR ENDED JUNE 30, 2024

(WITH COMPARATIVE ACTUAL AMOUNTS FOR THE YEAR ENDED JUNE 30, 2023)

| | GOVERNMENTAL ACTIVITIES | |
|------------------------------|--------------------------------|--------------|
| | INTERNAL SERVICE FUNDS | |
| | 2024 | 2023 |
| OPERATING REVENUES | | |
| Charges for services | \$ 928,174 | \$ 808,613 |
| OPERATING EXPENSES | | |
| Benefit claims | 651,864 | 634,569 |
| Purchased services | 170,328 | 95,951 |
| Other | - | 53,277 |
| Total Operating Expenses | 822,192 | 783,797 |
| Change in Net Position | 105,982 | 24,816 |
| NET POSITION, July 1 | 3,660,400 | 3,635,584 |
| NET POSITION, June 30 | \$ 3,766,382 | \$ 3,660,400 |

LYON COUNTY SCHOOL DISTRICT

PROPRIETARY FUNDS STATEMENT OF CASH FLOWS YEAR ENDED JUNE 30, 2024

(WITH COMPARATIVE ACTUAL AMOUNTS FOR THE YEAR ENDED JUNE 30, 2023)

| | GOVERNMENTAL ACTIVITIES INTERNAL SERVICE FUNDS | |
|--|---|---------------------|
| | <u>2024</u> | <u>2023</u> |
| CASH FLOWS FROM OPERATING ACTIVITIES | | |
| Premiums received from other funds | \$ 844,367 | \$ 813,155 |
| Payments of benefits | (628,864) | (474,569) |
| Insurance premiums and other payments | <u>(91,706)</u> | <u>(112,894)</u> |
| Net Cash Provided (Used) by Operating Activities | <u>123,797</u> | <u>225,692</u> |
| Net Increase (Decrease) in Cash and Cash Equivalents | 123,797 | 225,692 |
| CASH AND CASH EQUIVALENTS, July 1 | <u>4,765,481</u> | <u>4,539,789</u> |
| CASH AND CASH EQUIVALENTS, June 30 | <u>\$ 4,889,278</u> | <u>\$ 4,765,481</u> |
| RECONCILIATION OF OPERATING INCOME (LOSS) TO NET CASH PROVIDED (USED) BY OPERATING ACTIVITIES | | |
| Operating income (loss) | <u>\$ 105,982</u> | <u>\$ 24,816</u> |
| Adjustments to reconcile operating income (loss) to net cash provided (used) by operating activities: | | |
| Changes in assets and liabilities: | | |
| Accounts receivable | (31,629) | 4,542 |
| Accounts and claims payable | 26,444 | 36,334 |
| Incurred but unreported claims | <u>23,000</u> | <u>160,000</u> |
| Total Adjustments | <u>17,815</u> | <u>200,876</u> |
| NET CASH PROVIDED (USED) BY OPERATING ACTIVITIES | <u>\$ 123,797</u> | <u>\$ 225,692</u> |

LYON COUNTY SCHOOL DISTRICT

FIDUCIARY FUND
STATEMENT OF FIDUCIARY NET POSITION
JUNE 30, 2024

(WITH COMPARATIVE ACTUAL AMOUNTS FOR JUNE 30, 2023)

| | PRIVATE PURPOSE TRUST STUDENT SCHOLARSHIPS | |
|--|---|-------------|
| | 2024 | 2023 |
| ASSETS | | |
| Cash and investments | \$ 965,868 | \$ 931,674 |
| Account receivables | 3,485 | - |
| Total Assets | 969,353 | 931,674 |
| LIABILITIES | | |
| | - | - |
| Total Liabilities | - | - |
| NET POSITION | | |
| Held in trust for student scholarships: | | |
| Expendable | 969,353 | 931,674 |
| Total Net Position | \$ 969,353 | \$ 931,674 |

LYON COUNTY SCHOOL DISTRICT

STATEMENT OF CHANGES IN FIDUCIARY NET POSITION YEAR ENDED JUNE 30, 2024

(WITH COMPARATIVE ACTUAL AMOUNTS FOR THE YEAR ENDED JUNE 30, 2023)

| | PRIVATE-PURPOSE TRUST STUDENT SCHOLARSHIPS | |
|------------------------------|---|-------------------|
| | <u>2024</u> | <u>2023</u> |
| ADDITIONS | | |
| Earnings on investments | \$ 42,488 | \$ - |
| DEDUCTIONS | | |
| Scholarships paid | <u>4,809</u> | <u>9,528</u> |
| Change in Net Position | 37,679 | (9,528) |
| NET POSITION, July 1 | <u>931,674</u> | <u>941,202</u> |
| NET POSITION, June 30 | <u>\$ 969,353</u> | <u>\$ 931,674</u> |

LYON COUNTY SCHOOL DISTRICT

NOTES TO FINANCIAL STATEMENTS

JUNE 30, 2024

NOTE 1 – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

The accounting policies of the Lyon County School District (District) conform to generally accepted accounting principles as applicable to governments. A summary of the District's significant accounting policies consistently applied in the preparation of the accompanying financial statements follows.

Reporting Entity

The District is governed by a separately elected seven member board. The Board is legally separate and fiscally independent from other governing bodies with decision making authority, authority to levy taxes, the power to designate management, the ability to significantly influence operations and is accountable for fiscal matters. Therefore, the District is a primary government and is not reported as a component unit by any other entity, nor is the Board accountable for any other entity required to be included in the District's comprehensive annual financial report.

Basic Financial Statements – District-Wide Statements

The basic financial statements include both district-wide (based on the District as a whole) and fund financial statements. The district-wide (sometimes referred to as 'government-wide') financial statements, the Statement of Net Position and Statement of Activities, report information on all of the nonfiduciary activities of the District. For the most part, the effect of interfund activity has been removed from these statements. Governmental activities, which normally are supported by taxes and intergovernmental revenues, are reported separately from business-type activities, which rely to a significant extent on fees and charges for support. Since the District currently has no business-type activities, all activities are reported as governmental.

In the Statement of Net Position, the governmental activities column is presented on a consolidated basis and is reflected on a full accrual, economic resource basis that recognizes all long-term assets and receivables as well as long-term debt and obligations. The District's net position is reported in three parts: net investment in capital assets; restricted net position; and unrestricted net position. The District first utilizes restricted resources to finance qualifying activities then unrestricted resources, as they are needed.

The Statement of Activities demonstrates the degree to which the direct expenses of a given program or function are offset by program revenues. Direct expenses are those that are clearly identifiable with a specific program or function. Program revenues include charges paid by the recipient of the goods or services offered by the program. Grants and contributions are restricted to meeting the operational or capital requirements of a particular program or function. Taxes and other items not properly included among program revenues are reported instead as general revenues.

LYON COUNTY SCHOOL DISTRICT

NOTES TO FINANCIAL STATEMENTS

JUNE 30, 2024

Basic Financial Statements – Fund Financial Statements

The financial transactions of the District are reported in individual funds in the fund financial statements. Each fund is accounted for by providing a separate set of self-balancing accounts that comprise its assets, liabilities, fund equity, revenues and expenditures/expenses. District resources are allocated to and accounted for in the individual funds based upon the purposes for which they are intended and the means by which spending activities are controlled. Separate financial statements are provided for governmental funds, proprietary funds, and fiduciary funds, even though the latter are excluded from the district-wide financial statements.

The emphasis of the fund financial statements is on the major funds in the governmental type activity category. Nonmajor funds by category are summarized into a single column. GASB Statement No. 34 sets forth minimum criteria (percentage of assets, liabilities, revenues or expenditures/expenses of either fund category or the governmental and enterprise categories combined) for the determination of major funds. District management may electively add funds as major funds, when it is determined the funds have specific community or management focus. Major individual governmental funds are reported as separate columns in the fund financial statements.

The focus of the governmental funds' measurement in the fund statements is upon determination of financial position and changes in financial position (sources, uses, and balances of financial resources) rather than upon net income.

The focus for proprietary fund measurement is upon determination of operating income, changes in net position, financial position, and cash flows. The generally accepted accounting principles applicable are those similar to businesses in the private sector. The District's internal service funds are presented in the proprietary fund financial statements. Because the principal users of the internal services are the District's governmental activities, the financial statements of the internal service funds are consolidated into the governmental column when presented in the government-wide financial statements. To the extent possible, the costs of these services are reported in the appropriate functional activity.

The District reports the following *major* governmental funds.

General Fund

The General Fund is the general operating fund of the District. It is used to account for all financial resources except those required to be accounted for in other funds.

Special Education Fund

The Special Education Fund accounts for all costs, other than those paid by grants, directly related to providing instructional and support services to students with special needs.

LYON COUNTY SCHOOL DISTRICT

NOTES TO FINANCIAL STATEMENTS

JUNE 30, 2024

Debt Service Fund

The Debt Service Fund is used to account for the accumulation of resources for, and the payment of, general long-term debt principal, interest and related costs.

Bond Projects Fund

The Bond Projects Fund is used to account for all proceeds, interest earnings, and expenditures related to general obligation bonds sold for the purpose of acquiring or constructing major capital facilities.

The District reports the following *nonmajor* governmental funds:

| | |
|------------------------------|------------------------------|
| Federal Grants | Private Donations and Grants |
| Federal School Lunch | State Grants |
| Senate Bill (SB) 231 | Medicaid |
| Pupil-Centered Funding Plan: | Student Accounts |
| English Learner | Capital Projects |
| Gifted and Talented | Building and Sites |
| At-Risk | Residential Construction Tax |
| Adult Education | |

Additionally, the District reports the following fund types:

Internal service funds are used to account for the charges to other funds and employees for the cost of various employee benefit programs on a cost reimbursement basis:

- Workers Compensation Insurance Fund
- Unemployment Insurance Fund
- Group Insurance Fund

The **private-purpose trust fund** is used to account for the resources legally held in trust for the purpose of awarding future student scholarships.

Measurement Focus

District-Wide Financial Statements

The district-wide statements, as well as the proprietary fund financial statements, are prepared using the economic resources measurement focus.

All assets and liabilities associated with the operation of the District are included on the Statement of Net Position. The Statement of Activities presents increases (revenues) and decreases (expenses) in total net position.

LYON COUNTY SCHOOL DISTRICT

NOTES TO FINANCIAL STATEMENTS

JUNE 30, 2024

Fund Financial Statements

All governmental funds are accounted for using a flow of current financial resources measurement focus. With this measurement focus, only current assets and current liabilities are generally included on the Balance Sheet. The Statement of Revenues, Expenditures, and Changes in Fund Balances reports on the sources (revenues and other financing sources) and uses (expenditures and other financing uses) of current financial resources. This approach differs from the manner in which the governmental activities of the district-wide financial statements are prepared. Governmental fund financial statements therefore include reconciliations with brief explanations to better identify the relationship between the district-wide financial statements and the governmental funds financial statements.

Basis of Accounting

The basis of accounting determines when transactions are recorded in the financial records and reported in the financial statements. The district-wide financial statements and the proprietary fund financial statements are prepared using the accrual basis of accounting. Governmental funds use the modified accrual basis of accounting. Differences between the accrual and the modified accrual basis of accounting arise in the recognition of revenue, the recording of deferred inflows/outflows, and in the presentation of expenses versus expenditures.

Revenues

Revenue resulting from exchange transactions, in which each party gives and receives essentially equal value, is recorded on the accrual basis when the exchange takes place. On a modified accrual basis, revenue is recorded in the fiscal year in which the resources are measurable and available. Available means that the resources will be collected within the current fiscal year or are expected to be collected soon enough thereafter to be used to pay liabilities of the current fiscal year. For the District, available generally means expected to be received within 60 days of the fiscal year-end.

Non-exchange transactions, in which the District receives value without directly giving equal value in return, include taxes, grants, entitlements and donations for which the revenue is recognized in the fiscal year in which all eligibility requirements have been satisfied. Eligibility requirements include timing requirements, which specify the year when the resources are required to be used or the year when use is first permitted; matching requirements, in which the District must provide local resources to be used for a specified purpose; and expenditure requirements, in which the resources are provided to the District on a reimbursement basis. Property taxes are recognized as revenues in the year for which they are levied. On a modified accrual basis, revenue from non-exchange transactions must also be available before it can be recognized. Under the modified accrual basis, the following revenue sources are deemed both measurable and available at fiscal year-end: investment earnings, grants and entitlements.

LYON COUNTY SCHOOL DISTRICT

NOTES TO FINANCIAL STATEMENTS

JUNE 30, 2024

Deferred Inflows/Outflows of Resources

In addition to assets, the Statement of Net Position and Balance Sheet will sometimes report a separate section for deferred *outflows* of resources. This separate financial statement element represents a consumption of net position that applies to a future period(s) and so will not be recognized as an outflow of resources (expenditure) until then. The District's governmental funds do not have any items that qualify for reporting in this category. However, the Statement of Net Position reports deferred debt retirement charges in this category and the amount is being amortized over the required periods through the applicable bond maturities. In addition, deferred outflows of resources have been reported for items related to the District's net pension and net other postemployment benefits (OPEB) liabilities.

In addition to liabilities, the Statement of Net Position and Balance Sheet will sometimes report a separate section for deferred *inflows* of resources. This separate financial statement element represents an acquisition of net position that applies to a future period(s) and so will not be recognized as an inflow of resources (revenue) until then. The District has only one item, which arises only under a modified accrual basis of accounting that qualifies for reporting in this category. Accordingly, the item, unavailable revenue, is reported only in the governmental funds Balance Sheet. The governmental funds report unavailable revenues from property taxes. These amounts are deferred and recognized as an inflow of resources in the period that the amounts become available.

The District also reports a deferred inflow of resources related to its pension and OPEB liabilities. These deferred inflows of resources are only reported in the government-wide statement of net position.

Expenses/Expenditures

On the accrual basis of accounting, expenses are recognized at the time they are incurred. The measurement focus of governmental fund accounting is on decreases in net financial resources (expenditures) rather than expenses. Expenditures are generally recognized in the accounting period in which the related fund liability is incurred, if measurable. Allocations of cost, such as depreciation and amortization, are not recognized in the governmental funds. Debt service expenditures, as well as expenditures related to compensated absences, are recorded only when payment is due.

Cash and Investments

Cash balances from all funds are combined and, invested to the extent practicable. The District invests as permitted by NRS 355.170 and has not adopted additional investment policies. The District's investments are stated at cost, which approximates market value.

Pursuant to NRS 355.170, the District may only invest in the following types of securities:

- United States bonds and debentures maturing within ten (10) years from the date of purchase.
- Certain farm loan bonds.

LYON COUNTY SCHOOL DISTRICT

NOTES TO FINANCIAL STATEMENTS

JUNE 30, 2024

- Securities of the United States Treasury, United States Postal Service or the Federal National Mortgage Association maturing within ten (10) years from the date of purchase.
- Negotiable certificates of deposit from commercial banks and insured savings and loan associations within the State of Nevada.
- Certain securities issued by local governments of the State of Nevada.
- Other securities expressly provided by other statutes, including repurchase agreements.
- Certain short-term commercial paper issued by U.S. Corporations.
- Certain "AAA" rated mutual funds that invest in Federal securities.

Inventories and Prepaid Items

Inventories are recorded at cost using the first-in/first-out (FIFO) method, except for commodities, which are stated at their fair value. The costs of governmental fund-type inventories are recorded as expenditures when consumed rather than when purchased.

Certain payments to vendors reflect costs applicable to future accounting periods and are recorded as prepaid items.

Restricted Assets

State law prohibits any money paid into a fund created for the purpose of providing self-funded health insurance from being used for any other purpose. Prohibited transactions include loaning money to other funds or governmental entities.

Capital Assets

Capital assets, which include property, plant, equipment, and infrastructure assets, are reported in the government-wide financial statements. Capital assets are defined by the District as assets with an initial, individual cost of at least \$5,000 (\$15,000 for infrastructure), and an estimated useful life in excess of two years. Such assets are recorded at historical cost or estimated historical cost if purchased or constructed. Donated capital assets are stated at their acquisition value as of the date of donation.

Property, plant and equipment are being depreciated using the straight line method over the following estimated useful lives:

LYON COUNTY SCHOOL DISTRICT

NOTES TO FINANCIAL STATEMENTS

JUNE 30, 2024

| | Estimated Useful Life <u>(in Years)</u> |
|--------------------------------|---|
| Buildings | 50 |
| Infrastructure | 20 |
| Site and building improvements | 20 |
| Vehicles | 8 |
| Computer and related equipment | 5 |
| Other equipment | 5-15 |

Long-term Obligations

In the district-wide financial statements, long-term debt and other long-term obligations are reported as liabilities in the Statement of Net Position. Bond premiums and discounts are deferred and amortized over the life of the bonds using the proportionate-to-stated-interest-requirements method.

In the fund financial statements, governmental fund types recognize bond premiums and discounts, as well as bond issuance costs, during the current period. The face amount of debt issued is reported as other financing sources. Premiums received on debt issuances are reported as other financing sources while discounts on debt issuances are reported as other financing uses. Issuance costs are reported as current expenditures of the fund receiving the proceeds.

Vacation Time and Sick Leave Benefits

The costs of vacation time and sick leave benefits are not accrued as earned but are recorded as payroll costs only when the time is actually used in the governmental fund statements. The full cost of accrued vacation for those classified and administrative employees who earn vacation time is recorded in the district-wide financial statements.

The majority of the employees of the District are teachers and classified staff who accumulate sick leave up to 250 days with no vacation time provided. Although sick leave may be accumulated, the amount paid to an employee upon termination, retirement or death is based on a predetermined daily dollar amount that is based on the length of service and number of sick leave days accumulated. An employee's compensation is limited to \$15,000 and subject further to an annual aggregate limitation. Such payments are made each September to qualifying employees who terminated employment during the previous year. Any current liability that may exist at year-end is recorded in the General Fund. The estimated liability to employees separating from service in future years is recorded in the district-wide financial statements.

LYON COUNTY SCHOOL DISTRICT

NOTES TO FINANCIAL STATEMENTS

JUNE 30, 2024

Postemployment Benefits Other than Pensions

Postemployment expenditures are comprised of monthly payments to the Nevada Public Employees' Benefit Program (PEBP) for the District's subsidy of retiree insurance premiums and the portion of insurance premiums paid to private insurers on behalf of active employees that represents the implicit cost of retiree coverage. The payments to PEBP are charged to the General Fund while the employee insurance premiums are charged to the respective fund to which the employees' payroll costs are charged. The District has elected to fund postemployment benefits using the pay-as-you-go basis. Postemployment benefits other than pensions are discussed in further detail in Note 10.

Property Taxes

All real property in Lyon County is assigned a parcel number in accordance with state law, with each parcel being subject to physical reappraisal every five years. A factoring system is used to adjust the appraised value during the years between physical appraisals. The valuation of the property and its improvements is being assessed at 35 percent of "taxable value" as defined by statute. The amount of tax levied is developed by multiplying the assessed value by the tax rate applicable to the area in which the property is located. The maximum tax rate was established in the State Constitution at \$5 per \$100 of assessed valuation; however, as a result of legislative action the tax rate has been further limited to \$3.64 per \$100 of assessed value except in cases of severe financial emergency as defined in NRS 354.705.

Taxes on real property are a lien on the property and attach on July 1 (the levy date) of the year for which the taxes are levied.

Taxes may be paid in four installments payable on the third Monday in August and the first Mondays in October, January, and March to the Lyon County Treasurer. Penalties are assessed if a taxpayer fails to pay an installment within ten days of the installment due date. After a two-year waiting period, if taxes remain unpaid, a tax deed is issued conveying the property to the County with a lien for back taxes and accumulated charges. Redemption may be made by the owner and such persons as described by statute by paying all back taxes and accumulated penalties, interest, and costs before sale.

Statement of Cash Flows

For purposes of the statement of cash flows, the District considers all highly liquid investments with an original maturity of three months or less when purchased to be cash equivalents.

Use of Estimates

The preparation of financial statements in conformity with generally accepted accounting principles requires management to make estimates and assumptions that affect certain reported amounts and disclosures. Accordingly, actual results could differ from those estimates.

LYON COUNTY SCHOOL DISTRICT

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Comparative Data

Comparative data shown for the prior year has been extracted from the 2023 financial statements. It has been provided to add comparability, but is not considered full disclosure of transactions for 2023. Such information can only be obtained by referring to the financial report for that year. Certain amounts in the prior year data have been reclassified in order to be consistent with the current year's presentation.

NOTE 2 – BUDGETS AND BUDGETARY ACCOUNTING

The District adheres to the Local Government Budget Act incorporated within the statutes of the State of Nevada, which includes the following major procedures to establish the budgetary data reflected in these financial statements:

1. On or before April 15, the Lyon County School District Board of Trustees files a tentative budget with the Nevada Department of Taxation and the Nevada Department of Education for all funds other than Trust and Agency Funds, which are not required to be budgeted. Although not required, management has elected to adopt annual budgets to improve fiscal accountability for private-purpose trust funds.
2. Prior to June 8, at a public hearing, the Board indicates changes, if any, to be made to the tentative budget and adopts a final budget by the favorable vote of a majority of the members of the Board. The final budget is then forwarded to the Nevada Tax Commission to approve the requested ad valorem tax rate.
3. Prior to January 1, each school district must adopt an amendment to its final budget to reflect the change in revenue to be received from actual student enrollment.
4. Formal budgetary integration in the financial records is employed to enhance management control during the year for all funds.
5. Budgets for funds are adopted on a basis consistent with Generally Accepted Accounting Principles (GAAP). Appropriations lapse at year-end.
6. Budgeted amounts within funds, and between funds, may be transferred if amounts do not exceed the amounts originally budgeted. Such transfers are to be approved by the Budget Officer and/or the Board of Trustees, depending on established criteria. Budget augmentations in excess of original budgetary amounts may be made only with prior approval of the Lyon County School District Board of Trustees, following a scheduled and noticed public hearing.

LYON COUNTY SCHOOL DISTRICT

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In accordance with state statute, actual expenditures may not exceed budgetary appropriations at the program level for governmental funds, except for bond repayments, short-term financing repayment and any other long-term contract expressly authorized by law or payments for the construction of public works from funds provided by the proceeds of a sale of bonds or short-term financing. Internal service funds' level of budgetary control is the sum of operating and non-operating expenses.

NOTE 3 – COMPLIANCE WITH APPLICABLE NEVADA REVISED STATUTES (NRS)

The District conformed to all significant statutory constraints on its financial administration for the year ended June 30, 2024.

NOTE 4 – CASH EQUIVALENTS AND INVESTMENTS

Cash includes not only currency on hand but demand deposits with banks or other financial institutions. Cash also includes other kinds of accounts that have the general characteristics of demand deposits in that the customer may deposit additional funds at any time and also effectively may withdraw funds at any time without prior notice or penalty. Cash equivalents are short-term, highly liquid investments that (a) are readily convertible to known amounts of cash and (b) are so near to their maturity that they present insignificant risk of changes in value because of changes in interest rates.

As of June 30, 2024, the District had the following amounts reported as cash and investments:

| | |
|--------------------------------------|----------------------|
| Government-Wide Balances: | |
| Pooled cash | \$ 44,160,724 |
| Investments | <u>19,303,409</u> |
| | 63,464,133 |
| Fiduciary Fund: | |
| Student Scholarship Fund investments | <u>965,868</u> |
| Total Cash and Investments | <u>\$ 64,430,001</u> |

A portion of the District's cash and investments is restricted by Nevada Statutes. The amount restricted at June 30, 2024, is \$654,000, which is held in a restricted bank account to secure future workers' compensation claims.

The District participates in a cash sweep program through Wells Fargo Advisors whereby excess cash balances (as established by the District and periodically adjusted) are "swept" over night into Allspring Government Money Market Fund. This fund invests in high-quality, short-term, U.S. dollar-denominated money market instruments that consist of U.S. Government obligations and repurchase agreements collateralized by U.S. government obligations. The sweep into the Allspring Government Money Market Fund is not insured or guaranteed by the Federal Deposit Insurance Corporation or any other government

LYON COUNTY SCHOOL DISTRICT

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agency. The funds swept into the Allspring account as of June 30, 2024 amounted to \$41,880,177. As the funds are immediately available to the District, they are considered cash and cash equivalents and are included in the District's pooled cash noted above. As of June 30, 2024, the average fund yield was 5.194%.

Except for financial reporting purposes, the cash and investments balances in the District's Fiduciary fund is not normally considered part of the District's pooled cash and investments. These amounts represent cash and investments held in an agency capacity by the District and cannot be used in its normal operations.

As of June 30, 2024, the District had the following investments with the maturities noted:

| | Fair Value | Investment Maturities (In Years) | | |
|---|----------------------|-------------------------------------|---------------------|---------------------|
| | | < 1 | 1-3 | >3 |
| Corporate Bonds | \$ 7,335,088 | \$ 197,690 | \$ 4,295,587 | \$ 2,841,811 |
| U.S. Treasury Notes | 297,417 | 297,417 | - | - |
| Government Agency Bonds | 7,630,807 | 222,802 | 5,311,246 | 2,096,759 |
| First American Gov't Money Mkt | 121,320 | 121,320 | - | - |
| State of NV Local Government Investment Pool | 4,794,668 | 4,794,668 | - | - |
| | 20,179,300 | <u>\$ 5,633,897</u> | <u>\$ 9,606,833</u> | <u>\$ 4,938,570</u> |
| Accrued interest | <u>89,977</u> | | | |
| Total Investments | <u>\$ 20,269,277</u> | | | |

The District categorizes the fair value measurements of its investments based on the hierarchy established by generally accepted accounting principles. The fair value hierarchy, which has three levels, is based on the valuation inputs used to measure an asset's fair value: Level 1 inputs are quoted prices in active markets for identical assets; Level 2 inputs are significant other observable inputs; Level 3 inputs are significant unobservable inputs. The District does not have any investments that are measured using Level 2 or 3 inputs. As of June 30, 2024, the District had recurring fair value measurements, as presented below:

LYON COUNTY SCHOOL DISTRICT

NOTES TO FINANCIAL STATEMENTS

JUNE 30, 2024

| | Fair Value | Fair Value Measurements Using Input Levels | | |
|---|---------------|--|---------------|------|
| | | 1 | 2 | 3 |
| Investments: | | | | |
| Corporate Bonds | \$ 7,335,088 | \$ - | \$ 7,335,088 | \$ - |
| U.S. Treasury Notes | 297,417 | 297,417 | - | - |
| Government Agency Bonds | 7,630,807 | - | 7,630,807 | - |
| First American Gov't Money Mkt | 121,320 | 121,320 | - | - |
| | \$ 15,384,632 | \$ 418,737 | \$ 14,965,895 | \$ - |
| Investments Not Classified by Level: | | | | |
| Accrued interest | 89,977 | | | |
| State of NV Local Government Investment Pool | 4,794,668 | | | |
| Total Investments | \$ 20,269,277 | | | |

The District is a voluntary participant in the State of Nevada Local Government Investment Pool (LGIP), which is authorized by NRS 355.167 and is administered by the State Treasurer. Administrative policies are adopted by the State Board of Finance, which has oversight responsibilities. The fair value of the District's position in the pool equals the value of the pool shares, as determined daily. The \$4,794,668 investment in LGIP is carried at fair value. The Pool is an unrated external investment pool with an average weighted maturity of less than a year.

In addition to the District's investment in the State of Nevada Local Government Investment Pool (LGIP), discussed above, the District also has investments held with US Bank. Securities purchased in the District's portfolios are held in a separate safekeeping account at US Bank and registered in the name of the District. Specific investment guidelines, originally established by the State of Nevada's NWest program, are in place to address the various types of investment risk.

Interest Rate Risk

Interest rate risk is the risk of possible reduction in the value of a security, especially a bond, resulting from a rise in interest rates. To limit exposure to interest rate risk, Nevada Statutes limits banker's acceptances to 180 days maturities, repurchase agreements to 90 days, U.S. Treasuries and Agencies to less than 10 years, and commercial paper to 270 days maturities. The District's investment in U.S. Agency mortgage backed securities consists of securities issued by the Federal National Mortgage Association, Federal Farm Credit Bank, and Federal Home Loans Bank. Since investments in these agencies are in many cases backed by assets such as mortgages they are subject to prepayment risk.

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JUNE 30, 2024

Credit Risk

Credit risk is the risk that an issuer or other counterparty to an investment will not fulfill its obligation and is a function of the credit quality ratings of its investments. Nevada Statutes limit investment in money market mutual funds and asset-backed securities to the “AAA” rating (or equivalent) by a nationally recognized statistical rating organization. The District’s corporate securities are in most cases rated by both Standard & Poor’s and Moody’s rating agencies as indicated above. The U.S. Agency pools and mortgage-backed securities are backed by the U.S. government and unrated.

Concentration Risk

To limit exposure to concentrations of credit risk, the District’s investment guidelines limit investment in asset backed securities, bankers’ acceptances, non-U.S. agency collateralized mortgage obligations, commercial paper, corporate notes, negotiable certificates of deposit and U.S. Treasuries to 20% of total par value of the portfolio on the date of purchase. The District has less than 5% of total investments in any single issuer, excluding U.S. government obligations and pooled investments.

Custodial Credit Risk

Custodial credit risk is the risk that in the event of a bank failure, the District’s deposits may not be returned. Except for the District’s participation in the cash sweep program, its bank deposits are generally covered by FDIC insurance and are collateralized by the Office of the State Treasurer.

NOTE 5 – INTERFUND RECEIVABLES, PAYABLES, AND TRANSFERS

The costs of group health insurance, workers’ compensation and unemployment benefits are accounted for in the respective internal service fund. All funds from which salaries are paid are charged a percent of gross payroll to recover the cost of benefits.

Some federal and state grants and programs had cash deficits at year end due to outstanding cash requests.

Interfund receivable and payable balances as of June 30, 2024 are as follows:

| | Interfund Receivables | Interfund Payables |
|------------------------------|--------------------------|-----------------------|
| General Fund | \$ 3,840,835 | \$ - |
| Nonmajor Governmental Funds: | | |
| Federal Grants | - | 2,803,976 |
| Senate Bill (SB) 231 | - | 767,394 |
| State Grants Fund | - | 149,216 |
| Adult Education Fund | - | 120,249 |
| | <u>\$ 3,840,835</u> | <u>\$ 3,840,835</u> |

LYON COUNTY SCHOOL DISTRICT

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JUNE 30, 2024

During the year, transfers of \$15,525,000 were made from the General Fund to other funds as follows:

| | Transfers To | Transfers From |
|-------------------------------|----------------------|-----------------------|
| General Fund | \$ - | \$(15,525,000) |
| Special Education Fund | 12,375,000 | - |
| PCFP - English Learners Fund | 500,000 | - |
| PCFP - Gifted & Talented Fund | 500,000 | - |
| PCFP - At-Risk Fund | 450,000 | - |
| Medicaid Fund | 100,000 | - |
| Capital Projects Fund | 1,600,000 | - |
| | <u>\$ 15,525,000</u> | <u>\$(15,525,000)</u> |

NOTE 6 – CAPITAL ASSETS

A summary of the District's capital asset balance and activity as of and for the year ended June 30, 2024:

| | Balance July 1, 2023 | Additions/ Transfers | Deletions/ Transfers | Balance June 30, 2024 |
|--------------------------------------|-------------------------|-------------------------|-------------------------|--------------------------|
| Nondepreciable Capital Assets | | | | |
| Land | \$ 8,830,484 | \$ - | \$ - | \$ 8,830,484 |
| Construction in progress | 18,858,164 | | (18,858,164) | - |
| | <u>27,688,648</u> | <u>-</u> | <u>(18,858,164)</u> | <u>8,830,484</u> |
| Depreciable Capital Assets | | | | |
| Buildings and improvements | 166,230,182 | 36,950,658 | - | 203,180,840 |
| Infrastructure | 20,829,275 | - | - | 20,829,275 |
| Equipment and vehicles | 36,422,118 | 2,545,511 | - | 38,967,629 |
| | <u>223,481,575</u> | <u>39,496,169</u> | <u>-</u> | <u>262,977,744</u> |
| Less accumulated depreciation: | | | | |
| Buildings and improvements | (72,923,604) | (5,504,291) | - | (78,427,895) |
| Infrastructure | (10,439,135) | (564,278) | - | (11,003,413) |
| Equipment and vehicles | (26,191,039) | (1,055,657) | - | (27,246,696) |
| | <u>(109,553,778)</u> | <u>(7,124,226)</u> | <u>-</u> | <u>(116,678,004)</u> |
| Depreciable assets, net | <u>113,927,797</u> | <u>32,371,943</u> | <u>-</u> | <u>146,299,740</u> |
| Governmental Activities | | | | |
| Capital Assets, net | <u>\$ 141,616,445</u> | <u>\$ 32,371,943</u> | <u>\$ (18,858,164)</u> | <u>\$ 155,130,224</u> |

Depreciation expense for the year was \$7,124,226.

LYON COUNTY SCHOOL DISTRICT

NOTES TO FINANCIAL STATEMENTS

JUNE 30, 2024

NOTE 7 – LONG-TERM DEBT

The District’s long-term liability activity is summarized as follows:

Changes in Long-Term Debt

| | Balance July 1, 2023 | Increases | Decreases | Balance June 30, 2024 | Due Within One Year |
|--------------------------|-------------------------|-------------------|-----------------------|--------------------------|------------------------|
| General obligation bonds | \$ 79,780,000 | \$ - | \$ (8,355,000) | \$ 71,425,000 | \$ 8,740,000 |
| Deferred amounts for | | | | | |
| issuance of premiums | 9,207,286 | - | (800,635) | 8,406,651 | 800,635 |
| Compensated absences | 1,632,299 | - | (348,079) | 1,284,220 | - |
| | <u>90,619,585</u> | <u>-</u> | <u>(9,503,714)</u> | <u>81,115,871</u> | <u>9,540,635</u> |
| Net pension liability | 127,601,188 | | (3,447,144) | 124,154,044 | - |
| Obligation for OPEB | <u>12,494,386</u> | <u>398,623</u> | <u>-</u> | <u>12,893,009</u> | <u>-</u> |
| | <u>\$ 230,715,159</u> | <u>\$ 398,623</u> | <u>\$(12,950,858)</u> | <u>\$ 218,162,924</u> | <u>\$ 9,540,635</u> |

The District’s liability related to its participation in the State of Nevada Public Employees Retirement System (PERS) is discussed at Note 9 and its liability related to other postemployment benefits is discussed at Note 10. The liability for compensated absences is generally extinguished through General Fund resources.

General Obligation Bonds

Bonds payable as of June 30, 2024 are comprised of the following general obligation issues and are serviced by property tax revenues received by the Debt Service Fund:

| Series | Date Issued | Date of Final Maturity | Interest Rate | Original Amount Issued | Balance on June 30, 2024 | Principal Due Within One Year |
|--------|-------------|------------------------|---------------|------------------------|--------------------------|-------------------------------|
| 2013 | 3/13/13 | 4/1/25 | 1.99% | \$ 9,765,000 | \$ 670,000 | \$ 670,000 |
| 2016A | 6/21/16 | 4/1/36 | 2.37% | 6,400,000 | 5,130,000 | 335,000 |
| 2017A | 8/8/17 | 6/1/30 | 2.01% | 17,900,000 | 8,925,000 | 1,465,000 |
| 2019 | 10/9/19 | 4/1/28 | 1.66% | 7,055,000 | 4,690,000 | 1,710,000 |
| 2021 | 3/11/21 | 6/1/41 | 1.48% | 14,925,000 | 12,220,000 | 1,495,000 |
| 2022A | 3/10/22 | 6/1/42 | 2.50% | 27,660,000 | 26,870,000 | 400,000 |
| 2022B | 3/10/22 | 6/1/42 | 1.88% | 9,705,000 | 8,510,000 | 500,000 |
| 2023 | 6/13/23 | 6/1/26 | 3.77% | 6,500,000 | <u>4,410,000</u> | <u>2,165,000</u> |
| | | | | | <u>\$ 71,425,000</u> | <u>\$ 8,740,000</u> |

LYON COUNTY SCHOOL DISTRICT

NOTES TO FINANCIAL STATEMENTS

JUNE 30, 2024

As of June 30, 2024, the District's limit of bonded indebtedness as defined by NRS 387.400 was \$462,558,883. The District had \$71,425,000 in bonded debt outstanding, leaving an unused bonding capacity of \$391,133,883. See Note 12 for a discussion of a bond issuance subsequent to June 30, 2024. In addition, there are other factors which could limit the District's bonding capacity, such as overlapping tax rates, available revenues, market conditions, and project specifications.

The annual requirements to amortize the general obligation bonds outstanding as of June 30, 2024 are as follows:

| <u>Fiscal Year</u> | <u>Principal</u> | <u>Interest</u> | <u>Total Requirements</u> |
|--------------------|----------------------|----------------------|---------------------------|
| 2025 | \$ 8,740,000 | \$ 2,818,649 | \$ 11,558,649 |
| 2026 | 8,270,000 | 2,433,027 | 10,703,027 |
| 2027 | 5,710,000 | 2,055,388 | 7,765,388 |
| 2028 | 5,980,000 | 1,780,388 | 7,760,388 |
| 2029 | 5,340,000 | 1,511,338 | 6,851,338 |
| 2030-2034 | 18,385,000 | 4,696,610 | 23,081,610 |
| 2035-2039 | 12,265,000 | 1,935,336 | 14,200,336 |
| 2040-2043 | 6,735,000 | 408,000 | 7,143,000 |
| | <u>\$ 71,425,000</u> | <u>\$ 17,638,736</u> | <u>\$ 89,063,736</u> |

The principal amounts shown above do not include unamortized bond premiums of \$8,406,651 as of June 30, 2024, of which \$800,635 will be amortized in FY 25.

Interest expense reported in the Statement of Activities for FY24 was \$2,524,463.

Advance Refundings

For bond refundings resulting in the defeasance of the debt reported in the district-wide financial statements, the difference between the reacquisition price and the net carrying amount of the old debt is deferred and amortized as a component of interest expense. The accounting gain or loss is amortized over the remaining life of the old debt or the life of the new debt, whichever is shorter. The unamortized amount is presented as a deferred outflow of resources. As of June 30, 2024, this deferred outflow of resources was \$644,045 and the amortization in 2024 was \$165,881 which is included with interest expense in the Statement of Activities. The anticipated amortization for the year ending June 30, 2025 is \$165,881.

LYON COUNTY SCHOOL DISTRICT

NOTES TO FINANCIAL STATEMENTS

JUNE 30, 2024

NOTE 8 – RISK FINANCING

Self-Insured Workers Compensation Benefits

Effective July 1, 2003, the District adopted a self-insured program for providing workers compensation benefits paid due to work related injuries. The program is accounted for in the Workers Compensation Insurance Fund. Under the self-insured program, the District contracts with a third-party administrator to process claims and purchased reinsurance to cover individual claims that exceed \$250,000. The liability for incurred but unreported claims as of June 30, 2024 is \$1,045,000 as determined by an independent actuary. Interfund premiums are based on rates expected to meet current expenditures and fund the liability for incurred but unreported claims.

Self-Insured Health Care Insurance (Group Insurance Fund)

From December 2018 through December 2020, the District was self-insured for its group health, dental and vision care coverage, pursuant to NRS 287.010(1). The District was contracted with a third-party to provide administration and payment of the claims. The Group Insurance Fund collected interfund charges from the operating funds of the District, based on rates established by the District's Insurance Committee. Claims were paid by the District upon receipt of a monthly invoice from the third-party administrator.

Property and Liability Claims

The District's property and liability insurance policy includes a self-insured retention provision whereby the District is responsible for claims up to \$25,000 per occurrence. Claims are paid from the General Fund. Settlement amounts have not exceeded insurance coverage for the current or the three prior years.

NOTE 9 – DEFINED BENEFIT PENSION PLAN

Plan Description

The District contributes to the State of Nevada Public Employees Retirement System (PERS) a statewide, cost-sharing, multiple-employer defined benefit plan administered by the State of Nevada that covers substantially all employees of the District. PERS provides retirement, disability, and death benefits, including annual cost of living adjustments, to plan members and their beneficiaries. Chapter 286 of the Nevada Revised Statutes establishes the benefit provisions provided to the participants of PERS. These benefit provisions may only be amended through legislation. PERS issues a publicly available financial report that includes financial statements and required supplementary information. That report is available on the web at <http://www.nvpers.org> or by writing to the State of Nevada Public Employees Retirement System, 693 West Nye Lane, Carson City, NV 89703-1599 or by calling (775) 687-4200.

LYON COUNTY SCHOOL DISTRICT

NOTES TO FINANCIAL STATEMENTS

JUNE 30, 2024

Benefits Provided

Benefits provisions of the defined benefit pension plan are established by Nevada Revised Statutes (NRS or statute), which may be amended. Benefits are determined by the number of years of accredited service at time of retirement and the member's highest average compensation in any 36 consecutive months with special provisions for members entering the System on or after January 1, 2010, and on or after July 1, 2015. Benefit payments to which participants or their beneficiaries may be entitled under the plan include pension benefits, disability benefits, and survivor benefits.

Monthly benefit allowances for members are computed at 2.5% of average compensation for each accredited year of service prior to July 1, 2001. For service earned on and after July 1, 2001, this multiplier is 2.67% of average compensation. For members entering the System on or after January 1, 2010, there is a 2.5% multiplier, and for regular members entering PERS on or after July 1, 2015, there is a 2.25% multiplier. The System offers several alternatives to the unmodified service retirement allowance which, in general, allow the retired employee to accept a reduced service retirement allowance payable monthly during his or her lifetime and various optional monthly payments to a named beneficiary after his or her death. Post-retirement increases are provided by authority of NRS 286.575-.579.

Vesting

Regular members are eligible for retirement at age 65 with five years of service, at age 60 with ten years of service, or at any age with thirty years of service. Regular members entering the System on or after January 1, 2010, are eligible for retirement at age 65 with five years of service, or age 62 with ten years of service, or any age with thirty years of service. Regular members who entered the System on or after July 2015, are eligible for retirement at age 65 with 5 years of service, or at age 62 with 10 years of service or at age 55 with 30 years of service or any age with 33 1/3 years of service.

The normal ceiling limitation on monthly benefit allowances is 75% of average compensation. However, a member who has an effective date of membership before July 1, 1985, is entitled to a benefit of up to 90% of average compensation. Members become fully vested as to benefits upon completion of five years of service.

Contributions

Contribution provisions are specified by state statute and may be amended only by action of the State legislature. Contribution rates are based on biennial actuarial valuations and are expected to finance the costs of benefits earned by employees during the year, with an additional amount to finance a portion of the unfunded accrued liability. New hires, in agencies which did not elect the Employer-Pay Contribution (EPC) plan prior to July 1, 1983, have the option of selecting one of two contribution plans. One plan provides for matching employee and employer contributions, while the other plan provides for employer-pay contributions only. Under the matching Employee/Employer Contribution plan a member may, upon termination of service for which contribution is required, withdraw employee contributions which have been credited to their account. All membership rights and active service credit in the System are canceled upon withdrawal of contributions from the member's account. If EPC was elected, the member cannot convert to the Employee/Employer Contribution plan.

LYON COUNTY SCHOOL DISTRICT

NOTES TO FINANCIAL STATEMENTS

JUNE 30, 2024

The required contribution rates for the year ended June 30, 2024 were 17.50% for the EE/ER plan and 33.5% for the EPC plan. The District's contributions to the Plan were \$10,565,011 for the year ended June 30, 2024.

PERS Investment Policy

PERS' policies which determine the investment portfolio target asset allocation are established by the PERS Board. The asset allocation is reviewed annually and is designed to meet the future risk and return needs of the System.

The following was the PERS Board's adopted policy target asset allocation as of June 30, 2024:

| Asset Class | Target Allocation | Long-Term |
|----------------------|-------------------|--|
| | | Geometric Expected Real Rate of Return |
| U.S. Stocks | 42% | 5.50% |
| International Stocks | 18% | 5.50% |
| U.S. Bonds | 28% | 0.75% |
| Private Markets | 12% | 6.65% |
| | 100% | |

Net Pension Liability

As of June 30, 2024, the District reported a liability of \$124,154,044 for its proportionate share of the net pension liability. The net pension liability was measured as of June 30, 2023 and the total pension liability used to calculate the net pension liability was determined by an actuarial valuation as of that date. The District's proportion of the net pension liability was based on the District's share of contributions in the PERS pension plan relative to the total contributions of all participating reporting units and members. At June 30, 2023, the District's proportion of the regular plan was .68019%, which was a decrease of .00027 from its .70674% proportion measured as of June 30, 2022.

Sensitivity of the Net Pension Liability to Changes in the Discount Rate

The following presents the net pension liability of the District calculated using the discount rate of 7.25%. The following also reflects what the District's net pension liability would be if it were calculated using a discount rate that is 1.00 percentage point lower (6.25%) or 1.00 percentage point higher (8.25%) than the current discount rate of 7.25%.

| | 1% Decrease in Discount Rate (6.25%) | Discount Rate (7.25%) | 1% Increase in Discount Rate (8.25%) |
|-----------------------|--|--------------------------|--|
| Net Pension Liability | \$ 193,201,921 | \$ 124,154,044 | \$ 67,169,273 |

LYON COUNTY SCHOOL DISTRICT

NOTES TO FINANCIAL STATEMENTS

JUNE 30, 2024

Pension Plan Fiduciary Net Position

Detailed information about the pension plan's fiduciary net position is available in the Comprehensive Annual Financial Report, available on the NVPERS website.

Actuarial Assumptions

The System's net pension liability was measured as of June 30, 2023, and the total pension liability used to calculate the net pension liability was determined by an actuarial valuation as of that date.

The total pension liability was determined using the following actuarial assumptions, applied to all periods included in the measurement:

| | |
|---------------------------|--|
| Investment rate of return | 7.25% per year. |
| Salary increases | 4.20% to 9.10% depending on service. |
| Inflation rate | 2.50% per year. |
| Productivity pay increase | 0.50% |
| Other assumptions | Same as those used in the June 30, 2023 funding actuarial valuation. |

Actuarial assumptions used in the June 30, 2023 valuation were based on the results of the experience study for the period July 1, 2016 through June 30, 2020.

The discount rate used to measure the total pension liability was 7.25%. The projection of cash flows used to determine the discount rate assumed that employee and employer contributions will be made at the rate specified in statute. Based on that assumption, the pension plan's fiduciary net position was projected to be available to make all projected future benefit payments for current active and inactive employees. Therefore, the long-term expected rate of return on pension plan investments was applied to all periods of projected benefit payments to determine the total pension liability.

Pension Expense, Deferred Outflows and Inflows of Resources Related to Pensions

For the year ended June 30, 2024, the District recognized pension expense of \$14,167,336. As of June 30, 2024, the District reported deferred outflows of resources and deferred inflows of resources related to pensions from the following sources:

LYON COUNTY SCHOOL DISTRICT

NOTES TO FINANCIAL STATEMENTS

JUNE 30, 2024

| | Deferred Outflows of Resources | Deferred Inflows of Resources |
|--|-----------------------------------|----------------------------------|
| Difference between expected and actual experience | \$ 16,182,722 | \$ - |
| Changes in assumptions | 11,635,597 | - |
| Net difference between projected and actual earnings on pension plan assets | - | 1,162,084 |
| Changes in proportion | 2,009,148 | 8,179,611 |
| The District's contributions subsequent to the measurement date | 10,565,011 | - |
| | <u>\$ 40,392,478</u> | <u>\$ 9,341,695</u> |

The District's contributions subsequent to the measurement date will be recognized as a reduction of the net pension liability in the year ending June 30, 2025. Other amounts reported as deferred outflows of resources and (deferred inflows) of resources related to pensions will be recognized in pension expense as follows:

| Years Ending June 30, | Amount |
|--------------------------|----------------------|
| 2025 | \$ 3,013,652 |
| 2026 | 2,565,010 |
| 2027 | 14,098,371 |
| 2028 | 612,935 |
| 2029 | 195,804 |
| | <u>\$ 20,485,772</u> |

NOTE 10 – POSTEMPLOYMENT BENEFITS OTHER THAN PENSIONS

Retirees of the District may receive these other postemployment benefits (OPEB) through the Nevada Public Employees' Benefits Program (PEBP) or through the District's healthcare plan offered to its active employees.

Plan Descriptions

Nevada Public Employees' Benefits Program

The District contributes to the Nevada Public Employees' Benefits Program (PEBP), an agent, multiple-employer defined benefit plan, which provides medical benefits to eligible retired District employees and their beneficiaries. PEBP is administered by the Board of the Public Employees' Benefits Program, consisting of nine appointed members. Before November 30, 2008, NRS 287.023 allowed retirees of local governments meeting established criteria to enroll in the PEBP and required the local governments to subsidize the cost of their retirees' premiums. Although retirees may no longer enroll in the PEBP, retirees enrolled as of

LYON COUNTY SCHOOL DISTRICT

NOTES TO FINANCIAL STATEMENTS

JUNE 30, 2024

November 30, 2008 may remain in the plan with continued premium subsidies paid by the District. The PEBP issues a publicly available report that includes financial statements and required supplementary information. That report may be obtained by writing to the Nevada Public Employees' Benefits Program, 901 South Stewart Street, Suite 1001, Carson City, Nevada 89701. The information is also located on their website at www.pebp.state.nv.us, or by calling (800) 326-5496.

PEBP is administered by the State of Nevada and is not considered a "plan" for purposes of Governmental Accounting Standards Board (GASB) Statement No. 74, *Financial Reporting for Postemployment Benefit Plans Other Than Pension Plans*. However, to enhance the understanding of this footnote, this PEBP program may be referred to as a "plan." Any assets accumulated for OPEB purposes are to be reported as assets of the employer.

The contribution requirements of plan members and the District are established and may be amended by the Board of the Public Employees' Benefits Program. The amount of subsidy an individual retiree is entitled is predicated on the years of service and a legislatively determined base amount. The District contributed \$331,488 during the year on behalf of 161 participating retirees.

Lyon County School District Healthcare Plan

The District administers a single-employer defined benefit healthcare plan. This plan provides postemployment healthcare benefits to retirees of the District. Any retiree who participates in the Nevada Public Employees' Retirement System (PERS) may purchase coverage for themselves and dependents at the same premium rate which is charged to the District's active employees. Because retirees pay the same premium as active employees rather than a higher rate that would result from rating retirees as a separate insured group, the District incurs the cost of an implicit premium subsidy. A separate report has not been issued for this plan. The District has elected to pay the implicit cost of postemployment benefits on the *pay-as-you-go* basis.

Plan membership consisted of 853 active plan members, 133 retirees receiving benefits, and 24 retirees entitled to but not receiving benefits as of June 30, 2022, the date of the latest actuarial valuation. The District contributed \$256,355 on their behalf during the year ended June 30, 2024.

NRS 288.150 specifies that insurance benefits are subject to mandatory bargaining. The amount employees contribute towards their insurance premium is negotiated with each association.

Actuarial Methods and Assumptions

The District's net OPEB liability for each plan was measured as of June 30, 2023, and the total OPEB liabilities used to calculate their respective net OPEB liability were determined by actuarial valuations for each plan as of June 30, 2022.

The total OPEB liability in the actuarial valuation for each plan was determined using the following actuarial assumptions and other inputs applied to all periods included in the measurement, unless otherwise specified:

LYON COUNTY SCHOOL DISTRICT

NOTES TO FINANCIAL STATEMENTS

JUNE 30, 2024

| | <u>District</u> | <u>PEBP</u> |
|------------------------------|---|---|
| Valuation Date | 6/30/22 | 6/30/22 |
| Actuarial Cost Method | Entry Age Normal | Entry Age Normal |
| Inflation | 2.50% | 2.50% |
| Discount Rate | 4.13% | 4.13% |
| Healthcare Inflation | <i>Pre-Medicare:</i> 6.8% effective July 2024, grading down to 3.9% by 2075 <i>Post-Medicare:</i> 4.5% | <i>Pre-Medicare:</i> 6.8% effective July 2024, grading down to 3.9% by 2075 <i>Post-Medicare:</i> 4.5% |
| Salary Increases | 3.0% | N/A |
| Retirement Age | 45-75 | N/A |
| Mortality | NV PERS 2021 Study | NV PERS 2021 Study |
| Mortality Improvement | MW Scale 2022 Generationally | MW Scale 2022 Generationally |

Sensitivity of the OPEB Liabilities to Changes in the Discount Rate and Healthcare Cost Trend Rate

The following presents the net OPEB liabilities of the District's plan and PEBP, as well as what the liabilities would be if they were calculated using a discount rate that is 1% lower or 1% higher than the current discount rate.

| <u>Net OPEB Liability</u> | <u>1% Decrease in Discount Rate to 3.13%</u> | <u>Current Discount Rate 4.13%</u> | <u>1% Increase in Discount Rate to 5.13%</u> |
|---------------------------|--|--|--|
| District | \$ 10,081,272 | \$ 8,701,348 | \$ 7,578,448 |
| PEBP | 4,605,383 | 4,191,661 | 3,836,447 |
| | <u>\$ 14,686,655</u> | <u>\$ 12,893,009</u> | <u>\$ 11,414,895</u> |

The following presents the net OPEB liabilities of the District's Plan and PEBP, as well as what the liabilities would be if they were calculated using a 1% decrease and a 1% increase in the healthcare cost trend rate.

LYON COUNTY SCHOOL DISTRICT

NOTES TO FINANCIAL STATEMENTS

JUNE 30, 2024

| Net OPEB Liability | 1% Decrease in Current Trend | Current Trend | 1% Increase in Current Trend |
|--------------------|---------------------------------|---------------|---------------------------------|
| District | \$ 7,508,803 | \$ 8,701,348 | \$ 10,224,590 |
| PEBP | 3,842,458 | 4,191,661 | 4,591,248 |
| | \$ 11,351,261 | \$ 12,893,009 | \$ 14,815,838 |

OPEB Expense and Deferred Outflows of Resources and Inflows Related to OPEB

For the year ended June 30, 2024, the District recognized OPEB expense of \$973,685 for the District Plan and \$156,005 for PEBP, for a total of \$1,129,690. As of June 30, 2024, the District reported deferred outflows of resources and deferred inflows of resources related to OPEB from the following sources:

| | District Plan | PEBP | Total |
|--|------------------|------------|--------------|
| Deferred Outflows of Resources | | | |
| Changes of assumptions | \$ 4,681,909 | \$ - | \$ 4,681,909 |
| Differences between expected and actual experience | 333,395 | - | 333,395 |
| Contributions made subsequent to the measurement date | 276,333 | 308,391 | 584,724 |
| | \$ 5,291,637 | \$ 308,391 | \$ 5,600,028 |
| Deferred Inflows of Resources | | | |
| Changes of assumptions | \$ 3,652,584 | \$ - | \$ 3,652,584 |
| Differences between expected and actual experience | 1,975,301 | - | 1,975,301 |
| | \$ 5,627,885 | \$ - | \$ 5,627,885 |

The District will recognize the contributions made subsequent to the measurement date in the fiscal year ending June 30, 2025. In addition, future recognition of the other deferred amounts presented above will be recognized in OPEB expense as follows:

LYON COUNTY SCHOOL DISTRICT

NOTES TO FINANCIAL STATEMENTS

JUNE 30, 2024

| Year Ending | Recognized Net Deferred Outflows (Inflows) of Resources | | |
|-----------------|--|-------------|---------------------|
| | District Plan | PEBP | Total |
| <u>June 30,</u> | | | |
| 2025 | \$ 116,463 | \$ - | \$ 116,463 |
| 2026 | 116,463 | - | 116,463 |
| 2027 | 116,463 | - | 116,463 |
| 2028 | 120,743 | - | 120,743 |
| 2029 | 137,865 | | 137,865 |
| Thereafter | <u>(1,220,578)</u> | <u>-</u> | <u>(1,220,578)</u> |
| | <u>\$ (612,581)</u> | <u>\$ -</u> | <u>\$ (612,581)</u> |

Change in Net OPEB Liability

The following table depicts the District's changes in the net OPEB liability for the year ended June 30, 2024:

| | District | PEBP | Combined |
|------------------------|---------------------|---------------------|---------------------|
| Balance, July 1, 2023 | \$ 8,150,339 | \$ 4,344,047 | \$12,494,386 |
| Changes for the Year: | | | |
| Service cost | 508,325 | - | 508,325 |
| Interest cost | 348,897 | 171,365 | 520,262 |
| Changes of assumptions | (49,858) | (15,360) | (65,218) |
| Plan experience | - | - | - |
| Benefit payments | <u>(256,355)</u> | <u>(308,391)</u> | <u>(564,746)</u> |
| Net Changes | <u>551,009</u> | <u>(152,386)</u> | <u>398,623</u> |
| Balance, June 30, 2024 | <u>\$ 8,701,348</u> | <u>\$ 4,191,661</u> | <u>\$12,893,009</u> |

NOTE 11 – FUND BALANCE, NET ASSETS, RESTRICTIONS AND RESERVATIONS

District-Wide Financial Statements

The district-wide Statement of Net Position utilizes a net position presentation. Net position is categorized as invested in capital assets-net of related debt, restricted and unrestricted. Related debt is the debt outstanding that relates to the acquisition, construction or improvement of capital assets.

Restricted net position is comprised of net assets which have third-party limitation on their use, whether statutory or imposed by a bond covenant or granting agency. Restricted net position is classified either by

LYON COUNTY SCHOOL DISTRICT

NOTES TO FINANCIAL STATEMENTS

JUNE 30, 2024

function, debt service, project, or claims. When both restricted and unrestricted resources are available for use, it is the District's policy to use restricted resources first, then unrestricted resources as needed.

The restriction for debt service represents net position legally restricted by statute or bond covenants for future debt service requirements of both principal and interest. The amount restricted for projects consists of unspent grants, donations, and debt proceeds with third party restrictions for use on specific projects or programs.

Unrestricted net position represents available financial resources of the District.

Fund Financial Statements

GASB Statement No. 54, *Fund Balance Reporting and Governmental Fund Type Definitions*, establishes standards for fund balance classifications that comprise a hierarchy based primarily on the extent to which a government is bound to observe constraints imposed upon the use of the resources reported in governmental funds. The District reports the following classifications:

Non-spendable – amounts that cannot be spent because they are either (a) not in spendable form or (b) legally or contractually required to be maintained intact.

The General Fund reports non-spendable fund balance for the carrying amount of inventories held at year-end.

Restricted – amounts that can be spent only for specific purposes because of constitutional provisions, charter requirements or enabling legislation or because of constraints that are externally imposed by creditors, grantors, contributors, or the laws or regulations of other governments.

The Debt Service Fund reports restricted fund balance for amounts that are legally restricted to the payment of long-term debt principal and interest maturing in future years.

The Bond Projects Fund and the Capital Projects funds report restricted fund balance for amounts related to construction contracts for which the District is committed, but the capital project is not yet complete.

Committed – amounts that can be used only for specific purposes determined by a formal action of the Board. The Board is the highest level of decision making authority for the District. Commitments may be established, modified, or rescinded only through ordinances or resolutions approved by the Board.

Assigned – amounts that do not meet the criteria to be classified as restricted or committed but that are intended to be used for specific purposes.

LYON COUNTY SCHOOL DISTRICT

NOTES TO FINANCIAL STATEMENTS

JUNE 30, 2024

Assigned fund balance in the General Fund represents an appropriation of existing fund balance to eliminate a projected budgetary deficit in the subsequent year's budget in an amount no greater than the projected excess of expected expenditures over expected revenues.

Assigned fund balance in the Special Education Fund represents amounts intended to be used for special education and related services.

Unassigned – the residual classification for the General Fund.

When both restricted and unrestricted resources are available for use, it is the Board's policy to use externally restricted resources first, then unrestricted resources – committed, assigned, and unassigned – as needed, unless the Board has provided for otherwise in its commitment or assignment actions.

The following table is a summary of the District's fund balances at June 30, 2024:

| | Major Funds | | | | | Total Governmental Funds |
|----------------------------|---------------------|------------------------------|----------------------|--------------------------|--------------------------------|--------------------------------|
| | General Fund | Special Education Fund | Debt Service Fund | Bond Projects Fund | Other Governmental Funds | |
| Fund Balances | | | | | | |
| Nonspendable inventories | \$ 46,647 | \$ - | \$ - | \$ - | \$ 25,354 | \$ 72,001 |
| Restricted for: | | | | | | |
| Debt service | - | - | 12,130,288 | - | - | 12,130,288 |
| Capital projects | - | - | - | 11,705,440 | 7,225,710 | 18,931,150 |
| Student activities | - | - | - | - | 1,079,221 | 1,079,221 |
| Other educational purposes | - | 415,969 | - | - | 5,617,916 | 6,033,885 |
| Assigned to: | | | | | | |
| Education services | 9,558,395 | - | - | - | - | 9,558,395 |
| Unassigned | 12,732,926 | - | - | - | - | 12,732,926 |
| Total Fund Balance | \$22,337,968 | \$ 415,969 | \$12,130,288 | \$11,705,440 | \$ 13,948,201 | \$ 60,537,866 |

LYON COUNTY SCHOOL DISTRICT

NOTES TO FINANCIAL STATEMENTS

JUNE 30, 2024

NOTE 12 – SUBSEQUENT EVENT

On July 11, 2024, the District issued bonds in the amount of \$14 million. The bonds were issued for the purpose of acquiring, constructing, improving and equipping school facilities. The debt service amounts presented in Note 6 will be increased by the following estimated amounts for this issuance of debt:

| <u>Fiscal Year</u> | <u>Principal</u> | <u>Interest</u> | <u>Total Requirements</u> |
|--------------------|----------------------|---------------------|-------------------------------|
| 2025 | \$ 450,000 | \$ 687,500 | \$ 1,137,500 |
| 2026 | 1,695,000 | 677,500 | 2,372,500 |
| 2027 | 4,655,000 | 592,750 | 5,247,750 |
| 2028 | 1,235,000 | 360,000 | 1,595,000 |
| 2029 | 1,465,000 | 298,250 | 1,763,250 |
| 2030-2032 | 4,500,000 | 451,500 | 4,951,500 |
| | <u>\$ 14,000,000</u> | <u>\$ 3,067,500</u> | <u>\$ 17,067,500</u> |

LYON COUNTY SCHOOL DISTRICT

REQUIRED SUPPLEMENTARY INFORMATION
SCHEDULES OF CHANGES IN NET OTHER POSTEMPLOYMENT BENEFITS (OPEB)
LIABILITY AND RELATED RATIOS
LAST TEN FISCAL YEARS*

| | 2024 | | | 2023 | | | 2022 | | |
|--|---------------------|---------------------|----------------------|---------------------|---------------------|----------------------|----------------------|---------------------|----------------------|
| | District | PEBP | Total | District | PEBP | Total | District | PEBP | Total |
| Total OPEB Liability | | | | | | | | | |
| Service cost | \$ 508,325 | \$ - | \$ 508,325 | \$ 1,151,156 | \$ - | \$ 1,151,156 | \$ 995,465 | \$ - | \$ 995,465 |
| Interest | 348,897 | 171,365 | 520,262 | 313,192 | 129,810 | 443,002 | 321,908 | 154,345 | 476,253 |
| Changes in benefit terms | | | - | - | - | - | - | - | - |
| Differences between expected and actual experience | | | - | (2,096,318) | (399,390) | (2,495,708) | - | - | - |
| Changes in assumptions | (49,858) | (15,360) | (65,218) | (4,307,722) | (1,175,217) | (5,482,939) | 1,025,964 | 332,666 | 1,358,630 |
| Benefit payments | (256,355) | (308,391) | (564,746) | (250,848) | (331,488) | (582,336) | (217,611) | (338,257) | (555,868) |
| Net change in Total OPEB Liability | 551,009 | (152,386) | 398,623 | (5,190,540) | (1,776,285) | (6,966,825) | 2,125,726 | 148,754 | 2,274,480 |
| Total OPEB Liability, beginning | 8,150,339 | 4,344,047 | 12,494,386 | 13,340,879 | 6,120,332 | 19,461,211 | 11,215,153 | 5,971,578 | 17,186,731 |
| Total OPEB Liability, ending | 8,701,348 | 4,191,661 | 12,893,009 | 8,150,339 | 4,344,047 | 12,494,386 | 13,340,879 | 6,120,332 | 19,461,211 |
| Plan Fiduciary Net Position | | | | | | | | | |
| Net change in Plan Fiduciary Net Position | - | - | - | - | - | - | - | - | - |
| Plan Fiduciary Net Position, beginning | - | - | - | - | - | - | - | - | - |
| Plan Fiduciary Net Position, ending | - | - | - | - | - | - | - | - | - |
| District's Net OPEB Liability | \$ 8,701,348 | \$ 4,191,661 | \$ 12,893,009 | \$ 8,150,339 | \$ 4,344,047 | \$ 12,494,386 | \$ 13,340,879 | \$ 6,120,332 | \$ 19,461,211 |
| Covered payroll | \$ 52,454,241 | N/A | N/A | \$ 51,581,363 | N/A | N/A | \$ 53,593,966 | N/A | N/A |
| District's Net OPEB Liability as a percentage of covered payroll | 16.59% | N/A | N/A | 15.80% | N/A | N/A | 24.89% | N/A | N/A |

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Continued on next page.

*GASB Statement No. 75 requires ten years of information to be presented. However, until all 10 years of data is available the District presents information for those years for which the information is available.

LYON COUNTY SCHOOL DISTRICT

REQUIRED SUPPLEMENTARY INFORMATION
SCHEDULES OF CHANGES IN NET OTHER POSTEMPLOYMENT BENEFITS (OPEB)
LIABILITY AND RELATED RATIOS
LAST TEN FISCAL YEARS*

| | 2021 | | | 2020 | | | 2019 | | |
|--|----------------------|---------------------|----------------------|---------------------|---------------------|----------------------|---------------------|---------------------|----------------------|
| | District | PEBP | Total | District | PEBP | Total | District | PEBP | Total |
| Total OPEB Liability | | | | | | | | | |
| Service cost | \$ 378,133 | \$ - | \$ 378,133 | \$ 352,610 | \$ - | \$ 352,610 | \$ 353,881 | \$ - | \$ 353,881 |
| Interest | 133,954 | 158,805 | 292,759 | 131,222 | 171,702 | 302,924 | 123,565 | 175,619 | 299,184 |
| Changes in benefit terms | - | - | - | - | - | - | - | 24,182 | 24,182 |
| Differences between expected and actual experience | 539,831 | 251,220 | 791,051 | - | - | - | (568,389) | (180,891) | (749,280) |
| Changes in assumptions | 5,838,342 | 74,047 | 5,912,389 | 67,671 | 126,526 | 194,197 | 673,647 | 501,406 | 1,175,053 |
| Benefit payments | (196,167) | (393,576) | (589,743) | (162,296) | (357,887) | (520,183) | (89,480) | (380,812) | (470,292) |
| Net change in Total OPEB Liability | 6,694,093 | 90,496 | 6,784,589 | 389,207 | (59,659) | 329,548 | 493,224 | 139,504 | 632,728 |
| Total OPEB Liability, beginning | 4,521,060 | 5,881,082 | 10,402,142 | 4,131,853 | 5,940,741 | 10,072,594 | 3,638,629 | 5,801,237 | 9,439,866 |
| Total OPEB Liability, ending | 11,215,153 | 5,971,578 | 17,186,731 | 4,521,060 | 5,881,082 | 10,402,142 | 4,131,853 | 5,940,741 | 10,072,594 |
| Plan Fiduciary Net Position | | | | | | | | | |
| Net change in Plan Fiduciary Net Position | - | - | - | - | - | - | - | - | - |
| Plan Fiduciary Net Position, beginning | - | - | - | - | - | - | - | - | - |
| Plan Fiduciary Net Position, ending | - | - | - | - | - | - | - | - | - |
| District's Net OPEB Liability | \$ 11,215,153 | \$ 5,971,578 | \$ 17,186,731 | \$ 4,521,060 | \$ 5,881,082 | \$ 10,402,142 | \$ 4,131,853 | \$ 5,940,741 | \$ 10,072,594 |
| Covered payroll | \$ 52,286,110 | N/A | N/A | \$ 50,275,106 | N/A | N/A | \$ 47,121,055 | N/A | N/A |
| District's Net OPEB Liability as a percentage of covered payroll | 21.45% | N/A | N/A | 8.99% | N/A | N/A | 8.77% | N/A | N/A |

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Continued on next page.

*GASB Statement No. 75 requires ten years of information to be presented. However, until all 10 years of data is available the District presents information for those years for which the information is available.

LYON COUNTY SCHOOL DISTRICT

REQUIRED SUPPLEMENTARY INFORMATION
SCHEDULES OF CHANGES IN NET OTHER POSTEMPLOYMENT BENEFITS (OPEB)
LIABILITY AND RELATED RATIOS
LAST TEN FISCAL YEARS*

| | 2018 | | |
|--|---------------------|---------------------|---------------------|
| | District | PEBP | Total |
| Total OPEB Liability | | | |
| Service cost | \$ 374,429 | \$ - | \$ 374,429 |
| Interest | 101,987 | 164,403 | 266,390 |
| Changes in benefit terms | - | - | - |
| Differences between expected and actual experience | - | - | - |
| Changes in assumptions | (231,142) | (300,228) | (531,370) |
| Benefit payments | (75,389) | (394,781) | (470,170) |
| Net change in Total OPEB Liability | 169,885 | (530,606) | (360,721) |
| Total OPEB Liability, beginning | 3,468,744 | 6,331,843 | 9,800,587 |
| Total OPEB Liability, ending | 3,638,629 | 5,801,237 | 9,439,866 |
| Plan Fiduciary Net Position | | | |
| Net change in Plan Fiduciary Net Position | - | - | - |
| Plan Fiduciary Net Position, beginning | - | - | - |
| Plan Fiduciary Net Position, ending | - | - | - |
| District's Net OPEB Liability | \$ 3,638,629 | \$ 5,801,237 | \$ 9,439,866 |
| Covered payroll | \$ 45,228,239 | N/A | N/A |
| District's Net OPEB Liability as a percentage of covered payroll | 8.05% | N/A | N/A |

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*GASB Statement No. 75 requires ten years of information to be presented. However, until all 10 years of data is available the District presents information for those years for which the information is available.

LYON COUNTY SCHOOL DISTRICT

REQUIRED SUPPLEMENTARY INFORMATION
 SCHEDULE OF DISTRICT'S PROPORTIONATE SHARE OF THE NPL
 (NET PENSION LIABILITY)
 PUBLIC EMPLOYEES' RETIREMENT SYSTEM OF NEVADA
 LAST TEN FISCAL YEARS

| | Plan Year Ended | | | | |
|---|-----------------|----------------|---------------|----------------|----------------|
| | 2023 | 2022 | 2021 | 2020 | 2019 |
| District's proportion of the Net Pension Liability | 0.6802% | 0.7067% | 0.7322% | 0.7764% | 0.73405% |
| District's proportionate share of the Net Pension Liability | \$ 124,154,044 | \$ 127,601,188 | \$ 66,766,497 | \$ 108,145,312 | \$ 100,095,295 |
| District's covered employee payroll | \$ 62,369,411 | \$ 52,454,241 | \$ 51,748,482 | \$ 51,883,601 | \$ 51,858,445 |
| District's proportionate share of the Net Pension Liability as a percentage of its covered employee payroll | 199.06% | 243.26% | 129.02% | 208.44% | 193.02% |
| Plan fiduciary net position as a percentage of the Total Pension Liability | 76.16% | 75.10% | 86.51% | 77.04% | 76.46% |

| | Plan Year Ended | | | | |
|---|-----------------|---------------|----------------|---------------|---------------|
| | 2018 | 2017 | 2016 | 2015 | 2014 |
| District's proportion of the Net Pension Liability | 0.73765% | 0.73864% | 0.75753% | 0.74096% | 0.74190% |
| District's proportionate share of the Net Pension Liability | \$ 100,599,130 | \$ 98,237,626 | \$ 101,942,119 | \$ 84,909,369 | \$ 77,321,756 |
| District's covered employee payroll | \$ 50,453,598 | \$ 48,705,600 | \$ 46,963,783 | \$ 45,566,218 | \$ 44,186,238 |
| District's proportionate share of the Net Pension Liability as a percentage of its covered employee payroll | 199.39% | 201.70% | 217.07% | 186.34% | 174.99% |
| Plan fiduciary net position as a percentage of the Total Pension Liability | 75.23% | 74.42% | 72.20% | 75.10% | 76.30% |

LYON COUNTY SCHOOL DISTRICT

REQUIRED SUPPLEMENTARY INFORMATION SCHEDULE OF DISTRICT'S CONTRIBUTIONS PUBLIC EMPLOYEES' RETIREMENT SYSTEM OF NEVADA LAST TEN FISCAL YEARS

| | Determined for the Year Ended | | | | |
|--|-------------------------------|------------------|------------------|------------------|------------------|
| | 2024 | 2023 | 2022 | 2021 | 2020 |
| Statutorily required contribution | \$ 10,565,011 | \$ 7,945,749 | \$ 7,801,603 | \$ 7,667,322 | \$ 7,658,540 |
| Contributions in relation to the statutorily required contribution | <u>\$ 10,565,011</u> | <u>7,945,749</u> | <u>7,801,603</u> | <u>7,667,322</u> | <u>7,658,540</u> |
| Contribution deficiency (excess) | <u>-</u> | <u>-</u> | <u>-</u> | <u>-</u> | <u>-</u> |
| District's covered employee payroll | \$ 62,369,411 | \$ 52,454,241 | \$ 51,748,482 | \$ 51,883,601 | \$ 51,858,445 |
| Contributions as a percentage of covered employee payroll | 16.94% | 15.15% | 15.08% | 14.78% | 14.77% |

| | Determined for the Year Ended | | | | |
|--|-------------------------------|------------------|------------------|-------------------|-------------------|
| | 2019 | 2018 | 2017 | 2016 | 2015 |
| Statutorily required contribution | \$ 7,162,970 | \$ 6,875,462 | \$ 6,422,758 | \$ 11,410,032 | \$ 11,377,956 |
| Contributions in relation to the statutorily required contribution | <u>7,162,970</u> | <u>6,875,462</u> | <u>6,422,758</u> | <u>11,410,032</u> | <u>11,377,956</u> |
| Contribution deficiency (excess) | <u>-</u> | <u>-</u> | <u>-</u> | <u>-</u> | <u>-</u> |
| District's covered employee payroll | \$ 50,453,598 | \$ 48,705,600 | \$ 46,963,783 | \$ 45,566,218 | \$ 44,186,238 |
| Contributions as a percentage of covered employee payroll | 14.20% | 14.12% | 13.68% | 25.04% | 25.75% |

LYON COUNTY SCHOOL DISTRICT

DEBT SERVICE FUND
 SCHEDULE OF REVENUES, EXPENDITURES AND
 CHANGES IN FUND BALANCE - BUDGET AND ACTUAL
 YEAR ENDED JUNE 30, 2024
 (WITH COMPARATIVE ACTUAL AMOUNTS FOR THE YEAR ENDED JUNE 30, 2023)

| | 2024 BUDGET | | 2024 | | 2023 |
|------------------------------|----------------------|----------------------|----------------------|-----------------------------|----------------------|
| | ORIGINAL | FINAL | ACTUAL | VARIANCE TO FINAL BUDGET | ACTUAL |
| REVENUES | | | | | |
| Local Sources: | | | | | |
| Ad valorem taxes | \$ 11,890,999 | \$ 11,550,852 | \$ 11,550,852 | \$ - | \$ 10,726,659 |
| Earnings on investments | 20,000 | 20,000 | 547,815 | 527,815 | 110,798 |
| Total Revenue | <u>11,910,999</u> | <u>11,570,852</u> | <u>12,098,667</u> | <u>527,815</u> | <u>10,837,457</u> |
| EXPENDITURES | | | | | |
| Debt Service: | | | | | |
| Principal retirement | 8,335,000 | 8,355,000 | 8,355,000 | - | 6,080,000 |
| Interest | 3,228,063 | 3,178,424 | 3,178,424 | - | 3,556,481 |
| Other | - | 29,638 | 28,282 | 1,356 | - |
| | <u>11,563,063</u> | <u>11,563,062</u> | <u>11,561,706</u> | <u>1,356</u> | <u>9,636,481</u> |
| Net Change in Fund Balance | 347,936 | 7,790 | 536,961 | 529,171 | 1,200,976 |
| FUND BALANCE, July 1 | <u>11,593,326</u> | <u>11,593,326</u> | <u>11,593,327</u> | <u>1</u> | <u>10,392,351</u> |
| FUND BALANCE, June 30 | <u>\$ 11,941,262</u> | <u>\$ 11,601,116</u> | <u>\$ 12,130,288</u> | <u>\$ 529,172</u> | <u>\$ 11,593,327</u> |

LYON COUNTY SCHOOL DISTRICT

BOND PROJECTS FUND SCHEDULE OF REVENUES, EXPENDITURES AND CHANGES IN FUND BALANCE - BUDGET AND ACTUAL YEAR ENDED JUNE 30, 2024

(WITH COMPARATIVE ACTUAL AMOUNTS FOR THE YEAR ENDED JUNE 30, 2023)

| | 2024 BUDGET | | 2024 | | 2023 |
|--|------------------|------------------|------------------|-----------------------------|----------------|
| | ORIGINAL | FINAL | ACTUAL | VARIANCE TO FINAL BUDGET | ACTUAL |
| REVENUES | | | | | |
| Local Sources: | | | | | |
| Earnings on investments | \$ 375,000 | \$ 375,000 | \$ 947,763 | \$ 572,763 | \$ 899,405 |
| EXPENDITURES | | | | | |
| Regular Programs: | | | | | |
| Purchased services | 2,000,000 | 2,250,000 | 2,200,000 | 50,000 | - |
| Undistributed Expenditures: | | | | | |
| General Administration: | | | | | |
| Purchased services | 225,000 | 125,000 | 27,170 | 97,830 | - |
| Operations and Maintenance: | | | | | |
| Property | - | 350,000 | 247,127 | 102,873 | - |
| Student Transportation: | | | | | |
| Purchased services | 2,500,000 | - | - | - | 77,646 |
| Property | - | 2,750,000 | 751,268 | 1,998,732 | - |
| | <u>2,500,000</u> | <u>2,750,000</u> | <u>751,268</u> | <u>1,998,732</u> | <u>77,646</u> |
| Facilities Acquisition and Construction: | | | | | |
| Architectural and Engineering Services: | | | | | |
| Purchased services | 750,000 | 300,000 | 190,129 | 109,871 | 674,290 |
| Other | - | - | - | - | 172,392 |
| | <u>750,000</u> | <u>300,000</u> | <u>190,129</u> | <u>109,871</u> | <u>846,682</u> |
| Educational Specifications Development: | | | | | |
| Purchased services | - | - | - | - | 32,050 |
| Building Acquisition and Construction: | | | | | |
| Purchased services | 20,000,000 | 14,500,000 | 10,595,599 | 3,904,401 | 14,855,214 |
| Site Improvements: | | | | | |
| Purchased services | 7,500,000 | 570,000 | 8,184 | 561,816 | 2,786,121 |
| Building Improvements: | | | | | |
| Purchased services | 2,250,000 | 6,071,532 | 2,673,334 | 3,398,198 | 70,160 |
| Property | - | 500,000 | 1,236,127 | (736,127) | - |
| Other | - | - | 33,309 | (33,309) | - |
| | <u>2,250,000</u> | <u>6,571,532</u> | <u>3,942,770</u> | <u>2,628,762</u> | <u>70,160</u> |

Continued on next page.

LYON COUNTY SCHOOL DISTRICT

BOND PROJECTS FUND SCHEDULE OF REVENUES, EXPENDITURES AND CHANGES IN FUND BALANCE - BUDGET AND ACTUAL YEAR ENDED JUNE 30, 2024

(WITH COMPARATIVE ACTUAL AMOUNTS FOR THE YEAR ENDED JUNE 30, 2023)

| | <u>2024 BUDGET</u> | | <u>2024</u> | | <u>2023</u> |
|--|---------------------|---------------------|----------------------|-------------------------------------|----------------------|
| | <u>ORIGINAL</u> | <u>FINAL</u> | <u>ACTUAL</u> | <u>VARIANCE TO FINAL BUDGET</u> | <u>ACTUAL</u> |
| Total Facilities Acquisition and Construction | \$ 30,500,000 | \$ 21,941,532 | \$ 14,736,682 | \$ 7,204,850 | \$ 18,590,227 |
| Total Undistributed Expenditures | 33,225,000 | 25,166,532 | 15,762,247 | 9,404,285 | 18,667,873 |
| Total Expenditures | 35,225,000 | 27,416,532 | 17,962,247 | 9,454,285 | 18,667,873 |
| Revenues Over (Under) Expenditures | (34,850,000) | (27,041,532) | (17,014,484) | 10,027,048 | (17,768,468) |
| OTHER FINANCING SOURCES | | | | | |
| Proceeds from bond sale | - | - | - | - | 6,500,000 |
| Net Change in Fund Balance | (34,850,000) | (27,041,532) | (17,014,484) | 10,027,048 | (11,268,468) |
| FUND BALANCE, July 1 | 36,528,382 | 28,721,924 | 28,719,924 | (2,000) | 39,988,392 |
| FUND BALANCE, June 30 | <u>\$ 1,678,382</u> | <u>\$ 1,680,392</u> | <u>\$ 11,705,440</u> | <u>\$ 10,025,048</u> | <u>\$ 28,719,924</u> |

LYON COUNTY SCHOOL DISTRICT

COMBINING BALANCE SHEET NONMAJOR GOVERNMENTAL FUNDS JUNE 30, 2024

(WITH COMPARATIVE ACTUAL AMOUNTS FOR JUNE 30, 2023)

Page 1 of 3

| | SPECIAL REVENUE FUNDS | | | | | |
|--|-----------------------|----------------------------|----------------------------|-----------------------------|-------------------|-------------------|
| | FEDERAL GRANTS | FEDERAL SCHOOL LUNCH | SENATE BILL (SB) 231 | PUPIL CENTERED FUNDING PLAN | | |
| | | | | ENGLISH LEARNER | GATE | AT-RISK |
| ASSETS | | | | | | |
| Cash and investments | \$ - | \$ 4,815,401 | \$ - | \$ 109,590 | \$ 209,628 | \$ 696,119 |
| Receivables | 4,158,442 | 556,823 | 1,090,147 | 163,068 | 5,595 | 137,552 |
| Inventories | - | 25,354 | - | - | - | - |
| Total Assets | <u>\$ 4,158,442</u> | <u>\$ 5,397,578</u> | <u>\$ 1,090,147</u> | <u>\$ 272,658</u> | <u>\$ 215,223</u> | <u>\$ 833,671</u> |
| LIABILITIES | | | | | | |
| Accounts payable | \$ 500,222 | \$ 846,684 | \$ - | \$ - | \$ 5,165 | \$ - |
| Accrued payroll | 853,301 | 79,347 | 322,753 | 253,297 | 39,762 | 113,498 |
| Due to other funds | 2,803,976 | - | 767,394 | - | - | - |
| Unearned revenues | 943 | 23,013 | - | - | - | - |
| Total Liabilities | <u>4,158,442</u> | <u>949,044</u> | <u>1,090,147</u> | <u>253,297</u> | <u>44,927</u> | <u>113,498</u> |
| FUND BALANCES | | | | | | |
| Nonspendable | - | 25,354 | - | - | - | - |
| Restricted | - | 4,423,180 | - | 19,361 | 170,296 | 720,173 |
| Assigned | - | - | - | - | - | - |
| Total Fund Balances | <u>-</u> | <u>4,448,534</u> | <u>-</u> | <u>19,361</u> | <u>170,296</u> | <u>720,173</u> |
| Total Liabilities and Fund Balances | <u>\$ 4,158,442</u> | <u>\$ 5,397,578</u> | <u>\$ 1,090,147</u> | <u>\$ 272,658</u> | <u>\$ 215,223</u> | <u>\$ 833,671</u> |

LYON COUNTY SCHOOL DISTRICT

COMBINING BALANCE SHEET NONMAJOR GOVERNMENTAL FUNDS JUNE 30, 2024

(WITH COMPARATIVE ACTUAL AMOUNTS FOR JUNE 30, 2023)

Page 2 of 3

| | SPECIAL REVENUE FUNDS | | | | | TOTAL |
|--|-----------------------|----------------------------------|-------------------|-------------------|---------------------|----------------------|
| | ADULT EDUCATION | PRIVATE DONATIONS & GRANTS | STATE GRANTS | MEDICAID | STUDENT ACCOUNTS | |
| ASSETS | | | | | | |
| Cash and investments | \$ - | \$ 57,700 | \$ - | \$ 294,743 | \$ 1,079,221 | \$ 7,262,402 |
| Receivables | 162,619 | - | 419,651 | 59,552 | - | 6,753,449 |
| Inventories | - | - | - | - | - | 25,354 |
| Total Assets | <u>\$ 162,619</u> | <u>\$ 57,700</u> | <u>\$ 419,651</u> | <u>\$ 354,295</u> | <u>\$ 1,079,221</u> | <u>\$ 14,041,205</u> |
| LIABILITIES | | | | | | |
| Accounts payable | \$ 4,151 | \$ - | \$ 168,762 | \$ 115,075 | \$ - | \$ 1,640,059 |
| Accrued payroll | 31,987 | - | 51,088 | 18,246 | - | 1,763,279 |
| Due to other funds | 120,249 | - | 149,216 | - | - | 3,840,835 |
| Unearned revenues | - | - | 50,585 | - | - | 74,541 |
| Total Liabilities | <u>156,387</u> | <u>-</u> | <u>419,651</u> | <u>133,321</u> | <u>-</u> | <u>7,318,714</u> |
| FUND BALANCES | | | | | | |
| Nonspendable | - | - | - | - | - | 25,354 |
| Restricted | 6,232 | 57,700 | - | 220,974 | 1,079,221 | 6,697,137 |
| Assigned | - | - | - | - | - | - |
| Total Fund Balances | <u>6,232</u> | <u>57,700</u> | <u>-</u> | <u>220,974</u> | <u>1,079,221</u> | <u>6,722,491</u> |
| Total Liabilities and Fund Balances | <u>\$ 162,619</u> | <u>\$ 57,700</u> | <u>\$ 419,651</u> | <u>\$ 354,295</u> | <u>\$ 1,079,221</u> | <u>\$ 14,041,205</u> |

LYON COUNTY SCHOOL DISTRICT

COMBINING BALANCE SHEET NONMAJOR GOVERNMENTAL FUNDS JUNE 30, 2024

(WITH COMPARATIVE ACTUAL AMOUNTS FOR JUNE 30, 2023)

Page 3 of 3

| | CAPITAL PROJECTS FUNDS | | | | TOTAL NONMAJOR GOVERNMENTAL FUNDS | |
|--|------------------------|--------------------|---------------------|---------------------|-----------------------------------|----------------------|
| | CAPITAL PROJECTS | BUILDING AND SITES | RES. CONSTR. TAX | TOTAL | 2024 | 2023 |
| ASSETS | | | | | | |
| Cash and investments | \$ 5,644,079 | \$ 102,127 | \$ 1,522,255 | \$ 7,268,461 | \$ 14,530,863 | \$ 11,255,134 |
| Receivables | 275,436 | - | 56,800 | 332,236 | 7,085,685 | 4,785,143 |
| Inventories | - | - | - | - | 25,354 | 25,354 |
| Total Assets | <u>\$ 5,919,515</u> | <u>\$ 102,127</u> | <u>\$ 1,579,055</u> | <u>\$ 7,600,697</u> | <u>\$ 21,641,902</u> | <u>\$ 16,065,631</u> |
| LIABILITIES | | | | | | |
| Accounts payable | \$ 308,437 | \$ - | \$ 66,550 | \$ 374,987 | \$ 2,015,046 | \$ 1,928,642 |
| Accrued payroll | - | - | - | - | 1,763,279 | 1,828,974 |
| Due to other funds | - | - | - | - | 3,840,835 | 1,770,582 |
| Unearned revenues | - | - | - | - | 74,541 | 178,526 |
| Total Liabilities | <u>308,437</u> | <u>-</u> | <u>66,550</u> | <u>374,987</u> | <u>7,693,701</u> | <u>5,706,724</u> |
| FUND BALANCES | | | | | | |
| Nonspendable | - | - | - | - | 25,354 | 25,354 |
| Restricted | 5,611,078 | 102,127 | 1,512,505 | 7,225,710 | 13,922,847 | 10,196,649 |
| Assigned | - | - | - | - | - | 136,904 |
| Total Fund Balances | <u>5,611,078</u> | <u>102,127</u> | <u>1,512,505</u> | <u>7,225,710</u> | <u>13,948,201</u> | <u>10,358,907</u> |
| Total Liabilities and Fund Balances | <u>\$ 5,919,515</u> | <u>\$ 102,127</u> | <u>\$ 1,579,055</u> | <u>\$ 7,600,697</u> | <u>\$ 21,641,902</u> | <u>\$ 16,065,631</u> |

LYON COUNTY SCHOOL DISTRICT

COMBINING STATEMENT OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCES NONMAJOR GOVERNMENTAL FUNDS YEAR ENDED JUNE 30, 2024

(WITH COMPARATIVE ACTUAL AMOUNTS FOR THE YEAR ENDED JUNE 30, 2023)

Page 1 of 3

| | SPECIAL REVENUE FUNDS | | | | | |
|--|-----------------------|----------------------------|----------------------------|-----------------------------|-------------------|-------------------|
| | FEDERAL GRANTS | FEDERAL SCHOOL LUNCH | SENATE BILL (SB) 231 | PUPIL CENTERED FUNDING PLAN | | |
| | | | | ENGLISH LEARNER | GATE | AT-RISK |
| REVENUES | | | | | | |
| Local sources | \$ - | \$ 73,676 | \$ - | \$ - | \$ - | |
| State sources | - | 143,201 | 2,237,669 | 1,956,810 | 27,974 | 1,650,624 |
| Federal sources | <u>8,690,768</u> | <u>6,380,969</u> | <u>-</u> | <u>-</u> | <u>-</u> | <u>-</u> |
| Total Revenues | <u>8,690,768</u> | <u>6,597,846</u> | <u>2,237,669</u> | <u>1,956,810</u> | <u>27,974</u> | <u>1,650,624</u> |
| EXPENDITURES | | | | | | |
| Regular programs | 2,553,653 | - | - | - | - | - |
| Special programs | 2,658,113 | - | - | - | - | - |
| Vocational programs | 14,517 | - | - | - | - | - |
| Adult instruction | - | - | - | - | - | - |
| Other instructional programs | 888,266 | - | - | 2,638,151 | 426,508 | 1,615,764 |
| Co-curricular activities | - | - | - | - | - | - |
| Support Services: | | | | | | |
| Student support | 1,103,494 | - | 2,237,669 | - | - | - |
| Instructional staff support | 733,441 | - | - | - | - | - |
| General administration | 242,790 | - | - | - | - | - |
| School administration | 51,293 | - | - | - | - | - |
| Central services | 371,157 | - | - | - | - | - |
| Operations and maintenance | - | - | - | - | - | - |
| Student transportation | 71,921 | - | - | - | - | - |
| Noninstructional services: | | | | | | |
| Food service | - | 5,479,440 | - | - | - | - |
| Community service | 2,123 | - | - | - | - | - |
| Facilities acquisition and construction | <u>-</u> | <u>-</u> | <u>-</u> | <u>-</u> | <u>-</u> | <u>-</u> |
| Total Expenditures | <u>8,690,768</u> | <u>5,479,440</u> | <u>2,237,669</u> | <u>2,638,151</u> | <u>426,508</u> | <u>1,615,764</u> |
| Revenues Over (Under) Expenditures | - | 1,118,406 | - | (681,341) | (398,534) | 34,860 |
| OTHER FINANCING (USES) | | | | | | |
| Transfer from (to) other funds | <u>-</u> | <u>-</u> | <u>-</u> | <u>500,000</u> | <u>500,000</u> | <u>450,000</u> |
| Net Change in Fund Balances | - | 1,118,406 | - | (181,341) | 101,466 | 484,860 |
| FUND BALANCES, July 1, | <u>-</u> | <u>3,330,128</u> | <u>-</u> | <u>200,702</u> | <u>68,830</u> | <u>235,313</u> |
| FUND BALANCES, June 30 | <u>\$ -</u> | <u>\$ 4,448,534</u> | <u>\$ -</u> | <u>\$ 19,361</u> | <u>\$ 170,296</u> | <u>\$ 720,173</u> |

LYON COUNTY SCHOOL DISTRICT

COMBINING STATEMENT OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCES NONMAJOR GOVERNMENTAL FUNDS YEAR ENDED JUNE 30, 2024

(WITH COMPARATIVE ACTUAL AMOUNTS FOR THE YEAR ENDED JUNE 30, 2023)

Page 2 of 3

| | SPECIAL REVENUE FUNDS | | | | | TOTAL SPECIAL REVENUE |
|--|-----------------------|----------------------------------|------------------|-------------------|---------------------|-----------------------------|
| | ADULT EDUCATION | PRIVATE DONATIONS & GRANTS | STATE GRANTS | MEDICAID | STUDENT ACCOUNTS | |
| REVENUES | | | | | | |
| Local sources | \$ 177 | \$ 29,900 | \$ - | \$ - | \$ 1,202,126 | \$ 1,305,879 |
| State sources | 410,080 | - | 1,587,640 | - | - | 8,013,998 |
| Federal sources | - | - | - | 349,457 | - | 15,421,194 |
| Total Revenues | <u>410,257</u> | <u>29,900</u> | <u>1,587,640</u> | <u>349,457</u> | <u>1,202,126</u> | <u>24,741,071</u> |
| EXPENDITURES | | | | | | |
| Regular programs | - | 4,006 | 825,316 | - | - | 3,382,975 |
| Special programs | - | - | - | - | - | 2,658,113 |
| Vocational programs | - | - | 151,320 | - | - | 165,837 |
| Adult instruction | 410,080 | - | - | - | - | 410,080 |
| Other instructional programs | - | - | - | - | - | 5,568,689 |
| Co-curricular activities | - | - | - | - | 1,190,000 | 1,190,000 |
| Support Services: | | | | | | |
| Student support | - | - | - | 258,960 | - | 3,600,123 |
| Instructional staff support | - | - | 67,960 | - | - | 801,401 |
| General administration | - | - | 24,040 | 100,372 | - | 367,202 |
| School administration | - | - | - | - | - | 51,293 |
| Central services | - | - | 47,270 | - | - | 418,427 |
| Operations and maintenance | - | - | 471,734 | - | - | 471,734 |
| Student transportation | - | - | - | - | - | 71,921 |
| Noninstructional services: | | | | | | |
| Food service | - | - | - | - | - | 5,479,440 |
| Community service | - | - | - | - | - | 2,123 |
| Facilities acquisition and construction | - | - | - | - | - | - |
| Total Expenditures | <u>410,080</u> | <u>4,006</u> | <u>1,587,640</u> | <u>359,332</u> | <u>1,190,000</u> | <u>24,639,358</u> |
| Revenues Over (Under) Expenditures | 177 | 25,894 | - | (9,875) | 12,126 | 101,713 |
| OTHER FINANCING (USES) | | | | | | |
| Transfer from (to) other funds | - | - | - | 100,000 | - | 1,550,000 |
| Net Change in Fund Balances | 177 | 25,894 | - | 90,125 | 12,126 | 1,651,713 |
| FUND BALANCES, July 1, | <u>6,055</u> | <u>31,806</u> | <u>-</u> | <u>130,849</u> | <u>1,067,095</u> | <u>5,070,778</u> |
| FUND BALANCES, June 30 | <u>\$ 6,232</u> | <u>\$ 57,700</u> | <u>\$ -</u> | <u>\$ 220,974</u> | <u>\$ 1,079,221</u> | <u>\$ 6,722,491</u> |

LYON COUNTY SCHOOL DISTRICT

COMBINING STATEMENT OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCES NONMAJOR GOVERNMENTAL FUNDS YEAR ENDED JUNE 30, 2024

(WITH COMPARATIVE ACTUAL AMOUNTS FOR THE YEAR ENDED JUNE 30, 2023)

Page 3 of 3

| | CAPITAL PROJECTS FUNDS | | | | TOTALS | |
|--|---------------------------|-----------------------|------------------------|------------------------------|----------------------|----------------------|
| | CAPITAL PROJECTS | BUILDING AND SITES | RES. CONSTR. TAX | TOTAL CAPITAL PROJECTS | 2024 | 2023 |
| | | | | | | |
| REVENUES | | | | | | |
| Local sources | \$ 3,142,305 | \$ 9,200 | \$ 742,768 | \$ 3,894,273 | \$ 5,200,152 | \$ 3,810,777 |
| State sources | - | - | - | - | 8,013,998 | 2,450,583 |
| Federal sources | - | - | - | - | 15,421,194 | 19,855,924 |
| Total Revenues | <u>3,142,305</u> | <u>9,200</u> | <u>742,768</u> | <u>3,894,273</u> | <u>28,635,344</u> | <u>26,117,284</u> |
| EXPENDITURES | | | | | | |
| Regular programs | - | - | - | - | 3,382,975 | 1,842,073 |
| Special programs | - | - | - | - | 2,658,113 | 2,312,160 |
| Vocational programs | - | - | - | - | 165,837 | 510,131 |
| Adult instruction | - | - | - | - | 410,080 | 372,345 |
| Other instructional programs | - | - | - | - | 5,568,689 | 4,929,419 |
| Co-curricular activities | - | - | - | - | 1,190,000 | 1,087,000 |
| Support Services: | | | | | | |
| Student support | - | - | - | - | 3,600,123 | 2,621,882 |
| Instructional staff support | - | - | - | - | 801,401 | 1,833,101 |
| General administration | - | - | - | - | 367,202 | 600,127 |
| School administration | - | - | - | - | 51,293 | 64,665 |
| Central services | - | - | - | - | 418,427 | 258,942 |
| Operations and maintenance | 19,978 | 22,069 | - | 42,047 | 513,781 | 1,521,709 |
| Student transportation | - | - | - | - | 71,921 | 16,806 |
| Noninstructional services: | | | | | | |
| Food service | - | - | - | - | 5,479,440 | 6,044,768 |
| Community service | - | - | - | - | 2,123 | 58,548 |
| Facilities acquisition and construction | <u>2,510,652</u> | <u>-</u> | <u>1,003,993</u> | <u>3,514,645</u> | <u>3,514,645</u> | <u>2,237,176</u> |
| Total Expenditures | <u>2,530,630</u> | <u>22,069</u> | <u>1,003,993</u> | <u>3,556,692</u> | <u>28,196,050</u> | <u>26,310,852</u> |
| Revenues Over (Under) Expenditures | 611,675 | (12,869) | (261,225) | 337,581 | 439,294 | (193,568) |
| OTHER FINANCING (USES) | | | | | | |
| Transfer from (to) other funds | <u>1,600,000</u> | <u>-</u> | <u>-</u> | <u>1,600,000</u> | <u>3,150,000</u> | <u>2,074,990</u> |
| Net Change in Fund Balances | 2,211,675 | (12,869) | (261,225) | 1,937,581 | 3,589,294 | 1,881,422 |
| FUND BALANCES, July 1, | <u>3,399,403</u> | <u>114,996</u> | <u>1,773,730</u> | <u>5,288,129</u> | <u>10,358,907</u> | <u>8,477,485</u> |
| FUND BALANCES, June 30 | <u>\$ 5,611,078</u> | <u>\$ 102,127</u> | <u>\$ 1,512,505</u> | <u>\$ 7,225,710</u> | <u>\$ 13,948,201</u> | <u>\$ 10,358,907</u> |

LYON COUNTY SCHOOL DISTRICT

FEDERAL GRANTS FUND SCHEDULE OF REVENUES, EXPENDITURES AND CHANGES IN FUND BALANCE - BUDGET AND ACTUAL YEAR ENDED JUNE 30, 2024

(WITH COMPARATIVE ACTUAL AMOUNTS FOR THE YEAR ENDED JUNE 30, 2023)

| | 2024 BUDGET | | 2024 | | 2023 |
|-------------------------------|--------------|--------------|--------------|-----------------------------|---------------|
| | ORIGINAL | FINAL | ACTUAL | VARIANCE TO FINAL BUDGET | ACTUAL |
| REVENUES | | | | | |
| Federal Sources | \$ 7,658,887 | \$ 8,690,768 | \$ 8,690,768 | \$ - | \$ 13,327,128 |
| EXPENDITURES | | | | | |
| Regular Programs: | | | | | |
| Salaries | 875,000 | 255,791 | 255,791 | - | 626,481 |
| Benefits | 164,977 | 62,496 | 62,496 | - | 84,421 |
| Purchased services | 113,706 | 1,039,522 | 1,039,522 | - | 644,952 |
| Supplies | 60,000 | 1,190,076 | 1,190,076 | - | 179,936 |
| Property | 21,550 | - | - | - | 15,683 |
| Other | - | 5,768 | 5,768 | - | 2,976 |
| Total Regular Programs | 1,235,233 | 2,553,653 | 2,553,653 | - | 1,554,449 |
| Special Programs: | | | | | |
| Salaries | 773,200 | 965,937 | 965,937 | - | 1,154,957 |
| Benefits | 244,847 | 365,099 | 365,099 | - | 276,463 |
| Purchased services | 453,598 | 1,075,916 | 1,075,916 | - | 695,210 |
| Supplies | 125,000 | 237,781 | 237,781 | - | 178,030 |
| Property | - | 13,380 | 13,380 | - | 7,500 |
| Total Special Programs | 1,596,645 | 2,658,113 | 2,658,113 | - | 2,312,160 |
| Vocational Programs: | | | | | |
| Salaries | - | - | - | - | 14,000 |
| Purchased services | 5,668 | - | - | - | - |
| Supplies | 72,842 | 8,619 | 8,619 | - | 188,451 |
| Property | 65,862 | 5,898 | 5,898 | - | - |
| Other | - | - | - | - | 356 |
| Total Vocational Programs | 144,372 | 14,517 | 14,517 | - | 202,807 |
| Other Instructional Programs: | | | | | |
| Salaries | 597,226 | 856,961 | 856,961 | - | 2,414,823 |
| Benefits | 23,682 | - | - | - | 84,674 |
| Purchased services | - | 31,305 | 31,305 | - | - |
| Supplies | 125,000 | - | - | - | 169,966 |
| Total Other Instructional | 745,908 | 888,266 | 888,266 | - | 2,669,463 |

Continued on next page.

LYON COUNTY SCHOOL DISTRICT

FEDERAL GRANTS FUND SCHEDULE OF REVENUES, EXPENDITURES AND CHANGES IN FUND BALANCE - BUDGET AND ACTUAL YEAR ENDED JUNE 30, 2024

(WITH COMPARATIVE ACTUAL AMOUNTS FOR THE YEAR ENDED JUNE 30, 2023)

| | 2024 BUDGET | | 2024 | | 2023 |
|------------------------------|-------------|------------|------------|-----------------------------|------------|
| | ORIGINAL | FINAL | ACTUAL | VARIANCE TO FINAL BUDGET | ACTUAL |
| Undistributed Expenditures | | | | | |
| Student Support: | | | | | |
| Salaries | \$ 365,663 | \$ 431,710 | \$ 431,710 | \$ - | \$ 187,194 |
| Benefits | 36,164 | 37,906 | 37,906 | - | 46,109 |
| Purchased services | 451,593 | 587,487 | 587,487 | - | 1,599,849 |
| Supplies | 300,034 | 46,391 | 46,391 | - | 647,665 |
| Other | - | - | - | - | 174 |
| | 1,153,454 | 1,103,494 | 1,103,494 | - | 2,480,991 |
| Instructional Staff Support: | | | | | |
| Salaries | 680,937 | 483,751 | 483,751 | - | 660,785 |
| Benefits | 96,589 | 56,307 | 56,307 | - | 123,901 |
| Purchased services | 231,127 | 171,322 | 171,322 | - | 444,310 |
| Supplies | 126,705 | 22,061 | 22,061 | - | 596,271 |
| Other | - | - | - | - | 719 |
| | 1,135,358 | 733,441 | 733,441 | - | 1,825,986 |
| General Administration: | | | | | |
| Salaries | 80,073 | - | - | - | - |
| Benefits | 2,150 | - | - | - | - |
| Purchased services | 276,500 | 395 | 395 | - | 187,236 |
| Other | - | 242,395 | 242,395 | - | 317,984 |
| | 358,723 | 242,790 | 242,790 | - | 505,220 |
| Central Services: | | | | | |
| Salaries | 253,179 | 269,077 | 269,077 | - | 194,802 |
| Benefits | 59,158 | 100,392 | 100,392 | - | 64,140 |
| Purchased services | 175 | 586 | 586 | - | - |
| Supplies | 97,678 | 1,102 | 1,102 | - | - |
| | 410,190 | 371,157 | 371,157 | - | 258,942 |
| School Administration: | | | | | |
| Salaries | 234,171 | 50,000 | 50,000 | - | 62,000 |
| Benefits | 11,397 | 1,293 | 1,293 | - | 2,665 |
| | 245,568 | 51,293 | 51,293 | - | 64,665 |

LYON COUNTY SCHOOL DISTRICT

FEDERAL GRANTS FUND SCHEDULE OF REVENUES, EXPENDITURES AND CHANGES IN FUND BALANCE - BUDGET AND ACTUAL YEAR ENDED JUNE 30, 2024

(WITH COMPARATIVE ACTUAL AMOUNTS FOR THE YEAR ENDED JUNE 30, 2023)

| | <u>2024 BUDGET</u> | | <u>2024</u> | | <u>2023</u> |
|--------------------------------------|--------------------|------------------|------------------|-------------------------------------|-------------------|
| | <u>ORIGINAL</u> | <u>FINAL</u> | <u>ACTUAL</u> | <u>VARIANCE TO FINAL BUDGET</u> | <u>ACTUAL</u> |
| Operations and Maintenance: | | | | | |
| Salaries | \$ 195,293 | \$ - | \$ - | \$ - | \$ - |
| Benefits | 5,456 | - | - | - | - |
| Purchased services | - | - | - | - | 1,379,075 |
| Supplies | 72,679 | - | - | - | - |
| Property | 14,904 | - | - | - | - |
| | <u>288,332</u> | <u>-</u> | <u>-</u> | <u>-</u> | <u>1,379,075</u> |
| Student Transportation: | | | | | |
| Salaries | 200,830 | 64,723 | 64,723 | - | 5,683 |
| Benefits | 5,027 | 4,665 | 4,665 | - | 52 |
| Purchased services | 12,886 | 2,533 | 2,533 | - | 9,087 |
| Property | 53,257 | - | - | - | - |
| | <u>272,000</u> | <u>71,921</u> | <u>71,921</u> | <u>-</u> | <u>14,822</u> |
| Other Support Services: | | | | | |
| Community Service: | | | | | |
| Salaries | - | 254 | 254 | - | - |
| Benefits | - | 10 | 10 | - | - |
| Supplies | 73,104 | 1,859 | 1,859 | - | 58,548 |
| | <u>73,104</u> | <u>2,123</u> | <u>2,123</u> | <u>-</u> | <u>58,548</u> |
| Total Undistributed Expenditures | <u>3,936,729</u> | <u>2,576,219</u> | <u>2,576,219</u> | <u>-</u> | <u>6,588,249</u> |
| Total Expenditures | <u>7,658,887</u> | <u>8,690,768</u> | <u>8,690,768</u> | <u>-</u> | <u>13,327,128</u> |
| Revenue Over (Under) Expenditures | - | - | - | - | - |
| FUND BALANCE, July 1 | <u>-</u> | <u>-</u> | <u>-</u> | <u>-</u> | <u>-</u> |
| FUND BALANCE, June 30 | <u>\$ -</u> | <u>\$ -</u> | <u>\$ -</u> | <u>\$ -</u> | <u>\$ -</u> |

LYON COUNTY SCHOOL DISTRICT

FEDERAL SCHOOL LUNCH FUND SCHEDULE OF REVENUES, EXPENDITURES AND CHANGES IN FUND BALANCE - BUDGET AND ACTUAL YEAR ENDED JUNE 30, 2024

(WITH COMPARATIVE ACTUAL AMOUNTS FOR THE YEAR ENDED JUNE 30, 2023)

| | 2024 BUDGET | | 2024 | | 2023 |
|------------------------------|--------------|--------------|--------------|-----------------------------|--------------|
| | ORIGINAL | FINAL | ACTUAL | VARIANCE TO FINAL BUDGET | ACTUAL |
| REVENUES | | | | | |
| Local Sources: | | | | | |
| Daily sales | \$ 32,000 | \$ 32,000 | \$ 41,812 | \$ 9,812 | \$ 38,404 |
| Other local | 15,000 | 15,000 | 31,864 | 16,864 | 22,168 |
| | 47,000 | 47,000 | 73,676 | 26,676 | 60,572 |
| State Sources: | | | | | |
| State Match | - | 50,000 | 143,201 | 93,201 | 17,699 |
| Federal Sources: | | | | | |
| School Nutrition Programs | 6,050,000 | 6,050,000 | 6,380,969 | 330,969 | 6,268,179 |
| Total Revenue | 6,097,000 | 6,147,000 | 6,597,846 | 450,846 | 6,346,450 |
| EXPENDITURES | | | | | |
| Food Service Operations: | | | | | |
| Salaries | 770,000 | 770,000 | 630,703 | 139,297 | 629,771 |
| Benefits | 330,000 | 330,000 | 226,389 | 103,611 | 196,008 |
| Purchased services | 800,000 | 800,000 | 1,009,844 | (209,844) | 1,719,269 |
| Supplies | 3,700,000 | 3,700,000 | 3,610,551 | 89,449 | 2,834,006 |
| Property | - | - | - | - | 662,575 |
| Other | - | - | 1,953 | (1,953) | 3,139 |
| | 5,600,000 | 5,600,000 | 5,479,440 | 120,560 | 6,044,768 |
| Total Expenditures | 5,600,000 | 5,600,000 | 5,479,440 | 120,560 | 6,044,768 |
| Net Change in Fund Balance | 497,000 | 547,000 | 1,118,406 | 571,406 | 301,682 |
| FUND BALANCE, July 1 | 4,568,446 | 4,568,446 | 3,330,128 | (1,238,318) | 3,028,446 |
| FUND BALANCE, June 30 | \$ 5,065,446 | \$ 5,115,446 | \$ 4,448,534 | \$ (666,912) | \$ 3,330,128 |

LYON COUNTY SCHOOL DISTRICT

SENATE BILL (SB) 231
 SCHEDULE OF REVENUES, EXPENDITURES AND
 CHANGES IN FUND BALANCE - BUDGET AND ACTUAL
 YEAR ENDED JUNE 30, 2024

| | <u>2024 BUDGET</u> | | <u>2024</u> | |
|------------------------------|--------------------|--------------|---------------|-------------------------------------|
| | <u>ORIGINAL</u> | <u>FINAL</u> | <u>ACTUAL</u> | <u>VARIANCE TO FINAL BUDGET</u> |
| REVENUES | | | | |
| State Sources: | | | | |
| State funding | \$ - | \$ 2,263,000 | \$ 2,237,669 | \$ (25,331) |
| EXPENDITURES | | | | |
| Undistributed Expenditures: | | | | |
| Student Support Services: | | | | |
| Salaries | - | 2,263,000 | 1,742,824 | 520,176 |
| Benefits | - | - | 494,845 | (494,845) |
| Total Expenditures | - | 2,263,000 | 2,237,669 | 25,331 |
| Net Change in Fund Balance | - | - | - | - |
| FUND BALANCE, July 1 | - | - | - | - |
| FUND BALANCE, June 30 | <u>\$ -</u> | <u>\$ -</u> | <u>\$ -</u> | <u>\$ -</u> |

LYON COUNTY SCHOOL DISTRICT

PCFP - ENGLISH LEARNERS
 SCHEDULE OF REVENUES, EXPENDITURES AND
 CHANGES IN FUND BALANCE - BUDGET AND ACTUAL
 YEAR ENDED JUNE 30, 2024

(WITH COMPARATIVE ACTUAL AMOUNTS FOR THE YEAR ENDED JUNE 30, 2023)

| | 2024 BUDGET | | 2024 | | 2023 |
|---------------------------------------|--------------|--------------|--------------|-----------------------------|------------|
| | ORIGINAL | FINAL | ACTUAL | VARIANCE TO FINAL BUDGET | ACTUAL |
| REVENUES | | | | | |
| State Sources: | | | | | |
| State funding | \$ 1,956,810 | \$ 1,956,810 | \$ 1,956,810 | \$ - | \$ 665,871 |
| EXPENDITURES | | | | | |
| Other Instructional Programs: | | | | | |
| Salaries | 1,440,000 | 1,649,784 | 1,643,205 | 6,579 | 1,006,582 |
| Benefits | 606,000 | 799,728 | 796,041 | 3,687 | 458,220 |
| Purchased services | 350,000 | 203,000 | 198,365 | 4,635 | - |
| Supplies | 60,810 | 5,000 | 540 | 4,460 | 367 |
| Total Expenditures | 2,456,810 | 2,657,512 | 2,638,151 | 19,361 | 1,465,169 |
| Revenues Over (Under) Expenditures | (500,000) | (700,702) | (681,341) | 19,361 | (799,298) |
| OTHER FINANCING SOURCES | | | | | |
| Transfers from other funds | 500,000 | 500,000 | 500,000 | - | 1,000,000 |
| Net Change in Fund Balance | - | (200,702) | (181,341) | 19,361 | 200,702 |
| FUND BALANCE, July 1 | - | 200,702 | 200,702 | - | - |
| FUND BALANCE, June 30 | \$ - | \$ - | \$ 19,361 | \$ 19,361 | \$ 200,702 |

LYON COUNTY SCHOOL DISTRICT

PCFP - GIFTED & TALENTED
 SCHEDULE OF REVENUES, EXPENDITURES AND
 CHANGES IN FUND BALANCE - BUDGET AND ACTUAL
 YEAR ENDED JUNE 30, 2024

(WITH COMPARATIVE ACTUAL AMOUNTS FOR THE YEAR ENDED JUNE 30, 2023)

| | 2024 BUDGET | | 2024 | | 2023 |
|---------------------------------------|-------------|-----------|------------|-----------------------------|-----------|
| | ORIGINAL | FINAL | ACTUAL | VARIANCE TO FINAL BUDGET | ACTUAL |
| REVENUES | | | | | |
| State Sources: | | | | | |
| State funding | \$ - | \$ 27,974 | \$ 27,974 | \$ - | \$ 29,710 |
| EXPENDITURES | | | | | |
| Other Instructional Programs: | | | | | |
| Salaries | 280,000 | 337,950 | 261,814 | 76,136 | 199,727 |
| Benefits | 112,000 | 142,000 | 123,518 | 18,482 | 86,153 |
| Supplies | 108,000 | 116,830 | 41,176 | 75,654 | - |
| Total Expenditures | 500,000 | 596,780 | 426,508 | 170,272 | 285,880 |
| Revenues Over (Under) Expenditures | (500,000) | (568,806) | (398,534) | 170,272 | (256,170) |
| OTHER FINANCING SOURCES | | | | | |
| Transfers from other funds | 500,000 | 500,000 | 500,000 | - | 325,000 |
| Net Change in Fund Balance | - | (68,806) | 101,466 | 170,272 | 68,830 |
| FUND BALANCE, July 1 | - | 68,830 | 68,830 | - | - |
| FUND BALANCE, June 30 | \$ - | \$ 24 | \$ 170,296 | \$ 170,272 | \$ 68,830 |

LYON COUNTY SCHOOL DISTRICT

PCFP-AT-RISK

SCHEDULE OF REVENUES, EXPENDITURES AND CHANGES IN FUND BALANCE - BUDGET AND ACTUAL YEAR ENDED JUNE 30, 2024

(WITH COMPARATIVE ACTUAL AMOUNTS FOR THE YEAR ENDED JUNE 30, 2023)

| | 2024 BUDGET | | 2024 | | 2023 |
|---------------------------------------|--------------|--------------|--------------|-----------------------------|------------|
| | ORIGINAL | FINAL | ACTUAL | VARIANCE TO FINAL BUDGET | ACTUAL |
| REVENUES | | | | | |
| State Sources: | | | | | |
| State funding | \$ 1,650,624 | \$ 1,650,624 | \$ 1,650,624 | \$ - | \$ 744,220 |
| EXPENDITURES | | | | | |
| Other Instructional Programs: | | | | | |
| Salaries | 940,000 | 1,296,000 | 958,543 | 337,457 | 363,691 |
| Benefits | 376,000 | 505,000 | 438,530 | 66,470 | 145,216 |
| Purchased services | 650,000 | 290,000 | 5,250 | 284,750 | - |
| Supplies | 134,624 | 244,937 | 213,441 | 31,496 | - |
| Total Expenditures | 2,100,624 | 2,335,937 | 1,615,764 | 720,173 | 508,907 |
| Revenues Over (Under) Expenditures | (450,000) | (685,313) | 34,860 | 720,173 | 235,313 |
| OTHER FINANCING SOURCES | | | | | |
| Transfers from other funds | 450,000 | 450,000 | 450,000 | - | - |
| Net Change in Fund Balance | - | (235,313) | 484,860 | 720,173 | 235,313 |
| FUND BALANCE, July 1 | - | 235,313 | 235,313 | - | - |
| FUND BALANCE, June 30 | \$ - | \$ - | \$ 720,173 | \$ 720,173 | \$ 235,313 |

LYON COUNTY SCHOOL DISTRICT

ADULT EDUCATION FUND SCHEDULE OF REVENUES, EXPENDITURES AND CHANGES IN FUND BALANCE - BUDGET AND ACTUAL YEAR ENDED JUNE 30, 2024

(WITH COMPARATIVE ACTUAL AMOUNTS FOR THE YEAR ENDED JUNE 30, 2023)

| | 2024 BUDGET | | 2024 | | 2023 |
|------------------------------|----------------|-----------------|-----------------|-----------------------------|-----------------|
| | ORIGINAL | FINAL | ACTUAL | VARIANCE TO FINAL BUDGET | ACTUAL |
| REVENUES | | | | | |
| Local Sources: | | | | | |
| Tuition | \$ - | \$ - | \$ 177 | \$ 177 | \$ 828 |
| State Sources: | | | | | |
| State funding | 437,606 | 437,606 | 410,080 | (27,526) | 372,048 |
| Total Revenue | <u>437,606</u> | <u>437,606</u> | <u>410,257</u> | <u>(27,349)</u> | <u>372,876</u> |
| EXPENDITURES | | | | | |
| Salaries | 255,173 | 184,158 | 182,282 | 1,876 | 183,723 |
| Benefits | 119,509 | 105,885 | 89,583 | 16,302 | 80,239 |
| Purchased services | 14,710 | 38,492 | 35,176 | 3,316 | 18,434 |
| Supplies | 48,214 | 56,938 | 52,506 | 4,432 | 7,428 |
| Property | - | 52,133 | 50,533 | 1,600 | 82,521 |
| Total Expenditures | <u>437,606</u> | <u>437,606</u> | <u>410,080</u> | <u>27,526</u> | <u>372,345</u> |
| Net Change in Fund Balance | - | - | 177 | 177 | 531 |
| FUND BALANCE, July 1 | <u>-</u> | <u>6,055</u> | <u>6,055</u> | <u>-</u> | <u>5,524</u> |
| FUND BALANCE, June 30 | <u>\$ -</u> | <u>\$ 6,055</u> | <u>\$ 6,232</u> | <u>\$ 177</u> | <u>\$ 6,055</u> |

LYON COUNTY SCHOOL DISTRICT

PRIVATE DONATIONS AND GRANTS FUND SCHEDULE OF REVENUES, EXPENDITURES AND CHANGES IN FUND BALANCE - BUDGET AND ACTUAL YEAR ENDED JUNE 30, 2024

(WITH COMPARATIVE ACTUAL AMOUNTS FOR THE YEAR ENDED JUNE 30, 2023)

| | 2024 BUDGET | | 2024 | | 2023 |
|----------------------------------|-------------|-------------|-----------|-----------------------------|-----------|
| | ORIGINAL | FINAL | ACTUAL | VARIANCE TO FINAL BUDGET | ACTUAL |
| REVENUES | | | | | |
| Local Sources: | | | | | |
| Private donations and grants | \$ 75,000 | \$ - | \$ 29,900 | \$ 29,900 | \$ 16,004 |
| EXPENDITURES | | | | | |
| Regular Programs: | | | | | |
| Supplies | 10,000 | 5,000 | 4,006 | 994 | - |
| Undistributed Expenditures: | | | | | |
| Student Support: | | | | | |
| Supplies | 5,000 | - | - | - | - |
| Instructional Staff Support: | | | | | |
| Supplies | 25,000 | 25,000 | - | 25,000 | 7,115 |
| Operations and Maintenance: | | | | | |
| Supplies | 47,917 | 47,917 | - | 47,917 | - |
| Total Undistributed Expenditures | 77,917 | 72,917 | - | 72,917 | 7,115 |
| Total Expenditures | 87,917 | 77,917 | 4,006 | 73,911 | 7,115 |
| Net Change in Fund Balance | (12,917) | (77,917) | 25,894 | 103,811 | 8,889 |
| FUND BALANCE, July 1 | 12,917 | 31,806 | 31,806 | - | 22,917 |
| FUND BALANCE, June 30 | \$ - | \$ (46,111) | \$ 57,700 | \$ 103,811 | \$ 31,806 |

LYON COUNTY SCHOOL DISTRICT

STATE GRANTS FUND SCHEDULE OF REVENUES, EXPENDITURES AND CHANGES IN FUND BALANCE - BUDGET AND ACTUAL YEAR ENDED JUNE 30, 2024

(WITH COMPARATIVE ACTUAL AMOUNTS FOR THE YEAR ENDED JUNE 30, 2023)

| | 2024 BUDGET | | 2024 | | 2023 |
|------------------------------|--------------|--------------|--------------|-----------------------------|------------|
| | ORIGINAL | FINAL | ACTUAL | VARIANCE TO FINAL BUDGET | ACTUAL |
| REVENUES | | | | | |
| State Sources | \$ 1,000,000 | \$ 2,599,476 | \$ 1,587,640 | \$ (1,011,836) | \$ 621,035 |
| EXPENDITURES | | | | | |
| Regular Programs: | | | | | |
| Salaries | 170,000 | 792,677 | 234,696 | 557,981 | 56,242 |
| Benefits | 68,000 | 325,809 | 107,299 | 218,510 | 28,128 |
| Purchased services | 75,000 | 61,034 | 36,503 | 24,531 | - |
| Supplies | 112,000 | 489,152 | 435,012 | 54,140 | 183,306 |
| Property | - | 11,806 | 11,806 | - | 15,218 |
| Other | - | - | - | - | 4,730 |
| Total Regular Programs | 425,000 | 1,680,478 | 825,316 | 855,162 | 287,624 |
| Vocational Programs: | | | | | |
| Purchased services | - | 51,126 | 40,392 | 10,734 | 5,985 |
| Supplies | 200,000 | 129,171 | 110,649 | 18,522 | 161,286 |
| Property | - | - | - | - | 138,877 |
| Other | - | 2,300 | 279 | 2,021 | 1,176 |
| Total Vocational Programs | 200,000 | 182,597 | 151,320 | 31,277 | 307,324 |
| Undistributed Expenditures: | | | | | |
| Student Support: | | | | | |
| Purchased services | 205,000 | - | - | - | - |
| Supplies | 5,000 | - | - | - | - |
| Property | - | - | - | - | 56 |
| | 210,000 | - | - | - | 56 |
| Instructional Staff Support: | | | | | |
| Salaries | 5,000 | - | - | - | - |
| Purchased services | - | 83,920 | 67,960 | 15,960 | - |
| Supplies | - | 87,532 | - | 87,532 | - |
| | 5,000 | 171,452 | 67,960 | 103,492 | - |
| General Administration: | | | | | |
| Purchased services | 80,000 | - | - | - | 1,232 |
| Other | - | - | 24,040 | (24,040) | - |
| | 80,000 | - | 24,040 | (24,040) | 1,232 |

Continued on next page.

LYON COUNTY SCHOOL DISTRICT

STATE GRANTS FUND SCHEDULE OF REVENUES, EXPENDITURES AND CHANGES IN FUND BALANCE - BUDGET AND ACTUAL YEAR ENDED JUNE 30, 2024

(WITH COMPARATIVE ACTUAL AMOUNTS FOR THE YEAR ENDED JUNE 30, 2023)

| | 2024 BUDGET | | 2024 | | 2023 |
|----------------------------------|-------------|-----------|-----------|-----------------------------|---------|
| | ORIGINAL | FINAL | ACTUAL | VARIANCE TO FINAL BUDGET | ACTUAL |
| Central Services: | | | | | |
| Salaries | \$ - | \$ 50,915 | \$ 30,389 | \$ 20,526 | \$ - |
| Benefits | - | 16,070 | 16,070 | - | - |
| Supplies | 10,000 | 2,500 | 811 | 1,689 | - |
| | 10,000 | 69,485 | 47,270 | 22,215 | - |
| Student Transportation: | | | | | |
| Purchased services | 5,000 | - | - | - | 1,984 |
| Operations and Maintenance: | | | | | |
| Purchased services | 65,000 | - | - | - | 22,815 |
| Supplies | - | 471,377 | 471,734 | (357) | - |
| | 65,000 | 471,377 | 471,734 | (357) | 22,815 |
| Other Support: | | | | | |
| Other | - | 24,087 | - | 24,087 | - |
| Total Undistributed Expenditures | 375,000 | 736,401 | 611,004 | 125,397 | 26,087 |
| Total Expenditures | 1,000,000 | 2,599,476 | 1,587,640 | 1,011,836 | 621,035 |
| Net Change in Fund Balance | - | - | - | - | - |
| FUND BALANCE, July 1 | - | - | - | - | - |
| FUND BALANCE, June 30 | \$ - | \$ - | \$ - | \$ - | \$ - |

LYON COUNTY SCHOOL DISTRICT

MEDICAID FUND SCHEDULE OF REVENUES, EXPENDITURES AND CHANGES IN FUND BALANCE - BUDGET AND ACTUAL YEAR ENDED JUNE 30, 2024

(WITH COMPARATIVE ACTUAL AMOUNTS FOR THE YEAR ENDED JUNE 30, 2023)

| | 2024 BUDGET | | 2024 | | 2023 |
|----------------------------------|-------------|------------|------------|-----------------------------|------------|
| | ORIGINAL | FINAL | ACTUAL | VARIANCE TO FINAL BUDGET | ACTUAL |
| REVENUES | | | | | |
| Federal Sources: | | | | | |
| Medicaid Program | \$ 225,000 | \$ 225,000 | \$ 349,457 | \$ 124,457 | \$ 260,617 |
| EXPENDITURES | | | | | |
| Student Support: | | | | | |
| Salaries | 105,000 | 105,000 | 222,246 | (117,246) | 120,437 |
| Benefits | - | 49,797 | 36,714 | 13,083 | 20,398 |
| Purchased services | 115,000 | 115,000 | - | 115,000 | - |
| Supplies | 12,000 | 12,000 | - | 12,000 | - |
| | 232,000 | 281,797 | 258,960 | 22,837 | 140,835 |
| General Administration: | | | | | |
| Salaries | 60,000 | 80,000 | 45,633 | 34,367 | 46,037 |
| Benefits | 24,000 | 34,000 | 17,817 | 16,183 | 13,376 |
| Purchased services | 45,000 | 45,000 | 34,922 | 10,078 | 33,961 |
| Supplies | 15,000 | 15,000 | 2,000 | 13,000 | 301 |
| | 144,000 | 174,000 | 100,372 | 73,628 | 93,675 |
| Total Undistributed Expenditures | 376,000 | 455,797 | 359,332 | 96,465 | 234,510 |
| Total Expenditures | 376,000 | 455,797 | 359,332 | 96,465 | 234,510 |
| Revenues Over (Under) | | | | | |
| Expenditures | (151,000) | (230,797) | (9,875) | 220,922 | 26,107 |
| OTHER FINANCING SOURCES | | | | | |
| Transfer from other funds | 100,000 | 100,000 | 100,000 | - | - |
| Net Change in Fund Balance | (51,000) | (130,797) | 90,125 | 220,922 | 26,107 |
| FUND BALANCE, July 1 | 51,052 | 130,849 | 130,849 | - | 104,742 |
| FUND BALANCE, June 30 | \$ 52 | \$ 52 | \$ 220,974 | \$ 220,922 | \$ 130,849 |

LYON COUNTY SCHOOL DISTRICT

STUDENT ACCOUNTS FUND SCHEDULE OF REVENUES, EXPENDITURES AND CHANGES IN FUND BALANCE - BUDGET AND ACTUAL YEAR ENDED JUNE 30, 2024

(WITH COMPARATIVE ACTUAL AMOUNTS FOR THE YEAR ENDED JUNE 30, 2023)

| | 2024 BUDGET | | 2024 | | 2023 |
|---------------------------------------|--------------|--------------|--------------|-----------------------------|--------------|
| | ORIGINAL | FINAL | ACTUAL | VARIANCE TO FINAL BUDGET | ACTUAL |
| REVENUES | | | | | |
| Local Sources: | | | | | |
| Student activities | \$ 1,214,936 | \$ 1,200,000 | \$ 1,202,126 | \$ 2,126 | \$ 1,179,360 |
| EXPENDITURES | | | | | |
| Co-curricular Activities: | | | | | |
| Purchased services | 600,000 | 400,000 | 833,000 | (433,000) | 178,247 |
| Supplies | - | 800,000 | 357,000 | 443,000 | 481,928 |
| | 600,000 | 1,200,000 | 1,190,000 | 10,000 | 660,175 |
| Athletics: | | | | | |
| Purchased services | 600,000 | - | - | - | 119,511 |
| Supplies | - | - | - | - | 307,314 |
| | 600,000 | - | - | - | 426,825 |
| Total Expenditures | 1,200,000 | 1,200,000 | 1,190,000 | 10,000 | 1,087,000 |
| Revenues Over (Under) Expenditures | 14,936 | - | 12,126 | 12,126 | 92,360 |
| FUND BALANCE, July 1 | 1,089,671 | 1,067,095 | 1,067,095 | - | 974,735 |
| FUND BALANCE, June 30 | \$ 1,104,607 | \$ 1,067,095 | \$ 1,079,221 | \$ 12,126 | \$ 1,067,095 |

LYON COUNTY SCHOOL DISTRICT

CAPITAL PROJECTS FUND SCHEDULE OF REVENUES, EXPENDITURES AND CHANGES IN FUND BALANCE - BUDGET AND ACTUAL YEAR ENDED JUNE 30, 2024

(WITH COMPARATIVE ACTUAL AMOUNTS FOR THE YEAR ENDED JUNE 30, 2023)

| | 2024 BUDGET | | 2024 | | 2023 |
|---|------------------|------------------|------------------|-----------------------------|------------------|
| | ORIGINAL | FINAL | ACTUAL | VARIANCE TO FINAL BUDGET | ACTUAL |
| REVENUES | | | | | |
| Local Sources: | | | | | |
| Government Services Tax | \$ 1,040,124 | \$ 1,040,124 | \$ 1,030,218 | \$ (9,906) | \$ 1,004,595 |
| Investment income | 100,000 | 1,375,000 | 2,112,087 | 737,087 | 913,016 |
| | | | | | |
| Total Revenue | <u>1,140,124</u> | <u>2,415,124</u> | <u>3,142,305</u> | <u>727,181</u> | <u>1,917,611</u> |
| EXPENDITURES | | | | | |
| Operations and Maintenance: | | | | | |
| Purchased services | - | 600,000 | 19,978 | 580,022 | - |
| Facilities Acquisition and Construction: | | | | | |
| Architecture/Engineering: | | | | | |
| Purchased services | 15,000 | 15,000 | - | 15,000 | 1,500 |
| Building Acquisition and Construction: | | | | | |
| Purchased services | 250,000 | 300,000 | - | 300,000 | - |
| Property | - | - | 71,507 | (71,507) | - |
| | <u>250,000</u> | <u>300,000</u> | <u>71,507</u> | <u>228,493</u> | <u>-</u> |
| Site Improvement: | | | | | |
| Purchased services | 1,950,000 | 800,000 | 256,956 | 543,044 | 821,183 |
| Other | - | - | - | - | 6,271 |
| | <u>1,950,000</u> | <u>800,000</u> | <u>256,956</u> | <u>543,044</u> | <u>827,454</u> |
| Building Improvements: | | | | | |
| Purchased services | - | 4,510,478 | 2,182,189 | 2,328,289 | 413,201 |
| Supplies | 970,000 | - | - | - | - |
| | <u>970,000</u> | <u>4,510,478</u> | <u>2,182,189</u> | <u>2,328,289</u> | <u>413,201</u> |
| Total Facilities Acquisition and Construction | <u>3,185,000</u> | <u>5,625,478</u> | <u>2,510,652</u> | <u>3,114,826</u> | <u>1,242,155</u> |
| Total Expenditures | <u>3,185,000</u> | <u>6,225,478</u> | <u>2,530,630</u> | <u>3,694,848</u> | <u>1,242,155</u> |

Continued on next page.

LYON COUNTY SCHOOL DISTRICT

CAPITAL PROJECTS FUND SCHEDULE OF REVENUES, EXPENDITURES AND CHANGES IN FUND BALANCE - BUDGET AND ACTUAL YEAR ENDED JUNE 30, 2024

(WITH COMPARATIVE ACTUAL AMOUNTS FOR THE YEAR ENDED JUNE 30, 2023)

| | <u>2024 BUDGET</u> | | <u>2024</u> | | <u>2023</u> |
|---------------------------------------|--------------------|---------------------|---------------------|-------------------------------------|---------------------|
| | <u>ORIGINAL</u> | <u>FINAL</u> | <u>ACTUAL</u> | <u>VARIANCE TO FINAL BUDGET</u> | <u>ACTUAL</u> |
| Revenues Over (Under) Expenditures | \$ (2,044,876) | \$ (3,810,354) | \$ 611,675 | \$ 4,422,029 | \$ 675,456 |
| OTHER FINANCING SOURCES | | | | | |
| Transfers from other funds | - | 1,600,000 | 1,600,000 | - | 750,000 |
| Net Change in Fund Balance | (2,044,876) | (2,210,354) | 2,211,675 | 4,422,029 | 1,425,456 |
| FUND BALANCE, July 1 | <u>2,908,925</u> | <u>3,399,403</u> | <u>3,399,403</u> | <u>-</u> | <u>1,973,947</u> |
| FUND BALANCE, June 30 | <u>\$ 864,049</u> | <u>\$ 1,189,049</u> | <u>\$ 5,611,078</u> | <u>\$ 4,422,029</u> | <u>\$ 3,399,403</u> |

LYON COUNTY SCHOOL DISTRICT

BUILDING AND SITES FUND SCHEDULE OF REVENUES, EXPENDITURES AND CHANGES IN FUND BALANCE - BUDGET AND ACTUAL YEAR ENDED JUNE 30, 2024

(WITH COMPARATIVE ACTUAL AMOUNTS FOR THE YEAR ENDED JUNE 30, 2023)

| | 2024 BUDGET | | 2024 | | 2023 |
|---------------------------------------|-------------------|------------------|-------------------|-----------------------------|-------------------|
| | ORIGINAL | FINAL | ACTUAL | VARIANCE TO FINAL BUDGET | ACTUAL |
| REVENUES | | | | | |
| Local Sources: | | | | | |
| Rents | \$ 9,600 | \$ 9,600 | \$ 9,200 | \$ (400) | \$ 8,800 |
| EXPENDITURES | | | | | |
| Undistributed Expenditures: | | | | | |
| Operations and Maintenance: | | | | | |
| Purchased services | - | - | 22,069 | (22,069) | 119,819 |
| Supplies | 65,000 | 65,000 | - | 65,000 | - |
| Total Expenditures | 65,000 | 65,000 | 22,069 | 42,931 | 119,819 |
| Revenues Over (Under) Expenditures | (55,400) | (55,400) | (12,869) | 42,531 | (111,019) |
| OTHER FINANCING (USES) | | | | | |
| Contingency | (25,000) | - | - | - | - |
| Net Change in Fund Balance | (80,400) | (55,400) | (12,869) | 42,531 | (111,019) |
| FUND BALANCE, July 1 | 226,015 | 114,996 | 114,996 | - | 226,015 |
| FUND BALANCE, June 30 | <u>\$ 145,615</u> | <u>\$ 59,596</u> | <u>\$ 102,127</u> | <u>\$ 42,531</u> | <u>\$ 114,996</u> |

LYON COUNTY SCHOOL DISTRICT

RESIDENTIAL CONSTRUCTION TAX FUND SCHEDULE OF REVENUES, EXPENDITURES AND CHANGES IN FUND BALANCE - BUDGET AND ACTUAL YEAR ENDED JUNE 30, 2024

(WITH COMPARATIVE ACTUAL AMOUNTS FOR THE YEAR ENDED JUNE 30, 2023)

| | 2024 BUDGET | | 2024 | | 2023 |
|--|--------------|--------------|--------------|-----------------------------|--------------|
| | ORIGINAL | FINAL | ACTUAL | VARIANCE TO FINAL BUDGET | ACTUAL |
| REVENUES | | | | | |
| Local Sources: | | | | | |
| Residential Construction Tax | \$ 1,000,000 | \$ 1,000,000 | \$ 742,768 | \$ (257,232) | \$ 624,003 |
| Earnings on investments | 250,000 | 250,000 | - | (250,000) | 3,599 |
| Total Revenue | 1,250,000 | 1,250,000 | 742,768 | (507,232) | 627,602 |
| EXPENDITURES | | | | | |
| Facilities Acquisition and Construction: | | | | | |
| Architectural and Engineering Services: | | | | | |
| Purchased services | 15,000 | 15,000 | - | 15,000 | - |
| Building Acquisition/Construction: | | | | | |
| Purchased services | - | 150,000 | - | 150,000 | - |
| Property | - | 55,000 | 71,507 | (16,507) | - |
| | - | 205,000 | 71,507 | 133,493 | - |
| Site Improvement: | | | | | |
| Purchased services | 1,225,000 | 1,025,000 | 422,773 | 602,227 | 995,021 |
| Building Improvement: | | | | | |
| Supplies | - | - | 162,245 | (162,245) | - |
| Purchased services | 800,000 | 863,462 | 347,468 | 515,994 | - |
| | 800,000 | 863,462 | 509,713 | 353,749 | - |
| Total Facilities Acquisition and Construction | 2,040,000 | 2,108,462 | 1,003,993 | 1,104,469 | 995,021 |
| Net Change in Fund Balance | (790,000) | (858,462) | (261,225) | 597,237 | (367,419) |
| FUND BALANCE, July 1 | 1,705,268 | 1,773,730 | 1,773,730 | - | 2,141,149 |
| FUND BALANCE, June 30 | \$ 915,268 | \$ 915,268 | \$ 1,512,505 | \$ 597,237 | \$ 1,773,730 |

LYON COUNTY SCHOOL DISTRICT

INTERNAL SERVICE FUNDS COMBINING STATEMENT OF NET POSITION JUNE 30, 2024

(WITH COMPARATIVE ACTUAL AMOUNTS AS OF JUNE 30, 2023)

| | WORKERS COMPENSATION INSURANCE FUND | UNEMPLOY- MENT INSURANCE FUND | GROUP INSURANCE FUND | TOTALS | |
|---|--|--|----------------------------|---------------------|---------------------|
| | | | | 2024 | 2023 |
| ASSETS | | | | | |
| Cash and cash equivalents | \$ 1,924,886 | \$ 1,658,939 | \$ 651,453 | \$ 4,235,278 | \$ 4,111,481 |
| Accounts receivable | 31,629 | 6,744 | 62 | 38,435 | 6,744 |
| | <u>1,956,515</u> | <u>1,665,683</u> | <u>651,515</u> | <u>4,273,713</u> | <u>4,118,225</u> |
| Restricted cash | <u>654,000</u> | <u>-</u> | <u>-</u> | <u>654,000</u> | <u>654,000</u> |
| Total Assets | <u>2,610,515</u> | <u>1,665,683</u> | <u>651,515</u> | <u>4,927,713</u> | <u>4,772,225</u> |
| LIABILITIES | | | | | |
| Accounts and claims payable | 116,331 | - | - | 116,331 | 89,825 |
| Incurred but unreported claims | <u>1,045,000</u> | <u>-</u> | <u>-</u> | <u>1,045,000</u> | <u>1,022,000</u> |
| Total Liabilities | <u>1,161,331</u> | <u>-</u> | <u>-</u> | <u>1,161,331</u> | <u>1,111,825</u> |
| NET POSITION | | | | | |
| Restricted for employee benefits program | <u>\$ 1,449,184</u> | <u>\$ 1,665,683</u> | <u>\$ 651,515</u> | <u>\$ 3,766,382</u> | <u>\$ 3,660,400</u> |

LYON COUNTY SCHOOL DISTRICT

INTERNAL SERVICE FUNDS COMBINING STATEMENT OF REVENUES, EXPENSES, AND CHANGES IN FUND NET POSITION YEAR ENDED JUNE 30, 2024

(WITH COMPARATIVE ACTUAL AMOUNTS FOR THE YEAR ENDED JUNE 30, 2023)

| | WORKERS COMPENSATION INSURANCE FUND | UNEMPLOY- MENT INSURANCE FUND | GROUP INSURANCE FUND | TOTALS | |
|------------------------------|--|--|----------------------------|---------------------|---------------------|
| | | | | 2024 | 2023 |
| OPERATING REVENUES | | | | | |
| Charges for services | \$ 743,837 | \$ 184,337 | \$ - | \$ 928,174 | \$ 808,613 |
| OPERATING EXPENSES | | | | | |
| Benefit claims | 630,294 | 21,570 | - | 651,864 | 634,569 |
| Purchased services | 170,328 | - | - | 170,328 | 95,951 |
| Other | - | - | - | - | 53,277 |
| Total Operating Expenses | 800,622 | 21,570 | - | 822,192 | 783,797 |
| Change in Net Position | (56,785) | 162,767 | - | 105,982 | 24,816 |
| NET POSITION, July 1 | <u>1,505,969</u> | <u>1,502,916</u> | <u>651,515</u> | <u>3,660,400</u> | <u>3,635,584</u> |
| NET POSITION, June 30 | <u>\$ 1,449,184</u> | <u>\$ 1,665,683</u> | <u>\$ 651,515</u> | <u>\$ 3,766,382</u> | <u>\$ 3,660,400</u> |

LYON COUNTY SCHOOL DISTRICT

INTERNAL SERVICE FUNDS COMBINING STATEMENT OF CASH FLOWS YEAR ENDED JUNE 30, 2024

(WITH COMPARATIVE ACTUAL AMOUNTS FOR THE YEAR ENDED JUNE 30, 2023)

| | WORKERS COMPENSATION INSURANCE FUND | UNEMPLOY- MENT INSURANCE FUND | GROUP INSURANCE FUND | TOTALS | |
|---|--|--|----------------------------|---------------------|---------------------|
| | | | | 2024 | 2023 |
| CASH FLOWS FROM OPERATING ACTIVITIES | | | | | |
| Premiums received from other funds | \$ 712,208 | \$ 184,337 | \$ (52,178) | \$ 844,367 | \$ 813,155 |
| Payment of benefits | (607,294) | (21,570) | - | (628,864) | (474,569) |
| Insurance premiums and other | (91,706) | - | - | (91,706) | (112,894) |
| Net Cash Provided (Used) by Operating Activities | <u>13,208</u> | <u>162,767</u> | <u>(52,178)</u> | <u>123,797</u> | <u>225,692</u> |
| Net Increase (Decrease) in Cash and Cash Equivalents | 13,208 | 162,767 | (52,178) | 123,797 | 225,692 |
| CASH AND CASH EQUIVALENTS, July 1 | | | | | |
| | <u>2,565,678</u> | <u>1,496,172</u> | <u>703,631</u> | <u>4,765,481</u> | <u>4,539,789</u> |
| CASH AND CASH EQUIVALENTS, June 30 | | | | | |
| | <u>\$ 2,578,886</u> | <u>\$ 1,658,939</u> | <u>\$ 651,453</u> | <u>\$ 4,889,278</u> | <u>\$ 4,765,481</u> |
| RECONCILIATION OF OPERATING INCOME (LOSS) TO NET CASH PROVIDED (USED) BY OPERATING ACTIVITIES | | | | | |
| Operating income (loss) | \$ (56,785) | \$ 162,767 | \$ - | \$ 105,982 | \$ 24,816 |
| Adjustments to reconcile operating income (loss) to net cash provided (used) by operating activities: | | | | | |
| Changes in assets and liabilities: | | | | | |
| Accounts receivable | (31,629) | - | - | (31,629) | 4,542 |
| Accounts payable | 78,622 | - | (52,178) | 26,444 | 36,334 |
| Incurred but not reported claims | 23,000 | - | - | 23,000 | 160,000 |
| Total Adjustments | <u>69,993</u> | <u>-</u> | <u>(52,178)</u> | <u>17,815</u> | <u>200,876</u> |
| NET CASH PROVIDED (USED) BY OPERATING ACTIVITIES | <u>\$ 13,208</u> | <u>\$ 162,767</u> | <u>\$ (52,178)</u> | <u>\$ 123,797</u> | <u>\$ 225,692</u> |

LYON COUNTY SCHOOL DISTRICT

WORKERS COMPENSATION INSURANCE FUND
SCHEDULE OF REVENUES, EXPENSES AND
CHANGES IN FUND NET POSITION - BUDGET AND ACTUAL
YEAR ENDED JUNE 30, 2024
(WITH COMPARATIVE ACTUAL AMOUNTS FOR THE YEAR ENDED JUNE 30, 2023)

| | 2024 BUDGET | | 2024 | | 2023 |
|------------------------------|---------------------|---------------------|---------------------|-----------------------------|---------------------|
| | ORIGINAL | FINAL | ACTUAL | VARIANCE TO FINAL BUDGET | ACTUAL |
| OPERATING REVENUES | | | | | |
| Charges for services | \$ 625,000 | \$ 625,000 | \$ 743,837 | \$ 118,837 | \$ 639,968 |
| OPERATING EXPENSES | | | | | |
| Benefits | 675,000 | 675,000 | 630,294 | 44,706 | 634,569 |
| Purchased services | 150,000 | 150,000 | 170,328 | (20,328) | 95,951 |
| Other | 15,000 | 15,000 | - | 15,000 | 53,277 |
| | <u>840,000</u> | <u>840,000</u> | <u>800,622</u> | <u>39,378</u> | <u>783,797</u> |
| Change in Net Position | (215,000) | (215,000) | (56,785) | 158,215 | (143,829) |
| NET POSITION, July 1 | <u>1,509,798</u> | <u>1,505,969</u> | <u>1,505,969</u> | <u>-</u> | <u>1,649,798</u> |
| NET POSITION, June 30 | <u>\$ 1,294,798</u> | <u>\$ 1,290,969</u> | <u>\$ 1,449,184</u> | <u>\$ 158,215</u> | <u>\$ 1,505,969</u> |

LYON COUNTY SCHOOL DISTRICT

WORKERS COMPENSATION INSURANCE FUND SCHEDULE OF CASH FLOWS - BUDGET AND ACTUAL YEAR ENDED JUNE 30, 2024

(WITH COMPARATIVE ACTUAL AMOUNTS FOR THE YEAR ENDED JUNE 30, 2023)

| | 2024 BUDGET | | 2024 | | 2023 |
|---|--------------|--------------|--------------|-----------------------------|--------------|
| | ORIGINAL | FINAL | ACTUAL | VARIANCE TO FINAL BUDGET | ACTUAL |
| CASH FLOWS FROM OPERATING ACTIVITIES | | | | | |
| Charges for services | \$ 625,000 | \$ 625,000 | \$ 712,208 | \$ 87,208 | \$ 644,510 |
| Payment of benefits | (525,000) | (525,000) | (607,294) | (82,294) | (474,569) |
| Insurance premiums paid, other payments | (145,000) | (145,000) | (91,706) | 53,294 | (111,519) |
| Net Cash Provided (Used) By Operating Activities | (45,000) | (45,000) | 13,208 | 58,208 | 58,422 |
| CASH FLOWS FROM INVESTING ACTIVITIES | | | | | |
| Interest received on investments | 5,000 | 5,000 | - | (5,000) | - |
| Net Increase (Decrease) in Cash and Cash Equivalents | (40,000) | (40,000) | 13,208 | 53,208 | 58,422 |
| CASH AND CASH EQUIVALENTS, July 1 | | | | | |
| | 2,497,256 | 2,565,678 | 2,565,678 | - | 2,507,256 |
| CASH AND CASH EQUIVALENTS, June 30 | | | | | |
| | \$ 2,457,256 | \$ 2,525,678 | \$ 2,578,886 | \$ 53,208 | \$ 2,565,678 |
| RECONCILIATION OF OPERATING INCOME (LOSS) TO NET CASH PROVIDED (USED) BY OPERATING ACTIVITIES | | | | | |
| Operating income (loss) | | | \$ (56,785) | | \$ (143,829) |
| Adjustments to reconcile operating income (loss) to net cash provided (used) by operating activities: | | | | | |
| Changes in assets and liabilities: | | | | | |
| Accounts receivable | | | (31,629) | | 4,542 |
| Accounts payable | | | 78,622 | | 37,709 |
| Incurred but unreported claims | | | 23,000 | | 160,000 |
| Total Adjustments | | | 69,993 | | 202,251 |
| NET CASH PROVIDED (USED) BY OPERATING ACTIVITIES | | | \$ 13,208 | | \$ 58,422 |

LYON COUNTY SCHOOL DISTRICT

UNEMPLOYMENT INSURANCE FUND SCHEDULE OF REVENUES, EXPENSES AND CHANGES IN NET POSITION - BUDGET AND ACTUAL YEAR ENDED JUNE 30, 2024

(WITH COMPARATIVE ACTUAL AMOUNTS FOR THE YEAR ENDED JUNE 30, 2023)

| | 2024 BUDGET | | 2024 | | 2023 |
|------------------------------|---------------------|---------------------|---------------------|-----------------------------|---------------------|
| | ORIGINAL | FINAL | ACTUAL | VARIANCE TO FINAL BUDGET | ACTUAL |
| OPERATING REVENUES | | | | | |
| Charges for services | \$ 155,000 | \$ 155,000 | \$ 184,337 | \$ 29,337 | \$ 168,645 |
| OPERATING EXPENSES | | | | | |
| Benefits | 20,000 | 20,000 | 21,570 | (1,570) | - |
| Change in Net Position | 135,000 | 135,000 | 162,767 | 27,767 | 168,645 |
| NET POSITION, July 1 | <u>1,469,271</u> | <u>1,502,916</u> | <u>1,502,916</u> | <u>-</u> | <u>1,334,271</u> |
| NET POSITION, June 30 | <u>\$ 1,604,271</u> | <u>\$ 1,637,916</u> | <u>\$ 1,665,683</u> | <u>\$ 27,767</u> | <u>\$ 1,502,916</u> |

LYON COUNTY SCHOOL DISTRICT

UNEMPLOYMENT INSURANCE FUND SCHEDULE OF CASH FLOWS - BUDGET AND ACTUAL YEAR ENDED JUNE 30, 2024

(WITH COMPARATIVE ACTUAL AMOUNTS FOR THE YEAR ENDED JUNE 30, 2023)

| | 2024 BUDGET | | 2024 | | 2023 |
|--|---------------------|---------------------|---------------------|-----------------------------|---------------------|
| | ORIGINAL | FINAL | ACTUAL | VARIANCE TO FINAL BUDGET | ACTUAL |
| CASH FLOWS FROM OPERATING ACTIVITIES | | | | | |
| Charges for services | \$ 155,000 | \$ 155,000 | \$ 184,337 | \$ 29,337 | \$ 168,645 |
| Payment of benefits | (20,000) | (20,000) | (21,570) | (1,570) | - |
| Net Cash Provided By Operating Activities | 135,000 | 135,000 | 162,767 | 27,767 | 168,645 |
| CASH AND CASH EQUIVALENTS, July 1 | | | | | |
| | <u>1,327,527</u> | <u>1,496,172</u> | <u>1,496,172</u> | <u>-</u> | <u>1,327,527</u> |
| CASH AND CASH EQUIVALENTS, June 30 | | | | | |
| | <u>\$ 1,462,527</u> | <u>\$ 1,631,172</u> | <u>\$ 1,658,939</u> | <u>\$ 27,767</u> | <u>\$ 1,496,172</u> |
| RECONCILIATION OF OPERATING INCOME TO NET CASH PROVIDED BY OPERATING ACTIVITIES | | | | | |
| Operating income | | | <u>\$ 162,767</u> | | <u>\$ 168,645</u> |
| Adjustments to reconcile operating income to net cash provided by operating activities: | | | | | |
| Changes in assets and liabilities: | | | | | |
| Accounts receivable | | | <u>-</u> | | <u>-</u> |
| Total Adjustments | | | <u>-</u> | | <u>-</u> |
| NET CASH PROVIDED BY OPERATING ACTIVITIES | | | <u>\$ 162,767</u> | | <u>\$ 168,645</u> |

LYON COUNTY SCHOOL DISTRICT

GROUP INSURANCE FUND
 SCHEDULE OF REVENUES, EXPENSES AND
 CHANGES IN FUND NET POSITION - BUDGET AND ACTUAL
 YEAR ENDED JUNE 30, 2024
 (WITH COMPARATIVE ACTUAL AMOUNTS FOR THE YEAR ENDED JUNE 30, 2023)

| | 2024 BUDGET | | 2024 | | 2023 |
|------------------------------|-------------|------------|------------|-----------------------------|------------|
| | ORIGINAL | FINAL | ACTUAL | VARIANCE TO FINAL BUDGET | ACTUAL |
| OPERATING REVENUES | | | | | |
| Charges for services | \$ - | \$ - | \$ - | \$ - | \$ - |
| OPERATING EXPENSES | | | | | |
| Purchased services | 15,000 | 15,000 | - | 15,000 | - |
| Change in Net Position | (15,000) | (15,000) | - | (15,000) | - |
| NET POSITION, July 1 | 651,515 | 651,515 | 651,515 | - | 651,515 |
| NET POSITION, June 30 | \$ 636,515 | \$ 636,515 | \$ 651,515 | \$ (15,000) | \$ 651,515 |

LYON COUNTY SCHOOL DISTRICT

GROUP INSURANCE FUND SCHEDULE OF CASH FLOWS - BUDGET AND ACTUAL YEAR ENDED JUNE 30, 2024

(WITH COMPARATIVE ACTUAL AMOUNTS FOR THE YEAR ENDED JUNE 30, 2023)

| | 2024 BUDGET | | 2024 | | 2023 |
|--|-------------|-------------|-------------|-----------------------------|------------|
| | ORIGINAL | FINAL | ACTUAL | VARIANCE TO FINAL BUDGET | ACTUAL |
| CASH FLOWS FROM OPERATING ACTIVITIES | | | | | |
| Payment for claims and other | \$ (15,000) | \$ (15,000) | \$ (52,178) | \$ (37,178) | \$ (1,375) |
| Net Cash Provided (Used) By Operating Activities | (15,000) | (15,000) | (52,178) | (37,178) | (1,375) |
| Net Increase (Decrease) in Cash and Cash Equivalents | (15,000) | (15,000) | (52,178) | (37,178) | (1,375) |
| CASH AND CASH EQUIVALENTS, July 1 | | | | | |
| | 705,006 | 703,631 | 703,631 | - | 705,006 |
| CASH AND CASH EQUIVALENTS, June 30 | | | | | |
| | \$ 690,006 | \$ 688,631 | \$ 651,453 | \$ (37,178) | \$ 703,631 |
| RECONCILIATION OF OPERATING INCOME (LOSS) TO NET CASH PROVIDED (USED) BY OPERATING ACTIVITIES | | | | | |
| Operating income (loss) | | | \$ - | | \$ - |
| Adjustments to reconcile operating income (loss) to net cash provided by operating activities: | | | | | |
| Changes in assets and liabilities: | | | | | |
| Accounts and claims payable | | | (52,178) | | (1,375) |
| NET CASH PROVIDED (USED) BY OPERATING ACTIVITIES | | | \$ (52,178) | | \$ (1,375) |



**INDEPENDENT AUDITORS' REPORT ON INTERNAL CONTROL
OVER FINANCIAL REPORTING AND ON COMPLIANCE AND
OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL STATEMENTS
PERFORMED IN ACCORDANCE WITH *GOVERNMENT AUDITING STANDARDS***

To the Board of Trustees
Lyon County School District
Yerington, Nevada

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States, the financial statements of the governmental activities, each major fund, and the aggregate remaining fund information of the Lyon County School District (the District) as of and for the year ended June 30, 2024, and the related notes to the financial statements, which collectively comprise the District's basic financial statements and have issued our report thereon dated November 12, 2024.

Report on Internal Control over Financial Reporting

In planning and performing our audit of the financial statements, we considered the District's internal control over financial reporting (internal control) as a basis for designing the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinions on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the District's internal control. Accordingly, we do not express an opinion on the effectiveness of the District's internal control.

A deficiency in internal control exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

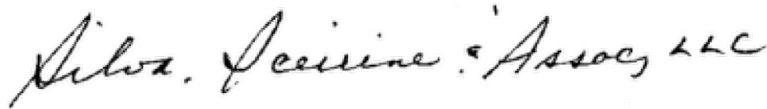
Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses or significant deficiencies may exist that have not been identified.

Report on Compliance and Other Matters

As part of obtaining reasonable assurance about whether the District's financial statements are free of material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the District's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the District's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

A handwritten signature in cursive script that reads "Silva, Perrine & Assoc, LLC".

Reno, Nevada
November 12, 2024

LYON COUNTY SCHOOL DISTRICT

INDEPENDENT AUDITORS' COMMENTS

JUNE 30, 2024

STATUTE COMPLIANCE

Current Year

The required disclosure on compliance with applicable Nevada Revised Statutes and the Nevada Administrative Code is included in Note 3 to the financial statements.

Prior Year

Potential violations were reported in Note 3 of the June 30, 2023 audit. No potential violations were noted for the year ended June 30, 2024.

AUDIT RECOMMENDATIONS

Current Year

There are no findings of the magnitude to be included in the June 30, 2024 audit report.

Prior Year

There were no findings of the magnitude to be included in the June 30, 2023 audit report.

Lyon County School District Board Memo

Date: November 19, 2024
To: Board of School Trustees
From: Kyle Rodriguez, Fiscal Service Officer
Re: Designation of Independent Audit Firm for Fiscal Year 2025

Recommendation:

That the Board of Trustees approves the reappointment of Silva, Sceirine & Associates, LLC for the fiscal year 2024 Audit in the amount not to exceed \$82,900.00 to be paid from the general fund.

Background Information:

NRS 354.624 requires each school district to have an annual audit completed within 4 months of the conclusion of the fiscal year. NRS 354.624 (3) specifies:

“The governing body may, without requiring competitive bids, designate the auditor or firm annually. The auditor or firm must be designated, and notification of the auditor or firm designated must be sent to the Department of Taxation not later than 3 months before the close of the fiscal year for which the audit is to be made.”

The District has contracted with Silva, Sceirine & Associates, LLC for the past decade in completing the annual audit. The last two years the District has been able to present audited financial statements before December, due to the collaboration between the Business Office and Silva, Sceirine & Associates. Silva, Sceirine & Associates also audit Carson City School District and Douglas County School District giving them unparalleled knowledge on rural K-12 entities in Northern Nevada.

Budget Considerations:

The proposed fee of \$82,900 is an increase of 4% or \$3,200 over fiscal year 2024. The work that Silva, Sceirine & Associates, LLC will be completed meeting all requirements outlined in NRS 354.624.

Discussed at Previous Meeting:

Attachment(s):

Yerington High School

Kathy Bomba-Edgerton, PhD
Principal

Ally Sceirine
Assistant Principal

Todd Hunt
Counselor

114 Pearl Street
Yerington, NV 89447
Phone: (775) 463-6822
Fax: (775) 463-6828



"GO LIONS!"

www.yhs.lyoncsd.org

YHS Highlights

- ★ YHS has 107 students enrolled in dual credit classes. The number of students enrolled in dual credit classes increases every year.
- ★ YHS has 8 students who will earn their associates degree through WNC this June, 2025.
- ★ YHS added a History dual credit course for the 2024-2025 school year.
- ★ YHS continues to administer MAP data three times per year and is committed to analyzing the data to better support student learning.
- ★ YHS is working to expand opportunities for students through work-based learning.
- ★ YHS has hired an Agriculture Welding teacher. Students will obtain their OSHA 10 certification.
- ★ YHS took 1st place at the Paiute Language Bowl last spring, beating schools in Washoe County.
- ★ Through the accreditation process, YHS has created a new vision and mission statement.
 - New vision statement: Graduate our students to be successful, productive citizens, and life-long learners.
 - New mission statement: Developing a culture that prepares all students for success

YHS Goals:

Goal #1: We will reduce failure rates by 5% every semester.

Goal #2: We will strengthen our PBIS program and reduce classroom referrals by 5% every semester.

Goal #3: Increase communication and parent involvement by adding a monthly newsletter and adding an extra event during the school year.

Graduate our students to be successful, productive citizens, and life-long learners.

SMITH VALLEY SCHOOL HIGHLIGHTS 2024-25

- Ongoing commitment by all stakeholders to a positive and supportive school climate/culture. SVS exceeded both the district and state averages in all 12 survey areas on The Nevada School Climate/Social Emotional Learning Survey (NV-SCSEL) for grades 5 - 12.
- The majority (9 out of 12 survey areas) of the NV-SCSEL survey area results were in the “excellence” benchmark performance level. SVS survey results in the physical safety survey area were an average of 111 points higher (out of 500), than the state results, across all 3 grade level areas.
- SVS achieved a 100% graduation rate for the 2020-21, 2021-22, 2022-23, and 2023-24 school years.
- The SVS volleyball team is the 2024 NIAA Class 1A State runner ups. The volleyball team has qualified for state for four consecutive years being state champions for two of those years.
- More than 80% of the secondary students at SVS are involved in one or more extra-curricular groups/athletic teams.
- SVHS Student Council (Silver Star Award recipients) has planned and facilitated multiple student and community events including homecoming week with the theme “Under the Lights”, the 2024 Week of Respect, Bulldog Holiday Fair, and many others.
- The main gym has a new concession stand and is also being equipped with new wireless scoreboards. Both projects were funded in large part or exclusively by the Bulldog Booster Club.
- Average daily attendance for the 2023-24 school year, across all grade levels, was 94.7%.
- Smith Valley Rotary and SVS collaborated in organizing and running another very successful career fair that included over 20 different organizations/career opportunities from across the state including many from Smith Valley and surrounding communities.

SVS CONTINUOUS IMPROVEMENT PLAN 2024-25

ADULT LEARNING CULTURE - GOAL 1: *Smith Valley School students and staff will exemplify the LCSD Portrait of a Learner domain "Student Ownership of their Learning" by demonstrating a commitment to the self-direction and self-knowledge competencies within this domain.*

- *By June 2025, SVS students will have achieved mastery (Level 4) of NEPF instructional practice standard 4: “What am I learning? Why am I learning it? How do I know?”*

STUDENT SUCCESS - GOAL 2: *Smith Valley School students and staff will increase student reading performance in order to ensure that they are college, career and life successful.*

- *Using the 2024-2025 MAP's data, the percentage of students K - 11 who score in the Low or Low Average level, in respective grades/classes, will decrease at each testing session Fall to Spring by 5% or more.*

CONNECTEDNESS - GOAL 3: *Smith Valley School students will feel a sense of belonging by increasing the emotional safety in the school setting as measured by the annual Nevada Social Emotional Learning Survey from favorable to most favorable range; as exemplified through the district initiative, "A Portrait of a Learner" specific to the Connected Learners domain.*

- *5th through 12th-grade students will move from the favorable range to the most favorable range on the Culture and Climate Survey in the Emotional Safety category as measured by student survey results for the 2024-2025 school year.*



112 N. California St.
Yerington, NV 89447
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(775)463-6850 Fax
www.yes.lyoncsd.org



Shannon Coombs
Principal
Tiffany Townley
Assistant Principal
Christine Mayes
Counselor

YES Highlights 2024-25

- ⇒ YES staff is proud of our culture where families are welcomed and are excited to come to our campus! We regularly have parents and other visitors to our campus during the school day, and have hosted our first Evening Family Night in October. We also invite friends and families to come to special events that occur during our school day, such as our Halloween Parade tradition.
- ⇒ YES is partnering with the 21st Century Grant to provide tutoring at the YES Campus Monday-Thursday in a collaboration with the Boys and Girls Club of Mason Valley, focusing on direct reading and math instruction to support the LCSO Curriculum. We have altered the time of tutoring to allow teachers to still have their collaboration with their grade level teams. Currently almost 15 students are enrolled in Tutoring but we are getting more students signed up everyday!
- ⇒ YES PTO continues to be involved throughout the YES Community all year long! They sponsor many school-wide events each year, and this year they are dedicated to bringing in engaging learning opportunities in the form of assemblies. Most recently, Mr. Peace visited our school to give our students a positive reminder about being kind to each other and kind to ourselves.
- ⇒ Continuing PBIS Rewards to motivate students to be Respectful, Responsible and Safe in all aspects of their lives, everywhere that they go! We are constantly developing new ways for students to use their points, to encourage them to work hard to earn points throughout each day. Ask any student on our campus and they will tell you ways that they can show their Grrrrr and how they earn points.
- ⇒ PBIS: We are on our fourth year of Tier 3 Implementation and utilize PBIS referrals to analyze student behavior data so that we can provide appropriate interventions to students who need them.
- ⇒ Our SEL program, Navigate 360, is being taught in classrooms with the guidance of our counselor and is being reviewed by our specialist teachers to provide regular reminders about social expectations. Administration and teachers also utilize the age-appropriate lessons for common topics that affect elementary aged students. Our counselor is also providing instruction to teachers and students about the Zones of Regulation.

Yerington Elementary School Continuous Improvement Goals for 2024-2025:

School Goal 1: YES student body will increase their reading and math proficiency rate.

School Goal 2: YES Staff will improve instructional techniques in PLCs by examining class, grade level and school wide data from i-Ready and NWEA MAP and HMH Progress Monitoring.

School Goal 3: Ensure that every student at Yerington Elementary School and classroom teachers participate in the "Portrait of a Learner" by demonstrating a commitment to connected learning and learning through discovery.



2023-2024 HIGHLIGHTS

Yerington Intermediate School Highlights 2023-2024

Elective Offerings

VIS offers a diverse range of electives, such as Paiute, PE (with archery), ASL, Band & Choir (including Honor Choir), Strategy Gaming, Book/Film Studies, Everyday Heroes, Teening to Adulting, Art, and more.

High School Credit Opportunities

8th-grade students can earn high school credits in Computer Science and Algebra I, providing an early advantage for high school coursework.

Professional Development

VIS staff engage in ongoing professional development to align teaching strategies with LCSD curricula.

Music Programs

VIS and YHS Choirs participate in high-level performances on and off campus.

Career Readiness

The PAES Lab offers work simulations and skill-building activities to prepare students for real-world job experiences.

Student Leadership and Events

The VIS Student Leadership team organized events such as the Fall Festival, Halloween Parade, Winter Formal Dance, and a fundraiser for local Veterans.

Extracurricular Activities

VIS provides sports like Cross-Country, Basketball, Wrestling, Volleyball, and Track & Field. Clubs include Robotics, Academic Olympics, Spelling Bee, and Drama.

PBIS Activities

Students use PBIS "Tiger Stripe" points for activities like Dodgeball, Pizza with the Principal, movie field trips, raffles, and more.

Summer Enrichment

VIS offered summer activities such as archery, bowling, cooking workshops, and field trips to government agencies.

Campus Improvements

The gym underwent a full renovation, including updated flooring, lighting, and aesthetics. Other upgrades include new banners, signage, classroom technology, and room layouts. Plans for indoor murals are underway.

NEW for 2024-2025

An Attendance Contest has launched, with week one achieving a school average attendance of over 93%.

Lyon County School District Board Memo

Date: November 19, 2024
To: Board of School Trustees
From: James Gianotti, Executive Director for Educational Services
Re: Lyon County School District Class of 2024 Graduation Rates

Recommendation:

That the Board of Trustees approve the report on Lyon County School District Class of 2024 Graduation Rates

Background Information:

The Nevada Department of Education calculated the 2024 Graduation Rates on November 1, 2024. The data tables in the report on LCSD Four Year Graduation Rates are meant to clarify the calculation of the 2023-2024 Four Year Adjusted Cohort Graduation Rate as determined by the Nevada Department of Education.

The graduation rate is determined by the number of students who enter high school as a cohort and earn regular high school diplomas within four years. Students who transfer out (during the four years), with the requested paperwork from the school where they transfer, are taken out of the calculation. Students who transfer into LCSD schools (during the four years) are added to the calculation. Any student in the four-year cohort who are a drop out/non-graduate, or do not send the required paperwork to show they truly transferred to another school, are counted as a non-graduate. Students who earn an adjusted diploma or high school equivalence certificate/GED also do not count as graduates for that four-year cohort.

Students who enroll in adult education that are seventeen years old, count as non-graduates for the school. Students who enroll in adult education that are eighteen years old, count as transfers for the school, but if they do not graduate with an adult diploma, they count as non-graduates for LCSD, but not for the school itself. Students who enroll in adult education from a charter, home-school, or another district are counted as LCSD students upon enrollment in Lyon Adult Education. If a student graduates with an adult education diploma they are counted as a transfer out. For these reasons, the tables on the report breakdown the various reasons for the graduation rates and show the impact of adult education upon those rates. Additional tables of potential graduation rates have also been included to show how the graduation rate is affected by certain groups of students.

Budget Considerations:

N/A

Discussed at Previous Meeting:

N/A

Attachment(s):

Grad Rate Comparison 2012-2024
Grad Rate with Analysis 2023-2024

Mission Statement Lyon County School District fosters learning for life, empowers connected learners, promotes student ownership, and encourages discovery learning for success in a rapidly evolving world.

Graduation Rates for Classes of 2012-2024

| | <u>2012</u> | <u>2013</u> | <u>2014</u> | <u>2015</u> | <u>2016</u> | <u>2017</u> | <u>2017 Actual w/Adult Ed</u> | <u>2018</u> | <u>2018 Actual w/Adult Ed</u> | <u>2019</u> | <u>2019 Actual w/Adult Ed</u> | <u>2020</u> | <u>2020 Actual w/Adult Ed</u> | <u>2021</u> | <u>2021 Actual w/Adult Ed</u> | <u>2022</u> | <u>2022 Actual w/Adult Ed</u> | <u>2023</u> | <u>2023 Actual w/Adult Ed</u> | <u>2024</u> | <u>2024 Actual w/Adult Ed</u> |
|--------------------------|-------------|-------------|-------------|-------------|-------------|-------------|-----------------------------------|-------------|-----------------------------------|-------------|-----------------------------------|-------------|-----------------------------------|-------------|-----------------------------------|-------------|-----------------------------------|-------------|-----------------------------------|-------------|-----------------------------------|
| State | 62% | 63% | 71% | 70.77% | 73.55 | 80.55% | 80.55% | 83.17% | 83.17% | 84.11% | 84.11% | 82.57% | 82.57% | 81.31% | 81.31% | 81.72% | 81.72% | 81.39% | 81.39% | | |
| 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% | 84.57% | 84.57% | 86.41% | 86.41% | 87.77% | 87.77% |
| Dayton High | 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% | 85.89% | 83.83% | 91.93% | 87.06% | 92.64% | 92.30% |
| Fernley High | 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% | 84.35% | 82.46% | 87.94% | 83.50% | 87.04% | 86.96% |
| Silver Stage High | 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% | 91.78% | 91.78% | 83.91% | 81.11% | 89.55% | 89.23% |
| Smith Valley High | 100% | 81% | ??? | 100% | 100% | 88.89% | 88.89% | 100% | 100% | 100% | 100% | 85.71% | 85.71% | 100.00% | 100.00% | 100.00% | 100.00% | 100.00% | 100.00% | 100.00% | 100.00% |
| Yerington High | 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% | 86.46% | 83.84% | 86.17% | 83.51% | 94.68% | 94.57% |
| LCSD Adult Ed | ??? | ??? | ??? | ??? | ??? | 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% | | 76.15% | | 90.57% | 88.07% | 89.71% | 89.71% |

23-24 Grad Rate

| | Graduates | Non Graduates | Transfer Out | Total | Grad Rate |
|---------------|-----------|---------------|--------------|-------|-----------|
| Dayton | 151 | 12 | 44 | 207 | 92.64 |
| Eagle Ridge | 1 | | 7 | 8 | 100.00 |
| Fernley | 282 | 42 | 112 | 436 | 87.04 |
| Lyon Adult Ed | | 18 | 11 | 29 | 0.00 |
| Silver Stage | 60 | 7 | 29 | 96 | 89.55 |
| Smith Valley | 20 | | 8 | 28 | 100.00 |
| Yerington | 89 | 5 | 24 | 118 | 94.68 |
| Total | 603 | 84 | 235 | 922 | 87.77 |

Grad Rate if Adjusted, Adult Ed, High School Equivalency Counted as Diplomas

| | Graduates | Adjusted | Adult Ed Diploma | High School Equivalency | Dropout/Non Grad | Transfer Out | Total | Potential Grad Rate |
|---------------|-----------|----------|------------------|-------------------------|------------------|--------------|-------|---------------------|
| Dayton | 151 | 1 | | | 11 | 44 | 207 | 93.25 |
| Eagle Ridge | 1 | | | | | 7 | 8 | 100.00 |
| Fernley | 282 | 5 | | | 37 | 112 | 436 | 88.58 |
| Lyon Adult Ed | | | 10 | 1 | 17 | 1 | 29 | 39.29 |
| Silver Stage | 60 | | | | 7 | 29 | 96 | 89.55 |
| Smith Valley | 20 | | | | | 8 | 28 | 100.00 |
| Yerington | 89 | 1 | | | 4 | 24 | 118 | 95.74 |
| Total | 603 | 7 | 10 | 1 | 76 | 225 | 922 | 89.10 |

697

Grad Rate if Adjusted, Adult Ed, and High School Equivalency Counted as Diplomas and All Seniors who attended through graduation, graduated

| | Graduates | Adjusted | Adult Ed Diploma | High School Equivalency | Non Graduates | Dropout | Transfer Out | Total | Potential Grad Rate |
|---------------|-----------|----------|------------------|-------------------------|---------------|---------|--------------|-------|---------------------|
| Dayton | 151 | 1 | | | 6 | 5 | 44 | 207 | 96.93 |
| Eagle Ridge | 1 | | | | | | 7 | 8 | 100.00 |
| Fernley | 282 | 5 | | | 12 | 25 | 112 | 436 | 92.28 |
| Lyon Adult Ed | | | 10 | 1 | 16 | 1 | 1 | 29 | 96.43 |
| Silver Stage | 60 | | | | | 8 | 29 | 97 | 88.24 |
| Smith Valley | 20 | | | | | | 8 | 28 | 100.00 |
| Yerington | 89 | 1 | | | 2 | 2 | 24 | 118 | 97.87 |
| Total | 603 | 7 | 10 | 1 | 36 | 41 | 225 | 923 | 94.13 |

LyOnline (these students are included in the above tables)

| | Graduate | Non Graduates | Transfer Out | Total | Grad Rate |
|---------------|----------|---------------|--------------|-------|-----------|
| Dayton | 34 | 3 | 3 | 40 | 91.89 |
| Fernley | 63 | 6 | 4 | 73 | 91.30 |
| Lyon Adult Ed | | 4 | 2 | 6 | 0.00 |
| Silver Stage | 6 | | | 6 | 100.00 |
| Smith Valley | 4 | | | 4 | 100.00 |
| Yerington | 15 | 1 | 2 | 18 | 93.75 |
| Total | 122 | 14 | 11 | 147 | 89.71 |

Lyon County School District Board Memo

Date: November 19, 2024

To: Board of School Trustees

From: Damon Etter Professional Development and Data Manager, Heather Moyle and Jim Gianotti Executive Directors for Educational Services

Re: A report on assessment results for the 2023-2024 school year

Recommendation:

That the board approves a report on the assessment results for the 2023-2024 school year.

Background Information:

Lyon County School District continues to experience challenges with assessment results and acknowledges that we are not where we would like to be, believing that some of the data is invalid, not representative of what students know and are able to do. This is demonstrated when considering the number of parents that opt students out of tests, combined with student buy-in for assessment. This is particularly relevant for schools seeing less than 90% participation on the Smarter Balanced Assessments (SBAC) and for the ACT at 11th grade.

As a district, we continue to review and analyze the data that we obtain from our annual assessments, along with the variety of formative assessments administered throughout the year. As a result, we know the work that lay ahead, and we continue to recognize the steps that the Board has allowed us to take to improve student achievement throughout the district.

The assessment data shared shows the percentage of students deemed proficient in the Smarter Balanced Assessments in mathematics, English language arts (ELA), and science.

Achievement on the MAP (Measure of Academic Progress) test in grades K-8, showing proficiency in the spring of 2024. Teachers and site personnel can take this data and determine needs based on individual student performance. As we enter the fall of 2024, staff have utilized this data to determine placements and instructional needs prior to the completion of Fall MAP testing. We have now added the i-Ready Math Diagnostic to our battery of assessment to determine student needs and establish an independent learning path for each student in grades K-8 so we are able to close gaps and equip students with the skills to receive grade level instruction. Additionally, the high schools have resumed the use of MAP assessments in ELA and Math, and the district sees promising results with this data. The ALEKS program is a new addition and gathering steam as teachers implement this as part of their instruction, showing that students are actively taking advantage of these learning opportunities.

The ACT assessment was administered to all 11th graders in February of 2024. Students take this exam regardless of their intentions following graduation, and while the ACT is a college entrance exam, the state has chosen it as the College and Career Readiness exam. Typically, students intending to go on to college will take the ACT multiple times in order to receive higher scores. Those additional scores are not reflected in the state reporting.

The WIDA ACCESS for ELLs (ACCESS) is the summative English language proficiency assessment taken annually by English language learners in Kindergarten through Grade 12. The WIDA ACCESS assesses the four language domains

Mission Statement *Lyon County School District fosters learning for life, empowers connected learners, promotes student ownership, and encourages discovery learning for success in a rapidly evolving world.*

of Listening, Speaking, Reading and Writing, providing proficiency levels (1-6) for each domain. A student is proficient and exits the EL Program when an Overall (Composite) EL Level of 4.5 has been achieved.

Career and Technical Education (CTE) completer results are presented here and show the number of students eligible to receive a certificate and the percentage of those who did. The data also shows the percentage of students that passed the Workplace Readiness (WPR) exam as it is incorporated in the certificate earner data. Typically, our students pass the workplace readiness at a much higher rate than the end of program assessment.

Ultimately the educators of Lyon County School District work hard to overcome the obstacles faced by our students. We continue to analyze the data provided by these assessments but know that they ultimately do not adequately measure all the great things going on in Lyon CSD. We continue to work on our Portrait of a Learner and focus on those things that our stakeholders expressed were important. Lifelong Learning, Connected Learning, Student Ownership of Learning, and Discovery Learning. Additionally, information for understanding and interpreting the various assessments administered in Lyon CSD is attached.

Budget Considerations:

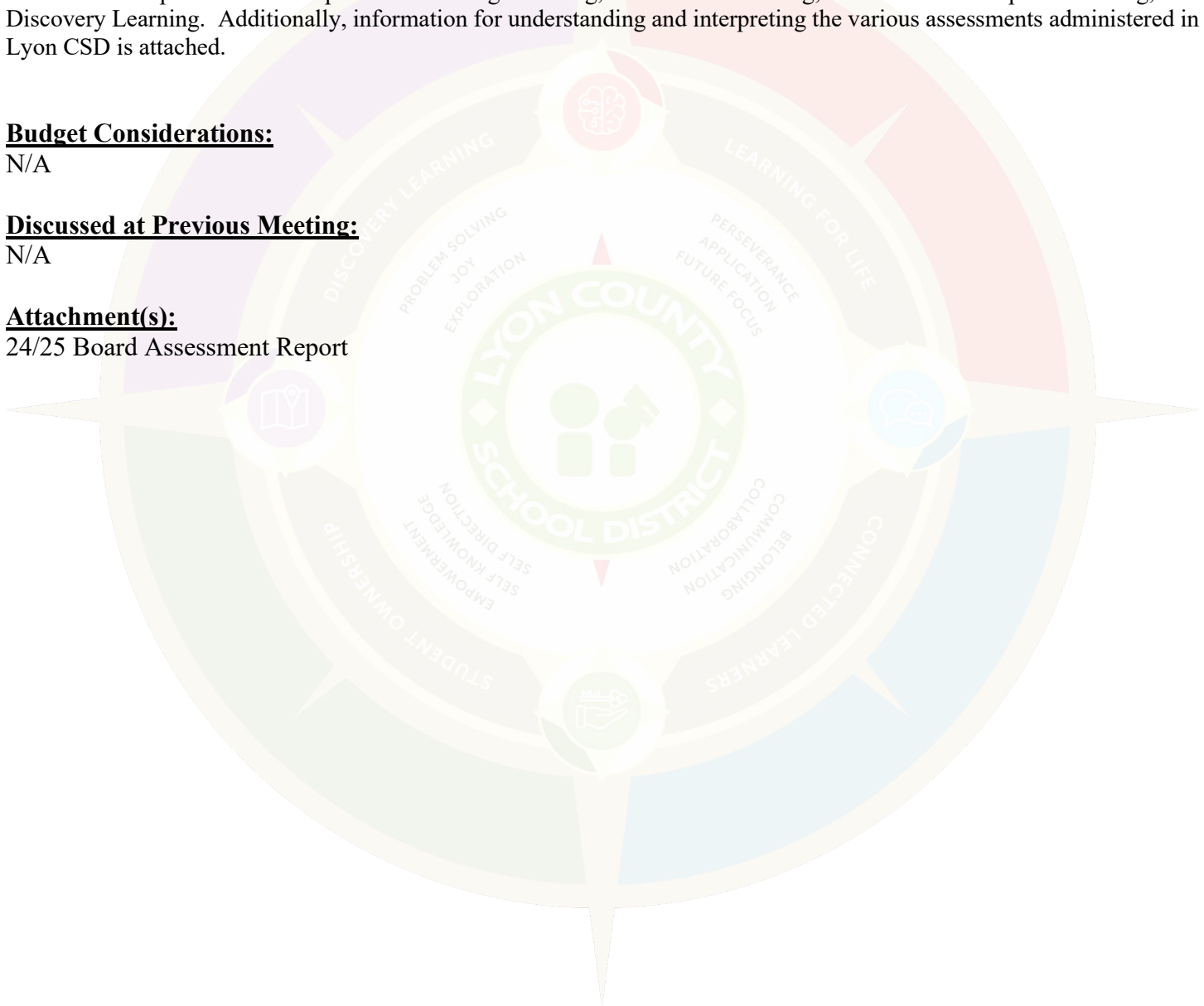
N/A

Discussed at Previous Meeting:

N/A

Attachment(s):

24/25 Board Assessment Report



Mission Statement *Lyon County School District fosters learning for life, empowers connected learners, promotes student ownership, and encourages discovery learning for success in a rapidly evolving world.*

Lyon County School District

Report on the Assessment Results for the 2023/2024 School Year

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Philosophy of Assessment

Assessment FOR Learning

- When assessment FOR learning occurs, the words assessments, evaluation, or grading should not cause feelings of anxiety, vulnerability, or frustration. The traditional assessment OF learning methods employed in education have used assessments to hold students accountable for learning by a deadline (Stiggins, 2005). Assessments OF learning are summative assessments, or assessments that allow students to prove what they have learned by a certain deadline resulting in a proficient or not proficient dichotomy (Dufour, 2016), this dichotomy discourages learning and either creates a cognitive belief system of success or failure.
- In contrast, Lyon County School District believes that assessment should be used FOR learning and aligned with our guiding domain “Student Ownership of Learning”. An assessment FOR learning removes proficiency deadlines and allows students to improve their learning because it informs both the teacher and student as to the appropriate next steps in the learning process (Dufour, 2016). Assessments should be used as a confidence builder, a motivator to keep them learning, and a tool for celebrating unprecedented achievement gains (Stiggins, 2005). To accomplish this, educators should use assessments to help students understand (Dufour, 2016);
 1. The achievement targets they are aspiring to
 2. Where they are now in relation to that expectation and how far they have come.
 3. How to close the gap between the two.
 4. To celebrate gains over time.

Portrait of a Learner and Assessments

- Lyon County School District believes assessments should be used to empower and support students by taking ownership of their learning. Assessments are not intended to hold students accountable, but rather provide students an opportunity to reflect on their learning. Students take ownership of their learning by;
 - *Independently monitor their learning and make decisions about the right next steps in their learning.*
 - *Explore and choose learning options aligned to their goals and interests.*
 - *Assess their learning and take appropriate actions to achieve their goals.*
 - *Identify their learning needs and advocate for them by seeking the appropriate support.*
 - *Articulate what and why they are learning in their classrooms.*
 - *Identify and use their own strengths and skills to support their own learning.*
 - *Apply mindfulness strategies when they experience stressful or challenging situations.*
 - *Are involved, engaged, and participate during lessons and projects.*
 - *Identify areas in their learning that pose challenges and they seek support in a timely manner.*
 - *Independently seek learning options that are optimally challenging and appropriate to their knowledge and skill level.*
 - *Use evidence of their learning to set specific, timely, and appropriate learning goals.*
 - *Demonstrate enthusiasm and a desire to learn.*

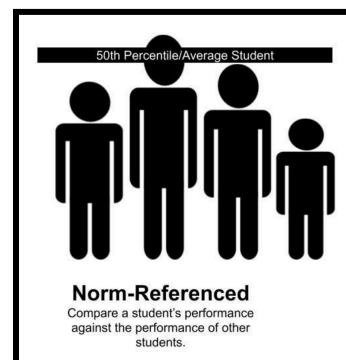


Systems of Assessment

Overview of assessment types.

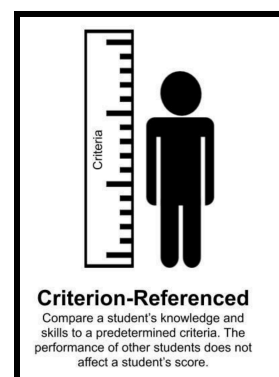
Norm-Referenced Assessment

- A norm-referenced assessment allows a view to compare a student's performance against the performance of other students on a state or national level. To complete this task, the assessment will assess students on a skill level above and below grade level. A norm-referenced assessment allows the view to compare a student to another student of the same age and to another student in a different city, state, and/or country.
 - Types of Lyon County School District norm-referenced assessments
 - *Measure of Academic Progress (MAP)*



Criterion-Referenced Assessment

- A criterion-referenced assessment compares a student's knowledge and skill to identified criteria. The predetermined criteria could be based on required grade-level skills. The student performance is not compared to students in other cities, states, and/or countries. A criterion-referenced assessment allows the view to see what skills a student has developed and where they have grown over time.
 - Types of Lyon County School District criterion-referenced assessments
 - Smarter Balanced Assessment Criterion (SBAC)
 - American College Testing (ACT)
 - Career and Technical Education (CTE)
 - World-class Instructional Design and Assessment (WIDA)





Lyon County Assessment

Smarter Balanced Assessment Consortium

Smarter Balanced Assessment Consortium Overview:

- The Smarter Balanced Assessment Consortium (SBAC) is a public agency that provides standardized testing for students in the United States. These tests are designed to measure student progress in key areas like mathematics and English language arts/literacy, aligning with the Common Core State Standards. The goal of the SBAC is to provide teachers, schools, and parents with a clear understanding of student performance, helping to guide instruction and improve learning outcomes.

Smarter Balanced Assessment Consortium Claims:

- Smarter Balanced Assessment Consortium claims are broad statements that outline the outcomes achieved with mastery of the standards. Each claim contains a variety of assessment targets that clarify the knowledge and specific skills spanning multiple standards.
 - **ELA Claims**
 - **Reading:** Students can comprehend a range of complex texts independently.
 - **Writing:** Students can produce effective and well-grounded writing for a range of purposes and audiences.
 - **Speaking and Listening:** Students can employ effective speaking and listening skills for a range of purposes and audiences.
 - **Research/Inquiry:** Students can engage in research and inquiry to investigate topics, and to analyze, integrate, and present information.
 - **[Claim Descriptors](#)**
 - **Math Claims**
 - **Concepts & Procedures:** Students can explain and apply mathematical concepts and carry out mathematical procedures with precision and fluency.
 - **Problem Solving:** Students can solve a range of complex, well-posed problems in pure and applied mathematics, making productive use of knowledge and problem-solving strategies.
 - **Communicating Reasoning:** Students can clearly and precisely construct viable arguments to support their own reasoning and to critique the reasoning of others.
 - **Modeling & Data Analysis:** Students can analyze complex, real-world scenarios and can construct and use mathematical models to interpret and solve problems.

SBAC Practice Tests

- [Create an SBAC Test](#)
- 3rd Grade
 - [Math Computer Adaptive Test](#)
 - [Math Performance Task](#)
 - [ELA Computer Adaptive Test](#)
 - [ELA Performance Task](#)
- 4th Grade
 - [Math Computer Adaptive Test](#)
 - [Math Performance Task](#)
 - [ELA Computer Adaptive Test](#)
 - [ELA Performance Task](#)
- 5th Grade
 - [Math Computer Adaptive Test](#)
 - [Math Performance Task](#)
 - [ELA Computer Adaptive Test](#)
 - [ELA Performance Task](#)
- 6th Grade
 - [Math Computer Adaptive Test](#)
 - [Math Performance Task](#)
 - [ELA Computer Adaptive Test](#)
 - [ELA Performance Task](#)
- 7th Grade
 - [Math Computer Adaptive Test](#)
 - [Math Performance Task](#)
 - [ELA Computer Adaptive Test](#)
 - [ELA Performance Task](#)
- 8th Grade
 - [Math Computer Adaptive Test](#)
 - [Math Performance Task](#)
 - [ELA Computer Adaptive Test](#)
 - [ELA Performance Task](#)
- [Summative Family Report](#)

American College Testing

American College Testing Overview:

- The ACT, which stands for American College Testing, is a standardized test used for college admissions in the United States. It's designed to measure high school students' general educational development and their ability to complete college-level work.
- The test consists of four sections: English, Mathematics, Reading, and Science. There's also an optional Writing section. Each section is scored individually on a scale from 1 to 36, and those scores are then averaged to get a composite score. The test is known for its tight time constraints, which can make it a bit challenging.
- The state of Nevada sets a proficiency score of 21 on the ACT exam. A score of 21 on the ACT places a student approximately in the 64th percentile of all test takers. This means a student with a score of 21 has performed better than about 64% of all students who took the ACT.

American College Testing - Assessments

- **ACT English test** puts an examinee in the position of a writer who makes decisions to revise and edit a text. Short texts and essays in different genres provide a variety of rhetorical situations. Passages are chosen for their appropriateness in assessing writing and language skills and to reflect students' interests and experiences.
- **ACT mathematics test** assesses the skills students typically acquire in courses taken through grade 11. The material covered on the test emphasizes the major content areas that are prerequisites to successful performance in entry-level courses in college mathematics. Knowledge of basic formulas and computational skills are assumed as background for the problems, but recall of complex formulas and extensive computation are not required.
- **ACT reading test** measures the ability to read closely, reason logically about texts using evidence, and integrate information from multiple sources. The test questions focus on the mutually supportive skills that readers must bring to bear in studying written materials across a range of subject areas. Specifically, questions will ask you to determine main ideas; locate and interpret significant details; understand sequences of events; make comparisons; comprehend cause-effect relationships; determine the meaning of context-dependent words, phrases, and statements; draw generalizations; analyze the author's or narrator's voice and method; analyze claims and evidence in arguments; and integrate information from multiple texts.

- **ACT science test** measures the interpretation, analysis, evaluation, reasoning, and problem-solving skills required in the natural sciences. The test presents several authentic scientific scenarios, each followed by a number of multiple-choice test questions. The content of the test includes biology, chemistry, Earth/space sciences (e.g., geology, astronomy, and meteorology), and physics. The questions require you to recognize and understand the basic features of, and concepts related to, the provided information; to examine critically the relationship between the information provided and the conclusions drawn or hypotheses developed; and to generalize from given information to gain new information, draw conclusions, or make predictions.
- **The optional ACT writing test** is an essay test that measures writing skills taught in high school English classes and entry level college composition courses. The test consists of one writing prompt that describes a complex issue and provides three different perspectives on the issue. You are asked to read the prompt and write an essay in which you develop your own perspective on the issue. Your essay must analyze the relationship between your own perspective and one or more other perspectives. You may adopt one of the perspectives given in the prompt as your own, or you may introduce one that is completely different from those given.
- [Practice ACT](#)
- [Example of individual student profile report](#)
- **Readiness Standards**
 - [English](#)
 - [Reading](#)
 - [Mathematics](#)
 - [Science](#)

Comprehending the Data

- Breakdown of Scaled Scores and Correct Answers per Assessment:** The report below provides a breakdown of the number of correct answers a student must receive corresponding to the scaled score.

| Scale Score | Raw Scores | | | | Scale Score |
|-------------|----------------|--------------------|----------------|----------------|-------------|
| | Test 1 English | Test 2 Mathematics | Test 3 Reading | Test 4 Science | |
| 36 | 74-75 | 59-60 | 40 | 40 | 36 |
| 35 | 71-73 | 57-58 | 38-39 | — | 35 |
| 34 | 70 | 55-56 | 37 | 39 | 34 |
| 33 | 69 | 54 | 36 | 38 | 33 |
| 32 | 68 | 53 | 34-35 | — | 32 |
| 31 | 67 | 51-52 | 33 | 37 | 31 |
| 30 | 66 | 49-50 | 32 | 36 | 30 |
| 29 | 64-65 | 47-48 | 31 | — | 29 |
| 28 | 63 | 45-46 | 30 | 35 | 28 |
| 27 | 61-62 | 42-44 | — | 34 | 27 |
| 26 | 59-60 | 39-41 | 29 | 32-33 | 26 |
| 25 | 56-58 | 37-38 | 28 | 31 | 25 |
| 24 | 53-55 | 34-36 | 26-27 | 29-30 | 24 |
| 23 | 50-52 | 32-33 | 25 | 26-28 | 23 |
| 22 | 47-49 | 31 | 23-24 | 24-25 | 22 |
| 21 | 44-46 | 29-30 | 22 | 22-23 | 21 |
| 20 | 41-43 | 27-28 | 20-21 | 20-21 | 20 |
| 19 | 39-40 | 25-26 | 19 | 18-19 | 19 |
| 18 | 37-38 | 22-24 | 18 | 17 | 18 |
| 17 | 35-36 | 19-21 | 16-17 | 15-16 | 17 |
| 16 | 32-34 | 16-18 | 15 | 14 | 16 |
| 15 | 29-31 | 13-15 | 14 | 13 | 15 |
| 14 | 26-28 | 10-12 | 12-13 | 11-12 | 14 |
| 13 | 24-25 | 8-9 | 11 | 10 | 13 |
| 12 | 22-23 | 7 | 10 | 9 | 12 |
| 11 | 19-21 | 5-6 | 8-9 | 8 | 11 |
| 10 | 16-18 | 4 | 7 | 7 | 10 |
| 9 | 13-15 | — | 6 | 6 | 9 |
| 8 | 11-12 | 3 | 5 | 5 | 8 |
| 7 | 9-10 | — | — | 4 | 7 |
| 6 | 7-8 | 2 | 4 | 3 | 6 |
| 5 | 6 | — | 3 | — | 5 |
| 4 | 4-5 | 1 | 2 | 2 | 4 |
| 3 | 3 | — | — | 1 | 3 |
| 2 | 2 | — | 1 | — | 2 |
| 1 | 0-1 | 0 | 0 | 0 | 1 |

Comprehending the Data (Continued)

- **Average ACT Score by State Graduating Class 2023:** The below table classifies states by the percentage of ACT-tested high school graduates, including the average Composite score and percentage meeting ACT College and Career Readiness Benchmarks by subject.



Average ACT Scores by State Graduating Class of 2023

The below table classifies states by the percent of ACT-tested high school graduates, including the average Composite score and percent meeting ACT College and Career Readiness Benchmarks by subject.

A best practice is to compare states where the same or similar percentages of graduates were tested (e.g., Alabama 100% and Mississippi 100%, or Minnesota 68% and Missouri 66%).

| State | Estimated % of Graduates Tested* | Average Composite Score | % Meeting English Benchmark (18) | % Meeting Reading Benchmark (22) | % Meeting Math Benchmark (22) | % Meeting Science Benchmark (23) |
|----------------|----------------------------------|-------------------------|----------------------------------|----------------------------------|-------------------------------|----------------------------------|
| Alabama | 100 | 18.0 | 42 | 30 | 18 | 21 |
| Kentucky | 100 | 18.7 | 49 | 36 | 23 | 24 |
| Louisiana | 100 | 18.2 | 47 | 32 | 19 | 22 |
| Mississippi | 100 | 17.6 | 41 | 26 | 16 | 16 |
| Nevada | 100 | 17.2 | 36 | 27 | 16 | 18 |
| Oklahoma | 100 | 17.8 | 42 | 30 | 16 | 19 |
| Tennessee | 100 | 18.4 | 47 | 33 | 23 | 23 |
| Wyoming | 100 | 19.0 | 48 | 37 | 25 | 27 |
| Arizona | 98 | 17.7 | 40 | 29 | 22 | 20 |
| Montana | 98 | 18.8 | 44 | 36 | 26 | 27 |
| Arkansas | 96 | 18.6 | 48 | 33 | 21 | 25 |
| Nebraska | 96 | 19.2 | 50 | 36 | 29 | 30 |
| Wisconsin | 95 | 19.4 | 51 | 38 | 31 | 32 |
| North Carolina | 90 | 18.5 | 41 | 36 | 25 | 26 |
| Utah | 90 | 19.9 | 55 | 44 | 32 | 33 |
| North Dakota | 89 | 19.6 | 52 | 40 | 32 | 31 |
| Ohio | 82 | 19.2 | 47 | 38 | 29 | 30 |
| Kansas | 74 | 19.4 | 50 | 40 | 28 | 30 |
| Minnesota | 68 | 20.8 | 56 | 47 | 39 | 41 |
| Missouri | 66 | 19.8 | 54 | 42 | 30 | 33 |
| Hawaii | 64 | 17.9 | 40 | 30 | 19 | 22 |
| South Dakota | 59 | 21.1 | 63 | 49 | 43 | 41 |
| Iowa | 48 | 20.8 | 61 | 50 | 37 | 40 |
| Florida | 46 | 18.9 | 50 | 37 | 25 | 26 |
| South Carolina | 40 | 18.8 | 46 | 37 | 25 | 26 |
| Georgia | 28 | 21.3 | 64 | 51 | 40 | 40 |

Average ACT Scores by State Graduating Class of 2023

| State | Estimated % of Graduates Tested* | Average Composite Score | % Meeting English Benchmark (18) | % Meeting Reading Benchmark (22) | % Meeting Math Benchmark (22) | % Meeting Science Benchmark (23) |
|----------------------|----------------------------------|-------------------------|----------------------------------|----------------------------------|-------------------------------|----------------------------------|
| West Virginia | 26 | 20.3 | 65 | 45 | 29 | 30 |
| Texas | 23 | 19.3 | 49 | 39 | 30 | 30 |
| District of Columbia | 17 | 26 | 84 | 77 | 69 | 70 |
| Illinois | 16 | 24.5 | 85 | 70 | 63 | 61 |
| Alaska | 15 | 20.2 | 56 | 47 | 33 | 34 |
| New Mexico | 14 | 20.2 | 56 | 46 | 32 | 34 |
| Oregon | 13 | 20.9 | 58 | 49 | 37 | 41 |
| Idaho | 12 | 23 | 77 | 64 | 56 | 52 |
| New Jersey | 10 | 24.4 | 81 | 68 | 63 | 60 |
| Colorado | 9 | 24.5 | 86 | 71 | 63 | 63 |
| New York | 9 | 25.3 | 85 | 74 | 69 | 67 |
| Connecticut | 8 | 26.4 | 91 | 80 | 75 | 74 |
| Indiana | 8 | 22.9 | 74 | 61 | 57 | 52 |
| Massachusetts | 8 | 26.4 | 90 | 80 | 75 | 73 |
| Virginia | 8 | 24.6 | 83 | 72 | 61 | 63 |
| Maryland | 7 | 24.5 | 82 | 71 | 59 | 61 |
| Michigan | 7 | 24.4 | 84 | 68 | 63 | 61 |
| Pennsylvania | 6 | 23.9 | 79 | 67 | 60 | 59 |
| Vermont | 6 | 23.6 | 80 | 69 | 52 | 62 |
| Washington | 6 | 24.5 | 78 | 71 | 61 | 61 |
| New Hampshire | 5 | 25.2 | 86 | 73 | 67 | 66 |
| Rhode Island | 5 | 24.5 | 85 | 68 | 64 | 59 |
| California | 4 | 25.7 | 84 | 74 | 69 | 68 |
| Delaware | 4 | 24.8 | 87 | 71 | 62 | 62 |
| Maine | 2 | 24.8 | 89 | 71 | 63 | 66 |
| National | 37 | 19.5 | 51 | 40 | 30 | 31 |

*Totals for graduating seniors were obtained from *Knocking at the College Door: Projections of High School Graduates*. © December 2020 by the Western Interstate Commission for Higher Education.

Comprehending the Data *(Continued)*

- ACT Score National Ranks:** The below table classifies states by the percentage of ACT-tested high school graduates, including the average Composite score and percentage meeting ACT College and Career Readiness Benchmarks by subject.
- How to use the table:** Using the leftmost column, find the row for one of your content area test scores or your Composite score. Next, find the national rank in the column corresponding to that test. For example, the national rank for a Composite score of 22 is 71. This means that 71 percent of recent high school graduates who took the ACT achieved a Composite score of 22 or lower. Similarly, the national rank for a STEM score of 26 is 88. Thus, 88 percent of recent high school graduates who took the ACT achieved a STEM score of 26 or lower.

| Score | ACT Score National Ranks | | | | | | Score |
|-------|--------------------------|------|---------|---------|-----------|------|-------|
| | English | Math | Reading | Science | Composite | STEM | |
| 36 | 100 | 100 | 100 | 100 | 100 | 100 | 36 |
| 35 | 99 | 99 | 98 | 99 | 99 | 99 | 35 |
| 34 | 97 | 99 | 96 | 99 | 99 | 99 | 34 |
| 33 | 95 | 98 | 94 | 97 | 98 | 98 | 33 |
| 32 | 94 | 97 | 92 | 96 | 97 | 97 | 32 |
| 31 | 92 | 96 | 90 | 95 | 95 | 96 | 31 |
| 30 | 91 | 95 | 88 | 94 | 94 | 95 | 30 |
| 29 | 90 | 94 | 86 | 93 | 92 | 93 | 29 |
| 28 | 88 | 92 | 84 | 91 | 90 | 91 | 28 |
| 27 | 87 | 90 | 81 | 89 | 87 | 89 | 27 |
| 26 | 85 | 87 | 79 | 87 | 85 | 87 | 26 |
| 25 | 82 | 83 | 76 | 84 | 81 | 83 | 25 |
| 24 | 79 | 79 | 74 | 80 | 78 | 79 | 24 |
| 23 | 75 | 75 | 69 | 74 | 74 | 75 | 23 |
| 22 | 71 | 71 | 64 | 67 | 69 | 70 | 22 |
| 21 | 66 | 68 | 59 | 62 | 64 | 65 | 21 |
| 20 | 60 | 65 | 53 | 56 | 59 | 60 | 20 |
| 19 | 55 | 61 | 48 | 50 | 53 | 54 | 19 |
| 18 | 51 | 56 | 43 | 44 | 47 | 48 | 18 |
| 17 | 47 | 50 | 39 | 37 | 41 | 40 | 17 |
| 16 | 43 | 41 | 34 | 30 | 35 | 32 | 16 |
| 15 | 38 | 29 | 30 | 24 | 28 | 23 | 15 |
| 14 | 31 | 17 | 25 | 18 | 22 | 15 | 14 |
| 13 | 25 | 8 | 19 | 13 | 14 | 8 | 13 |
| 12 | 20 | 3 | 14 | 9 | 8 | 4 | 12 |
| 11 | 16 | 2 | 8 | 6 | 3 | 1 | 11 |
| 10 | 10 | 1 | 4 | 3 | 1 | 1 | 10 |
| 9 | 5 | 1 | 2 | 1 | 1 | 1 | 9 |
| 8 | 2 | 1 | 1 | 1 | 1 | 1 | 8 |
| 7 | 1 | 1 | 1 | 1 | 1 | 1 | 7 |
| 6 | 1 | 1 | 1 | 1 | 1 | 1 | 6 |
| 5 | 1 | 1 | 1 | 1 | 1 | 1 | 5 |
| 4 | 1 | 1 | 1 | 1 | 1 | 1 | 4 |
| 3 | 1 | 1 | 1 | 1 | 1 | 1 | 3 |
| 2 | 1 | 1 | 1 | 1 | 1 | 1 | 2 |
| 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| Mean | 19.0 | 19.4 | 20.5 | 20.0 | 19.9 | 20.0 | |
| SD | 7.1 | 5.6 | 7.1 | 5.9 | 6.0 | 5.5 | |

Note: These ranks are reported as “US Rank” on ACT score reports during the 2023-2024 reporting year (September 2023 through August 2024). The ranks are based on ACT-tested high school graduates of 2021, 2022, and 2023 (n=4,031,328).

Measure of Academic Progress - Overview:

- Measure of Academic Progress is an adaptive, computerized assessment system used to monitor student progress in key academic areas, such as reading, math, and science. It adjusts the difficulty of questions based on a student's response to previous questions. The results from MAP tests provide educators with valuable data about a student's knowledge, skills, and areas for improvement. This information can help teachers personalize learning, set goals, and track student growth over time.
- Measure of Academic Progress assessments are unique in that they adapt to your student's level of learning. If a student answers a question correctly, the next question is more challenging. If they answer incorrectly, the next one is easier. This type of assessment challenges top performers, without overwhelming students whose skills are below grade level. The MAP tests are aligned with Common Core standards, which makes it a helpful tool in preparing students for state-level tests. They are also used to measure growth over time, providing detailed insight into where students are excelling and where they may need extra help. MAP tests are typically administered three times per school year: fall, winter, and spring. This allows teachers to monitor progress and make data-informed decisions to improve teaching and learning. Lastly, MAP results are norm-referenced, which means they compare a student's scores with other students across the nation.

Measure of Academic Progress - Comprehending the Data:

- [Practice Assessment](#)
- [Example of individual student profile report with longitudinal data graph](#)

Measure of Academic Progress - Sample Questions Based on Score

Mathematics K-2

map GROWTH



225



200



190



175



150

Understanding RIT Scores and the Reference Charts

MAP Growth tests produce scores that make it possible to monitor student growth from year to year along developmental scales. The charts that follow show examples of the kinds of work students do at various points along the MAP Growth RIT scale, assuming they have been exposed to content.

Question Difficulty and the RIT Scale

These charts demonstrate the relationship between question difficulty and our RIT scale:

- For any MAP Growth score, students will answer questions at or near that score correctly about half the time.
- Questions with lower RIT will be answered correctly more frequently.
- Questions of higher RIT will be answered correctly less frequently. More difficult questions will probably require new learning on the part of the student.

PLEASE NOTE

Each subject area has a unique alignment to the RIT scale. As a result, scores between subjects are not equivalent.

Test items in this booklet are sample items, and many have not been calibrated or field tested. For purposes of this document, RIT scale alignment is an approximation.

MATHEMATICS K-2 | GEOMETRY

Geometry

Students reason with shapes and their attributes. They identify and describe shapes having specified attributes. Students partition shapes into equal shares to gain an understanding of fractional parts of a whole.

PLEASE NOTE

MAP Growth K-2 items have audio and sometimes little or no text on the screen.

The example items present the visual of the item and we include text in the examples to show what the student hears when the text is absent from the screen.

below **131**



Look at the shapes.

Which shape has only 3 sides?



131-140



Look at the picture.

Which bird is over the cloud?

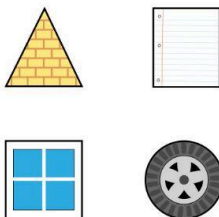


141-150



Look at the pictures.

Which picture is shaped like a circle?



151-160



Look at the shapes.

Move ALL the shapes with four corners to the mat.

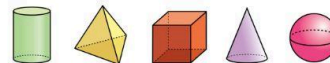


161-170



Look at the objects.

Choose the pyramid.



171-180



Look at the shapes.

Choose ALL of the shapes that are divided into equal shares.



181-190



Look at the objects.

Choose ALL the objects that have six faces.

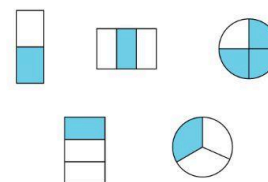


above **191**



Look at the shapes.

Choose ALL the shapes that show one-third shaded.



MATHEMATICS K-2 | MEASUREMENT AND DATA

Measurement and Data

Students solve problems involving measurement and estimation of lengths, time, liquid volumes, and masses of objects. They use geometric measurement to understand area and perimeter. Students organize, represent, and interpret data in various graphical representations.

PLEASE NOTE

MAP Growth K-2 items have audio and sometimes little or no text on the screen.

The example items present the visual of the item and we include text in the examples to show what the student hears when the text is absent from the screen.

below 131



Look at the picture.

Which student is the shortest?



131-140



Look at the group of objects. The objects in the group belong together.



Which object belongs with the group?



141-150



Look at the sticker chart.

Which student has the most star stickers?

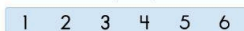
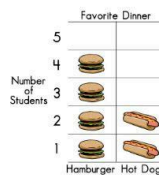


151-160



Look at the graph.

How many students chose hot dog as their favorite dinner?



161-170



Look at the picture of the bus.

Measure the length of the bus using blocks.

How many blocks long is the bus?



_____ blocks



171-180



Look at the clock.

What time is shown on the clock?



3:45 9:15 8:20 4:40

181-190



Listen to the story.

Julia bought a robot toy for 79 cents. She paid for it with one dollar.



Show the change that Julia should receive.

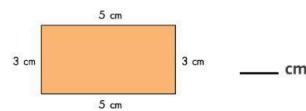


above 191



Look at the rectangle.

What is the perimeter of the rectangle?



10 11 12 13 14
15 16 17 18 19 20

MATHEMATICS K-2 | NUMBER AND OPERATIONS

Number and Operations

Students understand place value, the counting sequence, and counting strategies. They compose and decompose numbers into hundreds, tens, and ones. Students use place value understanding to compare numbers, perform multidigit arithmetic, and develop understanding of fractions.

PLEASE NOTE

MAP Growth K-2 Items have audio and sometimes little or no text on the screen.

The example items present the visual of the item and we include text in the examples to show what the student hears when the text is absent from the screen.

below **131**



Look at the picture.

How many superheroes are there?



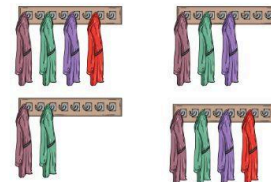
- 1
- 2
- 3
- 4

131-140



Look at the coatracks.

Choose the coatrack that has the fewest coats.

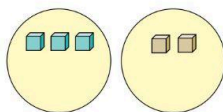


141-150



Look at the two groups.

Move cubes to the circles to make the groups equal.



151-160



Look at the numbers.

Which number is 1 more than 13?

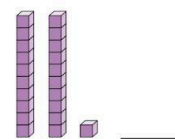
- 4
- 14
- 15
- 17
- 20

161-170



Look at the picture.

What number do the blocks show?



- 1
- 21
- 20
- 201

171-180



Look at the number.

What is 100 more than 347?

347

- 0
- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9

181-190



Look at the numbers.

Put the correct symbol in each of the problems to make them true.

- 532 541
- 358 358
- 823 453

- <
- >
- =

above **191**



Listen to the words that describe a number: 6 hundreds and 5 ones.

Write the number that is described.

6 hundreds and 5 ones

- 0
- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9

MATHEMATICS K-2 | OPERATIONS AND ALGEBRAIC THINKING

Operations and Algebraic Thinking

Students represent and solve problems involving addition, subtraction, multiplication, and division. They understand and apply properties of operations, and they understand the relationship between operations.

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below **131**



Look at the trucks.

Two trucks and one more truck is how many trucks altogether?



1 2 3 4 5

131-140



Listen to the story problem.

There is one tree in the yard. Two more get planted in the yard.

Move the trees to the yard to show how many there are altogether.



141-150

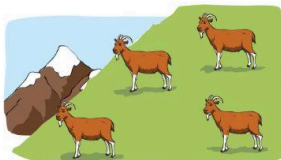


Listen to the word problem.

There are four goats on the hillside. Three goats leave the hillside.

Putting an X on a goat means it has left the hillside.

Move Xs to the goats to show how many have left the hillside.



X

151-160



The domino shows one way to make 5.



Move dots to the empty domino to show a different way to make 5.



161-170



Look at the problem.

Move the correct number to the blank line to make the sentence true.

You can use the buttons to help you find the answer to the problem.

$$4 + \underline{\quad} = 6$$

0 1 2 3 4 5 6 7 8 9

171-180



Listen to the word problem.

Bella had 78 shells in her collection. She gave 43 shells away to her friends.

How many shells are left in Bella's collection?

You can move base ten blocks to help you solve the problem.

_____ shells

30 35 43 48
78 112 121

181-190



Listen to the word problem.

The Lions had 47 points at halftime. At the end of the game they had 89 points.

How many points did the Lions score after halftime?

_____ points

0 1 2 3 4 5 6 7 8 9

above **191**



Look at the problem.

What is the answer?

$$\begin{array}{r} 2 \\ \times 7 \\ \hline \end{array}$$

0 1 2 3 4 5 6 7 8 9

Mathematics 2-5

mapGROWTH



225



200



190



175



150

Understanding RIT Scores and the Reference Charts

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MATHEMATICS 2–5 | GEOMETRY

Geometry

Students understand and reason with geometric concepts by identifying, describing, creating, and classifying lines, angles, and two- and three-dimensional figures. Students solve problems by graphing points on the coordinate plane.

below 161

Move the block next to the ball.



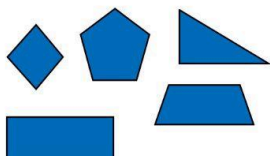
161–170

Which shape is a triangle?

- A.
- B.
- C.
- ✓D.
- E.

171–180

Choose all the quadrilaterals.



181–190

Use the set of shapes to complete the task.

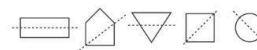


Choose all the terms that describe the set of shapes.

- A. squares
- B. rectangles
- C. trapezoids
- ✓D. parallelograms
- ✓E. quadrilaterals

191–200

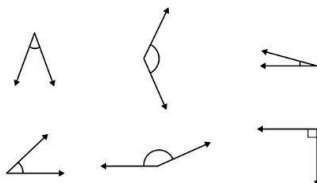
Some figures are shown.



Choose all the figures that show a line of symmetry.

201–210

Choose all the figures that show obtuse angles.



211–220

Which statement about rectangles is true?

- A. All rectangles are squares.
- B. All rectangles are trapezoids.
- C. All rectangles are rhombuses.
- ✓D. All rectangles are parallelograms.

221–230

Move the shapes to the correct part of the chart.

| At Least One Line of Symmetry | At Least One Line of Symmetry AND At Least One Acute Angle | At Least One Acute Angle |
|-------------------------------|--|--------------------------|
| | | |

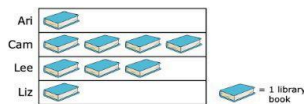
MATHEMATICS 2–5 | MEASUREMENT AND DATA

Measurement and Data

Students solve measurement problems involving length, mass, liquid volume, time, money, area, perimeter, volume, and angles. Students generate, represent, and interpret data, and they solve problems using charts, graphs, and line plots.

below 161

Use the graph to answer the question.



Who has the most library books?

- A. Ari
- ✓B. Cam
- C. Lee
- D. Liz

161–170

Use the picture to answer the question.

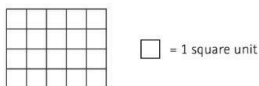


How long is the pencil?

- A. 4 cm
- B. 5 cm
- C. 6 cm
- ✓D. 7 cm
- E. 8 cm

171–180

Use the figure to answer the question.



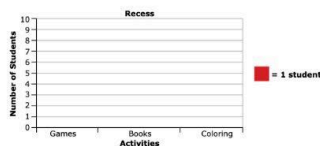
What is the area of the figure?

- A. 5 square units
- B. 9 square units
- C. 18 square units
- ✓D. 20 square units

181–190

During recess, 2 students played games, 3 students read books, and 2 students colored art pages.

Move the square to make a bar graph of the data.



191–200

Use the rectangle to answer the question.



What is the perimeter?

- A. 8 inches
- B. 12 inches
- C. 20 inches
- ✓D. 24 inches

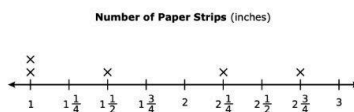
201–210

A flight lasted 5 hours. Choose all the measurements that are equal to 5 hours.

- A. 15,000 seconds
- ✓B. 18,000 seconds
- C. 30,000 seconds
- D. 250 minutes
- ✓E. 300 minutes

211–220

The line plot shows the lengths of paper strips that Jai needs for an art project.

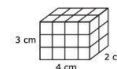


What is the total length of paper that Jai will use?

- A. $5\frac{3}{4}$ inches
- B. $6\frac{3}{4}$ inches
- C. $7\frac{1}{2}$ inches
- ✓D. $8\frac{1}{2}$ inches

221–230

Use the figure to answer the question.



Choose all the expressions that can be used to find the volume of the rectangular prism.

$12 + 12$ $12 + 12 + 8$ $8 + 8 + 8$ $8 + 8 + 8 + 8$

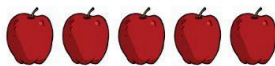
MATHEMATICS 2–5 | NUMBER AND OPERATIONS

Number and Operations

Students understand the place value system by counting, representing, comparing, and performing operations with multidigit whole numbers, fractions, and decimals.

below 161

Use the picture to answer the question.



How many apples are there?

- A. 4
- ✓B. 5
- C. 6
- D. 7

161–170

What number is 10 less than 46?

Move digits to the boxes to show your answer.

0 1 2 3 4 5 6 7 8 9

171–180

Find the difference.

$$\begin{array}{r} 99 \\ - 56 \\ \hline \end{array}$$

- A. 33
- B. 34
- ✓C. 43
- D. 44

181–190

Find the product.

$$\begin{array}{r} 60 \\ \times 5 \\ \hline \end{array}$$

- A. 30
- B. 35
- ✓C. 300
- D. 305

191–200

Solve:

$$\frac{5}{7} - \frac{3}{7} =$$

- ✓A. $\frac{2}{7}$
- B. $\frac{8}{7}$
- C. 2
- D. 7

201–210

Use the numeral to complete the table.

612,398

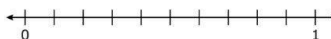
Move digits to the correct place value in the boxes.

| Place Value | Number |
|-------------------|----------------------|
| tens | <input type="text"/> |
| hundreds | <input type="text"/> |
| ten thousands | <input type="text"/> |
| hundred thousands | <input type="text"/> |

1 2 3 6 8 9

211–220

Move the fractions to the correct location on the number line.



- $\frac{4}{10}$
- $\frac{9}{10}$
- $\frac{6}{10}$

221–230

Move numbers to the boxes to show fractions that are equal to $\frac{1}{3}$.

$$\frac{1}{3} = \frac{\square}{\square} = \frac{\square}{\square}$$

2 3 4 5 6 7 8 9 10 11 12

MATHEMATICS 2–5 | OPERATIONS AND ALGEBRAIC THINKING

Operations and Algebraic Thinking

Students represent and solve problems involving the four operations, understand and apply properties of operations, generate and analyze patterns, and write and interpret numerical expressions.

below 161

Solve:

$$6 + 2 = \square$$

- A. 4
- B. 7
- ✓C. 8
- D. 9

161–170






Which number makes the number sentence true?

$$\square + 7 = 13$$

- A. 3
- ✓B. 6
- C. 14
- D. 20

171–180

Choose **all** the sets that show an odd number of basketballs.

- A. 
- B. 
- C. 
- D. 
- E. 

181–190

Use the picture to answer the question.



Sonja and Kai share the toys equally. How many toys will they each have?

- A. 1
- B. 2
- ✓C. 4
- D. 8

191–200

Which number sentence means 3 times as many as 12?

- A. $12 \div 3 = 4$
- ✓B. $3 \times 12 = 36$
- C. $3 + 12 = 15$
- D. $3 \times 4 = 12$

201–210

Jorge wants to buy enough hot dog buns for 50 hot dogs. The buns come in packages of 8. He uses this number sentence to find the number of packages he will need.

$$50 \div 8 = 6 \text{ r}2$$

What is the **LEAST** number of packages needed?

- A. 6
- ✓B. 7
- C. 8
- D. 9

211–220

Which set contains **all** the factors of 20?

- A. {2, 4, 5, 10}
- B. {5, 10, 15, 20}
- C. {1, 2, 4, 5, 8, 15}
- ✓D. {1, 2, 4, 5, 10, 20}

221–230

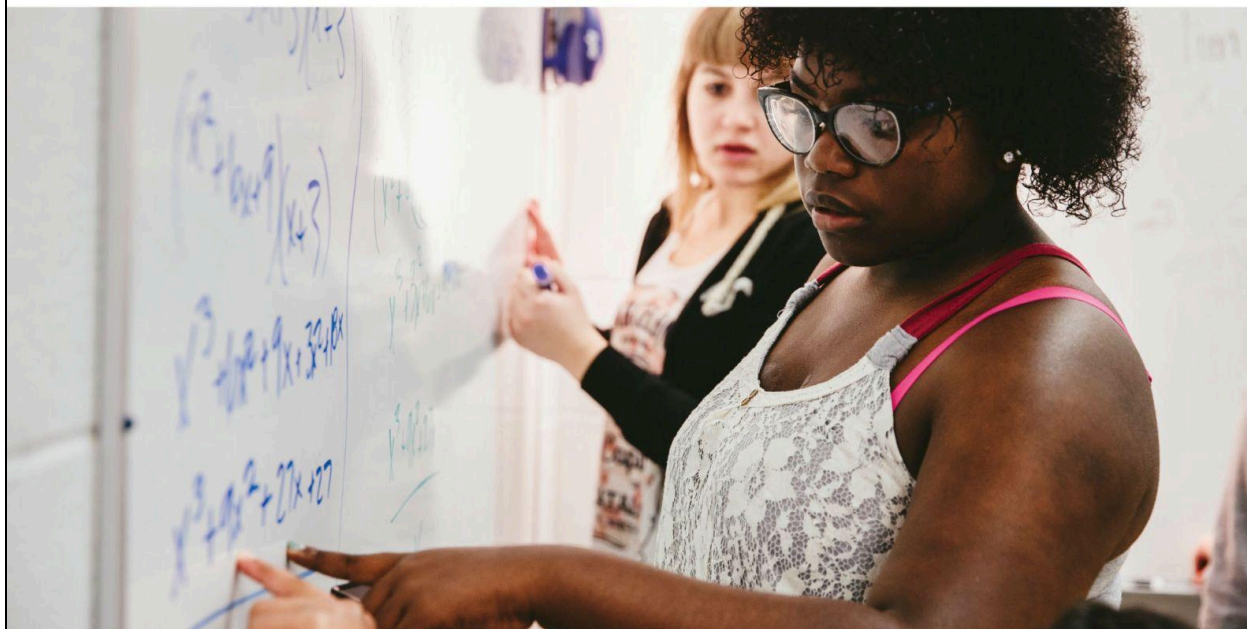
Solve the expression.

$$6 \times (9 - 4) + (6 + 4) \div 2$$

- A. 20
- B. 30
- ✓C. 35
- D. 38
- E. 58

Mathematics 6+

mapGROWTH



225



200



190



175



150

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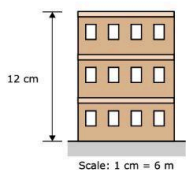
MATHEMATICS 6+ | GEOMETRY

Geometry

Students solve problems involving area, circumference, surface area, volume, and angle measure. Students understand congruence and similarity in terms of transformations and apply theorems involving properties of circles and right triangles.

201–210

Use the scale drawing of the building to answer the question.

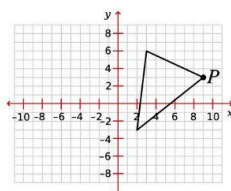


What is the actual height of the building?

- A. 2 m
- B. 6 m
- ✓C. 72 m
- D. 144 m

211–220

Use the graph to answer the question.



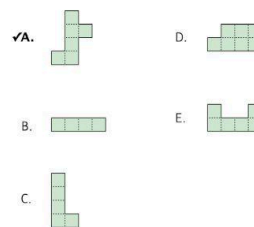
The triangle is reflected across the y-axis and then reflected across the x-axis. P' is the image of P after both reflections.

What are the coordinates of P' ?

- A. (-9, -9)
- ✓B. (-9, -3)
- C. (-7, -9)
- D. (-7, -3)

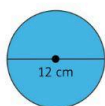
221–230

Which net can be folded along the dotted lines to make a closed cube?



231-240

The area, A , of the circle can be found using the formula $A = \pi r^2$, where r is the radius.

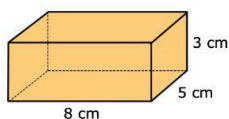


What is the approximate area of the circle? Use 3.14 for π .

- A. 18.8 cm^2
- B. 37.7 cm^2
- ✓C. 113.0 cm^2
- D. 452.2 cm^2

241-250

Use the diagram to answer the question.

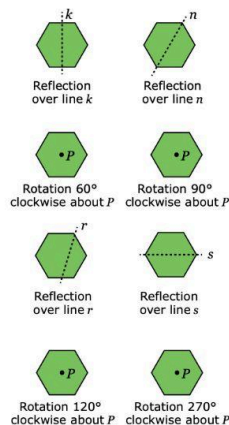


What is the surface area of this rectangular solid?

- A. 79 cm^2
- B. 110 cm^2
- C. 120 cm^2
- D. 128 cm^2
- ✓E. 158 cm^2

above 250

Choose all the transformations that carry the regular hexagon onto itself.



MATHEMATICS 6+ | OPERATIONS AND ALGEBRAIC THINKING

Operations and Algebraic Thinking

Students apply and extend previous understandings of arithmetic to algebraic expressions, equations, and inequalities. Students model relationships between quantities using functions and compare, interpret, and build functions in different representations.

201–210

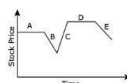
Simplify:

$$5 + (2 + 3^2) - 1$$

- A. 12
- ✓B. 15
- C. 17
- D. 29

211–220

The graph shows the change in price of a stock over time.



Identify the time intervals for which the stock price increased, decreased, or remained constant.

Move the intervals to the appropriate column in the table.

| Stock Price Increased | Stock Price Decreased | Stock Price Remained Constant |
|-----------------------|-----------------------|-------------------------------|
| | | |

A B C D E

221–230

Solve:

$$\frac{x}{4} - 31 = 108$$

- A. $x = 232$
- B. $x = 401$
- C. $x = 463$
- ✓D. $x = 556$

231–240

Move numbers into the boxes to represent 64 using an exponent.

$$\square^{\square} = 64$$

2 3 4 16 32 60

241–250

Use the system of equations to answer the question.

$$\begin{aligned} 2x + 2y &= 6 \\ y &= x - 5 \end{aligned}$$

What is the solution to the system of equations?

- A. (1, 2)
- B. (1, -4)
- C. (2, 1)
- ✓D. (4, -1)

above 250

The length of a certain moon's orbit is approximately 1.5×10^{11} meters. The diameter of a certain star is approximately 1.5×10^9 meters.

How many times greater is the distance of the moon's orbit compared to the diameter of the star? Enter the answer in the box.

times greater

MATHEMATICS 6+ | THE REAL AND COMPLEX NUMBER SYSTEMS

The Real and Complex Number Systems

Students apply and extend previous understandings of operations to real and complex number systems by solving problems involving ratios, rates, proportions, rational numbers, irrational numbers, complex numbers, and the coordinate plane.

201–210

The sign shows the cost of a bag of apples at Hank's Fruit Stand.

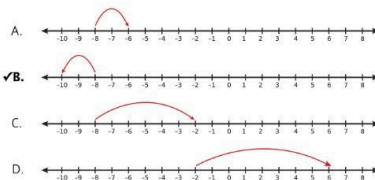


What is the unit price?

- ✓A. \$0.85 per apple
- B. \$0.90 per apple
- C. \$1.10 per apple
- D. \$1.18 per apple

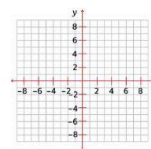
211–220

Which number line shows how to find the sum of $-8 + (-2)$?



221–230

Move the point to the coordinates $(-5, 6)$.



Input field for the point coordinates.

231-240

Simone makes pies. She uses $3\frac{1}{2}$ pounds of bananas to make 12 servings of banana pie.

How many pounds of bananas does Simone need to make 48 servings of banana pie?

- A. 4
- B. 6
- C. 10
- ✓D. 14

241-250

Move the numbers to the boxes to order them from least to greatest value.

least , , , , greatest

Input field containing the numbers: $12\frac{1}{3}$, 18.5, $\sqrt{51}$, 51.2, $\sqrt{225}$

above 250

Which is equivalent to $2 + 3\sqrt{-12}$?

- A. $8i\sqrt{3}$
- B. $-i\sqrt{12}$
- C. $-4i\sqrt{12}$
- ✓D. $2 + 6i\sqrt{3}$
- E. $2 - 3i\sqrt{12}$

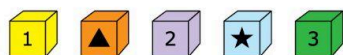
MATHEMATICS 6+ | STATISTICS AND PROBABILITY

Statistics and Probability

Students summarize, represent, and interpret data, including measures of center and variability, and investigate patterns of association in bivariate data. Students understand and evaluate random processes and compute probabilities of events in a uniform probability model.

201–210

Ivan places these five blocks into a bag.



Ivan picks one block without looking.

What is the probability that the block Ivan picks has a number on it?

- A. $\frac{1}{5}$
- B. $\frac{1}{3}$
- C. $\frac{2}{5}$
- ✓D. $\frac{3}{5}$
- E. $\frac{2}{3}$

211–220

This list shows the number of points Julia scored in each of her last seven basketball games.

10, 14, 16, 12, 14, 14, 11

What is the mean number of points Julia scored?

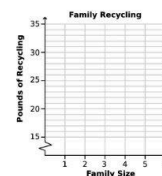
- A. 10
- ✓B. 13
- C. 14
- D. 16

221–230

The table shows family size and recycling information for several different families.

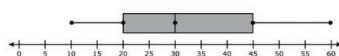
Move the points onto the graph to make a scatter plot of the data.

| Family Size | Pounds of Recycling |
|-------------|---------------------|
| 3 | 19 |
| 4 | 22 |
| 2 | 22 |
| 5 | 32 |
| 3 | 28 |
| 3 | 18 |
| 5 | 34 |



231-240

Use the box plot to answer the question.

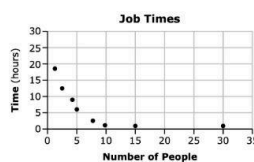


What is the median of the data?

- A. 20
- ✓B. 30
- C. 32.5
- D. 35
- E. 45

241-250

The scatter plot shows data about the number of people who are working on a job and the amount of time needed to complete the job.

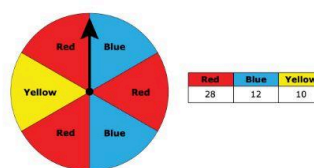


What type of relationship is shown between the number of people and time?

- A. positive and linear
- B. negative and linear
- C. positive and nonlinear
- ✓D. negative and nonlinear

above 250

A student spins the spinner 50 times and records the results in the table.



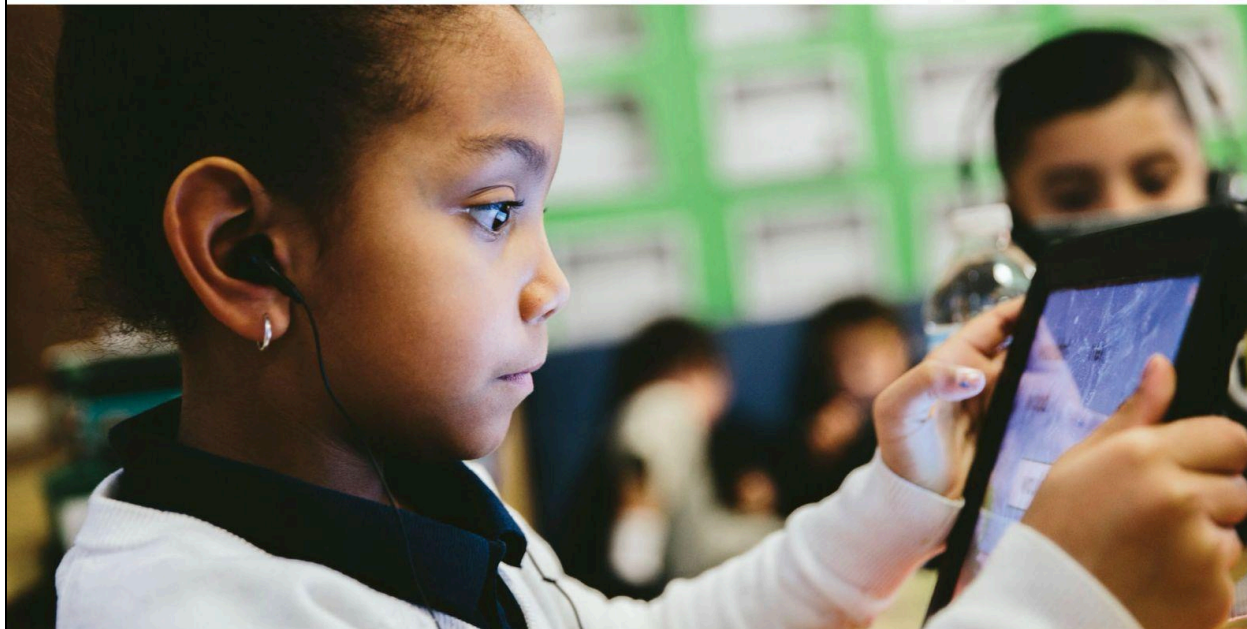
Move symbols into the boxes to correctly complete the inequalities comparing the experimental probability and theoretical probability for each color.

Experimental P (Red) Theoretical P (Red)
 Experimental P (Blue) Theoretical P (Blue)
 Experimental P (Yellow) Theoretical P (Yellow)

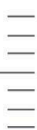
< = >

Reading K-2

mapGROWTH



225



200



190



175



150

Understanding RIT Scores and the Reference Charts

MAP Growth tests produce scores that make it possible to monitor student growth from year to year along developmental scales. The charts that follow show examples of the kinds of work students do at various points along the MAP Growth RIT scale, assuming they have been exposed to content.

Question Difficulty and the RIT Scale

These charts demonstrate the relationship between question difficulty and our RIT scale:

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READING K-2 | FOUNDATIONAL SKILLS

Foundational Skills

Students understand the organization and basic features of print. They know and apply grade-level phonics and word analysis skills in decoding words. Students demonstrate understanding of spoken words, syllables, and sounds. They isolate, manipulate, and blend individual sounds to form words.

PLEASE NOTE

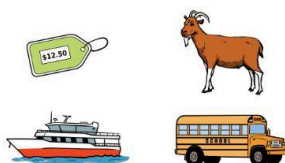
MAP Growth K-2 items have audio and sometimes little or no text on the screen.

The example items present the visual of the item and we include text in the examples to show what the student hears when the text is absent from the screen.

below 131

(Audio only; text not on screen.)

Listen to the names of the pictures: tag, goat, boat, bus.
Choose the pictures that rhyme.



(Audio plays names of pictures when selected.)

131-140

(Audio only; the given letter N is the only text on screen.)

Look at the letter N.
Choose the picture that begins with the letter N.

Nn



(Audio plays names of pictures when selected: kite, dog, pie, net.)

141-150

(Audio only; text not on screen.)

Listen to the word: comb.



Which picture has the same beginning sound as "comb"?



(Audio plays names of pictures when selected: bug, cat, light, pan.)

151-160

Look at the sentence.
Which word has a capital letter?



The tree is tall and green.

161-170

(Audio only; the answer options are the only text on screen.)

Listen to the word: sandwich.
Which letters make the ending sound in the word "sandwich"?



ph th sh ch

171-180

(Audio only; the answer options are the only text on screen.)

Listen to the word: coin.
Choose the word "coin."



culn coin coan cown

181-190

(Audio only; the answer options are the only text on screen.)

What does review mean?

not to view to view poorly
to view again to view before

above 191

(Audio only; the answer options are the only text on screen.)

Listen to the word: surprise.
Move the slash to divide the word into its syllables.

surprise

/

READING K-2 | LANGUAGE AND WRITING

Language and Writing

Students understand conventions of standard English capitalization, punctuation, and spelling. They know conventions of standard English grammar and usage. Students develop persuasive, informative, and narrative writing by planning, revising, editing, rewriting, and adding details.

PLEASE NOTE

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below 131



Look at the picture.

Put the apple on the table.



(Student can move apple on, under, above, or to either side.)

131-140



Look at the picture.



Where is the dog?

- behind the girl
- below the girl
- next to the girl
- on the girl

141-150



(Audio only; dictated sentences not on screen.)

Listen to the sentence: The boys are wet.

Move the words to the line to write the sentence.



are boys The wet

151-160



Look at the picture.

Use ALL the words to write a sentence about the picture.



a gets He book

161-170



Look at the sentence that has a mistake.

Which word should begin with a capital letter?



The class pet mouse is named marilyn.

171-180



(Audio only; text showing correct spelling is not on screen.)

Read the sentence that has a circled mistake.

The word "many" is not spelled correctly. Use the letters to spell the word "many" correctly.



a e g i m n u w y

181-190



Read the draft that Aziz wrote.

I think my dog Rascal is nice. His fur is nice. When he licks my face, it is nice. When we play fetch, it is nice. He cuddles with me, and that is nice. Rascal is a nice pet.

What is the best way that Aziz can make the draft better?

- He can make the story shorter.
- He can use the word "nice" more.
- He can make the sentences shorter.
- He can use other words for the word "nice."

above 191



Read the sentences.

Put the sentences in the best order to make a paragraph.

| | |
|---|--|
| ○ | |
| ○ | |
| ○ | |
| ○ | |

When they finally got home, they made an apple pie. Gabe was busy on Sunday afternoon. First, his mom took him to the park. At the grocery store, Gabe chose apples. After the park, they went to the grocery store.

READING K-2 | LITERATURE AND INFORMATIONAL

Literature and Informational

Students understand what they read or hear read aloud. They make inferences, cite textual evidence, and determine central ideas, main topics, or themes. They identify and use various text features and determine or clarify the meaning of unknown words in context.

PLEASE NOTE

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below 131

(This is a listening comprehension item. The passage is not presented here.)

Listen to the story.

Which picture shows where the story takes place?

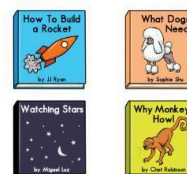


131-140

Look at the pictures.

Maureen wants to learn more about taking care of dogs.

Which book should Maureen read?



141-150

Look at the picture.



Why does the bus stop in this picture?

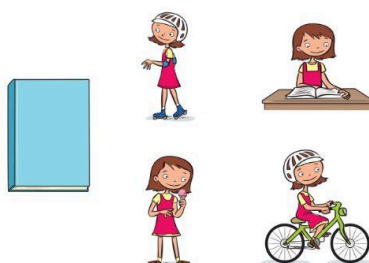
- It is raining.
- A bike is passing.
- A train is passing.
- The people want to ride.

151-160

(This is a listening comprehension item. The passage is not presented here.)

Listen to the story.

What does Jayna do before she eats breakfast?



161-170

Read the table of contents.

Which page has information about dogs?

| | |
|------------------|----|
| Wolves | 6 |
| Foxes | 10 |
| Dogs | 14 |
| Bears | 20 |
| Cats | 25 |

171-180

Read the passage.

Choose ALL the sentences that are facts.

| | |
|--------------------------|---|
| <input type="checkbox"/> | Skating is the best sport for kids. |
| <input type="checkbox"/> | Hockey is a team sport on skates. |
| <input type="checkbox"/> | In speed skating, racers try to finish first. |
| <input type="checkbox"/> | Figure skating is the most fun. |

181-190

(Passage is not read aloud).

Read the passage.

Mr. Lee made lunch for his sons each day. Each son liked some foods best. The oldest son liked nuts and fruit. The middle son liked fruit and string cheese. The youngest son liked soup, fruit, and juice.



Which food did every son like?

- juice
- fruit
- soup
- nuts

above 191

(Passage is not read aloud).

Read the passage.

Birds go places other animals cannot. Robins build their nests high up in trees. There is a good reason for this. It is safer that way. Robins stay in their nests to protect their babies. But sometimes they must leave the safety of the nest. Robin parents need to find food like worms and berries. Leaving the baby robins would be dangerous if the nests were on the ground. Other animals could get to the baby birds. But since the nests are in trees, few animals can reach them. Baby robins are safer in trees than on the ground.

What is the main idea of the passage?

Birds go places other animals cannot. Robins stay in their nests to protect their babies. Baby robins are safer in trees than on the ground. Robin parents need to find food like worms and berries.

READING K-2 | VOCABULARY USE AND FUNCTIONS

Vocabulary Use and Functions

Students determine the meaning of unknown and multiple-meaning words and phrases by using context clues and analyzing word parts. They understand figurative language and word relationships. Students use glossaries and beginning dictionaries to clarify word meanings.

PLEASE NOTE

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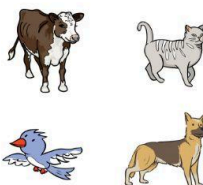
The example items present the visual of the item and we include text in the examples to show what the student hears when the text is absent from the screen.

below 131



Look at the pictures.

Choose the picture of the bird.



131-140



Look at the pictures.

Choose the picture of the bathtub.



141-150



Look at the pictures.

Choose the picture of something that melts.



(Audio plays names of pictures when selected: dog, ice, chair, boots.)

151-160



Look at the list of fruit.

Move ALL the words that are fruits to the paper to complete the list.

| | Fruits |
|--------------------------|-----------|
| <input type="checkbox"/> | cherry |
| <input type="checkbox"/> | grape |
| <input type="checkbox"/> | pineapple |
| <input type="checkbox"/> | |
| <input type="checkbox"/> | |

apple horse banana truck

161-170



Listen to the sentence.

The boy jumped down the stairs.

Which word has an ending that means something happened in the past?



171-180



Listen to the passage.

Max looked out the window on the bus ride. For just a moment, he got a glimpse of the new toy store. Very soon, the bus had passed it, and the store was out of sight again.

What does the word glimpse mean in the passage?

- a new toy
- a quick look
- a bus stop
- a daydream

181-190



Listen to the sentence.

Jamal had a good time at his friend's party.

Which word shows that Jamal had more than just a good time at the party?

- quiet
- excellent
- awful
- boring

above 191



Which pair of words means the same thing?

- get – offer
- define – need
- require – get
- need – require

Reading

mapGROWTH



225



200



190



175



150

Understanding RIT Scores and the Reference Charts

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Question Difficulty and the RIT Scale

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READING | VOCABULARY: ACQUISITION AND USE

Vocabulary: Acquisition and Use

Students recognize and understand word relationships and structures. They use context clues and reference materials to decipher word meaning and nuance.

PLEASE NOTE Some passages have been truncated due to space considerations.

below 161

Read the words.

ball
doll
puzzle
top

To which group do these words belong?

1. animals
2. colors
3. places
- ✓ 4. toys

161–170

Use the sentences and the glossary to answer the question.

Dinah and her sister went to the **market**. They saw many kinds of **produce**. Dinah wanted peas. Her sister wanted strawberries.

Glossary

market a place to sell food
produce fruits and vegetables

What is another kind of **produce**?

- ✓ 1. apples
2. cookies
3. money
4. trees

171–180

Read the sentences.

Jackie couldn't believe how much fun she had on the field trip. She kept **replaying** the day's events in her mind on the bus ride back to school.

In the word **replaying**, what does the prefix **re-** mean?

1. after
- ✓ 2. again
3. not
4. two

181–190

Read the paragraph and dictionary entries.

Mrs. Franz had just given her students a piece of clay the size of her hand. She told them to create something. *(Passage continues.)*

Dictionary

scuba (*skoo*-buh) *n.* equipment used to breathe underwater
scullery (*skuhl*-er-ee) *n.* a small room near the kitchen
sculpture (*skuhl*p-chur) *n.* an object created by carving or molding
scum (*skuhm*) *n.* a covering on the surface of a liquid

Based on the information in the paragraph, what is the meaning of the word **sculpture**?

1. slimy film
2. large pantry
- ✓ 3. piece of art
4. swimming gear

191–200

Read the sentences.

Lightning _____ the trunk of the lilac tree.
I was _____ by the beauty of the sunset.

Which word can be used in **both** sentences?

1. bent
2. flashed
- ✓ 3. struck
4. surprised

201–210

Which set of words **all** have the same root word?

1. extra, relax, index
2. contain, restrain, plain
3. here, everywhere, there
- ✓ 4. knowledge, unknown, knowing

211–220

Read the sentence.

Although the storm outside was **ferocious**, Nate left the comfort of the cabin and trudged toward home.

Which word **best** matches the connotative meaning of **ferocious** as it is used in the sentence?

1. barbaric
2. inhuman
- ✓ 3. intense
4. untamed

221–230

Read the sentence and dictionary entry.

The lives saved when the volcano exploded **vindicated** the expensive early warning system.

Dictionary

vindicate (*vin*-di-keyt) *v.*
1. to free from an accusation
2. to justify based on evidence
3. to defend against opposition
4. to claim for oneself or for someone else

Which definition of **vindicate** is used in the sentence?

1. definition 1
- ✓ 2. definition 2
3. definition 3
4. definition 4

above 230

Based on an understanding of Latin roots, what is the meaning of **ambidextrous**?

1. walks quickly
2. before the flood
3. lives on land and in water
- ✓ 4. can use both hands equally well

READING | INFORMATIONAL TEXT: KEY IDEAS AND DETAILS

Informational Text: Key Ideas and Details

Students read and comprehend informational texts, making inferences and predictions, drawing conclusions, and citing textual support. They determine the central idea, analyze the development of arguments, and summarize.

PLEASE NOTE Some passages have been truncated due to space considerations.

| | | |
|---|--|---|
| <p>below 161</p> <p>Read the passage.</p> <p>Many kinds of dogs live in the world. Some have been around for a long time. <i>(Passage continues.)</i></p> <p>What do Mudis like?</p> <ol style="list-style-type: none"> 1. other dogs 2. sleeping all day 3. living in the city ✓ 4. having work to do | <p>161–170</p> <p>Read the directions.</p> <p>Making mud pies is fun. Find some nice sticky mud. Shape it into little pies. Set the pies in the warm sun to dry.</p> <p>What type of day is needed to make mud pies?</p> <ol style="list-style-type: none"> ✓ 1. a sunny day 2. a rainy day 3. a snowy day 4. a cloudy day | <p>171–180</p> <p>Read the paragraph.</p> <p>A hen lays about one egg a day. A chick takes three weeks to be born from an egg. <i>(Passage continues.)</i></p> <p>When do chicks start peeping?</p> <ol style="list-style-type: none"> 1. after one week 2. after two weeks ✓ 3. after three weeks 4. after four weeks |
| <p>181–190</p> <p>Read the passages.</p> <p>Passage 1</p> <p>Cotton is a type of plant. The cotton plant grows from seeds. Then the plants grow flowers. After the flowers fall off, green pods—or bolls—are left. The bolls dry out in the sun. They burst open. White fluffy cotton pops out.</p> <p>Passage 2</p> <p>Cotton is a soft cloth that comes from a plant. White bolls of cotton are washed and stretched into long strings. The strings are twisted together to make a thread. <i>(Passage continues.)</i></p> <p>What are both passages about?</p> <ol style="list-style-type: none"> 1. clothes ✓ 2. cotton 3. flowers 4. plants | <p>191–200</p> <p>Read the paragraph.</p> <p>Weasels are hunters. They prey on mice, rats, insects, and birds. They will attack larger animals such as rabbits and chickens, too. <i>(Passage continues.)</i></p> <p>What does the weasel do when it gets more food than it needs?</p> <ol style="list-style-type: none"> 1. It eats until it is sick. ✓ 2. It stores the food for later. 3. It lets the food go to waste. 4. It shares the food with others. | <p>201–210</p> <p>Read the paragraph.</p> <p>Platinum is a silver-white metal that is even more valuable than gold. It will not corrode or tarnish as many metals do when exposed to air. It can be used as a catalyst* in processes that change harmful pollutants into nonpollutants. <i>(Passage continues.)</i></p> <p>*catalyst: a substance that can speed up or bring about a chemical reaction without being affected itself</p> <p>According to the passage, why is platinum valued by jewelers?</p> <ol style="list-style-type: none"> 1. It is rarer than gold. ✓ 2. It is good for gem settings. 3. It can be used as a catalyst. 4. It is produced in many countries. |
| <p>211–220</p> <p>Read the passage.</p> <p>Benjamin Franklin: More than a Writer</p> <p>Many people today use bifocals, eyeglasses that aid people's vision for objects both near and far away. Some people use cast-iron wood-burning stoves to heat their homes. <i>(Passage continues.)</i></p> <p>Which aspect of the passage best supports the idea that Franklin was a creative visionary?</p> <ol style="list-style-type: none"> 1. the danger associated with Franklin's famous kite-flying experiment 2. the mention of Franklin's role in writing the Declaration of Independence ✓ 3. the example of the wide range of inventions that Franklin developed 4. the similarities between today's bifocals and the bifocals that Franklin invented | <p>221–230</p> <p>Read the passage.</p> <p>We observe today not a victory of party but a celebration of freedom—symbolizing an end as well as a beginning—signifying renewal as well as change. For I have sworn before you and Almighty God the same solemn oath our forbears prescribed nearly a century and three-quarters ago. <i>(Passage continues.)</i></p> <p>(from "Inaugural Address" by John F. Kennedy)</p> <p>Which statement best expresses the main idea of the passage?</p> <ol style="list-style-type: none"> 1. Well-equipped armies will fight to defend freedom. 2. Global alliances are the key to freedom for all people. ✓ 3. The responsibilities of freedom rest with the individual. 4. The past generations have secured freedom for the future. | <p>above 230</p> <p>Read the passage.</p> <p>The efficiency of a book is like that of a man, in one important respect: its attitude toward its subject is the first source of its power. A book may be full of good ideas well expressed, but if its writer views his subject from the wrong angle even his excellent advice may prove to be ineffective. <i>(Passage continues.)</i></p> <p>(from <i>The Art of Public Speaking</i> by J. Berg Esenwein and Dale Carnegie)</p> <p>Which conclusion about becoming an effective speaker can be drawn from the passage?</p> <ol style="list-style-type: none"> 1. Effective speaking is the result of study followed by earnest practice. 2. Effective speaking requires training in and adherence to a specific set of rules. ✓ 3. Effective speaking requires self-discipline and personal conviction about the topic. 4. Effective speaking is the result of practicing the speeches and styles of noted speakers. |

READING | INFORMATIONAL TEXT: LANGUAGE, CRAFT, STRUCTURE

Informational Text: Language, Craft, Structure

Students analyze the structure of informational texts, evaluating texts for bias and for the quality of claims and evidence. They evaluate the author's craft, determining the author's point of view and purpose.

PLEASE NOTE Some passages have been truncated due to space considerations.

below 161

Read the chart.

| Baseball | Favorite Sports | | |
|------------------------|-----------------|--------------------------------------|------------------|
| | Basketball | Soccer | Swimming |
| Neha Max Jessica | Samuel | Javier Sarah Brandon Codley | Addison Julia |

Which sport do the most children like?

- ✓ 1. soccer
- 2. baseball
- 3. basketball
- 4. swimming

161–170

Read the chart.

| Music | Piano | Drum | Bass | Guitar |
|---------|-------|------|------|--------|
| Jazz | X | X | X | |
| Pop | X | X | | X |
| Rock | | X | X | X |
| Country | | X | X | X |

Which two types of music have the most instruments in common?

- 1. jazz and pop
- 2. pop and rock
- 3. country and jazz
- ✓ 4. country and rock

171–180

Read the passage.

The best place to go on vacation is Florida. There are beautiful beaches, large hotels, good restaurants, and interesting shops. *(Passage continues.)*

What is the author's opinion of Florida?

- 1. Florida has no variety.
- 2. The weather is too hot.
- ✓ 3. Florida is a great place to visit.
- 4. Only boaters will enjoy Florida.

181–190

Read the passage.

[1] One of the most famous bad guys in history was Robin Hood. [2] People think he lived in England and hid in the forest with his friends. *(Passage continues.)*

Which sentence reveals the author's opinion of Robin Hood?

- 1. sentence 2
- 2. sentence 3
- 3. sentence 4
- ✓ 4. sentence 5

191–200

Read the passage.

There are many differences between the ancient Olympics and the games of today. In ancient times, the games were held only during the summer, but today the games are held during summer and winter. *(Passage continues.)*

Which organizational structure is used in this passage?

- 1. cause and effect
- 2. sequence of events
- 3. order of importance
- ✓ 4. compare and contrast

201–210

Read the passages.

Review 1

Happy Birthday, Maudie is a delightful movie. The characters are believable, and the plot is a tender love story. *(Passage continues.)*

Review 2

Don't bother to see *Happy Birthday, Maudie*. It's a sappy movie about a girl who lets everyone push her around. *(Passage continues.)*

Based on the descriptions in the two reviews, on which topic are the two reviewers most likely to agree?

- 1. the quality of the plot
- ✓ 2. the details of the setting
- 3. the overall quality of the movie
- 4. the main character's personality

211–220

Read the passage.

A Unique Creature: The Thorny Devil

The thorny devil is a very interesting and unusual creature. From its name, one might guess that it is large and scary. *(Passage continues.)*

Which explanation is the most likely reason the author includes a chapter heading in this passage?

- 1. to explain background information about the subject
- ✓ 2. to provide an idea of what the selection will be about
- 3. to present information about key vocabulary terms
- 4. to supply reasons why this is an interesting subject

221–230

Read the report excerpt.

Over the last century, the amount of precipitation has increased significantly across eastern parts of North America. *(Passage continues.)*

(from "Adaptation Options for Climate-Sensitive Ecosystems and Resources" by the U.S. Environmental Protection Agency)

Which feature of this text most assures the validity of the information?

- 1. the vocabulary
- 2. the author's tone
- ✓ 3. the use of citations
- 4. the use of percents

above 230

Read the text written by a company that organizes scientific research into a database.

Our Mission: Our database of more than 3,000 articles of documented investigations is an easy-to-use tool for scientific research. Users may look for a general topic or narrow their search through the use of three topic code parameters. *(Passage continues.)*

| Topic Code Parameters | Description |
|-----------------------|--|
| Social Context | Who conducted the research? Where was it conducted? |
| Method | How was the research conducted? What procedures were used? |
| Findings | What was observed? What results were achieved? |

How does the chart complement the text?

- 1. It summarizes the text.
- ✓ 2. It provides detail not in the text.
- 3. It serves to contrast information in the text.
- 4. It provides a transition between the two parts of the text.

READING | LITERARY TEXT: LANGUAGE, CRAFT, STRUCTURE

Literary Text: Language, Craft, Structure

Students analyze the structure of literary texts and evaluate the author's craft and purpose. They interpret figurative language and analyze literary devices.

PLEASE NOTE Some passages have been truncated due to space considerations.

below 161

Read the story.

Maria ate a big bowl of cereal. After breakfast, Maria put her book in her backpack. *(Passage continues.)*

What does Maria do first?

1. She puts on her coat.
- ✓ 2. She eats her breakfast.
3. She walks to the bus stop.
4. She puts her book in her backpack.

161–170

Read the poem.

The Movie

The movie theater is cool and dark. I can't wait for the movie to start. *(Poem continues.)*

Which word tells how the theater sounds?

1. cool
2. dark
- ✓ 3. loud
4. soft

171–180

Read the passage.

Dave and Mike had a great time sledding. They pulled their sleds up the big hill and went down face first. *(Passage continues.)*

What do Mike and Dave do right after playing outside?

1. They race down the hill.
2. They fall asleep on the couch.
- ✓ 3. They have grilled cheese and soup.
4. They pull their sleds up the big hill.

181–190

Read the passage.

Scott opened his eyes and looked at the clock. He pulled the blankets over his head to keep the sun out. He yawned and closed his eyes. He just wanted to go back to sleep.

What does the author's description tell the reader about Scott?

1. He is lazy.
- ✓ 2. He is tired.
3. He is scared.
4. He is hungry.

191–200

Read the passage.

Laura's teacher asked to see the science project. "But Mrs. Thompson, I forgot it was due today!" Laura said. Then Laura asked if she could call her mom. "Mom, can you bring my science project to school? It's due today!" She listened to her mother for a moment. *(Passage continues.)*

How do readers learn about Laura?

1. from what Laura looks like
2. from what other characters say
- ✓ 3. from what Laura says to others
4. from descriptions of Laura's feelings

201–210

Read the passage.

The clouds lifted, and the pilot sighted the tower of The City Airport. He had already radioed ahead that he was arriving. *(Passage continues.)*

What is the best title for this passage?

1. A Pilot's Life
- ✓ 2. A Safe Landing
3. The City Airport
4. One Cloudy Night

211–220

Read the passage.

Many years ago, a young man named Takoda decided to go on foot to Dark Mountain, a three-day journey from his village. Two days into his journey, he paused for nourishment in a narrow valley. *(Passage continues.)*

How does the setting contribute to Takoda's main problem in the story?

1. He is unable to see clearly through dust from the valley floor.
2. He is unable to find shelter from threatening weather on the valley floor.
3. The valley does not provide him with the nourishment he needs for his journey.
- ✓ 4. The valley does not provide him with an easy way to avoid the buffalo stampede.

221–230

Read the poem.

It sifts from leaden sieves,
It powders all the wood,
It fills with alabaster wool
The wrinkles of the road. *(Poem continues.)*
(from "The Snow" by Emily Dickinson)

How does the use of alliteration in line 13 build meaning in the poem?

1. It highlights the eeriness of the snow's frosty appearance.
2. It emphasizes the images of destruction caused by the snow.
- ✓ 3. It accentuates the completeness of the snow's coverage, layer by layer.
4. It contrasts the quietness of the fallen snow with the sounds of harvest.

above 230

Read the poem.

Hope is the thing with feathers
That perches in the soul,
And sings the tune without the words,
And never stops at all. *(Poem continues.)*
(from "Hope" by Emily Dickinson)

Which statement best expresses the meaning of the extended metaphor that compares hope to a bird throughout the poem?

- ✓ 1. Hope is a constant presence and gives people comfort.
2. Hope flies away like a bird during storms and difficult times.
3. Hope is demanding, like a bird that constantly needs to be cared for.
4. Hope tries to sing songs that are uplifting but forgets the words to them.

READING | LITERARY TEXT: KEY IDEAS AND DETAILS

Literary Text: Key Ideas and Details

Students read and comprehend literary texts, make inferences and predictions, and draw conclusions. They determine key ideas, analyze the development of themes and ideas, and summarize.

PLEASE NOTE Some passages have been truncated due to space considerations.

below 161

Read the story.

Mother was ready. She had streamers and balloons. She baked a cake. She invited Sandy's friends. She asked them not to tell Sandy. Sandy would come home from school. Her friends would shout when she turned on the lights!

What is Sandy's mother planning?

1. Sandy's first day at school
2. a picnic in the backyard
- ✓ 3. Sandy's surprise party
4. a trip to the bakery

161–170

Read the passage.

I can't wait for winter vacation to start! Every day feels like a holiday! I love to have snowball fights with my friends and make snowmen in the yard. *(Passage continues.)*

Which word **best** describes how the author feels about winter vacation?

1. calm
- ✓ 2. excited
3. nervous
4. tired

171–180

Read the paragraph.

Gordon loves to visit his aunt and uncle in Vermont. He goes up every summer to visit them. They live on a houseboat on the lake. *(Passage continues.)*

What does Gordon like to do best?

1. swim in the lake
2. fish for perch and trout
3. read books on the boat deck
- ✓ 4. steer the boat around the lake

181–190

Read the passage.

The wind whipped the tops of the trees so they looked like they were dancing. Clouds raced across the sky. Leaves and bits of paper swirled around. *(Passage continues.)*

Which sentence **best** tells what the story is about?

- ✓ 1. There is a big rainstorm coming.
2. They are having fun in the snow.
3. There is a double rainbow in the sky.
4. They are cleaning up after a big storm.

191–200

Read the passage.

Molly stared out the bus window with blank eyes. Next to her, a woman pulled herself up. She got off at the next stop. Molly looked over and saw that the woman had left something on the seat. *(Passage continues.)*

What was Molly's first reaction when she picked up the wallet?

1. to look at the pictures
2. to call after the woman
3. to stare out the bus window
- ✓ 4. to turn it in to the bus driver

201–210

Read the passage.

Celina's eye glanced around in disgust. Everywhere she looked there was trash. A crushed aluminum soda can discarded over here. An empty crumpled-up chip bag tossed over there. It made her red with rage. Celina finally took a deep breath and slowly trudged into the grocery store.

"Hey, Celina, what's wrong?" the owner of the store, Mrs. Jones, asked. *(Passage continues.)*

Which is the **most likely** theme of this passage?

1. Kids are usually very smart.
2. It is better to follow than lead.
3. People litter without knowing it.
- ✓ 4. Everyone can make a difference.

211–220

Read the passage.

He lived on the bank of a mighty river, broad and deep, which was always silently rolling on to a vast undiscovered ocean. It had rolled on, ever since the world began. It had changed its course sometimes, and turned into new channels, leaving its old ways dry and barren. *(Passage continues.)*

(from "Nobody's Story" by Charles Dickens)

What is a central idea of this passage?

1. It is hard to swim against the tide.
2. The river supports life on its banks.
3. Earth will continue to circle around the Sun.
- ✓ 4. The flow of the river to the ocean is unchanging.

221–230

Read the passage.

Bernadou clung to his home with a dogged devotion. He would not go from it to fight unless compelled, but for it he would have fought like a lion. *(Passage continues.)*

(from "A Leaf in the Storm" by Marie Louise de la Ramee)

Based on the passage, which statement about Bernadou is **most likely** true?

1. Bernadou had traveled to the capital of his country many times.
2. Bernadou was a drifter, never spending much time in any one place.
- ✓ 3. Bernadou would fight with loyalty and fierceness for any good cause.
4. Bernadou felt a strong connection to his hometown, but not his country.

above 230

Read the passage.

Elizabeth Bennet had been obliged, by the scarcity of gentlemen, to sit down for two dances; and during part of that time, Mr. Darcy had been standing near. *(Passage continues.)*

(from *Pride and Prejudice* by Jane Austen)

How is Elizabeth Bennet influenced by the dialogue between Mr. Darcy and Mr. Bingley?

1. Because Elizabeth overhears Mr. Darcy's insulting comments, she insists on sitting alone rather than dance with him.
2. Elizabeth discovers that Mr. Darcy's refusal to dance is due to his shy nature and forgives his behavior.
- ✓ 3. Despite believing that Mr. Darcy is impolite and self-important, Elizabeth maintains an upbeat attitude.
4. Elizabeth develops a new, playful sense of humor around Mr. Darcy to draw him out of his foul mood.

World-Class Instructional Design and Assessment

World-class Instructional Design and Assessment (WIDA)

- The WIDA, or World-Class Instructional Design and Assessment, is a series of English language proficiency assessments. It's designed to measure the progress of students who are learning English as a second language (ESL students).
- The WIDA test suite includes several assessments, but the most commonly used ones are the ACCESS for ELLs (English Language Learners) and the W-APT (WIDA-ACCESS Placement Test). Lyon County School District currently uses the ACCESS for ELL assessment
- ACCESS for ELLs is an annual summative assessment that measures students' English language proficiency in four domains: Listening, Speaking, Reading, and Writing.
- Scores range from 1.0-6.0. A score below 5.0 generally indicates the student is in need of English language support, while a score of 5.0 or above signifies the student is English proficient. In the State of Nevada, a student must score a 4.5 to be considered language proficient.
- [Practice Assessment](#)

Career and Technical Education

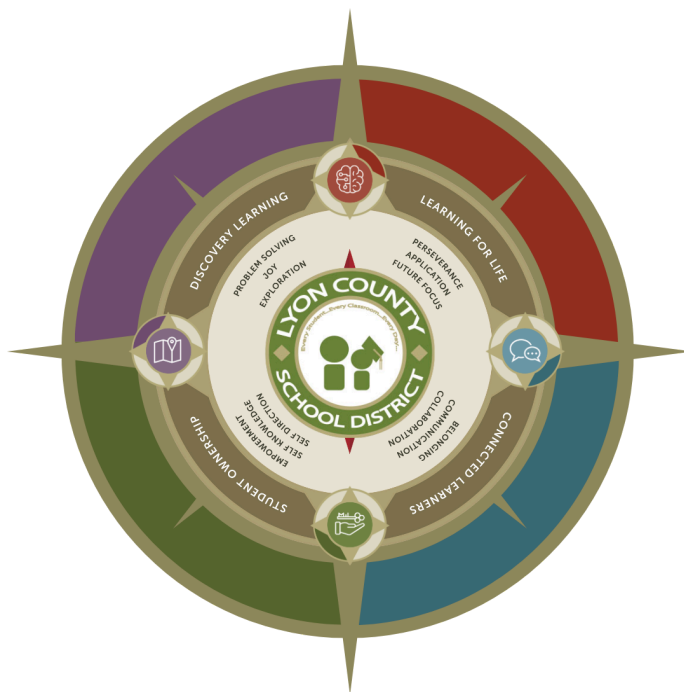
Career and Technical Education Overview:

- Career and Technical Education (CTE) certifications are vocational qualifications that students can earn while still in high school. They're designed to provide students with the skills and knowledge necessary for specific jobs or industries.
- The exact certifications available can vary widely from school to school, but they often include areas like health care, information technology, construction trades, culinary arts, and automotive technology, among others.
- Earning a CTE certification can give students a head start in their chosen field, allowing them to jump straight into work after high school or giving them a leg up in post-secondary technical education programs.
- Additionally, CTE programs can often provide valuable real-world experience through internships, apprenticeships, or hands-on projects. They can also help students make more informed decisions about their career paths.
- [Workplace Readiness Skill Practice Test](#)
- **Resources**
 - Sample Assessment
 - Go to <http://www.techfluency.org/esess/>
 - Make the following entries into the four blanks:
 - Organization: Nevada CTE
 - First Name: sample
 - Last Name: sample
 - Password: sample
- **APPENDIX**
 - 5.1 - 2022/2023 CTE Data

iReady

iReady - Diagnostic

- iReady Diagnostic is an adaptive assessment tool designed to provide teachers with insights into a student's academic skills, identify areas where they're struggling, and measure growth throughout the school year.
 - Here's a quick summary:
 - Adaptive: The test adjusts its difficulty based on the student's performance, making it personalized.
 - Insights: It provides detailed reports on students' skills in reading and math, identifying both strengths and weaknesses.
 - Progress Monitoring: It allows teachers to track student growth over time, helping in evaluating the effectiveness of teaching strategies.
 - Personalized Instruction: Based on the diagnostic results, iReady offers personalized learning paths for each student to address their skill gaps.
 - [What is iReady?](#)
 - [iReady Diagnostic Report Explanation](#)
 - [Reviewing Diagnostic Data](#)



Historical Data

Nevada Report Card Data

| 2023/2024 Nevada Report Card Data | | | | | | | | | | |
|-----------------------------------|------------------|-----------------|------|------|------------------|------|------|-----------|-------------|------------------|
| | | ELA Proficiency | | | Math Proficiency | | | Grad Rate | Absenteeism | Per Pupil Spend. |
| | Total Enrollment | ELEM. | MID | HIGH | ELEM. | MID | HIGH | | | |
| State | 479,578 | 42.8 | 39.1 | 45.2 | 38 | 26.8 | 19.4 | 81.39 | 25.9 | |
| Lyon | 9,057 | 31.6 | 26.5 | 27.2 | 27.9 | 19.8 | 9.5 | 86.4 | 38.5 | |
| Carson | 7,484 | 38.5 | 35.9 | 40.1 | 33 | 23.8 | 17.9 | 80.56 | 27.6 | |
| Churchill | 3,283 | 33.3 | 25.9 | 37.6 | 28.5 | 11.8 | 13.6 | 84.16 | 31.1 | |
| Clark | 304,568 | 42.2 | 37.8 | 46.6 | 36.7 | 24.9 | 19.4 | 81.5 | 31.3 | |
| Douglas | 5,032 | 46 | 36.4 | 46.1 | 40.3 | 27.8 | 25.3 | 86.1 | 20.5 | |
| Elko | 9,888 | 35 | 29.1 | 37.8 | 31.5 | 19.4 | 12.2 | 83.52 | 31.8 | |
| Esmeralda | 89 | <5 | 20 | 33.3 | <5 | 10.5 | 33.3 | - | 42.9 | |
| Eureka | 325 | 64.1 | 50 | 48.4 | 47.8 | 32.7 | 32.3 | >95% | 24.1 | |
| Humboldt | 3,349 | 34 | 36.3 | 41.8 | 32.3 | 24.2 | 21 | 93.72 | 31.3 | |
| Lander | 1,077 | 28.2 | 25.3 | 47.6 | 21.5 | 11.9 | 23.8 | 90.91 | 36.5 | |
| Lincoln | 959 | 49.7 | 48.5 | 30.7 | 51.6 | 38 | 7.2 | >95 | 22 | |
| Mineral | 594 | 23.7 | 21.5 | 37.9 | 17.8 | 7.5 | 10.3 | 74.29 | 36.3 | |
| Nye | 5,657 | 33.8 | 39 | 31.2 | 26.2 | 18.5 | 6.6 | 80 | 28.3 | |
| Pershing | 657 | 20.5 | 28.4 | 33.3 | 20.2 | 13.6 | 5.4 | >95 | 19.5 | |
| Charter | 61,883 | 54.6 | 54.2 | 55.7 | 51.2 | 39.8 | 24.1 | 83.82 | 21.1 | |
| Storey | 400 | 56.8 | 39.5 | 51.4 | 47.7 | 25 | 25.7 | >95 | 29.2 | |
| Washoe | 63,777 | 44.7 | 38.9 | 43.3 | 40.2 | 28.7 | 23.6 | 81.42 | 28.1 | |

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| | | | | | | | | | |
|------------|------|------|------|------|------|----|-----|-------|------|
| White Pine | 1282 | 27.5 | 32.1 | 24.5 | 31.9 | 28 | 8.4 | 87.37 | 28.3 |
|------------|------|------|------|------|------|----|-----|-------|------|

Source: <http://nevadareportcard.nv.gov/DI/nv/2023>

| 2022/2023 Nevada Report Card Data | | | | | | | | | |
|-----------------------------------|-----------------|--------|------|------------------|--------|------|-----------|-------------|------------------|
| | ELA Proficiency | | | Math Proficiency | | | Grad Rate | Absenteeism | Per Pupil Spend. |
| | ELEM. | MIDDLE | HIGH | ELEM. | MIDDLE | HIGH | | | |
| State | 40.7 | 40.7 | 45.5 | 31.1 | 31.1 | 19.6 | 81.72 | 34.9 | \$11,300 |
| Lyon | 30.8 | 26.6 | 33.5 | 29.4 | 17.9 | 10.4 | 84.57 | 38.1 | \$12,419 |
| Carson | 41.4 | 35.4 | 43.4 | 37.4 | 27.6 | 20.1 | 83.42 | 28.8 | \$12,195 |
| Churchill | 32.7 | 30.9 | 48.8 | 27.7 | 15.6 | 19 | 79.75 | 33.1 | \$12,278 |
| Clark | 40.6 | 38.3 | 46 | 33.6 | 23.8 | 19.4 | 81.31 | 38.3 | \$11,624 |
| Douglas | 50 | 43.6 | 46.7 | 40.6 | 27.7 | 26.6 | 84.07 | 24.3 | \$12,882 |
| Elko | 37 | 33.2 | 38.7 | 32.4 | 20.6 | 16.9 | 80.43 | 34.3 | \$13,007 |
| Esmeralda | 12.5 | 29.4 | 50 | 20 | 11.1 | <5% | - | 36.5 | \$37,519 |
| Eureka | 63 | 35.5 | 45.4 | 62 | 37.2 | 31.8 | >95% | 25.7 | \$32,137 |
| Humboldt | 32.2 | 39.2 | 36.5 | 33.1 | 28.9 | 11 | 94.34 | 34.7 | \$14,547 |
| Lander | 36 | 14.6 | 53.3 | 24.6 | 10.3 | 6.4 | 85.53 | 39.2 | \$15,300 |
| Lincoln | 51.4 | 45.1 | 45.5 | 52.6 | 26.1 | 22.8 | >95% | 23.5 | \$18,148 |
| Mineral | 25.2 | 16.4 | 24.3 | 11.9 | <5% | <5% | 65.71 | 37.3 | \$16,979 |
| Nye | 32.1 | 30.7 | 33.7 | 26.2 | 21.8 | 8.2 | 80.66 | 35.2 | \$14,356 |
| Pershing | 35.3 | 28.4 | 43.2 | 18.6 | 10.4 | 15.3 | >95% | 20.8 | \$16,532 |
| Public Charter | 54.6 | 53.4 | 54 | 52 | 38.5 | 25.7 | 86.07 | 23 | \$7,897 |
| Storey | 44.4 | 44.4 | 60 | 48.7 | 28.8 | 24 | 88.24 | 35.8 | \$20,772 |
| Washoe | 43.3 | 39.9 | 45.6 | 40.2 | 27.7 | 22 | 84.36 | 31 | \$10,827 |

| | | | | | | | | | |
|------------|------|------|------|------|------|------|-------|------|----------|
| White Pine | 23.1 | 31.4 | 36.6 | 27.1 | 29.7 | 23.6 | 89.77 | 32.2 | \$16,116 |
|------------|------|------|------|------|------|------|-------|------|----------|

Source: <http://nevadareportcard.nv.gov/DI/nv/2023>

| 2021/2022 Nevada Report Card Data | | | | | | | | | |
|-----------------------------------|-----------------|--------|------|------------------|--------|------|-----------|-------------|-------------------------|
| | ELA Proficiency | | | Math Proficiency | | | Grad Rate | Absenteeism | Per Pupil Spend. |
| | ELEM. | MIDDLE | HIGH | ELEM. | MIDDLE | HIGH | | | |
| State | 44.1 | 45.1 | 45.7 | 36 | 25.6 | 21.2 | 81.3 | 36 | \$10,112 |
| Lyon | 36.2 | 31.9 | 36.3 | 33 | 19.3 | 15.2 | 87.98 | 39.2 | \$11,284 |
| Carson | 43.9 | 46.9 | 42 | 40.3 | 29.2 | 17.8 | 85.71 | 33 | \$11,505 |
| Churchill | 38.6 | 36.7 | 44.7 | 31.7 | 16.5 | 16.2 | 79.91 | 29 | \$11,599 |
| Clark | 41.1 | 41.9 | 44 | 31.4 | 22.2 | 19.7 | 80.94 | 40.6 | \$10,178 |
| Douglas | 51.1 | 45.5 | 52.5 | 43 | 28.3 | 25.8 | 84.53 | 22.6 | \$12,242 |
| Elko | 38.6 | 37.2 | 39.7 | 32.6 | 18.2 | 17.3 | 79.7 | 42 | \$12,134 |
| Esmeralda | 5.2 | 28.5 | 25 | 26.3 | 10.7 | 25 | | 39.5 | \$29,329 ⁷⁵⁰ |
| Eureka | 60.9 | 63 | 70.5 | 52.3 | 34.7 | 35.2 | 73.33 | 27.2 | \$34,593 |
| Humboldt | 36.8 | 42.5 | 36.6 | 31.7 | 27.4 | 11.1 | 94.23 | 47.8 | \$14,273 |
| Lander | 33.8 | 29.1 | 36.6 | 29.8 | 12 | <5 | 66.67 | 36.4 | \$13,733 |
| Lincoln | 48.3 | 53.3 | 40.6 | 53.2 | 35.3 | 26.6 | >95 | 13.9 | \$18,297 |
| Mineral | 38 | 18.5 | <5 | 16.7 | 9 | <5 | 88.89 | 44.9 | \$15,781 |
| Nye | 34.6 | 35.2 | 34.9 | 25.9 | 18.4 | 9.3 | 83.09 | 37.8 | \$12,856 |
| Pershing | 33.5 | 38.8 | 30.2 | 20.2 | 13.6 | 11.6 | 94.12 | 27.1 | \$17,534 |
| Public Charter | 55.4 | 57.3 | 54.3 | 49.2 | 36.5 | 25.2 | 86.89 | 21.8 | \$7,243 |
| Storey | 39.2 | 51.5 | 61.3 | 44 | 29.8 | 34 | >95 | 40.5 | \$17,108 |
| Washoe | 45.9 | 45.3 | 50.1 | 40.1 | 27.7 | 26.6 | 82.48 | 25.5 | \$10,220 |
| White Pine | 29.6 | 41.8 | 36.5 | 25.9 | 26.8 | 13 | 83.76 | 38.4 | \$15,413 |

Nevada Assessment Types

| | | ELA Proficiency | | | Math Proficiency | | | Grad Rate | 9-12 | 3-8 |
|---------|-------|-----------------|--------|---------|------------------|--------|---------|-----------|-------------|------------------|
| | | ELEM. | MIDDLE | HIGH | ELEM. | MIDDLE | HIGH | | | |
| 2023-24 | State | 42.8 | 39.1 | 45.2 | 38 | 26.8 | 19.4 | 81.39 | A C T | S B A C |
| | Lyon | 31.6 | 26.5 | 27.2 | 27.9 | 19.8 | 9.5 | 86.41 | | |
| 2022-23 | State | 40.7 | 40.7 | 45.5 | 31.1 | 31.1 | 19.6 | 81.72 | | |
| | Lyon | 30.8 | 26.6 | 33.5 | 29.4 | 17.9 | 10.4 | 84.57 | | |
| 2021-22 | State | 44.1 | 45.1 | 45.7 | 36 | 25.6 | 21.2 | 81.31 | | |
| | Lyon | 36.2 | 31.9 | 36.3 | 33 | 19.3 | 15.2 | 87.98 | | |
| 2020-21 | State | 40.3 | 43.6 | 46.8 | 28.7 | 24.2 | 22.6 | 82.57 | | |
| | Lyon | 34.3 | 34.9 | 36.1 | 24.5 | 18.1 | 18.8 | 86.58 | | |
| 2019-20 | State | | | | | | | 84.1 | | |
| | Lyon | | | | | | | 86.46 | | |
| 2018-19 | State | 50.3 | 48.9 | 47.6 | 43.8 | 33.2 | 26.3 | 83.16 | | |
| | Lyon | 42.1 | 42 | 43.3 | 36.7 | 30 | 24.9 | 19.4 | | |
| 2017-18 | State | 50.1 | 47.8 | 45.6 | 43.4 | 32.4 | 26.3 | 80.85 | | |
| | Lyon | 44.2 | 41.3 | 44.4 | 40.3 | 30.6 | 29.1 | 83.59 | | |
| 2016-17 | State | 48.6 | 47 | See EOC | 42.1 | 26.9 | See EOC | 73.55 | E O C | |
| | Lyon | 45 | 41.5 | See EOC | 40.9 | 29.7 | See EOC | 81.3 | | |
| 2015-16 | State | 47.9 | 45.27 | See EOC | 38.37 | 25.7 | See EOC | 71.3 | | |
| | Lyon | 48.3 | 47.1 | See EOC | 40.6 | 36.9 | See EOC | 82.4 | | |
| 2014-15 | State | | | 82 | | | 76.4 | 71.3 | H S P | C R T |
| | Lyon | | | 85.5 | | | 80.6 | 74.7 | | |

| | | | | | | | | | | |
|---------|-------|--|--|------|--|--|------|------|---|--|
| 2013-14 | State | | | 77.5 | | | 77.5 | 69.8 | E | |
| | Lyon | | | 81.7 | | | 79 | 79.3 | | |

| EOC | | Group | Year | Number Enrolled | Number Tested | % Proficient | % Above Target | Level 1 | Level 2 | Level 3 | Level 4 | |
|---------|---------|-----------|-----------|-----------------|---------------|--------------|----------------|---------|---------|---------|---------|------|
| | ELA I | State | 2015-2016 | | 22065 | 22065 | 68.7 | TBD | 31.3 | 28.7 | 24.6 | 15.4 |
| | | Lyon | 2015-2016 | | 576 | 532 | 76.5 | TBD | 23.5 | 34.6 | 26.5 | 15.4 |
| | | State | 2016-2017 | | 28892 | 28892 | 68.2 | TBD | 31.8 | 23.3 | 24.5 | 20.4 |
| | | Lyon | 2016-2017 | | 547 | 521 | 78.5 | TBD | 21.5 | 24.8 | 30.5 | 23.2 |
| | ELA II | State | 2015-2016 | | 19110 | 19110 | 69.5 | TBD | 30.5 | 26.6 | 34.5 | 8.4 |
| | | Lyon | 2015-2016 | | 577 | 531 | 80.8 | TBD | 19.2 | 33.9 | 41.8 | 5.1 |
| | | State | 2016-2017 | | 36716 | 36716 | 72.3 | TBD | 27.7 | 23.2 | 33.1 | 16 |
| | | Lyon | 2016-2017 | | 613 | 589 | 78.4 | TBD | 21.6 | 26.7 | 39.4 | 12.4 |
| | ELA III | State | 2015-2016 | | 19110 | 19110 | 69.5 | TBD | 30.5 | 26.6 | 34.5 | 8.4 |
| | | Lyon | 2015-2016 | | 577 | 531 | 80.8 | TBD | 19.2 | 33.9 | 41.8 | 5.1 |
| | | State | 2016-2017 | | 36716 | 36716 | 72.3 | TBD | 27.7 | 23.2 | 33.1 | 16 |
| Lyon | | 2016-2017 | | 613 | 589 | 78.4 | TBD | 21.6 | 26.7 | 39.4 | 12.4 | |
| MATH I | State | 2015-2016 | | 38214 | 38214 | 73.8 | TBD | 26.2 | 39.8 | 26.6 | 7.3 | |
| | Lyon | 2015-2016 | | 566 | 516 | 80.8 | TBD | 19.2 | 39.3 | 35.1 | 6.4 | |
| | State | 2016-2017 | | 46262 | 46262 | 74 | TBD | 26 | 40.7 | 25.7 | 7.6 | |
| | Lyon | 2016-2017 | | 798 | 764 | 82.2 | TBD | 17.8 | 42.1 | 32.3 | 7.7 | |
| MATH II | State | 2015-2016 | | 32818 | 32818 | 33 | TBD | 67 | 14.3 | 11.8 | 6.9 | |

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| | | | | | | | | | | | |
|--|--|-------|-----------|-------|-------|------|-----|------|------|------|-----|
| | | Lyon | 2015-2016 | 562 | 537 | 33.7 | TBD | 66.3 | 19.4 | 10.2 | 4.1 |
| | | State | 2016-2017 | 37665 | 37665 | 40.5 | TBD | 59.5 | 15.1 | 16.8 | 8.6 |
| | | Lyon | 2016-2017 | 570 | 536 | 46.3 | TBD | 53.7 | 18.5 | 20.1 | 7.6 |

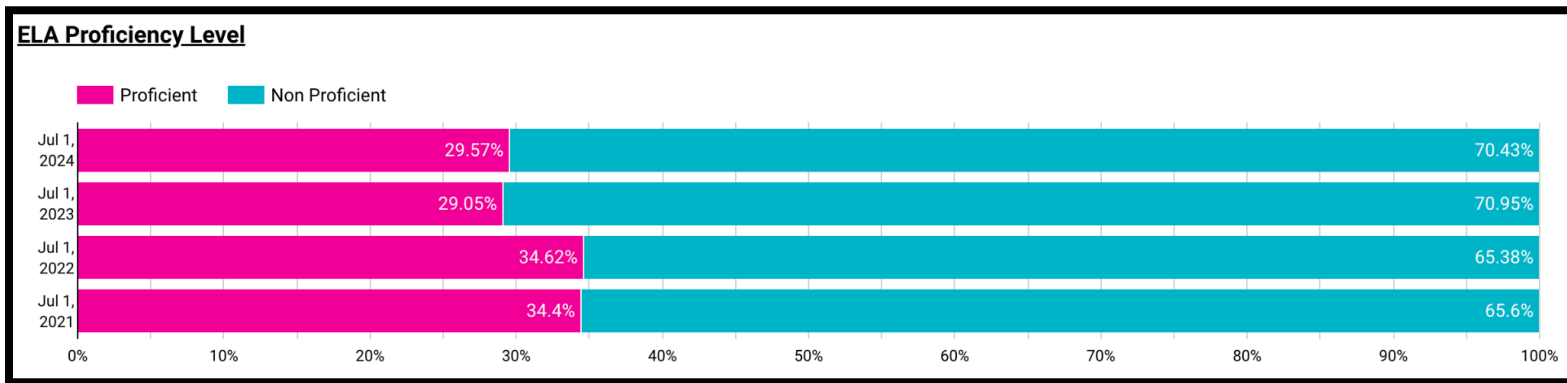


Current Data

Smarter Balanced Assessment Consortium

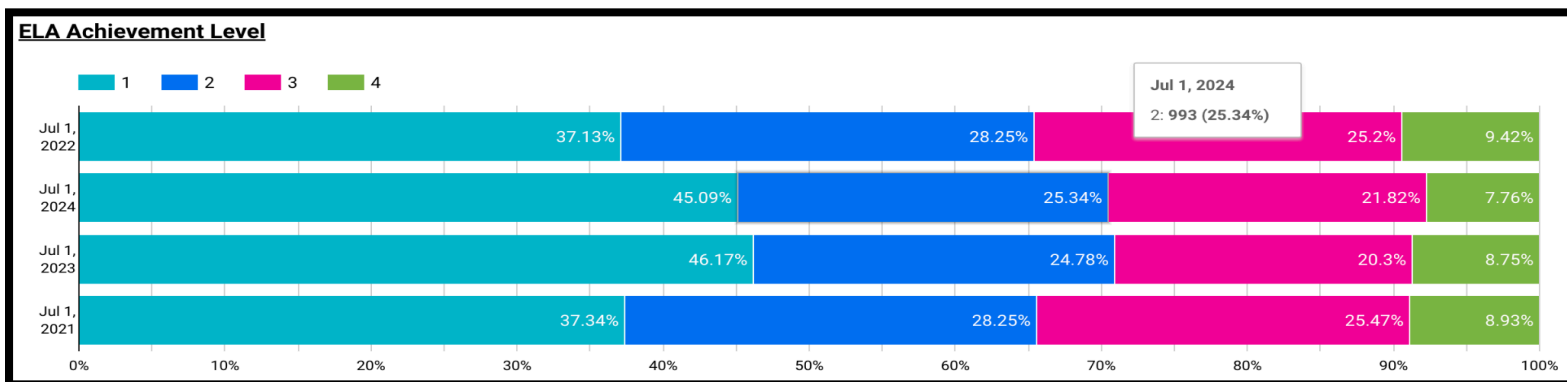
English Language Arts Assessment Data

– The Number of Proficient Students in English Language Arts Over Time:

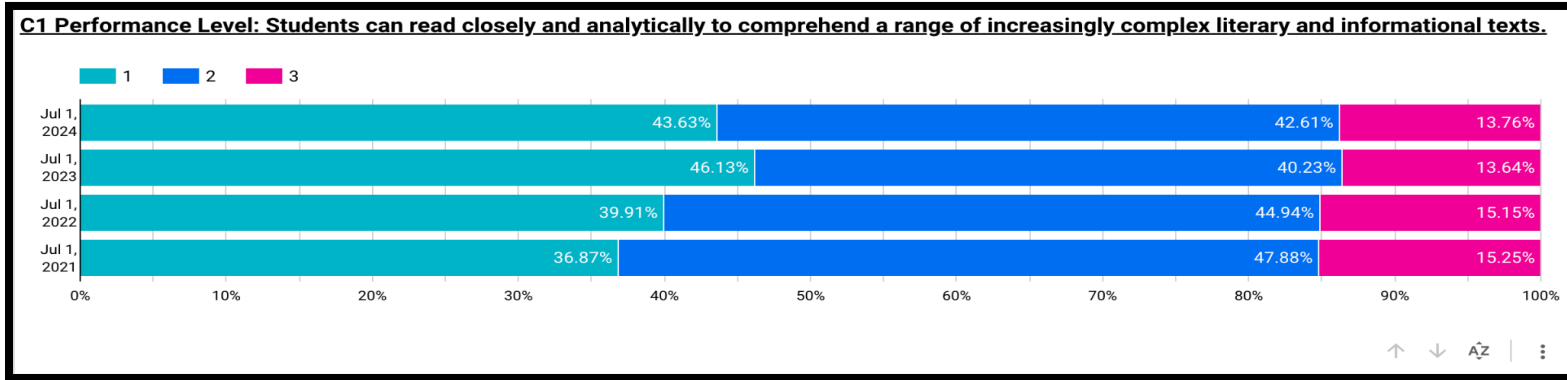


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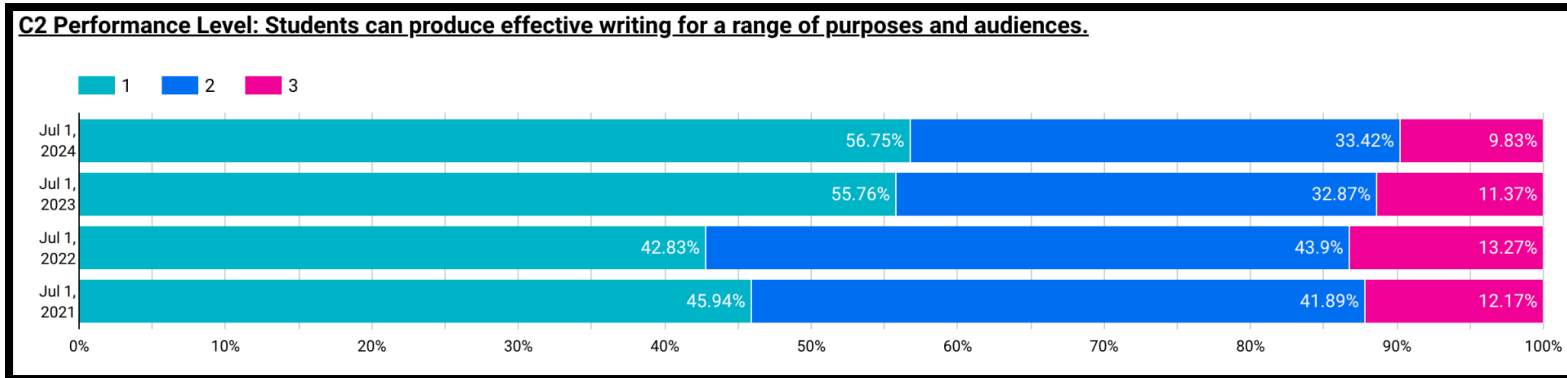
– The Achievement Level of Students in English Language Arts Over Time



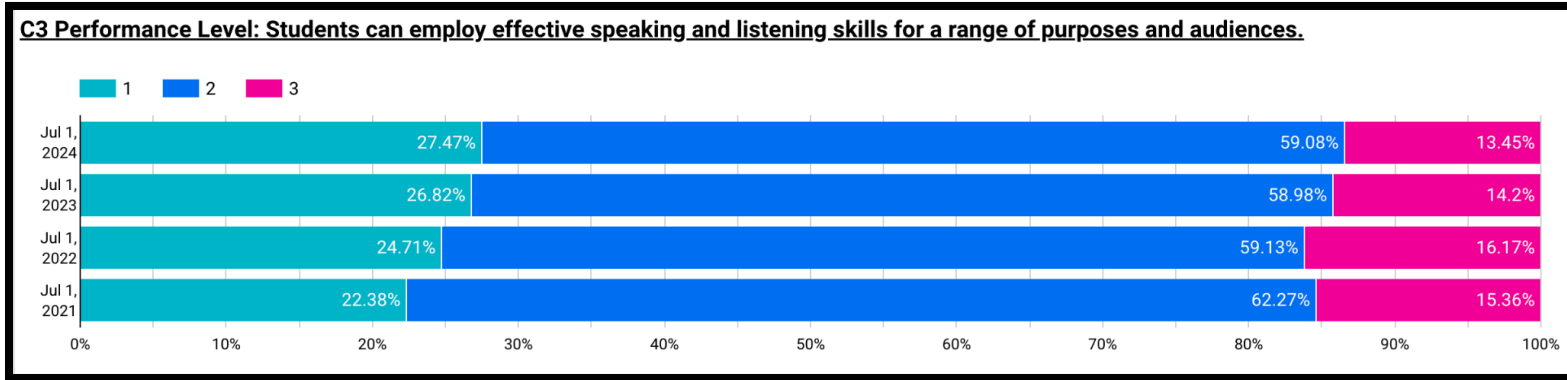
– Claim 1 Performance Level of Students Over Time:



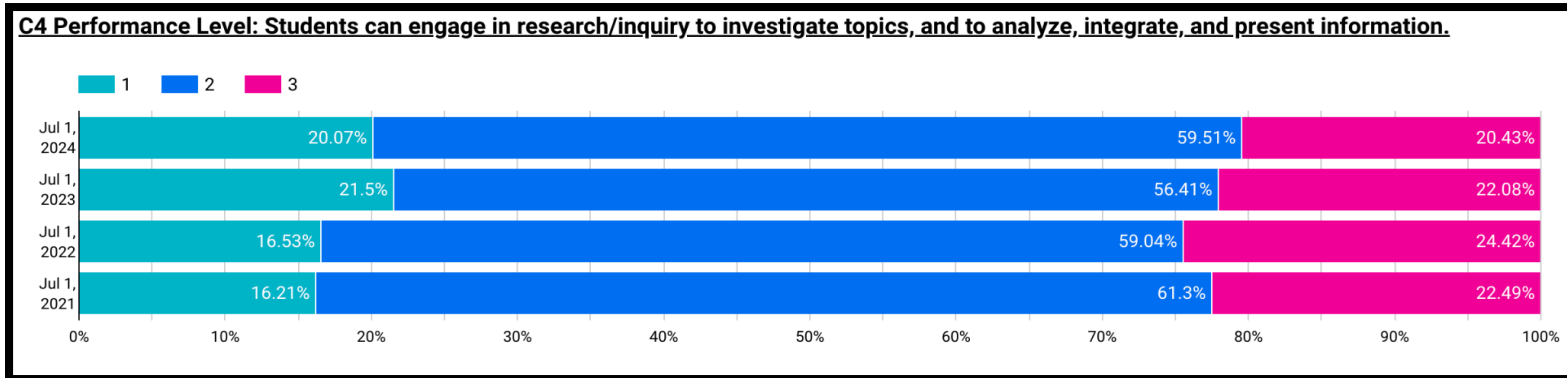
– Claim 2 Performance Level of Students Over Time:



– Claim 3 Performance Level of Students Over Time:

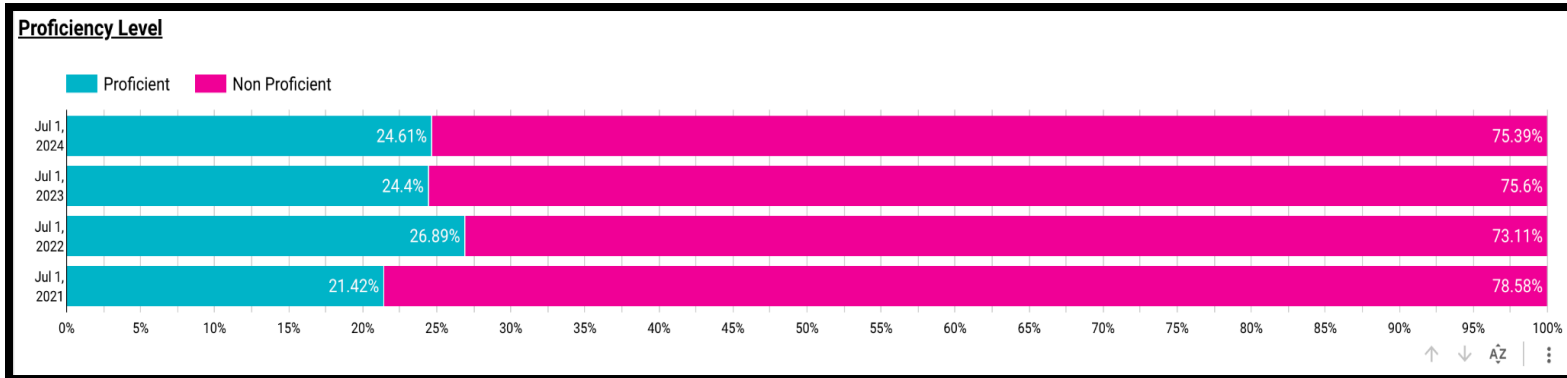


– Claim 4 Performance Level of Students Over Time:

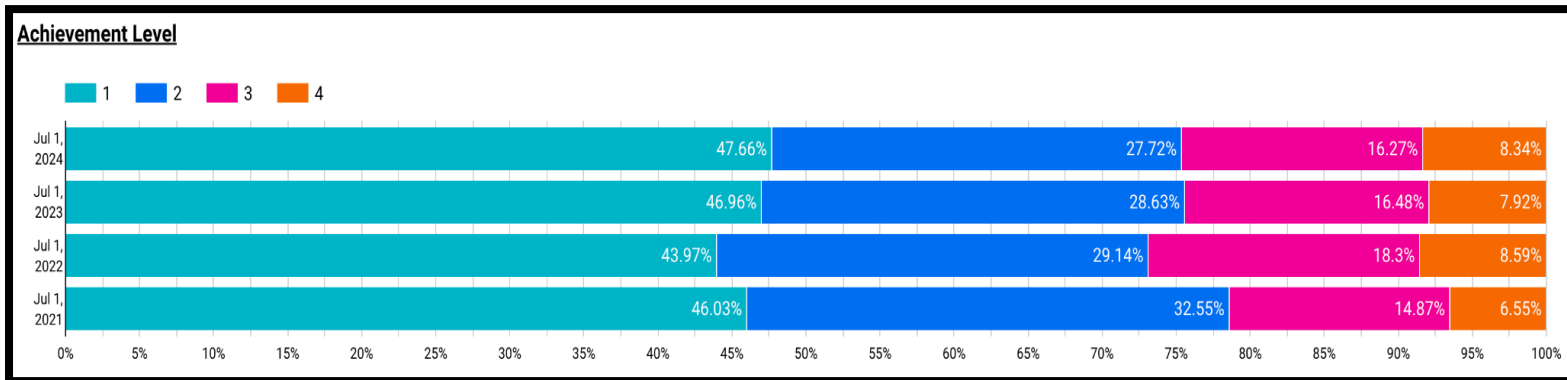


Math Assessment Data

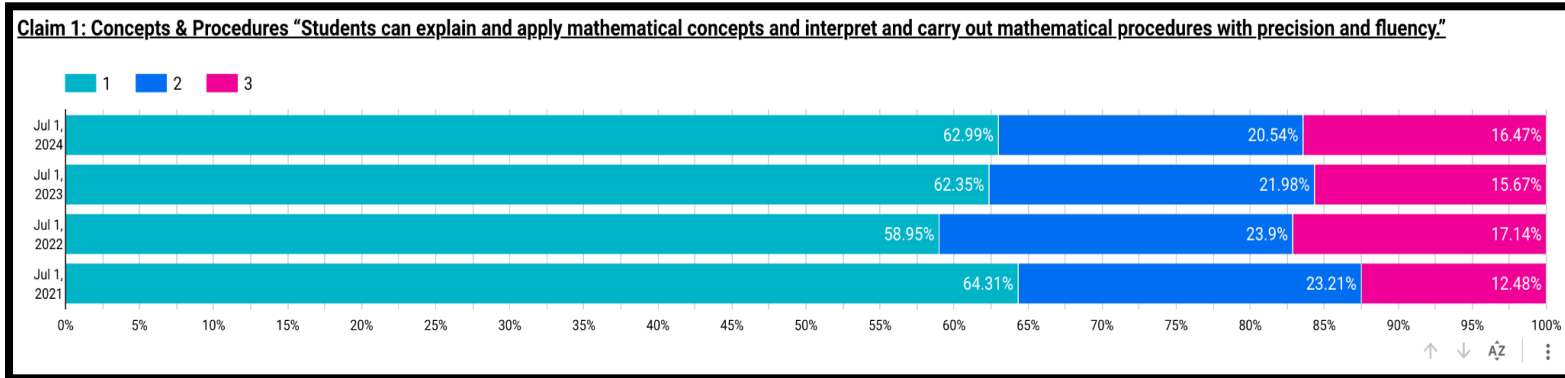
– The Number of Proficient Students in Math Over Time:



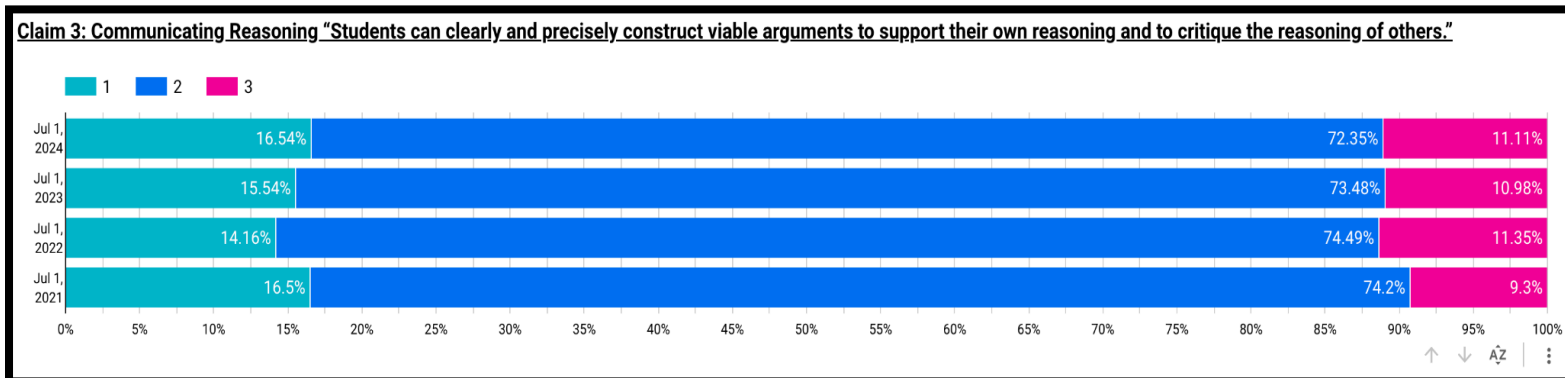
– The Achievement Level of Students in Math Over Time



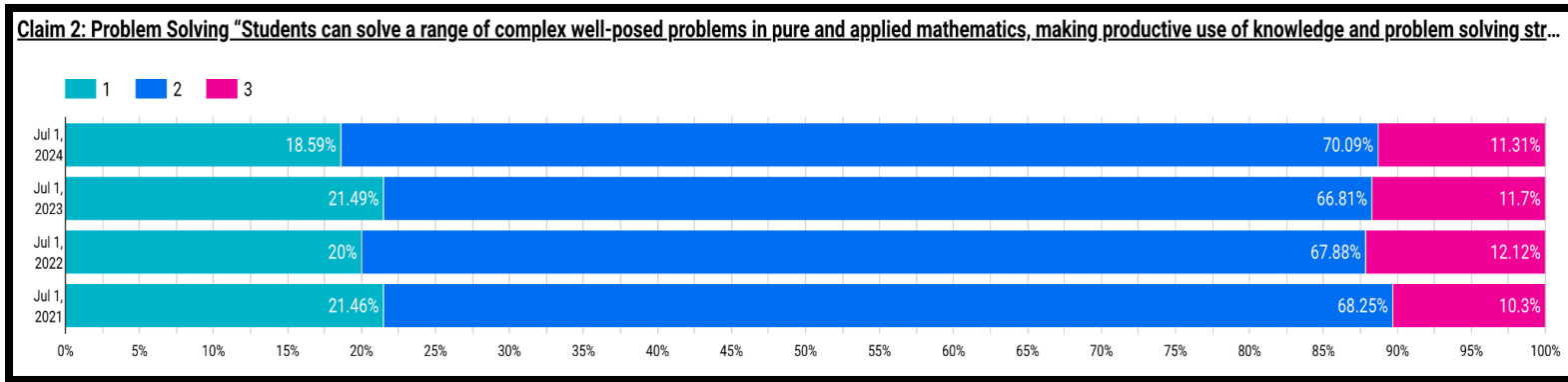
– Claim 1 Performance Level of Students Over Time:



– Claim 3 Performance Level of Students Over Time:



– Claim 2 and 4 Performance Level of Students Over Time:



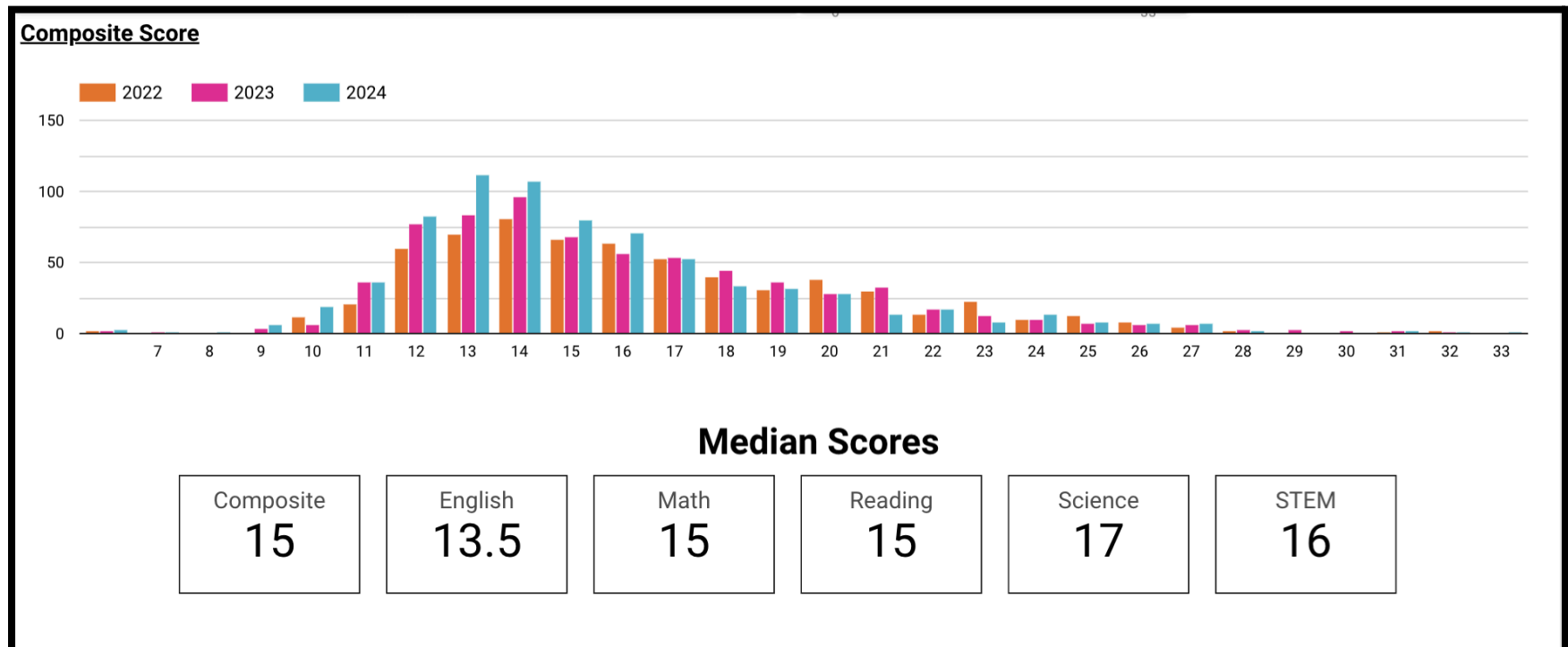
Reflection

- **What areas of promise/success do you see?**
 - We see a slight increase in the number of proficient students over last year in ELA
 - Level 3 in Analyzing Complex Literary and Informational Text shows a gain from last year
 - We see a slight increase in the number of proficient students over last year in Mathematics
 - Level 3 in Concepts and Procedures shows a gain from last year
 - Level 3 in Communicating Reasoning shows a gain from last year

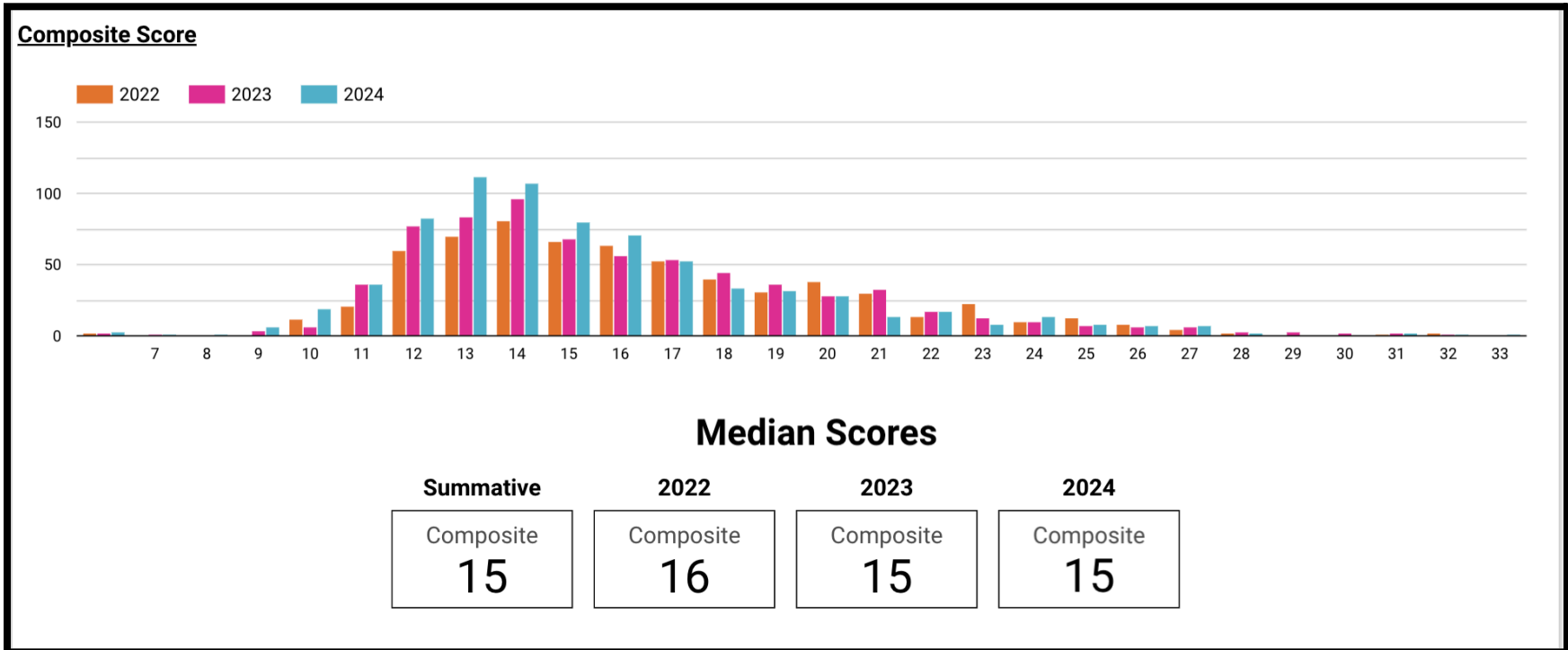
- **What areas of improvement do you see?**
 - Continued work in ELA with Writing, Speaking, and Listening, as well as Research must be done.
 - Continued work in Mathematics with Communicating Reasoning as well as Problem Solving must be done.
 - i-Ready Curriculum emphasizes Communication and Problem Solving as well as Concepts and Procedures.
 - Emphasis on the Three Reads and the Eight Mathematical Principles are a huge component of i-Ready.

American College Testing

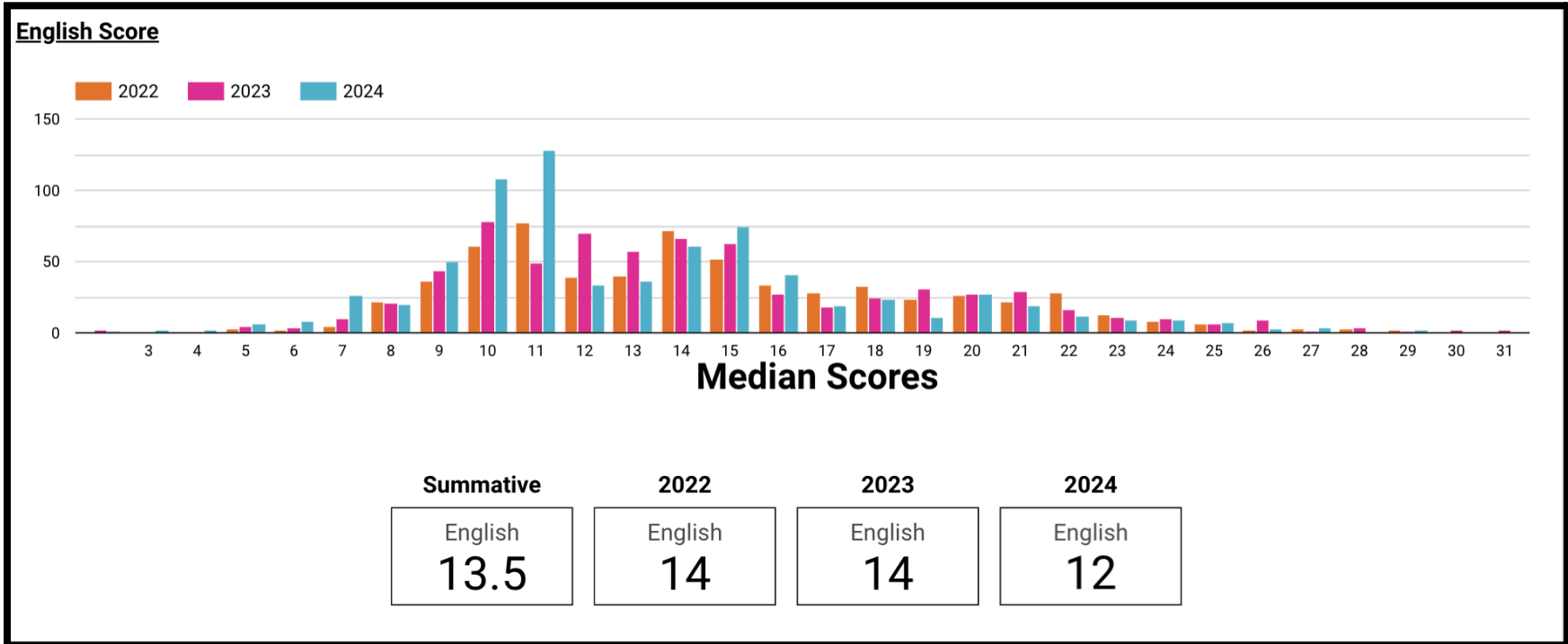
— Overall Median Scores



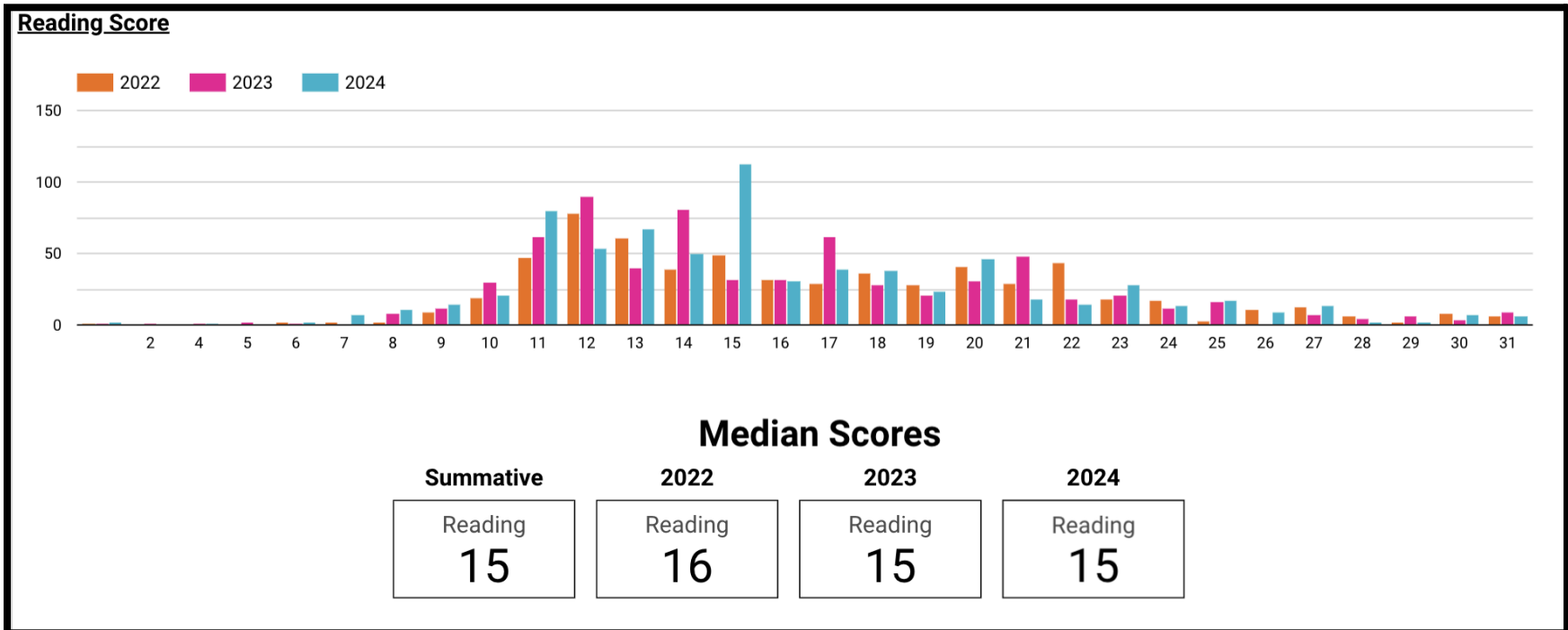
— Median Composite Scores Over Time



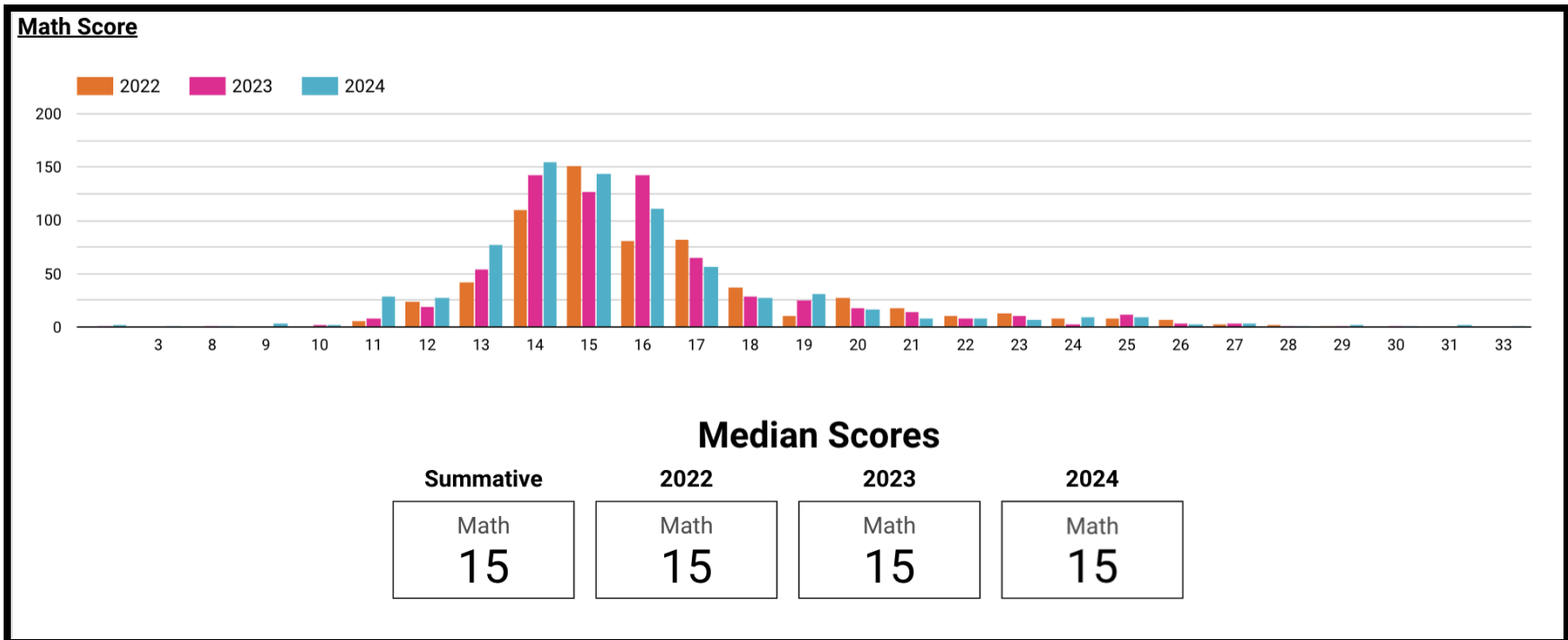
— Median English Scores Over Time



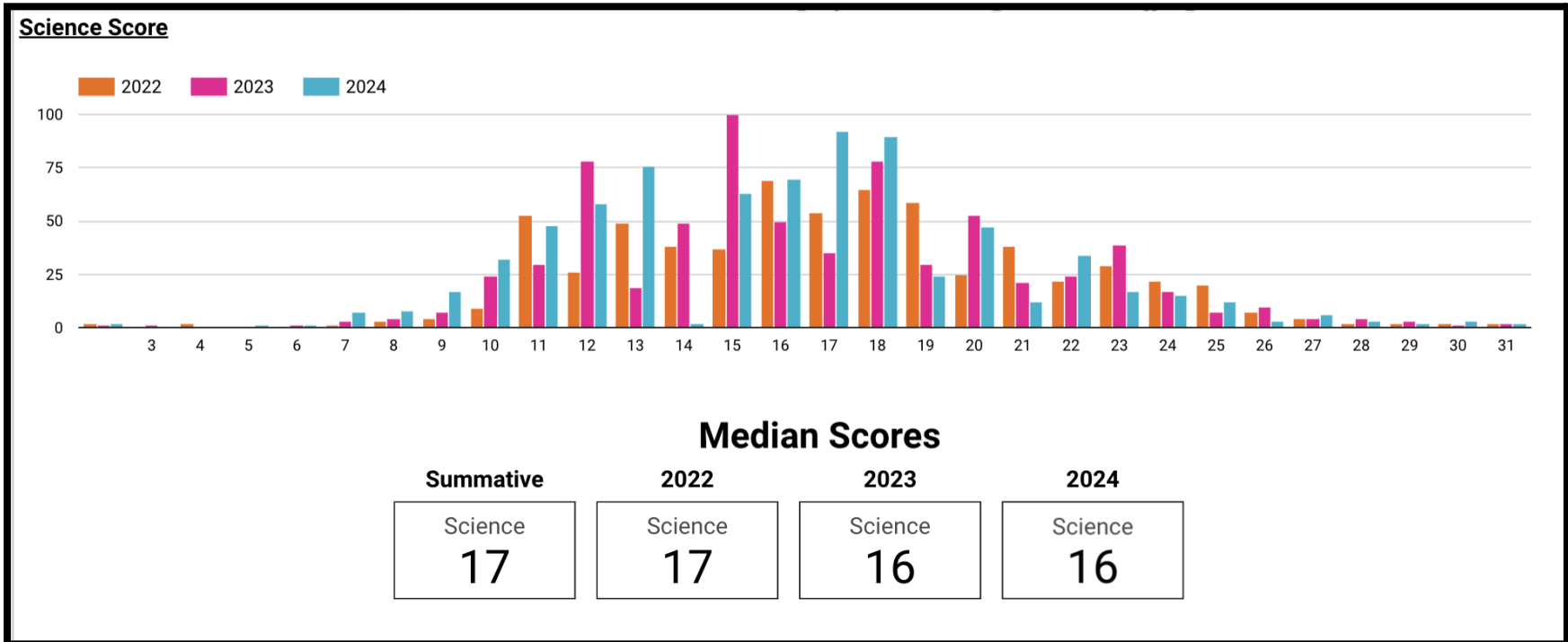
— Median Reading Scores Over Time



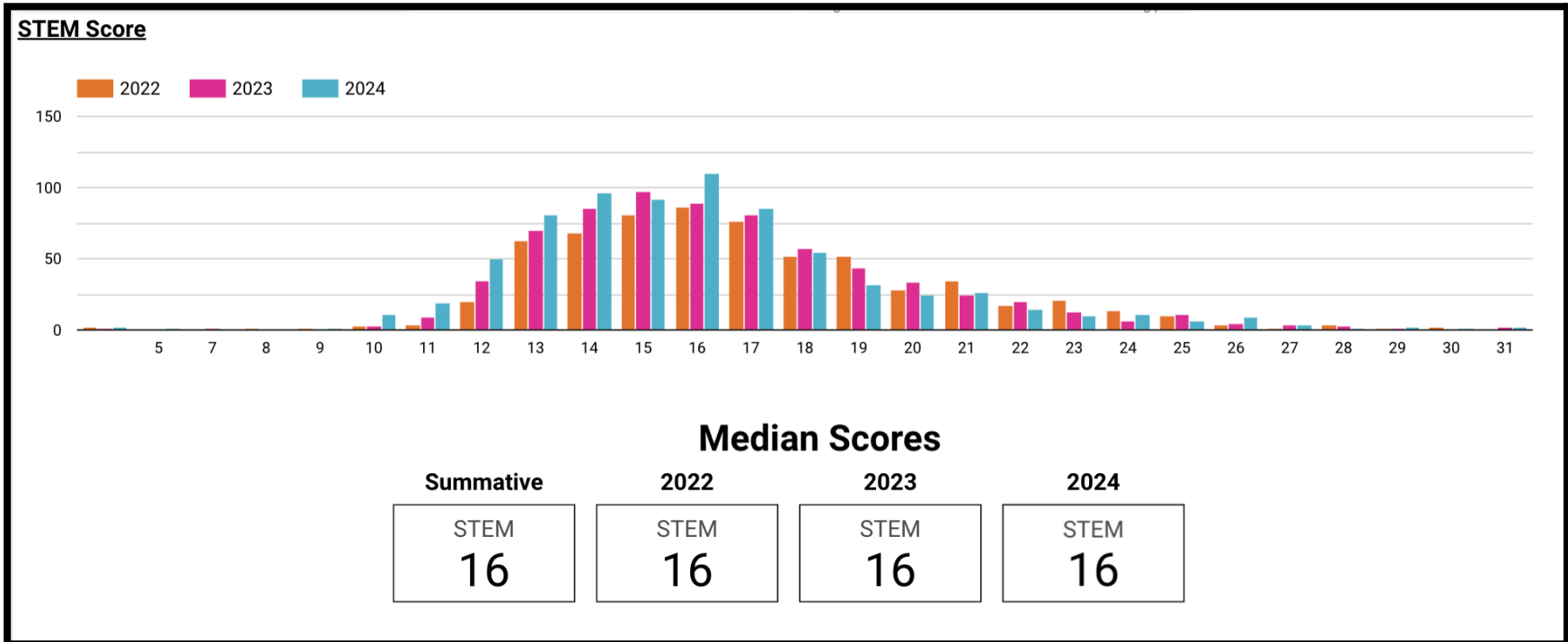
— Median Math Scores Over Time



— Median Science Scores Over Time



— Median STEM Scores Over Time



The ACT is a curriculum-based measure of college readiness. ACT components include:

Tests of academic achievement in English, math, reading, science, STEM, and (optional) ELA and writing
 High school grade and course information
 Student Profile Section
 Career Interest Inventory

The ACT:

Every few years, ACT conducts the **ACT National Curriculum Survey** to ensure its curriculum-based assessment tools accurately measure the skills high school teachers teach and instructors of entry-level college courses expect. The ACT is the only college readiness test designed to reflect the results of such a survey.

ACT's **College and Career Readiness Standards** are sets of statements intended to help students, parents and educators understand the meaning of test scores. The standards relate test scores to the types of skills needed for success in high school and beyond. They serve as a direct link between what students have learned and what they are ready to do next. The ACT is the only college readiness test for which scores can be tied directly to standards. College and Career Readiness Standards to the Classroom interpretive guides can be found at www.act.org/content/act/en/education-and-career-planning/college-and-career-readiness-standards.html.

The ACT reports **College Readiness Benchmark Scores** – A benchmark score is the minimum score needed on an ACT subject-area test to indicate a 50% chance of obtaining a B or higher or about a 75% chance of obtaining a C or higher in the corresponding credit-bearing college courses, which include English Composition, Algebra, Social Science, Biology, STEM and ELA. These scores were empirically derived based on the actual performance of students in college.

| College Course/Course Area | ACT Score | Benchmark Score |
|----------------------------|-------------|-----------------|
| English Composition | English | 18 |
| Algebra | Mathematics | 22 |
| Social Sciences | Reading | 22 |
| Biology | Science | 23 |
| STEM | STEM | 26 |
| ELA | ELA | 20 |

For more information, go to www.act.org

How to Improve Scores and Increase College Readiness

3% of your students met all four ACT College Readiness Benchmark Scores (Table 1.1). To improve students' scores and increase the percentage of students identified as college ready, ACT suggests:

PROVIDING ACCESS FOR ALL STUDENTS TO TAKE THE ACT: 659 of your students are included in this report (the 'cohort'). Increasing access insures that more students have the opportunity to consider college and allows the reader to use this report to evaluate how well courses and instructional programs are preparing students for college and work.

MAKING CORE CURRICULUM A PRIORITY: Emphasize the need for all students to develop college and work ready skills, regardless of postsecondary aspirations. 11% of the students in the cohort reported taking courses that would be considered 'Core or More' (Table 1.4).

MAKING SURE STUDENTS ARE TAKING THE RIGHT KINDS OF COURSES: Table 3.7 reports 3% of the cohort took less than three years of math courses. Of these students, 0% were college ready. 4% of the cohort reported taking a course sequence of Algebra I, Algebra II, and Geometry. 0% of these students were college ready. In comparison, 11% of the students who took 3 or more years of math beyond Algebra I, Algebra II, and Geometry were college ready. Getting more students ready for Algebra prior to 9th grade will increase the chances that students will be prepared for and take advanced-level math courses.

Similarly, Table 3.7 reports 19% of the cohort took less than three years of natural science courses. 13% of these students were college ready. In comparison, 23% of students who took at least three years of science coursework were college ready.

EVALUATING RIGOR OF COURSES: Table 3.1 reports the percentage of students falling in each of the ACT College and Career Readiness Standards score ranges. For example, approximately 89% of the cohort fall into the lowest three Mathematics score ranges. To increase these students' achievement, identify the standards they should focus on next by accessing ACT's College and Career Readiness Standards at www.act.org/content/act/en/education-and-career-planning/college-and-career-readiness-standards.html.

PLAN GUIDANCE ACTIVITIES BASED ON STUDENTS' CAREER AND COLLEGE ASPIRATIONS: Data in Tables 4.1 and 4.2 enable the reader to determine if aspirations are consistent with academic performance and whether, among students with similar aspirations, academic performance is consistent across racial/ethnic groups.

For more information on interpreting data in this report, or to learn how ACT can help your students improve their readiness for college and the workplace, contact ACT Customer Care at 319-337-1365 or hs.reporting@act.org.

Total Students in Report: 659

Figure 1.1. Average Composite Scores: 5 Years of Testing*

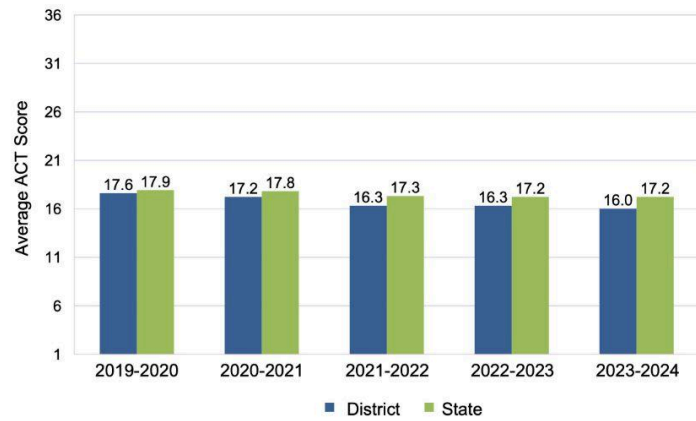


Figure 1.2. Percent Meeting 3 or 4 Benchmarks: 5 Years of Testing*

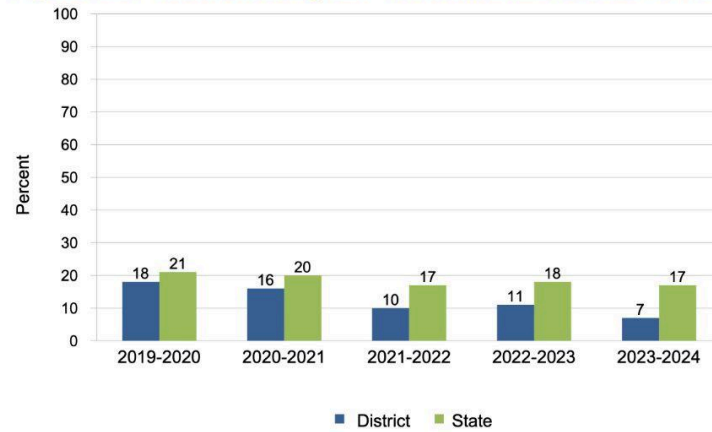


Figure 1.3. Percent Meeting STEM Benchmark: 5 Years of Testing*

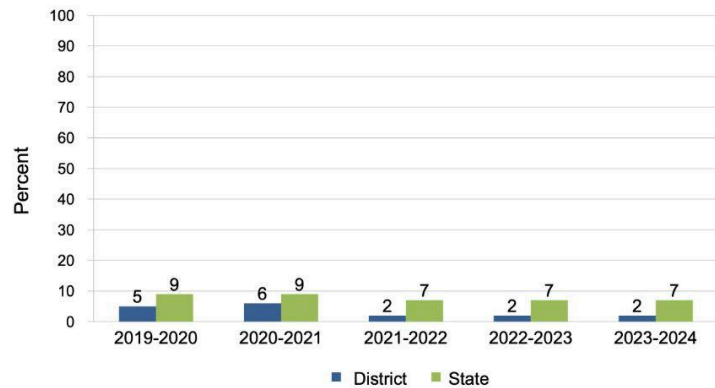
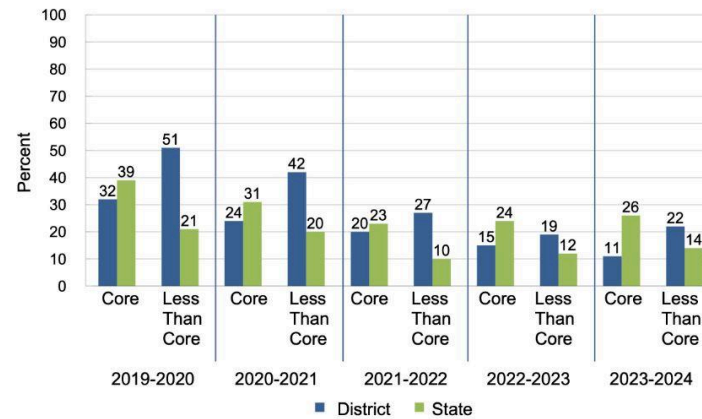


Figure 1.4. Percent Taking A Core Curriculum: 5 Years of Testing*



*Missing columns in above graphs reflect years in which no students were tested.

Total Students in Report: 659

Table 1.1. Five Year Trends—Percent of Students Who Met College Readiness Benchmarks

| Year | Number of Students Tested | | Percent Who Met Benchmarks | | | | | | | | | |
|-------------|---------------------------|---------------|----------------------------|-----------|-------------|-----------|-----------|-----------|-----------|-----------|--------------|-----------|
| | District | State | English | | Mathematics | | Reading | | Science | | Met All Four | |
| | | | District | State | District | State | District | State | District | State | District | State |
| 2020 | 629 | 35,776 | 34 | 39 | 18 | 21 | 26 | 28 | 18 | 21 | 9 | 13 |
| 2021 | 623 | 35,553 | 29 | 39 | 17 | 20 | 25 | 29 | 16 | 20 | 8 | 13 |
| 2022 | 631 | 34,463 | 24 | 36 | 11 | 16 | 21 | 27 | 10 | 17 | 5 | 10 |
| 2023 | 622 | 35,594 | 26 | 36 | 7 | 16 | 21 | 27 | 13 | 18 | 5 | 11 |
| 2024 | 659 | 35,960 | 25 | 37 | 6 | 15 | 15 | 25 | 11 | 18 | 3 | 10 |

Table 1.2. Five Year Trends—Average ACT Scores

| Year | Number of Students Tested | | Average ACT Scores | | | | | | | | | |
|-------------|---------------------------|---------------|--------------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
| | District | State | English | | Mathematics | | Reading | | Science | | Composite | |
| | | | District | State | District | State | District | State | District | State | District | State |
| 2020 | 629 | 35,776 | 16.1 | 16.7 | 17.7 | 18.0 | 18.1 | 18.3 | 18.0 | 18.1 | 17.6 | 17.9 |
| 2021 | 623 | 35,553 | 15.4 | 16.7 | 17.4 | 17.7 | 17.6 | 18.2 | 17.9 | 18.2 | 17.2 | 17.8 |
| 2022 | 631 | 34,463 | 14.4 | 16.1 | 16.7 | 17.1 | 17.0 | 17.8 | 16.7 | 17.6 | 16.3 | 17.3 |
| 2023 | 622 | 35,594 | 14.6 | 16.0 | 16.2 | 16.9 | 16.9 | 17.8 | 17.1 | 17.7 | 16.3 | 17.2 |
| 2024 | 659 | 35,960 | 14.4 | 16.2 | 15.9 | 16.9 | 16.4 | 17.8 | 16.7 | 17.6 | 16.0 | 17.2 |

Table 1.3. Five Year Trends—Average ACT Scores Nationwide

| Year | Number of Students Tested | | Average ACT Scores | | | | |
|-------------|---------------------------|------------------|--------------------|-------------|-------------|-------------|-------------|
| | | | English | Mathematics | Reading | Science | Composite |
| 2020 | | 1,670,497 | 19.9 | 20.2 | 21.2 | 20.6 | 20.6 |
| 2021 | | 1,295,349 | 19.6 | 19.9 | 20.9 | 20.4 | 20.3 |
| 2022 | | 1,349,644 | 19.0 | 19.3 | 20.4 | 19.9 | 19.8 |
| 2023 | | 1,386,335 | 18.6 | 19.0 | 20.1 | 19.6 | 19.5 |
| 2024 | | 1,374,791 | 18.6 | 19.0 | 20.1 | 19.6 | 19.4 |

Total Students in Report: 659

Table 1.4. Five Year Trends—Average ACT Scores by Level of Preparation

| Year | Number of Students Tested | | Percent ² | | Average ACT Scores | | | | | | | | | |
|------|---------------------------|----------------|----------------------|----------------|--------------------|----------------|--------------|----------------|--------------|----------------|--------------|----------------|--------------|----------------|
| | Core or More ¹ | Less than Core | Core or More | Less than Core | English | | Mathematics | | Reading | | Science | | Composite | |
| | | | | | Core or More | Less than Core | Core or More | Less than Core | Core or More | Less than Core | Core or More | Less than Core | Core or More | Less than Core |
| 2020 | 204 | 320 | 32 | 51 | 17.3 | 16.0 | 18.7 | 17.7 | 19.4 | 17.8 | 19.2 | 17.8 | 18.8 | 17.4 |
| 2021 | 150 | 263 | 24 | 42 | 16.6 | 15.5 | 18.9 | 17.3 | 19.1 | 17.9 | 19.3 | 18.1 | 18.6 | 17.3 |
| 2022 | 128 | 169 | 20 | 27 | 17.1 | 15.5 | 18.6 | 17.1 | 19.2 | 17.9 | 19.0 | 17.4 | 18.6 | 17.1 |
| 2023 | 91 | 119 | 15 | 19 | 17.4 | 15.4 | 17.3 | 16.9 | 20.4 | 17.7 | 19.3 | 18.3 | 18.7 | 17.2 |
| 2024 | 74 | 144 | 11 | 22 | 16.1 | 15.5 | 16.9 | 16.5 | 18.2 | 18.0 | 18.3 | 17.6 | 17.5 | 17.0 |

¹Core or More" results correspond to students taking four or more years of English AND three or more years each of math, social studies, and natural science.

²Percent of all students tested. Numbers will not add up to 100% due to student non-response.

Table 1.5. Five Year Trends—Percent and Average Composite Score by Race/Ethnicity

| Race/Ethnicity | 2020 | | | 2021 | | | 2022 | | | 2023 | | | 2024 | | |
|--|------|-----|------|------|-----|------|------|-----|------|------|-----|------|------|-----|------|
| | N | % | Avg | N | % | Avg | N | % | Avg | N | % | Avg | N | % | Avg |
| All Students | 629 | 100 | 17.6 | 623 | 100 | 17.2 | 631 | 100 | 16.3 | 622 | 100 | 16.3 | 659 | 100 | 16.0 |
| Black/African American | 5 | 1 | 17.8 | 3 | 0 | 13.3 | 5 | 1 | 16.0 | 9 | 1 | 15.0 | 5 | 1 | 16.0 |
| American Indian/Alaska Native | 14 | 2 | 15.2 | 17 | 3 | 14.2 | 16 | 3 | 14.8 | 14 | 2 | 16.1 | 23 | 3 | 14.3 |
| White | 332 | 53 | 18.3 | 338 | 54 | 17.9 | 352 | 56 | 17.1 | 308 | 50 | 17.0 | 319 | 48 | 16.4 |
| Hispanic/Latino | 188 | 30 | 16.8 | 165 | 26 | 16.3 | 160 | 25 | 15.4 | 182 | 29 | 15.2 | 208 | 32 | 15.3 |
| Asian | 5 | 1 | 16.4 | 4 | 1 | 20.0 | 6 | 1 | 14.8 | 11 | 2 | 16.7 | 7 | 1 | 19.7 |
| Native Hawaiian/Other Pacific Islander | 4 | 1 | 18.0 | 6 | 1 | 15.0 | 8 | 1 | 14.9 | 4 | 1 | 15.5 | 3 | 0 | 15.0 |
| Two or more races | 43 | 7 | 18.4 | 44 | 7 | 17.0 | 41 | 6 | 15.9 | 48 | 8 | 17.5 | 46 | 7 | 16.8 |
| Prefer not to respond/No response | 38 | 6 | 15.7 | 46 | 7 | 16.5 | 43 | 7 | 14.6 | 46 | 7 | 15.7 | 48 | 7 | 15.2 |

Total Students in Report: 659

Table 1.6. Five Year Trends—Achievement in STEM¹

| Year | Number of | | All Tested Students | | | | Students Meeting STEM Benchmarks | | | |
|-------------|-----------------|---------------|---------------------|-------------|--------------------------------|----------|----------------------------------|-------------|--------------------|-------------|
| | Students Tested | | Avg. STEM Score | | Percent Meeting STEM Benchmark | | Avg. Mathematics Score | | Avg. Science Score | |
| | District | State | District | State | District | State | District | State | District | State |
| 2020 | 629 | 35,776 | 18.1 | 18.3 | 5 | 9 | 26.2 | 28.2 | 27.7 | 28.6 |
| 2021 | 623 | 35,553 | 17.9 | 18.2 | 6 | 9 | 26.4 | 28.5 | 28.1 | 28.6 |
| 2022 | 631 | 34,463 | 17.0 | 17.6 | 2 | 7 | 27.4 | 28.3 | 28.4 | 28.5 |
| 2023 | 622 | 35,594 | 16.9 | 17.5 | 2 | 7 | 25.9 | 28.2 | 27.7 | 28.7 |
| 2024 | 659 | 35,960 | 16.5 | 17.5 | 2 | 7 | 26.4 | 28.3 | 28.0 | 28.5 |

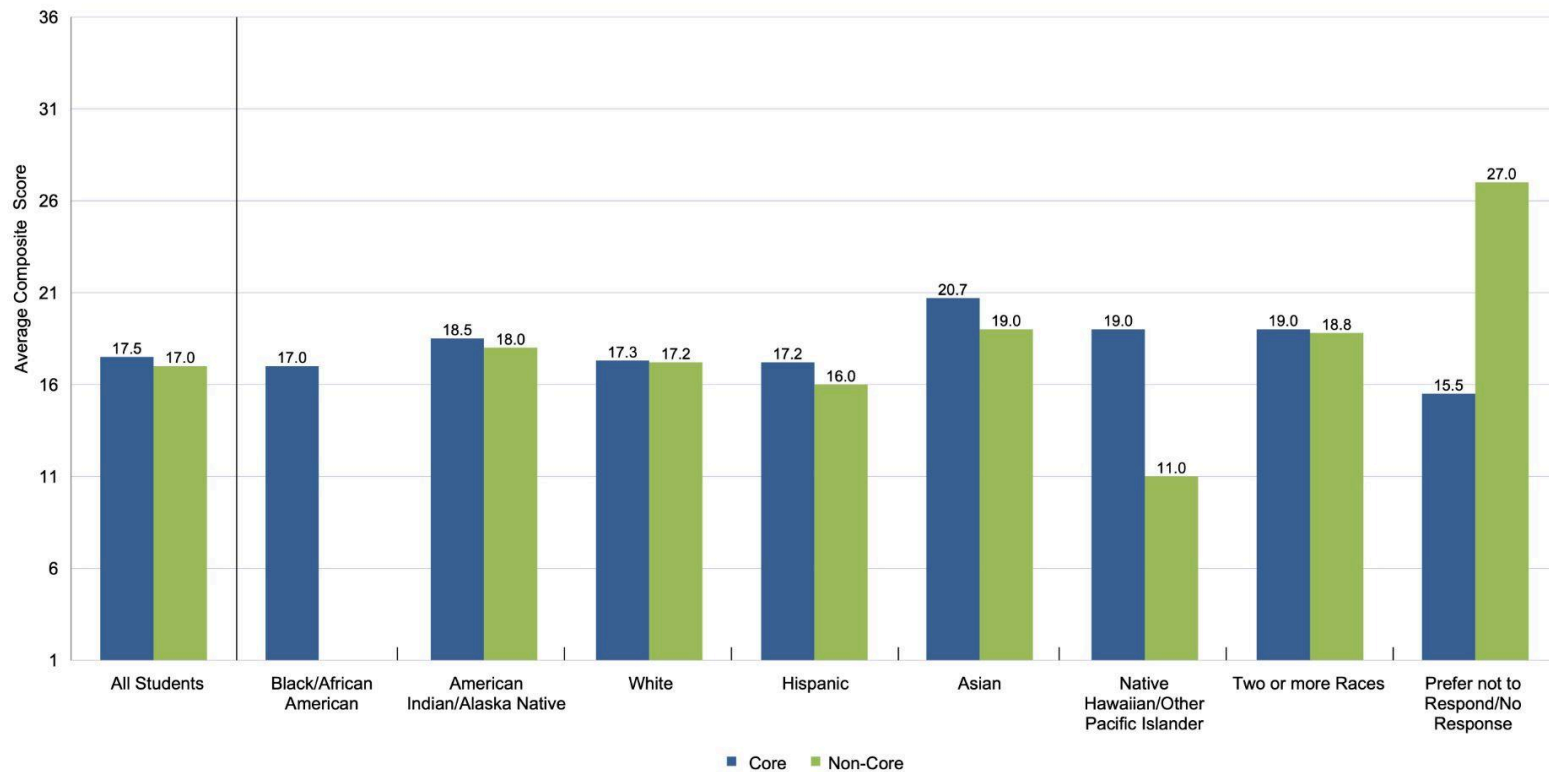
¹The STEM score describes students' overall proficiency in mathematics and science.

Table 1.7. Proficiency in Understanding Complex Texts¹

| Year | Text Complexity Proficiency Level | | | | | | | | | | | | | | | | | | |
|-------------|-----------------------------------|---------------|-----------|-----------|--------------|-------------|------------|--------------|-----------|-----------|--------------|-------------|------------------|--------------|----------|-----------|--------------|-------------|-------|
| | Below Proficient | | | | | | Proficient | | | | | | Above Proficient | | | | | | |
| | N | | Percent | | Avg. Reading | | N | | Percent | | Avg. Reading | | N | | Percent | | Avg. Reading | | |
| District | State | District | State | District | State | District | State | District | State | District | State | District | State | District | State | District | State | District | State |
| 2020 | 462 | 25,239 | 73 | 71 | 15.4 | 15.2 | 113 | 6,742 | 18 | 19 | 23.3 | 23.2 | 54 | 3,795 | 9 | 11 | 29.9 | 30.4 | |
| 2021 | 471 | 25,063 | 76 | 70 | 15.0 | 15.0 | 98 | 6,760 | 16 | 19 | 23.6 | 23.2 | 54 | 3,730 | 9 | 10 | 29.4 | 30.5 | |
| 2022 | 487 | 24,576 | 77 | 71 | 14.7 | 14.7 | 108 | 6,588 | 17 | 19 | 22.7 | 23.1 | 36 | 3,299 | 6 | 10 | 29.7 | 30.2 | |
| 2023 | 478 | 24,841 | 77 | 70 | 14.6 | 14.5 | 105 | 7,165 | 17 | 20 | 22.9 | 22.9 | 39 | 3,588 | 6 | 10 | 29.3 | 30.1 | |
| 2024 | 511 | 24,433 | 78 | 68 | 14.3 | 14.3 | 105 | 7,600 | 16 | 21 | 21.3 | 22.5 | 43 | 3,927 | 7 | 11 | 28.9 | 29.8 | |

¹The text complexity indicator, beginning in Fall 2015, represents students' progress toward understanding complex written material often encountered in college and careers.

Figure 2.1. Average ACT Composite Scores by Race and Core Curriculum Status*



*Missing columns reflect combinations of race/ethnicity and core course-taking status in which one or both indicators are missing.

Total Students in Report: 659

Table 2.1. ACT Score Distributions, Cumulative Percents (CP¹), and Score Averages

| ACT Score | English | | Mathematics | | Reading | | Science | | Composite | | STEM | | ELA ² | | ACT Score |
|-----------|------------|-----|-------------|-----|------------|-----|------------|-----|------------|-----|------------|-----|------------------|-----|-----------|
| | N | CP | N | CP | N | CP | N | CP | N | CP | N | CP | N | CP | |
| 36 | 0 | 100 | 0 | 100 | 2 | 100 | 0 | 100 | 0 | 100 | 0 | 100 | 0 | 100 | 36 |
| 35 | 1 | 100 | 0 | 100 | 3 | 99 | 0 | 100 | 0 | 100 | 0 | 100 | 0 | 100 | 35 |
| 34 | 0 | 99 | 0 | 100 | 0 | 99 | 0 | 100 | 0 | 100 | 0 | 100 | 0 | 100 | 34 |
| 33 | 1 | 99 | 0 | 100 | 5 | 99 | 1 | 100 | 0 | 100 | 0 | 100 | 0 | 100 | 33 |
| 32 | 3 | 99 | 0 | 100 | 2 | 98 | 0 | 99 | 1 | 100 | 0 | 100 | 1 | 100 | 32 |
| 31 | 2 | 99 | 0 | 100 | 5 | 98 | 2 | 99 | 2 | 99 | 2 | 100 | 0 | 99 | 31 |
| 30 | 2 | 99 | 1 | 100 | 3 | 97 | 0 | 99 | 2 | 99 | 0 | 99 | 0 | 99 | 30 |
| 29 | 1 | 99 | 1 | 99 | 4 | 97 | 2 | 99 | 1 | 99 | 0 | 99 | 2 | 99 | 29 |
| 28 | 2 | 98 | 1 | 99 | 4 | 96 | 3 | 99 | 1 | 99 | 3 | 99 | 3 | 99 | 28 |
| 27 | 0 | 98 | 3 | 99 | 7 | 96 | 3 | 99 | 4 | 99 | 2 | 99 | 4 | 99 | 27 |
| 26 | 8 | 98 | 4 | 99 | 1 | 95 | 8 | 98 | 4 | 98 | 5 | 99 | 4 | 98 | 26 |
| 25 | 5 | 97 | 10 | 98 | 14 | 95 | 7 | 97 | 6 | 98 | 8 | 98 | 5 | 98 | 25 |
| 24 | 10 | 96 | 4 | 97 | 12 | 92 | 13 | 96 | 10 | 97 | 6 | 97 | 6 | 97 | 24 |
| 23 | 10 | 95 | 8 | 96 | 19 | 91 | 35 | 94 | 11 | 95 | 9 | 96 | 12 | 96 | 23 |
| 22 | 14 | 93 | 6 | 95 | 20 | 88 | 27 | 89 | 16 | 94 | 18 | 95 | 9 | 94 | 22 |
| 21 | 28 | 91 | 12 | 94 | 47 | 85 | 22 | 85 | 31 | 91 | 27 | 92 | 25 | 93 | 21 |
| 20 | 26 | 87 | 17 | 92 | 34 | 78 | 51 | 81 | 29 | 86 | 34 | 88 | 30 | 89 | 20 |
| 19 | 27 | 83 | 24 | 90 | 19 | 72 | 28 | 74 | 35 | 82 | 43 | 83 | 33 | 84 | 19 |
| 18 | 23 | 79 | 28 | 86 | 26 | 69 | 75 | 69 | 45 | 77 | 53 | 76 | 48 | 79 | 18 |
| 17 | 19 | 75 | 60 | 82 | 63 | 66 | 38 | 58 | 53 | 70 | 77 | 68 | 32 | 72 | 17 |
| 16 | 27 | 72 | 132 | 73 | 29 | 56 | 46 | 52 | 49 | 62 | 87 | 56 | 47 | 67 | 16 |
| 15 | 63 | 68 | 122 | 53 | 31 | 52 | 95 | 45 | 68 | 54 | 94 | 43 | 53 | 60 | 15 |
| 14 | 58 | 59 | 140 | 34 | 74 | 47 | 45 | 31 | 89 | 44 | 73 | 29 | 54 | 51 | 14 |
| 13 | 51 | 50 | 57 | 13 | 39 | 36 | 16 | 24 | 81 | 31 | 69 | 18 | 62 | 43 | 13 |
| 12 | 66 | 42 | 17 | 4 | 86 | 30 | 72 | 22 | 74 | 18 | 34 | 7 | 56 | 33 | 12 |
| 11 | 50 | 32 | 9 | 2 | 58 | 17 | 29 | 11 | 36 | 7 | 11 | 2 | 46 | 25 | 11 |
| 10 | 77 | 25 | 2 | 1 | 28 | 8 | 24 | 6 | 6 | 2 | 3 | 1 | 51 | 18 | 10 |
| 9 | 46 | 13 | 0 | 1 | 12 | 4 | 7 | 3 | 4 | 1 | 0 | 1 | 17 | 10 | 9 |
| 8 | 19 | 6 | 1 | 1 | 7 | 2 | 5 | 2 | 0 | 1 | 0 | 1 | 22 | 7 | 8 |
| 7 | 11 | 3 | 0 | 1 | 0 | 1 | 3 | 1 | 1 | 1 | 1 | 1 | 15 | 4 | 7 |
| 6 | 4 | 1 | 0 | 1 | 2 | 1 | 1 | 1 | 0 | 1 | 0 | 1 | 6 | 1 | 6 |
| 5 | 5 | 1 | 0 | 1 | 2 | 1 | 0 | 1 | 0 | 1 | 0 | 1 | 2 | 1 | 5 |
| 4 | 0 | 1 | 0 | 1 | 0 | 1 | 0 | 1 | 0 | 1 | 0 | 1 | 0 | 1 | 4 |
| 3 | 0 | 1 | 0 | 1 | 0 | 1 | 1 | 1 | 0 | 1 | 0 | 1 | 0 | 1 | 3 |
| 2 | 0 | 1 | 0 | 1 | 1 | 1 | 0 | 1 | 0 | 1 | 0 | 1 | 0 | 1 | 2 |
| 1 | 0 | 1 | 0 | 1 | 0 | 1 | 0 | 1 | 0 | 1 | 0 | 1 | 0 | 1 | 1 |
| Avg (SD) | 14.4 (5.0) | | 15.9 (3.0) | | 16.4 (5.4) | | 16.7 (4.4) | | 16.0 (3.9) | | 16.5 (3.4) | | 14.8 (4.6) | | Avg (SD) |

¹CP is the cumulative percent of students at or below a score point.

²ELA scores are derived only for students with a valid writing score.

Note: Shaded portions of columns identify the students who met/exceeded the ACT College Readiness Benchmark Scores.

Figure 2.2. English Reporting Categories

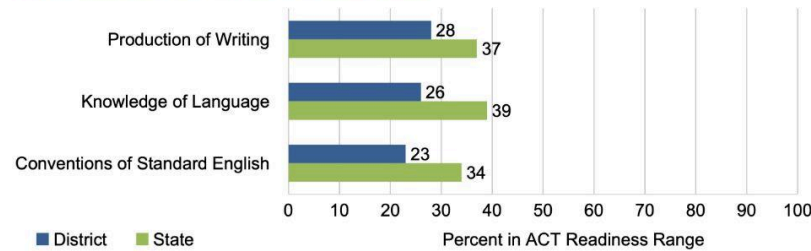


Figure 2.4. Reading Reporting Categories

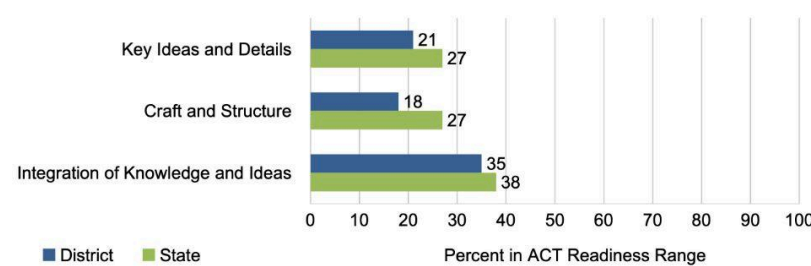


Figure 2.5. Science Reporting Categories

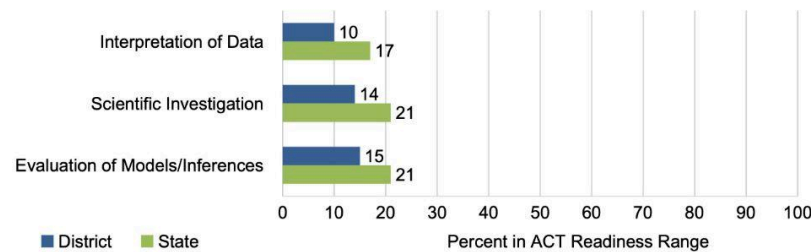
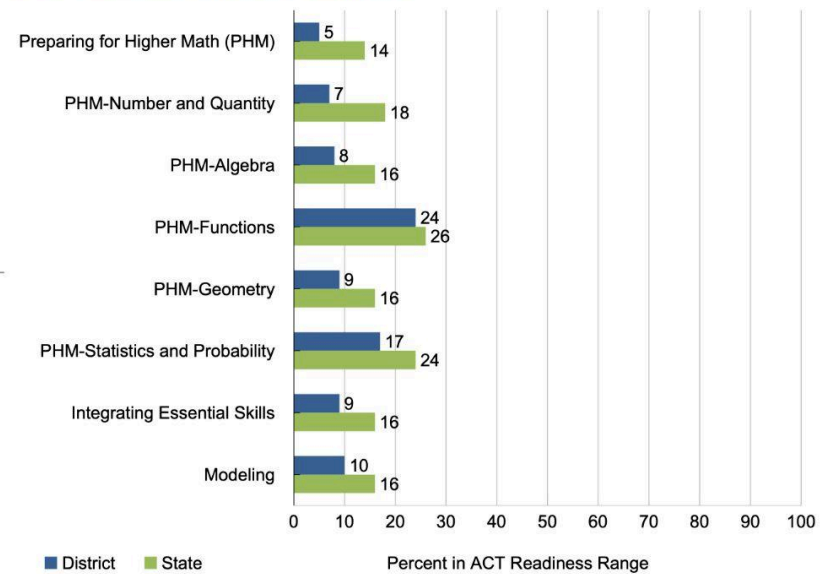


Figure 2.3. Math Reporting Categories



The charts on this page show the percent of students whose reporting category scores fall within associated ACT Readiness Ranges. ACT Readiness Ranges reflect where a student who has met a particular subject area's ACT College Readiness Benchmark would typically perform within the associated reporting category.

Total Students in Report: 659

Table 2.2. Average ACT Composite Scores for Race/Ethnicity by Level of Preparation

| Student Group | Race/Ethnicity | Number of Students Tested | Percent Taking Core or More ¹ | Average ACT Composite Score | |
|---------------|--|---------------------------|--|-----------------------------|----------------|
| | | | | Core or More | Less Than Core |
| District | All Students | 659 | 11 | 17.5 | 17.0 |
| | Black/African American | 5 | 20 | 17.0 | . |
| | American Indian/Alaska Native | 23 | 9 | 18.5 | 18.0 |
| | White | 319 | 13 | 17.3 | 17.2 |
| | Hispanic/Latino | 208 | 9 | 17.2 | 16.0 |
| | Asian | 7 | 43 | 20.7 | 19.0 |
| | Native Hawaiian/Other Pacific Islander | 3 | 33 | 19.0 | 11.0 |
| | Two or More Races | 46 | 11 | 19.0 | 18.8 |
| | Prefer not/no Response | 48 | 4 | 15.5 | 27.0 |
| | All Students | 35,960 | 26 | 20.2 | 17.9 |
| State | Black/African American | 3,065 | 21 | 17.3 | 16.3 |
| | American Indian/Alaska Native | 234 | 14 | 18.6 | 16.2 |
| | White | 9,066 | 34 | 21.9 | 19.5 |
| | Hispanic/Latino | 14,830 | 23 | 18.3 | 16.6 |
| | Asian | 2,132 | 45 | 22.5 | 20.6 |
| | Native Hawaiian/Other Pacific Islander | 360 | 24 | 18.8 | 15.4 |
| | Two or More Races | 2,749 | 33 | 20.9 | 19.0 |
| | Prefer not/no Response | 3,524 | 7 | 21.2 | 17.5 |

¹Core or More" results correspond to students taking four or more years of English AND three or more years each of math, social studies, and natural science.

Table 2.3. Average ACT Scores by Race/Ethnicity

| Student Group | Race/Ethnicity | N | Percent | English | Mathematics | Reading | Science | Composite | STEM |
|---------------|--|---------------|------------|---------|-------------|---------|---------|-----------|------|
| District | All Students | 659 | 100 | 14.4 | 15.9 | 16.4 | 16.7 | 16.0 | 16.5 |
| | Black/African American | 5 | 1 | 14.4 | 16.2 | 17.4 | 15.0 | 16.0 | 16.0 |
| | American Indian/Alaska Native | 23 | 3 | 12.5 | 15.3 | 14.0 | 14.7 | 14.3 | 15.3 |
| | White | 319 | 48 | 14.9 | 16.2 | 17.0 | 17.1 | 16.4 | 16.9 |
| | Hispanic/Latino | 208 | 32 | 13.8 | 15.4 | 15.5 | 16.0 | 15.3 | 16.0 |
| | Asian | 7 | 1 | 17.9 | 18.9 | 20.0 | 21.1 | 19.7 | 20.1 |
| | Native Hawaiian/Other Pacific Islander | 3 | 0 | 12.3 | 14.7 | 15.7 | 16.7 | 15.0 | 15.7 |
| | Two or More Races | 46 | 7 | 15.2 | 16.4 | 17.6 | 17.5 | 16.8 | 17.3 |
| | Prefer not/no Response | 48 | 7 | 13.6 | 15.4 | 15.4 | 15.9 | 15.2 | 15.9 |
| | All Students | 35,960 | 100 | 16.2 | 16.9 | 17.8 | 17.6 | 17.2 | 17.5 |
| State | Black/African American | 3,065 | 9 | 13.9 | 15.0 | 15.5 | 15.7 | 15.1 | 15.6 |
| | American Indian/Alaska Native | 234 | 1 | 13.5 | 15.3 | 15.2 | 15.8 | 15.0 | 15.8 |
| | White | 9,066 | 25 | 18.7 | 18.6 | 20.3 | 19.6 | 19.4 | 19.4 |
| | Hispanic/Latino | 14,830 | 41 | 14.6 | 15.8 | 16.4 | 16.5 | 16.0 | 16.4 |
| | Asian | 2,132 | 6 | 20.1 | 20.1 | 20.8 | 20.7 | 20.6 | 20.6 |
| | Native Hawaiian/Other Pacific Islander | 360 | 1 | 14.2 | 15.7 | 15.8 | 16.3 | 15.6 | 16.3 |
| | Two or More Races | 2,749 | 8 | 18.0 | 17.8 | 19.5 | 18.7 | 18.6 | 18.5 |
| | Prefer not/no Response | 3,524 | 10 | 14.5 | 15.8 | 16.1 | 16.2 | 15.8 | 16.3 |

Table 2.4. Average ACT Composite Scores for Gender by Level of Preparation

| Student Group | Gender ¹ | Number of Students Tested | Percent Taking Core or More ² | Average ACT Composite Score | |
|---------------|---------------------|---------------------------|--|-----------------------------|----------------|
| | | | | Core or More | Less Than Core |
| District | Males | 335 | 9 | 17.5 | 16.8 |
| | Females | 296 | 15 | 17.6 | 17.2 |
| | Other Responses | 28 | 0 | . | 18.0 |
| State | Males | 17,480 | 25 | 20.4 | 17.7 |
| | Females | 16,780 | 29 | 19.9 | 18.0 |
| | Other Responses | 1,700 | 12 | 22.0 | 19.6 |

Table 2.5. Average ACT Scores by Gender

| Student Group | Gender ¹ | N | Percent | English | Mathematics | Reading | Science | Composite | STEM |
|---------------|---------------------|--------|---------|---------|-------------|---------|---------|-----------|------|
| District | Males | 335 | 51 | 14.2 | 16.2 | 16.0 | 16.6 | 15.9 | 16.6 |
| | Females | 296 | 45 | 14.5 | 15.6 | 16.7 | 16.7 | 16.0 | 16.4 |
| | Other Responses | 28 | 4 | 15.6 | 15.8 | 18.0 | 17.3 | 16.8 | 16.8 |
| State | Males | 17,480 | 49 | 15.7 | 17.1 | 17.2 | 17.6 | 17.0 | 17.6 |
| | Females | 16,780 | 47 | 16.6 | 16.6 | 18.2 | 17.6 | 17.4 | 17.3 |
| | Other Responses | 1,700 | 5 | 17.0 | 16.7 | 18.6 | 17.8 | 17.7 | 17.5 |

Table 2.6. ACT Score Quartile Values

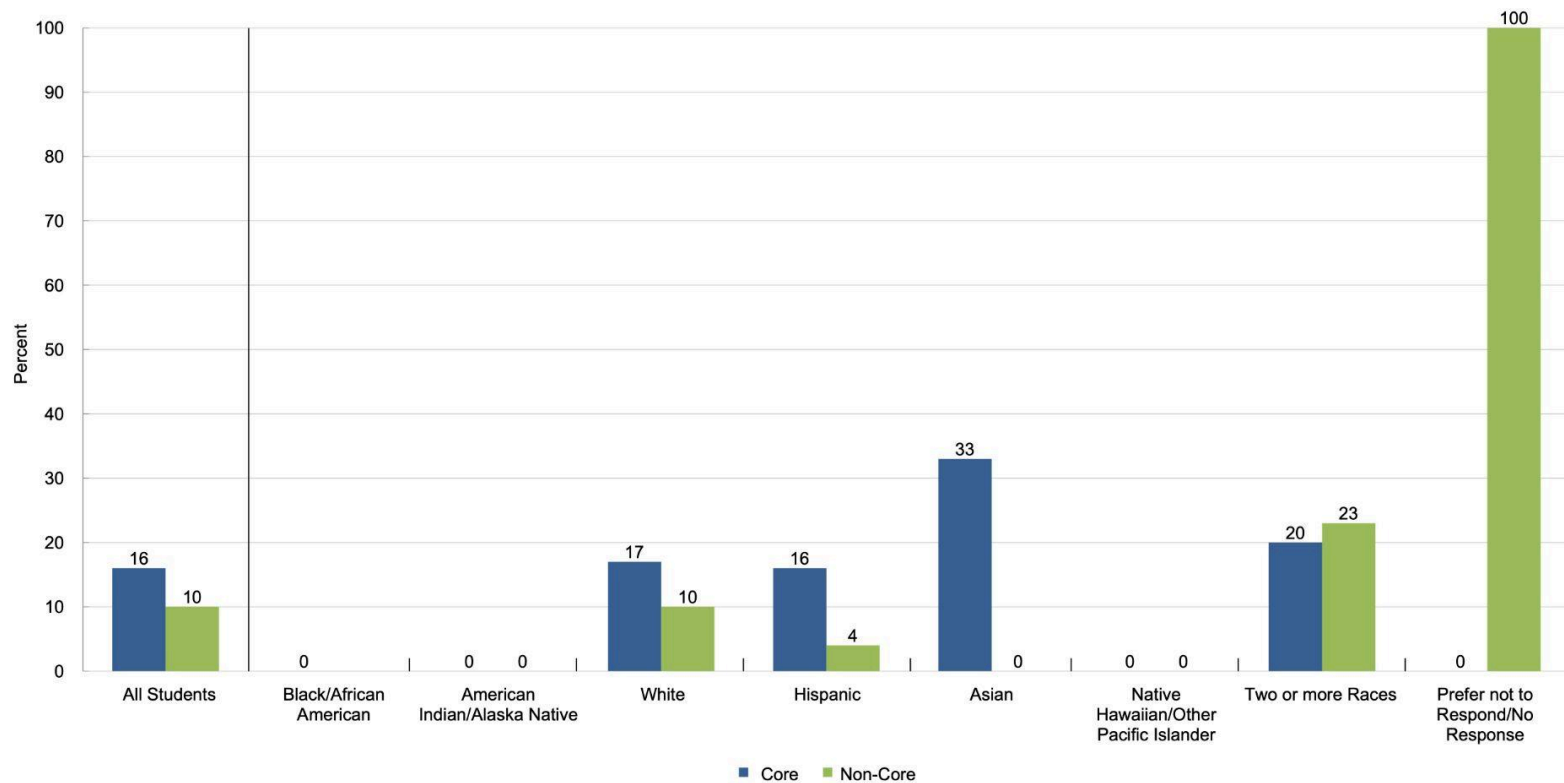
| Quartile | English | Mathematics | Reading | Science | Composite |
|----------------------|---------|-------------|---------|---------|-----------|
| Q3 (75th Percentile) | 17 | 17 | 20 | 20 | 18 |
| Q2 (50th Percentile) | 14 | 15 | 15 | 16 | 15 |
| Q1 (25th Percentile) | 11 | 14 | 12 | 14 | 13 |

¹'Other Responses' include 'Another Gender', 'Prefer Not to Respond', and missing values.

²'Core or More' results correspond to students taking four or more years of English AND three or more years each of math, social studies, and natural science.

Total Students in Report: 659

Figure 3.1. Percent of Students Meeting 3 or 4 College Readiness Benchmarks by Core College Curriculum Status*



*Missing columns reflect combinations of race/ethnicity and core course-taking status in which one or both indicators are missing.

Total Students in Report: 659

Table 3.1. Percent of Students in College and Career Readiness Standards (CCRS) Score Ranges

| Student Group | CCRS Range | English | | Mathematics | | Reading | | Science | |
|---------------|------------|---------|----|-------------|----|---------|----|---------|----|
| | | N | % | N | % | N | % | N | % |
| District | 33 to 36 | 2 | 0 | 0 | 0 | 10 | 2 | 1 | 0 |
| | 28 to 32 | 10 | 2 | 3 | 0 | 18 | 3 | 7 | 1 |
| | 24 to 27 | 23 | 3 | 21 | 3 | 34 | 5 | 31 | 5 |
| | 20 to 23 | 78 | 12 | 43 | 7 | 120 | 18 | 135 | 20 |
| | 16 to 19 | 96 | 15 | 244 | 37 | 137 | 21 | 187 | 28 |
| | 13 to 15 | 172 | 26 | 319 | 48 | 144 | 22 | 156 | 24 |
| | 01 to 12 | 278 | 42 | 29 | 4 | 196 | 30 | 142 | 22 |
| State | 33 to 36 | 806 | 2 | 297 | 1 | 1,182 | 3 | 392 | 1 |
| | 28 to 32 | 1,247 | 3 | 966 | 3 | 2,326 | 6 | 993 | 3 |
| | 24 to 27 | 2,667 | 7 | 2,614 | 7 | 2,672 | 7 | 3,236 | 9 |
| | 20 to 23 | 5,768 | 16 | 3,392 | 9 | 6,594 | 18 | 7,171 | 20 |
| | 16 to 19 | 5,575 | 16 | 11,219 | 31 | 6,907 | 19 | 10,131 | 28 |
| | 13 to 15 | 7,644 | 21 | 14,827 | 41 | 7,420 | 21 | 7,783 | 22 |
| | 01 to 12 | 12,253 | 34 | 2,645 | 7 | 8,859 | 25 | 6,254 | 17 |

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Table 3.2. Percent of Students Who Met College Readiness Benchmark Scores by Gender

| Student Group | Gender ¹ | Percent of Students | | | | Met All Four |
|---------------|---------------------|---------------------|-------------|---------|---------|--------------|
| | | English | Mathematics | Reading | Science | |
| District | Males | 24 | 8 | 16 | 12 | 4 |
| | Females | 25 | 3 | 14 | 10 | 1 |
| | Other Responses | 32 | 7 | 29 | 14 | 4 |
| State | Males | 34 | 17 | 23 | 20 | 11 |
| | Females | 40 | 13 | 27 | 16 | 9 |
| | Other Responses | 43 | 14 | 30 | 19 | 10 |

¹'Other Responses' include 'Another Gender', 'Prefer Not to Respond', and missing values.

Total Students in Report: 659

Table 3.3. Percent of Students Who Met ACT College Readiness Benchmark Scores by Race/Ethnicity

| Student Group | Race/Ethnicity | N | English % | Mathematics % | Reading % | Science % | All Four % | STEM % |
|---------------|--|---------------|-----------|---------------|-----------|-----------|------------|----------|
| District | All Students | 659 | 25 | 6 | 15 | 11 | 3 | 2 |
| | Black/African American | 5 | 20 | 0 | 20 | 0 | 0 | 0 |
| | American Indian/Alaska Native | 23 | 13 | 0 | 4 | 0 | 0 | 0 |
| | White | 319 | 28 | 8 | 17 | 14 | 4 | 2 |
| | Hispanic/Latino | 208 | 22 | 3 | 12 | 7 | 0 | 1 |
| | Asian | 7 | 29 | 14 | 43 | 43 | 14 | 14 |
| | Native Hawaiian/Other Pacific Islander | 3 | 0 | 0 | 0 | 33 | 0 | 0 |
| | Two or More Races | 46 | 28 | 9 | 24 | 13 | 4 | 2 |
| | Prefer Not to Respond | 48 | 19 | 6 | 13 | 10 | 2 | 2 |
| State | All Students | 35,960 | 37 | 15 | 25 | 18 | 10 | 7 |
| | Black/African American | 3,065 | 22 | 6 | 13 | 6 | 3 | 1 |
| | American Indian/Alaska Native | 234 | 19 | 6 | 12 | 6 | 3 | 2 |
| | White | 9,066 | 54 | 26 | 40 | 31 | 18 | 13 |
| | Hispanic/Latino | 14,830 | 27 | 8 | 17 | 11 | 5 | 3 |
| | Asian | 2,132 | 61 | 35 | 43 | 38 | 24 | 19 |
| | Native Hawaiian/Other Pacific Islander | 360 | 23 | 9 | 16 | 11 | 5 | 2 |
| | Two or More Races | 2,749 | 49 | 19 | 35 | 24 | 13 | 9 |
| | Prefer Not to Respond | 3,524 | 26 | 9 | 18 | 12 | 6 | 4 |

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Table 3.4. Likely ACT National Career Readiness Certificate (NCRC) Level Based Upon ACT Composite Score¹

| Student Group | ACT NCRC Level | N | % | Average Composite |
|---------------|-------------------|--------|----|-------------------|
| District | Platinum | 11 | 2 | 29.0 |
| | Gold | 47 | 7 | 23.4 |
| | Silver | 193 | 29 | 18.7 |
| | Bronze | 287 | 44 | 14.3 |
| | Needs Improvement | 121 | 18 | 11.5 |
| State | Platinum | 2,238 | 6 | 29.6 |
| | Gold | 4,622 | 13 | 23.7 |
| | Silver | 9,760 | 27 | 18.8 |
| | Bronze | 13,743 | 38 | 14.3 |
| | Needs Improvement | 5,597 | 16 | 11.4 |

¹ The ACT Composite scores associated with at least a 50% chance of earning each ACT NCRC level or higher are: 13 for Bronze, 17 for Silver, 22 for Gold, and 27 for Platinum. Based on those cut scores, students who earned an ACT Composite score of less than 13 are classified as 'Needs improvement' as they are unlikely to obtain an ACT NCRC. Students with an ACT Composite score of 13 to 16 are classified as 'Bronze' as they are likely to obtain a Bronze NCRC, 17 to 21 as 'Silver', 22 to 26 as 'Gold', and 27 or above as 'Platinum'.

Visit www.act.org/NCRC-indicator to learn more.

Total Students in Report: 659

Table 3.5. College Readiness Benchmark Percent and Average ACT Scores by Overall High School Curriculum

| Student Group | Curriculum Taken ¹ | N | English | | | Mathematics | | Reading | | Science | | Composite ⁴ | | STEM | |
|---------------|-------------------------------|--------|---------|------|----|-------------|----|---------|----|---------|----|------------------------|----|------|--|
| | | | % | Avg | % | Avg | % | Avg | % | Avg | % | Avg | | | |
| District | Core or More ² | 74 | 36 | 16.1 | 9 | 16.9 | 22 | 18.2 | 24 | 18.3 | 7 | 17.5 | 5 | 17.8 | |
| | Less than Core | 144 | 33 | 15.5 | 8 | 16.5 | 24 | 18.0 | 14 | 17.6 | 4 | 17.0 | 2 | 17.2 | |
| | Missing ³ | 441 | 20 | 13.8 | 5 | 15.6 | 11 | 15.5 | 8 | 16.1 | 1 | 15.3 | 1 | 16.1 | |
| State | Core or More | 9,364 | 59 | 19.6 | 31 | 19.3 | 43 | 21.0 | 34 | 20.3 | 22 | 20.2 | 16 | 20.1 | |
| | Less than Core | 5,049 | 42 | 17.0 | 17 | 17.2 | 30 | 18.7 | 21 | 18.3 | 11 | 17.9 | 7 | 18.0 | |
| | Missing | 21,547 | 26 | 14.5 | 8 | 15.7 | 17 | 16.1 | 10 | 16.3 | 4 | 15.8 | 3 | 16.2 | |

¹"Curriculum Taken" reflects overall high school curriculum in this table.

²"Core or More" results correspond to students taking four or more years of English AND three or more years each of math, social studies, and natural science.

³Zero years or no coursework information reported in one or more content areas.

⁴Composite College Readiness Benchmark % results reflect students who met all four subject-area benchmarks.

Table 3.6. College Readiness Benchmark Percent and Average ACT Scores by Content-Specific Curriculum

| Student Group | Curriculum Taken ¹ | English | | | Mathematics | | | Reading | | | Science | | |
|---------------|-------------------------------|---------|----|------|-------------|----|------|---------|----|------|---------|----|------|
| | | N | % | Avg | N | % | Avg | N | % | Avg | N | % | Avg |
| District | Core or More ² | 218 | 33 | 15.7 | 206 | 10 | 16.8 | 189 | 23 | 18.0 | 101 | 23 | 17.9 |
| | Less than Core | 17 | 47 | 15.6 | 21 | 0 | 14.6 | 33 | 24 | 18.3 | 127 | 13 | 17.7 |
| | Missing ³ | 424 | 20 | 13.7 | 432 | 4 | 15.5 | 437 | 11 | 15.5 | 431 | 8 | 16.1 |
| State | Core or More | 14,864 | 53 | 18.6 | 14,173 | 27 | 18.7 | 13,016 | 40 | 20.5 | 10,890 | 32 | 20.0 |
| | Less than Core | 713 | 36 | 16.2 | 767 | 4 | 14.8 | 1,565 | 24 | 17.5 | 3,830 | 21 | 18.4 |
| | Missing | 20,383 | 25 | 14.4 | 21,020 | 8 | 15.7 | 21,379 | 17 | 16.1 | 21,240 | 10 | 16.3 |

¹"Curriculum Taken" reflects content-specific curriculum in this table.

²"Core or More" results correspond to students taking four or more years of English or three or more years of math, social studies, or natural science, respectively.

For instance, Reading "Core or More" results correspond to students taking three or more years of social studies, regardless of courses taken in other content areas.

³Zero years or no coursework information reported in the specified content area.

Total Students in Report: 659

Table 3.7. College Readiness Benchmark (CRB) Percent and Average ACT Scores by Common Course Patterns

| Course Pattern | District | | | | State | | | |
|--|----------|------------------------|-----------------|---------------------------|--------|------------------------|-----------------|---------------------------|
| | N | Percent Taking Pattern | Avg ACT English | Percent Who Met Benchmark | N | Percent Taking Pattern | Avg ACT English | Percent Who Met Benchmark |
| ENGLISH COURSE PATTERN | | | | | | | | |
| Eng 9, Eng 10, Eng 11, Eng 12, & Other English | 46 | 7 | 14.6 | 28 | 3,295 | 9 | 18.5 | 51 |
| Eng 9, Eng 10, Eng 11, Eng 12 | 172 | 26 | 16.0 | 34 | 11,569 | 32 | 18.6 | 54 |
| Less than 4 years of English | 17 | 3 | 15.6 | 47 | 713 | 2 | 16.2 | 36 |
| Zero years / no English courses reported | 424 | 64 | 13.7 | 20 | 20,383 | 57 | 14.4 | 25 |
| | | Percent Taking Pattern | Avg ACT Math | Percent Who Met Benchmark | N | Percent Taking Pattern | Avg ACT Math | Percent Who Met Benchmark |
| MATHEMATICS COURSE PATTERN | | | | | | | | |
| Alg 1, Alg 2, Geom, Trig, & Calc | 4 | 1 | 17.5 | 0 | 284 | 1 | 19.2 | 32 |
| Alg 1, Alg 2, Geom, Trig, & Other Adv Math | 1 | 0 | 15.0 | 0 | 373 | 1 | 19.8 | 34 |
| Alg 1, Alg 2, Geom, & Trig | 2 | 0 | 17.0 | 0 | 245 | 1 | 16.6 | 11 |
| Alg 1, Alg 2, Geom, & Other Adv Math | 15 | 2 | 16.5 | 0 | 2,660 | 7 | 18.0 | 19 |
| Other comb of 4 or more years of Math | 115 | 17 | 17.5 | 15 | 7,279 | 20 | 20.2 | 38 |
| Alg 1, Alg 2, & Geom | 25 | 4 | 15.2 | 0 | 1,584 | 4 | 15.5 | 5 |
| Other comb of 3 or 3.5 years of Math | 44 | 7 | 16.0 | 7 | 1,748 | 5 | 16.5 | 11 |
| Less than 3 years of Math | 21 | 3 | 14.6 | 0 | 767 | 2 | 14.8 | 4 |
| Zero years / no Math courses reported | 432 | 66 | 15.5 | 4 | 21,020 | 58 | 15.7 | 8 |
| | | Percent Taking Pattern | Avg ACT Reading | Percent Who Met Benchmark | N | Percent Taking Pattern | Avg ACT Reading | Percent Who Met Benchmark |
| SOCIAL SCIENCE COURSE PATTERN | | | | | | | | |
| US Hist, World Hist, Am Gov, & Other Hist | 5 | 1 | 20.2 | 40 | 292 | 1 | 18.9 | 29 |
| Other comb of 4 or more years Social Science | 81 | 12 | 18.3 | 23 | 5,099 | 14 | 21.1 | 44 |
| US Hist, World Hist, & Am Gov | 8 | 1 | 17.3 | 25 | 2,348 | 7 | 19.2 | 32 |
| Other comb of 3 or 3.5 years of Social Science | 95 | 14 | 17.7 | 21 | 5,277 | 15 | 20.6 | 41 |
| Less than 3 years of Social Science | 33 | 5 | 18.3 | 24 | 1,565 | 4 | 17.5 | 24 |
| Zero years / no Social Science courses reported | 437 | 66 | 15.5 | 11 | 21,379 | 59 | 16.1 | 17 |
| | | Percent Taking Pattern | Avg ACT Science | Percent Who Met Benchmark | N | Percent Taking Pattern | Avg ACT Science | Percent Who Met Benchmark |
| NATURAL SCIENCE COURSE PATTERN | | | | | | | | |
| Gen Sci ¹ , Bio, Chem, & Phys | 34 | 5 | 18.2 | 26 | 3,558 | 10 | 20.1 | 33 |
| Bio, Chem, Phys | 10 | 2 | 20.8 | 40 | 2,574 | 7 | 21.6 | 44 |
| Gen Sci ¹ , Bio, Chem | 51 | 8 | 17.3 | 20 | 4,194 | 12 | 19.2 | 26 |
| Other comb of 3 years of Natural Science | 6 | 1 | 15.8 | 0 | 564 | 2 | 17.6 | 17 |
| Less than 3 years of Natural Science | 127 | 19 | 17.7 | 13 | 3,830 | 11 | 18.4 | 21 |
| Zero years / no Natural Science courses reported | 431 | 65 | 16.1 | 8 | 21,240 | 59 | 16.3 | 10 |

¹Includes General, Physical and Earth Sciences.

Total Students in Report: 659

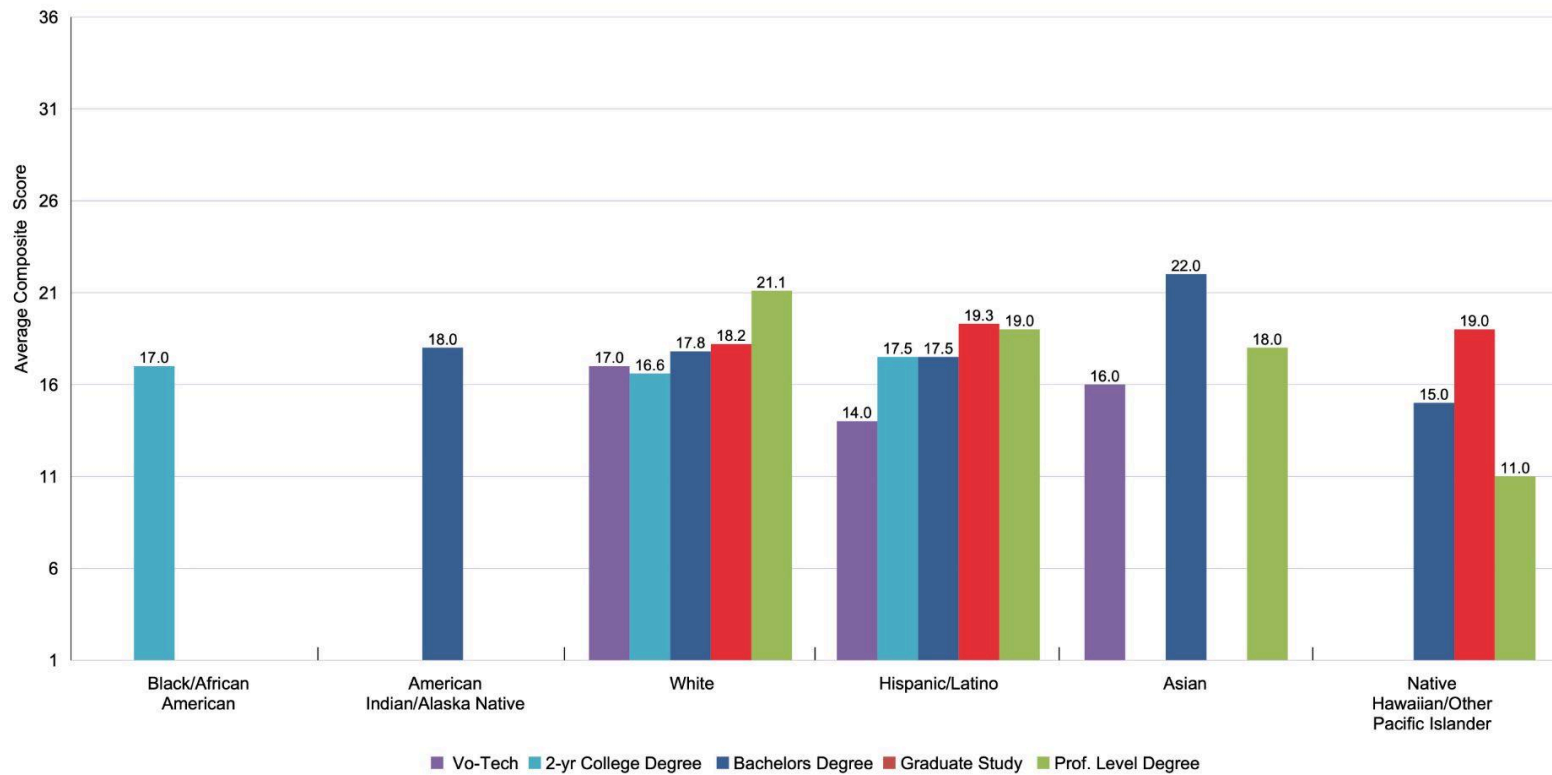
Table 3.8. College Readiness Benchmark (CRB) Percent and Average ACT Scores for Gender by Common Course Patterns

| Course Pattern | Males | | | | Females | | | | Other Responses ¹ | | | |
|--|-------|---------------------------|--------------------|------------------------------|---------|---------------------------|--------------------|------------------------------|------------------------------|---------------------------|--------------------|------------------------------|
| | N | Percent Taking Pattern | Avg ACT English | Percent Who Met Benchmark | N | Percent Taking Pattern | Avg ACT English | Percent Who Met Benchmark | N | Percent Taking Pattern | Avg ACT English | Percent Who Met Benchmark |
| ENGLISH COURSE PATTERN | | | | | | | | | | | | |
| Eng 9, Eng 10, Eng 11, Eng 12, & Other English | 22 | 7 | 14.0 | 27 | 24 | 8 | 15.2 | 29 | 0 | 0 | . | . |
| Eng 9, Eng 10, Eng 11, Eng 12 | 81 | 24 | 15.5 | 32 | 88 | 30 | 16.5 | 36 | 3 | 11 | 17.7 | 33 |
| Less than 4 years of English | 14 | 4 | 15.6 | 43 | 2 | 1 | 14.0 | 50 | 1 | 4 | 20.0 | 100 |
| Zero years / no English courses reported | 218 | 65 | 13.7 | 19 | 182 | 61 | 13.5 | 19 | 24 | 86 | 15.2 | 29 |
| | | Percent Taking Pattern | Avg ACT Math | Percent Who Met Benchmark | | Percent Taking Pattern | Avg ACT Math | Percent Who Met Benchmark | | Percent Taking Pattern | Avg ACT Math | Percent Who Met Benchmark |
| MATHEMATICS COURSE PATTERN | | | | | | | | | | | | |
| Alg 1, Alg 2, Geom, Trig, & Calc | 0 | 0 | . | . | 4 | 1 | 17.5 | 0 | 0 | 0 | . | . |
| Alg 1, Alg 2, Geom, Trig, & Other Adv Math | 1 | 0 | 15.0 | 0 | 0 | 0 | . | . | 0 | 0 | . | . |
| Alg 1, Alg 2, Geom, & Trig | 1 | 0 | 16.0 | 0 | 1 | 0 | 18.0 | 0 | 0 | 0 | . | . |
| Alg 1, Alg 2, Geom, & Other Adv Math | 10 | 3 | 16.2 | 0 | 5 | 2 | 17.2 | 0 | 0 | 0 | . | . |
| Other comb of 4 or more years of Math | 48 | 14 | 18.8 | 27 | 67 | 23 | 16.6 | 6 | 0 | 0 | . | . |
| Alg 1, Alg 2, & Geom | 12 | 4 | 15.0 | 0 | 12 | 4 | 15.6 | 0 | 1 | 4 | 14.0 | 0 |
| Other comb of 3 or 3.5 years of Math | 24 | 7 | 16.7 | 13 | 18 | 6 | 15.2 | 0 | 2 | 7 | 14.0 | 0 |
| Less than 3 years of Math | 14 | 4 | 14.5 | 0 | 6 | 2 | 14.7 | 0 | 1 | 4 | 16.0 | 0 |
| Zero years / no Math courses reported | 225 | 67 | 15.7 | 5 | 183 | 62 | 15.2 | 2 | 24 | 86 | 16.0 | 8 |
| | | Percent Taking Pattern | Avg ACT Reading | Percent Who Met Benchmark | | Percent Taking Pattern | Avg ACT Reading | Percent Who Met Benchmark | | Percent Taking Pattern | Avg ACT Reading | Percent Who Met Benchmark |
| SOCIAL SCIENCE COURSE PATTERN | | | | | | | | | | | | |
| US Hist, World Hist, Am Gov, & Other Hist | 4 | 1 | 20.3 | 50 | 1 | 0 | 20.0 | 0 | 0 | 0 | . | . |
| Other comb of 4 or more years Social Science | 40 | 12 | 17.2 | 18 | 40 | 14 | 19.3 | 28 | 1 | 4 | 22.0 | 100 |
| US Hist, World Hist, & Am Gov | 4 | 1 | 14.8 | 0 | 4 | 1 | 19.8 | 50 | 0 | 0 | . | . |
| Other comb of 3 or 3.5 years of Social Science | 40 | 12 | 17.0 | 28 | 52 | 18 | 18.1 | 15 | 3 | 11 | 19.7 | 33 |
| Less than 3 years of Social Science | 19 | 6 | 18.7 | 26 | 14 | 5 | 17.8 | 21 | 0 | 0 | . | . |
| Zero years / no Social Science courses reported | 228 | 68 | 15.3 | 12 | 185 | 63 | 15.6 | 9 | 24 | 86 | 17.6 | 25 |
| | | Percent Taking Pattern | Avg ACT Science | Percent Who Met Benchmark | | Percent Taking Pattern | Avg ACT Science | Percent Who Met Benchmark | | Percent Taking Pattern | Avg ACT Science | Percent Who Met Benchmark |
| NATURAL SCIENCE COURSE PATTERN | | | | | | | | | | | | |
| Gen Sci ² , Bio, Chem, & Phys | 18 | 5 | 18.2 | 28 | 16 | 5 | 18.3 | 25 | 0 | 0 | . | . |
| Bio, Chem, Phys | 4 | 1 | 20.0 | 25 | 6 | 2 | 21.3 | 50 | 0 | 0 | . | . |
| Gen Sci ¹ , Bio, Chem | 18 | 5 | 17.3 | 22 | 33 | 11 | 17.2 | 18 | 0 | 0 | . | . |
| Other comb of 3 years of Natural Science | 5 | 1 | 15.8 | 0 | 1 | 0 | 16.0 | 0 | 0 | 0 | . | . |
| Less than 3 years of Natural Science | 66 | 20 | 17.5 | 17 | 57 | 19 | 18.1 | 11 | 4 | 14 | 17.8 | 0 |
| Zero years / no Natural Science courses reported | 224 | 67 | 16.1 | 8 | 183 | 62 | 15.9 | 7 | 24 | 86 | 17.2 | 17 |

¹ 'Other Responses' include 'Another Gender', 'Prefer Not to Respond', and missing values.
² Includes General, Physical and Earth Sciences.

Total Students in Report: 659

Figure 4.1. Average ACT Composite Scores by Race and Student Postsecondary Aspirations*



*Missing columns reflect combinations of race/ethnicity and postsecondary aspiration in which one or both indicators are missing.

Total Students in Report: 659

Table 4.1. Distribution of Planned Educational Majors for All Students by College Plans

| Planned Educational Major | All Students | | | Plan on 2 Years or Less of College | | | Plan on 4 Years or More of College | | |
|--|----------------|----------------------|--------------|------------------------------------|---------|--------------|------------------------------------|---------|--------------|
| | N ¹ | Percent ² | Avg ACT Comp | N | Percent | Avg ACT Comp | N | Percent | Avg ACT Comp |
| Agriculture & Natural Resources Conservation | 3 | 0 | 20.0 | 0 | 0 | . | 2 | 2 | 22.0 |
| Architecture | 4 | 1 | 14.3 | 1 | 4 | 14.0 | 1 | 1 | 21.0 |
| Area, Ethnic, & Multidisciplinary Studies | 0 | 0 | . | 0 | 0 | . | 0 | 0 | . |
| Arts: Visual & Performing | 12 | 2 | 15.8 | 4 | 15 | 15.8 | 3 | 3 | 16.7 |
| Business | 16 | 2 | 17.0 | 2 | 7 | 14.0 | 11 | 10 | 18.4 |
| Communications | 1 | 0 | 16.0 | 0 | 0 | . | 0 | 0 | . |
| Community, Family, & Personal Services | 11 | 2 | 17.9 | 0 | 0 | . | 8 | 7 | 19.5 |
| Computer Science & Mathematics | 3 | 0 | 20.0 | 1 | 4 | 19.0 | 1 | 1 | 27.0 |
| Education | 8 | 1 | 15.5 | 2 | 7 | 17.0 | 6 | 5 | 15.0 |
| Engineering | 13 | 2 | 19.5 | 0 | 0 | . | 10 | 9 | 20.7 |
| Engineering Technology & Drafting | 5 | 1 | 21.4 | 1 | 4 | 23.0 | 2 | 2 | 22.5 |
| English & Foreign Languages | 2 | 0 | 13.0 | 0 | 0 | . | 1 | 1 | 15.0 |
| Health Administration & Assisting | 8 | 1 | 15.5 | 1 | 4 | 19.0 | 5 | 4 | 15.6 |
| Health Sciences & Technologies | 17 | 3 | 18.5 | 2 | 7 | 13.5 | 14 | 12 | 19.5 |
| Philosophy, Religion, & Theology | 5 | 1 | 14.2 | 0 | 0 | . | 3 | 3 | 15.0 |
| Repair, Production, & Construction | 9 | 1 | 14.0 | 2 | 7 | 16.0 | 3 | 3 | 13.3 |
| Sciences: Biological & Physical | 17 | 3 | 20.1 | 1 | 4 | 23.0 | 16 | 14 | 19.9 |
| Social Sciences & Law | 11 | 2 | 18.3 | 1 | 4 | 16.0 | 9 | 8 | 19.1 |
| Undecided | 46 | 7 | 16.7 | 7 | 26 | 17.6 | 17 | 15 | 17.8 |
| No Response | 468 | 71 | 15.4 | 2 | 7 | 17.0 | 3 | 3 | 16.0 |

¹2-Year and 4-Year "N" counts do not reflect students indicating no college plans, "Other" college plans, and missing responses. Therefore, they may not add up to the N count for All Students.

²Percent of students tested within College Plan groups (All Students, 2-Year, 4-Year).

Total Students in Report: 659

Table 4.2. Average ACT Composite Scores for Racial/Ethnic Groups by Post-Secondary Educational Aspirations

| Educational Degree Aspirations | All Racial/Ethnic Groups Combined | | Black/African American | | American Indian/Alaska Native | | White | | Hispanic/Latino | |
|--------------------------------|-----------------------------------|---------|------------------------|---------|-------------------------------|---------|-------|---------|-----------------|---------|
| | N | Average | N | Average | N | Average | N | Average | N | Average |
| Voc-Tech | 9 | 16.2 | 0 | . | 0 | . | 6 | 17.0 | 2 | 14.0 |
| 2-yr College Degree | 18 | 17.2 | 1 | 17.0 | 0 | . | 10 | 16.6 | 4 | 17.5 |
| Bachelors Degree | 71 | 18.0 | 0 | . | 2 | 18.0 | 40 | 17.8 | 18 | 17.5 |
| Graduate Study | 19 | 18.4 | 0 | . | 0 | . | 9 | 18.2 | 7 | 19.3 |
| Prof. Level Degree | 25 | 20.1 | 0 | . | 0 | . | 15 | 21.1 | 5 | 19.0 |
| Other | 11 | 15.3 | 0 | . | 0 | . | 3 | 15.7 | 7 | 15.4 |
| No Response | 475 | 15.4 | 4 | 15.8 | 21 | 13.9 | 217 | 16.0 | 155 | 14.8 |

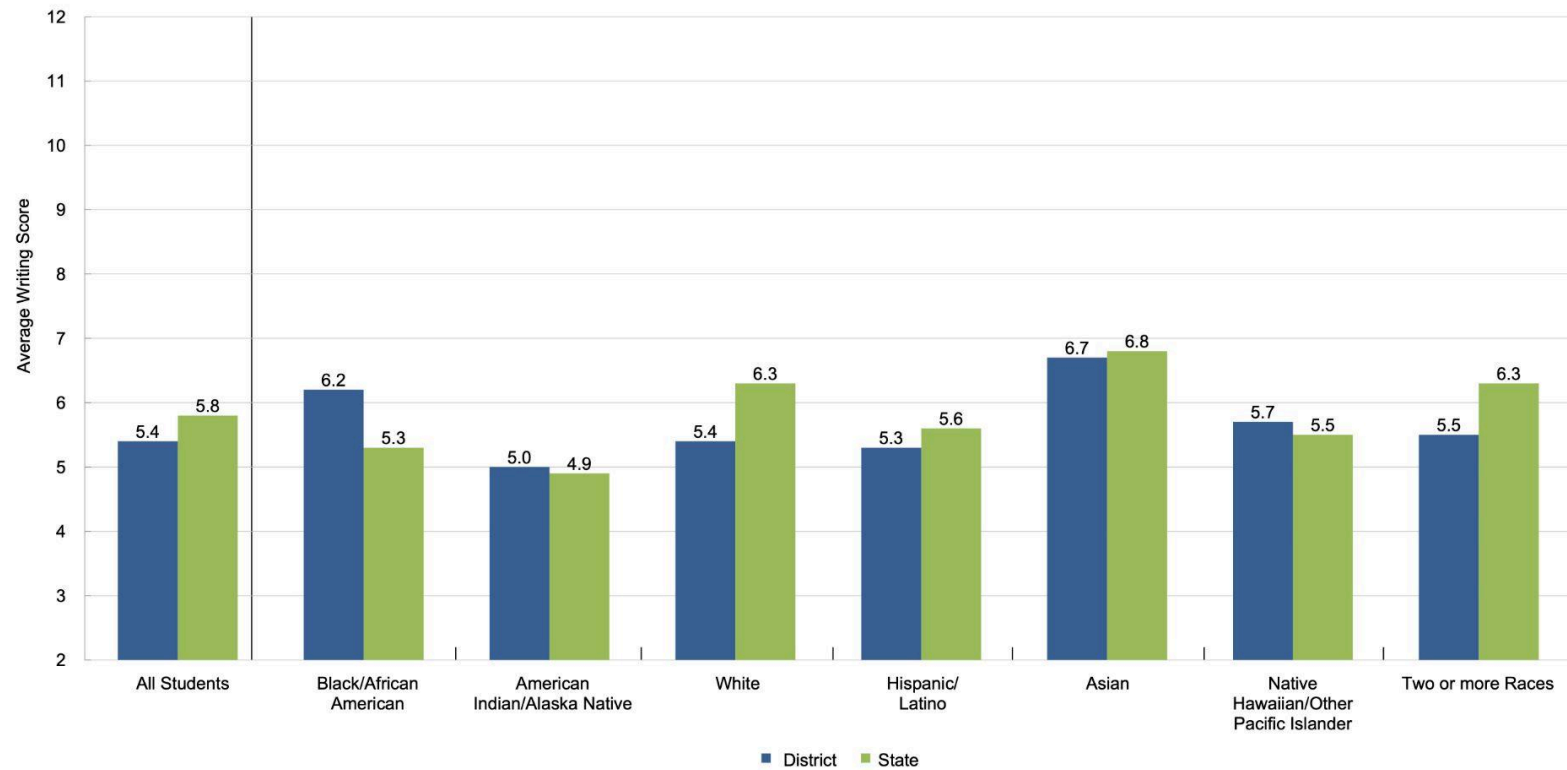
| Educational Degree Aspirations | All Racial/Ethnic Groups Combined | | Asian | | Native Hawaiian/ Other Pacific Islander | | Two or More races | | Prefer not to respond/ No Response | |
|--------------------------------|-----------------------------------|---------|-------|---------|---|---------|-------------------|---------|------------------------------------|---------|
| | N | Average | N | Average | N | Average | N | Average | N | Average |
| Voc-Tech | 9 | 16.2 | 1 | 16.0 | 0 | . | 0 | . | 0 | . |
| 2-yr College Degree | 18 | 17.2 | 0 | . | 0 | . | 3 | 18.7 | 0 | . |
| Bachelors Degree | 71 | 18.0 | 2 | 22.0 | 1 | 15.0 | 8 | 19.9 | 0 | . |
| Graduate Study | 19 | 18.4 | 0 | . | 1 | 19.0 | 1 | 15.0 | 1 | 17.0 |
| Prof. Level Degree | 25 | 20.1 | 1 | 18.0 | 1 | 11.0 | 2 | 24.0 | 1 | 14.0 |
| Other | 11 | 15.3 | 0 | . | 0 | . | 1 | 13.0 | 0 | . |
| No Response | 475 | 15.4 | 3 | 20.0 | 0 | . | 29 | 15.2 | 46 | 15.2 |

Total Students in Report: 659

Table 4.3. Students' Score Report Preferences at Time of Testing

| Name | State | Number of Students | | | Percent of Students in College Readiness Standards Ranges | | | | | | |
|--------------------------------|-------|--------------------|------------|----------------|---|-------|-------|-------|-------|-------|-------|
| | | Total | 1st Choice | 2nd-6th Choice | 01-12 | 13-15 | 16-19 | 20-23 | 24-27 | 28-32 | 33-36 |
| UNIVERSITY OF NEVADA-RENO | NV | 59 | 38 | 21 | 14 | 25 | 20 | 25 | 14 | 2 | 0 |
| WESTERN NEVADA COLLEGE | NV | 21 | 4 | 17 | 19 | 29 | 33 | 14 | 5 | 0 | 0 |
| UNIVERSITY OF NEVADA-LAS VEGAS | NV | 17 | 7 | 10 | 6 | 6 | 35 | 29 | 18 | 6 | 0 |
| TRUCKEE MEADOWS CMTY COLLEGE | NV | 10 | 3 | 7 | 30 | 10 | 20 | 40 | 0 | 0 | 0 |
| UNIVERSITY OF OREGON | OR | 8 | 2 | 6 | 13 | 0 | 25 | 25 | 25 | 13 | 0 |
| UNIVERSITY OF UTAH | UT | 5 | 1 | 4 | 20 | 0 | 40 | 40 | 0 | 0 | 0 |
| BRIGHAM YOUNG UNIVERSITY | UT | 4 | 2 | 2 | 0 | 0 | 0 | 0 | 75 | 25 | 0 |
| MICHIGAN STATE UNIVERSITY | MI | 4 | 0 | 4 | 0 | 25 | 25 | 50 | 0 | 0 | 0 |
| ARIZONA STATE UNIVERSITY | AZ | 3 | 1 | 2 | 33 | 33 | 33 | 0 | 0 | 0 | 0 |
| HAWAII PACIFIC UNIVERSITY | HI | 3 | 0 | 3 | 0 | 0 | 67 | 0 | 33 | 0 | 0 |
| IDAHO STATE UNIV-POCATELLO | ID | 3 | 0 | 3 | 33 | 0 | 33 | 0 | 33 | 0 | 0 |
| NORTHERN ARIZONA UNIVERSITY | AZ | 3 | 2 | 1 | 0 | 33 | 0 | 0 | 67 | 0 | 0 |
| SIERRA NEVADA UNIVERSITY | NV | 3 | 0 | 3 | 33 | 0 | 67 | 0 | 0 | 0 | 0 |
| UNIV OF CA-SANTA CRUZ | CA | 3 | 1 | 2 | 0 | 33 | 33 | 33 | 0 | 0 | 0 |
| UNIV OF SOUTHERN CALIFORNIA | CA | 3 | 1 | 2 | 33 | 67 | 0 | 0 | 0 | 0 | 0 |
| UNIVERSITY OF ARIZONA | AZ | 3 | 1 | 2 | 0 | 33 | 0 | 0 | 67 | 0 | 0 |
| BOISE STATE UNIVERSITY | ID | 2 | 0 | 2 | 0 | 0 | 0 | 100 | 0 | 0 | 0 |
| BRIGHAM YOUNG UNIV-HAWAII | HI | 2 | 0 | 2 | 0 | 0 | 50 | 0 | 0 | 50 | 0 |
| CAL ST UNIV-MONTEREY BAY | CA | 2 | 1 | 1 | 0 | 0 | 50 | 0 | 0 | 50 | 0 |
| COLL OF SOUTHERN NV-NLV CAMPUS | NV | 2 | 1 | 1 | 0 | 50 | 0 | 50 | 0 | 0 | 0 |
| CORTEZ MASTO C-US SEN NV | NV | 2 | 0 | 2 | 0 | 100 | 0 | 0 | 0 | 0 | 0 |
| MASSACHUSETTS INST OF TECH | MA | 2 | 1 | 1 | 0 | 0 | 0 | 50 | 0 | 50 | 0 |
| PRESCOTT COLLEGE | AZ | 2 | 0 | 2 | 0 | 0 | 0 | 0 | 100 | 0 | 0 |
| SOUTHERN UTAH UNIVERSITY | UT | 2 | 0 | 2 | 0 | 0 | 0 | 0 | 50 | 50 | 0 |
| US SEN NV-J ROSEN | NV | 2 | 0 | 2 | 0 | 100 | 0 | 0 | 0 | 0 | 0 |
| UTAH STATE UNIVERSITY LOGAN | UT | 2 | 0 | 2 | 0 | 0 | 0 | 0 | 50 | 50 | 0 |
| UTAH TECH UNIVERSITY | UT | 2 | 1 | 1 | 50 | 0 | 0 | 0 | 50 | 0 | 0 |
| ALBANY STATE UNIVERSITY | GA | 1 | 0 | 1 | 0 | 0 | 0 | 100 | 0 | 0 | 0 |
| BERKELEY CITY COLLEGE | CA | 1 | 1 | 0 | 0 | 100 | 0 | 0 | 0 | 0 | 0 |
| BEVERLY HILLS DESIGN INSTITUTE | CA | 1 | 0 | 1 | 0 | 0 | 100 | 0 | 0 | 0 | 0 |
| All Other Institutions | | 54 | 13 | 41 | 19 | 20 | 26 | 20 | 13 | 2 | 0 |
| Total | | 231 | 81 | 150 | 14 | 20 | 24 | 22 | 15 | 4 | 0 |

Figure 5.1. Average ACT Writing Scores by Race/Ethnicity*



*Missing columns reflect race/ethnicity groupings that are missing.

Table 5.1. Average ACT English Language Arts Constituent Scores by Race/Ethnicity and Gender¹ for Students Who Took ACT Writing

| | N | | Average ACT Scores | | | | | |
|--|------------|---------------|--------------------|-------------|-------------|-------------|------------|------------|
| | District | State | English | | Reading | | Writing | |
| | District | State | District | State | District | State | District | State |
| All Students | 645 | 33,069 | 14.5 | 15.9 | 16.4 | 17.5 | 5.4 | 5.8 |
| Black/African American | 5 | 2,840 | 14.4 | 13.7 | 17.4 | 15.3 | 6.2 | 5.3 |
| American Indian/Alaska Native | 23 | 216 | 12.5 | 13.3 | 14.0 | 15.2 | 5.0 | 4.9 |
| White | 314 | 8,100 | 14.9 | 18.2 | 17.0 | 19.9 | 5.4 | 6.3 |
| Hispanic/Latino | 200 | 13,950 | 13.9 | 14.5 | 15.6 | 16.3 | 5.3 | 5.6 |
| Asian | 7 | 1,889 | 17.9 | 19.6 | 20.0 | 20.4 | 6.7 | 6.8 |
| Native Hawaiian/Other Pacific Islander | 3 | 346 | 12.3 | 14.1 | 15.7 | 15.8 | 5.7 | 5.5 |
| Two or More Races | 46 | 2,507 | 15.2 | 17.7 | 17.6 | 19.2 | 5.5 | 6.3 |
| Prefer not/No Response | 47 | 3,221 | 13.7 | 14.4 | 15.5 | 16.0 | 5.2 | 5.3 |
| Males | 326 | 16,047 | 14.3 | 15.5 | 16.1 | 17.0 | 5.2 | 5.5 |
| Females | 292 | 15,424 | 14.5 | 16.2 | 16.7 | 17.9 | 5.7 | 6.1 |
| Other Responses | 27 | 1,598 | 15.8 | 17.1 | 18.3 | 18.7 | 5.1 | 5.9 |

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Table 5.2. Average ACT English Language Arts Outcomes by Race/Ethnicity and Gender¹ for Students Who Took ACT Writing

| | N | | Average ACT Scores | | | | |
|--|------------|---------------|--------------------|-------------|-------------------------------|-----------|--|
| | District | State | Average ELA Score | | Percent Who Met ELA Benchmark | | |
| | District | State | District | State | District | State | |
| All Students | 645 | 33,069 | 14.8 | 16.2 | 16 | 27 | |
| Black/African American | 5 | 2,840 | 16.2 | 14.1 | 20 | 13 | |
| American Indian/Alaska Native | 23 | 216 | 13.1 | 13.5 | 9 | 11 | |
| White | 314 | 8,100 | 15.2 | 18.4 | 16 | 41 | |
| Hispanic/Latino | 200 | 13,950 | 14.3 | 15.2 | 13 | 19 | |
| Asian | 7 | 1,889 | 18.6 | 19.5 | 43 | 49 | |
| Native Hawaiian/Other Pacific Islander | 3 | 346 | 14.0 | 14.7 | 0 | 16 | |
| Two or More Races | 46 | 2,507 | 15.7 | 17.9 | 26 | 37 | |
| Prefer not/No Response | 47 | 3,221 | 14.0 | 14.5 | 13 | 18 | |
| Males | 326 | 16,047 | 14.4 | 15.5 | 14 | 23 | |
| Females | 292 | 15,424 | 15.3 | 16.9 | 16 | 30 | |
| Other Responses | 27 | 1,598 | 15.5 | 17.2 | 26 | 33 | |

¹ 'Other responses' include 'Another Gender', 'Prefer Not to Respond', and missing values.

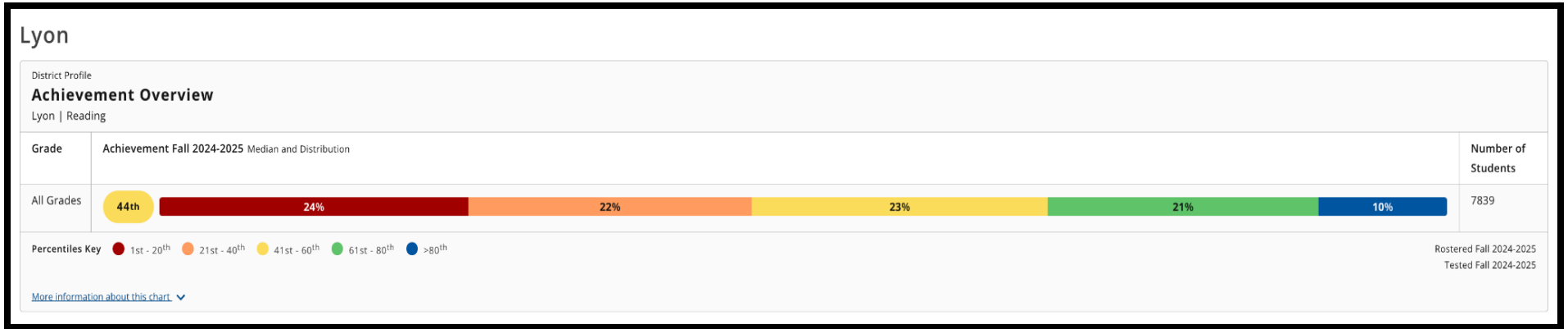
Reflection

- **What areas of promise/success do you see?**
 - Looking at the Median as this number demonstrates a student that has 50% scoring higher and 50% scoring lower, as opposed to the average percentile.
 - Looking at the median, we are holding fairly steady over time
 - **Math:** *Our students can demonstrate the following skills*
 - Perform one-operation computation with whole numbers and decimals.
 - Recognize equivalent fractions and fractions in lowest terms.
 - Perform one-operation computation with whole numbers and decimals
 - Recognize equivalent fractions and fractions in lowest terms
 - Locate positive rational numbers (expressed as whole numbers, fractions, decimals, and mixed numbers) on the number line
 - Solve problems in one or two steps using whole numbers and using decimals in the context of money
 - Exhibit knowledge of basic expressions (e.g., identify an expression for a total as $b + g$)
 - Solve equations in the form $x + a = b$, where a and b are whole numbers or decimals
 - Solve problems in one or two steps using whole numbers and using decimals in the context of money
 - Extend a given pattern by a few terms for patterns that have a constant increase or decrease between terms
 - Estimate the length of a line segment based on other lengths in a geometric figure
 - Calculate the length of a line segment based on the lengths of other line segments that go in the same direction (e.g., overlapping line segments and parallel sides of polygons with only right angles)
 - Perform common conversions of money and of length, weight, mass, and time within a measurement system (e.g., dollars to dimes, inches to feet, and hours to minutes)
 - Calculate the average of a list of positive whole numbers
 - Extract one relevant number from a basic table or chart, and use it in a single computation
 - **Reading:** *Our students can demonstrate the following skills*
 - Locate basic facts (e.g., names, dates, events) clearly stated in a passage
 - Draw simple logical conclusions about the main characters in somewhat challenging literary narratives
 - Identify the topic of passages and distinguish the topic from the central idea or theme
 - Determine when (e.g., first, last, before, after) an event occurs in somewhat challenging passages

- Identify simple cause-effect relationships within a single sentence in a passage
 - Understand the implication of a familiar word or phrase and of simple descriptive language
 - Analyze how one or more sentences in passages relate to the whole passage when the function is stated or clearly indicated
 - Recognize a clear intent of an author or narrator in somewhat challenging literary narratives
 - Analyze how one or more sentences in passages offer reasons for or support a claim when the relationship is clearly indicated
 - simple comparisons between two passages
- **Science:** *Our students can demonstrate the following skills*
 - Select two or more pieces of data from a simple data presentation
 - Understand basic scientific terminology
 - Find basic information in the text that describes a complex data presentation
 - Determine how the values of variables change as the value of another variable changes in a simple data presentation
 - Understand the methods used in a simple experiment
 - Understand the tools and functions of tools used in a complex experiment
 - Find basic information in text that describes a complex experiment
 - Identify implications in a model
 - Determine which models present certain basic information
- **What areas of improvement do you see?**
 - Reframing the conversation around ACT
 - Student communication, we need to do a better job of communicating the purpose and benefit of this assessment to students and families.
 - While we do see declines in average scores, we are within 2% from data 5 years ago (2020) with increases of enrollment (we tested 30 more students last year compared to 2020).
 - Concerns with coding/validity - Core Curriculum: only 11% reported taking “Core Curriculum” when they are Juniors, they have not completed their 3rd year of math. Majority of our students are on the Algebra I, Geometry, Algebra II path by Junior year.
 - When looking at our English scores, working to provide consistent opportunities for students to write should be explored.

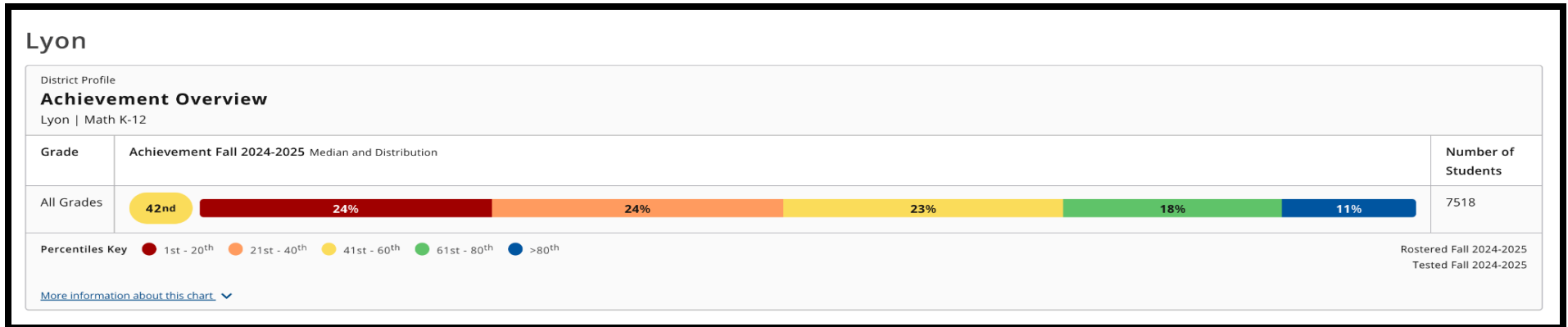
Measure of Academic Progress

– Reading Achievement Overview

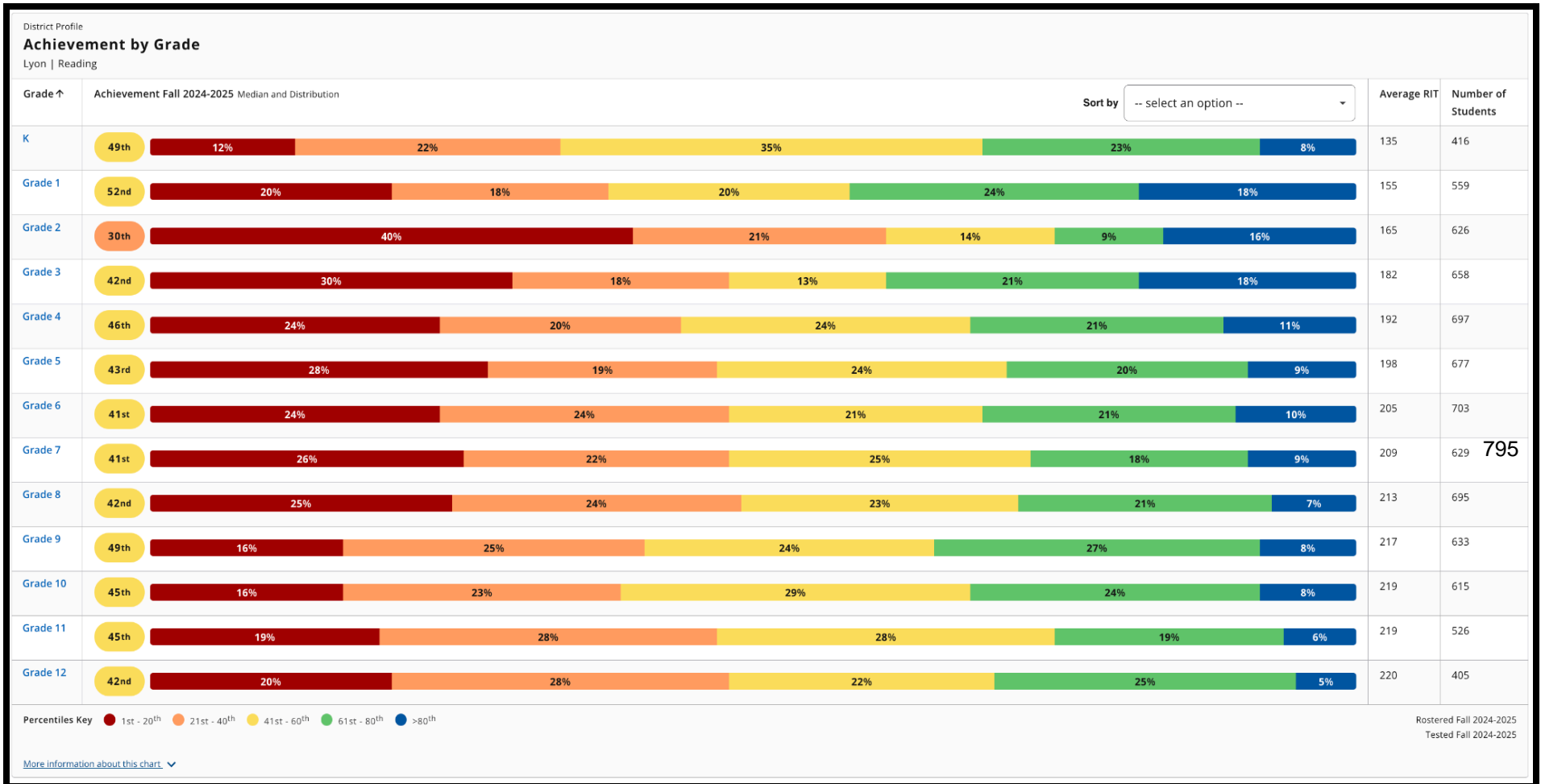


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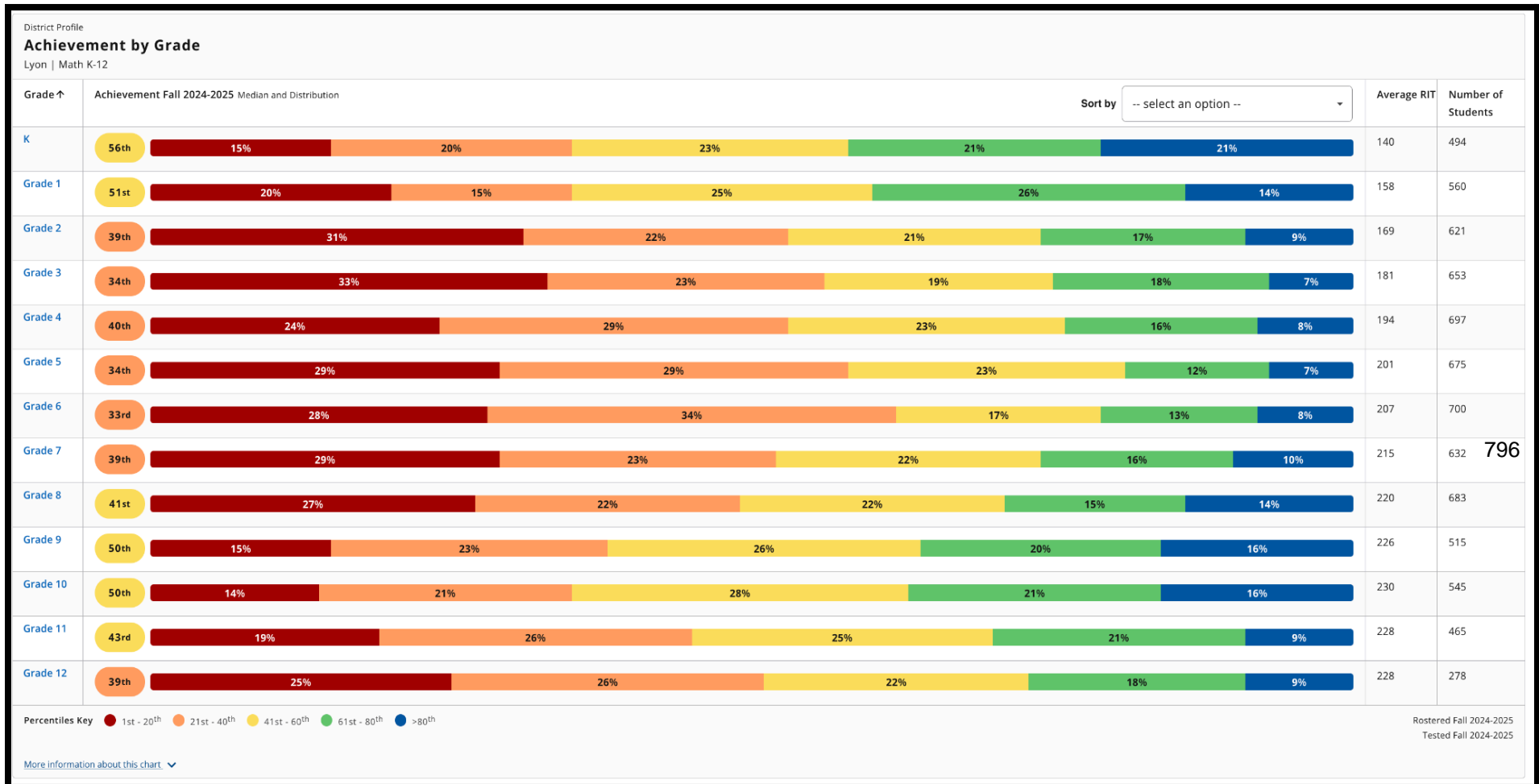
– Math Achievement Overview



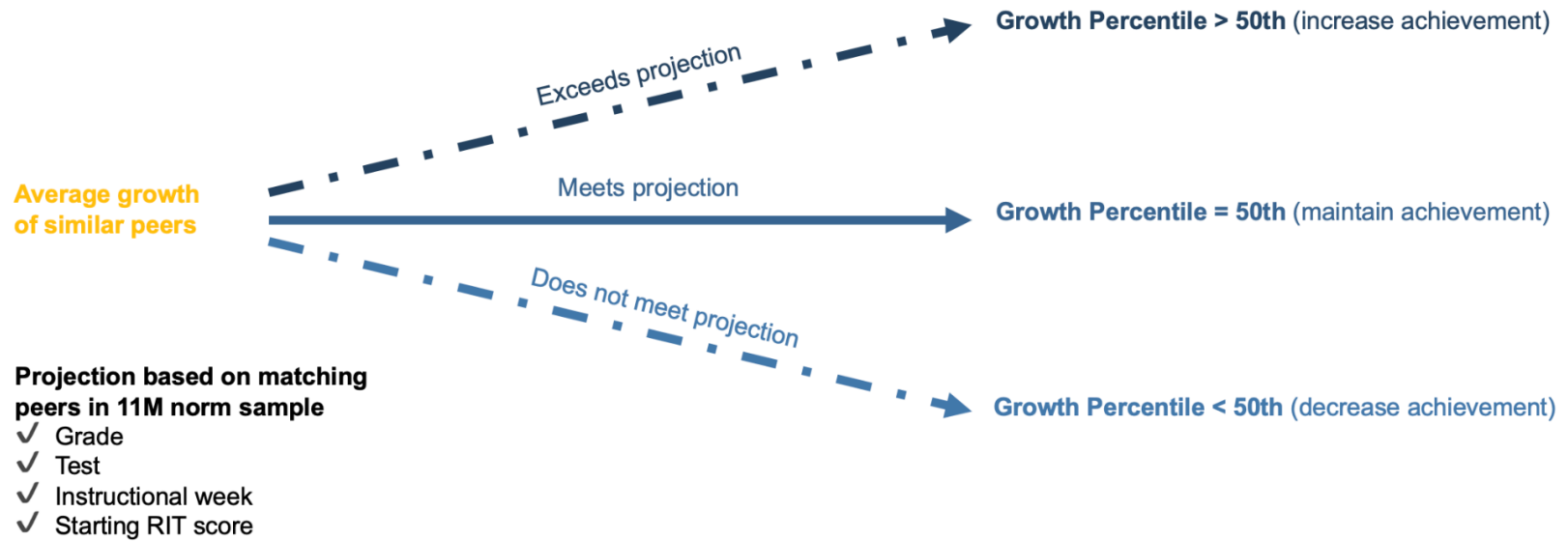
– Reading Achievement By Grade



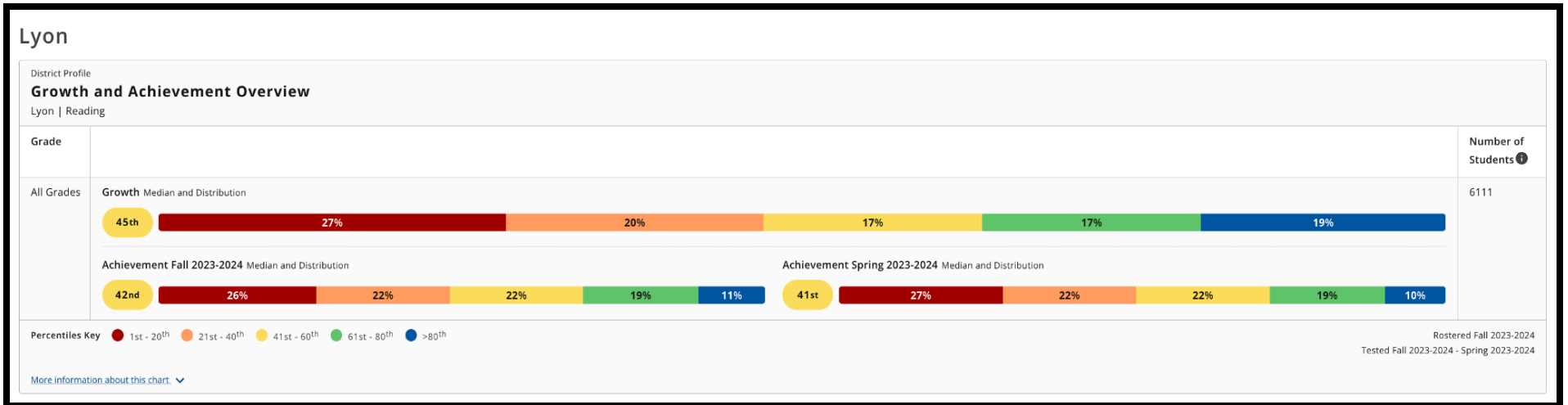
– Math Achievement By Grade



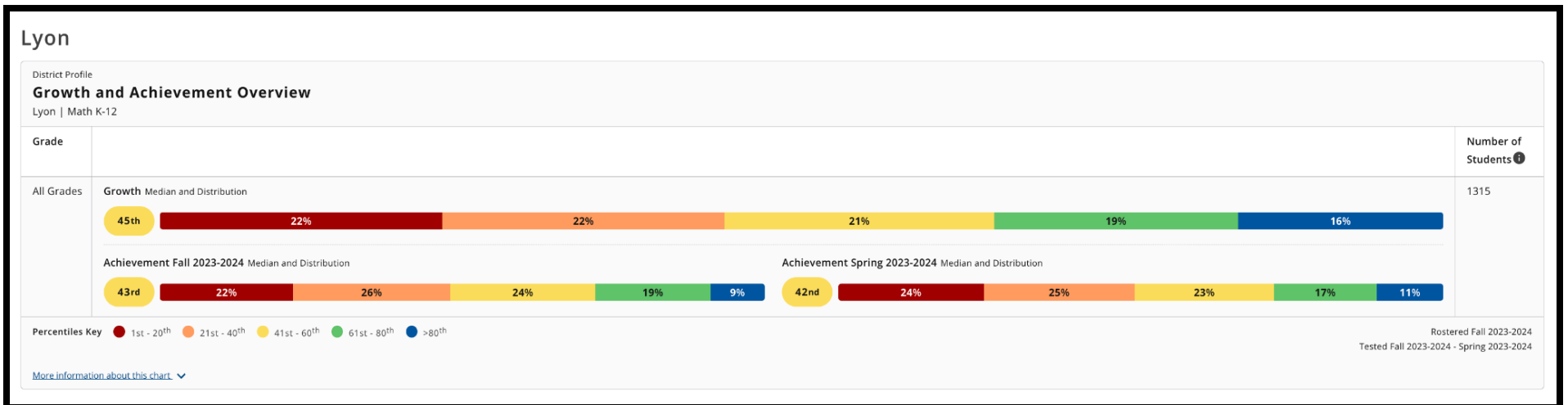
How Are Achievement and Growth Related?



– Reading Growth and Achievement Overview



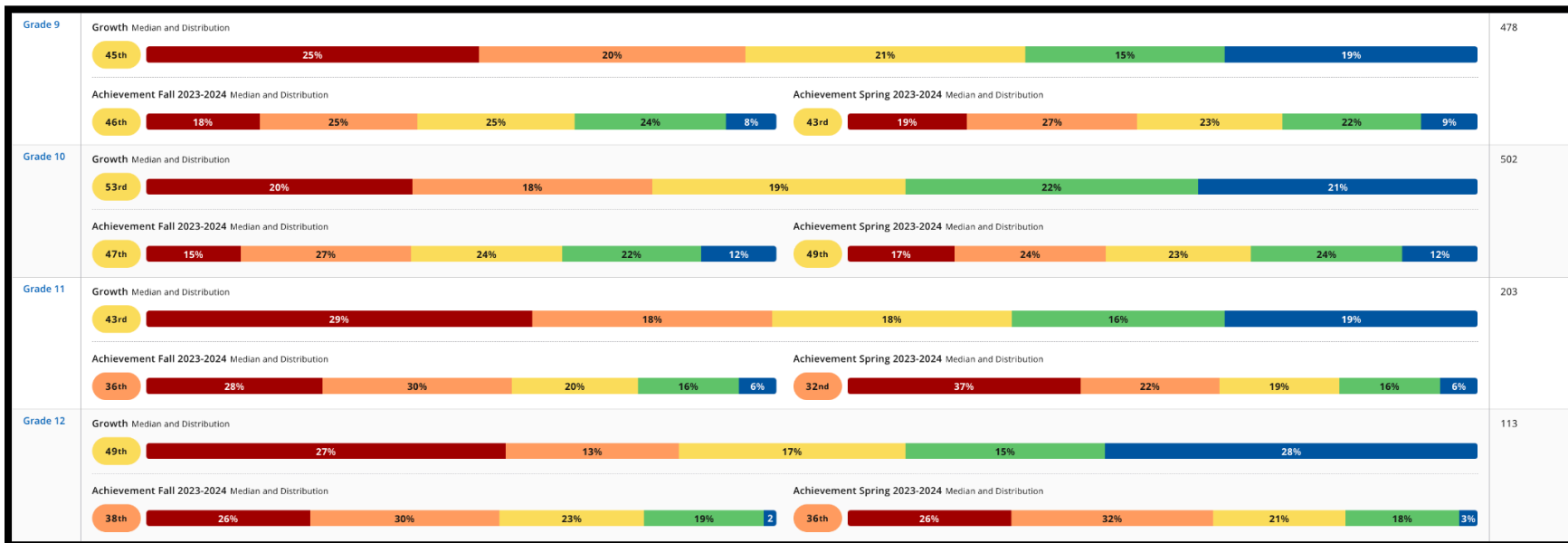
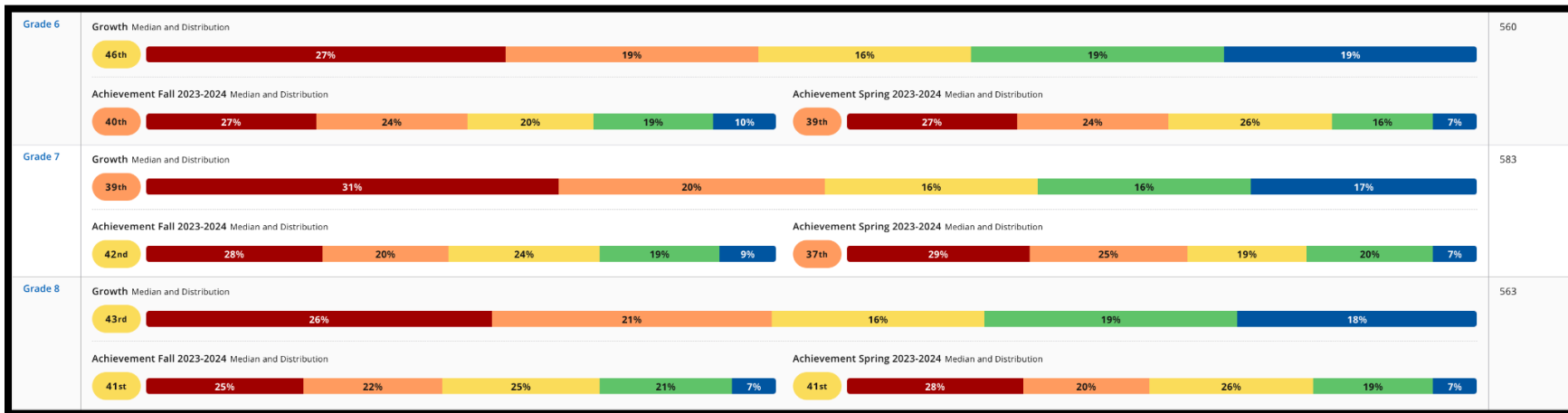
– Math Growth and Achievement Overview



– Reading Growth and Achievement By Grade

| | |
|--|--|
| District Profile Growth And Achievement by Grade Lyon Reading | |
|--|--|

| Grade | Category | Median | 28% | 21% | 22% | 16% | 13% | Count |
|---------|--|--------|-----|-----|-----|-----|-----|-------|
| Grade 1 | Growth Median and Distribution | 41st | 28% | 21% | 22% | 16% | 13% | 578 |
| | Achievement Fall 2023-2024 Median and Distribution | 47th | 19% | 20% | 26% | 22% | 13% | |
| | Achievement Spring 2023-2024 Median and Distribution | 43rd | 25% | 20% | 26% | 16% | 13% | |
| | | | | | | | | |
| Grade 2 | Growth Median and Distribution | 53rd | 23% | 17% | 14% | 17% | 29% | 617 |
| | Achievement Fall 2023-2024 Median and Distribution | 31st | 40% | 17% | 15% | 14% | 14% | |
| | Achievement Spring 2023-2024 Median and Distribution | 43rd | 32% | 15% | 19% | 19% | 15% | |
| | | | | | | | | |
| Grade 3 | Growth Median and Distribution | 48th | 27% | 17% | 17% | 16% | 23% | 660 |
| | Achievement Fall 2023-2024 Median and Distribution | 39th | 30% | 21% | 20% | 16% | 13% | |
| | Achievement Spring 2023-2024 Median and Distribution | 42nd | 29% | 20% | 20% | 20% | 11% | |
| | | | | | | | | |
| Grade 4 | Growth Median and Distribution | 37th | 33% | 20% | 17% | 14% | 16% | 626 |
| | Achievement Fall 2023-2024 Median and Distribution | 46th | 26% | 18% | 24% | 19% | 13% | |
| | Achievement Spring 2023-2024 Median and Distribution | 41st | 29% | 19% | 25% | 17% | 10% | |
| | | | | | | | | |
| Grade 5 | Growth Median and Distribution | 43rd | 25% | 23% | 16% | 19% | 17% | 624 |
| | Achievement Fall 2023-2024 Median and Distribution | 38th | 31% | 21% | 18% | 21% | 9% | |
| | Achievement Spring 2023-2024 Median and Distribution | 38th | 32% | 21% | 21% | 18% | 8% | |
| | | | | | | | | |



Reflection

- **What areas of promise/success do you see?**
 - When we look at high school achievement results, we can see that we are in the hunt nationally (ie. 50th percentile as the median in math for grade 9)
 - Students largely scored in the 40th percentile for fall MAP assessments in 2024, showing that we are making typical growth.
 - We are seeing typical growth among most of our grade levels.

- **What areas of improvement do you see?**
 - High School is using MAP data again to determine need (Assessment FOR learning).
 - A better indicator of what students know compared to other assessments
 - 4th and 7th grades did not see typical growth in reading. Diagnostic research is needed to explore what the specific area of need is.

World-class Instructional Design and Assessment (WIDA)

WIDA Proficiency Trend Data: Percentage of Students Exiting EL

| School | 2018 | 2019 | 2020 | 2021 | 2022 | 2023 | 2024 |
|----------------|--------|--------|------|------|------|------|------|
| CES | 13% | 11% | 16% | 3% | 7% | 2% | 5% |
| DES | 15% | 15% | 23% | 13% | 11% | 14% | 7% |
| DHS | 25% | 16% | 8% | 22% | 7% | 3% | 2% |
| DIS | 5% | 9% | 10% | 12% | 0% | 5% | 0% |
| EVES | 24% | 56% | 14% | 13% | 18% | 13% | 0% |
| FES | 18% | 5% | 17% | 3% | 6% | 10% | 5% |
| FHS | 12% | 14% | 9% | 7% | 7% | 5% | 4% |
| FIS | 37% | 45% | 26% | 0% | 8% | 23% | 22% |
| RES | 3% | 34% | 17% | 9% | 3% | 19% | 8% |
| SES | 5% | 16% | 27% | 18% | 10% | 2% | 7% |
| SMS | 0% | 8% | 0% | 0% | 12% | 8% | 6% |
| SSES | 0% | 0% | 0% | 25% | 0% | 0% | 0% |
| SSHS | 0% | 0% | 0% | 0% | 0% | 0% | 0% |
| SSMS | 0% | 0% | 40% | 0% | 0% | 10% | 0% |
| SVS | 19% | 8% | 8% | 17% | 10% | 38% | 0% |
| YES | 7% | 5% | 13% | 13% | 10% | 3% | 5% |
| YHS | 14% | 15% | 6% | 13% | 4% | 3% | 4% |
| YIS | 15.00% | 20.00% | 15% | 3% | 6% | 2% | 4% |
| Eagle Ridge HS | NA | NA | NA | NA | NA | NA | 0% |
| District | 13% | 15% | 15% | 10% | 8% | 7% | 6% |

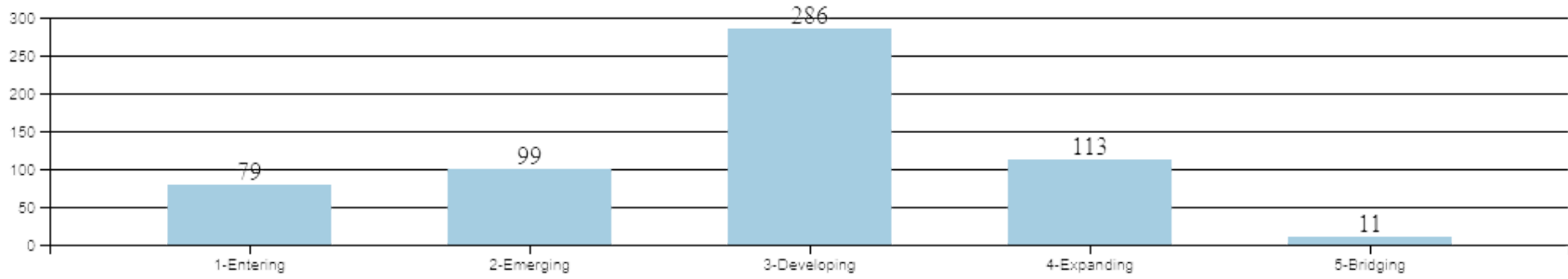
WIDA Adequate Growth Percentiles (AGP) Trend Data

| District: Lyon County School District | Elementary WIDA ACCESS 2.0 for ELLs AGP | | | | | | | |
|---------------------------------------|---|-------------|-------------|-------------|-------------|-------------|-------------|--------------------|
| | Trend Growth | | | | | | | |
| Cottonwood Elementary School | Spring 2017 | Spring 2018 | Spring 2019 | Spring 2020 | Spring 2021 | Spring 2022 | Spring 2023 | Spring 2024 |
| # of WIDA Met AGP/# of WIDA AGP | 8/18 | 8/22 | 13/20 | 5/15 | 2/17 | 11/19 | 5/24 | 12/35 |
| % of WIDA Met AGP | 44% | 36% | 65% | 33% | 12% | 58% | 21% | 34% |
| School: Dayton Elem | Spring 2017 | Spring 2018 | Spring 2019 | Spring 2020 | Spring 2021 | Spring 2022 | Spring 2023 | Spring 2024 |
| # of WIDA Met AGP/# of WIDA AGP | 16/41 | 21/40 | 27/38 | 20/37 | 10/31 | 14/28 | 12/28 | 13/27 |
| % of WIDA Met AGP | 39% | 53% | 71% | 54% | 32% | 50% | 43% | 48.1 |
| Silver Springs ES | Spring 2017 | Spring 2018 | Spring 2019 | Spring 2020 | Spring 2021 | Spring 2022 | Spring 2023 | Spring 2024 803 |
| # of WIDA Met AGP/# of WIDA AGP | 0/1 | 0/2 | 0/3 | N/A | N/A | N/A | 2/11 | N/A |
| % of WIDA Met AGP | 0% | 0% | 0% | N/A | N/A | N/A | 18% | N/A |
| School: Smith Valley School | Spring 2017 | Spring 2018 | Spring 2019 | Spring 2020 | Spring 2021 | Spring 2022 | Spring 2023 | Spring 2024 |
| # of WIDA Met AGP/# of WIDA AGP | 0/4 | 0/3 | 0/3 | N/A | N/A | N/A | N/A | N/A |
| % of WIDA Met AGP | 0% | 0% | 0% | N/A | N/A | N/A | N/A | N/A |
| Riverview Elem | Spring 2017 | Spring 2018 | Spring 2019 | Spring 2020 | Spring 2021 | Spring 2022 | Spring 2023 | Spring 2024 |
| # of WIDA Met AGP/# of WIDA AGP | 6/14 | 5/20 | 18/27 | 8/17 | 9/15 | 4/17 | 14/32 | 9/26 |
| % of WIDA Met AGP | 43% | 25% | 67% | 47% | 60% | 24% | 44% | 35% |
| School: Sutro Elem | Spring 2017 | Spring 2018 | Spring 2019 | Spring 2020 | Spring 2021 | Spring 2022 | Spring 2023 | Spring 2024 |

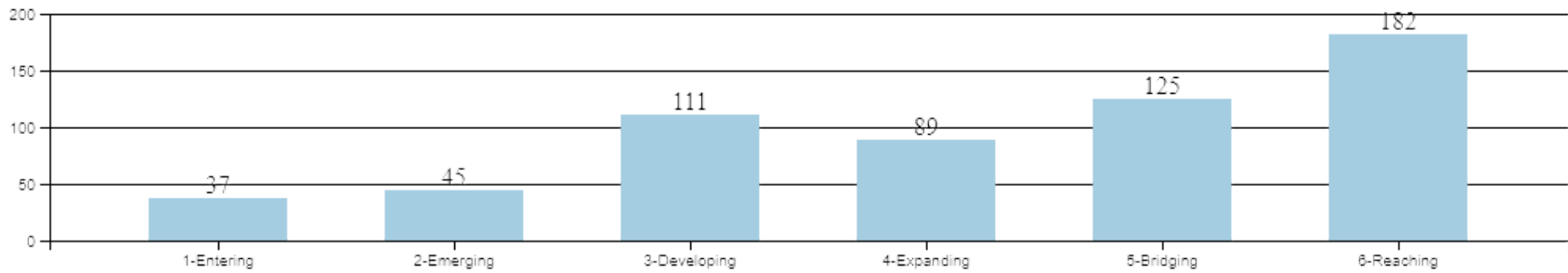
| | | | | | | | | |
|---------------------------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
| # of WIDA Met AGP/# of WIDA AGP | 6/18 | 8/16 | 9/16 | 9/17 | 11/21 | 11/26 | 5/35 | 22/51 |
| % of WIDA Met AGP | 33% | 50% | 56% | 52% | 52% | 42% | 14% | 43% |
| School: Yerington Elem | Spring 2017 | Spring 2018 | Spring 2019 | Spring 2020 | Spring 2021 | Spring 2022 | Spring 2023 | Spring 2024 |
| # of WIDA Met AGP/# of WIDA AGP | 23/50 | 23/61 | 28/73 | 48/86 | 37/85 | 30/77 | 14/71 | 30/77 |
| % of WIDA Met AGP | 46% | 38% | 38% | 55% | 44% | 39% | 20% | 39% |
| School: Fernley ES | Spring 2017 | Spring 2018 | Spring 2019 | Spring 2020 | Spring 2021 | Spring 2022 | Spring 2023 | Spring 2024 |
| # of WIDA Met AGP/# of WIDA AGP | 8/15 | 4/11 | 9/24 | 14/27 | 12/24 | 11/26 | 16/26 | 14/24 |
| % of WIDA Met AGP | 53% | 36% | 38% | 51% | 50% | 42% | 62% | 58% |
| School: East Valley ES | Spring 2017 | Spring 2018 | Spring 2019 | Spring 2020 | Spring 2021 | Spring 2022 | Spring 2023 | Spring 2024 |
| # of WIDA Met AGP/# of WIDA AGP | 9/11 | 6/13 | 11/11 | 5/10 | 12/16 | 7/17 | 6/20 | 8/18 |
| % of WIDA Met AGP | 82% | 46% | 100% | 50% | 75% | 41% | 30% | 44% |
| School: LCSD | Spring 2017 | Spring 2018 | Spring 2019 | Spring 2020 | Spring 2021 | Spring 2022 | Spring 2023 | Spring 2024 |
| % of WIDA Met AGP | | | | | 93/209 | 88/210 | 74/247 | 118/276 |
| | | | | | 45% | 42% | 30% | 43% |

WIDA ACCESS 2024 Results by Domain

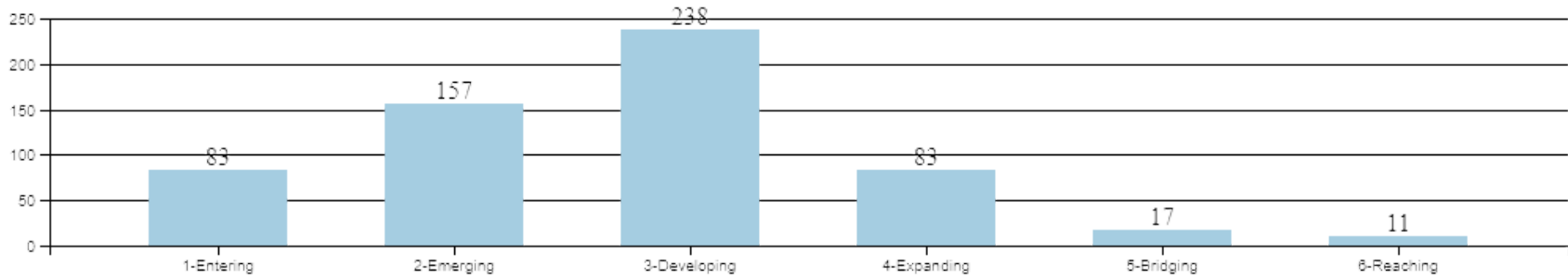
Composite Level



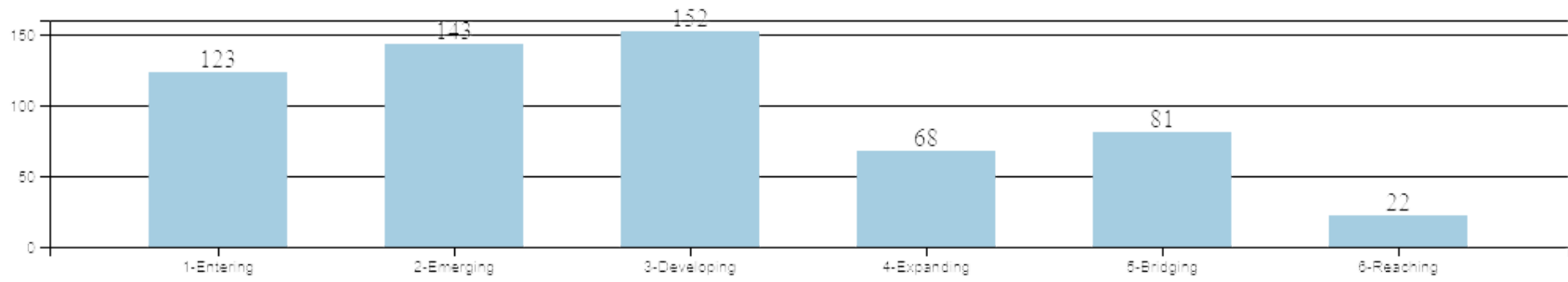
Listening Level



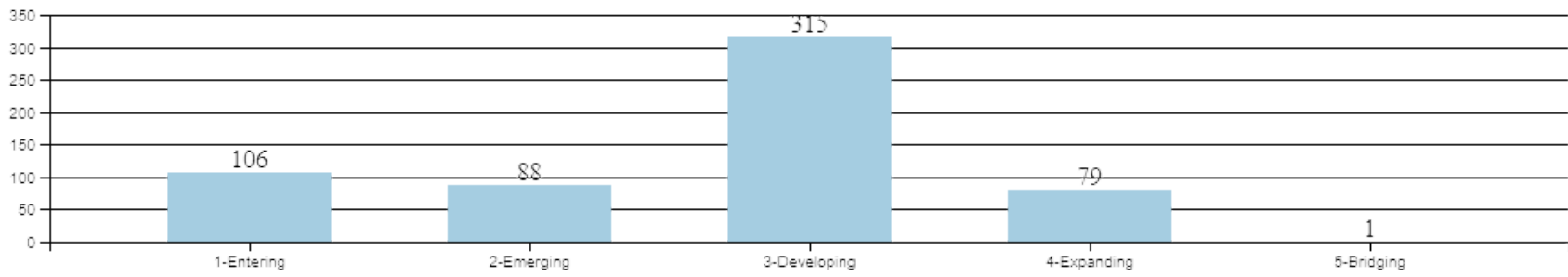
Speaking Level



Reading Level



Writing Level



Reflection

The ESSA of 2015 requires that students identified as English Learners (EL) are annually assessed for English proficiency in the four domains of speaking, listening, reading, and writing on English Language Proficiency Assessment. The WIDA Consortium provides Nevada's English Proficiency Examination. This language assessment does not replace the State English Language Arts Tests (SBAC, ACT or NAA) required by state law.

The purpose of the WIDA ACCESS test is to assess English proficiency, identify areas of need, and monitor student progress. Each domain (listening, speaking, reading, writing) is assessed individually, and the results help determine a student's overall proficiency level. The test is divided into different levels based on students' English proficiency and the levels range from Level 1 (Entering) to Level 6 (Reaching), reflecting varying levels of language development in each domain.

As a district, we will continue to support our teachers in tier 1 instruction and focus on the WIDA ACCESS domain of reading.

- **What areas of promise/success do you see?**
 - The number of students who met Adequate Growth Proficiency (AGP) increased by 13% from the Spring of 2023 to the Spring of 2024. The AGP measures the percentage of students who have a growth score that meets their growth target which is based on their Student Growth Percentile (SGP) each year.
 - The spring 2024 WIDA ACCESS results indicate that our ELL students show the highest level of proficiency in the listening domain.

- **What areas of improvement do you see?**
 - The percentage of students who were proficient on the WIDA ACCESS has declined each year. The proficiency rate is based on the overall Composite score of 4.5. This overall Composite score consists of the following Domains: Listening, Speaking, Reading and Writing.
 - The spring 2024 WIDA ACCESS results indicate that our ELL students show the h level of proficiency in the speaking domain.

Career and Technical Education

| | # Of Completers | Certificate Earners | Percentage | |
|-------|-----------------|---------------------|------------|--|
| 22/23 | 353 | 92 | 26% | Percentage of Completers earning certificates |
| 23/24 | 365 | 191 | 52% | |
| 22/23 | | 165 | 47% | Percentage of Completers earning an IRC |
| 23/24 | | 326 | 89% | |
| 22/23 | | 180 | 51% | Percentage of Completers with a WBL experience |
| 23/24 | | 175 | 48% | |

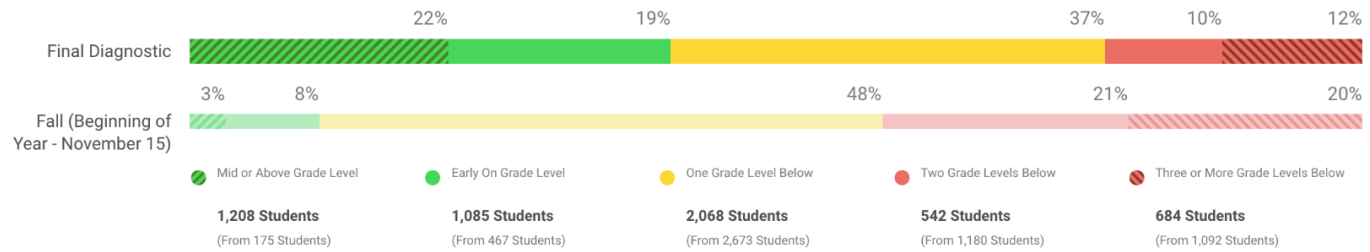
Reflection

- **What areas of promise/success do you see?**
 - Lyon CSD has placed a greater emphasis on Career and Technical Education (CTE) as well as Work Based Learning (WBL). There has been a greater emphasis on the end-of-program assessments and it shows in our data with higher pass rates.
 - With the district's focus on the Innovative Practice of Work Based Learning as part of the Governor's Acing Accountability, we are seeing great results from schools K-12.
 - Industry Recognized Credentials are gaining importance and students are earning stackable credentials that can be used in careers as well as part of a post-secondary education.
 - We just trained staff in the MC3 (Multi-Craft Core Curriculum) for Apprenticeship Readiness Programs which will be another stackable credential that can be earned.

- **What areas of improvement do you see?**
 - An almost 30% increase in CTE Certificate Earners
 - A 42% increase in Industry Recognized Credentials (IRC's).
 - While we saw a 3% dip in Completers with Work Based Learning (WBL) Experience, we see a potential increase in this for the 2024-2025 school year.
 - We see an increase in the number of Dual Credit offerings for CTE courses and expect this to continue as we collaborate closely with WNC and UNR.

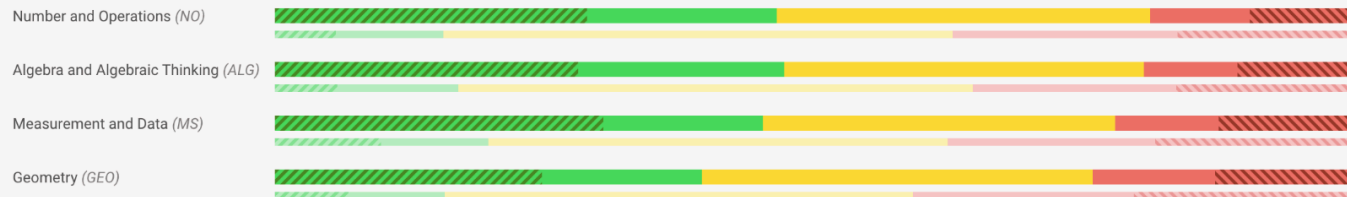
Overall Placement

Students Assessed/Total: 5,587/5,932



[The Mapping Between 5-Level and 3-Level Placements](#)

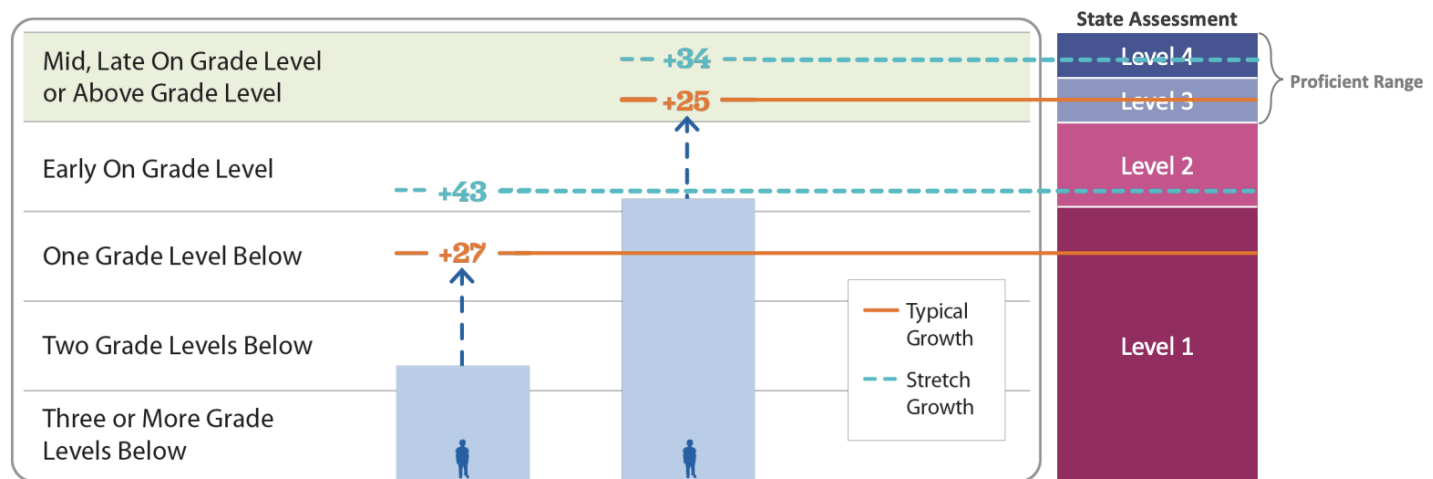
Placement by Domain



STATE TEST PROFICIENCY

Growth Model Examples for Two Grade 3 Students

A projection of students' Diagnostic scores using Typical Growth or Stretch Growth is used.



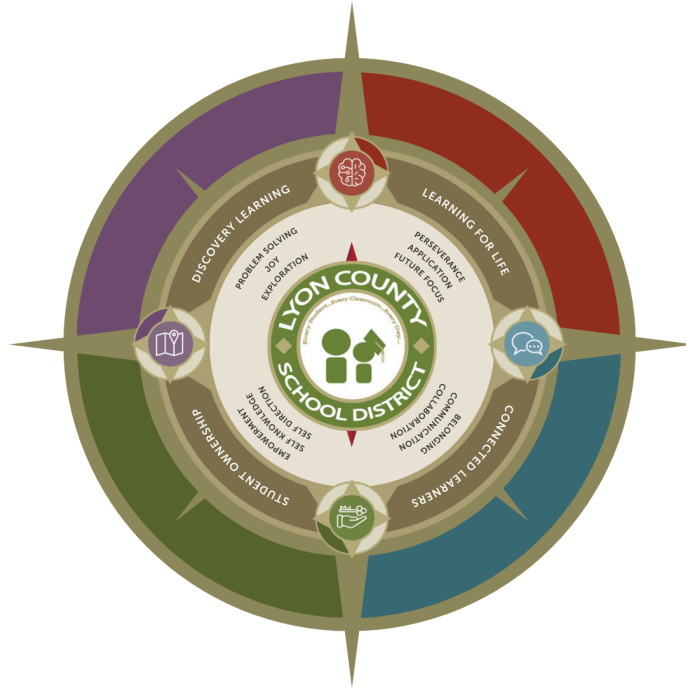
Alex placed Two Grade Levels Below on his fall Diagnostic. He requires more than one year to reach Proficient on the state assessment. His Stretch Growth projection links to the bottom of Level 2.

Bianca placed Early On Grade Level on her fall Diagnostic. Her projections using either Typical Growth or Stretch Growth link to levels within the Proficient range.

Reflection

- **What areas of promise/success do you see?**
 - An increase in the number of students reaching proficiency as compared from the beginning of year (BOY) to the end of year (EOY).

- **What areas of improvement do you see?**
 - Encourage all sites to focus on “Stretch Growth” in order to accelerate learning.
 - Use of Personalized Learning through MyPath - Weekly updates for site Principals



Our Plan For Improvement

Our Way Forward:

- Data-Driven Decision Making
 - Quarterly Data Digs to utilize the data collected to inform learning per our assessment FOR learning model.
 - Utilization of Able Space to ensure that the needs of our special education students are being met.
- Portrait of a Learner
 - Moving from Poster to Practice
 - PD around teacher commitments to ensure that our intentional practice is student-centered.
 - A commitment to connect with students rather than label them with a number or level.
- Commitment to supporting students toward career and life success
 - Use of Acing Accountability developed by Governor Lombardo
 - Focus on the [Science of Reading](#) best practices.
 - Focus on work-based learning and career exploration opportunities in grades K-12
 - Focus on research-based curriculum and supplementals
 - Focus on student academic growth
 - Focus on reading proficiency in grades K-3
 - Focus on math proficiency in grades 4-8
 - Continue to provide students with access to advanced placement courses, dual-credit courses, Career and Technical Education courses, world language courses, and work-based learning opportunities.
- Commitment to aligning our instruction to the Science of Reading
 - Provide learning opportunities to our staff by utilizing Lexia.
 - Utilization of Tier Two interventions like Corrective Reading and Reading Mastery for students in the bottom 20th percentile.

Lyon County School District Board Memo

Date: November 19, 2024
To: Board of School Trustees
From: Dawn Huckaby, Deputy Superintendent
Re: Revisions to LCSD Policy JFCC: Safe and Respectful Learning Environment

Recommendation:

That the Board of Trustees approves the revisions to LCSD Policy JFCC: Safe and Respectful Learning Environment (Anti-Bullying) as a first reading

Background Information:

Revisions to Policy JFCC have been recommended by our Pool/Pact attorney based on changes in law during the 2023 Nevada legislative session. Updating the LCSD policies to reflect the recommended changes keeps us in good standing with the insurance pool, mitigates our risk and liability and ensures we are in compliance with Nevada state law.

The changes to the law directly impacted LCSD Policy JFCC, including updating applicable definitions under Title IX, incorporating “discrimination based on race” which has been part of the state framework since 2021, updating various timelines, and removing the term “Anti-Bullying” since this law incorporates much more than bullying. The progressive discipline for bullying is already found within the Restorative Discipline Plan that the board approves annually. The Restorative Discipline Plan document houses all discipline for a variety of potential offenses including bullying. The plan is updated annually after input from administrators, teachers, students, parents, and other stakeholders.

Policy JFCC and the Anti-Bullying training is completed annually at the start of each year. This includes investigation training to all administrators, as well as anti-bullying expectations and reporting to all staff and students. This training occurs within the first month of school.

Budget Considerations:

None

Discussed at Previous Meeting:

September 26, 2023

Attachment(s):

LCSD Policy JFCC – Safe and Respectful Learning Environment

SAFE AND RESPECTFUL LEARNING ENVIRONMENT ~~ANTI-BULLYING~~

Bullying ~~and~~, Cyber-Bullying and Discrimination Based on Race Is Prohibited in Public Schools

A member of the school district board of trustees, any employee of the school district, including, without limitation, an administrator, principal, teacher, or other staff member, a member of a club or organization which uses the facilities of any public school, regardless of whether the club or organization has any connection to the school, or any student shall not engage in bullying ~~or~~, cyber-bullying, or discrimination based on race on the premises of any public school, at an activity sponsored by a public school, or on any school bus. Every classroom, hallway, locker room cafeteria, restroom, gymnasium, playground, athletic field, school bus, parking lot and other areas on the premises of a public school in the school district must be maintained as a safe and respectful learning environment, and no form of bullying ~~or~~, cyber-bullying, or discrimination based on race will be tolerated within the school district.

The Lyon County School District is committed to providing a safe and respectful learning environment in which students of differing beliefs, races, colors, national origins, ancestries, religions, gender identities or expressions, sexual orientation, physical or mental disabilities sexes or any other distinguishing characteristics, and or backgrounds can realize their full academic and personal potential. It is the intent of this policy to ensure that all administrators, principals, teachers, and other personnel of the school district demonstrate appropriate and professional behavior on the premises of any public school by treating students, including, without limitation, students, with civility and respect and by refusing to tolerate bullying ~~or~~, cyber-bullying, or discrimination based on race, and by taking immediate action to protect a victim or target of bullying ~~or~~, cyber-bullying, or discrimination based on race when witnessing, overhearing or being notified that bullying ~~or~~, cyber-bullying, or discrimination based on race is occurring or has occurred. Any teacher, administrator, principal, coach or other staff member or student who tolerates or engages in an act of bullying ~~or~~, cyber-bullying, or discrimination based on race, or violates a provision of state law requiring a response to bullying ~~or~~, cyber-bullying, or discrimination based on race will be held accountable.

If the alleged bullying or cyber-bullying based on sex could constitute ~~sexual~~ sex-based harassment under Title IX, then LCSD Board Policy AB – Non-discrimination on the Basis of Sex Under Title IX ~~policy~~ and administrative regulations apply rather than ~~the JFCC~~ this policy and administrative regulations.¹ Because the District must respond with specific steps whenever any employee has

¹ Under Title IX, ~~sexual~~ sex-based harassment is defined as ~~conduct~~ sexual harassment and other harassment on the basis of sex, that ~~satisfies one or more of the following~~ is:

1. Quid pro quo harassment. A school employee ~~conditioning education benefits on~~ or other person authorized by LCSD to provide an aid, benefit, or service under LCSD's education program or activity explicitly or impliedly conditioning the provision of such an aid, benefit, or service on a person's participation in unwelcome sexual conduct (i.e., quid pro quo); or

notice of sexual sex-based harassment under Title IX, all school employees are required to report possible incidents of sexual sex-based harassment involving students directly to the District's Title IX Coordinator, as follows:

Executive Director of Human Resources
Lyon County School District
25 E. Goldfield Avenue
Yerington, NV 89447
(775)463-6800

The District's Title IX Coordinator will assist the employee, in consultation with the school principal if the employee is not the principal, to determine whether the allegation could constitute sexual sex-based harassment under Title IX, in which case policy AB will be followed rather than policy JFCC.

It is the further intent of this policy to ensure that the quality of instruction is not negatively impacted by poor attitudes or interactions among administrators, principals, teachers or other personnel of a school district. The Lyon County School District affirms that all students in its public schools are entitled to maintain their own beliefs and to respectfully disagree without resorting to bullying or, cyber-bullying, discrimination based on race, or violence.

The school district will provide for the appropriate training of all administrators, principals, teachers, and all other personnel employed by the school district as required by law, and as more specifically set forth in administrative regulations implementing this policy.

Legal Reference(s): NRS 200.900, 385A.070, 388.121 to 388.1395; NAC 388.875 et seq.

Policy #JFCC
Revised 9/26/23 12/17/24

2. Hostile environment harassment. Unwelcome sex-based conduct that a reasonable person would determine, based on the totality of circumstances, is subjectively and objectively offensive and is so severe, or pervasive, and objectively offensive that it effectively limits or denies a person's equal access to the school's ability to participate in or benefit from LCSD's education program or activity (i.e., creates a hostile environment), as defined further in 34 CFR 106.2; or
3. Sexual Assault (as defined in the Clery Act), dating violence, domestic violence, or stalking as defined in the Violence Against Women Act (VAWA). Specific offenses.
 - i. Sexual assault meaning an offense classified as forcible or nonforcible sex offense under the uniform crime reporting system of the Federal Bureau of Investigation;
 - ii. Dating violence as defined further in 34 CFR 106.2;
 - iii. Domestic violence as defined further in 34 CFR 10.2; or
 - iv. Stalking as defined further in 34 CFR 106.2.

***SAFE AND RESPECTFUL LEARNING ENVIRONMENT – ANTI-BULLYING -
ADMINISTRATIVE REGULATIONS***

I. Bullying and, Cyber-Bullying, and Discrimination Based on Race Is Prohibited in Public Schools

A. A member of the school district board of trustees, any employee of the school district, including, without limitation, an administrator, principal, teacher, or other staff member, a member of a club or organization which uses the facilities of any public school, regardless of whether the club or organization has any connection to the school, or any student shall not engage in bullying or, cyber-bullying, or discrimination based on race on the premises of any public school, at an activity sponsored by a public school, or on any school bus.

B. Definitions:

1. “**Bullying**” means written, verbal or electronic expressions or physical acts or gestures, or any combination thereof, that are directed at a student or group of students, or a single severe and willful act or expression that is directed at a student or group of students, and:
 - a. Have the effect of:
 - i. Physically harming a student or damaging the property of a students; or
 - ii. Placing a student in reasonable fear of physical harm to the student or damage to the property of the student; or
 - b. Interfere with the rights of a student by:
 - i. Creating an intimidating or hostile educational environment for the student; or
 - ii. Substantially interfering with the academic performance of a student or the ability of the student to participate in or benefit from services, activities or privileges provided by a school; or
 - c. Are acts or conduct described in paragraph (a) or (b) and are based upon the:
 - i. Actual or perceived race, color, national origin, ancestry, religion, gender identity or expression, sexual orientation, physical or mental disability of a student, sex or any other distinguishing characteristic or background of a student; or
 - ii. Association of a student with another student having one or more of those actual or perceived characteristics.

The term includes, without limitation:

- a. Repeated or pervasive taunting, name-calling, belittling, mocking or use of put-downs or demeaning humor regarding the actual or perceived race,

- color, national origin, ancestry, religion, gender identity or expression, sexual orientation, physical or mental disability of a student, sex or any other distinguishing characteristic or background of a student;
- b. Behavior that is intended to harm another student by damaging or manipulating his or her relationships with others by conduct that includes, without limitations, spreading false rumors;
 - c. Repeated or pervasive nonverbal threats or intimidation such as the use of aggressive, menacing or disrespectful gestures;
 - d. Threats of harm to a student, to his or her possessions or to other students, whether such threats are transmitted verbally, electronically or in writing;
 - e. Blackmail, extortion or demands for protection money or involuntary loans or donations;
 - f. Blocking access to any property or facility of a school;
 - g. Stalking; and
 - h. Physically harmful contact with or injury to another student or his or her property.

NOTE: The term does not include expressions, acts, or gestures which are engaged in as part of a mutual disagreement or conflict.

2. “**Cyber-bullying**” means bullying through the use of electronic communication. The term includes the use of electronic communication to transmit or distribute a sexual image of a minor. As used in this policy, “sexual image” has the meaning ascribed to it in NRS 200.737.
3. “**Electronic communication**” means the communication of any written, verbal or pictorial information through the use of an electronic device, including, without limitation, a telephone, a cellular phone, a computer or any similar means of communication.
4. “**Discrimination based on race**” means any single or repeated or pervasive act or acts, whether targeted to a specific person or targeted to any demographic identified in paragraph a:
 - a. Regarding the race, color, culture, religion, language, ethnicity or national origin of a person that causes harm or creates a hostile work or learning environment, which may include, without limitation, jokes, threats, physical altercations or intimidation; and
 - b. That occurs in person, online or in any other setting, including, without limitation, in a course of distance education.

**II. Policies and Training Established by the Nevada Department of Education;
Standards Adopted by the Nevada Council to Establish Academic Standards**

- A. NRS 388.133 requires that the Nevada Department of Education prescribe by regulation a policy (1) setting forth requirements and methods for reporting violations of the prohibition on bullying ~~or~~, cyber-bullying, or discrimination based on race including, without limitation, violations among teachers and violations between teachers and administrators, principals and other personnel of a school district; and (2) for use by school districts to train members of the board of trustees and all administrators, principals, teachers and all other personnel employed by the board of trustees of the school district. The policy must include provisions for training in the topics listed below under “Professional Development.” ~~Upon issuance of the state regulations prescribing a policy,~~ ~~T~~he school district board of trustees will adopt the policy, and the school district will provide the training and comply with other requirements set forth in NRS 388.134~~2~~.
- B. NRS 388.1342 requires that the Nevada Department of Education establish programs of training as follows:
1. Methods to prevent, identify and report incidents of bullying ~~or~~, cyber-bullying, or discrimination based on race for members of the boards of trustees of school districts.
 2. Training to assist school district personnel to assist those persons with carrying out their powers and duties under the Safe and Respectful Learning Environments statutes.
 3. Training for administrators in the prevention of violence and suicide associated with bullying ~~or~~, cyber-bullying, or discrimination based on race and appropriate methods to respond to incidents of violence or suicide.

Upon establishment of these programs of training, the school district will complete the programs of training in accordance with the timelines and other requirements set forth under NRS 388.1342.

- C. NRS 388.134 requires that the school district board of trustees adopt the policy prescribed by the Council to Establish Academic Standards for the ethical, safe and secure use of computers and other electronic devices (NRS 389.520.2). The standard adopted by the Council for “Digital Citizenship” requires that students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior. The school district adopts that standard and the strands for education in computer education and technology which require that students:

1. Advocate and practice safe, legal, and responsible use of information and technology;

2. Exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity;
3. Demonstrate personal responsibility for lifelong learning; and
4. Exhibit leadership for digital citizenship.

The complete set of Nevada Computer and Technology Standards are available online at [http://www.doe.nv.gov/APAC Computer Technology/](http://www.doe.nv.gov/APAC_Computer_Technology/). These standards include indicators for how the strands are applied within specific grade bands in Nevada.

III. Notice that Bullying **and**, Cyber-Bullying, **and Discrimination Based on Race** Is Prohibited in Public Schools

As required by NRS 388.139, the school district will include LCSD Board Policy JFCC and the text of the provisions of NRS 388.121 to 388.1395, inclusive, **and sections 2, 3 and 4 of Senate Bill 504 (2015 Nevada Legislative Session)**, within each copy of the rules of behavior for students that the school district provides to students under the heading “**Discrimination Based on Race, Bullying and Cyber-Bullying Is Prohibited in Public Schools.**” The school district will also post LCSD Board Policy JFCC on its internet website. Upon the request of a parent or legal guardian, the school district will provide a parent or legal guardian with a written copy of LCSD Board Policy JFCC.

IV. Requirements and Methods for Reporting Violations; Investigations

Reporting Violations:

- A. Any student who believes that he or she has been a victim of bullying **or**, cyber-bullying, **or discrimination based on race** by a member of the school district board of trustees, any employee of the school district, including, without limitation, an administrator, principal, teacher, or other staff member, a member of a club or organization which uses the facilities of any public school, regardless of whether the club or organization has any connection to the school, or any student is encouraged and instructed to adhere to the following reporting mechanism:
 1. **Students.** School district students who are targets of bullying **or**, cyber-bullying, **or discrimination based on race** and students who have first-hand knowledge of such bullying **or**, cyber-bullying, **or discrimination based on race** should report any incident(s) to a teacher, counselor, or school administrator.
 2. **Employees.** A teacher, administrator, principal, coach or other staff member who witnesses a violation of the prohibition on bullying **or**, cyber-bullying, **or discrimination based on race**, or receives information that a violation has occurred (including overhearing, or receiving a report, formal or informal, written or oral, of bullying **or**, cyber-bullying, **or discrimination based on race**) must report the

violation to the principal or designee as soon as practicable, but not later than a time during the same day on which the teacher, administrator, principal, coach or other staff member witnessed the violation or received information regarding the occurrence of a violation.

SPECIAL NOTE REGARDING SEXUAL HARASSMENT UNDER TITLE IX:

If the alleged bullying or cyber-bullying based on sex could constitute sexual sex-based harassment under Title IX, then LCSD Board Policy AB – Non-discrimination on the Basis of Sex Under Title IX policy and administrative regulations apply rather than the JFCC this policy and administrative regulations.² **Because the District must respond with specific steps whenever any employee has notice of sexual sex-based harassment under Title IX, all school employees are required to report possible incidents of sexual harassment involving students directly to the District’s Title IX Coordinator, as follows:**

Executive Director of Human Resources
Lyon County School District
25 E. Goldfield Avenue
Yerington, NV 89447
(775)463-6800

The District’s Title IX Coordinator will assist the employee, in consultation with the school principal if the employee is not the principal, to determine whether the allegation could constitute sexual sex-based harassment under Title IX, in which case policy AB will be followed rather than policy JFCC.

² Under Title IX, sexual sex-based harassment is defined as conduct sexual harassment and other harassment on the basis of sex, that satisfies one or more of the following is:

4. Quid pro quo harassment. A school employee conditioning education benefits on or other person authorized by LCSD to provide an aid, benefit, or service under LCSD’s education program or activity explicitly or impliedly conditioning the provision of such an aid, benefit, or service on a person’s participation in unwelcome sexual conduct (i.e., quid pro quo); or
5. Hostile environment harassment. Unwelcome sex-based conduct that a reasonable person would determine, based on the totality of circumstances, is subjectively and objectively offensive and is so severe, or pervasive, and objectively offensive that it effectively limits or denies a person’s equal access to the school’s ability to participate in or benefit from LCSD’s education program or activity (i.e., creates a hostile environment), as defined further in 34 CFR 106.2; or
6. Sexual Assault (as defined in the Clery Act), dating violence, domestic violence, or stalking as defined in the Violence Against Women Act (VAWA). Specific offenses.
 - i. Sexual assault meaning an offense classified as forcible or nonforcible sex offense under the uniform crime reporting system of the Federal Bureau of Investigation;
 - ii. Dating violence as defined further in 34 CFR 106.2;
 - iii. Domestic violence as defined further in 34 CFR 10.2; or
 - iv. Stalking as defined further in 34 CFR 106.2.

School Principal/Designee Investigations:

The principal or designee upon receiving a report of bullying ~~or~~, cyber-bullying, or discrimination based on race will immediately take any necessary action to stop the bullying ~~or~~, cyber-bullying, or discrimination based on race, and ensure the safety and well-being of the reported victim or victims, and shall begin an investigation into the report. If the principal or designee does not have access to the reported victim of alleged bullying, cyber-bullying or discrimination based on race, the principal may wait until the next day when he or she has such access to take the immediate actions described above.

- A. The principal or designee must notify all parents or guardians of all students directly involved (either as reported aggressor(s) or as reported victim(s)) in the reported bullying ~~or~~, cyber-bullying, or discrimination based on race through telephone, electronic mail or other electronic means, or in person. The notification must include a statement that an investigation will be conducted and include counseling or intervention services that are available at the school, as well as provide a list of community resources. If the contact information for the parent or guardian of a student in the school records is not correct a good faith effort to notify the parent or guardian shall be deemed sufficient to meet the notification requirement. The principal or designee must document all such efforts.
- B. The notification must be provided not later than:
 1. 6 p.m. Before the school's administrative office closes on the day on which the bullying, cyber-bullying or discrimination based on race is reported, if the misconduct is reported before the end of school hours on a school day; or
 2. 6 p.m. Before the school's administrative office closes on the school day following the day on which the bullying, cyber-bullying or discrimination based on race is reported, if the misconduct was reported on a day that is not a school day or after school hours on a school day.
- C. The investigation must be completed, to the greatest extent practicable, within 5 school days after the principal or designee receives a report of bullying ~~or~~, cyber-bullying, or discrimination based on race. If the principal or designee is not able to complete the required interviews with students (reported aggressor(s) and victim(s)) or their parents or guardians, because any of the students are not available extenuating circumstances prevent the principal or designee from completing the investigation required by this section within 5 school days after making a good faith effort, 2 additional days may be used to complete the investigation.
 1. Interviews must be conducted with all students (reported aggressor(s) and victim(s)) whose parents or guardians must be notified, and with all such parents or guardians.
 2. The principal or designee shall not take any action that may cause harm to the reported victim, require the reported victim to change classrooms or isolate the

reported victim from his or her peers. The principal or designee shall, to the extent practicable, talk privately and discreetly about the violation with the reported victim, without bringing undue attention to the reported victim.

State law does not place any limit on the time within which an investigation concerning any alleged act that constitutes sexual assault must be completed.

- D. The principal or designee must complete a written report of the findings and conclusions of the investigation. If a violation is found to have occurred, the report must include recommendations concerning the imposition of restorative disciplinary action or other measures to be imposed as a result of the violation, in accordance with LCSD Board Policy JG. The principal or designee will assist the reported aggressor to see the harm that his or her actions have caused, identify strategies to repair that harm and direct the aggressor to not engage in bullying ~~or~~, cyber-bullying, or discrimination based on race in the future. ~~A copy of the report must be provided to the parent or guardian of the aggressor with all other involved students' personally identifiable information omitted. Subject to the provisions of the Family Educational Rights and Privacy Act of 1974 (FERPA) and its implementing regulations, the report must be made available within 24 hours after the completion of the written report to all parents or guardians who were required to be notified (i.e., parents of the reported aggressor(s) and victim(s)).~~ If a violation is found *not* to have occurred, information concerning the incident must not be included in the record of the reported aggressor.
- E. The principal or ~~his/her~~ designee shall develop and carry out a written safety plan to support the physical and emotional well-being of the reported victim and the reported aggressor which is designed to ensure that the reported victim and the reported aggressor are not further harmed by the bullying ~~or~~, cyber-bullying, or discrimination based on race, including, without limitation, by allowing the reported victim to make up any test or homework assignment that he or she missed or failed to submit as a result of the bullying ~~or~~, cyber-bullying, or discrimination based on race.
- F. Within 24 hours after completing the report the principal or designee shall provide the parent or guardian of the reported aggressor a copy of the written report that does not contain the personally identifiable information of any other pupil. Although not required by state law, a copy of the written report that does not contain the personally identifiable information of any other pupil shall be provided to the parent or guardian of the reported victim.
- G. The principal or designee will notify the parent or guardian of any other pupil directly involved in the incident of the outcome of the investigation and make available upon request to any such parent or guardian a copy of the report that does not contain the personally identifiable information of any pupil, other than the pupil to whose parent or guardian the report is provided.

- H. Within 24 hours after completing the report, the principal or designee shall notify the parent or guardian of each pupil directly involved in the incident that the parent or guardian may: (1) submit to the principal or designee a complaint or concern regarding the conduct or outcome of the investigation; (2) request a meeting with the principal or designee to discuss the outcome of the investigation; (3) appeal the outcome of the investigation; and (4) appeal a disciplinary decision of the principal or designee made against a pupil as a result of the incident.
- I. Not later than 10 school days after receiving a report of bullying ~~or~~, cyber-bullying, or discrimination based on race, the principal or designee shall meet with each reported victim of the misconduct to inquire about the well-being of the reported victim and to ensure that the reported bullying ~~or~~, cyber-bullying, or discrimination based on race is not continuing.
- J. If a violation of NRS 388.135 is found to have occurred, the parent or guardian of a student who is a victim of bullying ~~or~~, cyber-bullying, or discrimination based on race may request a variance to another school in LCSD. The variance will be approved initially, and all requirements under LCSD Board Policy JECBB - Variance Policy will apply.
- K. If a law enforcement agency is investigating a potential crime involving an alleged violation of bullying ~~or~~, cyber-bullying, or discrimination based on race, the administrator may, after notifying the parent or guardian of the alleged incident, defer the school investigation until the completion of the criminal investigation by the law enforcement agency. If the school investigation is deferred, the administrator will immediately develop a plan to protect the safety of each student directly involved in the alleged violation of bullying ~~or~~, cyber-bullying, or discrimination based on race.
- L. If the administrator determines that the bullying ~~or~~, cyber-bullying, or discrimination based on race was caused by the disability of the student, the provisions of NRS 388.1351 (e.g. reporting, investigation, notification, written report, follow-up with victim, etc.) do not apply if the behavior or similar behavior is addressed in the student's individualized education program. The administrator will take necessary measures to protect the safety of the victim.
- M. The provisions of NRS 388.1351 (e.g. reporting, investigation, notification, written report, follow-up with victim, etc.) do not apply to prekindergarten students if the behavior is addressed through measures intended to modify the behavior of the student, an employee of LCSD, or other adults.
- N. The principal/designee will report the number of bullying, cyber-bullying and discrimination based on race events reported, the number of ~~bullying~~ such reports

confirmed, and the number of **bullying such** reports not confirmed by logging all events into the student information system (Infinite Campus). The superintendent or designee will report this information **by school each quarter to** as directed by the Nevada Department of Education Office for a Safe and Respectful Learning Environment. This report will be shared annually with the Board of Trustees no later than July 31st.

No Interfering with or Preventing Disclosure of Information:

Members of the school district board of trustees and school district employees are prohibited from directly or indirectly interfering with or preventing the disclosure of information concerning bullying **or**, cyber-bullying, or discrimination based on race violations.

Appeal of Disciplinary Decision:

The provisions of LCSD Board Policy JG – Student Discipline and Administrative Regulation shall govern any appeal of a disciplinary decision made against a student as a result of the incident of bullying, cyber-bullying or discrimination based on race, with the following exception:

The parent or legal guardian of a student involved in the reported violation may request a meeting with the principal to discuss the investigation process and/or disciplinary measures imposed within 10 school days of notification. Should the parent/guardian be dissatisfied with the outcome of the meeting, the investigation process and/or the disciplinary measures imposed they may appeal the decision(s) of the principal to the deputy superintendent no later than 10 school days following the meeting with the principal. The deputy superintendent will meet with the dissatisfied parent(s)/guardian(s) and the principal of the school within 15 school days to examine the evidence of the case. The deputy superintendent will render his/her decision in writing to the parent(s)/guardian(s) and principal within 10 school days following the meeting. Not later than 30 days after receiving a response from the deputy superintendent, the parent or guardian of a pupil directly involved in the reported violation of NRS 388.135 may submit a complaint to the Nevada Department of Education concerning the outcome of the appeal or a suspected violation, and the Department shall consider and respond to the complaint pursuant to procedures and standards prescribed in regulations adopted by the Department (NAC 388.915).

Immunity for Reporting Violations; Disciplinary Action for Certain Students:

No cause of action may be brought against a student, **or an** employee, or volunteer of a school who reports a violation of the prohibition on bullying **or**, cyber-bullying, or discrimination based on race, unless the student who made the report acted with malice, intentional misconduct, gross negligence, or intentional or knowing violation of the law.

If a principal determines that a report of a violation is false and that the student who made the report acted with malice, intentional misconduct, gross negligence, or intentional or knowing violation of the law, the principal may recommend the imposition of disciplinary action or other measures against the student in accordance with the policy governing disciplinary action adopted by the school district board of trustees ([LCSD Board Policy JG – Student Discipline](#)).

School District Policy for Employees to Report Violations to Law Enforcement:

The school district board of trustees, in conjunction with local law enforcement agencies that have jurisdiction over the school district and with school police, if applicable, will establish a separate policy for the procedures which must be followed by an employee of the school district when reporting a violation of the prohibition on bullying ~~or~~, cyber-bullying, [or discrimination based on race](#) to a school police officer or local law enforcement.

V. Professional Development

The school district superintendent will provide for the appropriate training of all administrators, principals, teachers and all other personnel employed by the school district in accordance with this policy, including training on the following topics:

- A. Training in the appropriate methods to facilitate positive human relations among students by eliminating the use of bullying ~~or~~, cyber-bullying, [or discrimination based on race](#) so that students may realize their full academic and personal potential.
- B. Training in methods to prevent, identify, and report incidents of bullying ~~or~~, cyber-bullying, [or discrimination based on race](#).
- C. Training concerning the needs of students with diverse gender identities or expressions.
- D. Training concerning the needs of students with disabilities and students with autism spectrum disorder.
- E. Methods to promote a positive learning environment.
- D. Methods to improve the school environment in a manner that will facilitate positive human relations among students.
- E. Methods to teach skills to students so that the students are able to replace inappropriate behavior with positive behavior.

VI. School Safety Team

- A. The principal or designee must establish a school safety team to develop, foster and maintain a school environment, which is free from bullying ~~or~~, cyber-bullying, or discrimination based on race.
- B. The principal or designee will conduct investigations of violations of the prohibition on bullying ~~or~~, cyber-bullying, or discrimination based on race occurring at the school.
- C. The principal or designee will collaborate with the school district board of trustees and school safety team to prevent, identify and address reported violations of the prohibition on bullying ~~or~~, cyber-bullying, or discrimination based on race at the school.
- D. The School Safety Teams must consist of the principal or designee (committee chair) and the following persons appointed by the principal:
 1. School counselor;
 2. At least one teacher at the school;
 3. At least one parent or guardian of a student enrolled in the school; and
 4. Any other persons appointed by the principal.
- E. The School Safety Team will:
 1. Meet at least two times each year;
 2. Identify and address patterns of bullying ~~or~~, cyber-bullying, and discrimination based on race;
 3. Review and strengthen school policies to prevent and address bullying ~~or~~, cyber-bullying, and discrimination based on race;
 4. Provide information to school personnel, students, and parents and legal guardians of students enrolled in the school on methods to address bullying ~~or~~, cyber-bullying, and discrimination based on race; and
 5. To the extent money is available, participate in any training conducted by the school district regarding bullying ~~or~~, cyber-bullying, and discrimination based on race.

VII. Week of Respect

The school board of trustees will determine the most effective manner for the delivery of information to public school students during the “Week of Respect” proclaimed by the Governor each year. The information delivered during the “Week of Respect” will focus on:

- A. Methods to prevent, identify and report incidents of bullying ~~or~~, cyber-bullying, and discrimination based on race;
- B. Methods to improve the school environment in a manner that will facilitate positive human relations among students; and
- C. Methods to facilitate positive human relations among students by eliminating the use of bullying ~~or~~, cyber-bullying, and discrimination based on race.

VIII. Writ of Mandamus to Compel Compliance with Law

A parent or guardian may petition a court of competent jurisdiction for a writ of mandamus to compel the performance of any duty imposed by the provision of Nevada anti-bullying laws, at NRS 388.121 to 388.145~~1395~~, inclusive, ~~and Senate Bill 504 (2015 Nevada Legislative Session)~~, sections 2, 3, and 4.

IX. Employee Bullying ~~or~~, Cyber-Bullying and Discrimination Based on Race (also see LCSD Policy GBBC – Employee Bullying)

Allegations of bullying ~~or~~, cyber-bullying, or discrimination based on race among teachers or between teachers and administrators, principals, or other school employees must be reported and will be investigated in accordance with school district policies, regulations, administrative procedures; any applicable collective bargaining agreement; and other applicable laws.

Complaints against an employee by students or parents or guardians must be investigated and addressed by the District in accordance with school district policies, regulations, administrative procedures, applicable collective bargaining agreements, and other applicable laws. Appeals may be filed at the Nevada Department of Education, Office of Safe and Respectful Learning Environment (NAC 388.915).

X. Failure to Report Violations

If an administrator, principal or the designee of an administrator or principal of a school knowingly and willfully fails to comply with the provisions of NRS 388.1351 concerning obligations for reporting violations, investigating, preparing reports, and related matters, the superintendent shall take disciplinary action against the employee by written admonishment, demotion, suspension, dismissal or refusal to reemploy. If the employee is the holder of a license issued pursuant to NRS Chapter 391, the superintendent may

recommend to the board of trustees that the board submit a recommendation to the State Board for the suspension or revocation of the employee's license.

The District may discipline other licensed employees with a suspension, demotion, dismissal or non-reemployment without prior admonition if they knowingly and willfully fail to comply with the provisions of NRS 388.1351. An intentional failure to report a bullying violation shall constitute a knowing and willful failure to comply with the provisions of NRS 388.1351. For negligently failing to report a bullying violation, the District may use progressive discipline but may not immediately demote or dismiss without a prior admonition.

DRAFT

**LCS D WORKSHEET FOR DETERMINING WHETHER BULLYING, OR CYBER-BULLYING, OR
DISCRIMINATION BASED ON RACE HAS OCCURRED**

NATURE OF REPORTED AGGRESSOR'S MISCONDUCT

Has the reported victim experienced (1) written, verbal or electronic expressions, or physical acts or gestures, or any combination thereof, or (2) a single severe and willful act or expression? The term does not include expressions, acts or gestures which are engaged in as part of a mutual disagreement or conflict.

Yes No DESCRIBE: _____

(If "Yes" continue to section below, Effect on Reported Victim. If "No" then it is not bullying. Instead, it may be some other disciplinary infraction of LCS D Discipline policy JG or a school rule violation that may need to be addressed.)

EXAMPLES include:

- Repeated or pervasive taunting, name-calling, belittling, mocking or use of put-downs or demeaning humor regarding the actual or perceived race, color, national origin, ancestry, religion, gender identity or expression, sexual orientation, physical or mental disability of a person, sex or any other distinguishing characteristic or background of a person
- Behavior that is intended to harm another person by damaging or manipulating his or her relationships by conduct that includes, without limitation, spreading false rumors
- Repeated or pervasive nonverbal threats or intimidation such as the use of aggressive, menacing, or disrespectful gestures
- Threats of harm to a person, to his or her possessions or to other persons, whether such threats are transmitted verbally, electronically or in writing
- Blackmail, extortion or demands for protection money or involuntary loans or donations;
- Blocking access to any property or facility of a school
- Stalking
- Physically harmful contact with or injury to another person or his or her property

EFFECT ON REPORTED VICTIM

1. Has the student been **harmed physically**, or is the student **reasonably afraid** of being harmed physically?

Yes No

DESCRIBE: _____

- Is the conduct based on the actual or perceived race, color, national origin, ancestry, religion, gender identity or expression, sexual orientation, physical or mental disability, sex, any other distinguishing characteristic, or background of the person **OR** is the conduct based on the person's association with another person having one or more of these actual or perceived characteristics?

Yes No

DESCRIBE: _____

If Yes, consider whether district policies and procedures for investigating complaints of discrimination (including harassment) should be followed in addition to state law.

2. Has the student's **property been damaged**, or is the student **reasonably afraid** of having his/her property damaged?

Yes No

DESCRIBE: _____

- Is the conduct based on the actual or perceived race, color, national origin, ancestry, religion, gender identity or expression, sexual orientation, physical or mental disability, sex, any other distinguishing characteristic, or background of the person **OR** is the conduct based on the person's association with another person having one or more of these actual or perceived characteristics?

Yes No

DESCRIBE: _____

If Yes, consider whether district policies and procedures for investigating complaints of discrimination (including harassment) should be followed in addition to state law.

3. Have the student's rights been interfered with because the misconduct has created an **intimidating or hostile educational environment**, including **substantially interfering with the academic performance** of a student or the ability of the person to **participate in or benefit from services, activities or privileges** provided by the school?

Yes No

DESCRIBE: _____

- Is the conduct based on the actual or perceived race, color, national origin, ancestry, religion, gender identity or expression, sexual orientation, physical or mental disability, sex, any other distinguishing characteristic, or background of the person **OR** is the conduct based on the person's association with another person having one or more of these actual or perceived characteristics?

Yes No

DESCRIBE: _____

If Yes, consider whether district policies and procedures for investigating complaints of discrimination (including harassment) should be followed in addition to state law.

*(If all answers are "No", then it is not bullying, **cyber-bullying, or discrimination based on race**. However, it may be another infraction from LCSD Discipline Policy JG or a school rule violation. If any answers are "Yes", then bullying, **cyber-bullying, or discrimination based on race** is confirmed.)*

DRAFT

Lyon County School District Board Memo

Date: November 19, 2024
To: Board of School Trustees
From: BillieJo Hogan, Executive Director of Human Resources
Re: Revisions to LCSD Board Policy GBBO: Staff Orientation

Recommendation

That the Board of Trustees approve revisions to LCSD Board Policy GBBO: Staff Orientation as a first reading.

Background Information

After each Nevada legislative session, the staff at POOL/PACT (our public agency insurance pool and risk management/human resources support entity) provide school districts with recommended policy changes based on the recent laws that were passed. Updating the LCSD policies to reflect the recommended changes keeps us in good standing with the insurance pool and mitigates our risk and liability.

Policy GBBO has the simple addition of ensuring that each new employee completes the orientation process by providing signature acknowledgment forms for various District policies, including but not limited to job descriptions, employment contracts, network acceptable use, and mandatory reporting of child abuse and neglect.

This addition ensures that all employees are properly informed of and agree to adhere to essential District policies and procedures upon joining the team.

Budget Considerations

None

Discussed at Previous Meeting

No

Attachment(s)

Lyon County School District Board Policy GBBO: Staff Orientation

STAFF ORIENTATION

The District recognizes that an appropriate and timely orientation program can aid in the assimilation of new staff members.

Upon appointment, the administrator or manager/supervisor shall be responsible for ensuring that each new employee completes the orientation process. Orientation shall include, but need not be limited to, a review and opportunity to discuss the District's work rules and procedures, personnel policies and administrative regulations, services and programs offered by the District, performance expectations, prohibited conduct/behavior, workplace violence, alcohol and prohibited substance use, and workplace safety etc. In addition, the administrator or manager/supervisor will ensure that new employees complete all appropriate employment and payroll forms, receive descriptions of benefit packages, receive or be provided access to district's personnel policies and administrative regulations, and meet other staff with whom the employee will be working. Employees will be required to sign for acknowledgement of District policies, job descriptions, employment contracts, network acceptable use, mandatory reporting of child abuse/neglect, etc.

DRAFT

Lyon County School District Board Memo

Date: November 19, 2024
To: Board of School Trustees
From: BillieJo Hogan, Executive Director of Human Resources
Re: Revisions to LCSD Board Policy GBBP: Information Technology

Recommendation

That the Board of Trustees approve revisions to LCSD Board Policy GBBP: Information Technology as a first reading.

Background Information

After each Nevada legislative session, the staff at POOL/PACT (our public agency insurance pool and risk management/human resources support entity) provide school districts with recommended policy changes based on the recent laws that were passed. Updating the LCSD policies to reflect the recommended changes keeps us in good standing with the insurance pool and mitigates our risk and liability.

The update clarifies updated language around types of equipment to access the district network and the World Wide Web, including the AI Regulations. Its purpose is to ensure the responsible and ethical use of AI technologies to protect the rights and privacy interests of District staff, and the public it services. By adhering to this policy, the District demonstrates its commitment to responsible AI use, ethical conduct, and the protection of individual rights and privacy.

Budget Considerations

None

Discussed at Previous Meeting

No

Attachment(s)

Lyon County School District Board Policy GBBP: Information Technology

INFORMATION TECHNOLOGY

The District requires employees to use information technology (computer systems, telecommunication, and other devices, and electronic information/communication) responsibly, and in a manner, which is not detrimental to the mission and purpose of the District. To maintain a level of professionalism, any publication through any means (electronic or otherwise), which is potentially adverse to the operation, morale, or efficiency of the District, will be deemed a violation of this policy.

Employees are prohibited from engaging in any conduct which would violate District policy or procedure. Use of personal or District cell phones or other electronic devices to engage in such conduct can create liability for the District, and as such, obligates the District to undertake reasonable procedures to investigate such allegations, including but not limited to the inspection of the equipment. Cell phones or other electronic devices that are owned by the district or for which the employee is reimbursed are subject to inspection. Personal cell phones or other electronic devices can only be accessed with the express written consent of the employee. In the event an employee becomes the subject of such an investigation and the allegations include potential violations of District policies, whether on work or personal time, and whether using District or personal devices, the District will undertake such an investigation and inquiry by all means allowable under state and federal law.

The District will periodically provide training to all employees on this policy and best practices in preventing phishing attempts, ransomware infections, or social engineering attempts.

Reference: NRS 613.135

Policy #GBBP
Revised 11/24/15 12/17/24

INFORMATION TECHNOLOGY - ADMINISTRATIVE REGULATIONS

1. Privacy

Employees should not expect privacy with respect to any of their activities when using the District's computer and/or telecommunication property, systems, or services, including the use of personal e-mail accounts on the District's electronic devices even when accessing from a personal device. Use of passwords or account numbers by employees does not create a reasonable expectation of privacy and confidentiality of information being maintained or transmitted. The District reserves the right to review, retrieve, read, and disclose any files, messages, or communications that are created, sent, received, or stored in the District's network, or on the District's computer systems and/or equipment. The District's right to review, also called monitoring, is for the purpose of ensuring the security and protection of business records, preventing unlawful and/or inappropriate conduct, and creating and maintaining a productive work environment.

In accordance with provisions of NRS 613.135, District will not request usernames and passwords for personal social media accounts and will not take any type of employment action against an employee who refuses to provide the username and password for their personal social media account. This provision does not prevent the District from requiring an employee to disclose the username and password for access to the District's computer or information system.

2. Use

The computers, associated hardware and software, including, but not limited to, electronic mail (e-mail or instant messaging "IM") and access to online services (the Internet), as well as voice mail, pagers, smart phones and faxes machines, even when accessed from a personal device, belong to the District and, as such, are provided for business use. Very limited or incidental use of District-owned equipment by employees for personal, non-business purposes is acceptable as long as it is:

- a) Is conducted on personal time (i.e., during designated breaks or meal periods);
- b) Does not consume system resources or storage capacity; and
- c) Does not involve any prohibited uses; and
- d) Does not reference the District or themselves as an employee without prior approval, including, but not limited to:
 - Text which identifies the District;

- Photos which display District logos, patches, badges, or other identifying symbols of the District;
- Information of events which occurs involving the District without prior approval
- Any other material, text, audio, video, photograph, or image which identify the District.

Employees loading, importing, or downloading files from sources outside the District's system, including files from the Internet, World Wide Web, social media sites, and any computer disk, must ensure the files and disks are scanned with the District's current virus detection software before installation and execution. Compliance to copyright or trademark laws prior to downloading files or software must be adhered to explicitly.

Employees may use information technology, including the Internet, World Wide Web, and social media sites during work hours on job-related matters to gather and disseminate information, maintain their currency in a field of knowledge, participate in professional associations, and communicate with colleagues in other organizations regarding business issues.

An employee's use of the District's computer systems, telecommunication equipment and systems, and other District devices, or the employee's use of personally-owned electronic devices to gain access to District's files or other work-related materials maintained by the District constitutes the employee's acceptance of this policy and its requirements.

Employees must receive permission and authorization from their administrator/supervisor or the District Information Technology (IT) Manager prior to:

- Installing copyrighted software to ensure the District has an active license; and
- Distributing or copying property protected by copyright, trade secret, patent, or other intellectual property.

3. Prohibited Uses Activities

Prohibited uses include, but are not limited to, the following:

- Sending, receiving, or storing messages that a "reasonable person" would consider to be offensive, disruptive, harassing, threatening, derogatory, defamatory, pornographic, indicative of illegal activity, or any that contain belittling comments, slurs, or images based on race, color, religion, age, gender, pregnancy, sexual orientation, national origin, ancestry, disability, veteran status,

- ~~domestic partnership, genetic information, gender identity or expression, political affiliation, or membership in the armed forces or National Guard.~~
- ~~● Sending, receiving, or storing chain letters.~~
- ~~● Subscriptions to newsletters, advertising, “clubs,” or other periodic e-mail which is not necessary for the performance of the employee’s assigned duties.~~
- ~~● Engaging in political activities including, but not limited to, solicitation or fund raising. Engaging in religious activities including, but not limited to, proselytizing or soliciting contributions.~~
- ~~● Conducting outside employment in any manner.~~
- ~~● Engaging in illegal, fraudulent, defamatory, or malicious conduct.~~
- ~~● Writing or participating in blogs that injure, disparage, and/or defame the employer, members of the public, and/or its employees’ reputations by name or implication.~~
- ~~● Downloading, uploading, or otherwise transmitting without authorization
 - ~~a) Confidential, proprietary information, or material~~
 - ~~b) Copyrighted material~~
 - ~~c) Illegal information or material~~
 - ~~d) Sexually explicit material~~~~
- ~~● Obtaining unauthorized access to other systems.~~
- ~~● Using another person’s password or account number without explicit authorization by the District.~~
- ~~● Improperly accessing, reading, copying, misappropriating, altering, misusing, or intentionally destroying the information/files of other users.~~
- ~~● Loading unauthorized software or software not purchased or licensed by the District.~~
- ~~● Breaching or attempting to breach any security systems or otherwise maliciously tampering with any of the District’s electronic systems including, but not limited to, introducing viruses.~~
- ~~● Using the District’s information technology for personal, non-business purposes in other than a very limited or incidental way.~~

The following activities are strictly forbidden by this policy:

- a. Violations of the rights of any person or entity protected by copyright, trade secret, patent or other intellectual property, or similar laws or regulations, including but not limited to the installation or distribution of “pirated” or other software products that are not appropriately licensed for use by the District.
- b. Unauthorized copying of copyrighted material including but not limited to digitization and distribution of photographs from magazines, books or other

- copyrighted sources, copyrighted music, and the installation of any copyrighted software for which the District or the end user does not have an active license.
- c. The installation of software on District computers without the prior approval of the IT Manager is prohibited.
 - d. Exporting software, technical information, encryption software or technology, in violation of international or regional export control laws. The District IT Manager should be consulted prior to export of any material that is in question.
 - e. Introduction of malicious programs into the network or server (e.g., viruses, worms, Trojan horses, email bombs).
 - f. Allowing access to confidential or proprietary information on District systems. This includes family and other household members when work is being conducted at an employee's home.
 - g. Using District equipment or systems to actively engage in procuring or transmitting materials that are in violation of harassment or employee bullying policies and the laws of the State of Nevada.
 - h. Making fraudulent offers of projects, items or services originating from any District account.
 - i. Making statements about warranty, expressly or implied, unless it is a part of normal job duties.
 - j. Effecting security breaches or disruptions of network communication.
 - k. Port scanning or security scanning, unless conducted by or on behalf of the IT Manager or designee during duties performed on behalf of the District.
 - l. Executing any form of network monitoring which will intercept data not intended for the employee's host unless this activity is a part of the employee's normal job/duty.
 - m. Circumventing user authentication or security of any host network or account.
 - n. Interfering with or denying service to any user other than the employee's host (e.g., denial of service attack).
 - o. Using any program/script/command, or sending messages of any kind, with the intent to interfere with, or disable, a user's terminal session, via any means, locally or via the Internet/intranet/extranet.

- p. Sending unsolicited email messages, including the sending of “junk mail” or other advertising material to individuals who did not specifically request such material (e.g., email spam).
- q. Any form of harassment or bullying via email, telephone or text, whether through language, frequency or size of messages.
- r. Unauthorized use, or forging, of email header information.
- s. Solicitation of email from any other email address, other than that of the poster’s account, with the intent to harass or to collect replies.
- t. Creating or forwarding “chain letters” or “Ponzi” or other pyramid schemes of any type.
- u. Use of unsolicited email originating from within the District’s networks or other Internet/intranet/extranet service providers on behalf of, or to advertise, any service hosted by the District or connected via the District’s network.
- v. Physical alteration or repair of any hardware or software such as computers, laptops, printers, fax machines, phones, online services, email systems, bulletin board systems, recording equipment, copiers, or any other software that is owned, licensed by or operated by the District, as well as monitors, mice, keyboards; users must report any problems with hardware or software to the District help desk ticket system.

4. Permitted Activities

Use of District computers and electronic communications resources are for program and business activities of the District. All use of such resources shall be conducted in a framework of honest, ethical and legal activities that conform to applicable license agreements, contracts, and policies regarding their intended use. Although incidental and occasional personal use of the organization’s communications systems are permitted, users automatically waive any rights to privacy.

5. Artificial Intelligence Acceptable Use

a. Regulation

This regulation outlines the guidelines and regulations for the appropriate use of Artificial Intelligence (AI) for the District. Its purpose is to ensure the responsible and ethical use of AI technologies to protect the rights and privacy interests of District staff, and the public it services.

b. Purpose

The purpose of this regulation is to establish the rules for acceptable use of the recent growth of AI technologies relating to District information resources. This regulation applies to all employees, contractors, and third-party vendors who utilize AI technologies on behalf of the District. It encompasses all AI systems, applications, and API, including, but not limited to, ChatGPT and image generators, and other machine learning algorithms, natural language processing, computer vision, and robotic process automation, ensuring AI technologies are used in a manner that aligns with the District's core values and mission, promoting transparency, accountability, and public trust in our AI initiatives.

c. Responsible Use of AI

- General Rule: Employees may use AI technologies to create work-related content or complete work tasks under the supervision of their administrator/supervisor and District administration.
- Lawful Use: AI technologies are quickly evolving and should be used in compliance with all applicable laws, regulations, and policies. Any use that violates legal requirements or infringes upon the rights of individuals is strictly prohibited.
- Data Privacy and Security: All AI activities must prioritize the protection of personal information and respect privacy rights. Any data collected or processed by AI systems should be handled in accordance with relevant privacy and security policies.
- Transparency and Explainability: Whenever AI systems are deployed, efforts should be made to cite them appropriately, ensuring transparency and explainability. Users should have access to information regarding the functioning of AI systems, the data used, and the algorithms applied.
- Bias Mitigation/Fairness and Equity: AI systems should be designed and implemented with measures to mitigate bias. Special attention should be given to promote fairness and equity, and avoid discrimination based on race, gender, religion, or any other protected characteristics.
- Human Oversight: AI should be used as a tool to assist decision-making, and human oversight should be maintained. Final decisions should not solely rely on AI outputs and should involve critical evaluation by qualified individuals.
- Accountability: Individuals responsible for the use, development, deployment, and maintenance of AI systems will be accountable for their actions. They should ensure that AI systems are designed to minimize harm and maximize benefits for all stakeholders.

d. Responsible Data Usage

- Data Collection and Consent: Data collection through AI systems must be limited to what is necessary for the intended purposes. Appropriate consent should be obtained from individuals when their personal data is being processed.
- Data Quality and Integrity: AI systems should be developed using accurate and reliable data. Efforts must be made to ensure data integrity, prevent data tampering, and maintain data quality throughout the AI lifecycle. AI platforms may produce inaccurate results, warranting cross-reference and validation.
- Data Retention and Disposal: Personal data collected by AI systems should be retained only for as long as necessary and securely disposed of when no longer needed according to District policy.
- Personal Identifying Information: The uploading of any personal identifying information is strictly prohibited when using any AI system.

e. Reporting Violations

Employees must immediately report any actual or perceived violations of this policy to their immediate administrator/supervisor, manager, or the Executive Director of Human Resources.

f. Training

AI is growing rapidly and being integrated into existing architecture during vendor updates to hardware, software, and firmware. Regular monitoring, training, and awareness programs on AI ethics and responsible use will be provided to employees.

g. Violations of Policy

Employees in violation of the provisions of this policy may be subject to disciplinary action, up to and including termination.

Any vendor, consultant, or contractor found to have violated this policy may be subject to sanctions up to and including removal of access rights, termination of contract(s), and related civil or criminal penalties.

By adhering to this policy, the District demonstrates its commitment to responsible AI use, ethical conduct, and the protection of individual rights and privacy.

Lyon County School District Board Memo

Date: November 19, 2024
To: Board of School Trustees
From: BillieJo Hogan, Executive Director of Human Resources
Re: Revisions to LCSD Board Policy GBBPA: Social Networking

Recommendation

That the Board of Trustees approve revisions to LCSD Board Policy GBBPA: Social Networking as a first reading.

Background Information

After each Nevada legislative session, the staff at POOL/PACT (our public agency insurance pool and risk management/human resources support entity) provide school districts with recommended policy changes based on the recent laws that were passed. Updating the LCSD policies to reflect the recommended changes keeps us in good standing with the insurance pool and mitigates our risk and liability.

This policy better clarifies the expanded role of social networking and what can and cannot happen with personal district social networking accounts. It also emphasizes the importance of including appropriate disclaimers to avoid confusion about when an individual is speaking in a personal capacity versus on behalf of the district. This not only protects the district's reputation but also safeguards employees from inadvertently overstepping their roles in a public forum. It provides appropriate disclaimers to prevent someone from unknowingly speaking on behalf of the district.

Budget Considerations

None

Discussed at Previous Meeting

No

Attachment(s)

Lyon County School District Board Policy GBBPA: Social Networking

SOCIAL NETWORKING (SOCIAL MEDIA)

The Lyon County School District takes no position on an employee's decision to start or maintain a blog or participate in other social networking activities. However, it is the right and duty of the District to protect itself, its employees, and students from unauthorized disclosure of information. employees' use of social media can pose risks to the District's confidential and proprietary information and reputation, expose the District to discrimination and harassment claims, and jeopardize the District's compliance with business rules and laws. To minimize these business and legal risks, avoid loss of productivity and distraction from employees' job performance, and ensure that the District's information technology (IT) resources and communications systems are used appropriately as explained below, its employees must adhere to the following guidelines and rules regarding social media use. The District's social networking policy includes rules, guidelines, and best practices for District-authorized social networking and personal social networking. In accordance with provisions of NRS 613.135, the District will not request user names and passwords for personal social media accounts. This policy applies to all board members, administrators, management, employees, and volunteers.

Reference: NRS 613.135

DRAFT

SOCIAL NETWORKING (SOCIAL MEDIA) - ADMINISTRATIVE REGULATIONS

Blogging or other forms of social media or technology include, but are not limited to, video or wiki posting, sites such as Facebook and Twitter, chat rooms, personal blogs. Social media includes all means of communicating or posting information or content of any sort on the Internet, including but not limited to an employee's own or District's video posting, social networking sites such as Facebook, LinkedIn, Instagram, SnapChat, personal blogs, personal websites, or other similar forms of online communication journals, diaries, or personal newsletters not affiliated with the District.

Unless specifically instructed by the Superintendent or their designee, employees are not authorized and, therefore, restricted to speak on behalf of the District. Employees are expected to protect the privacy and well-being of the District, its employees, and students. Employees are prohibited from disclosing confidential student, information and personal employee, and non-employee information as outlined in LCSD Board Policy GAC: Confidential Information and any other proprietary and non-public information to which employees have access to the extent such discussion or disclosure are not protected under state or federal law.

All other existing District policies apply in social media forums. Policies include, but are not limited to, anti-harassment, bullying, and workplace violence.

1. Social Media Post Disclaimer

Social media postings by employees identifying themselves as District/school employees should contain the following disclaimer stating that the opinions expressed are strictly their own and not necessarily those of the District, unless the posting is in the course of business duties:

Any views or opinions presented in this message are solely those of the author and do not necessarily represent those of the Lyon County School District. Employees of the District are expressly required to not make defamatory statements nor infringe, or authorize any infringement of copyright or any other legal right by electronic communications.

Any such communication is contrary to District policy and outside the scope of the employment of the individual concerned. The District will not accept any liability in respect of such communication, and the employee responsible will be personally liable for any damages or other liability arising.

2. District Monitoring

- a. Employees are cautioned that they should have there is no expectation of privacy while using the District's Internet, District equipment, or facilities for any purpose, including

authorized ~~blogging~~ posting or editing to social networking sites. Employee's posting can be viewed by anyone, including the District. The District reserves the right to monitor its Internet, equipment, and facilities that are used to post comments or discussions about the District or its employees on social networking sites posted on the Internet by anyone, including employees and non-employees. The District may use search tools and software to monitor its Internet, equipment, and facilities, including for posting to ~~forums such as blogs and other types of personal journals, diaries, personal and business discussion forums, and~~ social networking sites.

- b. The District reserves the right to use content management tools to monitor, review, or block content on District blogs that violate the District's blogging rules, guidelines, and best practices Internet, equipment, and facilities including social networking sites that violate this policy. Employees consent to such monitoring by acknowledgment of this policy and use of the District's IT resources and systems.

3. Reporting Violations

- a. ~~The District requests and strongly urges e~~Employees to should report any actual violations or possible or perceived violations of this policy to their immediate administrator/supervisor or the Executive Director of Human Resources. Violations include discussions which reasonably may be defined as harassing, intimidating, bullying, a violation of FERPA or other privacy law, or other unlawful activity related to blogging or social networking; to the extent such discussions are not protected under state or federal law.
- b. Employees must report any suspected phishing attempts, ransomware infections, or social engineering attempts through the Phish Alert Button (PAB) on their email app, and/or to the IT department immediately.

4. Discipline for Violations

- a. The District will investigate promptly and respond to all reports of violations of the *Social Networking (Social Media)* policy and other related policies. Violation of the this policy will result in disciplinary action, up to and including but not limited to a verbal warning, written admonition, suspension, and/or termination. Discipline will be determined based on the nature and circumstances of any blog or social networking post. The District reserves the right to take legal action where necessary against employees who engage in prohibited or unlawful conduct.

5. Authorized District Social Networking

- a. The goal of authorized District social networking and blogging is to become a part of the industry community conversation and promote web-based sharing of ideas and exchange of District information and feedback from members of the public. Authorized social networking and blogging is used to convey information about District operations and services; promote and raise awareness of the District/school culture; search for potential new equipment and training tools; communicate with other employees, parents, members of the public, and interested parties; issue or

respond to breaking news or ~~negative publicity~~ other matters of public interest; and discuss ~~business~~ organization-specific activities and events.

- b. When social networking, ~~blogging, or using other forms of web-based forums~~, the District must ensure that use of these communication paths maintain honesty, integrity, courteousness, and reputation while minimizing actual or potential legal risks, whether used inside or outside the workplace.

6. Authorized Social Networking — Rules and Guidelines

The following rules and guidelines apply to entries made on social networking and blogging when authorized by the District. The rules and guidelines apply to all District-related ~~blogs and~~ social networking entries, including District subsidiaries or affiliates sites.

- a. Only authorized employees can prepare and modify content for the District's ~~blog and/or the social networking entries located on any District-related website sites~~. Content must be relevant, add value, and meet at least one of the specified goals or purposes developed by the District. If an employee is required to use social media as part of assigned job duties, for District's marketing, public relations, recruitment, communications, or other business purposes, the content must be relevant, add value, and be approved by the District in advance of posting. If uncertain about any information, material, or conversation, the employee shall contact ~~his/her~~ their immediate administrator/supervisor or the Executive Director of Human Resources to discuss the content.
- b. The District owns all social media accounts used on behalf of the District or otherwise for business purposes, including any and all log-in information, passwords, and content, regardless of the employee that opens the account or uses it, and will retain all such information and content regardless of separation of any employee from employment with the District. If an employee's job duties require one to speak on behalf of District in a social media environment, the employee must still seek approval for such communication from their administrator/supervisor (the Superintendent or designees) who may require the employee to receive training before posting and may impose certain requirements and restrictions regarding the employee's social media activities.
- c. All employees must identify themselves as employees of the District when posting comments or responses on the District's ~~blog and/or~~ social networking sites. If an employee is contacted to comment about the District for publication, including any social media outlet, the request should be directed to their administrator/supervisor (the Superintendent or designees) who will then determine the response to be provided on behalf of the District.
- d. Any copyrighted information where written reprint information has not been obtained in advance cannot be posted ~~on the District's blog~~.

- e. All employees of the District are responsible for ensuring all ~~blogging and~~ social networking information complies with the District's written policies. Management is authorized to remove any content posted on a District social media site that does not meet the rules and guidelines of this policy, any other District policy, or that may be illegal, prohibited, or offensive. Removal of such content will be done at the discretion of the District without permission ~~of the blogger~~ or advance warning.
- f. The District expects all District-authorized guests of social networking sites to abide by all rules and guidelines of this policy. The District reserves the right to remove, without advance notice or permission, all guest content considered malicious, defaming, obscene, threatening, or intimidating. The District also reserves the right to take legal action against guests who engage in prohibited or unlawful conduct.
- g. Employees must not expose themselves or the District to legal risk by using a social media site in violation of its terms of use. Review the terms of use of all social media sites visited to ensure compliance with those terms of service.

7. Personal ~~Blogs and~~ Social Networking Sites

- a. The District respects the right of employees to ~~write blogs and~~ use social networking sites and does not want to discourage employees from self-publishing and self-expression. However, employees are expected to follow the rules and guidelines as set forth in this policy to provide a clear line between the employee as the individual and/or as an employee of the District. In accordance with provision of NRS 613.135, the District will not request usernames and passwords for personal social media accounts. This policy applies to all board members, management, employees, and volunteers.
- b. The District ~~respects the right of employees to use blogs and social networking sites as a medium of self-expression and public conversation and~~ does not discriminate against employees who use these ~~sites media~~ for personal interests and affiliations or other lawful purposes.
- c. ~~Bloggers and e~~Commenters are personally responsible for their commentary on ~~blogs and~~ social networking sites, ~~and~~ ~~Bloggers and commenters~~ can be held personally liable for commentary that is considered malicious, defamatory, obscene, threatening, intimidating, proprietary, causes an educational disruption, or libelous by any offended party; not just the District. Remember that what is published might be available to be read by the masses (e.g., the District, future employers, social acquaintances) for a long time. Employees should keep this in mind before posting content.
- d. Employees ~~must not use~~ are prohibited from using District equipment, including computers, licensed software or other electronic equipment, ~~nor facilities or on-duty~~ work time to conduct personal ~~blogging or~~ social networking activities. Employees are prohibited from using their work email address to register on social networking sites utilized for personal use.

- e. Employees must not use ~~blogs or~~ social networking sites to harass, threaten, discriminate, or disparage against employees, students, or anyone associated with or doing business with the District. Social media should never be used in a way that violates any other District policies or employee obligations. If an employee's social media activity would violate any of the District's policies in another forum, it will also violate them in an online forum.
- f. If an employee chooses to identify ~~him/herself~~ themselves as a District employee, please note that some readers may view ~~him/her~~ them as a spokesperson for the District. Because of this possibility, employees are required to ~~state that his/her views expressed in the blog and/or social networking area are the employee's own and not those of the District or of any person or organization affiliated or doing business with the District~~ comply with the Social Media Post Disclaimer (#1 of the administrative regulations of this policy).
- g. Employees should use good judgment about what is posted on social media and remember that anything posted can reflect on the District, even if a disclaimer is used. Employees should always strive to be accurate in their communications about the District and remember that posted statements and materials have the potential to result in liability for the employee and the District. District encourages professionalism and honesty in social media and other communications.
- h. Employees may not post ~~on personal blogs or other sites~~ the name, trademark, or logo of the District or any business with a connection to the District. Employees may not post District-privileged information, including copyrighted information or District-issued documents.
- i. Employees must not post on personal ~~blogs or~~ social networking sites photographs of other employees, volunteers, ~~clients~~, vendors, suppliers, or students, nor can employees post photographs of persons engaged in District business without prior authorization by their administrator/supervisor or the Superintendent/ or their designee.
- j. Employees may not post ~~on personal blogs or social networking sites~~ any advertisements or photographs of District products and services, nor use the District in advertisements without prior authorizations from their administrator/supervisor. If authorized, the employee must disclose their connection to the District.
- k. ~~If contacted by the media, press, or any other public news source about anything that relates to District Business, employees are required to notify the Superintendent or their designee and obtain written approval prior to responding or corresponding in any way that could be deemed as representing the district.~~ Employees cannot link from a personal social networking site to the District's internal or external websites without proper authorization.
- l. This policy is not intended to restrict communications or actions protected or required by state or federal law.

8. Media Contacts

- a. If contacted by the media, press, or any other public news source about employees' post that relates to District business, employees are required to obtain written approval from their administrator/supervisor or Superintendent/designee prior to responding, on behalf of the District.

9. Prohibition Against Retaliation

- a. The District will not tolerate any retaliation by management or by any other employee against an employee who reported a violation of this policy or cooperating with an investigation. Employees who believe they have been retaliated against in any manner whatsoever, should immediately notify the EEO Officer or Executive Director of Human Resources. The District will promptly investigate and deal appropriately with any allegation of retaliation.

DRAFT

Lyon County School District Board Memo

Date: November 19, 2024
To: Board of School Trustees
From: BillieJo Hogan, Executive Director of Human Resources
Re: Revisions to LCSD Board Policy GBBQ: Outside Employment

Recommendation

That the Board of Trustees approve revisions to LCSD Board Policy GBBQ: Outside Employment as a first reading.

Background Information

After each Nevada legislative session, the staff at POOL/PACT (our public agency insurance pool and risk management/human resources support entity) provide school districts with recommended policy changes based on the recent laws that were passed. Updating the LCSD policies to reflect the recommended changes keeps us in good standing with the insurance pool and mitigates our risk and liability.

The policy requests written approval from their administrator or manager for outside employment, including self-employment to ensure the outside employment doesn't present real or potential conflict, negatively impacting their employment with the District

Budget Considerations

None

Discussed at Previous Meeting

No

Attachment(s)

Lyon County School District Board Policy GBBQ: Outside Employment

OUTSIDE EMPLOYMENT

1. Policy

In order to maintain a workforce that is **fit and** available to provide proper services and carry out functions of the District, employees are prohibited from engaging in outside employment which presents real or potential conflict **with**, or negatively impacts their employment with the District.

2. Conflicting Employment

Outside employment may be classified as in conflict with the District's interests if it:

- Interferes with or negatively impacts the employee's ability to perform **his/her their** assigned job.
- Prevents the employee's availability for work beyond normal working hours, such as emergencies or peak work periods, when such availability is a regular part of the employee's job.
- Is conducted during the employee's work hours.
- Requires the services of other employees during their normally scheduled work hours.
- Makes use of the District's telephones, computers, supplies, or any other resources, facilities, or equipment.
- Is represented as an activity of the District or an activity endorsed, sanctioned, or recommended by the District.
- Takes advantage of the employee's employment with the District, except to the extent that the work with the District may demonstrate expertise or qualification to perform the outside work.
- Requires the employee to schedule time off at specific times that could disrupt the operation of the District.
- Involves employment with a firm that has contracts or does business with the District. Exceptions to this policy have been identified in LCSD Board Policy GBBJ: Code Of Ethical Standards.
- Negatively impacts the public's perception of the integrity or credibility of the District.

OUTSIDE EMPLOYMENT - ADMINISTRATIVE REGULATIONS

1. ~~Employees will devote his/her full time, attention, and effort during his/her official work hours. An employee must notify his/her administrator or manager/supervisor of the~~ request written approval from their administrator or manager/supervisor for outside employment, including self-employment, ~~if such outside employment may be reasonably perceived to be in conflict with his/her employment or if the employee is unsure about a perceived conflict.~~ The proposed outside employment may not be construed as an extension of assigned duties or responsibilities with the District.
2. Employees will devote full time, attention, and effort during official work/duty hours and not to contractual obligations.
3. If the administrator or manager/supervisor believes there may be a conflict between the employee's District employment and ~~his/her~~ their outside employment, ~~s/he~~ the administrator, manager, or supervisor may request information, such as:
 - The outside employer's name;
 - The nature of the work performed by the outside employer;
 - ~~Does~~ Whether the activity of the outside employment requires the employee to disclose information obtained with the District, and/or impair the employee's independence or ethics;
 - Proposed work schedule;
 - Job location; and
 - Duties to be performed.
4. ~~If the administrator or manager/supervisor determines there is a conflict between the employee's District employment and their outside employment, they will inform the employee that the outside employment is not allowed. The employee may~~ denies the request, the employee may request and the District will grant a review by the Superintendent/designee.
5. ~~If the employee chooses not to request a review, or if the review affirms the decision of the administrator or manager/supervisor, the employee must terminate the outside employment if s/he wishes to remain an employee of the District.~~ The District may withdraw approval of the outside employment if a conflict is determined.
6. Employees who engage in outside employment, which is prohibited by this policy, are subject to discipline, up to and including termination.

Appendix A

OUTSIDE EMPLOYMENT DISCLOSURE

Employee Name:

Name of Outside Employer:

(If self-employed, enter the business name)

Address of Outside Employer/Self-
Employment:

Outside Employer Phone Number:

Describe the nature of the work performed by the outside employer or self-employment business.

Will this activity require or induce you to disclose controlled information obtained as part of your job or impair your independence or ethics?

List the specific duties, functions, and activities that you personally will perform for the outside employer or in the self-employment business.

Document your work schedule (days and hours) with the outside/self-employment.

What is your work schedule with the outside employer, days and hours?

Will this outside/self-employment conflict with your current work hours?

Comments:

Employee statement

I certify that my outside employment does not present a conflict with my current employment. The employment may not be construed as an extension of my duties or responsibilities with the Lyon County School District (LCSD). I will devote my full time, attention and effort to LCSD employment during official duty hours and not to contractual obligations. If a potential conflict arises, I will notify my administrator or supervisor and human resources, within three business days.

Employee Signature

Employee Printed Name

Date

Employee's administrator/supervisor shall check one of the following statements:

I have reviewed the information provided on this form and determined that this outside employment **DOES NOT** present a real or potential conflict of interest to the LCSD.

I have reviewed the information provided on this form and determined that the outside employment **DOES** present a real or potential conflict of interest to the LCSD.

Administrator/Supervisor Signature

Administrator/Supervisor Printed Name

Date

If administrator/supervisor determines there is a conflict of interest, the employee may request that the superintendent/designee review the denied request.

Superintendent/Designee shall check one of the following statements:

I have reviewed the information provided on this form and determined that this outside employment **DOES NOT** present a real or potential conflict of interest to the LCSD.

I have reviewed the information provided on this form and determined that the outside employment **DOES** present a real or potential conflict of interest to the LCSD.

Superintendent/Designee Signature

Superintendent/Designee Printed Name

Date

Lyon County School District Board Memo

Date: November 19, 2024

To: Board of School Trustees

From: BillieJo Hogan, Executive Director of Human Resources

Re: Revisions to LCSD Board Policy GBBR: Employees with a Communicable Disease Including HIV

Recommendation

That the Board of Trustees approve revisions to LCSD Board Policy GBBR: Employees with a Communicable Disease Including HIV for a first reading.

Background Information

After each Nevada legislative session, the staff at POOL/PACT (our public agency insurance pool and risk management/human resources support entity) provide school districts with recommended policy changes based on the recent laws that were passed. Updating the LCSD policies to reflect the recommended changes keeps us in good standing with the insurance pool and mitigates our risk and liability.

GBBR clarifies that employees with a communicable disease, including the Human Immunodeficiency Virus, will not be reduced employee sick leave accruals for the time spent obtaining the needed medical certifications when the district requires fitness for duty updates.

Budget Considerations

None

Discussed at Previous Meeting

No

Attachment(s)

Lyon County School District Board Policy GBBR: Employees with a Communicable Disease Including HIV

EMPLOYEES WITH A COMMUNICABLE DISEASE INCLUDING THE HUMAN IMMUNODEFICIENCY VIRUS (HIV)

It is the policy of the Lyon County School District not to discriminate against any employee who has been diagnosed with a communicable disease, including an HIV infection. Generally, District employees do not need to be restricted from performing their assigned job duties if they have been diagnosed with a communicable disease, including being HIV positive, unless:

- There is evidence of an “opportunistic” or “secondary” infection or illness that may be contagious;
- The District cannot eliminate such risks by reasonable accommodation; or
- The communicable disease precludes employees from performing the essential functions of their job, with or without reasonable accommodation.

The District will comply with its obligations under NRS 441A.190, NAC 441A.225, and NAC 441A.245.

References: NRS 441A.220, NRS 441A.190, NAC 441A.225, NAC 441A.245 NRS 391, NAC 391

DRAFT

EMPLOYEES WITH A COMMUNICABLE DISEASE INCLUDING THE HUMAN IMMUNODEFICIENCY VIRUS (HIV) - ADMINISTRATIVE REGULATIONS

If a principal, director, or other person in charge of a school knows or suspects that an employee has a communicable disease, s/he shall notify the health authority and the Superintendent/designee of the District shall be notified.

Upon learning that an employee of the District has a communicable disease, including testing positive for HIV, the Superintendent/designee shall request a written certification from the employee's health care provider that the employee is not suffering from any "opportunistic" or "secondary" disease of a communicable nature which would, in and of itself, be a basis for excluding the employee from employment. The District may periodically require updated medical certifications of "fitness-for-duty" from the employee's health care provider, when it deems appropriate. It is in the District's best interest to consult its legal counsel before requiring an employee to get additional medical certifications. The District will not reduce the employee's sick leave accruals for the time spent obtaining these medical certifications.

The District will, within five (5) days of receipt of the certification or statement, return the employee to the employment position assigned to the employee for the current school year. However, if the certification or statement reveals that the employee is suffering from any "opportunistic" or "secondary" infection or disease which is transmittable to other persons in the course of ordinary employment contact in the employee's assignment, the District may refuse to assign the employee to that employment assignment and may take whatever administrative action is deemed appropriate within the District's policies or regulations, consistent with applicable law.

If, at any time, the District wishes more frequent examinations than those required by the employee's health care provider for the purposes identified in the preceding paragraphs, the District will bear all expenses for such examinations and the employee will not have sick leave time reduced for such additional examinations.

If, at any time, the medical certification submitted by the employee's health care provider reveals a communicable disease which poses a threat of transmission to persons through ordinary contact in the employment context, the District may exclude the employee from performing his/her normally assigned duties on the same basis that would apply to any other employee of the District.

When the medical certification submitted by the employee's health care provider indicates that the "opportunistic" or "secondary" disease is no longer contagious, the employee shall be returned to his/her the normal employment assignment.

1. Confidentiality

All persons involved in these procedures are required to treat all documents and any or all information obtained as confidential. All documents will be kept by the

Superintendent/designee in a sealed file with access limited to only those persons receiving the written consent of the infected employee or as allowed for by NRS 441A.220. The Superintendent/designee may not reveal whether any employee of the District does or does not have a communicable disease, unless the employee consents to the release, in writing, or the release of the information is required by law. The District must report the presence or suspected presence of a communicable disease to the relevant health authority pursuant to NRS 441A.190, NAC 441A.225, and NAC 441A.245.

2. Contacts

All contacts regarding ~~the District's Communicable Disease~~ *LCSD Board Policy GBBR: Employees with a Communicable Disease Including Human Immunodeficiency Virus (HIV)* shall be referred to the Superintendent/designee.

Additionally, ~~the~~ Superintendent/designee shall be the sole District spokesperson regarding issues involving ~~the this~~ District's Communicable Disease Policy.

This policy is not intended to and does not alter any rights of the District or the infected employee that may exist under NRS, Chapter 391, NAC, Chapter 391, relevant employment contracts, or other pertinent state or federal laws.

Lyon County School District Board Memo

Date: November 19, 2024
To: Board of School Trustees
From: BillieJo Hogan, Executive Director of Human Resources
Re: Revisions to LCSD Board Policy GBBT: Workplace Safety

Recommendation

That the Board of Trustees approve revisions to LCSD Board Policy GBBT: Workplace Safety for a first reading.

Background Information

After each Nevada legislative session, the staff at POOL/PACT (our public agency insurance pool and risk management/human resources support entity) provide school districts with recommended policy changes based on the recent laws that were passed. Updating the LCSD policies to reflect the recommended changes keeps us in good standing with the insurance pool and mitigates our risk and liability.

GBBT specifically calls out that employees must comply with the Nevada Occupational Safety and Health Administration and requires them to sign the Nevada Workplace Safety Rights and Responsibilities Forms.

Budget Considerations

None

Discussed at Previous Meeting

No

Attachment(s)

Lyon County School District Board Policy GBBT: Workplace Safety

STAFF HEALTH AND WORKPLACE SAFETY

The District authorizes the Superintendent or their designee to take appropriate means to provide for the health and safety of all employees while engaged in the performance of their duties.

The superintendent, in consultation with district and building safety committees, will develop training and written procedures necessary to accomplish this goal and to meet the requirements of the law.

All employees will be trained to recognize and respond appropriately to the presence of hazardous materials.

All employees shall conduct their work in compliance with the safety rules of the district.

Employees have a duty to comply with all safety rules and are expected to take an active part in maintaining a hazard-free environment. Nevada Occupational Safety and Health Administration (OSHA) requires that each new employee reads, understands, and signs the Nevada Workplace Safety Rights and Responsibilities form. Employees are to direct questions to their supervisor.

Employees are expected to observe all posted safety rules, adhere to all safety instructions, and properly use all equipment. Employees are required to report any accidents or injuries including any breaches of safety to the supervisor, as soon as possible.

Disciplinary action, up to and including termination, may be imposed for violation of known safety policy and/or procedure.

Employees with ideas, concerns, or suggestions for improved safety within the workplace are encouraged to raise them with their supervisor or with another member of management. Reports and concerns about workplace safety issues may be made anonymously if the employee wishes. All reports made in good faith may be made without fear of discrimination or retaliation.

Lyon County School District Board Memo

Date: November 19, 2024
To: Board of School Trustees
From: BillieJo Hogan, Executive Director of Human Resources
Re: Revisions to LCSD Board Policy GBBU: Use of Tobacco, Smoking, and Similar Products

Recommendation

That the Board of Trustees approve revisions to LCSD Board Policy GBBU: Use of Tobacco, Smoking, and Similar Products for a first reading.

Background Information

After each Nevada legislative session, the staff at POOL/PACT (our public agency insurance pool and risk management/human resources support entity) provide school districts with recommended policy changes based on the recent laws that were passed. Updating the LCSD policies to reflect the recommended changes keeps us in good standing with the insurance pool and mitigates our risk and liability.

Policy GBBU now provides more detailed definitions of smoking and smokeless tobacco, including similar products like nicotine pouches that fall under the Nevada Clean Indoor Air Act. All such products are prohibited in any building owned, leased, or contracted by the district.

Budget Considerations

None

Discussed at Previous Meeting

No

Attachment(s)

Lyon County School District Board Policy GBBU: Use of Tobacco, Smoking, and Similar Products

USE OF TOBACCO, SMOKING, AND LIKE SIMILAR PRODUCTS

As required in accordance with 20 USC §6084 (The Pro-Children Act of 1994) and NRS 202.2483 (Nevada Clean Indoor Air Act), the use of tobacco products, including electronic cigarettes, vaporizer (vape) products and similar products, smoking, vaping, nicotine pouches, smokeless tobacco, and similar products in any form is prohibited within any building owned, leased, contracted for and utilized by the District for the provision of kindergarten, elementary education, secondary education, or library services to children. This prohibition extends to any areas that are routinely or regularly used by District employees including, but not limited to classrooms, work areas, restrooms, hallways, employee lounges, cafeterias, conference and meeting rooms, lobbies, reception areas, and vehicles the District owns or uses. This prohibition also extends to all outdoor areas located on school district property. The District shall not allow the use of tobacco or similar products at any time.

NRS defines “Smoking” as inhaling, exhaling, burning or carrying any liquid or heated cigar, cigarette or pipe or any other lighted or heated tobacco or plant product intended for inhalation, in any manner or in any form. The term includes the use of an electronic smoking device that creates an aerosol or vapor, in any manner or in any form, and the use of any oral smoking device. “Electronic smoking device” means any product containing or delivering nicotine, a product made or derived from tobacco or any other substance intended for human consumption that can be used by a person to simulate smoking in the delivery of nicotine or any other substance through inhalation of vapor or aerosol from the product. It also includes any component part of a product described above, regardless of whether the component part is sold separately.

Smokeless tobacco is defined as any tobacco or similar product such as tobacco-free nicotine pouches that are sniffed, sucked, chewed, etc.

The District prohibits the marketing, display, or promotion of alcohol, tobacco, smoking, vaping, nicotine pouches, and/or controlled drug, prohibited substances, etc. on District property, on District-provided transportation or bus stops, in co-curricular and extra-curricular programs, at school or District sanctioned or recognized activities and events, and/or in school or District sponsored publications, websites or social media.

References: 20 USC §6084 (The Pro-Children Act of 1994); NRS 202.2483 (Nevada Clean Indoor Air Act)

Lyon County School District Board Memo

Date: November 19, 2024
To: Board of School Trustees
From: BillieJo Hogan, Executive Director of Human Resources
Re: Revisions to LCSD Board Policy GBBV: Children, Animals, and Visitors in the Workplace.

Recommendation

That the Board of Trustees approve revisions to LCSD Board Policy GBBV: Children, Animals, and Visitors in the Workplace for a first reading.

Background Information

After each Nevada legislative session, the staff at POOL/PACT (our public agency insurance pool and risk management/human resources support entity) provide school districts with recommended policy changes based on the recent laws that were passed. Updating the LCSD policies to reflect the recommended changes keeps us in good standing with the insurance pool and mitigates our risk and liability.

GBBV provides additional language that the district understands and recognizes occasional visits from family members or friends during work hours and allows the visits as long as they are not disruptive to the learning environment. The policy also references policy EA regarding Service Animals.

Budget Considerations

None

Discussed at Previous Meeting

No

Attachment(s)

Lyon County School District Board Policy GBBV: Children, Animals, and Visitors in the Workplace

CHILDREN, ~~AND~~ ANIMALS, AND VISITORS IN THE WORKPLACE

To avoid disruptions to the employee and coworkers, potential distractions in serving members of the community, and to reduce personal and property liability, employees ~~are forbidden to~~ **shall not** bring children and/or animals to the workplace, and are limited in having family and friends visit. This policy is intended to address the presence of children and animals while the employee is on duty and does not include official functions or activities promoted by the District which may allow children and/or animals.

Supervisors may grant a temporary exception to the rule prohibiting children in the workplace, not to exceed one workday, to accommodate the employee. If an exception is granted, it is the responsibility of the employee to supervise and control the movements and behavior of the ~~if~~ child. It is not acceptable to request an accommodation to bring sick children into the workplace.

The District understands that an occasion may arise when an employee receives a visit from a family member or friend during working hours and may allow such visits, providing they are short in duration and not disruptive to students, other employees, or the public.

This policy does not apply to employees whose service animal has been approved by the District as a reasonable accommodation under the Americans with Disabilities Act. Please refer to Lyon County School District Board Policy EA: Service Animals for laws, procedures, and guidelines regarding this.

Lyon County School District Board Memo

Date: November 19, 2024

To: Board of School Trustees

From: BillieJo Hogan, Executive Director of Human Resources

Re: Revisions to LCSD Board Policy GBBW: Reporting Arrests, Charges, Convictions, Investigations, and Change of License.

Recommendation

That the Board of Trustees approve revisions to LCSD Board Policy GBBW: Reporting Arrests, Charges, Convictions, Investigations, and Change of License for a first reading.

Background Information

After each Nevada legislative session, the staff at POOL/PACT (our public agency insurance pool and risk management/human resources support entity) provide school districts with recommended policy changes based on the recent laws that were passed. Updating the LCSD policies to reflect the recommended changes keeps us in good standing with the insurance pool and mitigates our risk and liability.

Policy GBBW now includes additional language to address charges involving child abuse or neglect. Clearer topic headings define the types of reporting required, and the policy has been expanded to include volunteers.

Budget Considerations

None

Discussed at Previous Meeting

No

Attachment(s)

Lyon County School District Board Policy GBBW: Reporting Arrests, Charges, Convictions, Investigations, and Change of License

REPORTING ARRESTS, CHARGES, AND CONVICTIONS, INVESTIGATIONS, AND CHANGE OF LICENSE

1. Reporting Arrests, Charges, and/or Convictions

The health, safety and security of staff, students, and visitors to District facilities is a priority of the District. Employees are occasionally subject to criminal sanctions for conduct both on and off duty as a result of violating local, state and/or federal laws. Therefore, all employees are required to immediately report to the Executive Director of Human Resources or his/her designee arrests on allegations of having committed a felony, a crime involving moral turpitude, assault or battery upon a child, abuse/neglect of a child, as well as any charge and/or any conviction, guilty or nolo contendere plea, or deferred adjudication on such charges. Self-reporting of a charge, arrest, or conviction is required to be reported within 24 hours of such charge, arrest or disposition. The employee must complete the Mandatory Self-Reporting by Staff form.

Crimes which must be reported include:

1. Any crime involving a minor, to include an allegation of child abuse or neglect;
2. Any felony;
3. Any gross misdemeanor or misdemeanor except for minor traffic citations, but to include Driving Under the Influence (DUI).

Minor traffic citations are not required to be reported when employees are driving their personal vehicle.

Drivers of District Fleet Vehicles must report minor traffic citations to his/her their administrator or manager/supervisor when driving a District fleet vehicle.

Upon the arrest and self-reporting of a licensed employee, the Superintendent shall submit in a timely manner all information required by the Nevada Department of Education in accordance with Nevada state law. Resulting convictions may be grounds for the suspension or revocation of the person's license, as determined by the Nevada Department of Education and State Board of Education.

Failure to self-report may result in disciplinary proceedings, up to and including termination from employment.

Arrests and convictions may not automatically impact the employees' employment or the volunteer's assignment. The District will make an assessment of the effect of the arrest, charge and/or conviction to on the essential duties of the position the employee holds or the duties the volunteer performs.

2. Reporting Investigations

All employees and volunteers are required to immediately report to their supervisor or manager and the Executive Director of Human Resources if they are under investigation by a licensing board or other regulatory entity for actions related to their employment or volunteer assignment.

3. Reporting Change of License

An employee must immediately notify his/her their supervisor or manager and the Executive Director of Human Resources of any suspension, restriction, or revocation of his/her their driver's license, permit, or other license or certification required for the performance of his/her assigned job.

Reference: NRS 391.056

DRAFT

**Mandatory Self-Reporting by Staff
 Charge, Arrest or Conviction of a Crime**

In accordance with NRS 391 and Board Policy GBBW, all employees are required to report any charge, arrest or conviction of a crime. Such crimes must be reported within 24 hours of the charge, arrest, or conviction. **All the charges, arrests, or convictions as of July 1, 2011 must be reported.**

Crimes which must be reported include, but are not limited to:

- Any crime involving a minor;
- Any felony;
- Any misdemeanor except for minor traffic citations, but to include DUI

Name: _____ Position: _____

Address: _____ School/Department: _____

_____ Date of Birth: _____

| Event | Date | Offense | Agency |
|-------------------|-------------|----------------|---------------|
| Arrest | | | |
| Charge | | | |
| Conviction | | | |
| Investigation | | | |
| Change of License | | | |

Explanation of Event/Circumstances: _____

**LYON COUNTY SCHOOL DISTRICT
BOARD POLICY**

GBBW

Employee Signature

Date

This form must be provided to Human Resources within 24 hours of the charge, arrest, or conviction.

DRAFT

Lyon County School District Board Memo

Date: November 19, 2024
To: Board of School Trustees
From: BillieJo Hogan, Executive Director of Human Resources
Re: Revisions to LCSD Board Policy GBBX: Remote Work

Recommendation

That the Board of Trustees approve revisions to LCSD Board Policy GBBX: Remote Work for a first reading.

Background Information

After each Nevada legislative session, the staff at POOL/PACT (our public agency insurance pool and risk management/human resources support entity) provide school districts with recommended policy changes based on the recent laws that were passed. Updating the LCSD policies to reflect the recommended changes keeps us in good standing with the insurance pool and mitigates our risk and liability.

The simple changes to GBBX was replacing telecommuting with “remote work”. A Remote Work Request Form is also now included.

Budget Considerations

None

Discussed at Previous Meeting

No

Attachment(s)

Lyon County School District Board Policy GBBX: Remote Work

TELECOMMUTING POLICY REMOTE WORK

1. Purpose

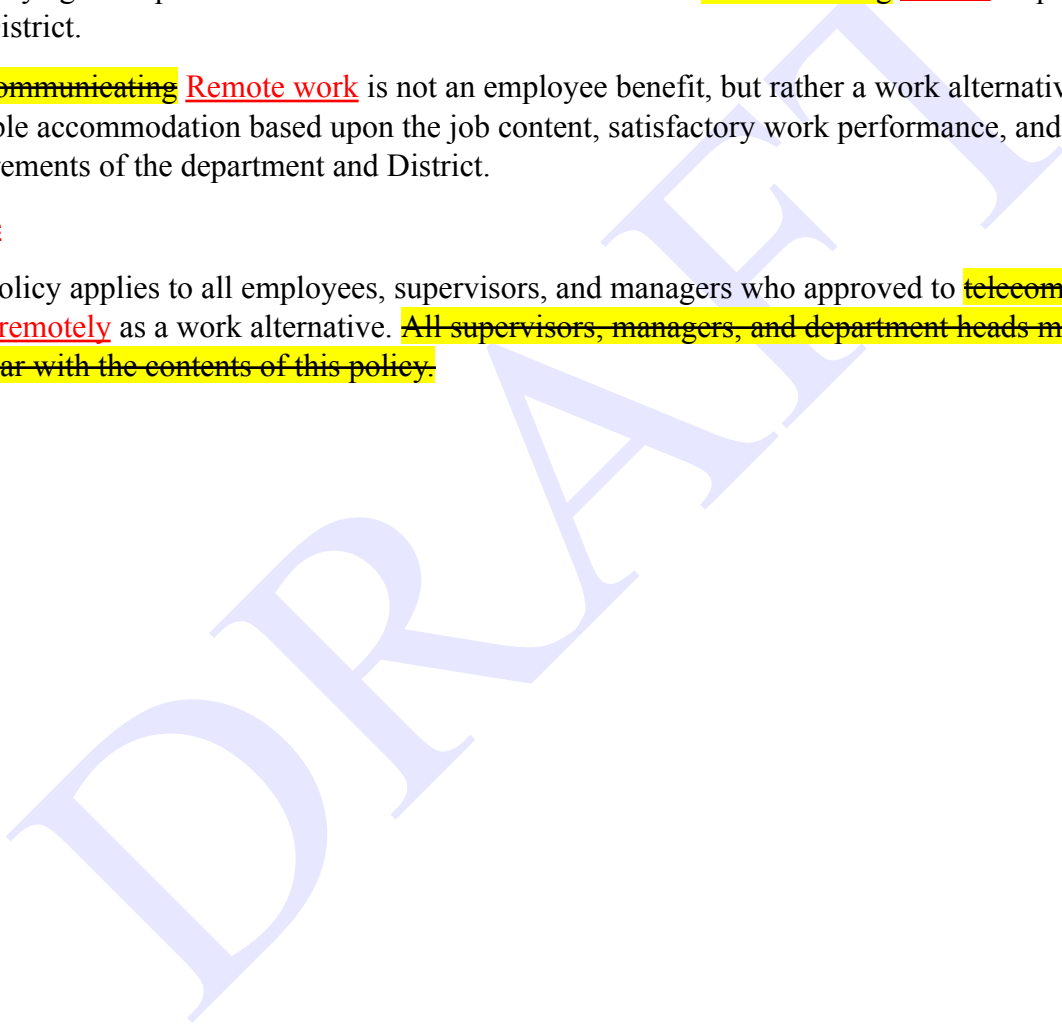
The purpose of this policy is to define the telecommuting remote work program of the District and the guidelines under which it will operate.

Telecommuting remote work is defined as working at an alternate worksite that is away from the main or primary worksite typically used by the District. Telecommuting remote work is a mutually agreed upon alternative work location between the telecommuting remote employee and District.

Telecommunicating Remote work is not an employee benefit, but rather a work alternative or possible accommodation based upon the job content, satisfactory work performance, and work requirements of the department and District.

2. Scope

The policy applies to all employees, supervisors, and managers who approved to telecommute work remotely as a work alternative. All supervisors, managers, and department heads must be familiar with the contents of this policy.



TELECOMMUTING POLICY REMOTE WORK - ADMINISTRATIVE REGULATIONS

1. Requesting Permission to Telecommute Work Remotely

- a. An employee who wishes to request a telecommuting remote work arrangement shall submit a written request for approval to his/her the direct administrator/supervisor. The form shall be approved by the appropriate department head administrator/supervisor before the employee may telecommute work remotely. There may be some circumstances in which select employees are directed by District administration to work remotely if working at the traditional work site is not practicable due to an emergency, including but not limited to, public health concerns related to communicable diseases, natural disasters, or extreme weather events. Employees who are directed to work remotely due to an emergency may be exempted from the written request and the EEO Officer or ADA coordinator approval process.

Note: Employees requesting telecommuting remote work as an ADA reasonable accommodation shall make such request to their supervisor and the EEO Officer or ADA coordinator as applicable.

2. Employee Rights and Responsibilities

- a. Except as specified in this policy or agreed to in the individual telecommuting remote work agreement signed by the employee, employee rights and responsibilities are not affected by participating in telecommuting remote work. An employee's compensation, benefits, and expected total number of hours worked will not change regardless of work location.
- b. No benefits provided by the District are enhanced or abridged by the implementation of a telecommuting remote work agreement. All forms of telecommuting remote work imply an employee-District relationship. The employee is expected to adhere to all of the same policies, regulations, and performance expectations established for all employees of the District.
- c. Telecommuting Remote work employees must keep their supervisor informed of progress on assignments worked on at the alternative worksite, including any problems they may experience while telecommuting working remotely. The employee must generate a synopsis of activities and accomplishments for the workday in a prescribed format, if requested. Methods of planning and monitoring the work shall be at the discretion of the administrator/supervisor, department head, and/or District.

- d. Office needs will take precedence over telecommute days remote work time. An employee must forgo telecommuting working remotely if needed in the office on the regularly scheduled telecommuting remote work day time.
- e. The employee is responsible for providing an appropriate workspace, including all necessary equipment not otherwise provided by the District to perform their normal job functions, unless otherwise stated in the written agreement. Employees who are directed to work remotely due to an emergency may be supplied with necessary equipment by the District. Equipment supplied by the District is to be used for business purposes only. Any additional financial burden resulting from the telecommuting remote work arrangement is solely the responsibility of the employee unless the arrangement is identified as an ADA reasonable accommodation, in which case the situation will be addressed individually.
- f. Employees must notify their direct supervisor of any changes to their standard workweek (e.g., sickness, health care provider visits, annual leave).
- g. Telecommuting Remote work is not intended to serve as a substitute for child or adult care. If children or adults, in need of primary care, are in the alternate work location during the employees' work hours, some other individual must be present to provide care. Exceptions may be allowed on a limited basis due to emergencies at the discretion of the administrator/supervisor.

3. District Rights and Responsibilities

- a. Participation in a telecommuting remote work agreement is at the sole discretion of the District, unless utilized as a reasonable accommodation under ADA. Except as specified in this policy or agreed to in the individual telecommuting remote work agreement, District rights are not affected by an employee's participation in telecommuting remote work.
- b. The District will determine the methods of planning, monitoring, receiving, and reporting the employee's activity and accomplishment. The District must manage the work of employees in their area of responsibility and assure that employees receive the assistance they need to accomplish their responsibilities.
- c. The employees will be given as much advance notice as possible if they will be needed in the office on the regularly scheduled telecommuting remote work day.

- d. Each telecommuting remote work agreement will be discussed and renewed at least annually, or whenever there is a major job change. Because telecommuting remote work is selected as a feasible work option based on a combination of job characteristics, employee performance, and District needs, a change in any one of these elements may require a review of the telecommuting agreement.
- e. District may, upon request notice, inspect the employee's alternate workspace for safety and workers' compensation concerns.

4. Termination of Telecommuting Remote Work Agreement

- a. District and/or employee may terminate the telecommuting remote work agreement for any reason, at any time. Whenever feasible, written notice will be provided, but this is not a requirement.
- b. The opportunity to participate in a telecommuting remote work agreement is offered only with the understanding that it is the responsibility of the employee to ensure a proper work environment is maintained; dependent care arrangements must not interfere with work; and personal disruptions such as non-business telephone calls and visitors must be kept to a minimum. Employees must notify their supervisor of any changes to their standard workweek (i.e. sickness, doctor visits, vacation). Failure to maintain a proper work environment, as determined by the District, may provide cause for discipline and the termination of the employee's telecommuting remote work agreement.
- c. Approval for any telecommuting remote work request is based upon District and department requirements as determined by District. Employees previously participating in a telecommuting remote work agreement are not assured a telecommuting remote work agreement in the future.

Note: If telecommuting remote work is considered a reasonable accommodation, District and employee will also follow the District's ADA applicable policy and process, to include proper use of appropriate forms and procedures.

LCSD Remote Work Request Form

Employee Name: _____ **Date:** _____

Supervisor Name: _____

| | | | | | | | |
|--|------------|-------------|------------|--------------------------|------------|--------------------------|------------|
| <u>Requested Work Schedule:</u> | <u>Mon</u> | <u>Tues</u> | <u>Wed</u> | <u>Thurs</u> | <u>Fri</u> | <u>Sat</u> | <u>Sun</u> |
| <u>Remote Work Hours:</u> | | | | | | | |
| <u>Office Hours:</u> | | | | | | | |
| <u>Identify alternate work space:</u> | | | | | | | |
| <u>What equipment is required to successfully complete your work?</u> | | | | | | | |
| <u>List of Items:</u> | | | | <u>Employee Provided</u> | | <u>Employer Provided</u> | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| <u>Describe the responsibilities and tasks that you will be able to accomplish from your remote work location.</u> | | | | | | | |
| <u>Describe how remote work will benefit the organization.</u> | | | | | | | |

Lyon County School District Board Memo

Date: November 19, 2024

To: Board of School Trustees

From: BillieJo Hogan, Executive Director of Human Resources

Re: Deletion of LCSD Board Policy GBCH: Accumulation and Payment of Unused Paid Leave for 12-Month Licensed Employee

Recommendation

That the Board of Trustees approve the deletion of LCSD Board Policy GBCH: Accumulation and Payment of Unused Paid Leave for 12 Month Licensed Employees

Background Information

After each Nevada legislative session, the staff at POOL/PACT (our public agency insurance pool and risk management/human resources support entity) provide school districts with recommended policy changes based on the recent laws that were passed. Updating the LCSD policies to reflect the recommended changes keeps us in good standing with the insurance pool and mitigates our risk and liability.

The Policy GBCH is not needed because these elements of leave are already included in the contracts of 12-month licensed employees. Therefore, it does not belong in policy.

Budget Considerations

None

Discussed at Previous Meeting

No

Attachment(s)

Lyon County School District Board Policy GBCH: Accumulation and Payment of Unused Paid Leave for 12 Month Licensed Employees

ACCUMULATION AND PAYMENT OF UNUSED PAID LEAVE FOR 12-MONTH LICENSED EMPLOYEES

Annual leave is paid leave granted to eligible 12-month licensed administrative employees not otherwise covered by collective bargaining agreements:

The provision for annual leave shall apply to those employees whose duties and assigned responsibilities are of a twelve (12) month duration:

Method of Computing Annual Leave: 12-month licensed employees on the administrative salary schedule earn 1.833 days of annual leave for each month of service:

Accumulation of Annual Leave: 12-month licensed employees may carry over 10 days of annual leave per year up to and including a maximum of 60 days:

Disposition of Accumulated Annual Leave at Termination of Service: at termination of service, a 12-month licensed employee shall be compensated for all accrued annual leave up to 60 days at his/her daily rate:

Policy #GBCH
Revised 10/12/10

Lyon County School District Board Memo

Date: November 19, 2024
To: Board of School Trustees
From: BillieJo Hogan, Executive Director of Human Resources
Re: Revisions to LCSD Board Policy GBBE: Drug and Alcohol-Free Workplace

Recommendation

That the Board of Trustees approve revisions to LCSD Board Policy GBBE: Drug and Alcohol-Free Workplace as a second and final reading.

Background Information

After each Nevada legislative session, the staff at POOL/PACT (our public agency insurance pool and risk management/human resources support entity) provide school districts with recommended policy changes based on the recent laws that were passed. Updating the LCSD policies to reflect the recommended changes keeps us in good standing with the insurance pool and mitigates our risk and liability.

The rationale for this policy now references additional state laws, including NRS 484C, 613.132, and 678C. These changes ensure that the district's policies are in line with recent legal updates, keeping LCSD in compliance with state regulations and the expectations of POOL/PACT.

The updates provide clearer guidelines on the prohibition of illegal drugs, substances, and alcohol in the workplace. This ensures that all employees understand their responsibilities and the district's expectations, fostering a safer and more professional working environment.

New provisions detail the process for requesting employee consent for drug and alcohol testing. Staff will now have more transparency regarding their rights and the specific steps to follow before, during, and after testing. Clear instructions on refusal to test will also be outlined, helping to prevent misunderstandings or inadvertent policy violations. Additionally, the policy clarifies the request for consent by the employee for testing along with the specific steps, which must be taken before and after testing. Further clarification is provided regarding the refusal to test.

In light of inflation, the district administration recommends raising the dollar amount that triggers post-accident testing from \$500 to \$3,000. This adjustment reflects current economic realities and helps to ensure that testing is initiated only when necessary, reducing the burden on both employees and district resources.

Please note that the policy contains the recommended inclusion of "fentanyl" in the opioid category along with ketamine. Additionally, while reviewing LCSD Board Policy GBBU - Use of Tobacco and Like Products, it was noticed that the closing statement of the policy included language about the prohibition of marketing, displaying, or promoting alcohol, tobacco, smoking, drugs, prohibited substances, etc. Superintendent Logan felt it would be prudent to end this policy (GBBE) with a similar reminder of the prohibition since the language is applicable here as well.

Budget Considerations

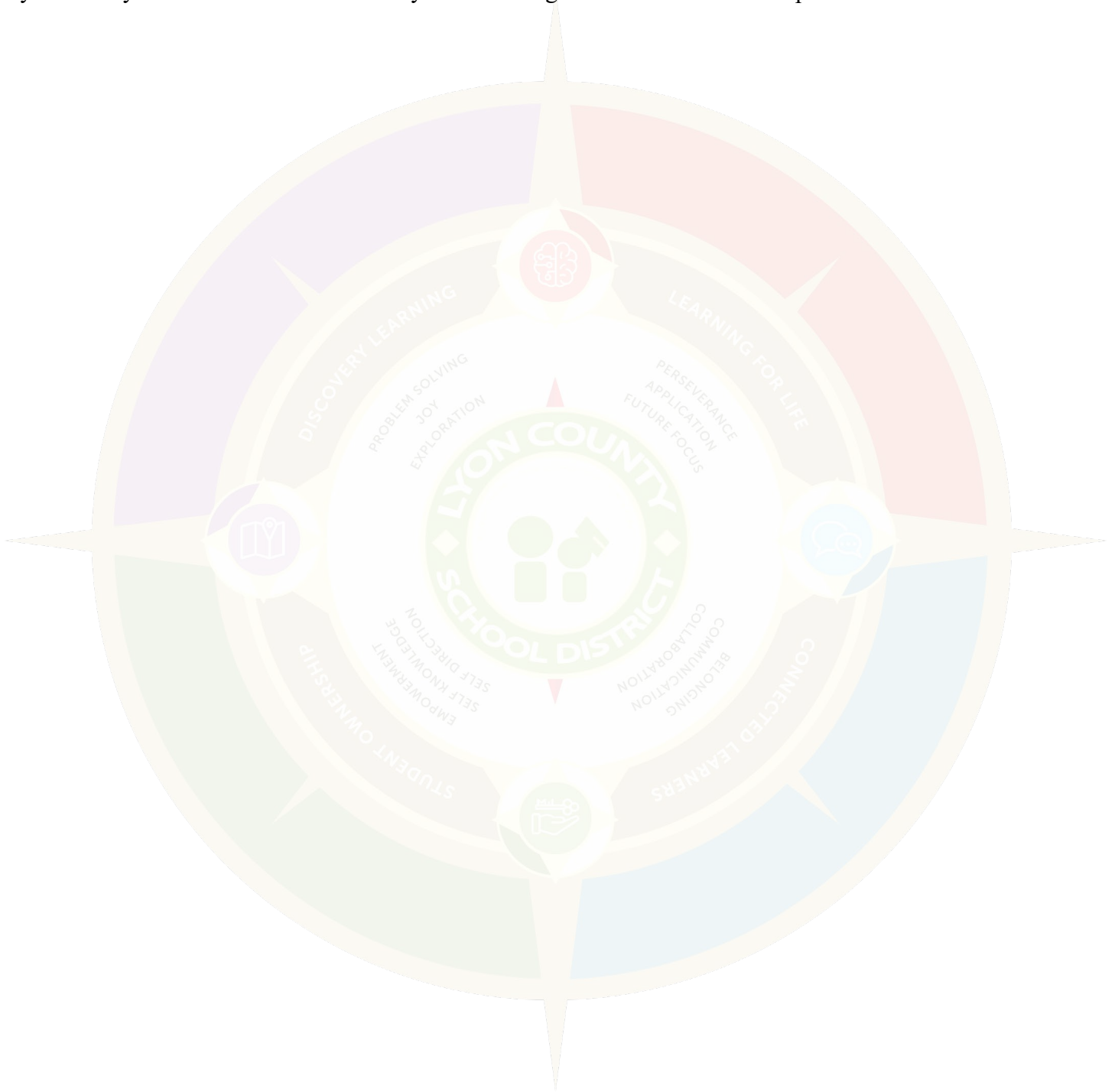
None

Discussed at Previous Meeting

October 22, 2024

Attachment(s)

Lyon County School District Board Policy GBBE: Drug and Alcohol Free Workplace



DRUG AND ALCOHOL-FREE WORKPLACE

Lyon County School District recognizes that substance abuse in our nation and our community exacts staggering costs in both human and economic terms. Substance abuse can be reasonably expected to produce impaired job performance, lost productivity, absenteeism, accidents, wasted materials, lowered morale, rising health care costs, and diminished interpersonal relationship skills. This aDrug and aAlcohol-free workplace policy applies to volunteers as well as employees.

The District is committed to maintaining a safe and healthy workplace for all employees and volunteers; assisting employees and volunteers who recognize they have a problem with drugs or alcohol and providing appropriate treatment; periodically providing employees and volunteers with information about the dangers of workplace drug abuse; and, when appropriate, taking disciplinary action for failure to comply with this policy.

The District strictly prohibits the use, sale, attempted sale, manufacture, attempted manufacture, purchase, possession or cultivation, distribution and/or dispensing of illegal drugs by an employee at any time and in any amount. This prohibition includes the use or possession of prescription medicines for which the individual does not have a valid prescription and the inappropriate use of prescribed medicines for which the employee has a valid prescription. The prohibition also includes using over-the-counter medications or consumer products not meant for human consumption contrary to instructions provided by the manufacturer. In addition, the District prohibits employees from possessing open containers of alcoholic beverages while on the District's premises and/or while on duty and from working with a blood alcohol level of .02 or more at any time, or driving an organizational vehicle while on or off duty with a blood alcohol level of .02 or more or under the influence of an illegal drug, regardless of the amount.

Alcohol, illegal drugs, and other substances which may impair the safety or welfare of employees or the public may not be brought onto the premises controlled by the District or placed in vehicles or equipment operated on behalf of the District. Law enforcement personnel performing job-related functions, which require possession and or transportation of such substances, are exempt from this section.

The District is committed to:

- Maintaining a safe and healthy workplace for all employees and volunteers;
- Assisting employees or volunteers who recognize they have a problem with drugs or alcohol in receiving appropriate treatment;
- Periodically providing employees and volunteers with information about the dangers of workplace drug use; and
- When appropriate, taking disciplinary action for failure to comply with this policy.

The District strictly prohibits the following behavior:

- The use, sale, attempted sale, manufacture, attempted manufacture, purchase, possession or cultivation, distribution and/or dispensing of illegal drugs or prohibited substances by an employee, unless otherwise provided by law. For purposes of this policy, illegal drugs include those classified as such under local, state, or federal laws. Prohibited substances include medical and recreational marijuana (cannabis), the use or possession of prescription medicines for which the individual does not have a valid prescription and the inappropriate use of prescribed medicines for which the employee has a valid prescription. The prohibition also includes using over-the-counter medications contrary to manufacturer instructions, or consumer products not meant for human consumption. In addition, the District prohibits employees from possessing open containers of alcoholic beverages while on the District's premises and/or while on duty and from working with a blood alcohol level of .02 or more at any time.
- Bringing alcohol, illegal drugs, and other prohibited substances which may impair the safety or welfare of employees or the public may not be brought onto the premises controlled by the District or placed in vehicles or equipment operated on behalf of the District. Law enforcement personnel performing job-related functions which require possession and or transportation of such substances are exempt from this section.
- Driving an organizational vehicle while on or off duty with a blood alcohol level of .02 or more or under the influence of an illegal drug or prohibited substance, regardless of the amount.

Reference: 49 CFR Part 382 et. seq., DOT (49 CFR Part 40), FMCSR, FMCSA (49 CFR Parts 382, 383, 387, 390-397, and 399), NRS 484C, 613.132, 616C, and 678C

DRUG- AND ALCOHOL-FREE WORKPLACE - ADMINISTRATIVE REGULATIONS

1. Reporting Requirements

An administrator or manager/supervisor who receives information or is a witness to any use of illegal drugs, prohibited substances, or alcohol by an employee which violates the District's policies or the law is required to report this information to the Superintendent/designee immediately. The designee is the Executive Director of Human Resources and the alternate designee is the Deputy Superintendent. The information reported must shall contain all known information including:

- The person(s) involved, including all witnesses;
- Any information gathered, such as actual observation of drug/alcohol use, the presence of paraphernalia, or observation of any unusual physical signs or behaviors;
- A written record of specific conversations held with the accused and any witnesses;
- All pertinent facts, including date(s), time(s), and location(s).

An administrator or manager/supervisor is required to report this information to the Superintendent/designee and may not conduct a formal investigation, release findings, or administer discipline prior to this disclosure and without specific authorization to do so.

2. An employee who witnesses or obtains information regarding illegal drug/prohibited substance/alcohol use by his/her the immediate supervisor is required to report the incident to that individual's supervisor's supervisor.

3. Specimen collection, drug testing procedures, sample collection, and alcohol testing procedures will comply with all applicable provisions of federal and state law.

4. A positive test result for alcohol or drugs will be grounds for disciplinary action, up to and including possible termination.

54. Employees in safety-sensitive positions as defined in 49 CFR Part 382, *et seq.*, are subject to the Federal Department of Transportation (DOT) (49 CFR Part 40) and the Federal Motor Carrier Safety Regulations (FMCSR) as prescribed by the Federal Motor Carrier Safety Administration (FMCSA) (49 CFR Parts 382, 383, 387, 390-397, and 399), as well as the District's *Drug and Alcohol-Free Workplace Policy* which includes designated safety sensitive positions.

5. The District receives funding through federal grants and is therefore subject to the Drug-Free Workplace Act of 1988. Marijuana (including medical and recreational cannabis), cocaine,

opioids, amphetamines (including methamphetamines), phencyclidine (PCP), and methylenedioxy-methamphetamine (MDMA) are considered illegal Schedule I or II drugs through the federal government. The District is committed to a policy of a drug and alcohol-free workplace and employees may not have any detectable level of Schedule I or II drugs in their system while at work. However, this policy is adopted in compliance with the requirements of NRS 678C.

6. Employee Responsibilities

- a. Each employee is responsible for meeting standards for work performance and safe on-the-job conduct.
- b. Employees shall not report to work under the influence of alcohol, illegal drugs, prohibited substances, or misused prescription or over-the-counter drugs regardless of the amount.
- c. Employees who suspect they may have a substance abuse problem are encouraged to seek counseling and rehabilitation from the District's Employee Assistance Program (EAP), a substance abuse professional or other treatment provider. The District's medical health insurance policy may provide for payment of some or all of the treatment costs.
- d. It is the responsibility and obligation of employees in safety-sensitive positions to determine, by consulting a health care provider if necessary, whether or not a legal drug s/he is taking being taken may, or will affect his/her ones ability to safely perform his/her assigned job duties. An employee in a safety-sensitive position whose medication may affect their ability to safely perform their job must contact the Executive Director Human Resources Director who will attempt to find an appropriate alternative assignment. If none is available, the employee and the District will take steps consistent with the advice of a health care provider which could include the use of may take sick leave or be placed on a medical leave of absence (if available and the employee otherwise qualifies) or take other steps consistent with the advice of a health care provider. If an employee reports to work under the influence of prescription medication and, as a result, endangers him/her oneself or others, the employee will be disciplined, up to and including termination.
- e. Each employee must report the facts and circumstances of any criminal drug or alcohol conviction arrest that occurred while on duty or which may impact the employee's ability to perform the duties of his/her job. If duties involve driving a vehicle or heavy equipment, the employee must report to his/her their supervisor within 24 hours a conviction and/or arrest for driving under the influence (DUI) and/or restrictions, revocation, or suspension of the driver's license pending adjudication. Notification to the District must occur before resuming work duties or no later than five (5) days after the conviction or revocation/suspension.

f. Employees in safety-sensitive positions identified by the District are subject to random drug and/or alcohol testing as provided in this regulation.

g. Employees must act as responsible representatives of the District and as law-abiding citizens. It is every employee's responsibility to report suspected or known violations of the District's policy to his/her their immediate Supervisor or to the Director of Human Resources. Such reporting is critical in preventing serious injuries or damage to the District's property.

h. Employees who are required to submit to a drug/alcohol test must complete and sign the consent form. Employees acknowledge that by consenting to testing, they are waiving any expectation of privacy between the District and employee in the information provided related to the drug/alcohol test.

7. Superintendent/Designee Responsibilities

The Superintendent/designee is responsible for:

- a. Authorizing the testing of employees,
- b. Coordinating drug and/or alcohol testing,
- c. Requesting completion of the consent form,
- d. Notifying employees of positive test results and their right to a retest of the same sample,
- e. Implementing disciplinary action against employees who fail to comply with provisions outlined in this regulation,
- f. Notifying the District's attorney of an employee's arrest and/or conviction of a federal or state criminal drug or alcohol statute violation,
- g. Ensuring that the drug and/or alcohol test forms and results are kept confidential and only provided to employees with a business need for the information,
- h. Identifying safety-sensitive positions, and
- i. Notifying employees in safety-sensitive positions that they are subject to random drug and/or alcohol testing, and
- j. Ensuring notices relative to this regulation and the list of positions designated as safety-sensitive, if any, are prominently displayed at all District facilities housing employees.

8. Administrator or Manager/Supervisor Responsibilities

The Administrator or Manager/Supervisor is responsible for:

- a. Determining if reasonable suspicion exists to warrant drug and/or alcohol testing, and detailing, in writing, the specific facts, symptoms, or observations that are the basis for the reasonable suspicion;
- b. Submitting the documentation to the Superintendent/designee; and

c. Complying with the appropriate provisions outlined in this regulation that apply to supervisory personnel.

9. District Responsibilities

The District is responsible for:

- a. Providing communication and training on this policy and regulation to include a training program to assist administrators and managers/supervisors to recognize the conduct and behavior that gives rise to a reasonable suspicion of inappropriate drug and/or alcohol use by employees and how to effectively intervene take appropriate action,
- b. Receiving and maintaining employee drug and alcohol testing records and files from all sources and assuring that they are kept confidential,
- c. Making drug testing and notice forms available,
- d. Notifying appropriate administrators or managers/supervisors of positive results of drug and/or alcohol tests,
- e. Administering the contract with a third party to provide drug and alcohol testing services,
- f. Overseeing the administration of the District's *Drug and Alcohol-Free Workplace Policy*,
- g. Designating safety-sensitive positions,
- h. Notifying administrators or managers/supervisors of their employees' randomly selected edion for drug and alcohol testing as required by federal and/or state law, and
- i. Ensuring the administration of all pre-employment drug testing for safety sensitive positions.

10. Employee Education Training

The District maintains information relating to the hazards of and treatment for drug-and alcohol-related problems. Proactive training and information shall be sponsored by the District periodically. Any employee may voluntarily seek advice, information, and assistance. Medical confidentiality will be maintained consistent with this policy.

11. Employee Assistance and Voluntary Referral

The District strongly encourages employees who suspect they have substance abuse problems to voluntarily refer themselves to a treatment program. A voluntary referral is defined as being one that occurs prior to any positive test for illegal drugs, prohibited substances, or alcohol under the District's policy and prior to any other violation of the policy, including a criminal conviction and/or arrest of that individual for a drug or alcohol related offense. A decision to participate in the employee assistance or other treatment program will not be a protection or defense from discipline.

Any employee who voluntarily requests assistance in dealing with a personal drug, prohibited substance, and/or alcohol problem may do so through a private treatment

program for drug, prohibited substance, and alcohol problems. An employee who is being treated for a substance abuse issue in a recognized rehabilitation program may, if the Americans with Disabilities Act (ADA) applies, be entitled to reasonable accommodation so long as the employee is conforming to the requirements of the program and is abstaining from the use of controlled substances and/or alcohol. These situations will be addressed on a case-by-case basis.

~~The employee must agree to release treatment information to the District to permit the monitoring of the employee's ongoing compliance with the treatment recommendation. Any related leave will be considered to be medical leave under the provisions of the Family and Medical Leave Act if the employee is eligible. Employees requiring inpatient treatment are requested to notify the Risk Management Department of the District in advance of the treatment admission. After such accommodation, the discontinuation of any involvement with alcohol or drugs is an essential requisite for continued employment. Upon completion of a substance abuse program, employees must take and pass a return to work test and sign a return to work agreement that will include a commitment to follow recommendations given by the treatment provider and other conditions as the District deems appropriate.~~

The cost of the drug or alcohol rehabilitation or treatment program shall be borne by the employee and/or if applicable, the employee's insurance provider. All information regarding an employee's participation in treatment will be held in strict confidence is confidential. Only information that is necessary for the performance of business will be shared by the District's management Business need-to-know confidentiality will be maintained.

12. Reasonable Suspicion Drug Testing

When any administrator or manager/supervisor has reasonable suspicion that an employee may be under the influence of alcohol, or drugs, or prohibited substances, the employee in question will be directed by the administrator/manager/supervisor through the Superintendent/designee or the District's Human Resources Director to submit to drug and/or alcohol testing. This test may include a breath and/or blood test, or urinalysis.

~~The purpose of reasonable suspicion drug and/or alcohol testing is not to confirm the suspicions of the administrator or manager/supervisor, but rather to rule out drugs and/or alcohol as a cause of the employee's behavior.~~

The site administrator or manager/supervisor shall be responsible to determine if reasonable suspicion exists to warrant drug and/or alcohol testing and shall be required to document, in writing, the specific facts, symptoms, or observations which form the basis

for such reasonable suspicion. When possible, the documentation will be forwarded to the Superintendent/designee to authorize the drug and/or alcohol test of an employee.

The administrator/manager/supervisor as directed by the Superintendent/designee or the District's Human Resources Director shall direct an employee to undergo drug and/or alcohol testing if there is reasonable suspicion that the employee is in violation of the District's policy. The employee will be placed on administrative leave with pay pending results of the test.

An employee who is required to submit to reasonable suspicion testing:

- Must sign a consent form provided by the testing party. By consenting to testing, the employee acknowledges waiving any expectation of privacy between the District and employee in the information provided related to the drug/alcohol test.
- Will be immediately provided transportation by the District to the location of the test.
- Will be advised to refrain from eating or drinking before being tested.
- Will be provided transportation by the District or transportation arrangements will be made by the District after the employee submits to the test or refuses to be tested.

Circumstances which constitute a basis for determining reasonable suspicion may include, but are not limited to:

- a. Information provided either by reliable and credible sources or independently corroborated, as determined by the administrator or manager/supervisor, that an employee is violating the District's policy.
- b. The administrator or manager/supervisor or another administrator or manager/supervisor receives information from a reliable and credible source, as determined by the administrator or manager/supervisor, that an employee is violating the District's policy.
- eb. Direct observation of drug, prohibited substance, or alcohol use while on duty.
- dc. The administrator or manager/supervisor or another administrator or manager/supervisor directly observes an employee using drugs and/or alcohol while an employee is on duty. Employee admits using drugs, prohibited substances, or alcohol prior to reporting to work or while at work, or employee admits to violating any other provisions of this policy.
- ed. Drug, prohibited substance, and or alcohol paraphernalia possibly used in connection with illicit drugs, prohibited substances, and or alcohol found on the employee's person or at or near the employee's work area.
- fe. Evidence that the employee has tampered with a previous test for drugs, prohibited substances, and/or alcohol test.

~~g.~~ The following behaviors will also contribute toward reasonable suspicion and, collectively or independently, on a case-by-case basis, may provide a sufficient reason for requesting a test for drugs, prohibited substances, and/or alcohol test:

- a. A pattern of abnormal or erratic behavior.
 - This includes, but is not limited to a single, unexplainable incident of serious abnormal behavior or a pattern of behavior which is radically different from what is normally displayed by the employee or grossly differing from acceptable behavior in the workplace.
- b. Presence of physical symptoms of drug, prohibited substance, and/or alcohol use.
 - The administrator or manager/supervisor observes physical symptoms that could include, but are not limited to, glassy or bloodshot eyes, slurred speech, poor motor coordination, or slow or poor reflex responses different from what is usually displayed by the employee or generally associated with common ailments such as colds, sinus problems, hay fever, and diabetes.
- c. Violent or threatening behavior.
 - First Incident: If an employee engages in unprovoked, unexplained, aggressive, violent, and/or threatening behavior against any person, the ~~department head~~ administrator/manager/supervisor may request that the employee submit to drug, prohibited substance, and/or alcohol testing.
 - Second Incident: Whether or not an employee has previously received formal counseling or disciplinary action for unprovoked, unexplained, aggressive, violent, or threatening behavior, upon a second or subsequent episode of similar behavior/conduct, the ~~department head~~ administrator/manager/supervisor will request that the employee undergo drug, prohibited substance, and/or alcohol testing.
- d. Absenteeism and/or tardiness.
 - ~~If a~~ An employee who has previously received disciplinary action for absenteeism and/or tardiness, or has a continued poor record that warrants a second or subsequent disciplinary action may, in combination with other relevant behaviors, result in drug and/or alcohol testing.

~~h. An employee who is required to submit to reasonable suspicion testing will be immediately provided transportation by the District to the location of the test. The employee will be advised to refrain from eating or drinking before being tested. After the employee submits to the test or if the employee refuses to be tested, the District will provide transportation for the employee to his/her home.~~

13. Post-Accident Testing

Each employee involved in an accident will be tested for illegal drugs, prohibited substances, and for alcohol as soon as possible after the accident, but after any necessary emergency medical attention has been provided. Accidents that trigger testing are those that result in:

- a. Death;
- b. Medical treatment of employee or another individual, other than first-aid treatment;
- c. Loss of consciousness; or
- d. Property damage estimated to be valued at or in excess of \$~~500~~ 3,000.

e. An employee who is required to submit to post-accident testing will be immediately provided transportation by the District to the location of the test. The employee will be advised to refrain from eating or drinking before being tested. After the employee submits to the test or if the employee refuses to be tested, the District will provide transportation for the employee to his/her home. An employee may be placed on administrative leave with pay pending the results of this test. If the test comes back positive and the District needs to conduct further investigation, the employee will be placed on administrative leave without pay subject to a post-accident test must sign a consent form provided by the testing party and remain readily available for testing. An employee who leaves the scene before the test is administered or who does not make oneself readily available may be deemed to have refused to be tested, and such refusal shall be treated as a positive test. The employee will be advised to refrain from eating or drinking before being tested. Further, the employee, subject to a post-accident test, must refrain from consuming alcohol for eight hours following the accident or until the employee submits to an alcohol test, whichever comes first.

f. In the event an employee is so seriously injured that s/he cannot provide a blood, breath, or urine specimen at the time of the accident, the employee must provide necessary authorization, as soon as the employee's physical condition allows, to enable the District to obtain hospital records or other documents that indicate whether there were drugs or alcohol in the employee's system when the accident occurred.

g. In the event federal, state, or local officials conducted alcohol and/or drug testing following an accident, the employee will be required to sign a release allowing the District to obtain the test results from such officials.

h. An employee who is subject to a post-accident test must remain readily available for testing. An employee who leaves the scene before the test is administered or who does not make him/herself readily available may be deemed to have refused to be tested, and such refusal shall be treated as a positive test. Further, the employee must refrain from consuming alcohol for eight (8) hours following the accident or until the employee submits to an alcohol test, whichever comes first.

- i. For safety reasons, an employee required to submit to post-accident testing may be placed on leave of absence pending receipt of the post-accident testing results and any related investigation.
- j. An employee who is required to submit to post-accident testing will be provided transportation to his/her home.

An employee who is required to submit to post-accident testing:

- a. Must sign a consent form provided by the testing party. By consenting to testing, the employee acknowledges waiving any expectation of privacy between the District and employee in the information provided related to the drug/alcohol test.
- b. Must remain readily available for testing. An employee who leaves the scene without good reason before the test is administered or who does not make oneself readily available may be deemed to have refused to be tested, and such refusal shall be treated as a positive test.
- c. Will be immediately provided transportation by the District to the location of the test.
- d. Will be advised to refrain from eating or drinking before being tested, and must refrain from consuming alcohol for eight hours following the accident or until the employee submits to an alcohol test, whichever comes first.
- e. Will be provided transportation by the District or transportation arrangements will be made by the District after the employee submits to the test or refuses to be tested.

Upon completion of the test:

- a. If the employee caused or contributed to the accident, or the District determines there is a risk to return the employee to work, the employee will be provided transportation home or the District will make transportation arrangements, and the employee will be placed on administrative leave with pay pending the results of this test.
- b. If the District determines the employee did not cause or contribute to the accident, the employee will be transported back to the work site (if medically able) and will resume work.
- c. If the test comes back positive and the District needs to conduct further investigation, the employee will be placed on administrative leave with or without pay.

Note: NRS 616C states a positive test for illegal drugs, prohibited substances (including marijuana), or alcohol per limits set forth in NRS 484C can cause the denial of workers' compensation claims. By consenting to post-accident testing, the employee waives any expectation of privacy between the District and the employee in the information provided in the drug and alcohol test.

- d. In the event an employee is so seriously injured that a specimen cannot be provided at the time of the accident, the employee must provide necessary authorization, as soon as the employee's physical condition allows, to enable the District to obtain hospital records or other documents that indicate the presence of drugs, prohibited substances, or alcohol in the employee's system when the accident occurred.
- e. In the event federal, state, or local officials conducted alcohol and/or drug testing following an accident, the employee will be required to sign a release allowing the District to obtain the test results from such officials.

14. Safety-Sensitive Positions

The District shall conduct pre-employment testing for drugs and random testing for drugs, prohibited substances, and alcohol for positions identified as safety-sensitive by the District. Drug and alcohol testing of applicants and employees in safety-sensitive positions is mandatory, and sSuccessfully passing these tests is a condition of future or continued employment. Applicants will be asked to sign forms for release of information from FMCSA Clearinghouse and previous employers in all cases where driving a CMV was a job function. Failure to consent will prevent LCSD from continuing with the pre-employment process and the applicant cannot be considered for employment per 49 CF382.707 CDL Drug and Alcohol Clearinghouse Procedures for pre-employment testing are listed in the *Pre-Employment Drug Screening for Safety-Sensitive Positions* section in the *Appointment of Classified Personnel* policy GC.

Safety-sensitive positions mean employment positions which may, in the normal course of business:

- a. Require the employee to operate the District's vehicles or heavy equipment on a regular and recurring basis; and/or
- b. Involve job duties which, if performed with inattentiveness, errors in judgment or diminished coordination, dexterity, or composure, may result in mistakes that could present a real and/or imminent threat to the personal health and safety of the employee, students, coworkers, and/or the public, including positions that require use of dangerous tools/equipment; performance of job duties at heights; use of dangerous chemicals; or carrying firearms in the performance of job duties.

The District shall maintain a list entitled "List of Positions Designated as Safety Sensitive;" and/or designate positions as safety sensitive on the job description The list shall be a public record. Before a position is included on this list, the District shall post a notice in a conspicuous location accessible to employees at the work site affected that a position is to be included as safety-sensitive for purposes of pre-employment drug testing

and random drug and alcohol testing. The notice will afford an opportunity for comment within a twenty (20) calendar day period.

Note: The District shall meet and consult with the recognized employee organization's representative, if affected employees are represented, before a position is included on this list. The final determination to place a position on the list shall be made by the District's Board of Trustees.

15. Random Testing

All employees in positions identified as safety-sensitive by the District, shall be subject to random drug, prohibited substances, and alcohol testing.

Per DOT testing guidelines for CDL holders, the District will drug test for drugs/prohibited substances, at a minimum, fifty percent (50%) of the average number of CDL employee positions each calendar year. The District will alcohol test, at a minimum, ten percent (10%) of the average number of CDL employee positions each calendar year. The selection of employees for random testing shall be on a non-discriminatory basis and made from a computer scientifically based random number generator that is matched with the employee's social security number, payroll identification number, or other comparable identifying number. Random testing will be unannounced, and the dates for administering the tests will be spread reasonably throughout the year. Random testing will be performed at any time while the employee is at work.

For all other non-CDL safety-sensitive positions, the District will drug test for drugs/prohibited substances, at a minimum 50% of the average number of employee positions designated as safety-sensitive each calendar year. The District will alcohol test, at a minimum 10% of the average number of employee positions designated as safety-sensitive each calendar year.

An employee selected for random testing shall proceed immediately to the test site and will be advised to refrain from eating or drinking prior to the test. If the test site is not at the employee's work site, the District will provide transportation to the location of the test. An employee who engages in conduct which does not lead to testing as soon as possible after notification may be considered to have refused to be tested.

If an employee selected for a random test is not available for testing due to medical reasons that would compromise the accuracy of the test, or leaves District employment after they are selected for testing but before the test is administered the District will select a replacement employee for testing using the procedures stated above.

Employees selected for a random test, but absent due to vacation annual, sick leave, other leave, or on urgent District business approved by their administrator or

manager/supervisor will not be notified to take the random test until the first day they return to work after random selection. Random selection may result in some employees being tested more than once each year; some may not be tested at all.

~~LCSD and medical review officers (MRO), or their designated representatives, are required to report information about positive drug test results, alcohol test results greater than 0.04 blood alcohol content, refusals to test and other non-test violations per FMCSA's drug and alcohol regulations.~~

16. Return-to-Work Testing/Follow-Up Testing

~~If Employees for whom the District agrees to continue employment, of an employee who violates the District's policy, and then may be required to undergo rehabilitation for drugs or alcohol, the employee will, as a condition of returning to work, be required to agree to follow-up testing as established by the District's Employee Assistance Program Return-to-Work (RTW) testing as established by the District's Executive Director of Human Resources. Employees for whom the District agrees to continue employment, who violate this policy will be required to undergo follow-up testing as established by the District.~~ The extent and duration of the follow-up testing will depend upon the safety and security nature of the employee's position and the nature and extent of the employee's substance abuse problem issue. The District's Human Resources Director will review the conditions of continued employment with the employee prior to the employee's returning to work. Any such condition for continued employment shall be given to the employee in writing. The District's Human Resources Director may consider the employee's rehabilitation program in determining an appropriate follow-up testing program.

Any employee subject to return-to-work/follow-up testing who has a confirmed positive drug, prohibited substance, or alcohol test will be in violation of this policy and subject to termination.

Note: For positions that require a CDL or otherwise defined as safety-sensitive positions by 49 CFR Part 382 and U.S. Department of Transportation regulations, the test cannot occur until after the Substance Abuse Professional (SAP) has determined that the employee has successfully complied with the prescribed education and/or treatment.

17. Consequence of Refusal to Submit to Testing/Adulterated Specimen

~~An employee who refuses to submit to testing for alcohol and/or drugs or who consents to a drug or alcohol test but fails to appear timely at the collection site or who fails to give their sample after reasonable opportunity to do so, will be treated as a refusal to submit to an alcohol or drug test. Such refusal shall be treated as a positive test and may result in disciplinary action up to and including termination.~~

~~Submission of an invalid, substituted or adulterated specimen will be considered a refusal to test and such refusal shall be treated as a positive test and may result in disciplinary action up to and including termination.~~

The following shall be treated as a positive test and will result in corrective action, up to and including termination:

- a. Refusal to sign a consent form provided by the testing party.
- b. Refusal to submit to testing for drugs, prohibited substances, and/or alcohol.
- c. Consenting to a test but failing to appear timely at the collection site.
- d. Failing to provide a sample after reasonable opportunity to do so.
- e. Engaging in conduct which attempts to or does impact the validity of any such testing.
- f. Submitting an invalid, substituted, or adulterated specimen.

A diluted ~~positive~~ negative test result shall be treated as a positive test ~~and may result in disciplinary action up to and including termination.~~

18. Testing Guidelines

The District may test for alcohol and illegal/prohibited substances including, but not limited to:

- a. Marijuana (Cannabis)*
- b. Cocaine, including crack
- c. ~~Opiates~~ Opioids, including fentanyl, heroin, and codeine, morphine, hydrocodone, hydromorphone, oxymorphone, and oxycodone
- d. Amphetamines, including methamphetamines
- e. Phencyclidine (PCP)
- f. Ketamine

**Tests for marijuana for workers' compensation purposes must be a blood test per requirements set forth in NRS 616C.230.*

In addition to testing for the above substances, CDL holders are subject to testing for the following substances:

- a. 6-Acetylmorphine
- b. MDMA(Ecstasy)

Where applicable, the District will follow federal testing procedures for drugs, prohibited substances, and alcohol set forth by the Federal Department of Transportation (DOT) 49 CFR Part 40 and the Federal Motor Carrier Safety Regulations (FMCSR). These regulations may be amended from time to time.

The District ~~will~~ may use the following primary sites for sample collection:

Concentra – Sparks
255 Glendale Avenue #12
Sparks, NV 89431
(775) 356-8181

Concentra - Reno
1530 East 6th Street
Reno, NV 89512
(775) 322-5757

Nevada Occupational Health Center (Concentra Urgent Care) – Carson City
3488 Goni Road Building E
Carson City, NV 89706
(775) 887-5030

The District contact person for all questions regarding the alcohol and drug testing program is:

Executive Director of Human Resources
25 East Goldfield Avenue
Yerington, NV 89447
(775) 463-6800

19. Option for Drug/Prohibited Substances Retest

The LCSD will follow the provisions of NRS 613.132 regarding the retest of the positive screening for the presence of marijuana.

In all other cases:

- a. No later than seventy-two (72) hours after receipt of a positive ~~drug~~ test, an employee who tests positive may request a confirmatory retest of the same sample at ~~his/her~~ their own expense at a certified laboratory of ~~his/her~~ the employee's choice.
- b. Upon request, the medical review officer will authorize the laboratory holding the employee's sample to release to a second laboratory, approved by the U.S. Department of Health and Human Services (DHHS), a sufficient quantity of the sample to conduct a second testing analysis.
- c. The employee will be required to authorize the laboratory to provide the District with a copy of its test results. A confirmation test will be conducted to verify ~~T~~the accuracy of the test results ~~will be verified~~ by the laboratory conducting the analysis. The results of the confirmatory test are final.

20. Requirement for Drug/Prohibited Substance Retest

An employee who tests negative dilute will be required to immediately retest. The employee will:

- a. Be given the minimum possible advance notice of retest,
- b. ~~Will be~~ accompanied by a supervisor to the collection site, and
- c. ~~Will not~~ be allowed to eat or drink between the period of being noticed of the retests and the actual test.

The retest will not be under direct observation unless directed to do so by the Medical Review Officer. If the retest is also negative dilute, the test will be considered negative and the District will not conduct a third test unless directed to do so by the Medical Review Officer.

21. Searches

If the District suspects that an employee, contracted employee, or volunteer is in possession of illegal drugs, prohibited substances, alcohol, or contraband in violation of its policy, the District may search District vehicles, lockers, desks, and work areas as outlined in LCSD Board Policy GBBM: Use of District Property/Premises and Searches or on-site contractor is in possession of illegal drugs, alcohol, or contraband in violation of its policy, the District may request the individual to submit to a search of his/her person, personal effects, vehicles, lockers, desks, work area, baggage, and District quarters. By entering into or being present at a job site while on District time or representing the District in any way, an individual is deemed to have consented to such searches. If an individual is asked to submit to a search and refuses, that individual will be considered insubordinate and will be escorted off the job site and disciplined, as appropriate.

Searches will be conducted by management personnel and may or may not be conducted in the presence of the person whose property or work area is searched. Any suspected contraband will be confiscated and may be turned over to law enforcement as appropriate. Any person whose property is confiscated will be given a receipt for that property by the District's representative conducting the search.

22. ~~Discipline Related to Abuse~~ Violation of Policy

- a. Employees in violation of the provisions of the District's policy and this regulation will be subject to disciplinary action, up to and including termination.
- b. An employee may be found to have violated the District's policy on the basis of any appropriate evidence including, but not limited to:

- Direct observation of illegal use of drugs or use of prohibited substances, prohibited use of alcohol, or possession of illegal drugs, prohibited substances, or alcohol, or related contraband;
 - Evidence obtained from an uncontested motor vehicle citation, an arrest, or a criminal conviction for use or illicit possession of illegal drugs or prohibited substances, or for the use or being under the influence of alcohol on the job;
 - A verified positive test result; or
 - An employee's voluntary admission.
- c. ~~Prior to determining its course of action, t~~The District may direct an employee who has tested positive to submit to an evaluation by a substance abuse professional in lieu of termination. The evaluation will attempt to determine the extent of the employee's use of or dependence on the abused substance(s) noted in the positive test and, if necessary, recommend an appropriate program of treatment.
- d. If an evaluation is conducted which results in a recommendation for treatment, ~~continued employment may, but is not required to, be allowed if the recommended treatment is immediately begun and successfully completed. The treatment program may include, but is not limited to, rehabilitation, counseling, and after care to prevent future substance use/abuse problems. The treatment program will not be at the District's expense; the employee must immediately begin and successfully complete the recommended treatment at the employee's expense;~~ however, employees may use benefits provided by applicable insurance coverage. ~~Failure by the employee to enroll in the recommended treatment program, to consistently comply with the program's requirements, to complete it successfully, and/or to complete any continuing care program shall be grounds for immediate termination from employment. Employees are limited to substance abuse treatment one time only under this regulation.~~
- e. When an employee is required to undergo treatment under the regulation, the employee may be required to comply with the following as a condition of continued employment:
- Monitoring of the treatment program and the employee's participation by the District;
 - Submission to return-to-work testing as required under this regulation and continuing follow-up testing as provided in the Return-to-Work Testing/Follow-Up Testing section above; and
 - Any other reasonable condition that the District deems necessary to maintain a safe and healthy workplace for all employees.

Failure by the employee to enroll in a required treatment program, to consistently comply with the program requirements, to successfully complete the program, and/or to complete any continuing care program will be grounds for immediate termination of employment.

Disciplinary action will also be taken for any job performance or behavior that would otherwise be cause for disciplinary action.

23. Confidentiality

All medical and rehabilitation records are confidential and may not be disclosed without the prior written consent of the patient, authorizing court order, or otherwise as permitted by state and federal law. Positive Test results may only be disclosed to the employee, the appropriate medical and substance abuse treatment providers, the District's attorney, a District representative when needed to respond to an alleged violation of the District's policy, individuals within the District who have a need-to-know of drug, prohibited substance, and/or alcohol testing results, and a court of law or administrative tribunal in any adverse personnel action, as required.

NOTE: The District prohibits the marketing, display, or promotion of alcohol, tobacco, smoking, vaping, nicotine pouches, drugs, prohibited substances, etc. on District property, on District-provided transportation or bus stops, in co-curricular and extra-curricular programs, at school or District sanctioned or recognized activities and events, and/or in school or District sponsored publications, websites or social media.

24. Definitions Administrator:

An individual who is directly responsible to the Superintendent/designee for administration of a site or significant District operation.

Alcohol: The intoxicating agent in beverage alcohol, ethyl alcohol, or other low molecular weight alcohol including methyl and isopropyl alcohol.

Alcohol Use: The drinking or swallowing of any beverage, liquid mixture, or preparation (including any medication) containing alcohol.

Applicant: A person, including a current employee, applying for any position with the District (may also be referred to as a candidate).

Contraband: Any item such as illegal drugs, drug paraphernalia, or other related items whose possession is prohibited by this regulation.

Conviction: A finding of guilt, including a plea of no contest or imposition of sentence or both, by any judicial body charged with the responsibility to determine violations of the federal or state criminal drug or alcohol statutes.

District Premises: All District property and facilities, the surrounding grounds and parking lots, leased space, District motor-driven equipment/vehicles, offices, desks, cabinets, closets, etc.

Drug Test: A urinalysis (urine) test to determine the presence of prohibited drugs or their metabolites that includes specimen collection and testing by a Department of Health and Human Services (DHHS) certified laboratory. Both a screening test and a confirmation test must be used to establish a positive test result.

Illegal Drugs: Any controlled substance or drug, the sale, possession, cultivation, transfer, use, purchase, or distribution of which is illegal. Illegal drugs include prescription drugs not legally obtained and/or prescription drugs not being used in the manner, combination, or quantity prescribed, or by the individual for whom prescribed.

Legal Drugs: Prescription drugs and over-the-counter drugs that have been legally obtained and are being used in the manner, combination, and quantity for which they were prescribed or manufactured.

Manager/Supervisor: An employee who has been authorized to select, train, schedule, and evaluate the work of other employees, and to make decisions or effectively recommend actions related to the hiring, evaluation, and discipline of assigned employees. This person may also serve as a department head.

Positive Drug or Alcohol Test: Any detectable level of drugs or its metabolite (in excess of trace amounts attributable to secondary exposure) in an employee's urine or blood. With respect to alcohol, a blood alcohol concentration of 0.02 or higher constitutes a positive test.

Substance Abuse Professional (SAP): A licensed physician, or a licensed or certified psychologist, social worker, employee assistance professional, or addiction counselor (certified by the National Association of Alcoholism and Drug Abuse Counselors Certification Commission) with the knowledge of and clinical experience in the diagnosis and treatment of drug and alcohol-related disorders.

Lyon County School District Board Memo

Date: November 19, 2024
To: Board of School Trustees
From: BillieJo Hogan, Executive Director of Human Resources
Re: Revisions to LCSD Board Policy GBBF: Prohibition of Workplace Violence

Recommendation

That the Board of Trustees approve revisions to LCSD Board Policy GBBF: Prohibition of Workplace Violence as a second and final reading.

Background Information

After each Nevada legislative session, the staff at POOL/PACT (our public agency insurance pool and risk management/human resources support entity) provide school districts with recommended policy changes based on the recent laws that were passed. Updating the LCSD policies to reflect the recommended changes keeps us in good standing with the insurance pool and mitigates our risk and liability. The simple addition to **LCSD Policy GBBF** was to include the term “**property**” in relation to workplace violence or threats of physical violence that occur on property owned or controlled by the District, affect the District’s business, or that occur at District-sponsored, commissioned events, or social gatherings.

The inclusion of “property” ensures that all district-owned or controlled spaces are subject to the same standards for preventing workplace violence and addressing threats. This aligns with the district’s goal of ensuring that all areas connected to the school district are safe and secure for employees, students, and visitors.

Budget Considerations

None

Discussed at Previous Meeting

October 22, 2024

Attachment(s)

Lyon County School District Board Policy GBBF: Prohibition of Workplace Violence

PROHIBITION OF WORKPLACE VIOLENCE

The District is committed to providing for the safety and security of all employees, students, parents, visitors, and property. This policy applies to all employees, including ~~regular full-~~ part-time ~~temporary~~, casual/temporary/seasonal, ~~provisional~~, and elected officials, volunteers, ~~as well as contract workers~~ employees, and anyone else on the District's property.

References: NRS 33.200 to NRS 33.360

DRAFT

Policy #GBBF
Revised ~~10/25/11~~ 11/19/24

PROHIBITION OF WORKPLACE VIOLENCE - ADMINISTRATIVE REGULATIONS

1. Implementation of Policy

- a. The District will not tolerate any form of workplace violence including acts or threats of physical violence, intimidation, harassment, and/or coercion, which involve or affect the District, or which occur on property owned or controlled by the District, during the course of the employee's performance of job duties, which affect the District's business, or which occur at a District-sponsored or commissioned event or social gathering ~~during the course of the District's business~~. Examples of workplace violence include, but are not limited to, the following:
- All threats (including direct, conditional, or veiled) or acts of violence occurring on premises owned or controlled by the District, regardless of the relationship between the District and the parties involved in the incident.
 - All threats of any type or acts of violence occurring off the District's premises involving someone who is acting in the capacity of a representative of the District.
 - All threats of any type or acts of violence occurring off the District's premises involving an employee of the District if the threats or acts affect the legitimate interests of the District.
 - Any acts or threats resulting in a criminal conviction of an employee, or agent of the District, or of an individual performing services for the District on a contract or temporary basis which adversely affect the legitimate interests and goals of the District.
- b. Specific examples of conduct which may be considered threats or acts of violence include, but are not limited to, the following:
- Hitting, shoving, or otherwise assaulting an individual;
 - Direct, conditional, or veiled threats of harm directed to an individual or his/her family, friends, associates, or property;
 - The intentional or malicious destruction or threat of destruction of the District's property, or property of another employee;
 - Harassing or threatening phone calls, text messages, notes, letters, computer messages, or other forms of communication (including social media websites);
 - Harassing surveillance or stalking; and
 - Unauthorized possession or inappropriate use of firearms, weapons, hazardous biological or chemical substances, or explosives while on District business.
 - Displaying overt signs of extreme stress, resentment, hostility, or anger;

- Making intimidating, abusive, or threatening remarks; and
- Displaying irrational or inappropriate behavior.

c. The District desires to detect and deter real, potential, or threatened violence. Every employee is required to report immediately any acts of violence or any threat of violence against any coworker, administrator or manager/supervisor, volunteer, student, visitor, ~~or other individual,~~ or property. Administrative, supervisory, and managerial personnel who witness or become aware of any acts or threats of violence must notify their superior immediately. Every other person on District property is encouraged to report incidents of threats or acts of violence ~~of which s/he is aware.~~ Threats or acts of violence may include:

- Discussing weapons or bringing them to the workplace.
- Displaying overt signs of extreme stress, resentment, hostility, or anger.
- Making intimidating, abusive or threatening remarks.
- Sudden or significant deterioration of performance.
- Displaying irrational or inappropriate behavior.

Reports of violence or threatening behavior should be made to the Superintendent/designee, an employee's immediate administrator or manager/supervisor, or any other administrator or manager/supervisor.

d. The District is committed to ensuring that employees reporting real or perceived threats in good faith will not be subject to harassment or retaliation. Nothing in this regulation alters any other reporting obligation established in the District's policies or in state, federal, or other applicable law.

2. Violations

Violations of this policy by any employee will lead to disciplinary action, up to and including termination and/or appropriate legal action. The District may also take appropriate disciplinary action, up to and including termination, against any employee who intentionally makes a false or malicious statement about coworkers or others.

Actions of law enforcement personnel which are necessary in the performance of their duties and are consistent with policies or sound law enforcement procedures shall not be considered to violate this policy. In addition, actions necessary for bona fide self-defense or protection of employees of the District or of District property shall not be considered to violate this policy.

3. Temporary Restraining Orders

The District may apply for an order for protection against harassment in the workplace under the terms of NRS 33.200 – 33.360, when it has reason to believe that:

- A person knowingly threatens to cause or commits an act that causes bodily injury to him/herself or to another person, damage to the property of another person, or substantial harm to the physical or mental health or safety of a person;
- The threat is made or an act committed against the District, any employee of the District while performing employment duties, or against a person present at the District's workplace; and
- The threat would cause a reasonable person to fear that the threat will be carried out, or the act would cause a reasonable person to feel terrorized, frightened, intimidated, or harassed.

Such order of protection against harassment in the workplace may:

- Enjoin the alleged harasser from contacting the District, an employee of the District while performing his/her duties, and any person while the person is present at the District's workplace;
- Order the alleged harasser to stay away from the workplace, and
- Order such other relief as the court deems necessary to protect the District, the workplace of the District, the District's employees while performing their employment duties, and any other persons who are present at the workplace.

Reference: NRS 33.200—33.360

Lyon County School District Board Memo

Date: November 19, 2024
To: Board of School Trustees
From: BillieJo Hogan, Executive Director of Human Resources
Re: Revisions to LCSD Board Policy GBBG: Criminal Defense Cost of Employees

Recommendation

That the Board of Trustees approve revisions to LCSD Board Policy GBBG: Criminal Defense Cost of Employees as a second and final reading.

Background Information

After each Nevada legislative session, the staff at POOL/PACT (our public agency insurance pool and risk management/human resources support entity) provide school districts with recommended policy changes based on the recent laws that were passed. Updating the LCSD policies to reflect the recommended changes keeps us in good standing with the insurance pool and mitigates our risk and liability. The recent addition to **LCSD Policy GBBG** clarifies that “**if the employee's actions were not malicious or wanton, and they were acting within the scope of their employment,**” the district will provide for reasonable legal costs incurred by the employee in defending themselves against the criminal charge(s). This update aligns better with **NRS 391.271**.

This reinforces the district’s commitment to standing behind its employees when they act in good faith while performing their job responsibilities. This helps foster trust between the district and staff, encouraging employees to perform their duties confidently, knowing they will not be left unsupported in legal matters.

Budget Considerations

None

Discussed at Previous Meeting

October 22, 2024

Attachment(s)

Lyon County School District Board Policy GBBG: Criminal Defense Cost of Employees

CRIMINAL DEFENSE COSTS OF EMPLOYEES

The District is committed to maintaining a safe work and educational environment. To that end, the District expects all employees to display appropriate conduct in contributing to a safe and peaceful work and educational environment.

However, if an employee of the District is charged criminally with assault, battery, or a similar offense which was predicated on the employee's actions in attempting to maintain a safe and peaceful school environment, the District will provide for reasonable legal costs incurred by the employee in defending him/herself themselves against such criminal charge(s) if the employees actions were not malicious or wanton, and they were acting within the scope of their employment.

Reference: NRS 391.271

DRAFT

Lyon County School District Board Memo

Date: November 19, 2024
To: Board of School Trustees
From: BillieJo Hogan, Executive Director of Human Resources
Re: Revisions to LCSD Board Policy GBBH: Employment of Relatives

Recommendation

That the Board of Trustees approve revisions to LCSD Board Policy GBBH: Employment of Relatives as a second and final reading.

Background Information

After each Nevada legislative session, the staff at POOL/PACT (our public agency insurance pool and risk management/human resources support entity) provide school districts with recommended policy changes based on the recent laws that were passed. Updating the LCSD policies to reflect the recommended changes keeps us in good standing with the insurance pool and mitigates our risk and liability. The recent addition to **LCSD Policy GBBH** includes the **new Consanguinity (by blood) and Affinity (by marriage) Relationship Chart**. This chart provides clearer guidelines on familial relationships and how they may impact workplace assignments, supervision, and other work-related considerations. By outlining relationships through this chart, the district ensures compliance with legal and ethical standards that govern workplace dynamics involving family members. This addition supports efforts to maintain an impartial and professional work environment, reducing the risk of conflicts.

Budget Considerations

None

Discussed at Previous Meeting

October 22, 2024

Attachment(s)

Lyon County School District Board Policy GBBH: Employment of Relatives

EMPLOYMENT OF RELATIVES

Except as otherwise permitted by NRS 281.210, no officer or appointing authority of the District may employ in any capacity on behalf of the District any relative of such person who is within the third degree of consanguinity or affinity (~~first cousins or closer~~). Existing employees may continue in their current position following the election or appointment of their relative to an appointing authority position.

Reference: NRS 281.210

DRAFT

Policy #GBBH
Revised ~~10/25/11~~ 11/19/24

EMPLOYMENT OF RELATIVES - ADMINISTRATIVE REGULATIONS

The District shall not authorize employment of any individual under conditions which would be in violation of the provisions of NRS 281.210.

Except as provided hereinafter, the District shall not employ any individual when that individual would be directly supervised and evaluated by any relative of such individual within the third degree of consanguinity or affinity, nor shall the District assign such related person to a position which has a fiduciary responsibility to one another which could be in any manner compromised by such familial relationship.

The District may hire or assign a person so related as described above to a position directly supervised and evaluated by a relative within the third degree of consanguinity or affinity only when authorized by a vote of the Board of Trustees after receipt by the Board of a written request from the administrator or manager/supervisor seeking to hire or assign such individual. Such written request shall delineate some special, significant, and convincing reason or specific circumstance to justify such hiring or assignment as reasonable and in the best interest of the District.

If a change should occur in the relationship that would result in a violation of this regulation, both individuals affected shall be held responsible for reporting the change in relationship to the Superintendent/designee within thirty (30) days of the occurrence precipitating the change in relationship. The District then has the right to transfer one of the employees to another department or area of responsibility.

It is unlawful for a member of the District's Board of Trustees or other person who is an appointing authority of the District to employ in any capacity on behalf of the District any relative who is within the third degree of consanguinity or affinity. This prohibition does not apply when the teacher or other District employee is not related to more than one of the Trustees or person who is an appointing authority and receives a unanimous vote of all members of the Board of Trustees and approval by the Department of Education.

| CONSANGUINITY AND AFFINITY RELATIONSHIP CHART | | | | | |
|---|------------------------------|--|---|-------------------|---------------------------------|
| Officer or Employee | | | | | |
| Consanguinity (Includes individuals related by blood to the Officer or Employee) | | | Affinity (Includes the Officer's or Employee's Spouse and individuals related to the Spouse) | | |
| First Degree | Second Degree | Third Degree | First Degree | Second Degree | Third Degree |
| Father or Mother | Grandparents | Great Grandparents | Spouse | Grandparents | Great Grandparents |
| Son or Daughter (& Spouse) | Grandchildren (& Spouse) | Great Grandchildren (& Spouse) | Father or Mother | Grandchildren | Great Grandchildren |
| | Uncle or Aunt (& Spouse) | Great Uncle or Aunt (& Spouse) | Son or Daughter | Uncle or Aunt | Great Uncle or Aunt |
| | First Cousin (& Spouse) | Children of Great Uncle or Aunt (& Spouse) | | First Cousin | Children of Great Uncle or Aunt |
| | Nephew or Niece (& Spouse) | Second Cousin (& Spouse) | | Nephew or Niece | Second Cousin |
| | Brother or Sister (& Spouse) | Children of First Cousin (& Spouse) | | Brother or Sister | Children of First Cousin |
| | | Grand Nephew or Niece (& Spouse) | | | Grand Nephew or Niece |

An Officer or Employee is the starting point from which all degrees of relationship are calculated.

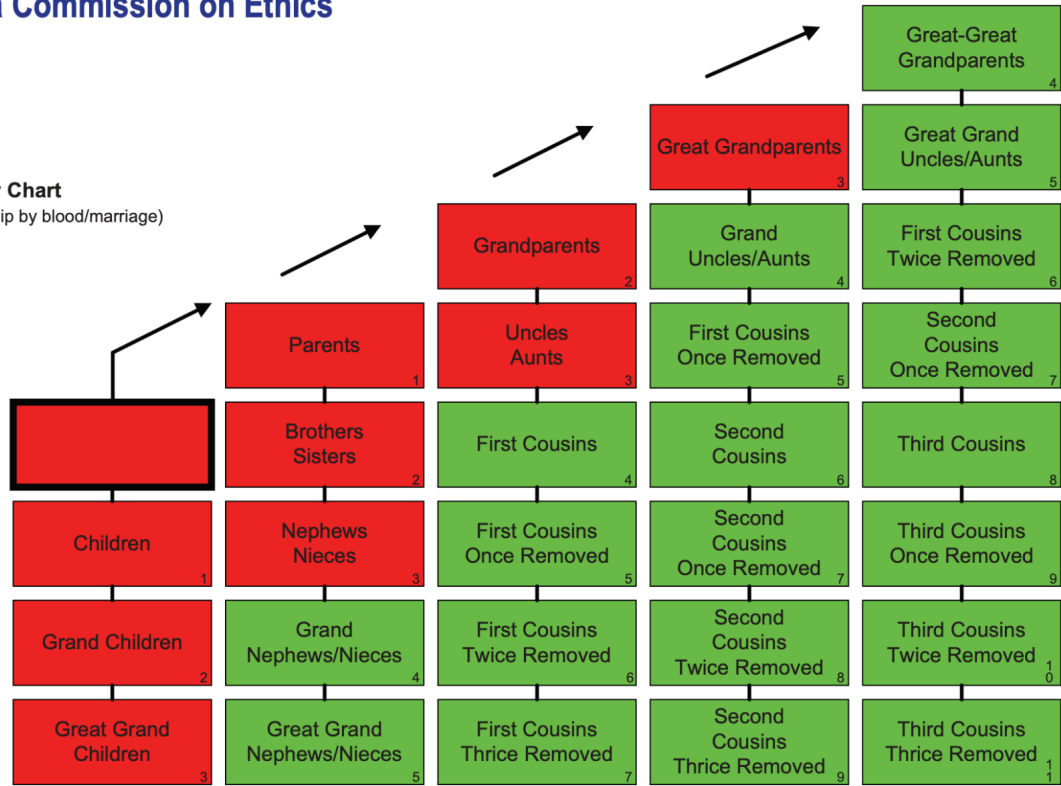
Under the Degrees of Consanguinity, where Spouse is indicated, the relationship of the spouse is in the same degree as that of the person related by consanguinity, but the spouse is related only by affinity.

10/16/2000

State of Nevada Commission on Ethics

Consanguinity/Affinity Chart

(Degrees of family relationship by blood/marriage)



Instructions:

For Consanguinity (relationship by blood) calculations:

Place the public officer/employee for whom you need to establish relationship by consanguinity in the blank box. The labeled boxes will then list the relationships by title to the public officer/employee. Anyone in a box numbered 1, 2, or 3 is within the third degree of consanguinity. Nevada Ethics in Government Law addresses consanguinity within third degree by blood, adoption or marriage.

For Affinity (relationship by marriage) calculations:

Place the spouse of the public officer/employee for whom you need to establish relationship by affinity in the blank box. The labeled boxes will then list the relationships by title to the spouse and the degree of distance from the public officer/employee by affinity. A husband and wife are related in the first degree by marriage. For other relationships by marriage, the degree is the same as the degree of underlying relationship by blood.

Revised: MEL 02/15/2012

Lyon County School District Board Memo

Date: November 19, 2024
To: Board of School Trustees
From: BillieJo Hogan, Executive Director of Human Resources
Re: Revisions to LCSD Board Policy GBBI: Conflict of Interest

Recommendation

That the Board of Trustees approve revisions to LCSD Board Policy GBBI: Conflict of Interest as a second and final reading.

Background Information

After each Nevada legislative session, the staff at POOL/PACT (our public agency insurance pool and risk management/human resources support entity) provide school districts with recommended policy changes based on the recent laws that were passed. Updating the LCSD policies to reflect the recommended changes keeps us in good standing with the insurance pool and mitigates our risk and liability. The simple change to LCSD Policy GBBI is to eliminate the assumption of the number of people who may be involved in an intimate or romantic relationship. This ensures that all employees, regardless of the structure of their personal relationships, are held to the same standards of professionalism and workplace conduct.

Budget Considerations

None

Discussed at Previous Meeting

October 22, 2024

Attachment(s)

Lyon County School District Board Policy GBBI: Conflict of Interest

CONFLICT OF INTEREST

The District recognizes that an inherent conflict of interest and/or appearance of impropriety arises when an administrator or manager/supervisor or other school employee evaluates another employee who is within the third degree of consanguinity or affinity, or with whom the evaluator is currently involved in an intimate or romantic relationship. Such a relationship between evaluator and employee taints the evaluation process, negatively impacts the District's credibility, adversely affects employee morale and productivity, and compromises the District's objective of promoting qualified employees on a fair and objective basis.

For purposes of this policy, an "intimate or romantic relationship" includes dating, sexual contact of any type, or any other similar private activity which may compromise an employee's ability to evaluate ~~his/her~~ their partner effectively and impartially. The District will not permit spouses or domestic partners to evaluate each other.

DRAFT

CONFLICT OF INTEREST - ADMINISTRATIVE REGULATIONS

It is an affirmative **the** duty of District employees involved in an intimate or romantic relationship to avoid evaluating the employee with whom they are intimately or romantically involved. The District will decide on a suitable replacement to evaluate the employee after consulting with the employee who would normally have completed the evaluation, as well as the employee being evaluated. When the District selects a replacement evaluator pursuant to this regulation, it shall respect the privacy of the **two (2)** employees involved in the intimate or romantic relationship and shall not create any record or place in either employee's personnel file the reason for the need of a replacement evaluator.

If, after an independent investigation, the District learns that an evaluation has been or is being conducted in violation of this regulation, the District may take one or more of the following actions:

1. Reevaluate the employee for the evaluation period in question, which reevaluation will be conducted by a suitable and qualified replacement of **his/her** **their** partner or former partner; and/or
2. Create a record in each employee's respective personnel file indicating that an evaluation was conducted in violation of this policy; and/or
3. Such other disciplinary action as deemed appropriate.

Lyon County School District Board Memo

Date: November 19, 2024
To: Board of School Trustees
From: BillieJo Hogan, Executive Director of Human Resources
Re: Revisions to LCSD Board Policy GBBJ: Code of Ethical Standards

Recommendation

That the Board of Trustees approve revisions to LCSD Board Policy GBBJ: Code of Ethical Standards as a second and final reading.

Background Information

After each Nevada legislative session, the staff at POOL/PACT (our public agency insurance pool and risk management/human resources support entity) provide school districts with recommended policy changes based on the recent laws that were passed. Updating the LCSD policies to reflect the recommended changes keeps us in good standing with the insurance pool and mitigates our risk and liability. The addition to LCSD Policy GBBJ includes the most recent edition of the Model Code of Ethics for Educators as created by the National Association of State Directors of Teacher Education and Certification. The state requires us to adopt a model Code of Ethics for Educators per NRS 391.2056. The policy also clarifies the requirements to comply with ethics in government as provided by the Nevada Commission on Ethics.

By setting clear expectations for ethical conduct, the policy promotes a safer and more respectful environment for staff and students alike. The prohibition of retaliation further protects staff members from potential harm or intimidation when they report ethical concerns, contributing to a workplace culture of accountability.

Budget Considerations

None

Discussed at Previous Meeting

October 22, 2024

Attachment(s)

Lyon County School District Board Policy GBBJ: Code of Ethical Standards

CODE OF ETHICAL STANDARDS

The elected and appointed officers and employees of the Lyon County School District recognize that holding public office and/or employment is a public trust. To preserve that trust, the District demands the highest code of conduct and ethical standards. The purpose of this policy is to define and establish the standards of ethical conduct that are required of public officials and employees so as to ensure their professional integrity in the performance of their duties.

The officers, employees, and volunteers of the District shall comply with the following provisions. This list is not all-inclusive, but simply provides the basic level of conduct expected.

1. • ~~All elected and appointed officials and employees~~ They will conduct themselves with honesty and integrity in the course of performing their duties and responsibilities.
2. • They will act with care and diligence in the course of their employment.
3. • They will treat everyone, including coworkers, subordinates, supervisors, customers and the public, with the utmost professionalism, respect, and courtesy.
4. • They will comply with all applicable federal, state, and local laws.
5. • They will comply with any lawful and reasonable direction given by someone in the employee's agency who has authority to give the direction.
6. • They will maintain appropriate confidentiality.
7. • They will disclose, and take reasonable steps to avoid, any actual or potential conflict of interest (~~real or apparent~~) in connection with their employment.
8. • They will use employer resources in an ethical, economical, and proper manner.
9. • They will not provide false or misleading information in response to a request for information that is made for official purposes in connection with their employment.
10. • They will, at all times, act in a way that upholds the values, ~~and the~~ integrity, and good reputation of the Lyon County School District.

11. They will understand and comply with the most recent edition of the Model Code of Ethics for Educators as created by the National Association of State Directors of Teacher Education and Certification (NASDTEC).
12. They will comply with any other conduct requirement that is prescribed by the District.

In addition, the Lyon County School District's officials, employees, and volunteers are required to comply ~~Consistent~~ with the provisions of NRS 281A.400 and NRS 281.230, a Code of Ethical Standards is hereby established to govern the conduct of the District's officials and employees. Employees shall familiarize themselves with Nevada Ethics in Government Manual available through the Nevada Commission on Ethics.

Employees who suspect violations of this policy must report the conduct/behavior(s) as soon as possible to their administrator, supervisor/manager, or the Executive Director of Human Resources.

The District will not tolerate any retaliation by management or by any other employee against employees who exercise rights under this policy. Employees who believe they have been retaliated against in any manner should immediately notify their administrator, supervisor/manager, or the Executive Director of Human Resources. The District will promptly investigate and deal appropriately with any allegation of retaliation. Substantiated retaliation may result in disciplinary action, up to and including termination.

1. No official or employee shall seek or accept any gift, service, favor, employment, engagement, perquisite, gratuity, or economic opportunity or advantage which would tend improperly to influence a reasonable person in his/her position to depart from the faithful and impartial discharge of his/her District duties.

2. No official or employee shall use his/her position with the District to secure or grant unwarranted privileges, preferences, exemptions, or advantages for him/herself, any member of his/her household, any business entity in which s/he has a significant pecuniary interest, or any other person.

3. No official or employee shall participate as an agent of the District in the negotiation or execution of a contract between the District and any private business in which s/he has a significant pecuniary interest.

4. No official or employee shall accept any salary, retainer, augmentation, expense allowance, or other compensation from any private source for the performance of his/her duties as an official or employee.

5. If an official or employee acquires, through his/her District duties or relationships, any information which by law or practice is not at the time available to the public generally, s/he shall not use such information to further his/her own current or future pecuniary interests or the current or future pecuniary interests of any other person or business entity.

6. No official or employee shall suppress any District report or other document or information because the release of such report or information has the potential to impact his/her own pecuniary interests or those with whom s/he has a business or personal relationship.

7. No official or employee shall use District time, property (including monies or funds), equipment, or other facility to benefit his/her personal or financial interests.

8. No official or employee shall attempt to benefit his/her personal or financial interest(s) by influencing or intimidating a subordinate.

9. No official or employee shall seek other employment or contracts through the use of his/her official position or the influence associated thereto.

10. An official or employee shall not, in any manner, directly or indirectly, receive any commission, personal profit, or compensation of any kind resulting from any contract or other transaction in which the District is in any way interested or affected except

a. A member of any board, commission, or similar body who is engaged in the profession, occupation, or business regulated by the board, commission, or body may, in the ordinary course of his/her business, bid on or enter into a contract with any governmental agency, except the board, commission or body of which s/he is a member, if s/he has not taken part in developing the contract plans or specifications and s/he will not be personally involved in opening, considering, or accepting offers.

b. A public officer or employee, other than an officer or employee described in Item a. above, may bid on or enter into a contract with a governmental agency if the contracting process is controlled by rules of open competitive bidding, the sources of supply are limited, s/he has not taken part in developing the contract plans or specifications, and s/he will not be personally involved in opening, considering, or accepting offers.

Violations of any of the above provisions may result in disciplinary action, up to and including termination.

References: NRS 281~~A.400~~, NRS 281~~.230~~, 391.2056, and Model Code of Ethics for Educators as created by the National Association of State Directors of Teacher Education and Certification (NASDTEC)

DRAFT

Policy #GBBJ
Revised ~~11/24/15~~ 11/19/24

Appendix A

MCEE: The Power of a Common Language

The Model Code of Ethics for Educators (MCEE), supported by national education organizations that undergird our profession, was developed by a diverse and representative task force of educational practitioners. The MCEE connects the aspirations of professional ethics with the day-to-day realities of the practicing educator.

The MCEE facilitates a broad understanding of what constitutes ethical best practice and helps ensure that educators are equipped with a framework for ethical decision-making.

The MCEE, which can be adopted, adapted, or endorsed, provides a basis for conversations across the profession about the importance of having a common language rooted in professional ethics. These conversations have power.

The Model Code of Ethics for Educators – Giving the profession a common language to guide professional decision-making.



Established by NASDTEC, the National Council for the Advancement of Educator Ethics (NCAEE) consists of practitioners and educational partners that represent the profession. NCAEE's mission is to promote and foster an intentional and thoughtful focus on professional ethics for educators. Its role is to provide national leadership in advancing ethical understanding and practice, while promoting awareness and use of the MCEE.



Founded in 1928, NASDTEC represents professional standards boards, commissions and state departments of education that are responsible for the preparation, licensure, and discipline of educational personnel. Associate members include constituent groups with an interest in the preparation, continuing development, and certification of educational personnel.

More information on NASDTEC and the development of the MCEE may be found at www.nasdtdec.net.

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OVERVIEW
Model Code of Ethics for Educators

2nd Edition

The Model Code of Ethics for Educators (MCEE) serves as a guide for future and current educators as they encounter the complexities of P-12 education. The Code establishes principles for ethical best practice, mindfulness, self-reflection and decision-making. The establishment of this professional code of ethics for educators honors the public trust and upholds the dignity of the profession.

WELCOME

There is a movement growing within the greater P-12 and educator preparation educational communities to ensure educators and prospective educators understand how professional decision-making can impact all aspects of the schooling community. This increased focus on examining and understanding our profession's norms and values is a critical part of the mission of the National Association of State Directors of Teacher Education and Certification (NASDTEC). A professional code of ethics establishes a higher threshold of responsibility than policy, statutes or law. Adhering to the regulations that govern one's employment and licensure – as well as aligning one's professional practice to the Model Code of Ethics for Educators – will mitigate the risks and vulnerabilities inherent in our profession.

For more information, visit www.nasdtdec.net

PRINCIPLE I

**RESPONSIBILITY TO
THE PROFESSION**

The professional educator knows that trust in the profession depends upon a level of professional responsibility that may be higher than the minimal standard of policy and law. This responsibility entails holding oneself and other educators to the same ethical standards.

A. The professional educator demonstrates responsibility to oneself and the profession by:

1. Holding oneself responsible to Model Code of Ethics for Educators (MCEE) and other recognized professional ethics standards;
2. Knowing and upholding the procedures, policies and laws relevant to professional practice regardless of personal views;
3. Monitoring and maintaining sound mental, physical and emotional health necessary to perform duties and services of any professional assignment and taking appropriate measures when personal or health-related issues may interfere with work-related duties;
4. Refraining from professional or personal activity that may lead to reducing one's effectiveness within the school community;
5. Refraining from using one's position for personal gain and avoiding the appearance of impropriety;
6. Taking responsibility and credit only for work actually performed or produced, and acknowledging the work and contributions made by others; and
7. Recognizing a lack of knowledge or understanding of the MCEE is not, in itself, a defense of unprofessional conduct

B. The professional educator fulfills the obligation to address and attempt to resolve ethical issues by:

1. Identifying and taking reasonable steps to resolve conflicts between the MCEE and the implicit or explicit demands of a person or organization;
2. Maintaining fidelity to the MCEE by taking proactive steps when having reason to believe that another educator may be approaching or involved in an ethically compromising situation;
3. Refraining from discriminating or retaliating against a person on the basis of having made an ethics complaint;
4. Refraining from filing or encouraging frivolous ethics complaints solely to harm or retaliate; and
5. Cooperating fully and honestly during investigations and proceedings.

C. The professional educator promotes and advances the profession within and beyond the school community by:

1. Engaging in respectful discourse regarding issues that impact the profession;
2. Influencing and supporting decisions and actions that positively impact teaching and learning, educational leadership and student services;
3. Staying current with ethics guidelines and decisions from professional organizations and other relevant sources;
4. Engaging with the greater educational community through professional organizations and associations; and
5. Advocating for adequate resources and facilities to ensure equitable opportunities for all members within the learning community.

PRINCIPLE II

**RESPONSIBILITY FOR
PROFESSIONAL COMPETENCE**

The professional educator is committed to the highest levels of professional and ethical practice.

A. The professional educator demonstrates commitment to high standards of practice through:

1. Using the MCEE and other ethics codes unique to one's discipline to guide and frame educational decision-making;
2. Incorporating into one's practice state and national standards, including those specific to one's discipline;
3. Advocating for equitable educational opportunities for all students;
4. Accepting the responsibilities, performing duties and providing services corresponding to the area of certification, licensure and/or training of one's position;
5. Reflecting upon and assessing one's professional skills, knowledge and competency on an ongoing basis; and
6. Committing to ongoing professional learning.

B. The professional educator demonstrates responsible use of data, materials, research, and assessment by:

1. Recognizing others' work by appropriately citing data or materials from published, unpublished or electronic sources when disseminating information;
2. Using appropriate assessments for the purposes for which they are intended and for which they have been validated to guide educational decisions;
3. Conducting research in an ethical and responsible manner with appropriate permission and supervision;
4. Seeking and using evidence, instructional data, research and professional knowledge to inform practice;
5. Creating, maintaining, disseminating, storing, retaining and disposing of records and data relating to one's research and practice, in accordance with, but not limited to, official guidance, policy and laws; and
6. Using data, data sources, or findings accurately, reliably and ethically.

C. The professional educator demonstrates competence by acting in the best interest of all students by:

1. Increasing students' access to the curriculum, activities and resources in order to provide a quality and equitable educational experience;
2. Working to engage the school community to close achievement, opportunity and attainment gaps; and
3. Protecting students from any practice that harms or has the reasonable potential to harm.

PRINCIPLE III

RESPONSIBILITY TO STUDENTS

The professional educator has a primary obligation to promote the health, safety and well being of all students. The professional educator treats students with dignity and respect, and establishes and maintains appropriate verbal, physical, emotional and social boundaries.

A. *The professional educator respects the rights and dignity of all students by:*

1. Respecting students by taking into account their individual characteristics, including but not limited to age, gender, culture, setting, ability and socioeconomic context.
2. Interacting with students with transparency and in appropriate settings;
3. Communicating with students in a clear, respectful and culturally sensitive manner;
4. Taking into account how appearance and dress can affect one's interactions and relationships with students;
5. Considering the implications of accepting gifts from or giving gifts to students;
6. Engaging in physical contact with students only when there is a clearly defined purpose that benefits students and continually keeps their health, safety and well-being in mind;
7. Avoiding multiple relationships with students that might impair objectivity and increase the risk of harm to their well-being or decrease educator effectiveness;
8. Acknowledging there are no circumstances that allow for educators to engage in romantic or sexual relationships with students; and
9. Considering the ramifications of entering into an adult relationship of any kind with a former student, including but not limited to, any potential harm to the former student, public perception and the possible impact on the educator's career. The professional educator ensures the adult relationship was not started while the former student was in school

B. *The professional educator demonstrates an ethic of care through:*

1. Seeking to understand students' educational, academic, personal and social needs as well as their values, beliefs and cultural background;
2. Respecting the dignity, worth and uniqueness of each individual student including, but not limited to, actual and perceived gender, gender expression, gender identity, sexual orientation, civil status, family status, religion, age, disability, race, ethnicity, socioeconomic context and culture; and
3. Establishing and maintaining an environment that promotes the emotional, intellectual, physical and sexual safety of all students.

C. *The professional educator maintains student trust and confidentiality when interacting with students in a developmentally appropriate manner and within appropriate limits by:*

1. Respecting the privacy of students and the need to hold in confidence certain forms of student communication, documents or information obtained in the course of professional practice;
2. Upholding parents'/guardians' legal rights, as well as any legal requirements, to reveal information related to legitimate concerns for the well-being of a student; and
3. Protecting the confidentiality of student records and releasing personal data in accordance with prescribed state and federal laws and local policies.

PRINCIPLE IV

**RESPONSIBILITY TO THE
SCHOOL COMMUNITY**

The professional educator promotes appropriate relationships and effective interactions with members of the school community.

A. *The professional educator promotes appropriate and effective relationships with parents/guardians by:*

1. Communicating with parents/guardians in a timely, respectful and culturally sensitive manner that represents the students' best interests;
2. Demonstrating a commitment to equality, equity, diversity and inclusion with parents/guardians;
3. Considering the implication of accepting gifts from or giving gifts to parents/guardians; and
4. Maintaining appropriate confidentiality with respect to student information disclosed by or to parents/guardians unless required by law

B. *The professional educator promotes appropriate and effective relationships with colleagues by:*

1. Respecting colleagues as fellow professionals and maintaining civility when differences arise;
2. Resolving conflicts, whenever possible, privately and respectfully and in accordance with policy;
3. Working to ensure a workplace environment that is free from harassment;
4. Collaborating with colleagues in a manner that supports academic achievement and related goals that promote the best interests of students;
5. Keeping student safety, education, and health paramount by maintaining and sharing educational records appropriately and objectively in accordance with local policies and state and federal laws;
6. Enhancing the professional growth and development of new educators by supporting effective field experiences, mentoring or induction activities across the career continuum;
7. Ensuring educators who participate as mentors for new educators, cooperating teachers and leadership positions are prepared and supervised to assume these roles; and
8. Demonstrating a commitment that educators are assigned to positions in accordance with their educational credentials, preparation and/or training to maximize students' opportunities and achievement.

C. *The professional educator promotes appropriate and effective relationships with the community and other stakeholders by:*

1. Maintaining the highest professional standards of accuracy, honesty and appropriate disclosure of information when representing the school or district within the community and in public communications;
2. Advocating for policies and laws benefitting students and families within the school community; and
3. Collaborating with community agencies, organizations and individuals in order to advance students' best interests.

PRINCIPLE IV cont.

**RESPONSIBILITY TO THE
SCHOOL COMMUNITY**

The professional educator promotes appropriate relationships and effective interactions with members of the school community.

D. The professional educator promotes appropriate and effective relationships with employers by:

1. Exhibiting personal and professional conduct that is in the best interest of the organization, learning community, school community and profession;
2. Using property, facilities, materials and resources in accordance with local policies and state and federal laws;
3. Respecting intellectual property rights (e.g., original lesson plans, district level curricula, syllabi, gradebooks) when sharing materials; and
4. Considering the implications of offering or accepting gifts and/or preferential treatment by vendors or an individual in a position of professional influence or power.

E. The professional educator recognizes the problematic nature of multiple relationships by:

1. Considering the risks that multiple relationships might impair objectivity, increase the likelihood of harm to students' learning and well-being, or diminish educator effectiveness;
2. Considering the risks and benefits of a professional relationship with someone with whom the educator has a current or past personal relationship;
3. Considering the implications and possible ramifications of engaging in a personal relationship with parents/guardians, student teachers, colleagues and supervisors; and
4. Ensuring professional responsibilities to paraprofessionals, student teachers or interns do not interfere with responsibilities to students, their learning and well-being.

PRINCIPLE V

**RESPONSIBLE AND ETHICAL
USE OF TECHNOLOGY**

The professional educator considers the impact of consuming, creating, distributing and communicating information through all technologies. The ethical educator is vigilant to ensure appropriate boundaries associated with role, time and place are maintained when using electronic communication.

A. The professional educator uses technology in a responsible manner by:

1. Using social media transparently and primarily for purposes of teaching and learning per school and district policy. The professional educator considers the ramifications of using social media and direct communication via technology with one's interactions with students, colleagues and the general public;
2. Staying current with trends and uses of school technology;
3. Evaluating information obtained electronically for reliability and bias;
4. Respecting intellectual property rights, copyright and fair use when accessing, using and documenting proprietary materials;
5. Understanding and abiding by policy and procedures on the use of technology and communication;
6. Recognizing that some electronic communications are records under the Freedom of Information Act (FOIA) and state public access laws;
7. Considering the implications of sharing legally protected or other sensitive information electronically either via professional or personal devices/accounts; and
8. Exercising vigilance in maintaining separate and professional virtual profiles and keeping personal and professional lives distinct.

B. The professional educator ensures students' safety and well-being when using technology by:

1. Being vigilant in identifying, addressing and reporting (when appropriate and in accordance with local school, district, state and federal policy) inappropriate and illegal materials/images in electronic or other forms;
2. Respecting the privacy of students' presence on social media unless there is possible risk of harm to the student or others; and
3. Being attentive to (and appropriately reporting) information concerning possible cyber bullying incidents and their potential impact on the student learning environment.

C. The professional educator maintains confidentiality with the use of technology by:

1. Taking appropriate and reasonable measures to maintain confidentiality of privileged information and stored or transmitted educational records;
2. Understanding the intent of Family Educational Rights to Privacy Act (FERPA) and how it applies to sharing student records electronically;
3. Ensuring the rights of third parties, including the right of privacy, are not violated via the use of technology; and
4. Protecting information from being shared with unintended third parties through technology.

D. The professional educator promotes the appropriate use of technology in educational settings by:

1. Advocating for equal and equitable access to technology for all students;
2. Promoting the benefits and clarifying the limitations of various appropriate technological applications with colleagues, appropriate school personnel, parents and community members;
3. Promoting technological applications that assist and enhance the teaching and learning process; and
4. Practicing and advocating for cybersecurity to protect oneself, others and the integrity of the network.

Lyon County School District Board Memo

Date: November 19, 2024
To: Board of School Trustees
From: BillieJo Hogan, Executive Director of Human Resources
Re: Revisions to LCSD Board Policy GBBK: Political Activity

Recommendation

That the Board of Trustees approve revisions to LCSD Board Policy GBBK: Political Activity as a second and final reading.

Background Information

After each Nevada legislative session, the staff at POOL/PACT (our public agency insurance pool and risk management/human resources support entity) provide school districts with recommended policy changes based on the recent laws that were passed. Updating the LCSD policies to reflect the recommended changes keeps us in good standing with the insurance pool and mitigates our risk and liability. The addition to LCSD Policy GBBK is to clarify language regarding those employees who are campaigning for, elected to, or appointed to public office and what they are permitted and not permitted to do. The inclusion of language about election-related communication per NRS 294A helps staff understand the rules surrounding political messaging, ensuring that all communications comply with state laws.

The policy update also aims to maintain the professionalism of the workplace by outlining specific expectations for employees engaged in public office activities. This helps prevent any disruptions that could arise from political activities interfering with work responsibilities.

Budget Considerations

None

Discussed at Previous Meeting

October 22, 2024

Attachment(s)

Lyon County School District Board Policy GBBK: Political Activity

PROHIBITED POLITICAL ACTIVITY

1. Political Activity

Employees shall not engage in political activity of any kind during working hours ~~or while conducting District business during what are normally non-working hours~~. This includes, but is not limited to soliciting money, influence, service, or any other valuable thing to aid, promote, or defeat any political committee or the nomination or election of any person to public office.

Wearing or displaying of apparel, buttons, insignia, or other items which advocate for or against a political candidate or a political cause is also an example of prohibited political activity during work hours.

Furthermore, during working hours no employee shall attempt to coerce, command, or require a person holding or applying for any position, office, or employment, including a citizen requesting service supplied by the District, to influence or to give money, service, or other valuable thing to aid, promote, or defeat any political committee, or to aid, promote, or defeat the nomination or election of any person to public office.

Employees may not participate in any of the above-mentioned activities off duty while wearing a uniform, name tag, or any other item identifying them as a representative of the District.

Employees are expressly forbidden to use any District resources, ~~including but not limited to: interoffice mail, e-mail, telephone, fax machines, the Internet, or copy machines~~ to engage in any political activity outside the approved scope of the District's official duties. This includes, but is not limited to:

- Interoffice mail
- Email
- Telephone
- Fax machines
- Copy machine
- Internet
- District sponsored social media or mass communication systems
- Reader boards or other district signage

2. Running for or Holding Political Office

While employees are encouraged to participate in the political process, they must understand the District also has an obligation to provide service to the public.

Employees who are seeking, or who have been elected or appointed to public office, shall not conduct any campaign-related business ~~related to these activities~~ while on duty or participating in District sponsored events. ~~This includes all the items listed in the previous section.~~

If there is a conflict with or the activities hinder the performance of the duties with the District, the employee will comply with one of the following (final approval is at the District's sole discretion):

- The employee may apply and seek approval for use of accrued leave time;
- The employee may request unpaid leave per the LCSD Board Policy GCBA - Leaves; or
- The employee will be expected to resign ~~his/her~~ their position, either with the District or their elected/appointed office at the employee's discretion

The maximum duration of paid or unpaid leave time allowed for approved ~~ed~~ will be twelve (12) months. The District's leave policies and applicable collectively bargained agreements addressing the continuation of health insurance, retirement benefits, accrual of additional leave time, and job and seniority status will be applied in this situation.

3. Election-Related Communications

Pursuant to NRS 294A, any election-related communications published in support of or opposition to a candidate which contain official contact information of District must state that the communication is not endorsed by and is not an official publication of the District.

Reference: NRS 294A

Lyon County School District Board Memo

Date: November 19, 2024
To: Board of School Trustees
From: BillieJo Hogan, Executive Director of Human Resources
Re: Revisions to LCSD Board Policy GBBL: Solicitation Prohibited

Recommendation

That the Board of Trustees approve revisions to LCSD Board Policy GBBL: Solicitation Prohibited as a second and final reading.

Background Information

After each Nevada legislative session, the staff at POOL/PACT (our public agency insurance pool and risk management/human resources support entity) provide school districts with recommended policy changes based on the recent laws that were passed. Updating the LCSD policies to reflect the recommended changes keeps us in good standing with the insurance pool and mitigates our risk and liability. The recent updates to LCSD Policy GBBL include the use of the abbreviation "CBA" for **Collective Bargaining Agreement** and a revision allowing Representatives of employee benefit programs to meet with employees during designated work times at approved locations or on District property, as authorized by the Superintendent or designee. This replaces the term "appropriate District representative."

These updates to LCSD Policy GBBL simplify language, improve employee access to benefit information, and ensure meetings are conducted with oversight and minimal disruption to the work environment. This helps create a more efficient, supportive, and safe workplace for all district employees.

Budget Considerations

None

Discussed at Previous Meeting

October 22, 2024

Attachment(s)

Lyon County School District Board Policy GBBL: Solicitation Prohibited

SOLICITATION PROHIBITED

1. Employee Activities

Distribution of literature by employees in work areas or solicitation by employees during work time on behalf of any club, society, labor union, religious organization, political party, philanthropic or similar organization, or for any purpose whatsoever is strictly prohibited. Distribution of information and correspondence related to the administration of a collective bargaining agreement (CBA) by officers, consultants, and business representatives of a recognized employee organization may be allowed pursuant to the terms of a ~~collective bargaining agreement~~ CBA.

2. Non-Employee Activities

Non-employees will not be allowed on District premises for the purpose of distributing of literature to employees or the solicitation of employees at any time whatsoever, except as specifically provided below.

- Consultants and business representatives of recognized employee organizations are allowed access to employees as allowed by the specific terms of a current ~~collective bargaining agreement~~ CBA.
- Representatives of employee benefit programs (e.g., supplemental insurance or deferred compensation) specifically approved by the District for payment through payroll deduction may meet with employees during designated work time at designated places or on District property as may be approved by the appropriate ~~District representative~~ Superintendent or designee.

Lyon County School District Board Memo

Date: November 19, 2024
To: Board of School Trustees
From: BillieJo Hogan, Executive Director of Human Resources
Re: Revisions to LCSD Board Policy GBBM: Use of District Property/Premises and Searches

Recommendation

That the Board of Trustees approve revisions to LCSD Board Policy GBBM: Use of District Property/Premises and Searches for a second and final reading.

Background Information

After each Nevada legislative session, the staff at POOL/PACT (our public agency insurance pool and risk management/human resources support entity) provide school districts with recommended policy changes based on the recent laws that were passed. Updating the LCSD policies to reflect the recommended changes keeps us in good standing with the insurance pool and mitigates our risk and liability. The edits to LCSD Policy GBBM now include “searches” in the title. The policy also details the parameters for personal items brought or used on district property. It further clarifies the prohibition of allowing students access to employee keys and equipment. Finally, there is additional language about searching district property.

Budget Considerations

None

Discussed at Previous Meeting

October 22, 2024

Attachment(s)

Lyon County School District Board Policy GBBM: Use of District Property/Premises and Searches

USE OF DISTRICT PROPERTY ~~OR~~ /PREMISES AND SEARCHES

Employees will use the District's property and equipment including, but not limited to, monies and funds, communication equipment, vehicles, tools, equipment, and facilities (buildings, classrooms, etc.) only for work related purposes as directed or approved by their administrator or manager/supervisor. An employee's personal items may be approved for display in a classroom or office by the administrator/manager/supervisor if it does not violate any laws, District policies, support or promote a political/social agenda, etc. and does not cause an educational disruption. Employees are prohibited from bringing in personal furniture, appliances, equipment, etc. without prior written approval of their administrator/manager/supervisor. If approved in writing, the furniture, appliances, equipment, etc. must meet all health and safety standards established by law and the District. The District is not responsible for properly maintaining or replacing an employee's approved personal items.

When using District property and equipment, all employees are expected to exercise care, perform required maintenance, and follow all operating instructions, as well as and comply with safety standards and guidelines.

Employees will not misuse, destroy, or otherwise use in an improper or unsafe manner any property of the District. Employees are prohibited from making unauthorized copies, any other unauthorized use of, or and allowing or facilitating the unauthorized possession by others of District keys or other access devices used to access District property. Employees are strictly prohibited from allowing students to use their keys or other devices used to access District property. Employees are also prohibited from transporting non-employees in the District's vehicles unless specifically authorized to do so by their administrator or manager/supervisor in an emergency situation.

The District may authorize the examination of lockers, desks, vehicles, and all other property and spaces owned or controlled by the District to check for the presence of any unauthorized material, weapons of any type, or controlled/prohibited substances including, but not limited to, alcohol and illegal drugs. Prior notice to employees that District-owned property or space is to be searched is not required as entrance onto or use of District property is deemed consent. A search may be conducted either in or outside the employee's presence.

If an individual is asked to submit to a search and refuses, that individual will be considered insubordinate and will be escorted off the job site and disciplined, as appropriate. The District may take whatever legal means are necessary, consistent with this policy, to determine whether unauthorized material, weapons of any type, or controlled/prohibited substances are located or being used on District premises. The District may call upon law enforcement authorities to conduct an investigation if deemed necessary.

Searches will be conducted by management personnel or law enforcement authorities and may or may not be conducted in the presence of the person whose work area is searched. Any suspected contraband will be confiscated and may be turned over to law enforcement as appropriate. Any

person whose property is confiscated will be given a receipt for that property by the representative conducting the search.

DRAFT

Policy #GBBM
Revised ~~10/25/11~~ 11/19/24

Lyon County School District Board Memo

Date: November 19, 2024
To: Board of School Trustees
From: BillieJo Hogan, Executive Director of Human Resources
Re: Revisions to LCSD Board Policy GBBN: Phones and Other Communication Devices

Recommendation

That the Board of Trustees approve revisions to LCSD Board Policy GBBN: Phones and Other Communication Devices as a second and final reading.

Background Information

After each Nevada legislative session, the staff at POOL/PACT (our public agency insurance pool and risk management/human resources support entity) provide school districts with recommended policy changes based on the recent laws that were passed. Updating the LCSD policies to reflect the recommended changes keeps us in good standing with the insurance pool and mitigates our risk and liability. This policy applies to **employees only** and does not extend to students. The updates to LCSD Policy GBBN include the addition of “other communication devices” beyond phones, clarifying expectations for their use during business hours, and the requirement to comply with applicable state and federal laws

By expanding the policy to include "other communication devices," the district aims to provide clear guidelines regarding all forms of electronic communication. This ensures that employees understand the proper usage of these devices during work hours, fostering greater professionalism and minimizing disruptions.

The updated expectations for communication device use during business hours are designed to enhance safety by minimizing distractions in the workplace. This is particularly important in environments where focused attention is critical for the safety of students and staff, such as during transportation, maintenance, or supervision duties.

By updating LCSD Policy GBBN, the district is ensuring that employees are well-informed of their responsibilities, reducing potential risks, and promoting a safe and professional work environment for all.

Budget Considerations

None

Discussed at Previous Meeting

October 22, 2024

Attachment(s)

Lyon County School District Board Policy GBBN: Phones and Other Communication Devices.pdf

PHONES AND OTHER COMMUNICATION DEVICES POLICY

The District's policy covers phone usage while at work, including the use of cell phones/communication devices while operating motor vehicles on District business.

1. Personal Phone Calls Use of Communication Device

Personal phone calls, messages, texting, audio/video recording, and other features of whether via an employee's private cell phone/communication device or the District's telephone equipment, are restricted to authorized break periods, except under obvious emergency situations. Excessive personal calls can result in lost productivity and distract fellow employees. District-issued cell phones/communication devices are to be used only for official business reasons.

If an emergency situation arises and the District-issued cell phone/communication device must be used for a personal call reasons, and the employee is not able to obtain prior authorization from a supervisor, the employee is required to notify the supervisor as soon as is practicable. The employee is required to furnish the reason for the call emergency communication and, if requested, the number called contact information of the recipient. Violation of this section may result in the employee being responsible for reimbursing any costs incurred.

Employees are expected to protect the District-issued cellular equipment/communication devices from loss, damage, or theft.

2. Cell Phone/Communication Device Use in Vehicles

All employees are expected to follow applicable state & federal laws regarding the use of cell phones or other hand-held devices at all times. Employees on duty and/or conducting official business at any time while operating motor vehicles are prohibited from using cell phones/communication devices while the vehicle is in motion, unless using a hands-free device. This includes dialing, answering, and checking messages. Employees are neither required nor expected to use a cell phone while the vehicle is in motion. Safety must come before all other concerns.

Employees shall pull off the road and safely stop before placing or accepting calls, texting, or checking and responding to messages, unless they are using hands-free operations/devices. This policy does not include passenger use of cell phones/communication devices.

This prohibition is in effect regardless if the cell phone is issued by the for both District issued devices and those or is privately owned by the employee.

3. Phone Use in Business Meetings

Phone use during meetings, unless specifically required and authorized, is forbidden. Cell phones/communication devices must be turned off or left in silent mode.

Additional Cell Phone Functions and Services

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In addition to telephone service, many cell phones or cellular providers offer various functions and/or services, including text messaging and digital photography not directly related to work. Employees are strictly prohibited from using any of these or similar features while at work or while operating a motor vehicle.

DRAFT

Policy #GBBN
Revised ~~11/24/15~~ 11/19/24

PHONES AND OTHER COMMUNICATION DEVICES POLICY - ADMINISTRATIVE REGULATIONS

1. Assignment of District-owned cellular telephones and service plans

The following employees are to be assigned and must carry and accessible by a District owned cellular telephone during working hours. An appropriate service plan will be provided.

- Superintendent, Associate Deputy Superintendents, District Supervisors, Chief Nurse, and District Executive Directors, and Fiscal Services Officer
- School Principals, and Assistant Principals, and Deans
- Information Technology Personnel
- Bus drivers (when children are present), mechanics, and transportation assistants/trainers area leads, and facilitator
- District Maintenance, School Maintenance, and Warehouseman; Courier, Information Assistant

Others may be permanently or temporarily assigned telephone cell phones by the Superintendent on a case by case basis.

2. Service Plans

The District will purchase the minimum service plan for all employees assigned a cellular phone with the following exceptions for which the District will purchase a plan appropriate for their specific needs:

- Superintendent
- Associate Superintendents
- Director of Management Information
- District Supervisors
- Transportation Assistants

3. Usage

Cellular telephones owned by the District and used by employees shall only be used for Lyon County School District business.

4. Because it may be beneficial to both the employee and the District for the employee to use a personal telephone cell phone, an employee may request the Superintendent approve the use of a personal telephone cell phone in lieu of a District owned telephone cell phone. If approved, the

employee is entitled to reimbursement of up to 75% of the monthly service charge that would have been paid had the employee elected to use a District ~~telephone~~ cell phone contingent upon the following conditions.

- The employee's service plan is equal to or better than the District's plan.
- The reimbursement does not exceed the employee's actual cost.
- The ~~telephone~~ cell phone number is as accessible as a district's ~~telephone~~ number.
- For employees granted a base monthly service time, no reimbursement for the costs or calls beyond the base will be allowed since personal calls most likely contribute to the excess time. Employees are not allowed to conduct personal business by ~~cellular~~ cellular telephone during their work hours.

DRAFT

Lyon County School District Board Memo

Date: November 19, 2024
To: Board of School Trustees
From: Dawn Huckaby, Deputy Superintendent
Re: EDBB: Use of Cellular Phones and Other Electronic Devices by Students and Employees.

Recommendation: That the Board of Trustees approve the revisions to LCSD Policy EDBB – Use of Cellular Phones and Other Electronic Devices by Students and Employees as a second reading.

Background Information:

Minor changes are recommended based on feedback received. Changes are highlighted in blue.

Budget Considerations:

None

Discussed at Previous Meeting:

October 29, 2024

Attachment(s):

Policy EDBB: Use of Cellular Phones and Other Electronic Devices by Students and Employees

USE OF CELLULAR TELEPHONES AND OTHER ELECTRONIC DEVICES BY STUDENTS AND EMPLOYEES

The purpose of this policy is to set forth expectations for appropriate use of existing and emerging technologies which students and staff may possess ~~electronic devices~~, including but not limited to cell ~~phones~~ ~~ular phones~~, ~~digital picture~~ video cameras and/or camera phones, ~~smart watches~~, ~~iPods~~, iPads, ~~MP3 players~~, tablets and other personal electronic devices capable of transmitting data and/or images.

The Lyon County School District believes that the responsible use of existing and emerging technologies, such as those listed can be beneficial to the instructional environment and the safety of all students. Students and staff who possess and/or use such devices at school or school sponsored events shall demonstrate the greatest respect for the educational environment and the rights and privacy of all individuals within the school community, as well as comply with any rules or directives regarding possession and/or use on school property as communicated by the Superintendent or their designee.

STUDENT USE OF CELLULAR TELEPHONES AND OTHER ELECTRONIC COMMUNICATION DEVICES

It is expected that students will show respect for the educational environment by not disrupting instructional time with use of cellphones or other electronic devices.

1. Cellular phones and other electronic devices shall be turned off and kept out of sight during instructional time unless approval has been granted by the site administrator and teacher for use as a learning tool during class time. ~~Should a student choose to use their device as a learning tool in the classroom, written permission from parents/legal guardians must be obtained in order to avoid possible overages on personal data plans.~~ For grades K-8, instructional time is defined as the start of school until school dismissal. For grades 9-12, instructional time is defined as time in a classroom or class period.
2. Students shall not use any electronic device that disrupts or detracts from the educational environment.
3. Use of cellular phones or other personal electronic devices is prohibited in classrooms during the school day, Media centers, during assessments, or during fine arts or other performances.
4. Students will not be allowed to leave class in response to any electronic devices unless permission is granted by their teacher.
5. Cellular phones and other electronic devices may be used appropriately and respectfully before and after classes, in common areas—such as near lockers or the cafeteria—or outside on school grounds.
6. ~~With prior approval of the site administrator or their designee,~~ Teachers may permit the purposeful use of personal electronic devices in support of curriculum learning objectives. Should student electronic devices be used on a regular basis in the classroom, written permission from parents/legal guardians must be obtained ~~by~~ to the expense such use may cause. This

approval does not apply to the use of District-owned electronic devices purchased and maintained by District Information Technology or Special Services staff.

~~7. Students may not utilize the District's wireless network infrastructure with their personal electronic device unless authorized by the Site Administrator and/or the District's IT Department.~~

~~7~~8. In the case of medical necessity, ~~or~~ emergency or as written in an IEP or 504, a student shall be permitted to possess or use a cellphone, or other personal electronic device provided the student receives advanced authorization from the site administrator or their designee.

~~8~~9. Students shall not photograph or videotape other individuals at school or at school sponsored activities without their knowledge and consent, except for activities considered to be in the public arena such as sporting events or public performances.

~~9~~10. Use of cellular phones or other personal electronic devices is strictly prohibited in locker rooms, restrooms or any other areas in which a reasonable person would have an expectation of privacy.

~~10~~11. Students shall not use cellular phones or other electronic devices in any way that would suggest cheating, plagiarism, copyright infringement, or any other dishonorable or prohibited conduct.

SAFE AND RESPECTFUL LEARNING ENVIRONMENT

A student who uses their cellular telephone or other electronic device in order to engage in bullying, cyber-bullying, or intimidation or harassment will be disciplined in accordance with District Policy JFCC (Safe & Respectful Learning Environment) and applicable state/federal law, rather than under this policy.

DISCIPLINARY ACTION

First Infraction: An employee shall direct the student to turn off the device, put it away, and comply with any other reasonable requests.

Second Infraction: The second infraction shall result in the confiscation of the device by the teacher and returned to the student at the end of the period., ~~(which is to be turned in to school administration)~~ The teacher will log the incident and notification of a the parent or legal guardian, detention, and a warning that the next infraction will result in further disciplinary action which may include suspension.

Third Infraction: The third infraction shall result in the confiscation of the device and the device will be sent to the office. The device may be picked up at the end of the day by the student. The teacher will log the incident and, ~~(which is to be turned in to school administration)~~ notification the of a parent or legal guardian, and possible suspension as outlined by school administration.

Fourth Infraction: The device will be confiscated and sent to the office. The teacher will log the

infraction and administration will notify the parent or legal guardian. The device can only be picked up by a parent or legal guardian.

Subsequent Infractions: Any further infractions will result in the device being confiscated and held in the office until a parent or legal guardian attends a conference to determine the next steps and possible restorative discipline.

These consequences apply to the infractions per student and NOT infractions per device. Lyon County School District is not responsible for the theft, damage, or loss of a device.

Repeated or Severe Infraction: Further suspension as outlined by school administration with a mandatory parent/legal guardian conference before reinstatement back into school.

Some possible exceptions to the cellphone limitation while at school may include: teacher permission, in the event of an emergency, to help manage student's health needs, and as required in a student's IEP or 504 plan. All exceptions of phones are required to be approved by school administration.

STAFF USE OF CELLULAR TELEPHONES, PAGERS AND OTHER ELECTRONIC DEVICES

As communication devices such as cellular phones become more prevalent, teachers and other school staff increasingly rely on such devices as an efficient mode of communication with students, fellow employees, and parents/legal guardians. Because such use can lead to inappropriate contact with students and can threaten an educator's professional reputation, the District strongly discourages texting or electronic communication to contact students. However, the District recognizes that cell phone texting or electronic communication can serve as a useful communication tool in certain limited circumstances. This policy is designed to provide guidance as to when texting or electronic communication is permitted between students and school district staff, and what types of communication are appropriate.

Use of cellphones and other electronic devices by staff should be limited to enhance the learning environment of students.

Staff should strive to lead by example. Inappropriate or excessive use of cellphones and electronic devices by staff will not be allowed. Cellphone use during academic time should be carefully considered and only as necessary and appropriate. See LCSD Policy GBBN: Phones and Other Communication Devices.

APPROPRIATE CELLPHONE USES WITH STUDENTS

• A school district employee must receive written permission from students and parents/legal guardians if a student is under the age of 18 to use cell phone texting/electronic communication prior

to the use of such technologies, and must specify how and when he or she plans to use texting/electronic communication. If a student or parent refuses to accept text messages/electronic communication from an employee, the school district employee must use an alternative means of communication without any penalty to the student involved.

~~• A district employee may maintain a private address book with student cell phone numbers, email addresses, hashtags, etc. However, the employee must protect student privacy rights and ensure that the numbers are not available to unauthorized individuals under any circumstances.~~

- The content of all text messages/electronic communication must directly involve a school-related subject matter. Text messages/electronic communication to a single student must never occur. **District email communication regarding school related subject matter to a single student is allowable when applicable.** Whenever communicating with students, mass or bulk messaging must be used. If it is necessary to communicate with only one student, the employee must include the student’s parent/legal guardian in the message. Cellphone texting/electronic communication should never be used to conduct a personal conversation with a student.

- If an employee receives an inappropriate text message **response** from a student, it is the responsibility of that employee to contact the student’s parent/legal guardian and school administration immediately to address the behavior.

~~• An employee must use text messaging/electronic communication sparingly. A student may incur charges from his or her cellular phone service provider for use of text messaging/electronic communication. Frequent text messaging may be considered a violation of District Policy JFCC and/or other state and federal laws.~~

INAPPROPRIATE **CELLPHONE USES WITH STUDENTS**

The school district prohibits all communication with students and staff members via texting or other means that may negatively impact the school district’s reputation, the reputation of its employees, or its educational interests, or that may negatively impact its students or the school community at large. Such activity, even if engaged in on an employee’s own time, may result in discipline up to and including termination of employment. Such behavior may also be reported to the appropriate law enforcement agencies and may likewise result in suspension or revocation of an employee’s teaching license. The following types of text messages are therefore strictly prohibited:

- Messages/communication directed to a student or staff member that are sexual in nature, or that solicit or encourage an inappropriate personal relationship with a student or staff member.
- Messages/communication that contain inappropriate images, language, gestures or signs such as racial slurs, or biased, lewd or lascivious expressions.
- Language or images that disparages a student or staff member on the basis of race, ethnicity, socioeconomic status, gender, national origin, sexual orientation, political or religious affiliation, physical characteristics, academic or athletic performance, disability or English language proficiency.
- Messages/communications that are used to **harass**, bully, cyber-bully or intimidate a student or staff

LYON COUNTY SCHOOL DISTRICT

BOARD POLICY _____ EDBB

member or that encourage others to harass, bully, cyber-bully or intimidate another student or staff member.

- Language or images that encourages students or staff to act inappropriately or that provokes altercations between students.
- Language or images that would be considered inappropriate to the educational interests of a student, negatively impact the school community at large, and/or be otherwise offensive to an objective reasonable person.

Ref: Policy GBB (Fair Employment Practices), Policy GBBC (Employee Bullying), Policy JFCC (Safe & Respectful Learning Environment), Policy GBBPA Social Media, Policy GBBN Phones and Other Communication Devices

Policy #EDBB

Revised 11/19/24~~10/22/13~~

USE OF CELLPHONES AND OTHER ELECTRONIC DEVICES BY STUDENTS AND EMPLOYEES - ADMINISTRATIVE REGULATIONS

Lyon County School District Student Cellphone Agreement

All Lyon County School District students should complete and return a cellphone agreement in order to have a cellphone or other non-school issued electronic device at school. Policy EDBB applies to all students with or without agreements on file and applies to all non-school issued electronic devices, including ear buds.

Cellphones and other electronic devices shall be turned off and kept out of sight during instructional time unless approval has been granted by the site administrator and teacher for use as a learning tool during class time. For grades K-8, instructional time is defined as the start of school until school dismissal. For grades 9-12, instructional time is defined as time in a classroom or class period.

Students cannot use cellphones/devices to photograph or videotape other students or staff on school property (including buses).

Consequences of violation of school cellphone policy:

First Infraction: An employee shall direct the student to turn off the device, put it away, and comply with any other reasonable requests.

Second Infraction: The second infraction shall result in the confiscation of the device by the teacher and returned to the student at the end of the period. The teacher will log the incident and notify the parent or legal guardian.

Third Infraction: The third infraction shall result in the confiscation of the device and the device will be sent to the office. The device may be picked up at the end of the day by the student. The teacher will log the incident and notify the parent or legal guardian.

Fourth Infraction: The device will be confiscated and sent to the office. The teacher will log the infraction and administration will notify the parent or legal guardian. The device can only be picked up by a parent or legal guardian.

Subsequent Infractions: Any further infractions will result in the device being confiscated and held in the office until a parent or legal guardian attends a conference to determine the next steps and possible discipline.

These consequences apply to the infractions per student and NOT infractions per device. Lyon County School District is not responsible for the theft, damage, or loss of a device pursuant to Board Policy EDBB. Policy EDBB applies to everyone regardless of a signed agreement.

Some possible exceptions to the cellphone limitation while at school may include teacher permission, in the event of an emergency, to help manage student's health needs, and as required in a student's IEP or 504 plan. All exceptions are required to be approved by school administration.

.....

LYON COUNTY SCHOOL DISTRICT

BOARD POLICY _____ EDBB

Please sign and return this form to your student's school.

I read and agree to comply with the terms of the cellphone policy. I understand that violations of this policy will result in the consequences outlined in Policy EDBB.

Print Student Name _____

Student signature _____ Date _____

Parent signature _____ Date _____