

Agenda

Lyon County School District Board of Trustees

A Meeting of the Board of Trustees of Lyon County School District will be held on Tuesday, November 18, 2025, beginning at 6:30 PM at the following location:

Yerington Elementary School Cafeteria, N. Oregon 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.

In the event that you are unable to attend the LCSD Board of Trustees meeting, you may submit public comment by 12:00 pm the day of 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. CALL TO ORDER
2. PLEDGE OF ALLEGIANCE
3. WELCOME OF GUESTS
4. APPROVAL OF AGENDA
5. APPROVAL OF MINUTES 5
6. BOARD MEMBER REPORTS
7. ATTITUDE OF GRATITUDE 18
8. SUPERINTENDENT REPORT
9. PUBLIC PARTICIPATION: At this time, the public is invited to address the Board on items over which the Board has jurisdiction or control. If you wish to speak, step up to the table, be seated, and state your name. Your comments are 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 your group. Although this Board does not restrict comments based upon viewpoint, comments will be prohibited if they 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.
The Board will conduct public comments after each item on the agenda on which action may be taken, before the Board takes action.
Comments submitted electronically will be included in the minutes of the meeting. 27
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.	35
B. Request for Early Graduation/HSE (confidential)	
C. Personnel Reports	38
D. NWRPDP Annual Report	42
E. Travel	100
F. IT Department Report	121
G. District Financial Report	123
Vouchers #1078, 1079, 1084, 1085, 1098, 1099, 1102, 1103, 1132, 1133 Totalling \$2,693,557.05	
11. ACCEPTANCE OF DONATIONS	204
12. (For Discussion Only) Discussion regarding a review of LCSD Board governance policies. Policies include, but may not be limited to BBA, BBAA, BBBB, BBF, BBFA, BCD, BDD, and BG. This item is being presented by Board President Tom Hendrix.	207
13. (For Possible Action) Discussion and possible action regarding the results of the 2025 Spring assessments (CRT, SBAC, CTE, ACT, WIDA). This item is being presented by Executive Directors of Educational Services Heather Moyle and Jim Gianotti and Professional Development Data Manager Damon Etter.	227
14. (For Possible Action) Discussion and possible action regarding review of the LCSD District Performance Plan. This item is being presented by Deputy Superintendent Stacey Griffin-Cooper.	388
15. (For Possible Action) Discussion and possible action regarding updates from the Yerington and Smith Valley area school principals. This item is being presented by Shannon Coombs, Scott Gillespie, Kathy Bomba-Edgerton, and Duane Mattice.	403
16. (For Possible Action) Discussion and possible action regarding the Go Guardian Program. This item is being presented by Board Member James Whisler, Executive Director of Educational Services Jim Gianotti and Executive Director of Operations Harman Bains.	408
17. (For Possible Action) Discussion and possible action regarding the tabling of the policy and EDBB will be heard as a first reading. This item is being presented by Board President Tom Hendrix.	410
18. (For Possible Action) Discussion and possible action regarding revisions to LCSD Policy BCBA: Student Representative to the Board as a first reading. This item is being presented by Board Members Darin Farr and Elmer Bull.	443
19. (For Possible Action) Discussion and possible action regarding new LCSD Policy GBAB: Volunteers as a first reading and the deletion of LCSD Policy	445

IICC: School Volunteers. This item is being presented by Executive Director of Human Resources BillieJo Hogan.

20. **(For Possible Action)** Discussion and possible action regarding revisions to LCSD Policy GBBB: Employee Dating as a first reading. This item is being presented by Executive Director of Human Resources BillieJo Hogan. **450**

21. **(For Possible Action)** Discussion and possible action regarding revisions to LCSD Policy GBBP: Information Technology as a first reading. This item is being presented by Executive Director of Human Resources BillieJo Hogan. **453**

22. **(For Possible Action)** Discussion and possible action regarding the following LCSD Policies as second and final readings. No changes were made to these policies after the first reading except for Policy IKDA: Community Service Credit with changes highlighted, per Board request. Any member of the Board may request that a policy be removed and discussed and acted upon separately.

A. IICE: Services to Students Provided by Outside Entities **462**

B. IKD: Outdoor Education Credit **467**

C. IKDA: Community Service Credit **475**

D. JFCC: Safe and Respectful Learning Environment **482**

23. **(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 Hendrix and Superintendent Tim Logan.

24. **PUBLIC PARTICIPATION:** At this time, the public is invited to address the Board on items over which the Board has jurisdiction or control. If you wish to speak, step up to the table, be seated, and state your name. Your comments are 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 your group. Although this Board does not restrict comments based upon viewpoint, comments will be prohibited if they 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. The Board will conduct public comments after each item on the agenda on which action may be taken, before the Board takes action. Comments submitted electronically will be included in the minutes of the meeting.

25. **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

Lyon County School District Board of Trustees

A meeting of the Board of Trustees of Lyon County School District was held October 28, 2025, beginning at 6:30 PM in the Sutro Elementary School Cafeteria, 190 Dayton Village Pkwy, Dayton, NV 89403.

1. CALL TO ORDER

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

2. PLEDGE OF ALLEGIANCE

The Pledge of Allegiance was led by Trustee Elmer Bull.

3. WELCOME OF GUESTS

President Hendrix welcomed everyone to the meeting, noting the presence of Dayton High School Student Representative Blake Palmer.

Board of Trustees in attendance:

President Tom Hendrix

Clerk Dawn Carson

Trustee Elmer Bull

Trustee Darin Farr

Trustee Sherry Parsons

Trustee James Whisler

Executive Cabinet in attendance:

Superintendent Tim Logan

Deputy Superintendent Stacey Griffin-Cooper

Executive Director of Operations Harman Bains

Executive Director of Human Resources BillieJo Hogan

Executive Director of Education Services Jim Gianotti

Executive Director of Special Services Rachel Stewart

Staff and Guests:

Skyler Tremaine, Carolyn Renner, Blake Smith, Neal McIntyre II, Vincent Spoon, Chris Cox, James Griffin, Andrew Merritt, James Riley, Cindy Riley, Nicole Hidalgo, Tannis Kinney, Megan Sanborn, Bridget Peterson, Todd Peterson, Phil Wooley, Ellee Wooley, Jacob Rully, Shaunte Beltrami, Jeannie Barbee, Katie Storm, Kallie Day, Marty Hagans, Kelly Hagans, Brenda Lanz, Eric Nelson, Jeremy Satalick, David Palmer, Stephanie Lotito, Kaytlain Castaneda, Rachel Hansen, Corinne Burns, Kamille Carlson, Jerri Kerns, Anna Brueher, Kevin Kranjcec, Julie Bumgardner, Troy Jordan, Ainsley Blackorby, Dylon

Viehland, Arianna Walker, Ben Matley, Sydney Botts, Robert Blackorby, and Margaret Heim.

4. APPROVAL OF AGENDA

Trustee Bull made a motion to approve the agenda as presented.

Trustee Parsons seconded.

With no further discussion, the motion carried 6-0.

5. APPROVAL OF MINUTES

Trustee Parsons made a motion to approve the minutes as written.

Trustee Farr seconded.

With no further discussion, the motion carried 6-0.

6. BOARD MEMBER REPORTS

The board members shared highlights of the past month regarding site visits and student accomplishments.

Trustee Whisler spoke about a football and senior soccer game that he attended and expressed his pride in the athletes.

Trustee Parsons attended an exciting volleyball game, and she spoke on the increased test scores for Lyon County as reflected in the Nevada Report Card.

Trustee Farr went on a field trip with Silverland Middle School (SMS) students to UNR and attended school visits in Yerington and Smith Valley.

Trustee Bull recognized Yerington teacher Amanda Aldridge with a Recognition Coin. He attended the Mark Perna event regarding motivating today's youth in CTE and WBL. He attended a CTE group stakeholder meeting with neighboring districts.

Clerk Dawn Carson visited Dayton schools and attended a Dayton High School (DHS) football game against Sparks, noting that our cheer team was great. She called for a moment of silence for the passing of FHS Coach Brent Santos.

President Hendrix participated in the interviews for the Construction Manager at Risk for FHS and DHS single point entry and FHS culinary project. He went on walk-throughs at the schools and attended a CTE stakeholder meeting with neighboring districts, and the Mark Perna event introducing "Career Trees" with opportunities for kids to explore career paths.

7. ATTITUDE OF GRATITUDE

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

8. SUPERINTENDENT REPORT

Superintendent Logan thanked the school board for attending so many school events and thanked Sutro Elementary staff and Chartwells for hosting the meeting. He thanked the five applicants who applied for the District VI School Board Trustee position. He spoke on the passing of FHS Coach Santos, a very sad loss for the school and community. A Recognition

Coin was given to Ian Friedman, custodian at SSES. AB460 was a late bill that passed during legislation regarding a commission on recruitment and retention. He has been selected to serve on this commission. He expressed appreciation to Director Jim Gianotti for bringing in Mark Perna to speak to students, staff, and stakeholders. He spoke on the Nevada Report Card and the data showing higher achievement toward district goals. He introduced DHS student Blake Palmer who is a member of the State Superintendent Student Advisory Council. Blake spoke on recent school and leadership events, and also shared his own Attitude of Gratitude for Parapro Keith Futak who assists a student in cross-country after school.

At this time, Trustee Whisler presented Communications and Public Information Officer Skyler Tremaine with a Recognition Coin. Superintendent Logan praised Skyler on her great work in the district.

9. PUBLIC PARTICIPATION: At this time, the public is invited to address the Board on items over which the Board has jurisdiction or control. If you wish to speak, step up to the table, be seated, and state your name. Your comments are 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 your group. Although this Board does not restrict comments based upon viewpoint, comments will be prohibited if they 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. The Board will conduct public comments after each item on the agenda on which action may be taken, before the Board takes action. Comments submitted electronically will be included in the minutes of the meeting.

Public comment was made by Bridget Peterson. She spoke about the last board meeting item, when a motion was made to table the cell phone policy from the agenda, specifically scheduling it for discussion at this meeting, but it is not on the agenda. She spoke about the purpose of the board, dangers of corruption when one member misuses power, but with 7 members there is accountability on the board.

DIS Principal Kevin Kranjcec spoke on item #12, appointing a new trustee. He took this time to recognize outgoing Trustee Bridget Peterson and spoke about her as a faithful advocate for LCSD employees, parents and students. He presented her with a bag and the audience gave her a standing ovation.

FHS Ag teacher Sydney Botts spoke regarding a trip request listed on the consent agenda. She thanked the board for their continuous support of student opportunities. FFA Livestock Coach Ben Matley spoke on his work with FFA students at FHS and their growth as contenders in the state and in outlying states. He noted that several alumni have received college scholarships through competitive livestock judging.

DHS student Ellee Wooley spoke about the rules limiting the students' creativity in decorating graduation caps. She asked that this be reconsidered. Her father, Phil Wooley, also supported reconsideration of the policy.

SSHS student Savannah Williams spoke on AB 501, in favor of allowing students the extra credit by approving the item #18 Policy IKD.

SSHS student Jackson Williams, 4H participant, spoke in favor of passing the Policy IKD from AB 501 to help students that are struggling to earn elective credits.

Elizabeth Ireland, a past graduate, spoke in favor of students having the opportunity to get outdoor credits as proposed in the policy.

FHS student Arianna Walker, and President of FFA Chapter, along with Ainsley Blackorby thanked the board for their support to the students and their opportunities. They brought winning belt buckles to show the board. There have been several state championships and individual awards for FHS students in recent years.

Parent, Neal McIntyre II, asked why the cell phone policy item was not included on the agenda and noted that no explanation had been provided. He congratulated the FHS FFA students. He expressed appreciation for the detailed board reports. However, he said he was confused about a board report on agenda item #15 regarding CMARs, questioning comments that made it appear that a decision had already been made without the board discussing or voting on the item.

Parent, Nathan Griffin, spoke about the staff at SES and DIS, specifically the special ed teachers and excellent support at the schools. They appreciate what they have experienced in the Dayton schools.

Parent, James Riley, commended the SES administration for the smooth transition to the new administration and the quality of the school and the teachers.

Danielle Williams, 4H leader, spoke in favor of the Outdoor Credit policy.

Frankie Ireland, 4H leader, shared how he has grown to love getting the students outdoors and experiencing all the benefits it gives them.

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.

President Hendrix made a motion to approve the consent agenda excluding items 10 F and 10 G.

Trustee Parsons seconded.

With no further discussion, the motion carried 6-0.

Item 10 F. Quarterly Enrollment Report. President Hendrix inquired about the 158 student decrease in enrollment from last quarter. Executive Director of Operations Harman Bains explained that it is common to have a decrease in the first quarter. We will see enrollment go up in the next quarter. This is due to student movement in the first two weeks of school. The enrollment will be monitored, and it will be presented again in December.

There was discussion regarding the later start date for LCSD, after Labor Day, when all students are back and when temperatures would be cooler in the older buildings and smoke from any summer wildfires would be lessened.

Current enrollment will be shared with the upcoming audit, and will be looking at the fiscal impact. The district is always conservative in estimating enrollment numbers.

President Hendrix made a motion to approve item 10 F.

Trustee Farr seconded.

There was no more discussion and the motion carried 6-0.

Item 10 G Travel. President Hendrix noted a travel request that reflects approval dates that are not per policy. Deputy Superintendent Griffin-Cooper spoke on the travel request, noting that the one in questions was scheduled late due to a competition status delay. It has been a point of discussion to plan for trips well in advance and revisit the importance of following policy.

President Hendrix made a motion to approve item 10 G.

Trustee Bull seconded.

There was no further discussion and the motion carried 6-0.

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. Request for Early Graduation/HSE (confidential)

C. Personnel Reports

D. Supplemental Pay Schedule

E. Class Size Reduction Quarterly Report

F. Enrollment Quarterly Report

G. Travel

H. IT Department Report

I. District Financial Report

Vouchers #1049, 1050, 1052, 1053, 1055, 1056, 1070, 1071

Total \$2,532,936.58

11. ACCEPTANCE OF DONATIONS

President Hendrix made a motion that the board accept the donations made to the schools.

Trustee Whisler seconded.

Clerk Carson read out what was donated to the schools.

With no further discussion, the motion carried 6-0.

12. **(For Possible Action)** Discussion and possible action to interview and appoint a trustee to the vacant District VI position of the Lyon County School Board. This item is being presented by Board President Tom Hendrix.

President Hendrix explained the process to interview and nominate one of the five applicants for the District VI position on the School Board of Trustees.

Questions posed to each applicant:

1. What do you believe are the biggest issues in the Lyon County School District and how will you address them?

2. Should there be more or less local autonomy for Nevada public schools, and would you be open to advocating for the concerns and needs of Lyon County Schools before the Nevada Legislature?

3. Can you share an example of how you have worked collaboratively with diverse groups in the past, and how you plan to engage with different community perspectives?

4. The Lyon County School District, like many across the nation, suffers from a chronic shortage of qualified teachers. Please describe any knowledge you have about this situation

including possible reasons for the shortage and possible solutions for addressing the issue.

5. What experience do you have working with schools, children, or education?

6. What would you propose to reduce absenteeism in the Lyon County School District?

Jeannie Barbee

She feels the cell phone policy is one of the bigger issues, and with all issues she would address them with discussion and reliance on the experts in the district.

She would be open to advocate for the district at the legislature.

She described her experience working and collaborating with different groups in her past and current jobs, and utilized active listening to engage in their community perspectives.

Regarding the shortage of teachers, she agreed that we are in need of qualified teachers.

She highlighted her volunteer time in her kids' classroom and team events.

She would work with the board and district to find ways to reduce absenteeism and get the kids back in the classrooms.

Kallie Day

She expressed her alarm at the increased absenteeism and attributed it to COVID-19 and other possible barriers in the community. Other issues of concern are retention of teachers and hearing the voice of students.

She believes that the attendance areas are very different and there needs to be some autonomy for them to retain their uniqueness. She has participated in the legislature as an intern and would do so again to advocate for our rural district.

She spoke about her engagement with diverse groups in her work at the Community Chest, pointing out that no one works alone, and they rely on partners to get the work done.

Reasons for the shortage of teachers could possibly be a need for higher pay, though the district leadership and values are the focus for retaining and recruitment.

She shared her experience of working with kids, starting as a teen-director with the Boys and Girls Club, working in a daycare, and working later with the Community Chest youth program as a case manager, finding it formative to work with youth who have education gaps. Her work has been centered on children and families.

With regard to absenteeism, she primarily wonders what parents are facing, what teens are facing that leads to the absences. What are the home factors, and what community supports could be offered to help? She is interested to see more data on the issue.

Marty Hagans

He expressed his hope that our schools are thriving and safe and that our children have the best teachers helping students improve and excel.

He would advocate for the district at the legislature to get our name and ideals out there. He is not sure that our voice is not heard, but that should be addressed if needed and would look forward to it.

He shared his experience with diverse groups, mainly in a safety/law enforcement aspect, working with the state and department groups and leaders. It required listening, collaborating and meeting in the middle. He had a non-profit for kids learning to sail. The kids learned differently due to their different backgrounds.

He believes teachers are asked to do more than just teach. Teachers stay after school and do much more. His daughters are educators. He would love to talk to the teachers and cultivate the successes.

His experience with children is with the non-profit group, not in the classroom. He sees what is happening in the community and personal relationships.

Regarding absenteeism, he believes it's important to identify the root cause. Why are students choosing to stay away? Are they being bullied, influenced by peer pressure, or struggling because the traditional classroom isn't a good fit? He noted that the Student Resource Officers (SRO) are involved, and that truancy is not a major issue, but feels it's still worth discussing.

A 5-minute break was called. 8:32 pm called back to order.

Lisa Shumway

Special education for students is one of her main concerns. She shared her personal experience with her kids' needs and her desire to advocate for kids who fall behind and fall through cracks.

She would be willing to advocate for Lyon County Schools, and has had training and experience in doing so. She agrees that the rural areas have differing needs than the larger ones and autonomy could be valuable.

She has worked with UNR Neurodivergence multidisciplinary group, collaborating with experts from different fields for the benefit of students and programs. She would listen to the different perspectives, as it is good to see what others see to better understand situations.

Regarding the shortage of teachers, she believes it is difficult for teachers at this time due to more strict rules and safety issues in schools today. She does not have solutions, but would like to hear from teachers who may have solutions.

She shared her various experience working with children as a teen with kindergarten, pre-school, daycare, and her own kids with unique needs and challenges that were unanticipated. She has learned to listen to individual situations.

To reduce absenteeism, she would look into why it is happening, what are the reasons, and then address them. There would be individual situations.

Vincent Spoon

He feels there are 3 top issues: absenteeism, mental health, security. He would address them by prioritizing and executing steps toward obtainable goals.

He believes advocacy for LCSD is needed in legislation. He would advocate for more funding and grants for the district and according to the motto: every student, every classroom every day.

With his time in the military he gained experience with diverse groups across different nations, collaborating and working together, seeing different perspectives.

He feels the shortage of teachers could be addressed by increased incentives, and looking at performance evaluations of existing teachers with incentives.

He shared that his experience with schools and children is limited but he went through the education system and earned a bachelors degree. He is involved in the electrical workers' union and favors CTE programs and trade-focused curriculum.

To reduce absenteeism he would look at every students' perspective and focus on what they want in order to engage in school so they would be encouraged to attend.

To narrow the options down, the trustees shared their point of view, what they were looking

for in a trustee, and then their first and second choice to appoint. For first choice, applicant Kallie Day was chosen by 4 and Marty Hagans 2.

Public comment was made by Bridget Peterson asking the board to think about the applicants' intentions; do they love kids, do they love our schools, and do they love our staff. She pointed out that two applicants are parents asking for permission to be involved, when parent involvement has been an issue.

Jake Cruley, parent, gave Kallie Day, a glowing reference. He is supportive of her goal to serve on the board.

Sarah Ross, resident, spoke in support of Kallie Day and Lisa Shumway. Knows both professionally and personally and shared examples of their desire to make the school district better.

Andrew Meritt, spoke in support of Marty Hagans based on resume and interview.

James Riley, parent and resident, spoke in support of the guys who served in our military and have proven to be dedicated by their service records.

Erik Nelson spoke about the decision the board had before them, and pointed out that Marty Hagans is retired and has time to serve and has a suitable background.

Tannis Kinney supports Kallie Day as the strongest voice for Dayton.

Wendy Madson, community member, thanked the 5 applicants, and acknowledged Ms. Day's interview as thoughtful with insightful answers and presentation.

Jolene Daley spoke in support of Kallie Day, who is actively involved at SES, and would be a qualified candidate for the district level, serving in the community with a unique perspective on many levels.

Megan Sanborn, parent, works with Kallie Day and supports her as the best candidate.

Neal McIntyre II commented that the community has been clear on their choice and already 4 trustees showing support for one candidate.

The trustees continued the discussion about the applicants, the time dedicated to preparing for each board meeting, and qualifications that are optimal for the position.

Trustee Farr made a motion to nominate Kallie Day for the District VI trustee.

Trustee Bull seconded.

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

Trustee Kallie Day read aloud the Oath of Office and signed the Code of Conduct.

13. **(For Possible Action)** Discussion and possible action regarding Board Committee Representation to fill vacancies. This item is being presented by Board President Tom Hendrix.

The vacancy for a school board trustee on the Student Absenteeism Advisory Board (SAAB) and the alternate position for the NIAA was discussed. It was determined that Trustee Day will be available to fill these positions.

Trustee Farr made a motion to approve Trustee Day to fill these positions.

Trustee Bull seconded.

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

14. **(For Possible Action)** Discussion and possible action regarding an update on the 2025 facility improvements and summer projects. This item is being presented by Executive Director of Operations Harman Bains and Operations & Maintenance Supervisor Kirk McCallum.

The 2025 facility improvements and summer projects were listed in the attachment. The list shows the majority of work done but doesn't cover everything. Director Bains highlighted the HVAC, roofing, carpeting/flooring, office spaces, epoxying bathrooms, Audio Enhancement (AE) projects, and lastly, the transportation department installed approximately 800 interior bus cameras. The entire fleet has camera coverage in all buses and footage is easily accessible. Radios are synced and communications are upgraded to allow drivers to contact supervisors and administrators easily.

The district maintenance staff upgraded older modular buildings, giving them new life and saving significant amounts of money. This allows many areas to be used more effectively. The trustees expressed their gratitude and congratulated the staff for their hard work. Public comment was made by Neal McIntyre II with regard to using the bus cameras to assist law enforcement. Director Bains explained that we now have the cameras if needed. However, this has not been an issue in Lyon County at this point. There was brief discussion about safety around buses.

Trustee Farr made a motion that the Board approve the update regarding the facilities projects report along with a thank you to Mr. Bains and staff.

Trustee Whisler seconded.

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

15. **(For Possible Action)** Discussion and possible action regarding the Construction Managers at Risk for the Fernley and Dayton High School single point entry and culinary projects. This item is being presented by Executive Director of Operations Harman Bains.

Approval is sought for the 2 Construction Managers at Risk (CMAR) recommended Core Construction and Miles Construction for the respective projects.

Trustee Farr noted that the committee did not award the contracts to these contractors, but they were recommended unanimously by the committee for the board to approve.

Trustee Farr made a motion that the Board approve CORE as the Construction Manager at Risk for the Fernley High School Single Point and Culinary Project and approve Miles Construction as the Construction Manager at Risk for the Dayton High School Single Point of Entry project.

Clerk Carson seconded.

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

16. **(For Possible Action)** Discussion and possible action to move the December 16, 2025 School Board meeting location to Silver Stage Elementary School, Professional Learning Center (PLC). This item is being presented by Superintendent Tim Logan.

Trustee Whisler made a motion to move the December 16, 2025 School Board meeting location to Silver Stage Elementary School, Professional Learning Center (PLC).

Trustee Day seconded.

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

17. **(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.

Lyon County School District is participating in a field study using a new streamlined model of the Nevada Educator Performance Framework to evaluate our teachers. The evaluation system is used to improve teaching and administrative practices. Director Hogan spoke about district and state results, what is working and what isn't with this system. There was discussion about the percentage of teachers who do not see the benefit in the evaluation tool in helping them improve.

The tool itself could be improved. However, this would take a voice at the legislature. The field study has something to do with improvement, but at this time, there seems to be a question about the constructive value of the evaluation.

President Hendrix made a motion to approve the report on the results of the Nevada Educator Performance Framework including as permitted under NRS 391.485.

Trustee Parsons seconded.

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

18. **(For Possible Action)** Discussion and possible action new LCSD Policy IKD: Outdoor Recreation as a first reading. This item is being presented by Executive Director of Education Services Jim Gianotti.

NRS 389 was amended to add outdoor education as a possible means to obtain elective credit. This policy was written to align with the bill. The students' application process will be done by each site. The Board would like a consent agenda report annually on the credits earned. Great that the students have encouragement to go out and get the credit this offers. It will benefit many kids.

Trustee Farr made a motion to approve the new LCSD Policy IKD: Outdoor Recreation as a first reading.

President Hendrix seconded.

There was some discussion regarding securing background checks/fingerprinting of the organizations that help the students get the experience. The district would not be responsible for vetting anyone, but entities like 4-H and Scouts already have these processes in place.

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

19. **(For Possible Action)** Discussion and possible action regarding new LCSD Policy IKDA: Community Service Credit as a first reading. This item is being presented by Executive Director of Education Services Jim Gianotti.

There are similarities between this Community Service Credit policy and the last item on Outdoor Credit, but it allows for one credit under statute for community service credit.

The board requested to have an annual consent agenda report on the community service credit earned. This will be added under the Administrator Responsibilities section.

President Hendrix made a motion to approve Policy IKDA: Community Service Credit as a first reading with the verbiage added to the Administrator Responsibilities section that a report will be given to the board annually on the community service credit given over the school year in the June board meeting.

Trustee Whisler seconded.

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

20. **(For Possible Action)** Discussion and possible action regarding revisions to LCSD Policy JFCC: Safe and Respectful Learning Environment as a first reading. This item is being presented by Deputy Superintendent Stacey Griffin-Cooper.

Deputy Superintendent Griffin-Cooper presented the Safe and Respectful Learning Environment policy with recommendations from POOLPACT and per legislative updates. Trustee Farr made a motion to approve the revisions to LCSD Policy JFCC: Safe and Respectful Learning Environment as a first reading.

Trustee Whisler seconded.

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

21. **(For Possible Action)** Discussion and possible action regarding revisions to LCSD Policy IICE: Services to Students Provided by Outside Individual Agencies and or Organizations. This item is being presented by Executive Director of Special Services Rachel Stewart.

The revisions to Policy IICE: Service to Students Provided by Outside Individuals, Agencies, and Organizations are basic updates to establish criteria to protect the district and support collaborative work between entities. Memorandums of Agreement will be used to ensure stricter vetting requirements are upheld.

Trustee Farr made a motion to approve the revisions to LCSD Policy IICE: Services to Students Provided by Outside Individual Agencies and or Organizations as a first reading.

Trustee Whisler seconded.

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

22. **(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.

Trustee Farr made a motion to approve the revisions to the following LCSD Policies as a second and final reading. No changes were made to these policies after the first reading.

GAC: Confidential Information

GBB: Fair Employment Practices

GBBC: Employee Bullying

Clerk Carson seconded.

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

23. **(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 Hendrix and Superintendent Tim Logan.

The next meeting will be held at Yerington Elementary School multipurpose room on Tuesday, November 18, a week early due to the Thanksgiving holiday.

Topics may include:

Assessment Results

Update of the District Performance Plan

Yerington and Smith staff introductions and highlights

Various G Policies for first reading

Second readings of JFCC, IICE, IKD and IKDA

Trustee Farr requested BCDA with revisions to include a permanent student member (non-voting) to sit for a year at a time. This would allow better student representation.

24. **PUBLIC PARTICIPATION:** At this time, the public is invited to address the Board on items over which the Board has jurisdiction or control. If you wish to speak, step up to the table, be seated, and state your name. Your comments are 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 your group. Although this Board does not restrict comments based upon viewpoint, comments will be prohibited if they 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. The Board will conduct public comments after each item on the agenda on which action may be taken, before the Board takes action. Comments submitted electronically will be included in the minutes of the meeting.

Public comment was made by Neal McIntyre II. He requested an explanation as to why item EDBB was removed/not on the agenda.

Kallie Day thanked all the other applicants and offered her time to listen to constituents who needed an ear.

25. **ADJOURN:**

The meeting adjourned at 10:43 pm

The notice for this meeting was posted on October 22, 2025, at Lyon County School District Administrative Office, Lyon County School District websites (<http://www.lyoncsd.org>) and the Nevada Public Notice Website (<http://nv.gov>) in accordance with NRS 241.020 (3)(b).

Lyon County School District Statement of Nondiscrimination and Accessibility

The Lyon County School District does not discriminate on the basis of race, color, national origin, gender, disability or age in any of its policies, procedures, or practices, in compliance with Title VI of the Civil Rights Act of 1964 (pertaining to race, color, and national origin), Title IX of the Educational Amendments of 1972, section 504 of the Rehabilitation Act, the Americans with Disabilities Act, and Age Discrimination Act of 1975, and any other pertinent statute or requirement. This non-discrimination policy covers admission, access, treatment, and employment in the district's programs and activities, including occupational education. For information regarding opportunity policies, or the filing of grievances, contact your school principal.

The Lyon County School District is pleased to provide accommodations for the handicapped or disabled. Members of the public who are disabled and require special accommodations or assistance at the meeting are requested to notify the administrative assistant to the superintendent and board of trustees, in writing at 25 E. Goldfield Avenue, Yerington, Nevada 89447; e-mail at mheim@lyoncsd.org; or by calling (775) 463-6800 ext. 10034, at least one week prior to the meeting.

Attitude of Gratitude

My name is Lynor M. and I am successful at
student name
YIS because of Mrs. Barrett.
school name teacher/staff member's name

I want to thank him/her for being a great language
arts teacher, and helping me with
my writing skills. She is so nice
and I'm glad shes my teacher.

Signed: _____

[Signature]

student signature



Attitude of Gratitude

My name is Leah S and I am successful at
student name

EVES because of Mrs. Caraghan
school name teacher/staff member's name

I want to thank him/her for helping me out when I didn't understand something. When I was sad she gave me a hug. When I was new in this school she showed me so much stuff. That's why she's been my best third grade teacher.

Signed: _____

Leah S
student signature



Attitude of Gratitude

My name is Derek De La Rosa and I am successful at
(Student's Name)

Smith Valley School because of Melisa Maushek
(School Name) (Teacher/Staff Member's Name)

I want to thank him/her for Always offering help
to those who need it. Also for
being such an understanding person.
Also for being an amazing basketball
coach.

Signed: Derek De La Rosa
(Student's Signature)



Attitude of Gratitude

My name is Brielle Olivas and I am successful at

Silver Stage student name and
~~Silver Stage~~ Middle school school name because of Mrs. Leach teacher/staff member's name and Ms Hackstaff teacher/staff member's name

I want to thank him/her for I want to thank Ms.
Leach for letting me do garden and
(accepting)
accepting me in their class. I am thankful
for Ms. Hackstaff for teaching me how to
do my E.L.A.

Signed: _____

student signature



Attitude of Gratitude

My name is Giada Nuti and I am successful at
(Student's Name)

Workshop and Ag because of Miss Dreyer
(School Name) (Teacher/Staff Member's Name)

I want to thank him/her for helping me get good grades in her class
and others she is very fun and kind and she introduced me to the
FFA. She is an amazing teacher and really fun she is just
overall a great person and teacher.

Signed: Giada Nuti
(Student's Signature)





Attitude of Gratitude

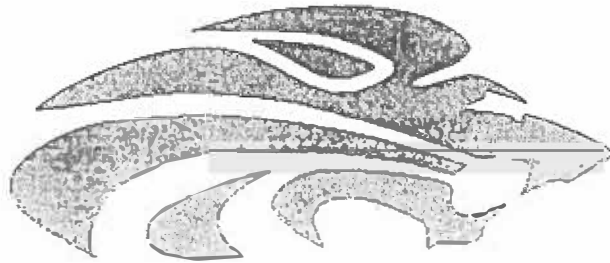
My name is Jazmin Flores and I am successful at my school, Yerington Elementary because of Mis Flores.

23

I want to thank him/her for

for teaching me the thing i know now.





Attitude of Gratitude

My name is Amaree Savage and I am successful at Verington High School
because of Mrs. Smith.

24

I want to thank him/her for

Always being on top of everything, even my student's school work.



Attitude of Gratitude

My name is Justice Arriaga and I am successful at
student name

Fernley High School because of Mr. Sloan.
school name teacher/staff member's name

I want to thank him/her for Pushing me to Succeed
In the weight room. He also always
Reminds me to stay positive about
My Sports when I'm talking
Negatively. He keeps me in line by
not letting me slack off, which
in the long run really helped me
out.

Signed: _____

Justice Arriaga
student signature



Attitude of Gratitude

My name is Rosa Vega

and I am successful at Dayton High School because of
(teacher/staff member) Mrs. Santos

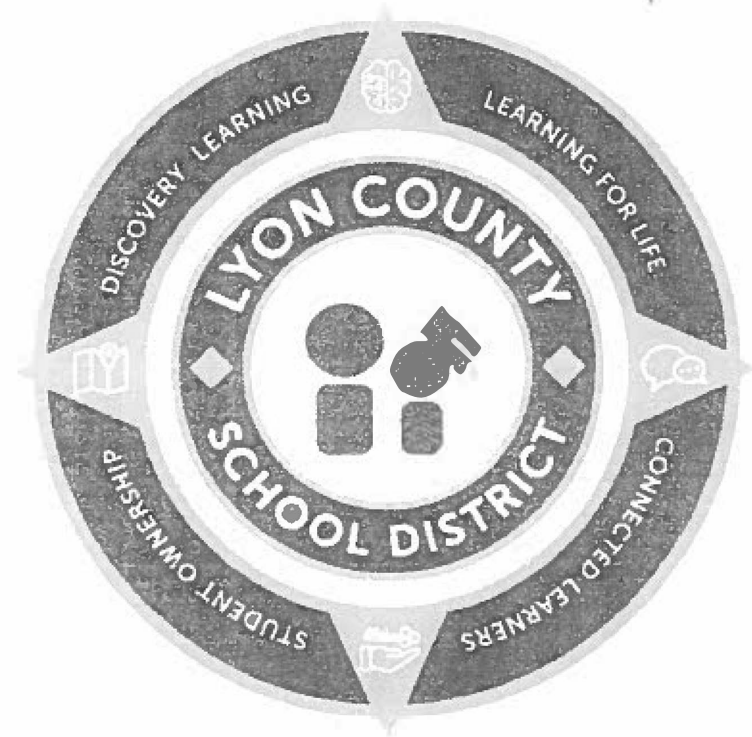
I want to thank them for

Always making my days
better by giving me hugs.

You always know how to
make me smile on my
worst days. I appreciate
you so much and I will
forever be thankful for you
Thank you ♥

Signed:

Rosa Vega



First Name

Jackson

Last Name

Hohnholz

Email Address

jacksonhohnholz@gmail.com

Subject

Agenda Item 18 - Policy BCBA Revisions: Student Rep to the Board

Public Comment:

My name is Jackson Hohnholz, the Student Body President at Fernley High School, and I would like to express my support and emphasize the importance of the proposed revisions made to Policy BCBA regarding a Student Representative on the Board of Trustees.

Serving as a student Representative at all Board of Trustees meetings in Fernley has given me the opportunity to be a liaison between the students of my school and the Lyon County school board. This has given me the chance to provide essential input on things that impact my students the most. However, providing a single, consistent school board Representative would ensure a clear and concise form of communication between the students of Lyon county and the school board. I have worked closely with Anna Rigsby, a member of the student council at Smith Valley schools in the presentation of this idea, and am excited to see it moving forward.

Good evening members of the Board.

My name is Ryan Cross, and I am a resident of Fernley. I have also been an employee of LCSD for 26 years, and a site administrator for 23 years. I'm submitting a comment today because I'm concerned about the proposal to ban 9-12 student cell phone use during unstructured times, such as lunch and passing periods.

I want to be clear: I understand and support the goal of reducing distractions in the classroom. But this proposal extends far beyond that. Restricting student device use during *non-instructional* time feels like government overreach. Some members of this board ran on a platform of "giving parents a voice". Parents, not the school district, made the decision to provide their child with a cell phone. Parents weighed the pros and cons of putting a device in the hands of their child, and those that chose to do so did it with purpose and intent. Is it the board's intent to make parental-level decisions for every student in this district? Is the board better informed than parents regarding what is best for these kids? I don't think so, and neither did anyone that spoke at the September meeting in Fernley.

The article cited supporting this proposal is produced by the Manhattan Institute, which is funded and supported by corporations and political ideologists. For years, The Manhattan Institute has made efforts to divert public funds to private and charter schools. This policy will push kids out of our public schools. I am not speaking hyperbolically when I say there are students and parents who will choose to leave LCSD rather than abide by this policy. Is that our goal?

Unstructured time, by its very definition, belongs to students. It's when they reset, connect with friends, and manage personal needs. It has a purpose, and it is important. Regulating every minute of their day sends a message that they can't be trusted to make basic choices for themselves. It sends a message to parents, AKA **voters**, that you know what's best for their child, not them.

I'm also concerned about feasibility. Enforcing a blanket ban during lunch and passing periods is unrealistic. Staff would be put in the position of policing hundreds, if not thousands, of small interactions, creating unnecessary conflict and inconsistency. Rules that cannot be reasonably enforced don't foster respect—they foster resentment and rebellion. They also take valuable time and attention away from the *real* priorities of educators.

Instead of another top-down restriction, I encourage the Board to consider this: Is the current policy not working? Has anyone "in the trenches" supported this? Clear

expectations in the classroom make sense. But overregulating unstructured time is not the answer.

I urge you to reconsider this proposal and find a more balanced approach that respects students' autonomy and doesn't burden staff with an impossible enforcement task. Thank you for your time.

Ryan Cross, Principal

Fernley High School

P. 775.575.3400

F. 775.575.3406

www.fhs.lyoncsd.org

Dear Members of the Board,

I appreciate the Board's ongoing commitment to supporting safe and productive learning environments for all students. I also understand the desire to reduce distractions and promote engagement during instructional time, a goal I fully share. However, I must respectfully express my strong concerns regarding the proposed cell phone ban during passing periods and lunch at the high school level.

On any given day, high school administrators are responsible for responding to fights, conflicts connected to local gang activity, vaping and drug-related issues, medical emergencies, mental health crises, and a wide range of behavior and safety challenges. These issues require immediate attention, professional discretion, and the ability to move swiftly across campus. Our staff's time and focus must remain available for these high-priority interventions.

A blanket prohibition on cell phone use during passing periods and lunch would demand constant monitoring and enforcement. Supervisors would be required to correct or discipline students for brief, non-disruptive interactions that occur in the natural flow of unstructured time. Realistically, this would shift staff energy and attention away from the very situations that most threaten student safety. Every minute spent addressing a minor phone infraction is a minute not spent preventing a fight, intercepting contraband, de-escalating tensions, or supporting a student in crisis.

It is also important to recognize that unstructured time is not wasted time for students. Lunch and passing periods provide essential opportunities to reset, connect socially, communicate with family, manage personal needs, and prepare for the rest of the day. The ability to briefly use a device during these times can help students organize their schedules, check messages from parents or employers, and decompress in healthy ways. Removing this autonomy does not foster responsibility, it creates frustration and reduces trust in the adults guiding them.

I urge the Board to consider whether the benefits of this policy outweigh the significant operational and safety costs it would impose. The current classroom-based restrictions already support focused instruction. Extending these restrictions into unstructured time, however well intended, is not practical for high schools, nor is it conducive to student well-being or campus safety.

For these reasons, I respectfully ask the Board to reconsider the proposed policy and to engage administrators, staff, and families in developing solutions that genuinely enhance learning without compromising our ability to maintain a safe and supportive environment for all students.

Thank you for your time and thoughtful consideration.

Julie Bumgardner, Principal - Dayton High School

To the Esteemed Members of the Board of Education,

Thank you for the opportunity to comment on the proposed policy that would ban high school students from using personal cell phones during their non-instructional free time while on school grounds.

I stand firmly in opposition to this proposed ban and urge the Board to reconsider. We must recognize that high school students are young adults navigating a complex, modern world. Providing them access to their personal devices during designated free time is not a distraction; it is an essential allowance for **safety, responsibility, social-emotional well-being, and academic support.**

1. Immediate Safety and Communication

In today's environment, a cell phone is the most reliable tool for instantaneous communication, especially during an emergency.

- **Student-Parent Contact:** In the event of a personal, family, or school-wide emergency, students need to be able to immediately and discreetly contact a parent or guardian. Restricting access creates unnecessary delays and heightened anxiety.
- **Medical and Personal Needs:** A student feeling suddenly ill, needing an inhaler from a car, or dealing with an unexpected personal matter must be able to call for help without navigating administrative bottlenecks, especially during unstructured periods like lunch or passing periods.
- **Emergencies:** In a critical school-wide emergency, relying solely on school infrastructure is inadequate. Every student should have a personal device to receive emergency alerts and communicate their safety status to loved ones.

2. Academic & Organizational Responsibility

Cell phones are powerful tools for organization and academic extension that support the transition to college and career readiness.

- **Organizational Hub:** Students use their phones as their personal schedulers. They contain digital calendars, reminders for homework deadlines, and to-do lists that keep them on track throughout the day.
- **Quick Reference & Research:** During a study hall or free period, a student may need to quickly look up a forgotten historical date, a formula, or a definition to continue studying. This immediate access to information fosters self-directed learning.

- **Transition to Adulthood:** High school is about teaching independence. Managing a personal device responsibly—knowing when to use it and when to put it away—is a vital life skill that a blanket ban prevents students from practicing.

3. Social-Emotional Well-being and Inclusion

Free time is for de-stressing and engaging with the world, which for modern teenagers, includes their digital communities.

- **Stress Management:** A few minutes of scrolling or listening to music can be a vital, self-regulated stress-relief tool for students dealing with the pressures of academics, sports, and social life.
- **Building Connections:** For many students, especially those who may be shy, new to the school, or neurodivergent, communicating with friends via text or social media during lunch is a less intimidating way to maintain social connections and feel included.
- **Access to Support:** Phones can provide discreet access to mental health resources, support hotlines, or immediate communication with trusted adults outside of the school setting.

The Proposed Alternative: Clear Guidelines, Not a Blanket Ban

Instead of implementing an absolute ban, I strongly recommend the Board focus on **establishing and rigorously enforcing clear, responsible use policies.**

- **Phones Out, but Not in Use:** Define designated "no-use" zones (e.g., during class instruction, assemblies) and **enforce consequences for misuse, not for possession.**
- **Teacher Discretion:** Trust teachers to manage their classroom environments with clear expectations for when phones must be put away.
- **Educational Initiatives:** Incorporate digital citizenship training that explicitly teaches students **how to manage their screen time** and focus during school hours, reinforcing the life skills they need for the future.

Restricting cell phone access during free time sends a message of distrust and hampers a student's ability to manage their personal and academic lives. Let us treat our high school students as capable individuals who, with proper guidance, can manage this tool responsibly.

Thank you for your consideration.

--

Paul Sullivan ~ Assistant Principal/Athletic Director

Fernley High School ~ 1300 US Highway 95A S

Fernley, NV 89408 ~ 775-575-3400

Dear Members of the Board,

My name is Kevin Kranjcec. I am the parent of three boys, including two current Lyon County students, one at Dayton Intermediate School (DIS) and one at Dayton High School (DHS). I also serve as the Principal of Dayton Intermediate School. I have dedicated my entire 23-year career in education to the Dayton community, including 19 years at DIS and 4 years as an Assistant Principal at DHS. As a Dayton resident, I care deeply about our schools and our community.

In speaking with many parents and community members, I have found strong support for the current cell phone policy adopted in December 2024. Families understand the need to minimize classroom distractions and have expressed approval for both the policy and its progressive discipline structure. As a school, we believe the policy is working effectively. When students violate the guidelines, we remove the distraction, the phone, while keeping the student in class, where learning continues. Parents have been supportive of coming in to retrieve phones and have worked collaboratively with us. These same parents do not support the proposed changes to the policy.

I fully support having a consistent, districtwide cell phone policy that prioritizes reducing classroom distractions. However, my concern with the new proposal is the recommendation to suspend students and remove them from the learning environment. I believe the focus should remain on removing the distraction, not the student. Retaining the phone in In-School Suspension (ISS) is far more effective than placing the student there.

Additionally, I believe the intent behind the current policy, which prohibits phones for students in grades K–8 during the school day, while allowing limited access for students in grades 9–12 during unstructured time, was purposeful. High school students are generally older, more mature, and better able to manage responsible use. Many have free periods, jobs, athletics, and other commitments that require occasional access to their phones at appropriate times. As a former high school administrator, I can also attest that enforcing a bell-to-bell restriction at the high school level, particularly on an open campus, is extremely difficult and impractical.

For these reasons, I strongly oppose the proposed changes to the cell phone policy and respectfully urge the Board to reconsider altering a policy that is still in its early stages and showing positive results.

Thank you for your time and consideration.

Sincerely,

A handwritten signature in black ink, appearing to read 'K. Kranjcec', with a stylized flourish at the end.

Kevin Kranjcec
Principal, Dayton Intermediate School

Trustees' Questions and Answers for the November 18, 2025 School Board Meeting Agenda

This document serves as a means to allow LCSD Trustees an opportunity to ask questions about the upcoming board meeting agenda items. Questions posed by board members will be answered as soon as possible by District staff, so please post your questions as soon as possible. Trustees, please note that you have until 12:00 pm the day before the board meeting to submit questions. This will allow time for District staff to answer. District staff will answer questions in this document by 12:00 pm the day of the board meeting. **Questions and answers will be posted in the consent agenda meeting materials so the public can see the questions and the answers provided.**

Agenda Item #: 17

Trustee Question: The proposed amendment to Policy EDBB would require that students who violate the amended policy be penalized by being assigned in - school suspension on the third, fourth and fifth offense. What impact does that have on school staff? That is, are there normally some students assigned to in-school suspension on any given day and would cell phone violators just join that group. Or, would additional staff time be required to accommodate those who violate policy EDBB on multiple occasions?

District Staff Answer:

All four of our larger high schools have an APEP instructor assigned to support students placed in in-school suspension. Access for middle school students varies based on each school's proximity to those high-school APEP programs, with the exception of SMS, which has its own dedicated APEP classroom. Elementary schools do not have access to an APEP instructor.

With that context, it's important to note that increasing student ratios in an APEP classroom can at times be challenging. There are occasions when the number of students assigned to APEP exceeds what one staff member can reasonably supervise. In those situations, alternative measures—such as assigning Out-of-School Suspension—may be

necessary. This, of course, negatively impacts chronic absenteeism and removes students from access to instruction and resources.

For elementary schools and most middle schools, students assigned in-school suspension are typically housed in the front office, where adult support is limited. Secretaries, who are also responsible for managing phone calls, assisting visitors, and handling their regular duties, often oversee these students. Additionally, front office spaces generally have very limited capacity and cannot safely or effectively accommodate more than one or two students without significant logistical challenges.

No additional staff would be hired but it would put a higher demand on already existing staff and could result in some students being sent home if higher demands require it on a particular day.

Agenda Item #: 10 D

Trustee Question: The 58 page report included with this agenda item is a bit overwhelming to absorb given everything else to consider with this agenda. Given that it's included in the consent agenda, I guess the feeling from administration is that this is "everyday" type business - yet the amount of information in the report seems substantial. If I ask to pull this agenda item, is it possible for a staff person to give a brief summary of this report as it relates to the business of the Board? Thanks!

District Staff Answer:

This report is the North West Regional Professional Development Program (NWRPDP) annual report that they are required to share each year with the Districts they serve. We are not required to share it with the Board, but we have shared these reports over the years to make the board aware of the training and number of district employees that have taken advantage of these training.

In particular, I would highlight the tables on pages 7-11, showing the numbers of Lyon County employees that have taken advantage of the program during the last year. These numbers fluctuate from year to year as the needs of our staff change, or the requirements of the state change.

I am more than happy to discuss as needed, this report is not generated by the Lyon CSD, it comes from the NWRPDP.

Agenda Item #: 17

Trustee Question: My question is loosely related to Agenda item 17. Do any District curricula contain any advisories regarding the negative effects of a student spending too much time on a cell phone or other device? While an electronic device may not be clinically classified as an addictive agent, there is very strong evidence demonstrating how detrimental a device can be to young and older people alike. If our curricula don't contain a section on the perils of the overuse

of electronic devices, perhaps that option should be discussed as part of our efforts to minimize the negative impacts of the devices?

District Staff Answer:

There are actually standards in Health that deal with this topic:

1.PS.3.6 Identify the advantages and disadvantages of communicating using technology and social media.	1.PS.4.6 Categorize the advantages and disadvantages of communicating using technology and social media.	1.PS.5.6 Explain the advantages and disadvantages of communicating using technology and social media.	1.PS.MS.6 Compare the advantages and disadvantages of communicating using technology and social media.	1.PS.HS.6 Evaluate the potentially positive and negative roles of technology and social media in relationships.
--	--	---	--	---

Content Standard 2: Analyze Influences

Students will analyze the influences of family, peers, culture, media, technology, and other factors have on health behaviors. ¹

Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Middle School	High School
2.AF.K.1 Identify various sources that influence health behaviors.	2.AF.1.1 Recognize various sources that influence health behaviors.	2.AF.2.1 Discuss sources of family, peers, culture, media technology and other factors that influence health behaviors.	2.AF.3.1 Explain healthy and unhealthy ways family, peers, culture, media technology and other factors influence health behaviors.	2.AF.4.1 Compare how various sources of family, peers, culture, media technology and any other factors influence health behaviors.	2.AF.5.1 Describe how other factors such as school, community, and extracurricular activities influence health behaviors.	2.AF.MS.1 Explain how the perceptions of current social expectations influence healthy and unhealthy behaviors.	2.AF.HS.1 Analyze how the perceptions of current social expectations influence healthy and unhealthy behaviors.

However, there are other areas in Health education where connections can be made as well. For a full view of the state standards, please use the link here to access them:

https://webapp-strapi-paas-prod-nde-001.azurewebsites.net/uploads/2020_NVACS_Health_5dc34a3de8.pdf

While specifics on the overuse of a device may not be specifically outlined in the Health Standards, the use and interaction, dangers of misuse, etc... are a topic of discussion and focus. One must also consider that students are cautioned about use when taught Employability Skills in every one of their CTE courses, the Lyon CSD is now starting the implementation of Skill Trees K-12 (where this can be addressed) and the Computer Science Standards include Digital Citizenship skills that should include cautions around misuse of technology.

LYON COUNTY SCHOOL DISTRICT LICENSED

PERSONNEL REPORT LIC 1101 – November 18, 2025

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
Fernley High	Teacher			Long term sub in open position	11/3/25	Ivana Banks
Silverland Middle	Teacher			(D. Fisher)	11/10/25	Morgan Manderbach
Silverland Middle	Teacher	X		New Allocation SPED Funded	11/3/25	Tonya Howard

SEPARATIONS:

SCHOOL/SITE	POSITION	EFF. DATE	EMPLOYEE
Dayton Elementary	Teacher	11/7/25	Kyle Franklin
District Office	Teacher	11/13/25	Sandra Garner
Smith Valley Schools	Teacher	11/07/25	Joanna Kuzia

LYON COUNTY SCHOOL DISTRICT

CLASSIFIED

PERSONNEL REPORT CL 1101– November 18, 2025

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
Dayton Elementary	Paraprofessional	X		New allocation SPED Funded	10/21/25	Heather Coyle
Dayton Elementary	Paraprofessional	X		New allocation SPED Funded	10/29/25	Gina Mason
Dayton High	Paraprofessional		X	(A. Hinkle)	11/10/25	Haley Globke
East Valley Elementary	Paraprofessional		X	(L. Demucha)	11/3/25	DonnaLee Ballard
East Valley Elementary	Paraprofessional	X		New allocation SPED Funded	11/3/25	Rose Taylor
Fernley Elementary	Paraprofessional		X	(B. Timmsen)	11/3/25	Lila Guardado
Fernley High	Custodian		X	(S. O’Leary)	11/3/25	Grant Hamon
Fernley Intermediate	Paraprofessional		X	(K. Hitchcock)	10/23/25	Reyane Murchison
Silver Stage Elementary	Paraprofessional		X	(M. Dion)	10/24/25	Michaela Wardrobe
Silver Stage Middle	Custodian		X	(W. Smith)	10/27/25	Juan Rosales
Silverland Middle	Classified Specialist		X	(V. Diaz Chavez)	10/28/25	Rachel Meza
Sutro Elementary	Paraprofessional		X	(S. Dillon)	11/7/25	Bianca Luna

SEPARATIONS:

SCHOOL/SITE	POSITION	EFF. DATE	EMPLOYEE
Fernley High	Paraprofessional	10/27/25	Olivia Garman

	DAC	Description	Name
1	SILVERLAND MIDDLE SCHOOL	Xduty - Academic Olympics Advisor MS	HEATER, KIMBERLY
2	FERNLEY HIGH SCHOOL	Xduty - Library Inventory Dire	KNODELL, SUSAN
3	FERNLEY INTERMEDIATE SCHOOL	Xduty - Intramurals MS	PAULSEN, BERTON W
4	YERINGTON INTERMEDIATE SCHOOL	Xduty - Volleyball 8	NEVILLE, REBECCA
5	DAYTON HIGH SCHOOL	Xduty - Band Director HS	ENGEL, LAURA B
6	DAYTON ELEMENTARY SCHOOL	Xduty - Yearbook Advisor ES .5 FTE	LAPORTE, LAURA J
7	DAYTON ELEMENTARY SCHOOL	Xduty - Yearbook Advisor ES .5 FTE	SMITH, BREANNE N
8	SILVER STAGE HIGH SCHOOL	Xduty - Basketball Girls HS Assistant	JONES, REESE K
9	DAYTON HIGH SCHOOL	Xduty - Golf Girls	RANSOM, CHARLES W
10	DAYTON HIGH SCHOOL	Xduty - Shop Maintenance HS	MORRISON, ALGER E
11	DAYTON HIGH SCHOOL	Xduty - Football Assistant	MOON, AUSTIN J
12	SILVER STAGE MIDDLE SCHOOL	Xduty - Activity Director MS .5 FTE	LEACH, RACHEL
13	SILVER STAGE MIDDLE SCHOOL	Xduty - Yearbook Advisor MS	LEACH, RACHEL
14	SILVER STAGE MIDDLE SCHOOL	Xduty - Basketball Boys 7	WULFEKUHL, PATRICK
15	DAYTON INTERMEDIATE SCHOOL	Xduty - Basketball Girls 7	NELSON, TYLER J
16	DAYTON INTERMEDIATE SCHOOL	Xduty - Basketball Girls 8	WOODS, CHRISTINA M
17	DAYTON INTERMEDIATE SCHOOL	Xduty - Basketball Boys 7	MANNING, PAUL E
18	DAYTON INTERMEDIATE SCHOOL	Xduty - Basketball Boys 8	SANTOS, JASON
19	SILVER STAGE MIDDLE SCHOOL	Xduty - Basketball Boys 8	TOWNLEY, RORY
20	SILVER STAGE HIGH SCHOOL	Xduty - Basketball Boys HS Assistant	MUHILLY, DEVIN I
21	SILVER STAGE HIGH SCHOOL	Xduty - Basketball Girls HS Assistant	BROUGHTON, TRAVIS R

Lyon County School District
Volunteer Report

November 18, 2025

	School Site	Volunteer Position	Name
1	Smith Valley Schools	Basketball JV	Daren Hatch
2	Dayton High	Girls Basketball	Daniel Eary
3	Yerington Elementary	Field Trip	Sofia Maloy
4	Fernley High	Basketball	Walita Querta
5	Fernley High	Wrestling	Thomas Chapin
6	Fernley High	Swim Team	Karen Winters
7	Yerington High	Girls Basketball	Dorsey Thom
8	Fernley High	Band	Stephanie Myler
9	Silver Stage High	Basketball	Kyle Geddes

NWRPDP

**Northwestern Nevada Regional
Professional Development
Program**

**2024-2025 Annual Report
August 2025**

**Ben Dickson
Program Director**

Table of Contents

Table of Contents	2
Introduction.....	3
Part One: NRS 391A.190 1c Evaluation of Regional Training Program	5
Evaluation Data.....	6
Five Year Plan.....	12
Part Two: Individual RPDP Information	16
NWRPDP Sponsored Training Programs	16
Regional Projects: NWRPDP Case Studies.....	18
Key Findings from 2024-2025 NWRPDP Evaluation Activities:	19
Case Study Infographics	20
AI Inquiry Cohort	21
Early Childhood Endorsement.....	24
Student-Led Literacy Growth through Reciprocal Teaching.....	26
Gifted and Talented Endorsement Program.....	28
Middle School Standards Revision Committee	30
We Can Do EPIC Things Podcast	32
NVACS Bootcamp: STEM in the Sierra	34
Productive Math Struggle: A 6-Point Action Plan for Fostering Perseverance.....	37
Science of Reading Project	40
Empowering Educators Across Northern Nevada Through National Board Certification.....	44
Academic Math Conversation.....	47
ARL Classroom Management	49
New Teacher Academy (Churchill)	51
Parent Involvement and Family Engagement.....	53
Shifting the Balance 3-5.....	55
Teacher Book Clubs.....	57

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).

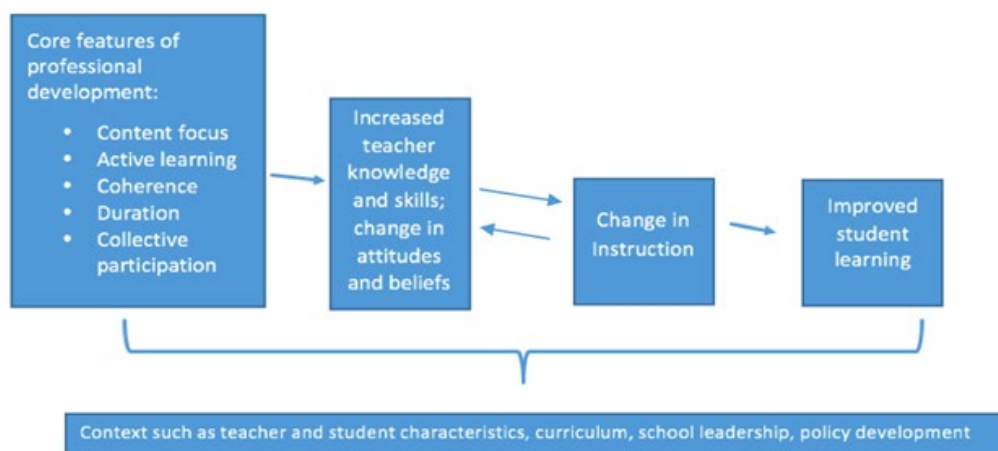
The planning and implementation of professional development services in each region is overseen by a governing body consisting of superintendents in the respective regions, master teachers appointed by the superintendents, representatives of Nevada's higher education system, and the State Department 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).

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



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.

Evaluation Data

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 2024-25
1. The training matched my needs.	4.75
2. The training provided opportunities for interactions and reflections.	4.87
3. The presenter's/facilitator's experience and expertise enhanced the quality of the training.	4.85
4. The presenter/facilitator efficiently managed time and pacing of activities.	4.85
5. The presenter/facilitator modeled effective teaching strategies.	4.81
6: This training added to my knowledge of standards and/or my subject matter content.	4.76
7. This training will improve my teaching skills.	4.78
8. I will use the knowledge and skills from this training in my classroom or professional duties.	4.81
9. This training will help me meet the needs of diverse student populations.	4.77

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% (7)	0.00% (0)	7
<i>Charter Schools</i>	0.00% (0)	100.00% (4)	0.00% (0)	4
<i>Churchill County</i>	0.00% (0)	100.00% (1)	0.00% (0)	1
<i>Douglas County</i>	4.00% (1)	96.00% (24)	0.00% (0)	25
<i>Lyon County</i>	0.00% (0)	80.00% (4)	20.00% (1)	5
<i>Regional (Multiple Districts)</i>	4.44% (4)	94.44% (85)	1.11% (1)	90
<i>Storey County</i>	0.00% (0)	100.00% (1)	0.00% (0)	1
<i>Washoe County</i>	6.52% (3)	93.48% (43)	0.00% (0)	46
<i>Aggregate</i>	4.47% (8)	94.41% (169)	1.12% (2)	179

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>	14	187	9	107	317
<i>Charter Schools</i>	13	129	4	28	174
<i>Churchill County</i>	2	37	0	25	64
<i>Douglas County</i>	12	200	5	252	469
<i>Lyon County</i>	7	213	6	109	335
<i>Other</i>	4	24	0	0	28
<i>Storey County</i>	1	25	3	1	30
<i>Washoe County</i>	52	1,602	51	1,192	2,897
<i>Aggregate</i>	105	2,417	78	1,714	4,314

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>	13	8	21
<i>Charter Schools</i>	7	1	8
<i>Churchill County</i>	2	0	2
<i>Douglas County</i>	4	2	6
<i>Lyon County</i>	6	4	10
<i>Other</i>	4	0	4
<i>Storey County</i>	1	2	3
<i>Washoe County</i>	45	31	76
<i>Aggregate</i>	82	48	130

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>	10	0	0	2	6	3	42	8

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>	0	8	4	8	10	0	80	2	112

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>Aggregate</i>
<i>Paraprofessional</i>	4	10	0	4	34	3	5	60

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>	7	6	5
<i>Charter Schools</i>	4	3	3
<i>Churchill County</i>	1	1	1
<i>Douglas County</i>	19	4	0
<i>Lyon County</i>	4	4	3
<i>Regional (Multiple Districts)</i>	60	71	77
<i>Storey County</i>	1	0	1
<i>Washoe County</i>	35	33	35
<i>Aggregate</i>	131	122	125

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

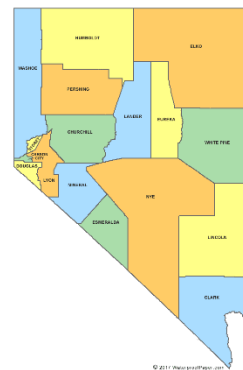
The three Regional Professional Development Programs (RPDPs) were established during the 70th Session (1999) of the Nevada State Legislature upon passage of Senate Bill 555, which, under Sections 16 and 17, authorized the establishment of four Regional Professional Development Programs (RPDPs) in the 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 received 1 Federal Grant in the 2024-2025 academic year: Developmentally Appropriate Practices for Kindergarten (DAP K) professional learning sub-grant award.

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 2025/2026 school year even though the grant funding will cease in December of 2025.

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 training listed for teachers and administrators during the 2023-25 biennium. Below is a sample of those trainings provided to Nevada educators.

- Gifted and Talented Education (GATE) endorsement courses- The NWRPDP, in collaboration with the Washoe County School District has facilitated 6 cohorts of educators for a total of 236 educators served so far since the endorsement began.
- 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 and 2025.

- 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.
 - Regional Social Studies conference
 - 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
- Math professional learning opportunities
 - Math support will include a variety of models including Math Workshop Model 1 & 2, Building Thinking Classrooms and Productive Math Struggle Book Study
 - Math support was also connected to district initiatives such as Teacher Clarity and new curriculum materials adopted by several districts.
- Teacher Clarity-continuation
 - NWRPDP staff supported 3 elementary schools with content from the *Teacher Clarity Playbook* and continued to provide consultation with the original 5 elementary schools that took on Teacher Clarity in 2023.
- Science of Reading- NWRPDP staff engaged in providing support across the region on high quality literacy instruction and worked on creating multiple courses to support tier 1 and interventions including:
 - Shifting the Balance 3-5 Book Study
 - UFLI Lesson Study
- 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

- 78 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. 30 teachers and administrators across Nevada, representing 6 different districts began work on collecting video examples of high-quality guided play along with the development of coaching tools to accompany the videos to use by Nevada educators.

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 districts served by the NWRPDP the annual evaluative case studies took on a different look in the 2023-2024 school year. 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:

The NWRPDP staff play a critical role in supporting and enhancing the professional growth of educators across northwestern Nevada. They serve a wide range of districts, including Carson City, Churchill, Douglas, Lyon, Storey, and Washoe counties; and also work with charter schools. In the 2024-2025 school year alone, their efforts resulted in 4,314 educators in the region engaged in NWRPDP training sessions. This extensive work is guided by the needs of each district, focusing on implementing Nevada's Academic Content Standards (NVACS), improving instructional practices through the Nevada Educator Performance Framework (NEPF), and providing tailored support to meet specific school and district goals.

Case study projects also showcased the wide-ranging impact of NWRPDP staff work. The sixteen case studies from the 2024-2025 school year revealed a variety of positive outcomes, from supporting new teachers through focused academies to a focus on supporting new teachers going through the Alternative Route to Licensure with their classroom management skills. Other projects highlighted improved teacher practice in areas like parent and family engagement, multicultural education, and the Science of Reading. The staff's innovative approach was also seen in a podcasting initiative designed to support educators, and in a showcase of P-3 work aimed at enhancing knowledge and practice across districts.

Staff dedication is evident in a number of highly attended and specialized training programs. The National Board Certification Cohort empowered 78 educators to pursue this rigorous process, leading to a renewed commitment to growth and improved teaching practices. The Gifted and Talented Endorsement Program was another high-impact initiative, with four cohorts of approximately 30 educators each participating in courses to earn their endorsements. Additionally, a dedicated Science of Reading Project engaged 35 staff members at a Title I elementary school in foundational knowledge and high-impact classroom routines, demonstrating a commitment to research-based literacy instruction, with one teacher commenting, "Amazing! I took away almost all of this book, even teaching 2nd grade."

Case Study Infographics

AI Inquiry Cohort

AI INQUIRY COHORT

Objective: Engage classroom teachers in an inquiry-based process to explore AI tools that streamline and enhance instruction, while building their understanding of ethical use.

TOPICS

- Benefits and basics of AI
- Ethical use for students and teachers
- Exploration of various platforms
- Building AI skills as the “human in the loop”
- The future of AI in education

EDUCATOR TESTIMONIALS

- *“I started out afraid of AI and what it meant for me as a teacher. I now feel educated. I understand how it can help me in the same ways as a group of colleagues.”*
- *“I’ve learned so many ways AI can enhance my teaching, from discussion platforms, to graphics, to simple additions to my lessons.”*
- *I am more comfortable playing with AI to find ways to add to my instruction. I have found ways to discuss and have conversations about the ethics with my students.”*

100%
OF PARTICIPANTS REPORTED INCREASED
KNOWLEDGE AND CONFIDENCE USING AI.

Work designed and facilitated by
Kristin Campbell &
Kylie Maddy



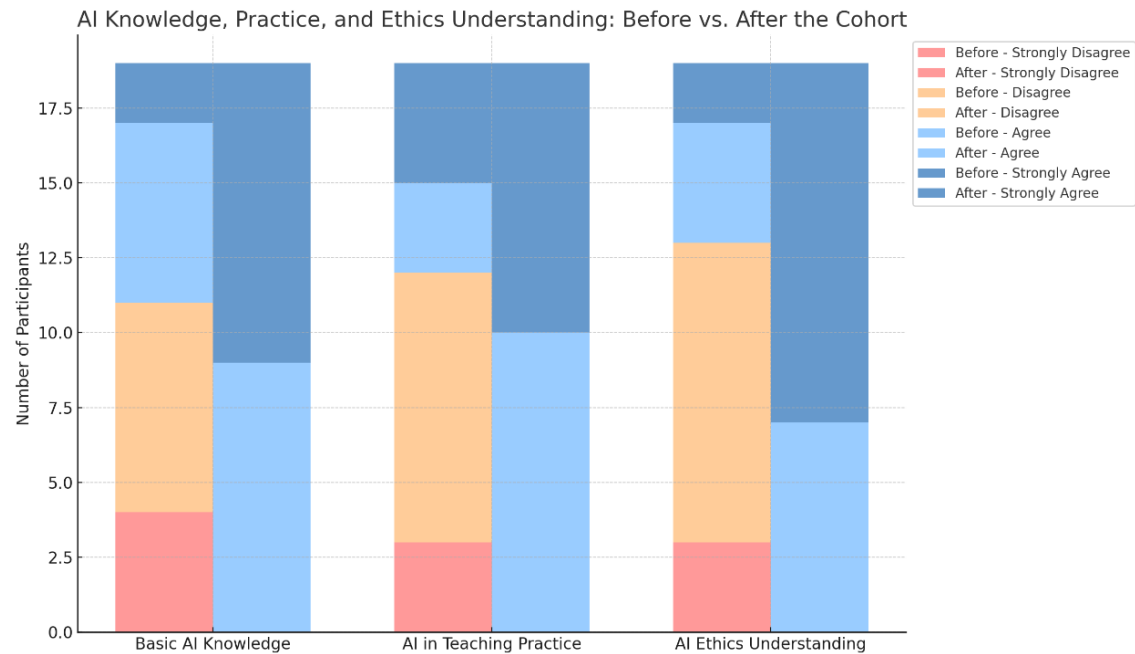
Summary of Project

The integration of Artificial Intelligence (AI) into education necessitates an intentional effort to develop teachers’ competencies in AI literacy and ethical considerations. Ongoing research and policy initiatives highlight the critical role of teacher education and professional learning in preparing educators to navigate and leverage AI effectively in their classrooms. (Walter, 2024) The AI Inquiry Cohort created an opportunity for educators from five high schools, two middle schools, and 12 elementary schools in northern Nevada to participate in this type of professional learning to benefit more than 1000 students in their classrooms.

Results

The stacked bar chart below compares participant responses before and after the cohort on three key statements:

- Basic AI Knowledge
- AI Integration into Teaching
- Understanding of AI Ethics



Each bar is segmented by response category; Strongly Disagree, Disagree, Agree, and Strongly Agree. The results clearly show a significant shift toward stronger agreement in all areas after participation in the cohort.

Conclusion

Participants’ responses indicate the cohort was successful, and educators were able to implement and apply AI strategies in their instruction with their students. The ever-changing landscape of AI makes it challenging to replicate these outcomes. Ongoing participation in professional learning that explores the latest AI research findings is necessary for educators to continue to grow.

References

Walter, Y. (2024) Embracing the Future of Artificial Intelligence in the Classroom: The Relevance of AI Literacy, Prompt Engineering, and Critical Thinking in Modern Education. *International Journal of Educational Technology in Higher Education*, 21, Article No. 15. <https://doi.org/10.1186/s41239-024-00448-3>

Early Childhood Endorsement

Early Childhood Endorsement Cohort 2024-2025

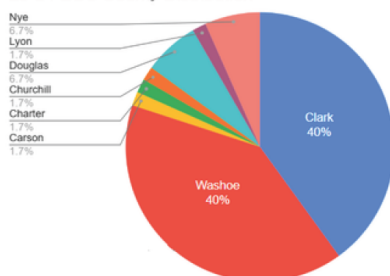


The Early Childhood Endorsement Program is a statewide opportunity for currently K-8 licensed teachers to earn an endorsement that allows them to teach Pre-K. The program consists of four, three credit graduate level courses. Candidates must have at least one year experience teaching kindergarten, which does limit the amount of eligible participants. For that reason, the statewide RPDPs are in the process of creating a practicum experience that will allow more educators to access the opportunity. The practicum is slated to begin with the 25-26 cohort.

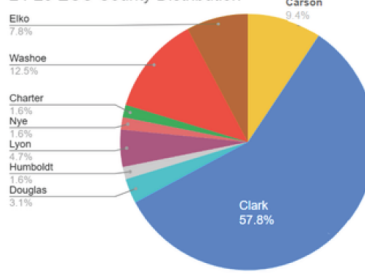
Since it's inception in the 23-24 school year, 120 educators have completed the program and earned their endorsement. 60 additional educators have been accepted into the program for the 25-26 school year. With each round of cohorts, the candidates have come from a variety of counties across the state. Priority acceptance is given to rural counties to ensure equal representation as well as any candidate that is already teaching Pre-K on an emergency licensure basis.



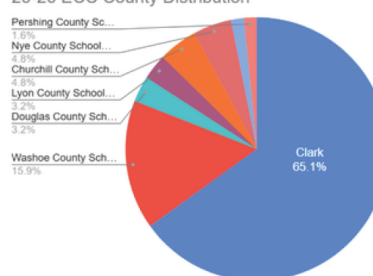
23-24 ECC County Distribution



24-25 ECC County Distribution



25-26 ECC County Distribution



Yearly data: Significant changes from pre to post (<0.001) with large effect size.

Paired Samples T-Test				
Topic	Mean (Pre)	Mean (Post)	p-value	Cohen's d
Knowledge of the continuum of development	2.63	4.87	$< .001$	-2.302
Domains of Child Development	2.79	4.82	$< .001$	-2.229
Dominant Play Theories	2.71	4.76	$< .001$	-1.834
DAP in Practice	2.79	4.84	$< .001$	-1.695
Early Childhood teaching methods	2.66	4.84	$< .001$	-1.965
Early Childhood curriculum	2.63	4.84	$< .001$	-1.778
The Pyramid Model	2.45	4.58	$< .001$	-2.13
Conscious Discipline	1.68	4.66	$< .001$	-3.118
Average	2.55	4.78	$< .001$	-2.561
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.				

Comparison between year one and year two: Year two started and ended with a significantly higher average score than year one, indicating year two participants started with higher knowledge of the attributes. However, when comparing the average growth from year one to year two data, there was no significant difference. Growth between the two years was the same, meaning the intervention led to similar results with each cohort (mean difference year 1 = 2.128, Mean difference year 2 = 2.139, $p = 0.818$).

"I have already started changing some of the ways that I teach. I will continue to use the practices learned."

"I have learned a lot about teaching children in early childhood. My practices will change due to the learning from this class."

"I really enjoyed the practical real life experience that these courses tied into."

"This has really given me so much more of an understanding of my incoming kindergarten students. I plan on adapting everything I have learned and applying it into kindergarten especially the conscious discipline. I feel like this course has made me feel confident if I were to ever switch down a grade to preschool."

"I have been able to apply at least one thing learned from every class and every teacher in my own classroom. On a weekly basis I was able to change something and make it better for myself."

Quotes from 24–25 participants:

"Conscious Discipline has changed the way I think about rituals in my classroom. I want to develop meaningful rituals for my students."

"I am more thoughtful. I have tried new things in my classroom. I am looking forward to trying many things at the start of next year – conscious discipline especially."

"I enjoyed working with the curriculum. The 4 different teachers brought so much experience and joy to the class every week. I thought the assignments, readings, and group discussions were really useful and stayed on topic. Seeing real life examples from classrooms was great too!"

"I do think differently about my practice. I am more intentional in what I pick for students to do within the playtime. I loved learning about the developmental milestones which is especially important in special education. The calming strategies from conscience discipline are really helpful, and just the mindset about pre-k being about the process not the product was really a freeing concept."

Student-Led Literacy Growth through Reciprocal Teaching



Research Base: In a time when teachers are stretched thin, they need strategies that are both flexible and impactful. Reciprocal Teaching is an evidence-based strategy proven to improve reading comprehension (Palincsar & Brown, 1984) and aligns directly with the Science of Reading by fostering active engagement, metacognition, and meaning-making. It emphasizes four core skills: predicting, questioning, clarifying, and summarizing. These strategies are taught through a gradual release model that moves from teacher modeling to student-led discussion. Reciprocal Teaching gives teachers a sustainable tool and gives students the power to take charge of their own learning.

Project Description: This project focused on implementing reciprocal teaching strategies in classrooms across multiple grade levels. The lead facilitator provided direct modeling in K–8 classrooms, allowing teachers to observe the practice live with their own students. Support structures included teacher professional development, peer mentoring, and interactive workshops to deepen implementation.

Scope of Project:

- Teachers Involved: 120 teachers across 9 schools in 3 Districts
- Students Reached: 2,400+
- Conferences: 3

Goal: To improve teacher efficacy with a practical, research-based strategy to improve reading comprehension by modeling Reciprocal Teaching and supporting its implementation to build confidence, increase engagement, and deepen student understanding.

Results:

- At one elementary school, the percentage of students reading at grade level rose from 35% to 60% over the course of the project.
- 3rd grade students raised their median percentile from the 69th to the 75th, showing that reciprocal teaching supports growth even among higher-performing groups.
- 7th grade students increased their median percentile from the 20th to the 31st, demonstrating significant gains among previously underperforming readers.
- MAP test engagement increased, with 7th grade students extending their average testing time from 69 minutes to 91 minutes, suggesting stronger persistence and investment in the task.

Impact: This project strengthened students' comprehension and shifted classroom culture to promote collaborative dialogue and student ownership of learning. Reciprocal teaching proved effective across grade levels, content areas, and learner needs.

Next Steps: Develop peer coaching roles that allow experienced teachers to support colleagues in implementing reciprocal teaching and work to integrate the strategy into content-area literacy efforts, ensuring that students continue to practice and apply these skills across subjects.

Gifted and Talented Endorsement Program

COHORT 6 Gifted and Talented Endorsement Program

DEVELOPING TEACHER CAPACITY



PRACTICAL AND RESEARCH BASED

Ford, D. Y. (2014). *Underrepresentation of Culturally Different Students in Gifted Education: Reflections about Current Problems and Recommendations for the Future*. *Gifted Child Today*, 37(3), 149-152.

"These courses enhanced my ability to design appropriate curriculum that challenges all students"



FOUR GRADUATE LEVEL COURSES

A yearlong professional learning journey covering identification, assessment, curriculum, and instructional strategies for gifted learners in a virtual format.

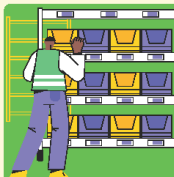
"Everything was very useful and it was FULL of information."



FOCUSED ON DIFFERENTIATION

Teachers learn to meet the needs of gifted students through tiered tasks, project-based learning, and choice-driven instruction.

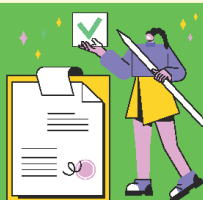
"I learned so much from all the different classes, presentations, projects, assignments and so forth."



PRE-K TO 12TH GRADE ADMINISTRATION LICENSED PROFESSIONALS

Educators across all grade levels, from early childhood to high school, counselors, nurses, and administrators participate, ensuring gifted learners are supported throughout their academic journey.

"GATE classes showed me ways in which I can support educators."



INSTRUCTIONAL LEADERS AS FACILITATORS

Passionate, experienced teacher leaders facilitate these courses, bringing energy, expertise, and real-world insight to every session.

"I love the instructors and the energy they provide."



UNLOCKING FUNDING FOR EIGHT NEVADA DISTRICTS

Building regional capacity for gifted education for educators across the state: Carson, Douglas, Lyon, Washoe, Churchill, Storey, Humboldt, and Pershing.

"I am the first GATE endorsed teacher in my district!"

NWRPDP Program Coordinator - Rachel Croft, NBCT

Research Base: Gifted and Talented students remain one of the most underserved student populations in U.S. public education, often due to a lack of educator preparation and systemic under-identification, particularly among students from marginalized backgrounds (Ford, 2014). High-quality professional development is essential to equip educators with the skills to recognize, nurture, and differentiate instruction for gifted learners. NWRPDP's endorsement program is grounded in this research, with a focus on equity, access, and instructional excellence.

Project Description: The Gifted and Talented Endorsement Program is a yearlong cohort-based professional learning model designed to improve teacher efficacy in identifying and serving gifted learners. Educators engage in collaborative learning, complete projects and presentations, and apply their learning in classroom settings. The program includes four integrated courses:

- Characteristics and Needs of Gifted Students
- Assessment of Gifted Students
- Curriculum, Methodology & Strategies for Teaching Gifted Students – Part 1
- Curriculum, Methodology & Strategies – Part 2

Scope of Project:

- Current Cohort Participants (Cohort 6): 51
- Total Educators Served to Date: 236
- Participant Roles: Pre-K through 12th Classroom teachers, counselors, administrators
- Districts Represented: Carson, Douglas, Lyon, Washoe, Churchill, Storey, Humboldt, Pershing

Goal: To increase teacher capacity to effectively serve gifted learners through a rigorous, multi-course endorsement program grounded in current research and best practices.

Results:

- Participants report increased awareness of gifted identification practices and confidence in adapting curriculum for gifted learners
- Participants reported a greater ability to differentiate instruction for gifted learners within mixed-ability classrooms, with many implementing tiered assignments, choice boards, and project-based learning as a result of the coursework.
- Two districts gained their first GATE-endorsed teachers, making them newly eligible for state-level gifted education funding.

Impact: This program has strengthened educator understanding of giftedness and enhanced the instructional quality available to advanced learners across multiple Nevada districts.

Next Steps: Continue growing the program statewide, develop mentorship opportunities among past cohorts, and build district-level teams that can champion identification and enrichment efforts for underrepresented gifted students.

Middle School Standards Revision Committee

Nevada Middle School Career Technical Education
Standards Revision Committee

Career Foundations Think. Build. Work.



**Skills Today,
Success Tomorrow**



State Criteria

- develop a repeatable course
- adjustable to varying timeframes (9 weeks to 3 years)
- engage students in career pathway exploration
- align with current high school state standards and pathways
- flexible enough to fit the diverse needs of Nevada Schools



Statistics

- 3,107 students are enrolled in a Middle School CTE Course
- Carson City, Elko, Lyon, and Clark Counties had three educators each serve
- 56 hours of revising/creating
- designed four-pillar framework

Moving Forward
Present at NVACTE Summer Conference
Pilot across the state
2026-2027 Full Implementation

Summary of Project

We were assigned to create a statewide framework for middle school career exploration. Our partners included the Carson, Elko, Lyon, and Clark school districts. Existing middle school standards restrict alignment with Career and Technical Education (CTE) pathways at partner high schools, limiting opportunities to Agriculture, Business and Marketing, Education/Family Consumer Sciences, Health Science and Public Safety, Media Technologies, and Skilled and Technical Sciences, which excludes many other CTE programs. This constraint limits students' opportunities to explore relevant programs and develop their skills. Our objective was to enhance flexibility for a wider variety of CTE pathways through the framework, which will be applicable across all content areas instead of being confined to specific ones.

The framework considers these factors to equip middle school students with their occupational identity and assist them in choosing and finishing high school programs. It includes information about participation in Career and Technical Student Organizations (CTSO), post-secondary options, industry-recognized certifications, and work-based learning opportunities.

Impact/Next Steps

This course introduces high school CTE pathways and is repeatable, teaching essential concepts and skills for career readiness across various fields. Through hands-on learning, students engage with four pillars: **Understanding Careers and the Nature of Work, Safety and Best Practices, Employability Skills, and 4PBL (Phenomenon, Place, Project, Problem)**. Emphasis is on developing critical thinking, collaboration, and real-world applications. Students deepen their knowledge and expand skills annually with age-appropriate experiences and increasing responsibility. This course lasts from nine weeks to three years, depending on the school's needs.

These updated standards are expected to affect approximately 3,107 students each year across Nevada. We will present at the Nevada Association for Career Technical Education conference in July 2025. The twelve educators who participated on the committee will test the framework.

We Can Do EPIC Things Podcast

We Can Do EPIC Things Podcast

2 Seasons
76 Episodes
6,459 Plays



Top 3 Episodes

- The One Where We Go Straight to the Top - 276 plays
- The One Where We Take it Down a Notch - 250 plays
- The One Where We Were on a Break - 231 plays



What Listeners Are Saying

I really enjoy the interviews with teachers about things they are doing in their classrooms.

I like when you're real about the struggles in education.

I love how you can make serious topics fun and engaging!

I like being connected to our district and new ideas that are being used in the classroom.

I like the chemistry of the casters and the flow.

Love hearing what's going on in the district that I wouldn't know about otherwise.

Platform Statistics



Spotify	54.5%
Apple Podcasts	25.4%
Spotify for Creators	15.2%
Web Browser	5%



Professional Development Stats

- **93** Teachers and administrators enrolled for in-service credit.
- **82.5** in-service credits earned over two seasons.

Summary of Project:

Enrollment in teacher professional learning in-service classes has decreased dramatically since the pandemic. Prior to the pandemic, nearly every in-service class being offered was filled and had a waiting list. We started to wonder why this was happening. We wondered if attending classes in person or virtually in the evening or on weekends was too much for teachers who were already tired and feeling overwhelmed.

We began to rethink the ways we offer professional learning. We wanted to offer alternatives to in-person and virtual classes that would still meet the goals we have for professional learning. We also recognize that teachers love podcasts and that podcasts are extremely popular. We began to brainstorm a podcast option for professional learning. We decided to try and offer an in-service class where teachers could listen to any and all podcasts and keep a journal of the key learning and takeaways in order to receive in-service and salary credit. We released the first We Can Do EPIC Things, EPIC standing for Empower, Prepare, Inspire, and Connect, podcast on August 16, 2023. We recorded and released podcasts every Tuesday during the 2023-24 school year and the 2024-25 school year relating to the educational goals of our district. Over the course of two school years, we released 76 podcasts featuring local teachers, leaders, community members, and students. The podcast has also featured several educational celebrities including A.J. Juliani, Catlin Tucker, Katie Martin, and Fawun Nguyen.

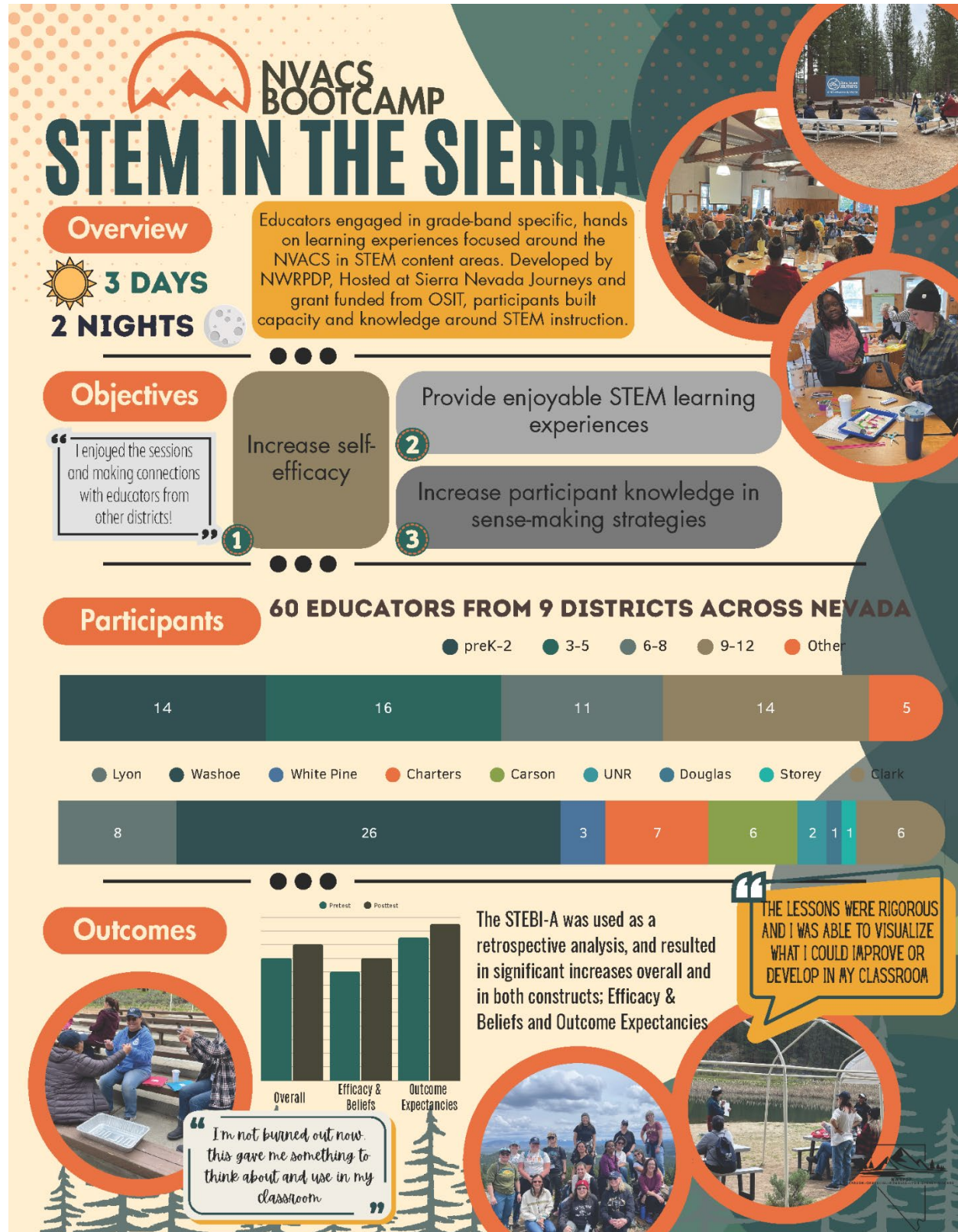
Results:

Currently, there are 93 teachers and administrators enrolled in the We Can Do EPIC Things class for recertification and salary credit. Teachers earn .5 credit for every ten episodes listened to and by completing a journal entry for each episode. To date, 87.5 credits have been issued for salary and recertification credit over the two seasons of the podcast. Anecdotal feedback is very positive with participants stating how much they enjoy the freedom and flexibility of learning in this manner. They report that listening connects them to things going on in Douglas County School District that they would not otherwise know about.

Conclusion:

Season 3 of We Can Do EPIC Things will begin in August 2025 with new episodes every Tuesday during the 2025-26 school year. Listeners have requested more community members on the podcast. We will continue talking to teachers, district leaders, and students about the ways in which Douglas County School District is empowering, preparing, inspiring, and connecting staff, students, and the community.

NVACS Bootcamp: STEM in the Sierra



Project Overview:

The NVACS Bootcamp was a three-day, two-night immersive STEM professional learning experience designed for K–12 educators across Nevada. Funded by the Northern Nevada STEM Network grant through the Nevada Governor’s Office of Science, Innovation and Technology, the project was organized and facilitated by the Northwest Regional Professional Development Program (RPDP). The RPDP developed the instructional design, daily agendas, and evaluation tools for the event. Key partners included Sierra Nevada Journeys, NevadaTeach at the University of Nevada, Reno, and the Nevada State Science Teachers Association. The Bootcamp was held at Sierra Nevada Journeys’ Outdoor Education Camp and provided full lodging and meals for participants.

Sixty participants—including teachers, administrators, and preservice educators from nine districts and charter schools—engaged in 16 hours of grade band–specific, hands-on sessions focused on strengthening STEM content knowledge and instructional practices. In addition to multiple content sessions, the program included opportunities for collaboration, networking, and professional goal-setting.

Project Design and Analysis

Participants completed session-specific evaluations and a comprehensive program evaluation. To assess changes in teacher beliefs and confidence, the Science Teaching Efficacy Belief Instrument for in-service teachers (STEBI-A; Enochs & Riggs, 1990) was administered using a retrospective pre–post design. This approach was selected to reduce response shift bias, given the short duration of the program. The STEBI-A measures two constructs: (1) outcome expectancy and (2) efficacy and beliefs in science teaching. Teachers were also provided with session surveys to determine if they enjoyed the sessions and could use the information in their classrooms. The session surveys used a 4-point Likert scale to determine the usefulness enjoyment in each session.

Results

Of the 60 participants, data was collected on 49. Incomplete or invalid were present in the remaining eleven participant surveys leading to them being eliminated from analysis. Due to the small sample size, and nature of Likert data, a two-tailed, paired samples Wilcoxon signed-ranks test was applied to the data. The power of the test to detect differences with the given parameters was about 92%. Results of the analysis suggest participants’ efficacy and beliefs about science instruction significantly increased as did their outcome expectancies for students in science ($p < 0.001$). Spearman rho was calculated for the effect size resulting in high effect sizes for all constructs. The Results of the analysis can be found in table 1.

Table 1: STEBI-A, Wilcoxon signed-ranks analysis.

	<i>Mean</i>		<i>W</i>	<i>p</i>	<i>r (effect size)</i>
	pre-	post-			
Overall	1.80	2.04	49.00	< 0.001	0.90
Efficacy and Beliefs	1.56	1.81	38.00	< 0.001	0.89
Outcome Expectancies	2.06	2.29	50.00	< 0.001	0.88

Session surveys asked participants how much they agreed with three different statements (1) I enjoyed this session and its content, (2) My knowledge and understanding of STEM content was supported in this session, and (3) I could easily use something learned in this session with learners I work with. Results of the survey were all positive, with everyone indicating they agreed with all the statements for all the sessions. Comments listed on the session surveys show participants had positive experiences in the sessions “So fun! I saw lots of new critters and learned more about pond ecology and pH!” suggested many about the pond ecology session. Others indicated they could easily implement the session lessons within their classrooms immediately “Students will love this lesson! It doesn’t require background knowledge, and forces students to think and problem solve with their peers!”

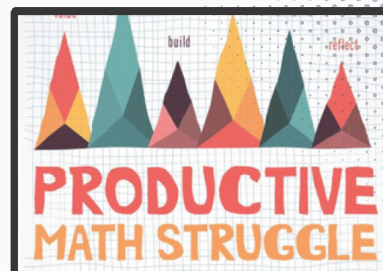
Conclusion:

Results of the analysis suggest not only did the Bootcamp make a difference in perceived efficacy and beliefs, and outcome expectancies in science education but also that the difference was very large. Participants loved the location of the Bootcamp and that it provided food and lodging, removing one more barrier to attending. The low key environment allowed participants to engage with others from across the state in diverse ways while providing a mix of targeted learning experiences and community building activities. Providing these opportunities for educators could encourage collaboration vertically from kindergarten through high school as well as across districts and schools in Nevada. The biggest barrier in hosting the event again is funding. The team will be looking for reliable, external funding resources to ensure educators have the same experience in upcoming years.

Productive Math Struggle: A 6-Point Action Plan for Fostering Perseverance

Productive Math Struggle: A 6-Point Action Plan for Fostering Perseverance

- ➔ The Productive Math Struggle empowers educators to embrace struggle as a vital part of learning, offering practical strategies to help students persevere and grow through challenging math tasks. It redefines struggle not as failure, but as a pathway to deeper understanding and building confidence in mathematics.



Productive Math Struggle Course Goals:

- Develop a shared understanding of productive struggle and how it supports meaningful math learning and student growth.
- Learn how to design and implement math tasks that appropriately challenge students while fostering perseverance and problem-solving skills.
- Build teacher capacity to support students through struggle by anticipating student thinking, facilitating strategic discourse, and reflecting on student learning and strategies.



Educators

- Elementary
- Secondary
- Administrators

It's been both validating and enlightening! I was already doing so much of what I read in the book intuitively but now I have tools to drastically improve my instruction.

What participants are saying...

This course rekindled my desire to impact my students in such a way that they will be better prepared for learning challenges, not just the ones they face in my class.

Educational Impact



**6 Nevada School Districts
and 4 Charters**

Schools Represented

34

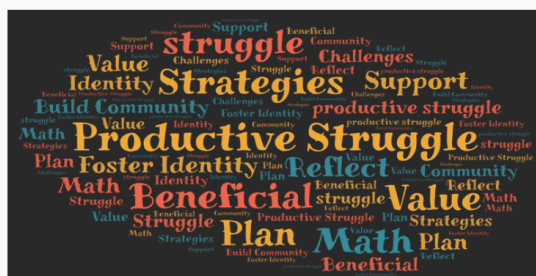
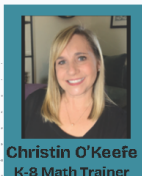
Educators

58

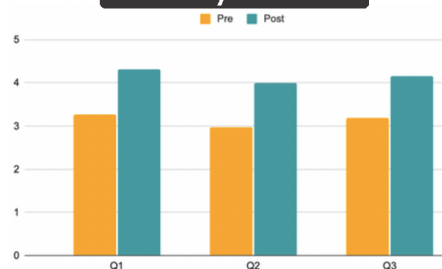
Students Impacted

3050

It provided me with valuable strategies to better identify and understand my students' math identities. By implementing these strategies, I am now able to tailor my instruction to meet the diverse needs of my students more effectively.



Survey Results



Pre Survey

Post Survey

Q1: I am aware of my math identity.

Q2: I am aware of my students' math identities.

Q3: I select high-quality mathematics tasks.



The Data Says

The survey data shows overall growth across all categories from the Pre Class to the Post Class survey, indicating positive impact from the learning experience. Notable areas of improvement include awareness of math identity (3.47 to 4.31), reinforcing math community (3.6 to 4.05), and modifying tasks to provoke struggle (3.47 to 3.78), suggesting increased confidence and intentionality in supporting productive struggle in the classroom.



Project Overview

In the wake of declining math proficiency scores on the Smarter Balanced Assessments and the National Assessment of Educational Progress since 2019, educators faced increasing urgency to deepen students' understanding and perseverance in mathematics. Research underscored the role of student mindset and math identity in fostering productive struggle and long-term success. This case study examined how 58 educators across 34 schools in six Nevada districts worked to shift their instruction using *Productive Math Struggle: A 6-Point Action Plan for Fostering Perseverance* by SanGiovanni, Stevens, and Dykema, aiming to build classroom environments that promoted resilience and meaningful engagement with challenging tasks.

Results

Educators reported significant shifts in mindset and instructional practice after engaging with *Productive Math Struggle*, including increased confidence in fostering student perseverance and rethinking the role of struggle in learning. Participants highlighted improved questioning strategies, deeper awareness of student math identities, and tools that complemented existing efforts like *Building Thinking Classrooms*. The course's practical resources, collaborative structure, and support during curriculum adoption left teachers motivated and better equipped to promote meaningful math discourse. Pre- and post-reflective data showed the following results, with a p-value indicating statistically significant changes in participants' responses.

	<u>Pre-Survey Mean</u>	<u>Post Survey Mean</u>	<u>Difference</u>	<u>t-score</u>	<u>Significance (p-value)</u>
<i>I am aware of my math identity.</i>	3.18	4.31	28	-5.616	<.001
<i>I am aware of my students' math identities.</i>	2.92	3.87	37	-3.902	<.001
<i>I modify tasks to provoke struggle.</i>	2.84	3.96	36	-4.532	<.001
<i>I pause in the middle of group work to discuss progress and challenges.</i>	3.18	4.05	37	-5.162	<.001
<i>The class reflects on struggles and strategies for overcoming them.</i>	3.32	3.96	37	-3.363	.002

Conclusion

This case study demonstrated that shifts in teacher mindset and instructional practices could catalyze meaningful change in math instruction. By adopting strategies that promoted productive struggle—such as intentional planning, guiding questions, and student-centered tools like anchor charts—participants reframed their role in the learning process. These changes were expected to deepen engagement, strengthen perseverance, and build conceptual understanding. Continued professional development was recommended to support task design, integrate student math identities, and nurture a classroom culture where struggle was embraced to drive lasting student outcomes.

Science of Reading Project

Science of Reading Project



Project Overview

- Northwest Region
 - Title I Elementary School
 - 702 Students
 - 35 Educators
- Project Duration: Spring 2024 – Spring 2025



Professional Learning

Book Study: The Seven Mighty Moves

Trainings on:

- ✓ Phonological Awareness
- ✓ Systematic Phonics
- ✓ Word Recognition Strategies



Results That Matter

Teachers reported growth in:

- Knowledge of phonics and phonological awareness
- Ability to adapt instruction to student needs
- Use of evidence-based strategies



Teachers Say...

"These past two years have changed my teaching more than anything I've ever done. Every time you come, I learn something new and useful. These classes empower teachers in new and beneficial ways."



Why It Matters

- Structured, research-based reading instruction makes a difference
- Empowered teachers = more effective classrooms
- This project shows what's possible with the Science of Reading
- Visuals: Open book with light rays, student reading

Research Base

The Science of Reading is a comprehensive body of research from cognitive psychology, linguistics, neuroscience, and education that explains how children learn to read. It emphasizes that reading is not a natural process and must be explicitly taught—especially in languages like English (Dehaene, 2009). Decades of research highlight five essential components of effective reading instruction: phonemic awareness (hearing and manipulating sounds in words), phonics (connecting letters to sounds), fluency, vocabulary, and comprehension (National Reading Panel, 2000). The Simple View of Reading (Gough & Tunmer, 1986) frames reading as a combination of decoding and understanding language. Structured literacy, aligned with this research, focuses on clear, systematic instruction, particularly effective for struggling readers and those with learning differences like dyslexia (Moats, 2020). This approach ensures instruction aligns with how the brain learns to read and supports stronger literacy outcomes for all students.

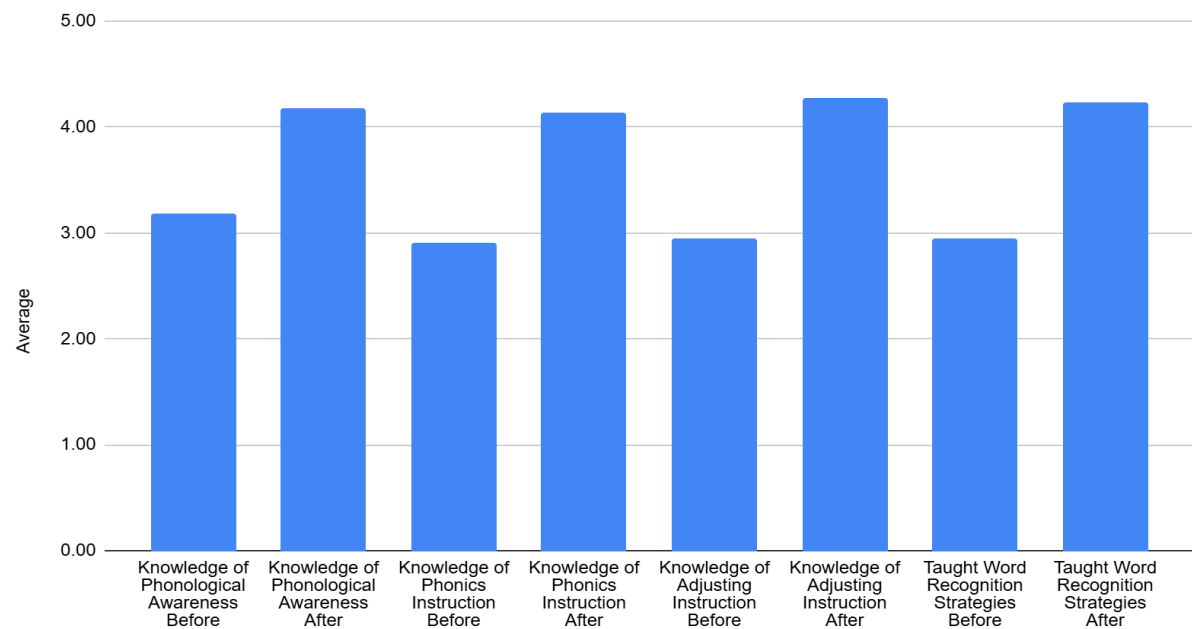
Project Summary

As part of a broader Science of Reading initiative, one Title I elementary school in the Northwest Region participated in a project from the end of the 2023–24 school year through the end of the 2024–25 school year. The school serves 702 students, and 35 staff members took part in professional learning. All teachers joined a book study focused on *The Seven Mighty Moves*, which provided both foundational knowledge and high-impact classroom routines. During the 2024–25 school year, teachers were also given instructional resources to teach phonological awareness and phonics explicitly and systematically. A mix of required and optional professional learning sessions supported implementation of evidence-based reading instruction. The goal was to improve classroom instruction and raise student achievement through a combination of training and classroom-ready tools.

Results

At the end of the project, teachers completed a reflection on their knowledge and classroom practices. Responses showed an increased understanding of phonological awareness, phonics, and how to adjust instruction based on student needs. Teachers also reported a stronger use of word recognition strategies that combine sound awareness, phonics, and fluency. See the table below:

Knowledge & Application of Evidence-Based Reading Instruction



One teacher shared:

“These past two years have changed my teaching more than anything I’ve ever done. Every time you come, I learn something new and useful to apply in my classroom. These classes empower teachers in new and beneficial ways.”

This reflection captures the overall sentiment among teachers—greater confidence, deeper knowledge, and meaningful changes in how reading is taught.

Conclusion and Impact

This case study highlights the positive effect of combining research-based practices with sustained professional development. Grounding instruction in the Science of Reading helped teachers strengthen their knowledge and apply proven strategies in the classroom. The use of structured literacy approaches not only benefited educators but also laid the foundation for improved reading achievement among students. As schools seek ways to support literacy for all learners, this project serves as a powerful example of how evidence-based instruction can lead to real, lasting change.

References

Dehaene, S. (2009). *Reading in the brain: The new science of how we read*. Viking.

Gough, P. B., & Tunmer, W. E. (1986). Decoding, reading, and reading disability. *Remedial and Special Education*, 7(1), 6–10. <https://doi.org/10.1177/074193258600700104>

Moats, L. C. (2020). *Teaching reading is rocket science: What expert teachers of reading should know and be able to do* (2nd ed.). American Federation of Teachers.

National Reading Panel. (2000). *Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction* (NIH Publication No. 00-4769). National Institute of Child Health and Human Development.

Empowering Educators Across Northern Nevada Through National Board Certification



Empowering Educators Across Northern Nevada Through National Board Certification

Introduction: The Northern Nevada Regional Professional Development Program (NWRPDP) supported 78 educators across six counties: Washoe, Carson City, Douglas, Lyon, Churchill, & Storey, through the rigorous & transformative journey of National Board Certification. This experience deepens instructional practice, strengthens teacher leadership, & renews professional purpose.

Cohort Structure & Timeline- The 2024–2025 cohort includes:

- 60% Year 1 Candidates (47 educators)
- 27% Year 2 Candidates (21 educators)
- 13% Year 3 Candidates (10 educators)

Educators attended monthly in-person sessions at Sparks High School with weekly virtual & 1:1 in-person support. Candidates completed up to four components across three years.

Common Themes in Candidate Feedback

Positive Aspects of the Experience:

- Support & Feedback – Candidate Support Providers (CSPs) & peers offered ongoing, personalized guidance that helped build confidence & momentum. Candidates received 1:1 support (as needed), submitted drafts for detailed feedback, & benefited from consistent encouragement throughout each stage of the process.
- Structured Collaboration – Monthly meetings created time to reflect, write, & engage in peer discussion.
- Professional Community – Candidates formed supportive groups at their individual school sites, where they collaborated regularly & encouraged one another throughout the process. For example, strong site-based teams emerged at North Valleys HS, Wooster HS, Hug HS, Reno HS, Moss ES, & Pleasant Valley ES.
- Motivation – Encouragement from leaders helped candidates persevere through challenges.

Impact on Teaching Practices & Mindsets:

- Increased Reflectiveness – Teachers now plan with deeper intention & align strategies to outcomes.
- Data-Driven Instruction – Teachers use formative data more effectively to inform decisions.
- Assessment Practices – Candidates now integrate student self-assessment & reflection regularly.
- Instructional Clarity – Many reported more purposeful lesson planning & stronger alignment with goals.
- Empowerment & Confidence – Teachers gained validation in their skills & renewed commitment to growth.
- Improved Relationships – Stronger communication with families & students became a priority.

Instructional & Regional Impact: Washoe County continues to lead the region with 421 NBCTs & is ranked in the top 25 districts nationally. In the most recent release, Washoe tied for 15th in the U.S. for newly certified teachers (36 new NBCTs in December 2024). Douglas,

Carson City, & other rural districts are steadily expanding their NBCT presence. In 2024, Douglas certified 4 new teachers, Carson City added 2 new NBCTs, & Lyon & Churchill counties also celebrated first-time certifications.

Sustained Impact Beyond the Cohort: Candidates are eager to mentor future teachers, expand their leadership, & model NBPTS's Five Core Propositions in their schools. The experience fosters long-term instructional shifts & builds capacity across districts.

Next Steps:

- Continue supporting returning candidates (27%)
- Prepare first-year candidates for Component submission
- Recognize NBCTs as leaders across districts
- Expand outreach to rural teachers
- Support MOC renewals every five years.

Academic Math Conversation

ACADEMIC MATH CONVERSATION

"Mathematical discussion is not just about getting the right answer—it's about understanding the why behind the how."
— Peter Liljedahl, Mathematics Education Researcher

ASSESSMENT & APPROACH

This training implemented evidence-based practices that benefit all students through structured mathematical discourse while directly addressing compliance requirements for an English Learner Corrective Action Plan that was issued for failing to meet minimum annual yearly growth in mathematics.

AFFECT

The training served 22 educators from Churchill County School District: nine elementary school teachers, ten secondary teachers, and three English Language Learner teachers. These participants collectively have the potential to **impact 880 students** —230 at the elementary level and 650 at the secondary level.

ABUNDANT ADVANTAGES

Strategies designed for English learners enhance learning for *all* students:

- Four Language Domains Integration in Mathematics - Incorporates reading, writing, speaking, and listening into math instruction
- Math Interview Strategy: 4-Step Structured Process - Clear framework for problem analysis and mathematical dialogue
- Explain, Paraphrase, Clarify Framework - Teaches students to articulate thinking and ask clarifying questions using tier 2 vocabulary.
- Structured Mathematical Reasoning Support - Scaffolds help all students communicate math ideas
- Academic Language Development for Every Learner - Math vocabulary building benefits every student

ACHIVEMENTS AND ACCLAIM

Participants were asked on a scale of 1 to 5: How useful and impactful to your teaching was this training?

Mean: 4.53

Participants Said:

"I love learning things I can implement into my room. I think giving these to students to use, will not only have them talk about the math, but also foster more learning from their peers and other perspectives/strategies."

"I very much appreciate the pacing of this training, and feel that I am walking away with something actionable for my classroom."

"One of the best PDs since I started here at the district!" (4 years ago)

Category	Before Class	After Class
The 8 components of Sheltered Instruction	2.8	4.1
Knowledge of the 4 language domains: reading, writing, speaking & listening	3.5	4.2
Your understanding of the purpose of academic conversations during math instruction	3.1	4.3
Your knowledge about how to implement academic conversation strategies during math instruction like the Math Interview	2.5	4.0
Your comfort level in implementing academic conversation strategies during math instruction like the Math Interview	2.4	3.9

AHEAD & BEYOND

For the 2025-26 school year, the Academic Math Conversation training will be offered again alongside a second part designed to extend these strategies further. Additionally, both second and third grade teachers and high school math teachers will receive modified versions of this training tailored to their respective grade levels.

"Mathematics is not about numbers, equations, computations, or algorithms: it is about understanding."

– William Paul Thurston, Mathematician

An EL CAP (English Learner Corrective Action Plan) was issued against students at Numa Elementary and Churchill County Middle School for failing to meet minimum annual yearly growth in mathematics. Research demonstrates that mathematical discourse significantly improves comprehension and problem-solving abilities for all students, with particular benefits for English learners. This intervention addressed the compliance requirement while providing evidence-based strategies that enhance mathematical understanding and language development for every student in the classroom, recognizing that effective practices for English learners strengthen learning outcomes for all.

The Academic Math Conversation Training served all 4th and 5th grade teachers at Numa Elementary and all mathematics teachers at CCMS in direct response to the EL CAP. The program utilized an intensive workshop format with classroom implementation support to provide immediate, practical strategies that benefit all students while addressing specific English learner needs.

Program Focus Areas:

- The 8 Components of Sheltered Instruction
- Four Language Domains Integration: Reading, Writing, Speaking & Listening in Math
- Academic Conversation Strategies and Implementation During Math Instruction
- Tier 2 Vocabulary Development Through Scaffolded Mathematical Discussion Handouts
- Comfort Building and Confidence Development in Mathematical Discourse Facilitation

Participants learned to facilitate mathematical conversations using the "Math Interview" strategy—a structured four-step process where students read problems independently, solve collaboratively, then engage in explain-paraphrase-clarify dialogue before switching roles and reflecting on their learning. Teachers acquired strategies to integrate academic language development within mathematical discourse, utilizing this scaffolded discussion protocol that provides systematic language supports beneficial to all students, including native English speakers, struggling learners, and advanced students.

The Academic Math Conversation Training represents a strategic response to the EL CAP compliance requirement while demonstrating how evidence-based practices create equitable learning opportunities for all students in mathematics. Building on this success, the district plans to offer this training again next year and extend the program with grade-level modifications for 2nd and 3rd grade teachers as well as high school mathematics educators, ensuring comprehensive mathematical discourse support across all grade levels while maintaining compliance and enhancing student achievement for every learner.

ARL Classroom Management



ARL Classroom Management

"Effective classroom management is the foundation upon which all great teaching is built." - Harry Wong

The Challenge

Nevada leads the nation in teacher shortages, with many educators entering classrooms through Alternative Route to Licensure (ARL) programs without traditional classroom management training. These capable professionals need immediate access to research-based management strategies to create effective learning environments.

Topics Addressed

- Value of being a positive part of a school community
- 5:1 Positive Specific Feedback Strategy
- Positive Greetings at the Door
- 2x10 Strategy
- Soft Starts
- Methods of instruction for routines
- Strategic Noticing
- Management Techniques
- Deescalation Strategies
- Relationship Building
- Being a reflective educator
- Implementing Classroom Routines

In Their Words

Participants were asked on a scale of 1 to 5: How useful and impactful to your teaching was Classroom Management?

Mean: 4.78

Participants Said:

"It gave me 100 more tools than I had and gave me the opportunity to really plan my strategies."
 "I just have more knowledge in management and feel so much more prepared than I was before this class."
 "I'm much more mindful of my choices when responding to both positive and negative behaviors, and more aware of better ways to build relationships and routines in the classroom."
 "This class did a great job of supporting us"

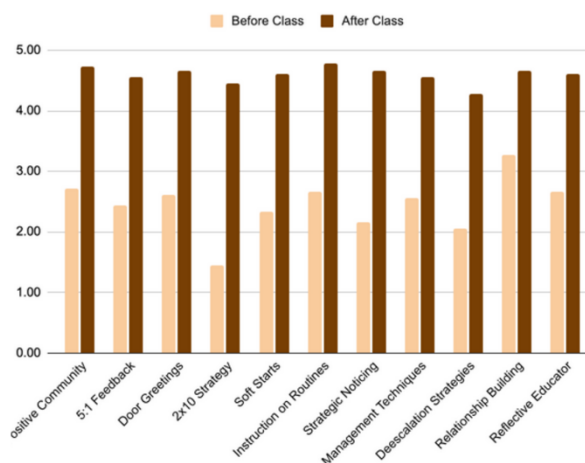
Future Focus

The ARL Classroom Management course will continue twice annually in Washoe County, providing ongoing support for alternative route educators. This sustained commitment ensures quality classroom management training for teachers entering through non-traditional pathways.

Impact

The ARL Classroom Management course equipped 18 early-career educators with essential skills, impacting approximately 1,800 students annually. Over these educators' careers, this intervention will positively influence tens of thousands of students in well-managed learning environments.

Results



"Nevada's teacher shortage is growing and exacerbating many serious problems in our public education system." - Nevada Advisory Committee Vice Chair, Sondra Cosgrove

This stark assessment reflects Nevada's position as the state with the worst teacher shortage in the country. As school districts scramble to fill classrooms, they increasingly rely on Alternative Route to Licensure (ARL) programs, emergency certifications, and expedited hiring processes that bypass traditional teacher preparation programs. While these pathways successfully place educators in classrooms quickly, they create a critical gap: many capable professionals enter teaching roles without comprehensive preparation in classroom management strategies.

The ARL Classroom Management Course directly addresses this deficit by providing research-based, practical strategies that educators can immediately implement. As Nevada Deputy Superintendent Christy McGill notes, "we can get you in the classroom, get you paid while you are taking those teacher prep classes" - but those classes must include the foundational management skills traditionally developed through comprehensive teacher preparation programs.

Program Focus Areas:

- Value of being a positive part of a school community
- 5:1 Positive Specific Feedback Strategy
- Positive Greetings at the Door
- 2x10 Strategy for relationship building
- Soft Starts and transition management
- Methods of instruction for establishing classroom routines
- Strategic Noticing techniques
- De-escalation strategies for challenging behaviors
- Reflective teaching practices for continuous improvement

The course emphasizes practical application through evidence-based approaches that new educators can implement immediately. Participants learn to leverage positive interactions, establish meaningful connections with students, and create structured environments that promote learning.

Post-course survey data from 19 participants ranging from Pre-K to high school demonstrates significant growth across all competency areas, with participants showing an average improvement of 2 points on a 5-point scale in every measured category. These measurable improvements translate directly to enhanced classroom environments where students experience consistent, positive interactions and clear expectations across all grade levels.

The ARL Classroom Management Course represents a critical investment in addressing Nevada's unprecedented teacher shortage while ensuring student success. As educational hiring practices continue to evolve to meet demand, this targeted professional development ensures that all students receive instruction from educators equipped with essential classroom management strategies, regardless of their pathway into the profession.

New Teacher Academy (Churchill)



New Educator Academy ChurchillCSD

27 Participants

The participants included 4 secondary teachers, 2 Alternative Route to Licensure middle school teachers, and 21 long-term substitute teachers filling open positions from Pre-K through 12th grade in various content areas, including Career and Technical Education (CTE). Participants attended seven live, 3-hour sessions, met with mentors monthly, and completed classroom observations.

Impact

The New Teacher Academy provided professional development to educators who collectively serve approximately 2,400 students district-wide—100 at the elementary level and 2,300 at the secondary level—improving classroom management and instructional quality for these learners.

Moving Forward

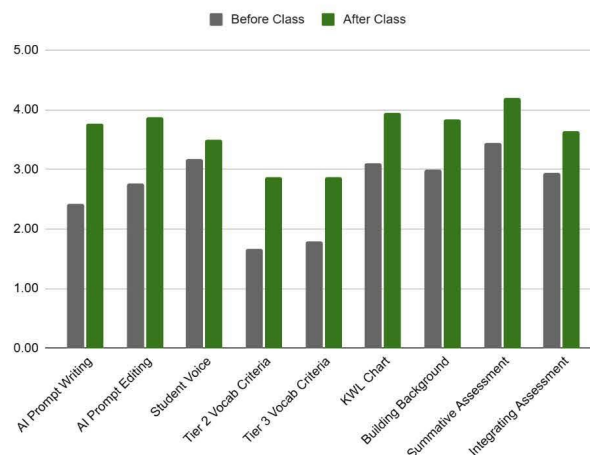
Churchill County School District continues to address the needs of incoming staff through the New Teacher Academy. The program will maintain its in-person format to provide comprehensive support and professional development. The academy will focus on delivering targeted training and resources to help these educators succeed in their roles.



Participants said:

- "I have a few classroom management strategies now to implement and reflect on with my classes. I really needed some new, effective strategies to work on and use in class."
- "I've definitely gotten some great ideas for strategies and ideas from other new teachers which would work super well for my classes."
- "I learned amazing strategies that will help me to connect with students and help them to learn in a positive environment."
- "I really enjoyed my time at this training. There were plenty of opportunities to collaborate with my peers and share experiences. Not sitting and listening the whole time."

The Results



Educators saw an increase in understanding of best practices for teaching methods.

Topics Addressed:

- Classroom Management Techniques: Learn the art of setting clear expectations, maintaining consistency, and proactively managing student behavior for a harmonious and productive classroom environment.
- #WAVE: Student centered learning methods.
- Use of Sophisticated Language in the Classroom: Dive into the basics of morphology tailored to your grade level and content area. Explore effective strategies for enriching classroom dialogue, and learn to create content-rich anchor charts that support student success across all grade levels.
- Content-Specific Instructional Strategies: Customize your teaching to meet your students' unique needs, focusing on building their background knowledge to enhance comprehension and success.
- MTSS: Implementing MTSS to create a safe and predictable environment that nurtures a positive classroom culture and supports all learners.
- AI as an Education Partner: Learn to harness cutting-edge technology to create personalized learning experiences and streamline your teaching process.

"The art of teaching is the art of assisting discovery."

– Mark Van Doren, American poet

Building on the success of the inaugural 2023-2024 program, Churchill County School District continues its commitment to supporting new educators through the New Teacher Academy for the 2024-2025 school year. This initiative directly addresses nationwide staffing shortages that have increased reliance on long-term substitutes in unfilled positions, while providing comprehensive training in classroom management and teaching strategies for both new and transitioning educators.

The 2024-25 New Teacher Academy serves participants who primarily consist of long-term substitute teachers filling open unfilled positions, along with new licensed educators in years 1-3 of teaching. The program maintains its proven in-person format to provide targeted professional development and support.

Program Focus Areas:

- Classroom Management Techniques
- NEPF Standard 4 with #WAVE Student Centered Learning Methods
- NEPF Standard 1 and building background knowledge
- NEPF Standard 5 with Formative Assessment and data driven instruction
- Vocabulary Instruction and the criteria for selecting Tier 1, Tier 2, and Tier 3 words
- AI as an education partner

The New Teacher Academy's primary objectives are to increase teacher effectiveness to improve student outcomes, boost teacher efficacy and confidence, promote retention rates within the district, and support the conversion of long-term substitute teachers to fully licensed staff members.

Through the New Teacher Academy, educators serving approximately 2,400 students district-wide—100 at the elementary level and 2,300 at the secondary level—receive comprehensive training that directly benefits classroom instruction and student learning experiences.

Churchill County School District remains committed to the continuous improvement of the New Teacher Academy, adapting content and delivery methods to meet the evolving needs of educators and students. This ongoing investment reflects the district's proactive approach to addressing teacher recruitment and retention challenges while building a skilled, confident educator workforce.

Parent Involvement and Family Engagement

Parent Involvement and Family Engagement



"When effective, sustained partnerships are in place, everyone benefits."

-Dr. Karen L. Mapp, Leading expert on family engagement

183 educators

The participants included 92 elementary teachers, 81 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 1,871 elementary students.
- Students and families of 12,690 secondary students.

On a scale of 1 to 5 rate the statement:

This course offered useful and important information about Parent Involvement and Family Engagement.

Mean: 4.66

Participants said:

(The most beneficial aspect of this course was) "The final project. Walking away with a product I will actually use."

"Learning about how to communicate with parents in different ways, how to reach out when needed without it getting too personal. The tools I've learned here, I'll use throughout my career."

"I learned about how recognize Children in Transition. It's so important to pick up on clues so we can provide services..."

(The most beneficial aspect of this course was) "Learning how much I did not know about communication with families."

The Results



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

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

Looking ahead...

23% of participants developed collaborative initiatives that will strengthen parent involvement strategies by sharing with broader educational stakeholders, extending research backed family engagement frameworks throughout our educational community.

72% of participants created sustainable projects grounded in evidence-based practices that will welcome new families and establish lasting systems to strengthen school-family partnerships for years to come.



"As state superintendent, I feel I have the opportunity and responsibility to build a system of education that is as beneficial for families today as American education was in lifting up my family."

-Dale Erquiaga, former Nevada Superintendent of Public Instruction

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 credits (45 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

Topic	Pre	Post	Change +
Knowledge of the Parent Involvement and Family Engagement NRS 391.019 and NAC 391.030	3.00	4.37	1.37
Dual Capacity Framework and PTA Standards	2.47	4.23	1.76
Ideas to Support Family Engagement at Your School Site	3.23	4.56	1.33
Effective Communication Strategies for Working with Families	3.44	4.57	1.13
Implications of Diverse Family Structures Children in Transition, Military, Divorce, etc.)	3.30	4.45	1.15
Culturally Responsive Family Engagement Practices	3.32	4.50	1.17
McKinney-Vento Act and Help for Families in Transition	2.64	4.36	1.72
Trauma-Informed Practices	3.17	4.46	1.29

Shifting the Balance 3-5

Shifting the Balance 3-5 Book Study PD



"Effective reading instruction is systematic, explicit, and based on scientific evidence about how children learn to read." -National Reading Panel

Building Momentum

This inaugural cohort included 2 administrators, a literacy specialist, 2 middle school teachers, and 9 elementary school teachers, representing 4 school districts, for a **total possible impact of 1,370 elementary students and 225 middle school students.**

Based on the positive outcomes of this Shifting the Balance book study, NWRPDP will offer this book study again next year along with additional literacy strategy courses to strengthen evidence-based instruction across our region.

Book Club Buzz

Participants were asked on a scale of 1 to 5: How useful and impactful to your teaching was the Shifting the Balance Book Study?

Mean: 4.83

Participants said:

"Amazing! I took away almost all of this book, even teaching 2nd grade."

"I felt this course was a great asset to revisiting areas I had a good amount of knowledge in, but in a more updated way and in ways that targeted the immediate needs and growing demands of literacy being a low achieving area in the state of Nevada."

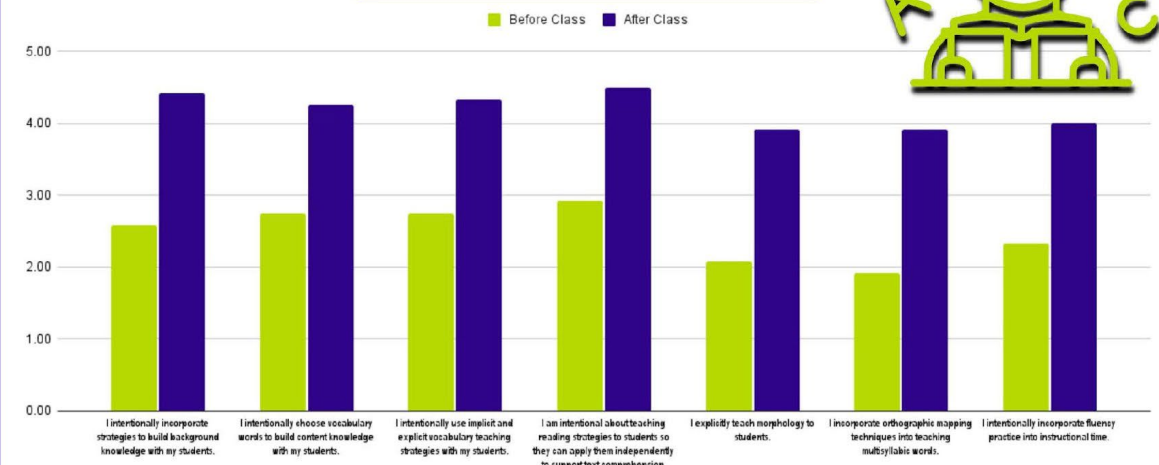
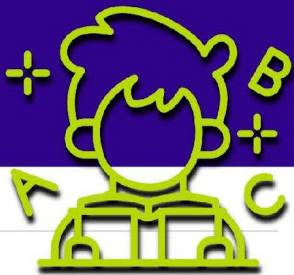
"I have a great deal of tools and new innovative ways to incorporate reading and writing ..."

"I have changed the way that I think about morphology instruction and especially about scaffolding orthographic mapping."

Behind the Book

As Nevada districts work to strengthen literacy outcomes, Shifting the Balance 3-5 was chosen for its focus on science-backed practices that support diverse learners. The book's emphasis on explicit instruction directly addresses regional literacy improvement goals.

Before & After Breakdown



Practice	Before Class	After Class
I intentionally incorporate strategies to build background knowledge with my students.	2.6	4.4
I intentionally choose vocabulary words to build content knowledge with my students.	2.8	4.3
I intentionally use implicit and explicit vocabulary teaching strategies with my students.	2.8	4.4
I am intentional about teaching reading strategies to students so they can apply them independently to support text comprehension.	3.0	4.5
I explicitly teach morphology to students.	2.1	4.0
I incorporate orthographic mapping techniques into teaching multisyllabic words.	1.9	4.0
I intentionally incorporate fluency practice into instructional time.	2.4	4.0

"The single most important factor in determining whether students will succeed in reading is the extent to which they are taught to read." – Jan Burkins and Kim Yaris, *Shifting the Balance*

In response to the need to strengthen foundational reading instruction, educators participated in a comprehensive book study on *Shifting the Balance 3-5*. This online book study, which included educators from Carson, Churchill, Lyon and Washoe County school districts, addressed gaps in student literacy by focusing on evidence-based practices rooted in the science of reading that support all learners.

The book study was designed to promote best practices in literacy instruction for upper elementary and middle school educators. The program provided strategic shifts that strengthened the teaching of reading through explicit structured literacy approaches, and intentional vocabulary development methods. Participants engaged in six virtual training sessions via Zoom, focusing on practical classroom applications for grades 3-8.

Program Focus Areas:

- Background knowledge and vocabulary instruction fundamentals
- Explicit teaching of reading strategies and student independence
- Morphology instruction and orthographic mapping techniques
- Fluency development in intermediate grades

Participants utilized the CTR (Choose, Try, Reflect) framework to implement a high-leverage instructional routine from each of the six shifts. This systematic approach allowed educators to choose specific strategies, try them in their classrooms, and reflect on their effectiveness while building a deeper understanding of science of reading principles.

Course evaluation and reflection revealed substantial improvements across all measured competencies. The most significant gains occurred in orthographic mapping techniques (2.00 point increase), explicit and implicit vocabulary instruction (2.00 and 2.33 point increases respectively), and instructional supports for independent reading (2.17 point increase). These improvements reflect enhanced educator confidence and competency in evidence-based reading instruction practices.

Based on these positive outcomes and participant feedback, NWRPDP plans to offer this book study again next year to train additional educators in evidence-based literacy practices. As educational practices continue to evolve to meet diverse learner needs, this targeted professional development ensures that all students receive instruction from educators equipped with evidence-based literacy strategies.

Teacher Book Clubs



Impact of Teacher Book Clubs on Instructional Practice and Student Outcomes

Teacher book clubs are a research-backed model of professional development that enhance teacher efficacy, instructional practice, and student achievement. Rooted in collaborative inquiry and reflective dialogue, these clubs allow educators to explore evidence-based strategies related to brain science, social-emotional learning (SEL), trauma-informed care, and culturally responsive teaching (Amendum et al., 2019; Hendricks et al., 2023).

This case study involved 32 educators from four school districts who participated in three or more book studies during the 2024–2025 school year. Key themes included building relationships, fostering calm environments, and promoting self-regulation.

Survey Results

	Knowledge Before	Knowledge After	Change +
Building Positive Relationships with Students	3.6	4.79	+1.19
Building Positive Relationships with Colleagues	3.2	4.74	+1.54
Utilizing Social Emotional Learning Strategies (Welcoming/Inclusion, Engaging, Optimistic Closures),	3.4	4.74	+1.54
Utilizing Trauma-Sensitive Strategies (Check-ins, Strengths-Based Language, Regulation and Safety, Empathy)	2.83	4.63	+1.8
Creating a Calm Classroom Environment (Calming Corners, Classroom Lighting, etc.)	2.92	4.68	+1.76
Self Regulation (Regulate, Relate, Reason)/Brain Research	2.89	4.68	+1.79
De-escalation Techniques for Difficult Behaviors	3.1	4.63	+1.53
Developing and Implementing Professional and Personal Goals	3.36	4.84	+1.48
Maximizing Your Time and Energy	2.89	4.63	+1.74
Ideas for Self Care/Addressing Stress	2.79	4.74	+1.95

**All results showed statistically significant gains (p < 0.001).*

Key Outcomes

- **Improved Practice:** Teachers reported shifts in mindset—from punitive discipline to co-regulation, empathy, and relationship-centered approaches.
- **Student Impact:** Educators noted greater student emotional safety, engagement, and well-being.
- **Conclusion:** Teacher book clubs foster professional and personal growth through dialogue, collaboration, and practical application. They empower educators to implement SEL and trauma-informed strategies that enhance classroom culture and student outcomes; reminding teachers that caring for themselves is essential to supporting others.

LYON COUNTY SCHOOL DISTRICT
TRAVEL REQUEST

NOTE: See LCSD Board Policy GBCF: Work-Related Travel for all requirements.

Name(s) of Attendees Velei Hale

SCHOOL Fernley High School

NAME OF CONFERENCE: Jobs for America's Graduates National Student Leadership Academy
(Do Not Use Acronyms)

(ATTACH conference program information and provide website address)

CITY/STATE OF CONFERENCE: Washington DC

DATE OF DEPARTURE: Dec 2, 2025

DATE OF RETURN: Decemeber 6, 2025

Training/Travel/Conference is (check all that apply):
Mandated by the state ☐ Mandated by the district ☐ 100
Needed for certification/licensing ☐ Related to the District 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.

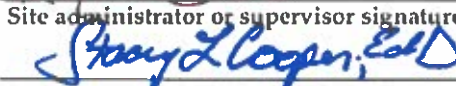
The National Student Leadership Academy (NSLA) is a capstone leadership experience for JAG Career Association state officers and local chapter leaders, providing unique experiences through experiential learning, real-world applicability, and networking. Attached are the conference details, agenda, parent letter, and below are the link to the event and last years event video.

YouTube video of last year....https://youtu.be/BPZ_YND5mII?si=NC3xh6n2pFjVVuVr
Link to NSLA....<https://jag.org/attend-nsla/>

TRAVEL APPROVED: Date _____

TRAVEL APPROVED: Date 11/5/25



Site administrator or supervisor signature


Superintendent or designee signature

District Office Use Only

Received by District Office Date: 11/5/25

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

Please ensure that you read and comply with Lyon County School District Policy GBCF: Work-Related Travel 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: JAG-Nevada
please see letter

				Total	District Office	Grant	School Site	Other
BUDGET#								
Registration Fees:	Attendees	X	Reg. fee	\$				
BUDGET#								
Travel By:								
(Air, district car, private car for personal convenience, etc.)								
BUDGET#								
Lodging:	Room rate	X	nights	\$				
(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	\$	X	days	\$			
	Lunch	\$	X	days	\$			
	Dinner	\$	X	days	\$			
	Incidental	\$	X	days	\$			
Substitutes:	# of Days	X	\$	/day				
Other transportation fees: (i.e. car rental, taxi, shuttle, parking, mileage to/from airport, etc.)					\$			
Other Miscellaneous expenses: (attach explanation)					\$			
TOTAL EXPENSES					\$			

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

Conference Information

Conference Dates & Times:

Name of where conference/training is being held
(i.e. Hotel, School, College, 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 GBCF: Work-Related Travel.

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

Date & Time you wish to **DEPART**:

Date & Time you wish to **RETURN**:

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) : _____

All travelers agree to share lodging as
appropriate?

☐ Yes ☐ No

Register under what name(s)?

Name, Address, Phone number of
lodging establishment:

DEADLINE DATE : _____

Code Information: _____

NOTE: Please furnish a copy of any information you have on the conference, workshop, training, etc. Please email travel request with SIGNATURES to Superintendent's office for approval.



JAG 2025 National Student Leadership Academy (NSLA) Informational and Cost Letter

To whom it may concern:

We are excited to share that your student has the opportunity to apply for the **2025 National Student Leadership Academy (NSLA)** in **Washington, D.C., December 2–6, 2025**. This national event brings together JAG students from across the country to strengthen leadership skills, connect with peers, and engage in unique career and advocacy experiences.

Please note **submitting a permission slip does not guarantee attendance**. In accordance with LCSD guidelines, we must collect permission slips in advance. JAG will select 4 students from the **Nevada Career Association applicant pool** to attend this event.

Agenda Highlights

- **Dec. 2:** Travel to Washington, D.C. and hotel check-in at Hyatt Regency Washington on Capitol Hill
- **Dec. 3:** Leadership workshops, orientation, and team-building activities
- **Dec. 4:** "Day on the Hill" with advocacy training, Capitol Hill visit, National Mall bus tour, and group dinner
- **Dec. 5:** Leadership sessions, closing ceremonies, and D.C. tours with chaperones
- **Dec. 6:** Travel back to Nevada

Hotel Information

Hyatt Regency Washington on Capitol Hill
400 New Jersey Ave NW, Washington, D.C. 20001 | (202) 737-1234

Costs & Transportation

All meals are provided during NSLA programming. For meals not provided, students will receive a per diem. JAG Nevada covers transportation to and from the airport, within Washington, D.C., and back to Las Vegas/Reno. This entire trip is funded by JAG Nevada with no out of pocket expenses for the student or to the school district. That includes meals, transportation, and clothing if needed.

Chaperones

There will be three JAG Nevada staff chaperones (both male and female) to accompany and support students throughout the trip.

This is an incredible opportunity for your student to grow as a leader and represent Nevada on a national stage. If your student is chosen, additional details and expectations will be shared.

Sincerely,

A handwritten signature in black ink, appearing to read 'Stacy Skubinna', followed by a long horizontal line.

Stacy Skubinna
JAG Nevada Team 1 Program Manager
sskubinna@jagnevada.org



JAG 2025 National Student Leadership Academy (NSLA) Informational Parent Letter

Dear Parent or Guardian,

We are excited to share that your student has the opportunity to apply for the **2025 National Student Leadership Academy (NSLA)** in **Washington, D.C., December 2–6, 2025**. This national event brings together JAG students from across the country to strengthen leadership skills, connect with peers, and engage in unique career and advocacy experiences.

Please note **submitting a permission slip does not guarantee attendance**. In accordance with LCSD guidelines, we must collect permission slips in advance. JAG will select 4 students from the **Nevada Career Association applicant pool** to attend this event.

Agenda Highlights

- **Dec. 2:** Travel to Washington, D.C. and hotel check-in at Hyatt Regency Washington on Capitol Hill
- **Dec. 3:** Leadership workshops, orientation, and team-building activities
- **Dec. 4:** "Day on the Hill" with advocacy training, Capitol Hill visit, National Mall bus tour, and group dinner
- **Dec. 5:** Leadership sessions, closing ceremonies, and D.C. tours with chaperones
- **Dec. 6:** Travel back to Nevada

Hotel Information

Hyatt Regency Washington on Capitol Hill
400 New Jersey Ave NW, Washington, D.C. 20001 | (202) 737-1234

Costs & Transportation

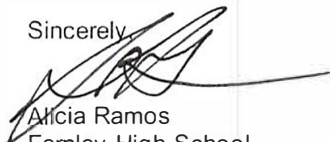
All meals are provided during NSLA programming. For meals not provided, students will receive a per diem. JAG Nevada covers transportation to and from the airport, within Washington, D.C., and back to Las Vegas/Reno.

Chaperones

There will be three JAG Nevada staff chaperones (both male and female) to accompany and support students throughout the trip.

This is an incredible opportunity for your student to grow as a leader and represent Nevada on a national stage. If your student is chosen, additional details and expectations will be shared.

Sincerely,



Alicia Ramos
Femley High School
aramos@lyoncsd.org
aramos@jagnevada.org

NSLA 2025

National Student Leadership Academy

December 2nd-5th

Agenda:

- ❖ **December 2nd – Travel Day to Washington DC**
 - Travel to Washington DC via Southwest Airlines arriving at BWI
 - Hotel Check in
 - Registration at hotel
- ❖ **December 3rd**
 - All activities at hotel
- ❖ **December 4th**
 - JAG on the Hill Day
 - National Mall Bus Tour
 - Dinner at Union Station
- ❖ **December 5th**
 - Closing Ceremonies
 - DC Tours with Chaperones
- ❖ **December 6th**
 - Travel back to Nevada...Las Vegas/Reno
- ❖ **Hotel Information**
 - Hyatt Regency Washington on Capitol Hill
 - 400 New Jersey Ave NW
 - Washington, DC 20001
 - Phone: 202-737-1234
- ❖ **Costs and Transportation**
 - All meals are provided for the students at NSLA. In addition, for the meals not provided by NSLA students will receive per diem for food expenses.
Transportation from the airport to Washington DC, while in Washington DC, and back to the returning airport is covered by JAG Nevada.
- ❖ **Chaperones**
 - There will be 3 chaperones with a mix of both male and female to accommodate all the students that are selected to attend. These chaperones will be JAG Nevada Staff.

2025 JAG NSLA

☒ All Participants ☐ Youth Participants

DECEMBER 2 • TUESDAY

5:00pm – 7:00pm	A NSLA Registration Desk	Regency Foyer, Ballroom Level
7:00pm – 7:45pm	Y Connections: Orientation Session for Youth Participants (Optional)	Regency Ballroom, Ballroom Level
8:00pm – 10:00pm	Y CHAOS - Extreme Teambuilding: Evening Social Activity	Regency Ballroom, Ballroom Level
11:30pm – 11:30pm	Y Curfew	

A All Participants **C** CSA Track **Y** Youth Participants

DECEMBER 3 • WEDNESDAY

7:00am – 9:30am	A	NSLA Registration Desk	Regency Foyer, Ballroom Level
8:30am – 9:30am	A	Grab-and-Go Breakfast for NSLA Attendees	Regency Foyer, Ballroom Level
9:30am – 10:00am	A	Chaperone Orientation	Regency Ballroom, Ballroom Level
9:30am – 12:00pm	Y	Leadership Session I	Columbia ABC, Ballroom Level
12:00pm – 2:00pm	A	NSLA Kick-off Leadership Luncheon	Regency Ballroom, Ballroom Level
2:00pm – 2:30pm	A	Break	TBA
2:15pm – 3:45pm	C	CSA Community of Practice	Congressional A, Lobby Level
2:30pm – 4:00pm	Y	Advocacy Training Panel	Regency Ballroom, Ballroom Level
4:00pm – 4:30pm	Y	Reflect and Recharge - Mindfulness Session	Regency Ballroom, Ballroom Level
4:30pm – 5:30pm	A	Break	TBA
5:30pm – 7:00pm	A	Attendee Dinner	Regency Foyer, Ballroom Level
7:00pm – 9:00pm	Y	Evening Activity: Loco Bingo	Regency Ballroom, Ballroom Level
11:30pm – 11:30pm	Y	Curfew	

DECEMBER 4 • THURSDAY

7:00am – 8:00am	A Attendee Breakfast	Regency Foyer, Ballroom Level
8:00am – 11:30am	A JAGCA Day on the Hill - Capitol Hill Visit & Advocacy.	United States Capitol (Washington, DC 20004, USA)
8:00am – 2:00pm	A NSLA Information Desk	Regency Foyer, Ballroom Level
11:30am – 12:00pm	Y Group Photo on Capitol Hill	At the Ulysses S. Grant Memorial (in front of the Capitol)
12:30pm – 2:00pm	A Leadership and Etiquette Lunch	Regency Ballroom, Ballroom Level
2:00pm – 6:00pm	A National Mall Bus Tour	Offsite
6:00pm – 8:00pm	A Dinner at Union Station	Union Station (Offsite)
9:00pm – 11:30pm	Y Dream Big Student Dance	Regency Ballroom, Ballroom Level
11:30pm – 11:30pm	Y Curfew	

☒ All Participants ☐ Youth Participants

DECEMBER 5 • FRIDAY

8:00am – 9:00am	A Attendee Breakfast	Regency Foyer, Ballroom Level
9:00am – 11:15am	Y Leadership Session II	Columbia ABC, Ballroom Level
11:15am – 12:00pm	Y Closing Reflection Session led by JAGCA National Officers	Columbia ABC, Ballroom Level
12:00pm – 5:00pm	A Departure or DC Tours on your own	TBA



Field Trip Permit

Location: Washington D.C.

Event: NISLA

Last Name of Student: Hale First Name: Katei

I request that my child be allowed to participate in an authorized Jobs for Nevada's Graduates, Inc. (JAGNV) Field Trip. I understand that a responsible adult will chaperone my child while away from the school, who will take reasonable precautions to protect my child from harm and injury.

I understand that this is a supervised activity. To maintain order, students will be expected to comply with rules, standards, and instructions for student behavior as outlined in JAGNV Rules of Conduct. I waive and release all claims against Jobs for Nevada's Graduates, Inc. employees or their agents arising out of my child's failure to remain under such supervision. If at any time my child's behavior is incompatible with the Rules of Conduct, his/her further participation may not be permitted.

I acknowledge that participating in the Activity involves certain risks (some of which I may not fully appreciate) and that injuries, death, property damage or other harm could occur to me or others. I accept and voluntarily incur all risks of any injuries, damages, or harm which arise during or result from my participation in the Activity, including any associated travel, regardless of whether or not caused in whole or in part by the negligence or other fault of Jobs for Nevada Graduates, The Board of Directors for Jobs for Nevada's Graduates, Inc., and/or its or their departments, directors, affiliates, employees, officers, agents or insurers ("Released Parties").

I waive all claims against any of the Released Parties for any injuries, damages, losses, or claims, whether known and unknown, which arise during or result from my participation in the Activity, regardless of whether caused in whole or part by the negligence or other fault of any of the Released Parties. I release and forever discharge the Released Parties from all such claims.

I agree to indemnify and hold the Released Parties harmless from all losses, liabilities, damages, costs or expenses (including but not limited to reasonable attorneys' fees and other litigation costs and expenses) incurred by any of the Released Parties as a result of any claims or suits that I (or anyone claiming by, under or through me) may bring against any of the Released Parties to recover any losses, liabilities, costs, damages, or expenses which arise during or result from my participation in the Activity, regardless of whether or not caused in whole or part by the negligence or other fault of any of the Released Parties.

Suffany Hale
Signature

9/29/25
Date

Home/Cell Phone: (775) 870-5903

Work Phone: _____

Emergency Name & Phone: _____

Please note any medical information which would be of help: (i.e., allergies, medications to avoid, current medications, etc.)

**LYON COUNTY SCHOOL DISTRICT
TRAVEL REQUEST**

NOTE: See LCSD Board Policy GBCF: Work-Related Travel for all requirements.

Name(s) of Attendees Amber Cross

SCHOOL

Silver Stage High School

NAME OF CONFERENCE: National Elementary and Secondary Education Act Conference (Title 1)
(Do Not Use Acronyms)

(ATTACH conference program information and provide website address)

CITY/STATE OF CONFERENCE: Denver, Colorado

DATE OF DEPARTURE: 2/9/2026

DATE OF RETURN: 2/13/2026

Training/Travel/Conference is (check all that apply):
Mandated by the state ☐ Mandated by the district ☐
Needed for certification/licensing ☐ Related to the District Performance Plan ☒ Related to our School ☐
Performance Plan ☒ Related to a specific program/course ☐ Other ☒ 111

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 2026 National Elementary and Secondary Education Act (ESEA) Conference in Denver, themed "Cultivating Communities for Student Success," is dedicated to enhancing the connections between schools, families, and communities to ensure all students thrive. This event unites educators, administrators, and federal program leaders from across the nation to exchange successful methods for coordinating and integrating ESEA programs, such as Title 1. The sessions focus on collaboration and innovative approaches to support underserved learners, including those from rural, migratory, and homeless backgrounds. Attendees will learn how to optimize federal resources, synchronize initiatives, and apply evidence-based practices to boost academic results for every student. Participating in the ESEA Conference positively affects school climate, culture, and student learning by promoting alignment, inspiration, and teamwork among staff. We will come back with fresh strategies to enhance inclusive, student-centered environments and foster a culture of belonging and shared responsibility. Learning from national best practices inspires innovation, reflective practice, and data-driven improvement, enabling more effective use of resources and tailored support for diverse learners. Ultimately, attending this conference will aid in creating stronger, more interconnected systems where every student feels valued and supported throughout their educational journey.

TRAVEL APPROVED: Date


Site administrator or supervisor signature

TRAVEL APPROVED: Date 11/12/25


Superintendent or designee signature

District Office Use Only

Received by District Office

Date: 11/12/25

Board Approved: Yes () No ()

Date: _____

Please ensure that you read and comply with Lyon County School District Policy GBCF: Work-Related Travel 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 1

BUDGET# 280.633.0000.000.2400.330.10605.26.000

Registration
Fees:

Attendees 1

x 719

Reg. fee

\$

719.00

Total

District Office	Grant	School Site	Other
☐	☒	☐	☐

BUDGET# 280.633.0000.000.2400.580.10605.26.000

Travel By:

Air

\$

519

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

☐	☒	☐	☐
--------------------------	-------------------------------------	--------------------------	--------------------------

BUDGET#

Lodging:

Room rate

\$

x

nights

\$

☐	☐	☐	☐
--------------------------	--------------------------	--------------------------	--------------------------

(Use GSA ratings for lodging and meals www.gsa.gov ATTENDEE WILL OWE DIFFERENCE if applicable) lodging receipts must be obtained and sent to District Office upon return.

Meals:

Breakfast

\$

23

x

4

days

\$

92

Lunch

\$

26

x

4

days

\$

104

Dinner

\$

38

x

4

days

\$

152

Incidental

\$

5

x

4

days

\$

20

☐	☒	☐	☐
☐	☒	☐	☐
☐	☒	☐	☐
☐	☒	☐	☐
☐	☐	☐	☐
☐	☐	☐	☐

Substitutes:

of Days

0

x

\$0

/day

\$

☐	☐	☐	☐
--------------------------	--------------------------	--------------------------	--------------------------

Other transportation fees: (i.e. car rental, taxi, shuttle, parking, mileage to/from airport, etc.)

\$

100

\$

☐	☒	☐	☐
--------------------------	-------------------------------------	--------------------------	--------------------------

Other Miscellaneous expenses: (attach explanation)

\$

1706

TOTAL EXPENSES

☐	☐	☐	☐
--------------------------	--------------------------	--------------------------	--------------------------

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

Conference Information

Conference Dates & Times: 2/10/26 (8:00am)-2/12/26 (4:15 pm)

Name of where conference/training is being held
(i.e. Hotel, School, College, Convention Center): Colorado 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 GBCF: Work-Related Travel.

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

Date & Time you wish to DEPART: 2/9/26 at 2:35 PM

Date & Time you wish to RETURN: 2/13/26 at 7:55 AM

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) : _____

All travelers agree to share lodging as appropriate?

☒ Yes ☐ No

Register under what name(s)?

Name, Address, Phone number of
lodging establishment:

DEADLINE DATE: 12/1/2025

Code Information: Book through ESEA Conference Website

NOTE: Please furnish a copy of any information you have on the conference, workshop, training, etc. Please email travel request with SIGNATURES to Superintendent's office for approval.

[https://www.southwest.com/air/honoring/index.html?adultPassengersCount=1&adultsCount=1&checkboxCardValue=0&CDT=0&DD=0&E=0&F=0&G=0&H=0&I=0&J=0&K=0&L=0&M=0&N=0&O=0&P=0&Q=0&R=0&S=0&T=0&U=0&V=0&W=0&X=0&Y=0&Z=0&AA=0&AB=0&AC=0&AD=0&AE=0&AF=0&AG=0&AH=0&AI=0&AJ=0&AK=0&AL=0&AM=0&AN=0&AO=0&AP=0&AQ=0&AR=0&AS=0&AT=0&AU=0&AV=0&AW=0&AX=0&AY=0&AZ=0&BA=0&BB=0&BC=0&BD=0&BE=0&BF=0&BG=0&BH=0&BI=0&BJ=0&BK=0&BL=0&BM=0&BN=0&BO=0&BP=0&BQ=0&BR=0&BS=0&BT=0&BU=0&BV=0&BW=0&BX=0&BY=0&BZ=0&CA=0&CB=0&CC=0&CD=0&](https://www.southwest.com/air/honoring/index.html?adultPassengersCount=1&adultsCount=1&checkboxCardValue=0&CDT=0&DD=0&E=0&F=0&G=0&H=0&I=0&J=0&K=0&L=0&M=0&N=0&O=0&P=0&Q=0&R=0&S=0&T=0&U=0&V=0&W=0&X=0&Y=0&Z=0&AA=0&AB=0&AC=0&AD=0&AE=0&AF=0&AG=0&AH=0&AI=0&AJ=0&AK=0&AL=0&AM=0&AN=0&AO=0&AP=0&AQ=0&AR=0&AS=0&AT=0&AU=0&AV=0&AW=0&AX=0&AY=0&AZ=0&BA=0&BB=0&BC=0&BD=0&BE=0&BF=0&BG=0&BH=0&BI=0&BJ=0&BK=0&BL=0&BM=0&BN=0&BO=0&BP=0&BQ=0&BR=0&BS=0&BT=0&BU=0&BV=0&BW=0&BX=0&BY=0&BZ=0&CA=0&CB=0&CC=0&CD=0&CE=0&CF=0&CG=0&CH=0&CI=0&CJ=0&CK=0&CL=0&CM=0&CN=0&CO=0&CP=0&CQ=0&CR=0&CS=0&CT=0&CU=0&CV=0&CW=0&CX=0&CY=0&CZ=0&DA=0&DB=0&DC=0&DD=0&DE=0&DF=0&DG=0&DH=0&DI=0&DJ=0&DK=0&DL=0&DM=0&DN=0&DO=0&DP=0&DQ=0&DR=0&DS=0&DT=0&DU=0&DV=0&DW=0&DX=0&DY=0&DZ=0&EA=0&EB=0&EC=0&ED=0&EE=0&EF=0&EG=0&EH=0&EI=0&EJ=0&EK=0&EL=0&EM=0&EN=0&EO=0&EP=0&EQ=0&ER=0&ES=0&ET=0&EU=0&EV=0&EW=0&EX=0&EY=0&EZ=0&FA=0&FB=0&FC=0&FD=0&FE=0&FF=0&FG=0&FH=0&FI=0&FJ=0&FK=0&FL=0&FM=0&FN=0&FO=0&FP=0&FQ=0&FR=0&FS=0&FT=0&FU=0&FV=0&FW=0&FX=0&FY=0&FZ=0&GA=0&GB=0&GC=0&GD=0&GE=0&GF=0&GG=0&GH=0&GI=0&GJ=0&GK=0&GL=0&GM=0&GN=0&GO=0&GP=0&GQ=0&GR=0&GS=0>=0&GU=0&GV=0&GW=0&GX=0&GY=0&GZ=0&HA=0&HB=0&HC=0&HD=0&HE=0&HF=0&HG=0&HH=0&HI=0&HJ=0&HK=0&HL=0&HM=0&HN=0&HO=0&HP=0&HQ=0&HR=0&HS=0&HT=0&HU=0&HV=0&HW=0&HX=0&HY=0&HZ=0&IA=0&IB=0&IC=0&ID=0&IE=0&IF=0&IG=0&IH=0&II=0&IJ=0&IK=0&IL=0&IM=0&IN=0&IO=0&IP=0&IQ=0&IR=0&IS=0&IT=0&IU=0&IV=0&IW=0&IX=0&IY=0&IZ=0&JA=0&JB=0&JC=0&JD=0&JE=0&JF=0&JG=0&JH=0&JI=0&JJ=0&JK=0&JL=0&JM=0&JN=0&JO=0&JP=0&JQ=0&JR=0&JS=0&JT=0&JU=0&JV=0&JW=0&JX=0&JY=0&JZ=0&KA=0&KB=0&KC=0&KD=0&KE=0&KF=0&KG=0&KH=0&KI=0&KJ=0&KK=0&KL=0&KM=0&KN=0&KO=0&KP=0&KQ=0&KR=0&KS=0&KT=0&KU=0&KV=0&KW=0&KX=0&KY=0&KZ=0&LA=0&LB=0&LC=0&LD=0&LE=0&LF=0&LG=0&LH=0&LI=0&LJ=0&LK=0&LL=0&LM=0&LN=0&LO=0&LP=0&LQ=0&LR=0&LS=0<=0&LU=0&LV=0&LW=0&LX=0&LY=0&LZ=0&MA=0&MB=0&MC=0&MD=0&ME=0&MF=0&MG=0&MH=0&MI=0&MJ=0&MK=0&ML=0&MM=0&MN=0&MO=0&MP=0&MQ=0&MR=0&MS=0&MT=0&MU=0&MV=0&MW=0&MX=0&MY=0&MZ=0&NA=0&NB=0&NC=0&ND=0&NE=0&NF=0&NG=0&NH=0&NI=0&NJ=0&NK=0&NL=0&NM=0&NN=0&NO=0&NP=0&NQ=0&NR=0&NS=0&NT=0&NU=0&NV=0&NW=0&NX=0&NY=0&NZ=0&OA=0&OB=0&OC=0&OD=0&OE=0&OF=0&OG=0&OH=0&OI=0&OJ=0&OK=0&OL=0&OM=0&ON=0&OO=0&OP=0&OQ=0&OR=0&OS=0&OT=0&OU=0&OV=0&OW=0&OX=0&OY=0&OZ=0&PA=0&PB=0&PC=0&PD=0&PE=0&PF=0&PG=0&PH=0&PI=0&PJ=0&PK=0&PL=0&PM=0&PN=0&PO=0&PP=0&PQ=0&PR=0&PS=0&PT=0&PU=0&PV=0&PW=0&PX=0&PY=0&PZ=0&QA=0&QB=0&QC=0&QD=0&QE=0&QF=0&QG=0&QH=0&QI=0&QJ=0&QK=0&QL=0&QM=0&QN=0&QO=0&QP=0&QQ=0&QR=0&QS=0&QT=0&QU=0&QV=0&QW=0&QX=0&QY=0&QZ=0&RA=0&RB=0&RC=0&RD=0&RE=0&RF=0&RG=0&RH=0&RI=0&RJ=0&RK=0&RL=0&RM=0&RN=0&RO=0&RP=0&RQ=0&RR=0&RS=0&RT=0&RU=0&RV=0&RW=0&RX=0&RY=0&RZ=0&SA=0&SB=0&SC=0&SD=0&SE=0&SF=0&SG=0&SH=0&SI=0&SJ=0&SK=0&SL=0&SM=0&SN=0&SO=0&SP=0&SQ=0&SR=0&SS=0&ST=0&SU=0&SV=0&SW=0&SX=0&SY=0&SZ=0&TA=0&TB=0&TC=0&TD=0&TE=0&TF=0&TG=0&TH=0&TI=0&TJ=0&TK=0&TL=0&TM=0&TN=0&TO=0&TP=0&TQ=0&TR=0&TS=0&TT=0&TU=0&TV=0&TW=0&TX=0&TY=0&TZ=0&UA=0&UB=0&UC=0&UD=0&UE=0&UF=0&UG=0&UH=0&UI=0&UJ=0&UK=0&UL=0&UM=0&UN=0&UO=0&UP=0&UQ=0&UR=0&US=0&UT=0&UU=0&UV=0&UW=0&UX=0&UY=0&UZ=0&VA=0&VB=0&VC=0&VD=0&VE=0&VF=0&VG=0&VH=0&VI=0&VJ=0&VK=0&VL=0&VM=0&VN=0&VO=0&VP=0&VQ=0&VR=0&VS=0&VT=0&VU=0&VV=0&VW=0&VX=0&VY=0&VZ=0&WA=0&WB=0&WC=0&WD=0&WE=0&WF=0&WG=0&WH=0&WI=0&WJ=0&WK=0&WL=0&WM=0&WN=0&WO=0&WP=0&WQ=0&WR=0&WS=0&WT=0&WU=0&WV=0&WW=0&WX=0&WY=0&WZ=0&XA=0&XB=0&XC=0&XD=0&XE=0&XF=0&XG=0&XH=0&XI=0&XJ=0&XK=0&XL=0&XM=0&XN=0&XO=0&XP=0&XQ=0&XR=0&XS=0&XT=0&XU=0&XV=0&XW=0&XX=0&XY=0&XZ=0&YA=0&YB=0&YC=0&YD=0&YE=0&YF=0&YG=0&YH=0&YI=0&YJ=0&YK=0&YL=0&YM=0&YN=0&YO=0&YP=0&YQ=0&YR=0&YS=0&YT=0&YU=0&YV=0&YW=0&YX=0&YY=0&YZ=0&ZA=0&ZB=0&ZC=0&ZD=0&ZE=0&ZF=0&ZG=0&ZH=0&ZI=0&ZJ=0&ZK=0&ZL=0&ZM=0&ZN=0&ZO=0&ZP=0&ZQ=0&ZR=0&ZS=0&ZT=0&ZU=0&ZV=0&ZW=0&ZX=0&ZY=0&ZZ=0)



U.S. General Services Administration

FY 2026 per diem rates for Denver, Colorado

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
Boulder / Broomfield	Boulder / Broomfield	\$80	\$20	\$22	\$33	\$5	\$60.00
Denver / Aurora	Denver / Adams / Arapahoe / Jefferson	\$92	\$23	\$26	\$38	\$5	\$69.00



U.S. General Services Administration

FY 2026 per diem rates for Denver, Colorado

Daily lodging rates (excluding taxes) | October 2025 - September 2026

Primary destination	County	2025 Oct	Nov	Dec	2026 Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep
Boulder / Broomfield	Boulder / Broomfield	\$173	\$125	\$125	\$125	\$125	\$125	\$125	\$173	\$173	\$173	\$173	\$173
Denver / Aurora	Denver / Adams / Arapahoe / Jefferson	\$215	\$165	\$165	\$165	\$165	\$165	\$215	\$215	\$215	\$215	\$215	\$215



ATTENDEE GUIDE

Hosted by, NAESPA - the National Association of ESEA State Program Administrators

This year's theme:

CULTIVATING COMMUNITIES

*for
Student Success*

**FEBRUARY 10-12, 2026
DENVER, COLORADO
AT THE COLORADO
CONVENTION CENTER
and ONLINE**

**JOIN COLLEAGUES FROM
ACROSS THE NATION
FOR A DYNAMIC AND
TIMELY PROFESSIONAL
DEVELOPMENT EXPERIENCE.**

**THIS IS YOUR CHANCE TO
ENGAGE, LEARN, AND GROW
WITH EXPERTS IN THE FIELD –
YOU WON'T WANT TO MISS IT!**

A supportive community is a place where individuals feel valued, heard, and empowered to thrive, fostering connection and acceptance regardless of background or identity. This community effort, aimed at student success, is exemplified in both rural and urban schools, where school leaders cultivate a community within the school that extends into the larger town or regional community. These communities work together to overcome barriers to student success. Drawing from my personal experience as a high school dropout, it was this sense of community in a Print Shop class, led by a supportive teacher and aided by community-based organizations, that facilitated my graduation and college attendance. In these communities the students feel seen, heard, and valued by the teachers, parents, counselors, administrators, and others, who collectively work to address barriers. Federal programs, such as the ESEA programs are the bridges that connect people to resources that overcome gaps or barriers preventing student success. They are crucial for cultivating communities for student success.

- Jason Miller, NAESPA President-Elect

**"I LEARNED SO MUCH AND HAD AN AMAZING TIME. THIS CONFERENCE WAS
INVALUABLE AND I AM SO EXCITED TO PUT INTO PRACTICE WHAT I'VE LEARNED!"**

- 2025 National ESEA Conference Attendee

WELCOME!

A DUAL APPROACH

The 2026 National ESEA Conference offers two meaningful ways to engage:

Join us in Denver - where in-person sessions, valuable networking, and shared experiences take center stage.

Prefer to attend remotely? Register virtually to access live-streamed sessions, on-demand content, and interactive opportunities—from wherever you are.

No matter how you attend, you'll receive the same powerful content and connect with a nationwide community of educators committed to student success.

"THIS IS A FANTASTIC CONFERENCE AND THE HYBRID/ VIRTUAL FUNCTION IS OUTSTANDING. VIDEOS WERE AVAILABLE TO REVIEW IMMEDIATELY AND THE QUALITY WAS TOP NOTCH."

-2025 National ESEA Conference Attendee

SESSION FORMATS

We're pleased to offer four types of sessions, which allow both the in-person and virtual audience access to each and every session on the schedule.

Hybrid Lecture sessions are presented in-person in Denver, while simultaneously live-streamed to the virtual audience. Lecture sessions are recorded for later viewing by all audiences. (60 minutes)

In-Person Workshop sessions involve an interactive component, with the presenter(s) in-person in Denver. In-person workshop sessions are recorded for later viewing by all audiences. (60 minutes)

Hybrid Workshop sessions are presented in-person in Denver, while simultaneously live-streamed to the virtual audience. Workshop sessions involve an interactive component, with the audience seated at round tables. Workshops are recorded for later viewing by all audiences. (60 minutes)

Sponsored sessions take place in-person in Denver. Presented by our commercial partners, these sessions may include references to products and services of interest to the ESEA community. Sponsored sessions follow the same formats referenced above. (60 minutes)

HEALTH & SAFETY

The health and safety of our attendees, presenters, and exhibitors is our highest priority. All in-person conference participants must be willing and available to adhere to any and all health and safety requirements in place at the time of the Conference as specified by the Association, Show Management, the host venue, or any governmental authority. We look forward to seeing you in Denver!

CONFERENCE SCHEDULE

Times shown are listed in Mountain Standard Time
(local time Denver, CO)

MONDAY, FEBRUARY 9

12:00 PM – 9:00 PM - Badge Pick Up

TUESDAY, FEBRUARY 10

7:00 AM – 5:00 PM - Badge Pick Up

8:00 AM – 9:30 AM - Opening Keynote

9:15 AM – 4:45 PM - Exhibit Hall Open

9:30 AM – 10:30 AM - Explore the Exhibit Hall

10:30 AM – 4:00 PM - Concurrent Sessions

4:15 PM – 5:30 PM - Sponsored Sessions

WEDNESDAY, FEBRUARY 11

7:45 AM – 5:00 PM - Badge Pick Up

8:00 AM – 9:15 AM - Keynote

9:15 AM – 3:00 PM - Exhibit Hall Open

9:30 AM – 12:15 PM - Concurrent Sessions

12:15 PM – 1:15 PM - Explore the Exhibit Hall

1:15 PM – 4:00 PM - Concurrent Sessions

4:15 PM – 5:15 PM - Sponsored Sessions

THURSDAY, FEBRUARY 12

8:45 AM – 3:30 PM - Badge Pick Up

9:00 AM – 10:15 AM - Keynote

10:30 AM – 4:15 PM - Concurrent Sessions

Schedule subject to change.

Complete schedule with session details will be available in fall 2025.

"FROM MOTIVATIONAL SESSIONS TO HANDS-ON LEARNING, THE CONFERENCE PROVIDED AN EXCELLENT OPPORTUNITY TO REFLECT, GROW, AND CONNECT WITH LIKE-MINDED PROFESSIONALS. I LEFT FEELING ENERGIZED, MORE KNOWLEDGEABLE, AND EXCITED TO IMPLEMENT WHAT I'VE LEARNED. IT WAS A TRULY VALUABLE EXPERIENCE."

- 2025 National ESEA Conference Attendee

REGISTRATION OPTIONS

Virtual and In-Person Registrations are priced the same.

	INDIVIDUAL	GROUP PACKAGE Mix & Match in-person and virtual registrations
2025		
JUNE		
JULY		
AUGUST	\$649	\$609 EACH
SEPTEMBER	EARLY BIRD June 3 - October 31	GROUP RATE (10 or more people) June 3 - October 31
OCTOBER		
2026		
NOVEMBER		
DECEMBER	\$719	
JANUARY	STANDARD Starting November 1	No Group Packages available after October 31
FEBRUARY		

EVERY REGISTRATION INCLUDES:

- 100+ sessions over three days
- Keynote presentations
- 3-month subscription to all session recordings
- Conference Guide
- Downloadable session materials
- Individual attendance record
- Option to earn graduate-level extension credits
- Virtual Exhibitor Directory

EACH IN-PERSON REGISTRATION INCLUDES ALL THE ABOVE PLUS:

- Attendee-to-attendee networking in-person
- Printed Conference Guide
- Conference App
- Exhibit Hall access for two days
- Lodging at special attendee rates

PURCHASE EARLY FOR THE BEST PRICE!

GROUP REGISTRATION

We're excited to offer a special group discount for ten or more attendee registrations purchased together. Both in-person and virtual registrations may be included in the group of at least ten. This enables schools, districts, or other groups to save on registration costs, pay for multiple attendees in one easy step, and have the flexibility to assign individual attendee names and choose the types of registration, closer to the event.

For group packages of 10 or more attendees, a coupon code will be emailed to the purchaser's account as soon as payment is processed. When they're ready to register, each attendee in your group will enter the coupon code in their account Dashboard at checkout to activate their registration.

CONTINUING EDUCATION

Attendees may earn up to two graduate-level extension credits (GLECs) for attending a majority of Conference sessions. First, register for the Conference, then enroll here through the University of San Diego. (Extra \$79 fee applies, enrollment open June 3, 2025 through March 31, 2026.)

Information Technology
Service Ticket Report
10/01/2025 - 10/31/2025

Created 10/01/25 - 10/31/25

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	1	1	0	2
Medium		5	1	0	0	0	8	2	0	0	0	0	1	3	2	4	5	3	0	5	1	3	5	1	1	50
Normal		30	9	7	0	0	42	28	49	47	0	16	10	88	48	48	33	115	21	58	57	13	28	35	44	826
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		35	10	7	0	0	50	30	49	47	0	16	11	91	50	52	38	118	21	63	58	16	34	37	45	878

Closed 10/01/25 - 10/31/25

Ticket Type		DO	AdultEd	SSDO-PDC	PLC	B&G	CES	DES	DHS	DIS	ERHS	EVES	FES	FHS	FIS	RES	SES	SMS	SSES	SSHS	SSMS	SVS	YES	YHS	YIS	Total
Urgent	Closed	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	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	0
	Resolved	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
High	Closed	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	0	2
	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	0
	Resolved	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	0	2
Medium	Closed	5	1	0	0	0	11	3	0	0	0	0	1	3	1	4	4	2	0	5	1	3	3	2	1	50
	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	0
	Resolved	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Total	5	1	0	0	0	11	3	0	0	0	0	1	3	1	4	4	2	0	5	1	3	3	2	1	50
Normal	Closed	29	8	8	1	0	23	10	41	43	0	17	12	56	37	20	13	31	24	55	63	11	22	23	25	572
	Cancelled	1	0	0	0	0	0	0	0	1	0	0	1	0	0	0	1	3	1	1	0	0	2	1	1	13
	Resolved	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Total	30	8	8	1	0	23	10	41	44	0	17	13	56	37	20	14	34	25	56	63	11	24	24	26	585
Project	Closed	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2
	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	0
	Resolved	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	Closed	36	9	8	1	0	34	13	41	43	0	17	13	59	38	24	17	33	24	60	64	14	26	26	26	626
	Cancelled	1	0	0	0	0	0	0	0	1	0	0	1	0	0	0	1	3	1	1	0	0	2	1	1	13
	Resolved	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Total	37	9	8	1	0	34	13	41	44	0	17	14	59	38	24	18	36	25	61	64	14	28	27	27	639

121

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	0	0	0	0	0	0	2	7	0	0	7	1	1	1	2	2	3	0	2	28
I. T. Tech		22	9	8	1	0	30	10	36	36	0	13	11	46	37	23	10	30	19	53	56	10	17	23	20	520
Oasis Support		15	0	0	0	0	3	1	5	5	0	3	1	5	1	1	1	5	5	7	6	2	9	4	5	84

Open as of 10/31/25

Ticket Type		DO	AdultEd	SSDO-PDC	PLC	B&G	CES	DES	DHS	DIS	ERHS	EVES	FES	FHS	FIS	RES	SES	SMS	SSES	SSHS	SSMS	SVS	YES	YHS	YIS	Total
Urgent	Open	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Pending	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	On Hold	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
High	Open	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Pending	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	On Hold	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Medium	Open	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1
	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	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	1	0	0	3
	Total	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	1	0	0	4
Normal	Open	16	1	0	0	0	96	20	12	18	0	33	45	73	183	28	4	542	1	6	1	39	79	52	122	1371
	Pending	0	0	0	0	0	1	0	5	4	0	1	2	13	5	1	1	12	0	0	2	2	0	0	0	49
	On Hold	3	1	1	0	0	2	49	49	89	0	4	1	25	18	35	50	58	0	2	1	0	1	0	1	390
	Total	19	2	1	0	0	99	69	66	111	0	38	48	111	206	64	55	612	1	8	4	41	80	52	123	1810
Project	Open	0	0	0	0	0	0	0	0	0	0	0	0	0	1	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	2	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	3
	Total	2	0	0	0	0	1	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	4
Total	Open	17	0	0	0	0	96	20	12	18	0	33	45	73	184	28	4	542	1	6	1	39	79	52	122	1372
	Pending	0	0	0	0	0	1	0	5	0	0	1	2	13	5	1	1	12	0	0	2	2	0	0	0	45
	On Hold	6	0	0	0	0	3	49	49	89	0	4	1	25	18	35	50	58	0	3	1	0	2	0	1	394
	Total	23	2	1	0	0	100	69	66	111	0	38	48	111	207	64	55	612	1	9	4	41	81	52	123	1818

Yearly Closed Comparison	DO	AdultEd	SSDO-PDC	PLC	B&G	CES	DES	DHS	DIS	ERHS	EVES	FES	FHS	FIS	RES	SES	SMS	SSES	SSHS	SSMS	SVS	YES	YHS	YIS	Total
2025	372	83	55	20	1	216	248	340	344	2	140	148	499	279	248	178	476	246	433	410	97	249	296	341	5721
2024	310	54	52	27	0	241	293	466	511	8	185	166	934	408	272	174	953	272	410	404	142	386	379	315	7362
2023	273	59	18	16	0	275	266	483	473	3	211	201	835	420	286	201	1472	190	302	292	109	340	261	286	7272
2022	306	11	20	14	0	278	191	331	351	5	233	199	736	301	268	247	997	204	268	286	120	189	235	262	6052

LYON COUNTY SCHOOL DISTRICT VOUCHER

Voucher No: 1078

Voucher Date: 10/02/2025

Prepared By: _____

Printed: 11/10/2025 05:28:01 PM

LYON COUNTY SCHOOL DISTRICT is hereby authorized to draw warrants against LYON COUNTY SCHOOL DISTRICT funds for the sum of \$186,523.68 on account of obligations incurred for value received in services and for materials as shown below for period July 1, 2025 to June 30, 2026 (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.

Tom Hendrix President

Dawn Carson Clerk

Elmer Bull Member

Darin Farr Member

Sherry Parsons Member

Bridget Peterson Member

James Whisler Member

LYON COUNTY SCHOOL DISTRICT

Fund		Amount
100	General Fund	\$59,454.20
230	Adult Education	\$700.00
240	State Grants	\$33,696.20
250	Special Education	\$22,532.00
280	Federal Funds	\$53,873.74
290	Food Service Funds	\$16,267.54
		\$186,523.68

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1078

10/02/2025

Fiscal Year: 2025-2026

Vendor Remit Name	Vendor #	Account	Description	Amount
ADVANCED CLASSROOM TECH	102814	240.308.0000.330.1000.652.10000.00.00 0	Inventoried Supplies/Equipment – IT Related <\$5000	\$3,299.99
Vendor Total:				\$3,299.99
AIR FILTER SALES AND SERVICE	98789	100.135.0000.000.2620.610.10305.31.00 0	General Supplies	\$919.92
		100.161.0000.000.2620.610.10601.32.00 0	General Supplies	\$870.12
Vendor Total:				\$1,790.04
AMAZON BUSINESS		100.101.0000.000.2320.610.10000.00.00 0	General Supplies	\$71.97
		100.101.0000.000.2510.610.10000.00.00 0	General Supplies	\$205.61
		100.101.0000.000.2510.650.10000.00.00 0	Supplies–Information Technology–related	\$730.26 ¹²⁴
		100.102.0000.000.2570.610.10000.00.00 0	General Supplies	\$150.03
		100.109.0000.000.2213.610.10000.00.00 0	General Supplies	\$272.90
		100.121.0000.000.2130.610.10201.10.00 0	General Supplies	\$308.91
		100.121.0000.000.2410.610.10201.10.00 0	General Supplies	\$972.54
		100.121.0000.100.1000.610.10201.10.00 0	General Supplies	\$993.35
		100.121.0000.100.1000.616.10201.10.00 0	Teacher Supplies	\$1,010.78
		100.122.0000.000.2130.610.10202.10.00 0	General Supplies	\$105.66
		100.122.0000.000.2410.610.10202.10.00 0	General Supplies	\$291.68
		100.122.0000.100.1000.610.10202.10.00 0	General Supplies	\$39.95

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1078

10/02/2025

Fiscal Year: 2025-2026

Vendor Remit Name	Vendor #	Account	Description	Amount
		100.122.0000.100.1000.616.10202.10.00 0	Teacher Supplies	\$811.54
		100.123.0000.000.2130.610.10203.10.00 0	General Supplies	\$171.89
		100.123.0000.000.2220.610.10203.10.00 0	General Supplies	\$24.98
		100.123.0000.000.2410.610.10203.10.00 0	General Supplies	\$188.09
		100.123.0000.000.2410.615.10203.10.00 0	Snacks, Food & Beverages	\$79.46
		100.123.0000.000.2620.610.10203.10.00 0	General Supplies	\$258.99
		100.123.0000.100.1000.610.10203.10.00 0	General Supplies	\$302.43
		100.123.0000.100.1000.616.10203.10.00 0	Teacher Supplies	\$545.90
		100.123.0000.135.1000.610.10203.10.00 0	General Supplies	\$126.76
		100.125.0000.000.2130.610.10205.10.00 0	General Supplies	\$266.24
		100.125.0000.000.2620.610.10205.10.00 0	General Supplies	\$130.38
		100.125.0000.100.1000.610.10205.10.00 0	General Supplies	\$87.94
		100.126.0000.100.1000.610.10206.10.00 0	General Supplies	\$153.53
		100.127.0000.000.2130.610.10210.10.00 0	General Supplies	\$193.88
		100.127.0000.000.2620.610.10210.10.00 0	General Supplies	\$45.89
		100.127.0000.100.1000.610.10210.10.00 0	General Supplies	\$46.66
		100.127.0000.100.1000.616.10210.10.00 0	Teacher Supplies	\$478.25
		100.128.0000.000.2575.610.10211.10.00 0	General Supplies	\$140.70
		100.128.0000.000.2620.610.10211.10.00 0	General Supplies	\$323.39

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1078

10/02/2025

Fiscal Year: 2025-2026

Vendor Remit Name	Vendor #	Account	Description	Amount
		100.128.0000.100.1000.610.10211.10.00 0	General Supplies	\$89.62
		100.128.0000.100.1000.616.10211.10.00 0	Teacher Supplies	\$591.16
		100.129.0000.100.1000.610.10209.10.00 0	General Supplies	\$54.98
		100.129.0000.100.1000.616.10209.10.00 0	Teacher Supplies	\$1,062.69
		100.129.0000.100.1000.650.10209.10.00 0	Supplies–Information Technology–related	\$33.90
		100.133.0000.000.2410.610.10303.10.00 0	General Supplies	\$141.95
		100.133.0000.100.1000.610.10303.10.00 0	General Supplies	\$699.12
		100.133.0000.100.1000.640.10303.10.00 0	Books and Periodicals	\$426.29
		100.134.0000.000.2410.610.10304.20.00 0	General Supplies	\$108.92
		100.134.0000.100.1000.610.10304.20.00 0	General Supplies	\$203.45
		100.134.0000.100.1000.616.10304.20.00 0	Teacher Supplies	\$646.55
		100.135.0000.000.2130.610.10305.31.00 0	General Supplies	\$64.99
		100.135.0000.000.2620.610.10305.31.00 0	General Supplies	\$45.89
		100.135.0000.100.1000.610.10305.31.00 0	General Supplies	\$1,656.50
		100.135.0000.100.1000.616.10305.31.00 0	Teacher Supplies	\$676.77
		100.136.0000.000.2410.610.10208.31.00 0	General Supplies	\$108.14
		100.136.0000.000.2410.650.10208.31.00 0	Supplies–Information Technology–related	\$27.56
		100.136.0000.000.2620.610.10208.31.00 0	General Supplies	\$132.98
		100.136.0000.100.1000.610.10208.31.00 0	General Supplies	\$75.60

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1078

10/02/2025

Fiscal Year: 2025-2026

Vendor Remit Name	Vendor #	Account	Description	Amount
		100.161.0000.100.1000.610.10601.32.00 0	General Supplies	\$421.43
		100.163.0000.000.2620.610.10603.32.00 0	General Supplies	\$149.70
		100.163.0000.100.1000.616.10603.32.00 0	Teacher Supplies	\$787.94
		100.163.0000.192.1000.610.10603.32.00 0	General Supplies	\$79.98
		100.163.0000.360.1000.610.10603.32.00 0	General Supplies	\$454.95
		100.164.0000.100.1000.610.10604.32.00 0	General Supplies	\$154.35
		100.164.0000.100.1000.616.10604.32.00 0	Teacher Supplies	\$995.24
		100.164.0000.194.1000.610.10604.32.00 0	General Supplies	\$231.59
		100.164.0000.920.1000.610.10604.32.00 0	General Supplies	\$149.95 ¹²⁷
		100.165.0000.000.2620.610.10605.32.00 0	General Supplies	\$353.25
		100.165.0000.100.1000.610.10605.32.00 0	General Supplies	\$303.00
		100.170.0000.000.2700.610.10000.00.00 0	General Supplies	\$480.23
		240.300.0000.310.1000.610.10601.32.00 0	General Supplies	\$293.93
		240.300.0000.330.1000.610.10601.32.00 0	General Supplies	\$1,126.99
		240.300.0000.330.1000.641.10601.32.00 0	Textbooks	\$532.20
		240.300.0000.370.1000.650.10601.32.00 0	Supplies–Information Technology–related	\$2,884.94
		240.300.0000.371.1000.610.10601.32.00 0	General Supplies	\$187.00
		280.633.0000.000.2100.610.10201.26.00 0	General Supplies	\$1,292.25
		280.633.0000.000.2100.610.10205.26.00 0	General Supplies	\$6,748.64

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1078

10/02/2025

Fiscal Year: 2025-2026

Vendor Remit Name	Vendor #	Account	Description	Amount
		280.633.0000.000.3300.610.10201.26.00 0	General Supplies	\$103.89
		280.633.0000.000.3300.610.10202.26.00 0	General Supplies	\$169.99
		280.633.0000.000.3300.610.10302.26.00 0	General Supplies	\$532.48
		280.633.0000.100.1000.640.10605.26.00 0	Books and Periodicals	\$295.98
		280.633.0000.100.1000.654.10209.26.00 0	Supplies – IT Related of Lower Value	\$338.50
		280.634.0000.300.1000.610.10000.00.00 0	General Supplies	\$16,765.39
		280.634.0000.300.1000.610.10305.20.00 0	General Supplies	\$1,311.04
		290.180.0000.000.3100.610.10000.00.00 0	General Supplies	\$249.83
			Vendor Total:	<u>\$53,772.26</u>
BSN SPORTS				128
		100.101.0000.920.1000.610.10603.32.00 0	General Supplies	\$637.54
		100.161.0000.920.1000.610.10601.32.00 0	General Supplies	\$467.50
		100.164.0000.920.1000.610.10604.32.00 0	General Supplies	\$282.15
		100.165.0000.000.2620.610.10605.32.00 0	General Supplies	\$1,449.24
			Vendor Total:	<u>\$2,836.43</u>
CLARK PEST CONTROL				
		290.180.0000.000.3100.430.10000.00.00 0	Repairs and Maintenance Services	\$225.00
			Vendor Total:	<u>\$225.00</u>
CONNECTIONS SPEECH&LANGUAGE SERVICES LLC				
		250.101.0000.200.2150.340.10000.00.00 0	Other Professional Services	\$16,064.00
			Vendor Total:	<u>\$16,064.00</u>

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1078

10/02/2025

Fiscal Year: 2025-2026

Vendor Remit Name	Vendor #	Account	Description	Amount
DECKER, INC.	5403	100.129.0000.100.1000.610.10209.10.00 0	General Supplies	\$83.75
		100.135.0000.000.2620.610.10305.31.00 0	General Supplies	\$46.90
		100.161.0000.000.2620.610.10601.32.00 0	General Supplies	\$1,134.45
			Vendor Total:	\$1,265.10
FAST GLASS, INC	7052	100.163.0000.000.2620.430.10603.32.00 0	Repairs and Maintenance Services	\$265.00
			Vendor Total:	\$265.00
FRONTIER		100.101.0000.000.2320.533.10000.00.00 0	Telephone – Land Line phone services	\$337.27
			Vendor Total:	\$337.27
GENE WATSON	22210	100.101.0000.000.2620.422.10000.00.00 0	Janitorial / Custodial Services	\$1,334.32
			Vendor Total:	\$1,334.32
GOVCONNECTION, INC	8584	240.300.0000.300.2500.653.10000.00.00 0	Web-based and similar programs	\$12,375.00
			Vendor Total:	\$12,375.00
HARCO ATHLETIC RECONDITIONING INC		100.101.0000.920.1000.610.10602.50.00 0	General Supplies	\$1,245.00
		100.101.0000.920.1000.610.10603.32.00 0	General Supplies	\$5,920.00
			Vendor Total:	\$7,165.00
INLAND SUPPLY CO., INC.	10000	100.128.0000.000.2620.610.10211.10.00 0	General Supplies	\$111.00

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1078

10/02/2025

Fiscal Year: 2025-2026

Vendor Remit Name	Vendor #	Account	Description	Amount
JAMF SOFTWARE, LLC		100.129.0000.000.2620.610.10209.10.000	General Supplies	\$2,614.67
		100.161.0000.000.2620.610.10601.32.000	General Supplies	\$597.88
		Vendor Total:		\$3,323.55
JIM MENESINI PETROLEUM		280.639.0000.200.2200.653.10000.00.000	Web-based and similar programs	\$5,016.00
		Vendor Total:		\$5,016.00
MATTA, SAGE		100.170.0000.000.2730.626.10000.00.000	Gasoline	\$5,753.86
		Vendor Total:		\$5,753.86
NAPA AUTO & TRUCK PARTS_99614	99614	250.101.0000.200.2160.340.10000.00.000	Other Professional Services	\$6,468.00130
		Vendor Total:		\$6,468.00
NASCO EDUCATION, LLC	13660	100.170.0000.000.2710.614.10000.00.000	Parts	\$189.74
		Vendor Total:		\$189.74
NAVIGATE 360, LLC		240.308.0000.330.1000.612.10000.00.000	Inventoried Supplies/Equipment <\$5000	\$7,139.80
		Vendor Total:		\$7,139.80
NEVADA DEPARTMENT OF AGRICULTURE	14535	280.633.0000.000.2100.653.10304.26.000	Web-based and similar programs	\$1,578.50
		Vendor Total:		\$1,578.50
		290.180.0000.000.3100.630.10000.00.000	Food	\$15,792.71
		Vendor Total:		\$15,792.71

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1078

10/02/2025

Fiscal Year: 2025-2026

Vendor Remit Name	Vendor #	Account	Description	Amount
OFFICE DEPOT	15366	100.164.0000.191.1000.650.10604.32.00 0	Supplies--Information Technology--related	\$736.39
			Vendor Total:	\$736.39
OTTS FARM & EQUIPMENT		280.634.0000.310.1000.610.10000.00.00 0	General Supplies	\$9,721.08
			Vendor Total:	\$9,721.08
SILVER STATE INTERNATIONAL		100.170.0000.000.2710.614.10000.00.00 0	Parts	\$2,386.72
			Vendor Total:	\$2,386.72
TAHOE SUPPLY CO.	11238	100.161.0000.000.2620.610.10601.32.00 0	General Supplies	\$3,852.95
			Vendor Total:	\$3,852.95
TRANSFR INC		280.637.0000.300.1000.652.10000.00.00 0	Inventoried Supplies/Equipment -- IT Related <\$5000	\$10,000.00
			Vendor Total:	\$10,000.00
TYLER TECHNOLOGIES, INC.	103232	100.170.0000.000.2720.651.10000.00.00 0	Supplies -- Technology -- Software	\$7,278.62
			Vendor Total:	\$7,278.62
ULINE	102057	240.308.0000.330.1000.610.10000.00.00 0	General Supplies	\$5,856.35
			Vendor Total:	\$5,856.35
YERINGTON THEATRE FOR THE ARTS	100157	230.231.0000.610.1000.441.10000.00.00 0	Renting Land and Buildings	\$700.00
			Vendor Total:	\$700.00

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1078 10/02/2025

Fiscal Year: 2025-2026

Vendor Remit Name	Vendor #	Account	Description	Amount
Grand Total:				\$186,523.68

End of Report

LYON COUNTY SCHOOL DISTRICT VOUCHER

Voucher No: 1079

Voucher Date: 10/02/2025

Prepared By: _____

Printed: 11/10/2025 05:29:08 PM

LYON COUNTY SCHOOL DISTRICT is hereby authorized to draw warrants against LYON COUNTY SCHOOL DISTRICT funds for the sum of \$248,949.28 on account of obligations incurred for value received in services and for materials as shown below for period July 1, 2025 to June 30, 2026 (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.

Tom Hendrix President

Dawn Carson Clerk

Elmer Bull Member

Darin Farr Member

Sherry Parsons Member

Bridget Peterson Member

James Whisler Member

LYON COUNTY SCHOOL DISTRICT

Fund		Amount
100	General Fund	\$76,117.88
230	Adult Education	\$330.28
240	State Grants	\$119,641.46
280	Federal Funds	\$29,549.40
285	Medicaid Funds	\$22,633.03
290	Food Service Funds	\$27.90
830	Gifts & Donations Fund	\$649.33
		\$248,949.28

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1079

10/02/2025

Fiscal Year: 2025-2026

Vendor Remit Name	Vendor #	Account	Description	Amount
A BEEP, LLC		100.170.0000.000.2710.530.10000.00.00	Communications	\$7,132.00
		Check #: 4878		
Vendor Total:				\$7,132.00
A T & T LONG DISTANCE	18214	100.101.0000.000.2510.533.10000.00.00	Telephone - Land Line phone services	\$0.07
		Check #: 4879		
		100.108.0000.000.2620.533.10000.00.00	Telephone - Land Line phone services	\$7.88
		Check #: 4879		
		100.121.0000.000.2410.533.10201.10.00	Telephone - Land Line phone services	\$0.73
		Check #: 4879		
		100.122.0000.000.2410.533.10202.10.00	Telephone - Land Line phone services	\$0.87
		Check #: 4879		
		100.123.0000.000.2410.533.10203.10.00	Telephone - Land Line phone services	\$0.58
		Check #: 4879		
		100.125.0000.000.2410.533.10205.10.00	Telephone - Land Line phone services	\$1.00
		Check #: 4879		
		100.126.0000.000.2410.533.10206.10.00	Telephone - Land Line phone services	\$0.53
		Check #: 4879		
		100.127.0000.000.2410.533.10210.10.00	Telephone - Land Line phone services	\$1.04
		Check #: 4879		
		100.128.0000.000.2410.533.10211.10.00	Telephone - Land Line phone services	\$1.34
		Check #: 4879		
		100.129.0000.000.2410.533.10209.10.00	Telephone - Land Line phone services	\$0.46
		Check #: 4879		
		100.132.0000.000.2410.533.10302.20.00	Telephone - Land Line phone services	\$7.10
		Check #: 4879		
		100.134.0000.000.2410.533.10304.20.00	Telephone - Land Line phone services	\$0.87
		Check #: 4879		
		100.135.0000.000.2410.533.10305.31.00	Telephone - Land Line phone services	\$0.50
		Check #: 4879		
		100.136.0000.000.2410.610.10208.31.00	General Supplies	\$0.73
		Check #: 4879		

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1079

10/02/2025

Fiscal Year: 2025-2026

Vendor Remit Name	Vendor #	Account	Description	Amount
		100.161.0000.000.2410.533.10601.32.00 Check #: 4879	Telephone - Land Line phone services	\$0.73
		100.162.0000.000.2410.533.10602.50.00 Check #: 4879	Telephone - Land Line phone services	\$2.42
		100.163.0000.000.2410.533.10603.32.00 Check #: 4879	Telephone - Land Line phone services	\$12.70
		100.164.0000.000.2410.533.10604.32.00 Check #: 4879	Telephone - Land Line phone services	\$1.40
		100.165.0000.000.2410.533.10605.32.00 Check #: 4879	Telephone - Land Line phone services	\$1.21
		100.170.0000.000.2710.533.10000.00.00 Check #: 4879	Telephone - Land Line phone services	\$0.20
		230.231.0000.610.2500.533.10000.00.00 Check #: 4879	Telephone - Land Line phone services	\$7.27
		Vendor Total:		\$49.63
A T & T MONTHLY STATEMENT	99712			135
		100.101.0000.000.2510.533.10000.00.00 Check #: 4880	Telephone - Land Line phone services	\$3,005.03
		100.101.0000.000.2670.533.10206.10.00 Check #: 4880	Telephone - Land Line phone services	\$582.65
		100.101.0000.000.2670.533.10210.10.00 Check #: 4880	Telephone - Land Line phone services	\$890.05
		100.101.0000.000.2670.533.10211.10.00 Check #: 4880	Telephone - Land Line phone services	\$335.69
		100.101.0000.000.2670.533.10303.10.00 Check #: 4880	Telephone - Land Line phone services	\$472.88
		100.101.0000.000.2670.533.10305.31.00 Check #: 4880	Telephone - Land Line phone services	\$340.89
		100.101.0000.000.2670.533.10604.32.00 Check #: 4880	Telephone - Land Line phone services	\$115.21
		230.231.0000.610.2500.533.10000.00.00 Check #: 4880	Telephone - Land Line phone services	\$117.10
		Vendor Total:		\$5,859.50

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1079

10/02/2025

Fiscal Year: 2025-2026

Vendor Remit Name	Vendor #	Account	Description	Amount
ABSOLUTE MUSIC, LLC	98589	100.135.0000.100.1000.610.10305.31.00 Check #: 4881	General Supplies	\$165.20
		100.135.0000.100.1000.616.10305.31.00 Check #: 4881	Teacher Supplies	\$179.85
			Vendor Total:	\$345.05
ACTIVE INTERNET TECHNOLOGIES LLC		100.101.0000.000.2320.653.10000.00.00 Check #: 4882	Web-based and similar programs	\$4,575.00
			Vendor Total:	\$4,575.00
APPERSON, INC	101056	100.161.0000.192.1000.610.10601.32.00 Check #: 4883	General Supplies	\$560.37
			Vendor Total:	\$560.37
ASCD_99490	99490	100.109.0000.000.2220.651.10000.00.00 Check #: 4884	Supplies - Technology - Software	\$119.00
			Vendor Total:	\$119.00
BELL PHOTOGRAPHERS		100.101.0000.000.2510.610.10000.00.00 Check #: 4885	General Supplies	\$3,747.52
			Vendor Total:	\$3,747.52
BILLINGS, JESSICA		280.631.0000.300.2213.580.10000.00.00 Check #: 4886	Travel	\$122.00
			Vendor Total:	\$122.00
Carole Hopkins		290.180.0000.000.0000.000.10000.00.48 Check #: 4887	Deferred Revenues	\$27.90
			Vendor Total:	\$27.90
CAROLINA BIOLOGICAL SUPPLY	3000			

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1079

10/02/2025

Fiscal Year: 2025-2026

Vendor Remit Name	Vendor #	Account	Description	Amount
D & S WASTE REMOVAL, INC	4960	100.164.0000.192.1000.610.10604.32.00	General Supplies	\$228.97
		Check #: 4888		
			Vendor Total:	\$228.97
FERNLEY HIGH SCHOOL		100.170.0000.000.2710.421.10000.00.00	Garbage / Disposal	\$69.00
		Check #: 4889		
			Vendor Total:	\$69.00
FP MAILING SOLUTIONS		240.300.0000.300.2700.510.10000.00.00	Student Transportation Services	\$50.00
		Check #: 4890		
			Vendor Total:	\$50.00
JOHN'S SPRING SERVICE, INC.		100.134.0000.000.2410.531.10304.20.00	Postage	\$104.85
		Check #: 4891		
			Vendor Total:	\$104.85
LINCOLN ELECTRIC COMPANY		100.170.0000.000.2710.430.10000.00.00	Repairs and Maintenance Services	\$4,435.00
		Check #: 4892		
			Vendor Total:	\$4,435.00
LYON COUNTY SCHOOL DIST._99346	99346	280.912.0000.300.1000.610.10000.00.00	General Supplies	\$2,740.58
		Check #: 4893		
			Vendor Total:	\$2,740.58
MAPLEWOODSHOP, LLC		100.101.0000.000.2310.610.10000.00.00	General Supplies	\$396.00
		Check #: 4894		
		100.122.0000.000.2410.615.10202.10.00	Snacks, Food & Beverages	\$104.50
		Check #: 4894		
			Vendor Total:	\$500.50
		240.308.0000.381.1000.730.10601.32.00	Equipment	\$118,091.76
		Check #: 4895		

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1079

10/02/2025

Fiscal Year: 2025-2026

Vendor Remit Name	Vendor #	Account	Description	Amount
Vendor Total:				\$118,091.76
MAUPIN, COX, & LEGOY	22060	100.101.0000.000.2320.340.10000.00.00 Check #: 4896	Other Professional Services	\$1,831.55
Vendor Total:				\$1,831.55
NV ENERGY_19040	19040	100.108.0000.000.2620.810.10000.00.00 Check #: 4897	Dues and Fees	\$9,931.69
Vendor Total:				\$9,931.69
O'REILLY AUTO PARTS	102278	100.170.0000.000.2710.614.10000.00.00 Check #: 4898	Parts	\$134.01
Vendor Total:				\$134.01
PETERSON, BRIDGET		100.101.0000.000.2310.580.10000.00.00 Check #: 4899	Staff Travel	\$25.91 ¹³⁸
Vendor Total:				\$25.91
PRECISION CONCRETE CUTTING, INC		100.110.0000.000.2620.430.10000.00.00 Check #: 4900	Repairs and Maintenance Services	\$18,892.65
Vendor Total:				\$18,892.65
PRIMO BRANDS	97540	100.101.0000.000.2510.610.10000.00.00 Check #: 4901	General Supplies	\$566.28
Vendor Total:				\$566.28
PUBLIC CONSULTING GROUP INC	102782	280.639.0000.200.2100.653.10000.00.00 Check #: 4902	Web-based and similar programs	\$25,742.45
		285.781.0000.200.2319.340.10000.00.00 Check #: 4902	Other Professional Services	\$22,633.03
Vendor Total:				\$48,375.48

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1079

10/02/2025

Fiscal Year: 2025-2026

Vendor Remit Name	Vendor #	Account	Description	Amount
RICOH AMERICAS CORP	102825	100.101.0000.000.2510.443.10211.10.00 Check #: 4903	Rentals of Computers and Related Equipment	\$5,565.11
			Vendor Total:	\$5,565.11
RNK'S SERVICES		100.161.0000.000.2620.430.10601.32.00 Check #: 4904	Repairs and Maintenance Services	\$786.00
			Vendor Total:	\$786.00
SENROR WOOLY LLC		100.161.0000.100.1000.651.10601.32.00 Check #: 4905	Supplies - Technology - Software	\$199.00
			Vendor Total:	\$199.00
SHERWIN-WILLIAMS	18882	100.164.0000.000.2620.610.10604.32.00 Check #: 4906	General Supplies	\$1,229.65
			Vendor Total:	\$1,229.65
SHRED-IT USA		100.101.0000.000.2510.340.10000.00.00 Check #: 4907	Other Professional Services	\$42.00
		100.101.0000.000.2510.421.10000.00.00 Check #: 4907	Garbage / Disposal	\$311.34
		100.121.0000.000.2410.421.10201.10.00 Check #: 4907	Garbage / Disposal	(\$57.64)
		100.134.0000.000.2410.442.10304.20.00 Check #: 4907	Rental of Equipment and Vehicles	\$384.00
			Vendor Total:	\$679.70
SMITHS CUSTOMER CHARGES	19520	100.164.0000.194.1000.610.10604.32.00 Check #: 4908	General Supplies	\$135.62
			Vendor Total:	\$135.62
SPIRIT MONKEY, LLC				

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1079

10/02/2025

Fiscal Year: 2025-2026

Vendor Remit Name	Vendor #	Account	Description	Amount
		100.125.0000.100.1000.610.10205.10.00 Check #: 4909	General Supplies	\$2,800.00
			Vendor Total:	\$2,800.00
SUBSCRIPTION SERVICES OF AMERICA	99199	100.164.0000.000.2220.640.10604.32.00 Check #: 4910	Books and Periodicals	\$716.60
			Vendor Total:	\$716.60
TERRY, SHELLIE A		100.101.0000.000.2510.580.10000.00.00 Check #: 4911	Staff Travel	\$70.70
			Vendor Total:	\$70.70
THE PARTS HOUSE	23100	100.170.0000.000.2710.614.10000.00.00 Check #: 4912	Parts	\$3,261.32
			Vendor Total:	\$3,261.32
TRUCKEE TAHOE LUMBER CO		280.912.0000.300.1000.610.10000.00.00 Check #: 4913	General Supplies	\$944.37
			Vendor Total:	\$944.37
TURNING TECHNOLOGIES	102632	100.161.0000.192.1000.610.10601.32.00 Check #: 4914	General Supplies	\$262.50
			Vendor Total:	\$262.50
UNR - OFFICE OF STUDENT FINANCIAL AID		830.066.0000.000.2410.890.10000.00.00 Check #: 4915	Miscellaneous Expenditures	\$649.33
			Vendor Total:	\$649.33
VISIBLE BODY	103046	240.300.0000.330.1000.653.10601.32.00 Check #: 4916	Web-based and similar programs	\$1,499.70
			Vendor Total:	\$1,499.70

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1079

10/02/2025

Fiscal Year: 2025-2026

Vendor Remit Name	Vendor #	Account	Description	Amount
XEROX CORPORATION				
		100.101.0000.000.2510.443.10000.00.00 Check #: 4917	Rentals of Computers and Related Equipment	\$660.75
		100.161.0000.100.1000.430.10601.32.00 Check #: 4917	Repairs and Maintenance Services	\$121.17
		100.161.0000.100.1000.442.10601.32.00 Check #: 4917	Rental of Equipment and Vehicles	\$140.48
		100.163.0000.000.2410.442.10603.32.00 Check #: 4917	Rental of Equipment and Vehicles	\$126.25
		100.163.0000.100.1000.430.10603.32.00 Check #: 4917	Repairs and Maintenance Services	\$83.55
		230.231.0000.610.2500.443.10000.00.00 Check #: 4917	Rentals of Computers and Related Equipment	\$205.91
			Vendor Total:	\$1,338.11
				141
XEROX FINANCIAL SERVICES				
		100.101.0000.000.2510.443.10000.00.00 Check #: 4918	Rentals of Computers and Related Equipment	\$295.37
			Vendor Total:	\$295.37
			Grand Total:	\$248,949.28

End of Report

LYON COUNTY SCHOOL DISTRICT VOUCHER

Voucher No: 1084

Voucher Date: 10/09/2025

Prepared By: _____

Printed: 11/10/2025 05:30:02 PM

LYON COUNTY SCHOOL DISTRICT is hereby authorized to draw warrants against LYON COUNTY SCHOOL DISTRICT funds for the sum of \$221,729.99 on account of obligations incurred for value received in services and for materials as shown below for period July 1, 2025 to June 30, 2026 (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.

Tom Hendrix President

Dawn Carson Clerk

Elmer Bull Member

Darin Farr Member

Sherry Parsons Member

Bridget Peterson Member

James Whisler Member

LYON COUNTY SCHOOL DISTRICT

Fund		Amount
100	General Fund	\$125,210.45
230	Adult Education	\$1,002.24
240	State Grants	\$7,351.77
250	Special Education	\$16,131.46
280	Federal Funds	\$55,986.19
290	Food Service Funds	\$149.88
360	Bond Issues	\$14,300.00
703	Workers Compensation	\$1,598.00
		\$221,729.99

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1084

10/09/2025

Fiscal Year: 2025-2026

Vendor Remit Name	Vendor #	Account	Description	Amount
ADVANCED CHILD BEHAVIOR SOLUTIONS,LLC	102918			
		280.639.0000.200.2240.340.10000.00.00 0	Other Professional Services	\$9,025.50
Vendor Total:				\$9,025.50
ADVANCED INTEGRATED PEST MANAGEMENT				
		100.101.0000.000.2620.430.10000.00.00 0	Repairs and Maintenance Services	\$3,255.00
Vendor Total:				\$3,255.00
AIR FILTER SALES AND SERVICE	98789			
		100.121.0000.000.2620.610.10201.10.00 0	General Supplies	\$640.20
Vendor Total:				\$640.20
AMAZON BUSINESS				
		100.101.0000.000.2510.610.10000.00.00 0	General Supplies	\$21,844.3
		100.123.0000.000.2130.610.10203.10.00 0	General Supplies	\$13.99
		100.123.0000.100.1000.610.10203.10.00 0	General Supplies	\$35.99
		100.123.0000.100.1000.616.10203.10.00 0	Teacher Supplies	\$86.69
		100.127.0000.100.1000.616.10210.10.00 0	Teacher Supplies	(\$39.98)
		100.128.0000.100.1000.616.10211.10.00 0	Teacher Supplies	\$510.82
		100.133.0000.000.2410.610.10303.10.00 0	General Supplies	\$256.85
		100.133.0000.000.2620.610.10303.10.00 0	General Supplies	\$854.74
		100.133.0000.100.1000.610.10303.10.00 0	General Supplies	\$621.96
		100.161.0000.000.2220.610.10601.32.00 0	General Supplies	\$339.08
		100.161.0000.000.2220.640.10601.32.00 0	Books and Periodicals	\$19.45

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1084

10/09/2025

Fiscal Year: 2025-2026

Vendor Remit Name	Vendor #	Account	Description	Amount
		100.161.0000.000.2410.610.10601.32.00 0	General Supplies	\$162.74
		100.161.0000.000.2620.610.10601.32.00 0	General Supplies	\$91.63
		100.161.0000.100.1000.610.10601.32.00 0	General Supplies	\$2,688.62
		100.161.0000.100.1000.616.10601.32.00 0	Teacher Supplies	\$2,212.98
		100.161.0000.190.1000.640.10601.32.00 0	Books and Periodicals	\$1,864.00
		100.161.0000.196.1000.610.10601.32.00 0	General Supplies	\$33.99
		100.161.0000.383.1000.610.10601.32.00 0	General Supplies	\$72.48
		100.161.0000.920.1000.610.10601.32.00 0	General Supplies	\$26.89
		100.165.0000.000.2620.610.10605.32.00 0	General Supplies	(\$75.99) 144
		100.165.0000.100.1000.610.10605.32.00 0	General Supplies	(\$219.01)
		280.633.0000.000.2100.610.10209.26.00 0	General Supplies	\$518.54
		280.659.0000.100.1000.610.10000.00.00 0	FY18 Grants Budget Loads-TIII-IMM	\$163.09
		290.180.0000.000.3100.610.10000.00.00 0	General Supplies	\$149.88
			Vendor Total:	\$10,411.27
APEX CYBER SYSTEMS		100.101.0000.000.2660.654.10605.30.00 0	Supplies - IT Related <\$999 > 1 year useful life	\$2,259.00
			Vendor Total:	\$2,259.00
AUDIO ENHANCEMENT, INC	99350	360.012.0000.000.4700.734.10601.32.00 0	Technology-Related Hardware	\$14,080.00
			Vendor Total:	\$14,080.00
AUTO & TRUCK ELECTRIC, INC	1382			

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1084

10/09/2025

Fiscal Year: 2025-2026

Vendor Remit Name	Vendor #	Account	Description	Amount
		100.170.0000.000.2730.617.10000.00.00 0	Batt & Antifreeze	\$1,540.00
			Vendor Total:	\$1,540.00
BOUND TREE MEDICAL, LLC		240.300.0000.330.1000.610.10601.32.00 0	General Supplies	\$1,013.92
			Vendor Total:	\$1,013.92
BRADY INDUSTRIES		100.123.0000.000.2620.610.10203.10.00 0	General Supplies	\$500.53
			Vendor Total:	\$500.53
BRYSON SALES & SERVICE	2380	100.170.0000.000.2710.614.10000.00.00 0	Parts	\$3,919.58
			Vendor Total:	\$3,919.58
CMC TIRE		100.170.0000.000.2730.611.10000.00.00 0	Tires/Flooring	\$2,897.92
			Vendor Total:	\$2,897.92
DECKER, INC.	5403	100.135.0000.000.2620.610.10305.31.00 0	General Supplies	\$60.15
			Vendor Total:	\$60.15
DYSLEXIA ON DEMAND		280.639.0000.200.1000.653.10000.00.00 0	Web-based and similar programs	\$1,246.75
			Vendor Total:	\$1,246.75
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
FLYERS ENERGY, LLC	102216			

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1084

10/09/2025

Fiscal Year: 2025-2026

Vendor Remit Name	Vendor #	Account	Description	Amount
		100.170.0000.000.2730.626.10000.00.00 0	Gasoline	\$3,744.93
			Vendor Total:	\$3,744.93
INLAND SUPPLY CO., INC.	10000			
		100.108.0000.000.2620.610.10000.00.00 0	General Supplies	\$303.48
		100.128.0000.000.2620.610.10211.10.00 0	General Supplies	\$283.58
		100.133.0000.000.2620.610.10303.10.00 0	General Supplies	\$1,432.61
		100.134.0000.000.2620.610.10304.20.00 0	General Supplies	\$2,357.14
		100.135.0000.000.2620.610.10305.31.00 0	General Supplies	\$7,236.13
		100.161.0000.000.2620.610.10601.32.00 0	General Supplies	\$38.00
			Vendor Total:	\$11,650.94 ¹⁴⁶
J.W. PEPPER	102488			
		100.161.0000.186.1000.610.10601.32.00 0	General Supplies	\$641.08
			Vendor Total:	\$641.08
LUMOS AND ASSOCIATES, INC	11860			
		100.108.0000.000.4300.340.10208.20.00 0	Other Professional Services	\$312.00
		360.023.0000.000.4300.340.10000.00.00 0	Other Professional Services	\$220.00
			Vendor Total:	\$532.00
LYON COUNTY SHERIFF	P101			
		280.715.0000.000.2600.330.10000.26.00 0	Professional Employee Training & Development Serv	\$16,098.85
			Vendor Total:	\$16,098.85
NAPA AUTO & TRUCK PARTS_99614	99614			
		100.170.0000.000.2710.614.10000.00.00 0	Parts	\$797.04

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1084

10/09/2025

Fiscal Year: 2025-2026

Vendor Remit Name	Vendor #	Account	Description	Amount
NAVIGATE 360, LLC				Vendor Total: \$797.04
		280.633.0000.000.2100.653.10302.26.00 0	Web-based and similar programs	\$2,196.08
OFFICE DEPOT				Vendor Total: \$2,196.08
	15366	100.127.0000.100.1000.610.10210.10.00 0	General Supplies	\$115.22
		100.128.0000.100.1000.610.10211.10.00 0	General Supplies	\$150.09
ORKIN PEST CONTROL				Vendor Total: \$265.31
		230.231.0000.610.2600.400.10000.00.00 0	Purchased Property Services	\$1,002.24
PACIFIC STATES COMMUNICATIONS OF NV, INC				Vendor Total: \$1,002.24
		100.107.0000.000.2580.350.10000.00.00 0	Technical Services	\$2,130.25
PAPE MACHINERY INC				Vendor Total: \$2,130.25
		100.170.0000.000.2710.614.10000.00.00 0	Parts	\$937.47
PAUL CAVIN ARCHITECT LLC				Vendor Total: \$937.47
		100.101.0000.000.4300.340.10601.32.00 0	Other Professional Services	\$1,755.00
		100.101.0000.000.4300.340.10603.32.00 0	Other Professional Services	\$1,440.00
		100.101.0000.000.4300.340.10604.32.00 0	Other Professional Services	\$1,715.00
PEARSON ASSESSMENT				Vendor Total: \$4,910.00

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1084

10/09/2025

Fiscal Year: 2025-2026

Vendor Remit Name	Vendor #	Account	Description	Amount
PROCARE THERAPY		280.639.0000.200.2140.610.10000.00.00 0	General Supplies	\$3,111.68
			Vendor Total:	\$3,111.68
		250.101.0000.200.2160.340.10000.00.00 0	Other Professional Services	\$6,090.54
		280.639.0000.200.2100.340.10000.00.00 0	Other Professional Services	\$4,738.50
			Vendor Total:	\$10,829.04
RENO FORKLIFT	17440	100.170.0000.000.2650.430.10000.00.00 0	Repairs and Maintenance Services	\$6.67
			Vendor Total:	\$6.67
SAFETY-KLEEN SYSTEMS, INC	18119	100.170.0000.000.2710.430.10000.00.00 0	Repairs and Maintenance Services	\$451.14 148
			Vendor Total:	\$451.14
SILVER STATE SIGN LANGUAGE LLC		280.639.0000.200.2100.340.10000.00.00 0	Other Professional Services	\$11,520.00
			Vendor Total:	\$11,520.00
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
SOLIANT HEALTH, LLC		250.101.0000.200.2150.340.10000.00.00 0	Other Professional Services	\$4,510.42
		280.639.0000.200.2100.340.10000.00.00 0	Other Professional Services	\$5,973.75
			Vendor Total:	\$10,484.17
STATE OF NEVADA				

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1084

10/09/2025

Fiscal Year: 2025-2026

Vendor Remit Name	Vendor #	Account	Description	Amount
		703.102.0000.000.2570.810.10000.00.00 0	Dues and Fees	\$1,598.00
			Vendor Total:	\$1,598.00
SUMMIT COMPANIES		100.108.0000.000.2620.430.10201.10.00 0	Repairs and Maintenance Services	\$656.00
			Vendor Total:	\$656.00
THE STEPPING STONES GROUP LLC		250.101.0000.200.2150.340.10000.00.00 0	Other Professional Services	\$1,867.50
			Vendor Total:	\$1,867.50
TRANE U.S. INC		100.108.0000.000.2620.612.10302.20.00 0	Inventoried Supplies/Equipment <\$5000	\$4,004.33
			Vendor Total:	\$4,004.33
TRILOGY EDUCATION CONSULTING		280.639.0000.200.2200.340.10000.00.00 0	Other Professional Services	\$850.00
			Vendor Total:	\$850.00
ULINE	102057	100.108.0000.000.2620.610.10000.00.00 0	General Supplies	\$6,282.10
		100.170.0000.000.2700.610.10000.00.00 0	General Supplies	\$1,687.18
			Vendor Total:	\$7,969.28
VALLEY COLLISION		100.170.0000.000.2710.430.10000.00.00 0	Repairs and Maintenance Services	\$2,514.33
			Vendor Total:	\$2,514.33
VEX ROBOTICS, INC		240.300.0000.381.1000.654.10605.32.00 0	Supplies – IT Related of Lower Value (\$999 or less	\$6,337.85

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1084

10/09/2025

Fiscal Year: 2025-2026

Vendor Remit Name	Vendor #	Account	Description	Amount
		280.912.0000.300.1000.610.10000.00.00 0	General Supplies	\$543.45
			Vendor Total:	\$6,881.30
WALKER LAKE DISPOSAL INC.	102157			
		100.101.0000.000.2610.421.10000.00.00 0	Garbage / Disposal	\$572.00
		100.108.0000.000.2610.421.10000.00.00 0	Garbage / Disposal	\$208.00
			Vendor Total:	\$780.00
WEDCO INC.	22320			
		100.108.0000.000.2620.610.10605.32.00 0	General Supplies	\$72.14
			Vendor Total:	\$72.14
WESTERN NEVADA SUPPLY	22580			
		100.108.0000.000.2620.610.10208.31.00 0	General Supplies	\$195.50 150
			Vendor Total:	\$195.50
WILD ROOTS OCCUPATIONAL THERAPY				
		250.101.0000.200.2160.340.10000.00.00 0	Other Professional Services	\$3,663.00
			Vendor Total:	\$3,663.00
WILD WEST MOTORS, INC	8442			
		100.170.0000.000.2710.614.10000.00.00 0	Parts	\$108.90
			Vendor Total:	\$108.90
			Grand Total:	\$221,729.99

End of Report

LYON COUNTY SCHOOL DISTRICT VOUCHER

Voucher No: 1085

Voucher Date: 10/09/2025

Prepared By: _____

Printed: 11/10/2025 05:31:51 PM

LYON COUNTY SCHOOL DISTRICT is hereby authorized to draw warrants against LYON COUNTY SCHOOL DISTRICT funds for the sum of \$530,735.27 on account of obligations incurred for value received in services and for materials as shown below for period July 1, 2025 to June 30, 2026 (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.

Tom Hendrix President

Dawn Carson Clerk

Elmer Bull Member

Darin Farr Member

Sherry Parsons Member

Bridget Peterson Member

James Whisler Member

LYON COUNTY SCHOOL DISTRICT

Fund		Amount
100	General Fund	\$116,598.61
230	Adult Education	\$201.34
240	State Grants	\$90.31
250	Special Education	\$16,520.40
280	Federal Funds	\$18,656.30
340	Governmental Services Tax (GST)	\$99,818.66
360	Bond Issues	\$278,849.65
		\$530,735.27

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1085

10/09/2025

Fiscal Year: 2025-2026

Vendor Remit Name	Vendor #	Account	Description	Amount
A T & T MONTHLY STATEMENT	99712	100.101.0000.000.2670.533.10210.10.00	Telephone – Land Line phone services	\$599.45
		Check #: 4919		
		100.170.0000.000.2710.533.10000.00.00	Telephone – Land Line phone services	\$495.70
		Check #: 4919		
		230.231.0000.610.2500.533.10000.00.00	Telephone – Land Line phone services	\$176.11
		Check #: 4919		
		Vendor Total:		\$1,271.26
AUTISM PRODUCTS.COM		250.105.0000.200.2319.610.10000.00.00	General Supplies	\$10,541.97
		Check #: 4920		
		Vendor Total:		\$10,541.97
BANKS, IVANA P		100.101.0000.000.2213.560.10000.00.00	Tuition	\$99.00
		Check #: 4921		152
		Vendor Total:		\$99.00
BRIGHT WHITE PAPER CO.	101745	100.127.0000.100.1000.610.10210.10.00	General Supplies	\$898.77
		Check #: 4922		
		Vendor Total:		\$898.77
BUS PARTS WAREHOUSE	2534	100.170.0000.000.2710.614.10000.00.00	Parts	\$767.14
		Check #: 4923		
		Vendor Total:		\$767.14
BUSWEST		100.170.0000.000.2710.614.10000.00.00	Parts	\$1,093.27
		Check #: 4924		
		Vendor Total:		\$1,093.27
CONCENTRA		100.170.0000.000.2710.340.10000.00.00	Other Professional Services	\$1,246.00
		Check #: 4925		
		Vendor Total:		\$1,246.00

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1085

10/09/2025

Fiscal Year: 2025-2026

Vendor Remit Name	Vendor #	Account	Description	Amount
COTTONWOOD LANE LLC		100.101.0000.000.2610.441.10000.00.00 Check #: 4926	Renting Land and Buildings	\$4,244.40
			Vendor Total:	\$4,244.40
DAYTON AUTO PART-NAPA		100.170.0000.000.2710.614.10000.00.00 Check #: 4927	Parts	\$21.58
			Vendor Total:	\$21.58
DUANE MATTICE		280.631.0000.300.2400.580.10000.00.00 Check #: 4928	Travel	\$122.00
			Vendor Total:	\$122.00
E-RATE ELITE SERVICES INC	103130	100.101.0000.000.2320.340.10000.00.00 Check #: 4929	Other Professional Services	\$4,750.00 ¹⁵³
			Vendor Total:	\$4,750.00
HERBST STATION REPAIR, INC		100.170.0000.000.2710.430.10000.00.00 Check #: 4930	Repairs and Maintenance Services	\$860.69
			Vendor Total:	\$860.69
HODGEN, BRENDA		100.170.0000.000.2710.580.10000.00.00 Check #: 4931	Staff Travel	\$47.00
			Vendor Total:	\$47.00
ITEACH US,LLC		100.101.0000.000.2213.560.10000.00.00 Check #: 4932	Tuition	\$4,850.00
			Vendor Total:	\$4,850.00
KIMBALL MIDWEST	96824	100.170.0000.000.2700.610.10000.00.00 Check #: 4933	General Supplies	\$149.21

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1085

10/09/2025

Fiscal Year: 2025-2026

Vendor Remit Name	Vendor #	Account	Description	Amount
Vendor Total:				\$149.21
M.F. BARCELLOS, INC	1560			
		100.170.0000.000.2730.626.10000.00.00	Gasoline	\$1,378.00
		Check #: 4934		
Vendor Total:				\$1,378.00
MCGRAW HILL SCHOOL EDUCATION HOLDINGS	101620			
		100.104.0000.100.1000.641.10000.00.00	Textbooks	\$1,281.65
		Check #: 4935		
Vendor Total:				\$1,281.65
MHS, INC	100972			
		280.639.0000.200.2140.610.10000.00.00	General Supplies	\$875.00
		Check #: 4936		
Vendor Total:				\$875.00
MONTROSE GLASS				154
		340.101.0000.000.2620.430.10601.32.00	Repairs and Maintenance Services	\$32,054.20
		Check #: 4937		
		340.101.0000.000.2620.430.10603.32.00	Repairs and Maintenance Services	\$42,486.18
		Check #: 4937		
		340.101.0000.000.2620.430.10604.32.00	Repairs and Maintenance Services	\$25,278.28
		Check #: 4937		
Vendor Total:				\$99,818.66
MRC SMART TECHNOLOGY				
		240.300.0000.360.1000.650.10601.32.00	Supplies-Information Technology-related	\$90.31
		Check #: 4938		
Vendor Total:				\$90.31
NEVADA DEPT OF MOTOR VEHICLES	14490			
		100.170.0000.000.2710.810.10000.00.00	Dues and Fees	\$57.75
		Check #: 4939		
Vendor Total:				\$57.75
NEVADA DRUG & ALCOHOL TESTING INC	101753			

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1085

10/09/2025

Fiscal Year: 2025-2026

Vendor Remit Name	Vendor #	Account	Description	Amount
		100.170.0000.000.2710.340.10000.00.00 Check #: 4940	Other Professional Services	\$117.00
			Vendor Total:	\$117.00
O'REILLY AUTO PARTS	102278	100.170.0000.000.2710.614.10000.00.00 Check #: 4941	Parts	\$213.07
			Vendor Total:	\$213.07
OZOLINS, ERIC		280.631.0000.300.2213.580.10000.00.00 Check #: 4942	Travel	\$122.00
			Vendor Total:	\$122.00
PACIFIC SHREDDING/PACIFIC STORAGE CO.		100.164.0000.000.2410.421.10604.32.00 Check #: 4943	Garbage / Disposal	\$67.41
				155
			Vendor Total:	\$67.41
PITNEY BOWES INC	98355	100.128.0000.000.2410.531.10211.10.00 Check #: 4944	Postage	\$80.97
			Vendor Total:	\$80.97
PRIMO BRANDS	97540	100.170.0000.000.2700.610.10000.00.00 Check #: 4945	General Supplies	\$377.97
			Vendor Total:	\$377.97
PRINT MANAGEMENT PARTNERS		100.104.0000.100.1000.610.10000.00.00 Check #: 4946	General Supplies	\$1,200.00
		100.104.0000.100.1000.610.10601.32.00 Check #: 4946	General Supplies	\$6,581.25
		100.104.0000.100.1000.610.10602.50.00 Check #: 4946	General Supplies	\$6,581.25

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1085

10/09/2025

Fiscal Year: 2025-2026

Vendor Remit Name	Vendor #	Account	Description	Amount
		100.104.0000.100.1000.610.10604.32.00 Check #: 4946	General Supplies	\$6,581.25
		100.104.0000.100.1000.610.10605.32.00 Check #: 4946	General Supplies	\$6,581.25
			Vendor Total:	\$27,525.00
PRO ED	100494	280.639.0000.200.2140.610.10000.00.00 Check #: 4947	General Supplies	\$1,428.90
			Vendor Total:	\$1,428.90
PURCELL TIRE COMPANY	4916	100.170.0000.000.2710.430.10000.00.00 Check #: 4948	Repairs and Maintenance Services	\$117.65
			Vendor Total:	\$117.65
PURCHASE POWER	16968	100.128.0000.000.2410.531.10211.10.00 Check #: 4949	Postage	\$92.66
		100.163.0000.000.2410.531.10603.32.00 Check #: 4949	Postage	\$125.76
			Vendor Total:	\$218.42
QUADIENT LEASING USA, INC		100.133.0000.000.2410.531.10303.10.00 Check #: 4950	Postage	\$265.50
			Vendor Total:	\$265.50
SCHOOL DATEBOOKS	103098	100.132.0000.100.1000.640.10302.20.00 Check #: 4951	Books and Periodicals	\$3,924.38
		100.133.0000.100.1000.610.10303.10.00 Check #: 4951	General Supplies	\$1,794.00
			Vendor Total:	\$5,718.38
SCHOOL SPECIALTY_103213		100.163.0000.000.2410.610.10603.32.00 Check #: 4952	General Supplies	\$366.00

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1085

10/09/2025

Fiscal Year: 2025-2026

Vendor Remit Name	Vendor #	Account	Description	Amount
SENR WOOLY LLC				Vendor Total: \$366.00
		100.165.0000.100.1000.610.10605.32.00 Check #: 4953	General Supplies	\$199.00
SHRED-IT USA				Vendor Total: \$199.00
		100.125.0000.000.2410.421.10205.10.00 Check #: 4954	Garbage / Disposal	\$184.42
		100.134.0000.000.2410.421.10304.20.00 Check #: 4954	Garbage / Disposal	\$100.00
		100.161.0000.000.2410.430.10601.32.00 Check #: 4954	Repairs and Maintenance Services	\$50.00
		230.231.0000.610.2600.400.10000.00.00 Check #: 4954	Purchased Property Services	\$25.23
SILVER SPRINGS G.I.D				Vendor Total: \$359.65
		100.101.0000.000.2610.411.10000.00.00 Check #: 4955	Water / Sewer	\$2,160.00
SILVER SPRINGS MUTUAL WATER CO 19183				Vendor Total: \$2,160.00
		100.101.0000.000.2620.411.10000.00.00 Check #: 4956	Water / Sewer	\$32,302.37
		100.170.0000.000.2730.411.10000.00.00 Check #: 4956	Water / Sewer	\$110.21
SILVER STATE INDUSTRIES_19209 19209				Vendor Total: \$32,412.58
		100.170.0000.000.2710.550.10000.00.00 Check #: 4957	Printing and Binding	\$1,430.00
SOLIDITY GRAPHICS & DESIGN, LLC				Vendor Total: \$1,430.00
		100.165.0000.000.2620.610.10605.32.00 Check #: 4958	General Supplies	\$1,482.00

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1085

10/09/2025

Fiscal Year: 2025-2026

Vendor Remit Name	Vendor #	Account	Description	Amount
SPANISH SPRINGS CONSTRUCTION, INC		100.165.0000.100.1000.610.10605.32.00	General Supplies	\$3,977.00
		Check #: 4958		
			Vendor Total:	\$5,459.00
		360.012.0000.000.4600.450.10601.32.00	Construction Services	\$171,865.86
		Check #: 4959		
		360.012.0000.000.4600.450.10604.32.00	Construction Services	\$106,983.79
		Check #: 4959		
			Vendor Total:	\$278,849.65
STUDIO 33	103250	100.163.0000.196.1000.610.10603.32.00	General Supplies	\$351.00
		Check #: 4960		
			Vendor Total:	\$351.00
THE PARTS HOUSE	23100	100.170.0000.000.2710.614.10000.00.00	Parts	\$216.87
		Check #: 4961		
			Vendor Total:	\$216.87
TRAINING ROOM INC	98057	100.161.0000.920.1000.610.10601.32.00	General Supplies	\$193.13
		Check #: 4962		
			Vendor Total:	\$193.13
UNIVERSITY OF OREGON		280.709.0000.000.2213.653.10000.25.00	Web-based and similar programs	\$500.00
		Check #: 4963		
			Vendor Total:	\$500.00
VERIZON CONNECT FLEET USA. LLC		100.170.0000.000.2710.534.10000.00.00	Telephone - Cell phone services	\$316.20
		Check #: 4964		
			Vendor Total:	\$316.20
VESTIS		100.132.0000.000.2620.422.10302.20.00	Janitorial / Custodial Services	\$470.00
		Check #: 4965		

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1085

10/09/2025

Fiscal Year: 2025-2026

Vendor Remit Name	Vendor #	Account	Description	Amount
WELLS FARGO VENDOR FINANCIAL SERVICES		100.170.0000.000.2730.619.10000.00.00	Uniforms	\$2,083.98
		Check #: 4965		
		Vendor Total:	\$2,553.98	
WESTERN GOVERNORS UNIVERSITY		100.135.0000.000.2410.442.10305.31.00	Rental of Equipment and Vehicles	\$156.99
		Check #: 4966		
		Vendor Total:	\$156.99	
WESTERN PSYCHOLOGICAL SERVCIE	22589	100.101.0000.000.2213.560.10000.00.00	Tuition	\$200.00
		Check #: 4967		
		Vendor Total:	\$200.00	
WESTERN STATES FIRE PROTECTION		250.105.0000.200.2140.612.10000.00.00	Inventoried Supplies/Equipment <\$5000	\$5,890.00
		Check #: 4968		159
		280.639.0000.200.2140.610.10000.00.00	General Supplies	\$1,233.40
		Check #: 4968		
		280.665.0000.210.2140.612.10000.00.00	Inventoried Supplies/Equipment <\$5000	\$14,375.00
Check #: 4968				
Vendor Total:	\$21,498.40			
XEROX CORPORATION		100.108.0000.000.2620.430.10209.10.00	Repairs and Maintenance Services	\$768.50
		Check #: 4969		
		Vendor Total:	\$768.50	
XEROX CORPORATION		100.000.0000.000.0000.000.10000.00.42	Accounts Payable.	\$7,872.92
		Check #: 4970		
		100.132.0000.000.2410.550.10302.20.00	Printing and Binding	\$1,015.92
		Check #: 4970		
		100.135.0000.000.2410.442.10305.31.00	Rental of Equipment and Vehicles	\$1,153.25
Check #: 4970				
XEROX CORPORATION		100.135.0000.100.1000.430.10305.31.00	Repairs and Maintenance Services	\$356.72
		Check #: 4970		

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1085

10/09/2025

Fiscal Year: 2025-2026

Vendor Remit Name	Vendor #	Account	Description	Amount
		100.164.0000.000.2410.442.10604.32.00 Check #: 4970	Rental of Equipment and Vehicles	\$579.16
		100.164.0000.100.1000.550.10604.32.00 Check #: 4970	Printing and Binding	\$850.42
		100.170.0000.000.2710.550.10000.00.00 Check #: 4970	Printing and Binding	\$89.38
			Vendor Total:	\$11,917.77
XEROX FINANCIAL SERVICES		100.107.0000.000.2580.442.10000.00.00 Check #: 4971	Rental of Equipment and Vehicles	\$22.19
		250.105.0000.200.2319.430.10000.00.00 Check #: 4971	Repairs and Maintenance Services	\$70.82
		250.105.0000.200.2319.442.10000.00.00 Check #: 4971	Rental of Equipment and Vehicles	\$17.61
			Vendor Total:	\$110.620
			Grand Total:	\$530,735.27

End of Report

LYON COUNTY SCHOOL DISTRICT VOUCHER

Voucher No: 1098

Voucher Date: 10/16/2025

Prepared By: _____

Printed: 11/10/2025 05:32:37 PM

LYON COUNTY SCHOOL DISTRICT is hereby authorized to draw warrants against LYON COUNTY SCHOOL DISTRICT funds for the sum of \$372,095.45 on account of obligations incurred for value received in services and for materials as shown below for period July 1, 2025 to June 30, 2026 (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.

Tom Hendrix

President

Dawn Carson

Clerk

Elmer Bull

Member

Darin Farr

Member

Sherry Parsons

Member

Bridget Peterson

Member

James Whisler

Member

LYON COUNTY SCHOOL DISTRICT

Fund		Amount
100	General Fund	\$78,153.90
280	Federal Funds	\$2,428.67
360	Bond Issues	\$228,761.18
703	Workers Compensation	\$62,751.70
		\$372,095.45

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1098

10/16/2025

Fiscal Year: 2025-2026

Vendor Remit Name	Vendor #	Account	Description	Amount
AGC EDUCATION				
		100.123.0000.000.2410.652.10203.10.00 0	Inventoried Supplies/Equipment – IT Related <\$5000	\$3,985.00
			Vendor Total:	\$3,985.00
AIR FILTER SALES AND SERVICE				
	98789	100.126.0000.000.2620.610.10206.10.00 0	General Supplies	\$542.65
			Vendor Total:	\$542.65
AMAZON BUSINESS				
		100.121.0000.000.2130.610.10201.10.00 0	General Supplies	\$37.33
		100.121.0000.100.1000.616.10201.10.00 0	Teacher Supplies	\$181.11
		100.122.0000.100.1000.610.10202.10.00 0	General Supplies	\$119.55
		100.122.0000.100.1000.616.10202.10.00 0	Teacher Supplies	\$479.90 ¹⁶²
		100.126.0000.000.2410.610.10206.10.00 0	General Supplies	\$299.57
		100.126.0000.100.1000.610.10206.10.00 0	General Supplies	\$493.85
		100.127.0000.000.2130.610.10210.10.00 0	General Supplies	\$174.52
		100.127.0000.100.1000.610.10210.10.00 0	General Supplies	\$73.85
		100.127.0000.100.1000.616.10210.10.00 0	Teacher Supplies	\$237.52
		100.128.0000.000.2120.640.10211.10.00 0	Books and Periodicals	\$386.25
		100.128.0000.100.1000.610.10211.10.00 0	General Supplies	\$1,311.07
		100.128.0000.100.1000.616.10211.10.00 0	Teacher Supplies	\$167.13
		100.128.0000.100.1000.650.10211.10.00 0	Supplies–Information Technology–related	\$445.39

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1098

10/16/2025

Fiscal Year: 2025-2026

Vendor Remit Name	Vendor #	Account	Description	Amount
		100.129.0000.100.1000.610.10209.10.00 0	General Supplies	\$34.90
		100.129.0000.100.1000.616.10209.10.00 0	Teacher Supplies	\$724.15
		100.133.0000.000.2410.610.10303.10.00 0	General Supplies	\$12.89
		100.136.0000.100.1000.610.10208.31.00 0	General Supplies	\$1,351.04
		100.162.0000.000.2130.610.10602.50.00 0	General Supplies	\$10.65
		100.162.0000.000.2410.610.10602.50.00 0	General Supplies	\$828.25
		100.162.0000.000.2620.610.10602.50.00 0	General Supplies	\$635.99
		100.162.0000.170.1000.610.10602.50.00 0	General Supplies	\$1,537.70
		100.164.0000.100.1000.616.10604.32.00 0	Teacher Supplies	\$357.33
		100.164.0000.194.1000.610.10604.32.00 0	General Supplies	\$69.00
		280.650.0000.100.1000.610.10000.26.00 0	General Supplies	\$99.99
			Vendor Total:	\$10,068.93
AUDIO ENHANCEMENT, INC	99350	360.012.0000.000.4700.734.10206.10.00 0	Technology-Related Hardware	\$2,995.00
		360.012.0000.000.4700.734.10601.32.00 0	Technology-Related Hardware	\$166,970.00
		360.012.0000.000.4700.734.10604.32.00 0	Technology-Related Hardware	\$58,796.18
			Vendor Total:	\$228,761.18
BSN SPORTS		100.101.0000.920.1000.730.10605.32.00 0	Equipment	\$6,715.00
			Vendor Total:	\$6,715.00
CAPITAL CITY AUTO PARTS	102852			

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1098

10/16/2025

Fiscal Year: 2025-2026

Vendor Remit Name	Vendor #	Account	Description	Amount
CCMSI		100.170.0000.000.2710.614.10000.00.00 0	Parts	\$576.55
			Vendor Total:	\$576.55
		703.102.0000.000.2570.270.10000.00.00 0	Workers" Compensation	\$56,061.70
		703.102.0000.000.2570.340.10000.00.00 0	Other Professional Services	\$6,690.00
			Vendor Total:	\$62,751.70
CDW, LLC	100170	100.161.0000.100.1000.651.10601.32.00 0	Supplies – Technology – Software	\$450.00
			Vendor Total:	\$450.00
FRONTIER		100.162.0000.000.2410.533.10602.50.00 0	Telephone – Land Line phone services	\$1,714.13 ₁₆₄
			Vendor Total:	\$1,714.13
GOVCONNECTION, INC	8584	100.101.0000.000.2320.651.10000.00.00 0	Supplies – Technology – Software	\$12,055.00
			Vendor Total:	\$12,055.00
INLAND SUPPLY CO., INC.	10000	100.133.0000.000.2620.610.10303.10.00 0	General Supplies	\$424.62
			Vendor Total:	\$424.62
LUMOS AND ASSOCIATES, INC	11860	100.108.0000.000.4300.340.10601.32.00 0	Other Professional Services	\$4,877.25
		100.108.0000.000.4300.340.10603.32.00 0	Other Professional Services	\$0.00
		100.108.0000.000.4300.340.10604.32.00 0	Other Professional Services	\$2,361.25
			Vendor Total:	\$7,238.50
NAVIGATE 360, LLC				

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1098

10/16/2025

Fiscal Year: 2025-2026

Vendor Remit Name	Vendor #	Account	Description	Amount
		280.633.0000.000.2100.653.10203.26.00 0	Web-based and similar programs	\$2,328.68
			Vendor Total:	\$2,328.68
ROUND UP CREATIONS LLC	17901			
		100.104.0000.000.2210.610.10000.00.00 0	General Supplies	\$430.99
			Vendor Total:	\$430.99
SILVA, SCEIRINI & ASSOCIATES, LLC				
		100.101.0000.000.2510.340.10000.00.00 0	Other Professional Services	\$11,000.00
			Vendor Total:	\$11,000.00
WALKER LAKE DISPOSAL INC.	102157			
		100.101.0000.000.2610.421.10000.00.00 0	Garbage / Disposal	\$572.00
			Vendor Total:	\$572.00
WEDCO INC.	22320			
		100.108.0000.000.2620.610.10208.31.00 0	General Supplies	\$297.59
			Vendor Total:	\$297.59
WESTERN NEVADA SUPPLY	22580			
		100.108.0000.000.2620.610.10302.20.00 0	General Supplies	\$2,991.90
		100.108.0000.000.2620.610.10604.32.00 0	General Supplies	\$18,574.70
		100.135.0000.000.2620.610.10305.31.00 0	General Supplies	\$539.40
		100.161.0000.000.2620.610.10601.32.00 0	General Supplies	\$76.93
			Vendor Total:	\$22,182.93
			Grand Total:	\$372,095.45

End of Report

LYON COUNTY SCHOOL DISTRICT VOUCHER

Voucher No: 1099

Voucher Date: 10/16/2025

Prepared By: _____

Printed: 11/10/2025 05:33:25 PM

LYON COUNTY SCHOOL DISTRICT is hereby authorized to draw warrants against LYON COUNTY SCHOOL DISTRICT funds for the sum of \$27,443.72 on account of obligations incurred for value received in services and for materials as shown below for period July 1, 2025 to June 30, 2026 (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.

Tom Hendrix President

Dawn Carson Clerk

Elmer Bull Member

Darin Farr Member

Sherry Parsons Member

Bridget Peterson Member

James Whisler Member

LYON COUNTY SCHOOL DISTRICT

Fund		Amount
100	General Fund	\$10,499.81
230	Adult Education	\$140.46
240	State Grants	\$4,872.00
250	Special Education	\$10,500.00
290	Food Service Funds	\$1,431.45
		\$27,443.72

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1099

10/16/2025

Fiscal Year: 2025-2026

Vendor Remit Name	Vendor #	Account	Description	Amount
A T & T LONG DISTANCE	18214	100.101.0000.000.2510.533.10000.00.00 Check #: 4972	Telephone – Land Line phone services	\$120.45
			Vendor Total:	\$120.45
A T & T MONTHLY STATEMENT	99712	100.101.0000.000.2670.533.10209.10.00 Check #: 4973	Telephone – Land Line phone services	\$1,766.15
			Vendor Total:	\$1,766.15
ADAMS ESQ. A PROFESSIONAL CORPORATION		250.105.0000.200.2318.820.10000.00.00 Check #: 4974	Judgments Against the School District	\$10,500.00
			Vendor Total:	\$10,500.00
BATAVIA MACHINERY INC		240.300.0000.310.1000.612.10603.32.00 Check #: 4975	Inventoried Supplies/Equipment <\$5000	\$4,872.00
			Vendor Total:	\$4,872.00
CINTAS CORP		100.135.0000.000.2620.430.10305.31.00 Check #: 4976	Repairs and Maintenance Services	\$440.56
		100.161.0000.000.2620.430.10601.32.00 Check #: 4976	Repairs and Maintenance Services	\$195.80
			Vendor Total:	\$636.36
CLEARLY IP, INC		100.107.0000.000.2580.533.10000.00.00 Check #: 4977	Telephone – Land Line phone services	\$46.76
		100.121.0000.000.2410.533.10201.10.00 Check #: 4977	Telephone – Land Line phone services	\$46.82
		100.122.0000.000.2410.533.10202.10.00 Check #: 4977	Telephone – Land Line phone services	\$46.82
		100.123.0000.000.2410.533.10203.10.00 Check #: 4977	Telephone – Land Line phone services	\$46.82

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1099

10/16/2025

Fiscal Year: 2025-2026

Vendor Remit Name	Vendor #	Account	Description	Amount
		100.125.0000.000.2410.533.10205.10.00 Check #: 4977	Telephone – Land Line phone services	\$46.82
		100.126.0000.000.2410.533.10206.10.00 Check #: 4977	Telephone – Land Line phone services	\$46.82
		100.127.0000.000.2410.533.10210.10.00 Check #: 4977	Telephone – Land Line phone services	\$46.82
		100.128.0000.000.2410.533.10211.10.00 Check #: 4977	Telephone – Land Line phone services	\$46.82
		100.129.0000.000.2410.533.10209.10.00 Check #: 4977	Telephone – Land Line phone services	\$46.82
		100.132.0000.000.2410.533.10302.20.00 Check #: 4977	Telephone – Land Line phone services	\$46.82
		100.133.0000.000.2410.533.10303.10.00 Check #: 4977	Telephone – Land Line phone services	\$46.82
		100.134.0000.000.2410.533.10304.20.00 Check #: 4977	Telephone – Land Line phone services	\$46.82
		100.135.0000.000.2410.533.10305.31.00 Check #: 4977	Telephone – Land Line phone services	\$46.82
		100.136.0000.000.2410.533.10208.31.00 Check #: 4977	Telephone – Land Line phone services	\$46.82
		100.161.0000.000.2410.533.10601.32.00 Check #: 4977	Telephone – Land Line phone services	\$46.82
		100.162.0000.000.2410.533.10602.50.00 Check #: 4977	Telephone – Land Line phone services	\$46.82
		100.163.0000.000.2410.533.10603.32.00 Check #: 4977	Telephone – Land Line phone services	\$46.82
		100.164.0000.000.2410.533.10604.32.00 Check #: 4977	Telephone – Land Line phone services	\$46.82
		100.165.0000.000.2410.533.10605.32.00 Check #: 4977	Telephone – Land Line phone services	\$46.82
		100.170.0000.000.2710.533.10000.00.00 Check #: 4977	Telephone – Land Line phone services	\$46.82
		230.231.0000.610.2500.533.10000.00.00 Check #: 4977	Telephone – Land Line phone services	\$140.46

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1099

10/16/2025

Fiscal Year: 2025-2026

Vendor Remit Name	Vendor #	Account	Description	Amount
Vendor Total:				\$1,076.80
D & S WASTE REMOVAL, INC	4960	100.101.0000.000.2610.421.10000.00.00 Check #: 4978	Garbage / Disposal	\$3,922.93
		100.107.0000.000.2580.421.10000.00.00 Check #: 4978	Garbage / Disposal	\$258.99
		100.170.0000.000.2730.421.10000.00.00 Check #: 4978	Garbage / Disposal	\$258.99
		290.182.0000.000.3100.421.10000.00.00 Check #: 4978	Garbage / Disposal	\$1,317.48
Vendor Total:				\$5,758.39
FRANKLIN COVEY		100.000.0000.000.0000.000.10000.00.42 Check #: 4979	Accounts Payable.	\$769.11
Vendor Total:				\$769.11
KIMMY ROSEBERRY		100.162.0000.000.2410.610.10602.50.00 Check #: 4980	General Supplies	\$800.00
Vendor Total:				\$800.00
STATE OF NEVADA-DIV. OF WATER RESOURCES		100.108.0000.000.2620.810.10000.00.00 Check #: 4981	Dues and Fees	\$120.00
Vendor Total:				\$120.00
STUDIO 33	103250	100.162.0000.000.2410.610.10602.50.00 Check #: 4982	General Supplies	\$105.00
Vendor Total:				\$105.00
SUBSCRIPTION SERVICES OF AMERICA	99199	100.161.0000.000.2220.640.10601.32.00 Check #: 4983	Books and Periodicals	\$691.52
Vendor Total:				\$691.52

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1099 10/16/2025

Fiscal Year: 2025-2026

Vendor Remit Name	Vendor #	Account	Description	Amount
XEROX CORPORATION				
		100.104.0000.000.2210.430.10000.00.00	Repairs and Maintenance Services	\$73.94
		Check #: 4984		
		100.104.0000.000.2210.442.10000.00.00	Rental of Equipment and Vehicles	\$40.03
		Check #: 4984		
		290.180.0000.000.3100.430.10000.00.00	Repairs and Maintenance Services	\$73.94
		Check #: 4984		
		290.180.0000.000.3100.442.10000.00.00	Rental of Equipment and Vehicles	\$40.03
		Check #: 4984		
Vendor Total:				\$227.94
Grand Total:				\$27,443.72

End of Report

LYON COUNTY SCHOOL DISTRICT VOUCHER

Voucher No: 1102

Voucher Date: 10/23/2025

Prepared By: _____

Printed: 11/10/2025 05:34:07 PM

LYON COUNTY SCHOOL DISTRICT is hereby authorized to draw warrants against LYON COUNTY SCHOOL DISTRICT funds for the sum of \$473,219.63 on account of obligations incurred for value received in services and for materials as shown below for period July 1, 2025 to June 30, 2026 (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.

Tom Hendrix	President
-------------	-----------

Dawn Carson	Clerk
-------------	-------

Elmer Bull	Member
------------	--------

Darin Farr	Member
------------	--------

Sherry Parsons	Member
----------------	--------

Bridget Peterson	Member
------------------	--------

James Whisler	Member
---------------	--------

LYON COUNTY SCHOOL DISTRICT

Fund		Amount
100	General Fund	\$216,140.14
240	State Grants	\$1,276.83
250	Special Education	\$72,501.60
280	Federal Funds	\$28,998.43
290	Food Service Funds	\$162.13
340	Governmental Services Tax (GST)	\$154,140.50
		\$473,219.63

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1102

10/23/2025

Fiscal Year: 2025-2026

Vendor Remit Name	Vendor #	Account	Description	Amount
AMAZON BUSINESS				
		100.101.0000.000.2510.610.10000.00.00 0	General Supplies	\$462.69
		100.122.0000.000.2130.610.10202.10.00 0	General Supplies	\$7.80
		100.122.0000.000.2410.610.10202.10.00 0	General Supplies	\$268.34
		100.122.0000.000.2620.610.10202.10.00 0	General Supplies	\$345.95
		100.122.0000.100.1000.610.10202.10.00 0	General Supplies	\$418.57
		100.122.0000.100.1000.616.10202.10.00 0	Teacher Supplies	\$157.92
		100.123.0000.000.2120.610.10203.10.00 0	General Supplies	\$15.37
		100.123.0000.000.2130.610.10203.10.00 0	General Supplies	\$134.52
		100.123.0000.000.2220.610.10203.10.00 0	General Supplies	\$392.65 ¹⁷²
		100.123.0000.000.2220.640.10203.10.00 0	Books and Periodicals	\$371.79
		100.123.0000.000.2410.610.10203.10.00 0	General Supplies	\$11.99
		100.123.0000.100.1000.610.10203.10.00 0	General Supplies	\$49.90
		100.123.0000.100.1000.616.10203.10.00 0	Teacher Supplies	\$303.35
		100.123.0000.103.1000.610.10203.10.00 0	General Supplies	\$11.98
		100.123.0000.130.1000.610.10203.10.00 0	General Supplies	\$177.64
		100.125.0000.000.2130.610.10205.10.00 0	General Supplies	\$243.42
		100.125.0000.000.2410.610.10205.10.00 0	General Supplies	\$91.66
		100.125.0000.000.2620.610.10205.10.00 0	General Supplies	\$690.43

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1102

10/23/2025

Fiscal Year: 2025-2026

Vendor Remit Name	Vendor #	Account	Description	Amount
		100.125.0000.100.1000.610.10205.10.00 0	General Supplies	\$28.87
		100.126.0000.100.1000.610.10206.10.00 0	General Supplies	\$828.54
		100.128.0000.000.2575.610.10211.10.00 0	General Supplies	\$132.51
		100.128.0000.100.1000.610.10211.10.00 0	General Supplies	\$21.99
		100.129.0000.000.2230.650.10209.10.00 0	Supplies-Information Technology-related	\$7.99
		100.129.0000.000.2620.610.10209.10.00 0	General Supplies	\$24.07
		100.129.0000.100.1000.616.10209.10.00 0	Teacher Supplies	\$454.48
		100.132.0000.000.2120.610.10302.20.00 0	General Supplies	\$184.90
		100.132.0000.000.2620.430.10302.20.00 0	Repairs and Maintenance Services	\$94.18
		100.133.0000.000.2410.610.10303.10.00 0	General Supplies	\$83.92
		100.133.0000.000.2620.610.10303.10.00 0	General Supplies	\$37.99
		100.133.0000.100.1000.610.10303.10.00 0	General Supplies	\$285.22
		100.134.0000.100.1000.616.10304.20.00 0	Teacher Supplies	\$12.97
		100.135.0000.000.2410.610.10305.31.00 0	General Supplies	\$79.96
		100.135.0000.000.2620.610.10305.31.00 0	General Supplies	\$30.98
		100.135.0000.100.1000.610.10305.31.00 0	General Supplies	\$667.44
		100.135.0000.100.1000.616.10305.31.00 0	Teacher Supplies	\$382.19
		100.136.0000.000.2410.610.10208.31.00 0	General Supplies	\$576.96
		100.136.0000.100.1000.610.10208.31.00 0	General Supplies	\$2,793.95

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1102

10/23/2025

Fiscal Year: 2025-2026

Vendor Remit Name	Vendor #	Account	Description	Amount
		100.161.0000.000.2220.640.10601.32.00 0	Books and Periodicals	\$64.88
		100.161.0000.000.2410.430.10601.32.00 0	Repairs and Maintenance Services	\$112.97
		100.161.0000.000.2410.610.10601.32.00 0	General Supplies	\$24.71
		100.161.0000.000.2575.610.10601.32.00 0	General Supplies	\$159.14
		100.161.0000.000.2620.610.10601.32.00 0	General Supplies	\$58.98
		100.161.0000.100.1000.610.10601.32.00 0	General Supplies	\$214.33
		100.161.0000.100.1000.616.10601.32.00 0	Teacher Supplies	\$549.25
		100.161.0000.383.1000.610.10601.32.00 0	General Supplies	\$648.04
		100.162.0000.000.2100.610.10602.50.00 0	General Supplies	\$115.68
		100.162.0000.000.2410.610.10602.50.00 0	General Supplies	\$991.16
		100.162.0000.100.1000.616.10602.50.00 0	Teacher Supplies	\$41.98
		100.164.0000.100.1000.610.10604.32.00 0	General Supplies	\$8.54
		100.164.0000.100.1000.616.10604.32.00 0	Teacher Supplies	(\$79.27)
		100.164.0000.192.1000.610.10604.32.00 0	General Supplies	\$497.36
		100.170.0000.000.2700.610.10000.00.00 0	General Supplies	\$45.37
		100.170.0000.000.2710.610.10000.00.00 0	General Supplies	\$1,575.25
		240.300.0000.310.1000.610.10601.32.00 0	General Supplies	\$1,198.86
		240.300.0000.320.1000.610.10604.32.00 0	General Supplies	\$33.99
		240.300.0000.370.1000.610.10601.32.00 0	General Supplies	\$43.98

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1102

10/23/2025

Fiscal Year: 2025-2026

Vendor Remit Name	Vendor #	Account	Description	Amount
		280.629.0000.100.1000.610.10000.26.00 0	General Supplies	\$40.63
		280.633.0000.000.2100.610.10202.26.00 0	General Supplies	\$962.50
		280.633.0000.000.2100.610.10601.26.00 0	General Supplies	\$2,424.50
		280.634.0000.300.1000.610.10305.20.00 0	General Supplies	\$2,667.37
		280.688.0000.000.2100.610.10000.00.00 0	General Supplies	\$579.10
		280.709.0000.000.2213.610.10000.26.00 0	General Supplies	\$175.48
		280.709.0000.000.2213.640.10000.26.00 0	Books and Periodicals	\$372.41
		290.180.0000.000.3100.610.10000.00.00 0	General Supplies	\$162.13
			Vendor Total:	\$24,574.475
AMAZON BUSINESS		100.127.0000.000.2100.610.10210.10.00 0	General Supplies	\$107.54
		100.127.0000.000.2130.610.10210.10.00 0	General Supplies	\$8.70
			Vendor Total:	\$116.24
APEX CYBER SYSTEMS		100.101.0000.000.2660.430.10208.31.00 0	Repairs and Maintenance Services	\$625.00
		100.101.0000.000.2660.654.10303.10.00 0	Supplies - IT Related <\$999 > 1 year useful life	\$6,733.93
		100.101.0000.000.2660.654.10304.20.00 0	Supplies - IT Related <\$999 > 1 year useful life	\$3,199.00
		100.101.0000.000.2660.654.10603.32.00 0	Supplies - IT Related <\$999 > 1 year useful life	\$4,669.00
			Vendor Total:	\$15,226.93
BRADY INDUSTRIES				

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1102

10/23/2025

Fiscal Year: 2025-2026

Vendor Remit Name	Vendor #	Account	Description	Amount
		100.136.0000.000.2620.610.10208.31.00 0	General Supplies	\$5,309.86
			Vendor Total:	\$5,309.86
CAPITAL CITY AUTO PARTS	102852			
		100.170.0000.000.2710.614.10000.00.00 0	Parts	\$281.78
			Vendor Total:	\$281.78
CENGAGE LEARNING	100780			
		100.136.0000.100.1000.610.10208.31.00 0	General Supplies	\$448.00
			Vendor Total:	\$448.00
FRONTIER				
		100.132.0000.000.2410.533.10302.20.00 0	Telephone – Land Line phone services	\$246.80
		100.163.0000.000.2410.533.10603.32.00 0	Telephone – Land Line phone services	\$288.75 176
			Vendor Total:	\$535.55
INLAND SUPPLY CO., INC.	10000			
		100.126.0000.000.2620.610.10206.10.00 0	General Supplies	\$167.04
		100.127.0000.000.2620.610.10210.10.00 0	General Supplies	\$1,414.45
		100.135.0000.000.2620.610.10305.31.00 0	General Supplies	\$86.40
			Vendor Total:	\$1,667.89
J.W. PEPPER	102488			
		100.163.0000.196.1000.610.10603.32.00 0	General Supplies	\$75.00
			Vendor Total:	\$75.00
JIM MENESINI PETROLEUM				
		100.170.0000.000.2730.626.10000.00.00 0	Gasoline	\$27,702.66
			Vendor Total:	\$27,702.66
LUMOS AND ASSOCIATES, INC	11860			

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1102

10/23/2025

Fiscal Year: 2025-2026

Vendor Remit Name	Vendor #	Account	Description	Amount
		100.101.0000.000.4300.340.10000.00.00 0	Other Professional Services	\$3,819.90
		100.101.0000.000.4300.340.10202.10.00 0	Other Professional Services	\$1,273.30
		100.101.0000.000.4300.340.10206.10.00 0	Other Professional Services	\$2,546.60
		100.101.0000.000.4300.340.10208.31.00 0	Other Professional Services	\$1,273.30
		100.101.0000.000.4300.340.10209.10.00 0	Other Professional Services	\$1,273.30
		100.101.0000.000.4300.340.10303.10.00 0	Other Professional Services	\$2,546.60
		100.101.0000.000.4300.340.10304.31.00 0	Other Professional Services	\$2,546.60
			Vendor Total:	\$15,279.60
LYON COUNTY SHERIFF	P101	100.101.0000.000.2660.340.10000.00.00 0	Other Professional Services	\$22,526.50
			Vendor Total:	\$22,526.50
MATTA, SAGE		280.639.0000.200.2160.340.10000.00.00 0	Other Professional Services	\$9,873.50
			Vendor Total:	\$9,873.50
NNFOA	13587	100.101.0000.920.1000.340.10601.32.00 0	Other Professional Services	\$4,539.40
		100.101.0000.920.1000.340.10603.32.00 0	Other Professional Services	\$2,637.20
		100.101.0000.920.1000.340.10604.32.00 0	Other Professional Services	\$4,647.40
		100.101.0000.920.1000.340.10605.32.00 0	Other Professional Services	\$3,391.00
			Vendor Total:	\$15,215.00
OASIS ONLINE		100.107.0000.000.2580.352.10000.00.00 0	Other Technical Services	\$19,719.40

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1102

10/23/2025

Fiscal Year: 2025-2026

Vendor Remit Name	Vendor #	Account	Description	Amount
Vendor Total:				\$19,719.40
PETERBILT TRUCK PARTS & EQUIPMENT LLC	21060	100.170.0000.000.2710.614.10000.00.00 0	Parts	\$9,218.39
Vendor Total:				\$9,218.39
PLAYLEARN		250.105.0000.200.2230.734.10000.00.00 0	Technology-Related Hardware	\$8,500.00
Vendor Total:				\$8,500.00
PRESENCE LEARNING, INC		250.101.0000.200.2150.340.10000.00.00 0	Other Professional Services	\$64,001.60
Vendor Total:				\$64,001.60
SOLIANT HEALTH, LLC		280.639.0000.200.2150.340.10000.00.00 0	Other Professional Services	\$6,618.94 ¹⁷⁸
Vendor Total:				\$6,618.94
STAPLES ADVANTAGE	99736	100.101.0000.000.2510.610.10000.00.00 0	General Supplies	\$1,608.52
Vendor Total:				\$1,608.52
SUMMIT COMPANIES		100.108.0000.000.2670.490.10203.10.00 0	Other Purchased Property Services	\$882.00
Vendor Total:				\$882.00
TAHOE FENCE CO., INC	101980	100.108.0000.000.2620.430.10602.50.00 0	Repairs and Maintenance Services	\$7,254.00
Vendor Total:				\$7,254.00
TAHOE SUPPLY CO.	11238	100.123.0000.000.2620.610.10203.10.00 0	General Supplies	\$538.47

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1102

10/23/2025

Fiscal Year: 2025-2026

Vendor Remit Name	Vendor #	Account	Description	Amount
TIMECLOCK PLUS, LLC				Vendor Total: \$538.47
		100.101.0000.000.2510.651.10000.00.00 0	Supplies - Technology - Software	\$55,315.24
TRANE U.S. INC				Vendor Total: \$55,315.24
		340.101.0000.000.4700.450.10203.10.00 0	Construction Services	\$60,000.00
		340.101.0000.000.4700.450.10210.10.00 0	Construction Services	\$43,691.35
		340.101.0000.000.4700.450.10305.31.00 0	Construction Services	\$50,449.15
VARITRONICS, LLC				Vendor Total: \$154,140.50
		280.633.0000.000.3300.610.10605.26.00 0	General Supplies	\$285.00 179
		280.633.0000.000.3300.652.10605.26.00 0	Inventoried Supplies/Equipment - IT Related <\$5000	\$4,999.00
WALKER LAKE DISPOSAL INC.				Vendor Total: \$5,284.00
102157		100.101.0000.000.2610.421.10000.00.00 0	Garbage / Disposal	\$572.00
WILLIAM V. MACGILL & CO.				Vendor Total: \$572.00
22793		100.126.0000.100.1000.610.10206.10.00 0	General Supplies	\$239.00
		100.136.0000.000.2130.610.10208.31.00 0	General Supplies	\$494.66
				Vendor Total: \$733.66
				Grand Total: \$473,219.63

End of Report

LYON COUNTY SCHOOL DISTRICT VOUCHER

Voucher No: 1103

Voucher Date: 10/23/2025

Prepared By: _____

Printed: 11/10/2025 05:34:46 PM

LYON COUNTY SCHOOL DISTRICT is hereby authorized to draw warrants against LYON COUNTY SCHOOL DISTRICT funds for the sum of \$53,181.88 on account of obligations incurred for value received in services and for materials as shown below for period July 1, 2025 to June 30, 2026 (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.

Tom Hendrix	President
-------------	-----------

Dawn Carson	Clerk
-------------	-------

Elmer Bull	Member
------------	--------

Darin Farr	Member
------------	--------

Sherry Parsons	Member
----------------	--------

Bridget Peterson	Member
------------------	--------

James Whisler	Member
---------------	--------

LYON COUNTY SCHOOL DISTRICT

Fund		Amount
100	General Fund	\$46,856.85
250	Special Education	\$927.56
280	Federal Funds	\$5,255.65
290	Food Service Funds	\$141.82
		\$53,181.88

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1103

10/23/2025

Fiscal Year: 2025-2026

Vendor Remit Name	Vendor #	Account	Description	Amount
A T & T MONTHLY STATEMENT	99712	100.101.0000.000.2670.533.10203.10.00	Telephone – Land Line phone services	\$431.97
		Check #: 4985		
		100.101.0000.000.2670.533.10205.10.00	Telephone – Land Line phone services	\$1,373.09
		Check #: 4985		
		100.101.0000.000.2670.533.10303.10.00	Telephone – Land Line phone services	\$715.97
		Check #: 4985		
			Vendor Total:	\$2,521.03
CAREERSAFE		280.912.0000.300.1000.340.10000.00.00	Other Professional Services	\$4,480.00
		Check #: 4986		
			Vendor Total:	\$4,480.00
CINTAS CORP		100.135.0000.000.2620.430.10305.31.00	Repairs and Maintenance Services	\$220.28
		Check #: 4987		181
		100.161.0000.000.2620.430.10601.32.00	Repairs and Maintenance Services	\$195.80
		Check #: 4987		
			Vendor Total:	\$416.08
FERNLEY HIGH SCHOOL		280.688.0000.000.2100.610.10000.00.00	General Supplies	\$70.00
		Check #: 4988		
			Vendor Total:	\$70.00
GEARY PACIFIC SUPPLY		100.108.0000.000.2620.610.10303.10.00	General Supplies	\$312.23
		Check #: 4989		
			Vendor Total:	\$312.23
HIGH SIERRA ELEVATOR INSPECTIONS		100.108.0000.000.2620.430.10302.20.00	Repairs and Maintenance Services	\$500.25
		Check #: 4990		
			Vendor Total:	\$500.25
KIMBALL MIDWEST	96824			

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1103

10/23/2025

Fiscal Year: 2025-2026

Vendor Remit Name	Vendor #	Account	Description	Amount
		100.170.0000.000.2700.610.10000.00.00 Check #: 4991	General Supplies	\$545.98
			Vendor Total:	\$545.98
L/P INSURANCE SERVICES, LLC		100.102.0000.000.2570.340.10000.00.00 Check #: 4992	Other Professional Services	\$26,000.00
			Vendor Total:	\$26,000.00
N Z N M E A	98575	100.163.0000.196.1000.610.10603.32.00 Check #: 4993	General Supplies	\$200.00
			Vendor Total:	\$200.00
NATIONAL SCHOOL FORMS		100.136.0000.100.1000.610.10208.31.00 Check #: 4994	General Supplies	\$217.63
			Vendor Total:	\$217.63 ¹⁸²
PITNEY BOWES GLOBAL FINANCIAL	101970	100.161.0000.000.2410.531.10601.32.00 Check #: 4995	Postage	\$500.00
			Vendor Total:	\$500.00
PITNEY BOWES INC	98355	100.135.0000.000.2410.531.10305.31.00 Check #: 4996	Postage	\$91.29
			Vendor Total:	\$91.29
PRECISION VISION INC		100.135.0000.000.2130.610.10305.31.00 Check #: 4997	General Supplies	\$357.13
			Vendor Total:	\$357.13
PRO ED	100494	280.639.0000.200.2140.610.10000.00.00 Check #: 4998	General Supplies	\$59.40
			Vendor Total:	\$59.40

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1103

10/23/2025

Fiscal Year: 2025-2026

Vendor Remit Name	Vendor #	Account	Description	Amount
PURCHASE POWER	16968	100.163.0000.000.2410.531.10603.32.00 Check #: 4999	Postage	\$133.08
			Vendor Total:	\$133.08
QUADIENT POSTAGE FUNDING		100.133.0000.000.2410.531.10303.10.00 Check #: 5000	Postage	\$300.00
			Vendor Total:	\$300.00
REFRIGERATION SUPPLIES DISTRIBUTOR	96586	100.122.0000.000.2620.610.10202.10.00 Check #: 5001	General Supplies	\$250.74
		100.135.0000.000.2620.610.10305.31.00 Check #: 5001	General Supplies	\$2,835.68
		100.136.0000.000.2620.610.10208.31.00 Check #: 5001	General Supplies	\$2,240.00
			Vendor Total:	\$5,326.42
SCHOLASTIC CLASSROOM MAGAZINES	102740	280.633.0000.100.1000.640.10602.26.00 Check #: 5002	Books and Periodicals	\$646.25
			Vendor Total:	\$646.25
SCHOOL MATE	18452	100.122.0000.100.1000.610.10202.10.00 Check #: 5003	General Supplies	\$319.00
			Vendor Total:	\$319.00
SHRED-IT USA		100.123.0000.000.2410.421.10203.10.00 Check #: 5004	Garbage / Disposal	\$567.18
		100.133.0000.000.2410.421.10303.10.00 Check #: 5004	Garbage / Disposal	\$16.00
			Vendor Total:	\$583.18
THE DBQ PROJECT				

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1103

10/23/2025

Fiscal Year: 2025-2026

Vendor Remit Name	Vendor #	Account	Description	Amount
VENTRIS LEARNING		100.104.0000.100.1000.653.10000.00.00 Check #: 5005	Web-based and similar programs	\$1,125.00
			Vendor Total:	\$1,125.00
		250.105.0000.200.2319.640.10000.00.00 Check #: 5006	Books and Periodicals	\$752.50
			Vendor Total:	\$752.50
VERIZON WIRELESS_21703	21703			
		100.101.0000.000.2310.535.10000.00.00 Check #: 5007	Data Communications, Internet, Video, T-lines, etc	\$180.06
		100.101.0000.000.2520.534.10000.00.00 Check #: 5007	Telephone – Cell phone services	\$427.72
		100.104.0000.000.2210.535.10000.00.00 Check #: 5007	Data Communications, Internet, Video, T-lines, etc	\$495.16
		100.107.0000.000.2580.534.10000.00.00 Check #: 5007	Telephone – Cell phone services	\$541.86 ¹⁸⁴
		100.108.0000.000.2620.534.10000.00.00 Check #: 5007	Telephone – Cell phone services	\$1,141.53
		100.125.0000.000.2410.533.10205.10.00 Check #: 5007	Telephone – Land Line phone services	\$53.82
		100.170.0000.000.2710.534.10000.00.00 Check #: 5007	Telephone – Cell phone services	\$637.03
		250.105.0000.200.2319.535.10000.00.00 Check #: 5007	Data Communications, Internet, Video, T-lines, etc	\$175.06
		290.180.0000.000.3100.534.10000.00.00 Check #: 5007	Telephone – Cell phone services	\$141.82
			Vendor Total:	\$3,794.06
VITAL RECORDS CONTROL				
		100.135.0000.000.2410.421.10305.31.00 Check #: 5008	Garbage / Disposal	\$131.61
			Vendor Total:	\$131.61
XEROX CORPORATION				

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1103

10/23/2025

Fiscal Year: 2025-2026

Vendor Remit Name	Vendor #	Account	Description	Amount
		100.101.0000.000.2510.443.10000.00.00 Check #: 5009	Rentals of Computers and Related Equipment	\$608.80
		100.133.0000.000.2410.442.10303.10.00 Check #: 5009	Rental of Equipment and Vehicles	\$1,259.63
		100.162.0000.000.2410.442.10602.50.00 Check #: 5009	Rental of Equipment and Vehicles	\$336.40
		100.162.0000.103.1000.430.10602.50.00 Check #: 5009	Repairs and Maintenance Services	\$192.72
		100.163.0000.000.2410.442.10603.32.00 Check #: 5009	Rental of Equipment and Vehicles	\$139.93
		100.163.0000.100.1000.430.10603.32.00 Check #: 5009	Repairs and Maintenance Services	\$265.82
		100.165.0000.000.2410.442.10605.32.00 Check #: 5009	Rental of Equipment and Vehicles	\$368.01
		100.165.0000.100.1000.430.10605.32.00 Check #: 5009	Repairs and Maintenance Services	\$463.42
				185
			Vendor Total:	\$3,634.73
XEROX FINANCIAL SERVICES		100.101.0000.000.2510.443.10000.00.00 Check #: 5010	Rentals of Computers and Related Equipment	\$165.03
			Vendor Total:	\$165.03
			Grand Total:	\$53,181.88

End of Report

LYON COUNTY SCHOOL DISTRICT VOUCHER

Voucher No: 1132

Voucher Date: 10/30/2025

Prepared By: _____

Printed: 11/10/2025 05:35:30 PM

LYON COUNTY SCHOOL DISTRICT is hereby authorized to draw warrants against LYON COUNTY SCHOOL DISTRICT funds for the sum of \$293,318.18 on account of obligations incurred for value received in services and for materials as shown below for period July 1, 2025 to June 30, 2026 (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.

Tom Hendrix President

Dawn Carson Clerk

Elmer Bull Member

Darin Farr Member

Sherry Parsons Member

Bridget Peterson Member

James Whisler Member

LYON COUNTY SCHOOL DISTRICT

Fund		Amount
100	General Fund	\$103,806.25
240	State Grants	\$423.60
250	Special Education	\$102,527.00
280	Federal Funds	\$19,505.23
290	Food Service Funds	\$10,582.24
340	Governmental Services Tax (GST)	\$49,858.86
703	Workers Compensation	\$6,615.00
		\$293,318.18

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1132

10/30/2025

Fiscal Year: 2025-2026

Vendor Remit Name	Vendor #	Account	Description	Amount
AMAZON BUSINESS				
		100.101.0000.000.2510.610.10000.00.00 0	General Supplies	\$173.24
		100.121.0000.000.2410.610.10201.10.00 0	General Supplies	\$534.93
		100.122.0000.100.1000.616.10202.10.00 0	Teacher Supplies	\$29.40
		100.123.0000.000.2130.610.10203.10.00 0	General Supplies	\$44.97
		100.123.0000.000.2410.610.10203.10.00 0	General Supplies	\$33.82
		100.123.0000.100.1000.616.10203.10.00 0	Teacher Supplies	\$358.57
		100.125.0000.000.2410.610.10205.10.00 0	General Supplies	\$54.99
		100.125.0000.000.2620.610.10205.10.00 0	General Supplies	\$513.72
		100.125.0000.100.1000.610.10205.10.00 0	General Supplies	\$297.46 ¹⁸⁷
		100.126.0000.000.2620.610.10206.10.00 0	General Supplies	\$495.52
		100.126.0000.100.1000.610.10206.10.00 0	General Supplies	\$1,658.84
		100.127.0000.000.2100.610.10210.10.00 0	General Supplies	\$15.98
		100.127.0000.000.2130.610.10210.10.00 0	General Supplies	\$160.95
		100.127.0000.000.2620.610.10210.10.00 0	General Supplies	\$134.24
		100.127.0000.100.1000.610.10210.10.00 0	General Supplies	\$92.05
		100.128.0000.000.2410.615.10211.10.00 0	Snacks, Food & Beverages	\$130.56
		100.128.0000.000.2620.610.10211.10.00 0	General Supplies	\$329.99
		100.128.0000.100.1000.610.10211.10.00 0	General Supplies	\$1,020.21

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1132

10/30/2025

Fiscal Year: 2025-2026

Vendor Remit Name	Vendor #	Account	Description	Amount
		100.129.0000.000.2130.610.10209.10.00 0	General Supplies	\$147.40
		100.129.0000.000.2410.610.10209.10.00 0	General Supplies	\$60.46
		100.129.0000.000.2410.615.10209.10.00 0	Snacks, Food & Beverages	\$178.02
		100.129.0000.000.2620.610.10209.10.00 0	General Supplies	\$30.91
		100.129.0000.100.1000.610.10209.10.00 0	General Supplies	\$9.49
		100.129.0000.100.1000.616.10209.10.00 0	Teacher Supplies	\$183.89
		100.133.0000.000.2410.610.10303.10.00 0	General Supplies	\$66.50
		100.133.0000.100.1000.610.10303.10.00 0	General Supplies	\$409.73
		100.134.0000.100.1000.616.10304.20.00 0	Teacher Supplies	\$496.21 ¹⁸⁸
		100.135.0000.100.1000.616.10305.31.00 0	Teacher Supplies	\$96.78
		100.136.0000.100.1000.610.10208.31.00 0	General Supplies	\$1,316.97
		100.136.0000.100.1000.616.10208.31.00 0	Teacher Supplies	\$473.55
		100.161.0000.000.2410.615.10601.32.00 0	Snacks, Food & Beverages	\$58.28
		100.161.0000.100.1000.610.10601.32.00 0	General Supplies	\$113.82
		100.162.0000.000.2410.610.10602.50.00 0	General Supplies	\$339.78
		100.162.0000.100.1000.616.10602.50.00 0	Teacher Supplies	\$243.29
		100.162.0000.170.1000.610.10602.50.00 0	General Supplies	(\$41.68)
		100.163.0000.000.2620.610.10603.32.00 0	General Supplies	\$22.94
		100.163.0000.100.1000.616.10603.32.00 0	Teacher Supplies	\$1,126.71

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1132

10/30/2025

Fiscal Year: 2025-2026

Vendor Remit Name	Vendor #	Account	Description	Amount
		100.163.0000.196.1000.610.10603.32.00 0	General Supplies	\$122.88
		100.164.0000.100.1000.610.10604.32.00 0	General Supplies	\$27.59
		100.164.0000.100.1000.616.10604.32.00 0	Teacher Supplies	\$13.59
		100.165.0000.000.2130.610.10605.32.00 0	General Supplies	\$245.55
		100.165.0000.000.2620.610.10605.32.00 0	General Supplies	\$104.96
		100.165.0000.100.1000.610.10605.32.00 0	General Supplies	\$221.86
		100.165.0000.100.1000.650.10605.32.00 0	Supplies-Information Technology-related	\$184.45
		100.170.0000.000.2700.610.10000.00.00 0	General Supplies	\$517.55
		100.170.0000.000.2710.610.10000.00.00 0	General Supplies	\$39.48
		240.300.0000.310.1000.610.10601.32.00 0	General Supplies	\$0.00
		280.633.0000.000.2100.610.10206.26.00 0	General Supplies	\$180.96
		280.633.0000.000.2100.610.10209.26.00 0	General Supplies	\$22.15
		280.633.0000.000.2100.610.10305.26.00 0	General Supplies	\$2,304.38
		280.633.0000.000.2100.610.10601.26.00 0	General Supplies	\$99.99
		280.633.0000.000.3300.610.10302.26.00 0	General Supplies	\$198.22
		280.633.0000.100.1000.650.10209.26.00 0	Supplies-Information Technology-related	\$3,753.17
		280.633.0000.100.1000.652.10302.26.00 0	Inventoried Supplies/Equipment - IT Related <\$5000	\$97.42
		280.634.0000.300.1000.610.10305.20.00 0	General Supplies	\$549.95
Vendor Total:				\$20,096.64

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1132

10/30/2025

Fiscal Year: 2025-2026

Vendor Remit Name	Vendor #	Account	Description	Amount
APPLE COMPUTER_1112	1112	100.107.0000.000.2580.652.10000.00.00 0	Inventoried Supplies/Equipment - IT Related <\$5000	\$2,588.00
			Vendor Total:	\$2,588.00
AUTO & TRUCK ELECTRIC,INC	1382	100.170.0000.000.2730.617.10000.00.00 0	Batt & Antifreeze	\$2,365.00
			Vendor Total:	\$2,365.00
BOUND TREE MEDICAL, LLC		240.300.0000.330.1000.610.10601.32.00 0	General Supplies	\$423.60
			Vendor Total:	\$423.60
CAPITAL CITY AUTO PARTS	102852	100.170.0000.000.2710.614.10000.00.00 0	Parts	\$983.72 190
			Vendor Total:	\$983.72
CARSON CITY TOYOTA		100.170.0000.000.2710.614.10000.00.00 0	Parts	\$190.95
			Vendor Total:	\$190.95
CCMSI		703.102.0000.000.2570.340.10000.00.00 0	Other Professional Services	\$2,415.00
			Vendor Total:	\$2,415.00
CMC TIRE		100.170.0000.000.2730.611.10000.00.00 0	Tires/Flooring	\$1,604.76
			Vendor Total:	\$1,604.76
CONNECTIONS SPEECH&LANGUAGE SERVICES LLC		250.101.0000.200.2150.340.10000.00.00 0	Other Professional Services	\$83,519.00
			Vendor Total:	\$83,519.00

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1132

10/30/2025

Fiscal Year: 2025-2026

Vendor Remit Name	Vendor #	Account	Description	Amount
CONWAY COMMUNICATIONS INC		100.107.0000.000.2580.430.10000.00.00 0	Repairs and Maintenance Services	\$8,631.00
			Vendor Total:	\$8,631.00
CURRICULUM ASSOC INC	4800	100.109.0000.100.1000.641.10000.00.00 0	Textbooks	\$4,543.92
			Vendor Total:	\$4,543.92
FLYERS ENERGY, LLC	102216	100.170.0000.000.2730.626.10000.00.00 0	Gasoline	\$7,791.34
			Vendor Total:	\$7,791.34
FRONTIER		100.122.0000.000.2410.533.10202.10.00 0	Telephone – Land Line phone services	\$154.30
			Vendor Total:	\$154.30
GENE WATSON	22210	100.101.0000.000.2620.422.10000.00.00 0	Janitorial / Custodial Services	\$1,334.32
			Vendor Total:	\$1,334.32
HOUGHTON MIFFLIN HARCOURT PUBLISHING CO		100.109.0000.100.1000.641.10000.00.00 0	Textbooks	\$4,428.65
			Vendor Total:	\$4,428.65
INFINISOURCE, INC.	99766	100.102.0000.000.2570.340.10000.00.00 0	Other Professional Services	\$5,650.00
			Vendor Total:	\$5,650.00
INLAND SUPPLY CO., INC.	10000	100.126.0000.000.2620.610.10206.10.00 0	General Supplies	\$2,778.15
		100.127.0000.000.2620.610.10210.10.00 0	General Supplies	\$485.41

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1132

10/30/2025

Fiscal Year: 2025-2026

Vendor Remit Name	Vendor #	Account	Description	Amount
		100.129.0000.000.2620.610.10209.10.00 0	General Supplies	\$309.80
		100.163.0000.000.2620.610.10603.32.00 0	General Supplies	\$141.75
		100.163.0000.000.2620.612.10603.32.00 0	Inventoried Supplies/Equipment <\$5000	\$2,486.79
		100.165.0000.000.2620.610.10605.32.00 0	General Supplies	\$858.86
			Vendor Total:	\$7,060.76
JIM MENESINI PETROLEUM		100.170.0000.000.2730.626.10000.00.00 0	Gasoline	\$11,079.65
			Vendor Total:	\$11,079.65
JUNIOR LIBRARY GUILD	95920	100.136.0000.000.2220.640.10208.31.00 0	Books and Periodicals	\$897.48 192
			Vendor Total:	\$897.48
LUMOS AND ASSOCIATES, INC	11860	100.108.0000.000.4300.340.10601.32.00 0	Other Professional Services	\$54.00
			Vendor Total:	\$54.00
MDVIP		100.102.0000.000.2570.340.10000.00.00 0	Other Professional Services	\$2,987.50
			Vendor Total:	\$2,987.50
NAPA AUTO & TRUCK PARTS_99614	99614	100.170.0000.000.2710.614.10000.00.00 0	Parts	\$991.29
			Vendor Total:	\$991.29
NAVIGATE 360, LLC		280.633.0000.000.2100.653.10209.26.00 0	Web-based and similar programs	\$2,657.55
		280.633.0000.000.2100.653.10210.26.00 0	Web-based and similar programs	\$1,890.00

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1132

10/30/2025

Fiscal Year: 2025-2026

Vendor Remit Name	Vendor #	Account	Description	Amount
NEVADA DEPARTMENT OF AGRICULTURE 14535				Vendor Total: \$4,547.55
		290.180.0000.000.3100.630.10000.00.00 0	Food	\$10,582.24
PAPE MACHINERY INC				Vendor Total: \$10,582.24
		100.170.0000.000.2710.614.10000.00.00 0	Parts	\$742.92
PRIME ACTUARIAL CONSULTING, LLC				Vendor Total: \$742.92
		703.102.0000.000.2570.340.10000.00.00 0	Other Professional Services	\$4,200.00
ROUND UP CREATIONS LLC 17901				Vendor Total: \$4,200.00
		100.102.0000.000.2570.610.10000.00.00 0	General Supplies	\$1,145.003
		280.912.0000.300.1000.610.10000.00.00 0	General Supplies	\$2,751.46
SILVER STATE INTERNATIONAL				Vendor Total: \$3,896.46
		100.170.0000.000.2710.614.10000.00.00 0	Parts	\$159.70
STATE OF NEVADA_98141 98141				Vendor Total: \$159.70
		100.102.0000.000.2329.210.10000.00.00 0	Group Insurance	\$22,718.55
SUMMIT COMPANIES				Vendor Total: \$22,718.55
		100.108.0000.000.2620.430.10604.32.00 0	Repairs and Maintenance Services	\$656.00
TRANE U.S. INC				Vendor Total: \$656.00

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1132

10/30/2025

Fiscal Year: 2025-2026

Vendor Remit Name	Vendor #	Account	Description	Amount
ULINE	102057	100.108.0000.000.2620.610.10305.31.00 0	General Supplies	\$855.10
		340.101.0000.000.4700.450.10208.31.00 0	Construction Services	\$49,858.86
		Vendor Total:		\$50,713.96
		100.170.0000.000.2700.610.10000.00.00 0	General Supplies	\$591.09
VEX ROBOTICS, INC		100.170.0000.000.2710.610.10000.00.00 0	General Supplies	\$165.82
		Vendor Total:		\$756.91
		280.634.0000.300.1000.612.10305.20.00 0	Inventoried Supplies/Equipment <\$5000	\$4,999.98
		Vendor Total:		\$4,999.98 194
WESTERN NEVADA SUPPLY	22580	100.108.0000.000.2620.610.10302.20.00 0	General Supplies	\$251.03
		Vendor Total:		\$251.03
		250.101.0000.200.2160.340.10000.00.00 0	Other Professional Services	\$19,008.00
		Vendor Total:		\$19,008.00
WILD ROOTS OCCUPATIONAL THERAPY		100.136.0000.000.2620.610.10208.31.00 0	General Supplies	\$294.00
		Vendor Total:		\$294.00
		Grand Total:		\$293,318.18

End of Report

LYON COUNTY SCHOOL DISTRICT VOUCHER

Voucher No: 1133

Voucher Date: 10/30/2025

Prepared By: _____

Printed: 11/10/2025 05:36:06 PM

LYON COUNTY SCHOOL DISTRICT is hereby authorized to draw warrants against LYON COUNTY SCHOOL DISTRICT funds for the sum of \$286,359.97 on account of obligations incurred for value received in services and for materials as shown below for period July 1, 2025 to June 30, 2026 (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.

Tom Hendrix	President
-------------	-----------

Dawn Carson	Clerk
-------------	-------

Elmer Bull	Member
------------	--------

Darin Farr	Member
------------	--------

Sherry Parsons	Member
----------------	--------

Bridget Peterson	Member
------------------	--------

James Whisler	Member
---------------	--------

LYON COUNTY SCHOOL DISTRICT

Fund		Amount
100	General Fund	\$254,480.91
207	PCFP GATE	\$750.00
240	State Grants	\$8,160.22
280	Federal Funds	\$12,294.84
703	Workers Compensation	\$10,674.00
		\$286,359.97

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1133

10/30/2025

Fiscal Year: 2025-2026

Vendor Remit Name	Vendor #	Account	Description	Amount
ANIXTER INC.		100.108.0000.000.2620.610.10000.00.00 Check #: 5011	General Supplies	\$877.65
			Vendor Total:	\$877.65
ASCD_99490	99490	240.300.0000.300.2200.810.10000.00.00 Check #: 5012	Dues and Fees	\$387.00
			Vendor Total:	\$387.00
BATEMAN, CINDY		100.170.0000.000.2710.810.10000.00.00 Check #: 5013	Dues and Fees	\$111.50
			Vendor Total:	\$111.50
BUS PARTS WAREHOUSE	2534	100.170.0000.000.2710.614.10000.00.00 Check #: 5014	Parts	\$307.65 196
			Vendor Total:	\$307.65
C. I. SOLUTIONS		100.170.0000.000.2710.340.10000.00.00 Check #: 5015	Other Professional Services	\$1,495.00
			Vendor Total:	\$1,495.00
CAREERSAFE		280.912.0000.300.1000.340.10000.00.00 Check #: 5016	Other Professional Services	\$7,039.00
			Vendor Total:	\$7,039.00
CINTAS CORP		100.161.0000.000.2620.430.10601.32.00 Check #: 5017	Repairs and Maintenance Services	\$195.00
			Vendor Total:	\$195.00
CONCENTRA		100.170.0000.000.2710.340.10000.00.00 Check #: 5018	Other Professional Services	\$585.00

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1133

10/30/2025

Fiscal Year: 2025-2026

Vendor Remit Name	Vendor #	Account	Description	Amount
CONVERGEONE, INC				Vendor Total: \$585.00
		100.107.0000.000.2580.651.10000.00.00	Supplies – Technology – Software	\$182,112.57
		Check #: 5019		
COTTONWOOD LANE LLC				Vendor Total: \$182,112.57
		100.101.0000.000.2610.441.10000.00.00	Renting Land and Buildings	\$4,244.40
		Check #: 5020		
ELECTRONIX EXPRESS				Vendor Total: \$4,244.40
		240.300.0000.381.1000.654.10605.32.00	Supplies – IT Related of Lower Value (\$999 or less	\$369.75
		Check #: 5021		
FASTENAL				Vendor Total: \$369.75
	100980			197
		280.912.0000.300.1000.610.10000.00.00	General Supplies	\$1,698.67
		Check #: 5022		
FERNLEY CHIROPRACTIC, INC.				Vendor Total: \$1,698.67
		100.170.0000.000.2710.340.10000.00.00	Other Professional Services	\$550.00
		Check #: 5023		
FUTURE BUSINESS LEADERS OF AMERICA INC				Vendor Total: \$550.00
		240.300.0000.300.2200.810.10000.00.00	Dues and Fees	\$128.00
		Check #: 5024		
GARY ROMERO, INC.				Vendor Total: \$128.00
	102603			
		100.108.0000.000.2620.612.10604.32.00	Inventoried Supplies/Equipment <\$5000	\$32,085.00
		Check #: 5025		
GRIMM, COLLEEN LYNN				Vendor Total: \$32,085.00

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1133

10/30/2025

Fiscal Year: 2025-2026

Vendor Remit Name	Vendor #	Account	Description	Amount
HERMITAGE ART		100.102.0000.000.2570.334.10000.00.00	Training & Development - Admin	\$300.00
		Check #: 5026	Non-Licensed	
			Vendor Total:	\$300.00
HOGAN, BILLIEJO		100.162.0000.000.2410.610.10602.50.00	General Supplies	\$75.25
		Check #: 5027		
			Vendor Total:	\$75.25
JONES & BARTLETT LEARNING LLC		100.102.0000.000.2570.615.10000.00.00	Snacks, Food & Beverages	\$72.02
		Check #: 5028		
			Vendor Total:	\$72.02
KIMBALL MIDWEST	96824	240.300.0000.330.1000.641.10601.32.00	Textbooks	\$2,632.88
		Check #: 5029		
			Vendor Total:	\$2,632.88
KLEIN EDUCATIONAL SYSTEMS		100.170.0000.000.2700.610.10000.00.00	General Supplies	\$2,083.86
		Check #: 5030		
		100.170.0000.000.2710.614.10000.00.00	Parts	\$412.40
LAHONTAN PARAMEDICAL		Check #: 5030		
			Vendor Total:	\$2,496.26
		240.300.0000.381.1000.653.10000.00.00	Web-based and similar programs	\$4,307.00
M.F. BARCELLOS, INC	1560	Check #: 5031		
			Vendor Total:	\$4,307.00
		100.170.0000.000.2710.340.10000.00.00	Other Professional Services	\$90.00
		Check #: 5032		
			Vendor Total:	\$90.00
		100.170.0000.000.2730.613.10000.00.00	Oil & Lubricants	\$3,973.50
		Check #: 5033		

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1133

10/30/2025

Fiscal Year: 2025-2026

Vendor Remit Name	Vendor #	Account	Description	Amount
MAPLEWOODSHOP, LLC				Vendor Total: \$3,973.50
		280.912.0000.300.1000.610.10000.00.00	General Supplies	\$786.00
		Check #: 5034		
MASON VALLEY EQUIPMENT				Vendor Total: \$786.00
	12600	100.170.0000.000.2710.614.10000.00.00	Parts	\$66.78
		Check #: 5035		
MRC SMART TECHNOLOGY				Vendor Total: \$66.78
		240.300.0000.360.1000.650.10601.32.00	Supplies-Information Technology-related	\$180.62
		Check #: 5036		
MYSTERY SCIENCE INC.				Vendor Total: \$180.62
		280.633.0000.000.2200.653.10209.26.00	Web-based and similar programs	\$499.00 ¹⁹⁹
		Check #: 5037		
NEVADA DEPT OF MOTOR VEHICLES				Vendor Total: \$499.00
	14490	100.170.0000.000.2710.810.10000.00.00	Dues and Fees	\$230.00
		Check #: 5038		
NEVADA STATE HEALTH LABORTATORY				Vendor Total: \$230.00
	100718	100.162.0000.000.2620.430.10602.50.00	Repairs and Maintenance Services	\$12.00
		Check #: 5039		
O'REILLY AUTO PARTS				Vendor Total: \$12.00
	102278	100.170.0000.000.2710.614.10000.00.00	Parts	\$943.28
		Check #: 5040		
PDM STEEL SERVICE CENTER				Vendor Total: \$943.28

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1133

10/30/2025

Fiscal Year: 2025-2026

Vendor Remit Name	Vendor #	Account	Description	Amount
PITNEY BOWES INC	98355	100.108.0000.000.2620.610.10208.31.00	General Supplies	\$955.90
		Check #: 5041		
			Vendor Total:	\$955.90
QUADIENT LEASING USA, INC		100.163.0000.000.2410.531.10603.32.00	Postage	\$91.29
		Check #: 5042		
			Vendor Total:	\$91.29
RALEY'S		100.101.0000.000.2510.443.10000.00.00	Rentals of Computers and Related Equipment	\$912.57
		Check #: 5043		
			Vendor Total:	\$912.57
REFRIGERATION SUPPLIES DISTRIBUTOR	96586	240.300.0000.310.1000.610.10601.32.00	General Supplies	\$154.97
		Check #: 5044		
			Vendor Total:	\$154.97
RIVERSIDE ASSESSMENTS LLC		100.108.0000.000.2620.610.10603.32.00	General Supplies	\$57.80
		Check #: 5045		
		100.108.0000.000.2620.610.10605.32.00	General Supplies	\$78.42
SCHOLASTIC CLASSROOM MAGAZINES	102740	100.161.0000.000.2620.610.10601.32.00	General Supplies	\$102.63
		Check #: 5045		
			Vendor Total:	\$238.85
		207.213.0000.450.1000.300.10000.00.00	Purchased Professional and Technical Services	\$750.00
		Check #: 5046		
			Vendor Total:	\$750.00
		100.127.0000.100.1000.640.10210.10.00	Books and Periodicals	\$3,151.57
		Check #: 5047		
			Vendor Total:	\$3,151.57

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1133

10/30/2025

Fiscal Year: 2025-2026

Vendor Remit Name	Vendor #	Account	Description	Amount
SHRED-IT USA		100.127.0000.000.2410.421.10210.10.00 Check #: 5048	Garbage / Disposal	\$108.00
			Vendor Total:	\$108.00
SOLIDITY GRAPHICS & DESIGN, LLC		100.161.0000.000.2410.610.10601.32.00 Check #: 5049	General Supplies	\$195.00
			Vendor Total:	\$195.00
SPIRIT MONKEY, LLC		280.633.0000.000.2100.610.10205.26.00 Check #: 5050	General Supplies	\$450.00
			Vendor Total:	\$450.00
THE PARTS HOUSE	23100	100.170.0000.000.2710.614.10000.00.00 Check #: 5051	Parts	\$2,096.12 201
			Vendor Total:	\$2,096.12
THOMPSON ADVERTISING		280.633.0000.000.2100.610.10203.26.00 Check #: 5052	General Supplies	\$877.80
			Vendor Total:	\$877.80
Total Communication Solution		100.107.0000.000.2580.651.10000.00.00 Check #: 5053	Supplies - Technology - Software	\$8,887.00
			Vendor Total:	\$8,887.00
TRAINING ROOM INC	98057	100.161.0000.920.1000.610.10601.32.00 Check #: 5054	General Supplies	\$50.70
			Vendor Total:	\$50.70
TRUCKEE TAHOE LUMBER CO		280.912.0000.300.1000.610.10000.00.00 Check #: 5055	General Supplies	\$944.37

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1133

10/30/2025

Fiscal Year: 2025-2026

Vendor Remit Name	Vendor #	Account	Description	Amount
VERIZON CONNECT FLEET USA, LLC				Vendor Total: \$944.37
		100.170.0000.000.2710.534.10000.00.00 Check #: 5056	Telephone - Cell phone services	\$316.20
VESTIS				Vendor Total: \$316.20
		100.127.0000.000.2620.422.10210.10.00 Check #: 5057	Janitorial / Custodial Services	\$113.43
		100.170.0000.000.2730.619.10000.00.00 Check #: 5057	Uniforms	\$1,466.49
VISTA LEARNING, NFP				Vendor Total: \$1,579.92
		100.102.0000.000.2570.653.10000.00.00 Check #: 5058	Web-based and similar programs	\$199.50
WARREN REED INSURANCE				Vendor Total: \$199.50 ²⁰²
22150		703.102.0000.000.2570.270.10000.00.00 Check #: 5059	Workers" Compensation	\$10,674.00
WESTERN STATES FIRE PROTECTION				Vendor Total: \$10,674.00
		100.108.0000.000.2620.430.10605.32.00 Check #: 5060	Repairs and Maintenance Services	\$1,105.40
XEROX CORPORATION				Vendor Total: \$1,105.40
		100.122.0000.000.2410.430.10202.10.00 Check #: 5061	Repairs and Maintenance Services	\$679.14
		100.122.0000.000.2410.442.10202.10.00 Check #: 5061	Rental of Equipment and Vehicles	\$444.27
		100.127.0000.100.1000.430.10210.10.00 Check #: 5061	Repairs and Maintenance Services	\$112.37
		100.129.0000.000.2410.442.10209.10.00 Check #: 5061	Rental of Equipment and Vehicles	\$425.41

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1133

10/30/2025

Fiscal Year: 2025-2026

Vendor Remit Name	Vendor #	Account	Description	Amount
		100.129.0000.100.1000.430.10209.10.00	Repairs and Maintenance Services	\$395.87
		Check #: 5061		
		100.136.0000.000.2410.430.10208.31.00	Repairs and Maintenance Services	\$638.53
		Check #: 5061		
		100.136.0000.000.2410.442.10208.31.00	Rental of Equipment and Vehicles	\$961.10
		Check #: 5061		
		100.170.0000.000.2710.550.10000.00.00	Printing and Binding	\$113.34
		Check #: 5061		
Vendor Total:				\$3,770.03
Grand Total:				\$286,359.97

End of Report

Lyon County School District Board Memo

Date: November 18, 2025
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 Fernley Elementary School of \$500 from the War Veterans Memorial Association of Western Nevada.
- A donation to Fernley High School Robotics Team of a robot, originally valued at \$150,000 from the Tahoe Douglas Bomb Squad.

Mission Statement *Lyon County School District fosters learning for life, empowers connected learners, promotes student ownership, and encourages discovery for learning for success in a rapidly evolving world.*

FERNLEY ELEMENTARY SCHOOL

450 Hardie Lane, Fernley, NV 89408



Jamie Henderson, Principal
PH: 775-575-3420

FAX: 775-575-3428

Jennifer Bluhm, Vice Principal
www.fes@lyoncsd.org

War Veterans Memorial Association of Western Nevada
6295 Andersen Ln
Stagecoach NV 89429-6240

November 10th, 2025

Dear Mr. Donohue,

Thank you very much for your generous contribution to our school. \$500.
We appreciate this type of direct support for our students. Your donation will have an immediate impact on our school community and provide school supplies and personal items to students and families in need.

We know that you have many choices when it comes to donating your resources, and we are so grateful you chose FES today.

Thank you again.

Sincerely,

Jamie Henderson
Principal

FES tax ID# 88-6000999



FERNLEY HIGH SCHOOL

HOME OF THE VAQUEROS



Ryan Cross
Principal

Christina Haas
Assistant Principal

Cory Sanford
Assistant Principal

Paul Sullivan
Assistant Principal

MEMO

TO: Mr. Tim Logan, LCSD Superintendent
FROM: Ryan Cross, FHS Principal
DATE: November 5, 2025
RE: Donation to FHS Robotics

Fernley High School is greatly appreciative to Tahoe Douglas Bomb Squad for their extremely generous donation of a robot to FHS Robotics. This robot has an original value of \$150,000.

This donation will help FHS robotics increase their knowledge and experience in robotics both now and in the future.

Respectfully,

Ryan Cross
Principal

Lyon County School District Board Memo

Date: November 18, 2025
To: Board of School Trustees
From: Tom Hendrix, Board President
Re: Review of Board Governance Policies

Recommendation

For discussion.

Background Information

With the addition of a new trustee, it is good practice to review policies specific to board governance so that each LCSD Trustee can be reminded of board operations. This is an opportunity for board members to review, train, and consider any possible future actions regarding governance policies.

Budget Considerations

None

Discussed at Previous Meeting

N/A

Attachment(s)

LCSD Board Policy BBA: Board Power & Duties
LCSD Board Policy BBAA: Individual Board Member's Authority and Responsibilities
LCSD Board Policy BBBB: Board Member Oath of Office
LCSD Board Policy BBF: Board Member Code of Conduct
LCSD Board Policy BBFA: Member Conflict of Interest
LCSD Board Policy BCD: Board-Superintendent Relationship
LCSD Board Policy BDD: Board Meeting Procedures, Notice and Agenda
LCSD Board Policy BG: Board Staff Communication

BOARD POWERS AND DUTIES

The Legislature of the state of Nevada delegates to the Board responsibility for the conduct and governance of schools. The general powers granted to the Board are:

1. Legislative or Rule-Making Authority

In regular or special public meetings, after open discussion and after members' votes are recorded, the Board will establish rules or policy to govern the conduct of its members and the proceedings of the Board.

The Board shall establish policies for governing schools and students consistent with State Board of Education rules and with local, state, and federal laws.

The Board is responsible for providing adequate and direct means for keeping informed about the needs and wishes of the public and for keeping local citizens informed about the schools.

2. Judicial Authority

As provided by law, policy or contract, the Board acts as a fact-finding body or a court of appeal for staff members, students, and the public when issues involve Board policies or agreements and their implementation, and when the Board must determine the rights, duties, or obligations of those who address the Board.

3. Closed/Administrative Authority

The Board will appoint a superintendent delegated to establish administrative regulations to implement Board policy and goals. The Board will evaluate the superintendent's performance.

The Board may establish academic and financial goals for the district and evaluate the superintendent's implementation of those goals.

The Board will oversee the district's financial affairs by authorizing, appropriating, and adopting budgets and by proposing local option or bond elections, when appropriate and as allowed by law, to provide for program operation and maintenance or acquisition of district property.

The Board will authorize the superintendent to approve payment on all contracts and business transactions of the district in accordance with Board policies on purchasing and budget requirements. The Board will provide for an annual audit of the district's assets.

The Board will employ the staff necessary to carry out the educational program and will provide for regular evaluation of staff.

The Board will direct the collective bargaining process to establish collective bargaining agreements with the district's personnel. The Board will establish, through the collective bargaining process where appropriate, salaries and salary schedules, other terms and conditions of employment, and personnel policies for district-wide application.

The Board will establish the days of the year and the hours of the day when school will be in session.

Policy #BBA
Adopted 09/25/07

INDIVIDUAL BOARD MEMBER'S AUTHORITY AND RESPONSIBILITIES

An individual Board member exercises the authority and responsibility of his/her position when the Board is in legal session only.

A Board member has the authority to act in the name of the Board when authorized by a specific Board motion. When authorized to act as the district's designated representative in collective bargaining, a Board member may make and accept proposals in bargaining subject to subsequent approval by the Board. This authority may also be delegated to district staff by action of the Board.

A Board member has the right to express personal opinions. When expressing such opinions in public, the Board member must clearly identify the opinions as his/her own.

Members will be knowledgeable of information requested through Board action, supplied by the superintendent, and gained through professional Board activities.

Members of the Board will adhere to the following in carrying out the responsibilities of membership:

1. Request for Information

Any individual Board member who desires a copy of an existing written report or survey prepared by the administrative staff will make such a request to the superintendent who will provide a copy to each member of the Board.

Requests made by Board members for the generation of reports or information which require additional expense or extensive staff preparation time must be submitted to the Board for consideration and approval. When Board members utilize the question and answer document located within the consent agenda, district staff members will spend no more than 30 minutes answering each question. Should a response to the question require more than 30 minutes, district staff will respond with "needs further consideration and action by the Board". The Board must vote to direct the superintendent whether or not to move forward with generating the report or information. If approved, a copy of the report or information will be provided to each member of the Board.

NOTE: This section addresses the "generation of reports or information" and not existing information or public records. Public information or records requests of existing documents will be provided per governing laws and statutes.

2. Requests for Legal Opinions

Any Board Member may request a formal legal opinion from the district's legal counsel at any time, or during a Board Meeting by addressing the request to the Board President. After considering the request, the Board President will place the item on the next board meeting agenda for discussion and possible action. Upon approval, the Board President will direct the Superintendent to present the request to legal counsel. If the legal opinion sought involves the Superintendent's employment or performance, the request should be made to the Board President privately and the Board President will present the request to legal counsel. Legal counsel is responsible to the Board. Formal legal opinions are for the benefit of the Board as a whole and are not meant to act as legal opinions for the needs of individual Board Members.

3. Action on Complaints or Requests Made to Board Members

When Board members receive complaints or requests for action from staff, students or members of the public, such information is to be conveyed to the superintendent for action.

4. Board Member's Relationship to Administration

Individual Board members will be informed about the district's educational program, may visit schools or other facilities to gain information and may request information from the superintendent. Board members will not intervene in the administration of the district or its schools.

5. Contracts or Agreements Made by Individual Board Members

Contracts or agreements made by individual Board members without the Board's authority are invalid.

Revised 01/23/2024

BOARD MEMBER OATH OF OFFICE

New board members must qualify by taking an oath of office before assuming the duties of office. The oath of office will be in the following form:

I, _____, do solemnly swear (or affirm) that I will support the Constitution of the United States, the Constitution of the state of Nevada and the laws thereof, and the policies of the Lyon County School District. During my term, I will faithfully and impartially discharge the responsibilities of the Office of School Board Member to the best of my ability.

Policy #BBBB
Adopted 09/25/07

MEMBER CONFLICTS OF INTEREST

No Board member will use his/her official position or office to obtain personal financial benefit or detriment or financial gain or detriment for relatives or for any business with which the Board member or a relative is associated.

“Business” means any corporation, partnership, proprietorship, enterprise, association, franchise, firm, organization, self-employed individual or any legal entity operated for economic gain.

Except as otherwise provided in [NRS 281.230](#), [281.505](#) and [281.555](#), a member of the governing body may not be interested, directly or indirectly, in any contract entered into by the governing body, but the governing body may purchase supplies, not to exceed \$1,500 in the aggregate in any one calendar month from a member of such governing body, when not to do so would be of great inconvenience due to a lack of any other local source.

An evaluator may not be interested, directly or indirectly, in any contract awarded by such governing body or its authorized representative.

A member of a governing body who furnishes supplies in the manner permitted by subsection one may not vote on the allowance of the claim for such supplies.

A violation of this section is a misdemeanor and, in the case of a member of a governing body, cause for removal from office.

No Board member will solicit or receive, either directly or indirectly, any pledge or promise of future employment based on any understanding that the Board member’s vote, official action or judgment would be thereby influenced.

No Board member will attempt to use or use for personal gain any confidential information gained through his/her official position or association with the district. A Board member will respect individuals’ privacy rights when dealing with confidential information gained through association with the district.

Potential Conflict of Interest

“Potential conflict of interest” means any action or any decision or recommendation by a Board member that could result in a financial benefit or detriment for self or relatives or for a business with which the Board member or relatives are associated, unless otherwise provided by law.

A Board member may, after declaring his/her potential conflict of interest, either vote or abstain on the issue.

Abstaining from a vote does not meet the legal requirement of publicly stating a potential conflict.

Actual Conflict of Interest

“Actual conflict of interest” means any action or any decision or recommendation taken by a Board member that would result in a financial benefit or detriment to self or relatives or for any business with which the Board member or relatives are associated, unless otherwise provided by law.

A Board member may not vote lawfully if an actual conflict of interest exists. The Board member is not allowed to participate in any discussion or debate on the issue out of which an actual conflict arises.

Policy #BBFA
Adopted 09/25/07

BOARD MEMBER CODE OF CONDUCT

As a member of my local school board, I will strive to improve public education and to that end I will:

1. Attend all regularly scheduled Board meetings insofar as possible and devote time, thought and study to become informed concerning the issues to be considered at those meetings so that I may render effective and creditable service;
2. Recognize that I should work with other Board members to establish effective policies only after full discussion at publicly held Board meetings and uphold board policies, administrative regulations, and state and federal laws;
3. Render all decisions based on the available facts and my independent judgment and refuse to surrender that judgment to individuals, special interest groups, agencies, or outside pressures;
4. Encourage the free expression of opinion by all Board members and will participate in board discussions in an open, honest and respectful manner, honoring differences of opinion or perspective. I will be diligent in following Roberts Rules of Order to ensure that my behavior in an open and public meeting will contribute positively to running a successful meeting.
5. Delegate authority for administration of the schools to the superintendent. I recognize that it is not my responsibility to run the schools but to see that they are well run; to understand that the basic function of a trustee is policymaking and not administration;
6. Communicate to other Board members and the superintendent expressions of public reaction to Board policies and school programs;
7. Model continuous learning and work to ensure good governance by taking advantage of board member development opportunities, such as those sponsored by my state and national school board associations, and encourage my fellow board members to do the same;
8. Support the employment of those persons best qualified to serve as school staff and insist on a regular and impartial evaluation of all staff;
9. Avoid being placed in a position of conflict of interest and refrain from using my Board position for personal or partisan gain;
10. Take no private action that will compromise the Board or administration and respect the confidentiality of information relating to district employees or students that is privileged under applicable law and maintain the confidentiality of all matters discussed in executive/closed session;
11. Remember always that my first and greatest concern must be the educational welfare of the students attending the public schools;

12. Respectfully listen to those who communicate with the board, seeking to understand their views, while recognizing my responsibility to represent the interests of the entire community. I will also direct complaints to the superintendent and other appropriate staff members;

13. Strive for a positive working relationship with the superintendent, respecting the superintendent's authority to advise the board, implement board policy, and administer the district. I will strive to contact the superintendent before board meetings for more information on agenda items or to address concerns;

14. Present personal criticism of district operations to the superintendent, not to district staff or to the board in open meeting;

15. Remember that as an individual I have no legal authority outside the meeting of the board and I will conduct myself on the basis of this fact. I will develop professional relationships with the school staff, the community, and communication media as an individual.

Board Member Printed Name

Date

Board Member Signature

Policy #BBF
Revised: 03/23/21

BOARD-SUPERINTENDENT RELATIONSHIP

The superintendent shall be the chief executive officer and shall be responsible for the professional leadership necessary to translate the will of the Board into administrative action.

The superintendent shall be responsible for all aspects of district operation and for such duties and powers pertaining thereto as directed or delegated by the Board, and to develop such procedures and regulations as he/she considers necessary to ensure efficient operation of the district.

The Board expects that the superintendent is professionally able and possesses outstanding qualities of leadership, vision and administrative skill and that the superintendent will implement all Board policies in good faith.

The superintendent can expect that the Board will respect the superintendent's professional competence and extend to him/her full responsibility for implementation of Board policy decisions.

The Board holds the superintendent responsible for carrying out its policies within established guidelines and for keeping the Board informed about district operations. Any communication between the Board and Superintendent that directs the Superintendent's actions on policy implementation or district management needs to be done either in open public meeting or if it is on an urgent nature, communicated to all Board members in the same manner.

Individual Board members can request information from the Superintendent pertinent to policies and operations of the district. Individual Board members can provide information to the Superintendent pertinent to the operation of the district. Individual Board members cannot direct the Superintendent or Staff outside of open public meetings except as required for the duties of the Board President and Board Secretary as outlined in Policy BCB.

The Superintendent shall be given a formal evaluation by the Board in a regularly agendized, open meeting no less than one time per each school year that they are employed by the School Board (See NRS 241.031). The Board may, at their discretion, informally evaluate the Superintendent at any time during the school year in order to develop the formal year-end evaluation. Informal evaluations will not be used by the Board in any other manner.

Legal Reference(s): NRS 241.031

Policy #BCD
Revised 4/25/17

***BOARD-SUPERINTENDENT RELATIONSHIP – ADMINISTRATIVE
REGULATIONS***

**Lyon County School District
BOARD ASSURANCES TO THE SUPERINTENDENT**

- Follow proper protocols with respect to communication.
- Let the Superintendent do his job – not direct him like a puppet.
- Be honest and open with the Superintendent.
- Support the schools and staff within their communities.
- Treat recommendations by administrative staff with respect.
- Provide clear expectations for the Superintendent and reinforce those with meaningful evaluations.
- Dress to business casual standards as appropriate to the event.

**Lyon County School District
SUPERINTENDENT ASSURANCES TO THE BOARD**

- Keep kids first!
- Promote a safe and positive environment/culture.
- Focus on curriculum, instruction and assessment.
- Effectively communicate with the Board, staff, students and parents/community members in an open, honest, transparent and positive manner.
- Have visible presence at District schools.
- Treat all Board members equally.
- Work collaboratively with all stakeholders in promoting continuous improvement.

LCSD Trustee/Superintendent Communication Protocol

The Superintendent or his assistant will notify all trustees about any high profile incidents (emergency, accident, etc.).

Any request for information that involves time and research to produce a document will be provided to all trustees. All other simple requests will be provided to the requesting trustee.

As individual trustees contact cabinet members or administrators requesting information or answers, they will also notify the superintendent about the request.

Unless an emergency exists, as individual trustees receive formal complaints or information from stakeholders, they will first respond by asking if they have spoken to the site administrator/supervisor or superintendent respectively. If the individual trustee communicates directly with the site administrator/supervisor about the complaint or information, they will also inform the superintendent. Otherwise, the trustee will forward the complaint or information directly to the superintendent.

*In order to respect each other's personal and family time, communication on the weekends will be limited to emergency situations, so far as is feasible.

BOARD MEETING PROCEDURES, NOTICE AND AGENDA

Quorum

A quorum will consist of the majority of the Board members.

Vote Needed for Exercise of Powers

The affirmative vote of a majority of Board members will be necessary for exercising any of the Board's powers or transacting any business.

Board Member Voting

Each member's vote on all motions will be recorded in the minutes. Individual votes on motions and/or resolutions will be verbally indicated with an affirmative or dissenting vote and the result of each member's dissenting vote will be recorded by name.

Abstaining from Vote

Board members must vote on all properly agendized items, except when required to abstain as outlined in NRS 281, 281A and LCSD Board Policy GBBH: Employment of Relatives. A Board member must abstain only in a clear case where the independence of judgment of a reasonable person would be materially affected by the conflict. If a Board member is required to abstain from voting, such abstention will be recorded along with the disclosure describing the nature and extent of the abstention.

Parliamentary Procedure

Official Board business will be transacted by motion or resolution at duly called regular or special meetings.

Except as otherwise provided by state law and/or Board policy, the rules of parliamentary procedure comprised in the latest version of Robert's Rules of Order will govern the Board in its deliberation.

The President will decide all questions relative to points of order, subject to an appeal to the Board.

NOTIFICATION OF BOARD MEETINGS

The Board will give public notice of board meetings to interested persons, including those with disabilities, of the time and place for regular meetings, and of the principal subjects to be considered and subject to open meeting law.

Notices to individuals with disabilities shall be given in an appropriate form upon request and with appropriate advance notice. Auxiliary aids and services available to ensure equally effective communications with qualified persons with disabilities may include large print, Braille, audio recordings and readers. Primary consideration will be given to the requests of the person with a disability in the selection of appropriate auxiliary aids and services.

Special meetings may be convened by order of the President, upon request of three Board members or by common consent of Board members. No special meeting will be held without a three working days' notice to Board members and the general public except in cases of emergency.

In an emergency, a meeting may be held with notice as is appropriate under the circumstances. The minutes of the meeting will describe the nature of the emergency. No business other than that related to the emergency will be discussed at these meetings.

Dates of regular Board meetings will be provided to district employees, interested members of the public and the news media. The master calendar of all board meetings will be maintained on the District website (www.lyoncsd.org).

BOARD MEETING AGENDA

The Board President, along with the superintendent, will prepare an agenda for all regular meetings of the Board. Items of business may be suggested by any Board member, staff member, student, or citizen of the district by notifying the superintendent at least ten working days prior to the meeting or during a regularly scheduled meeting.

A consent agenda may be used by the Board for non-controversial business. The consent agenda will consist of routine business that requires action but not necessarily discussion. These items may all be approved at the same time. A Board member may ask that any item (with the exception of Personnel Reports or any confidential item) be removed from the consent agenda for any reason. The removed item will then be discussed and voted on separately following approval of the consent agenda

Personnel Reports will only be pulled from the Consent Agenda and discussed separately if it is required to comply with the provisions of NRS 281.210 and Board Policy GBBH (Employment of Relatives).

Consent Agenda items will include, but are not limited to:

- Student Disciplinary Action
- Immunization Exemptions
- Request for Early Graduation or requests to take the General Education Development (GED) test
- Requests for additional days from the Employee Sick Leave Bank
- Board Correspondence
- Monthly reports on enrollment, budget, grants and Information Technology
- Out-of-state travel requests and travel reports
- Personnel Reports, including District Extra Duty Contracts
- Monthly financial claims and check register

LYON COUNTY SCHOOL DISTRICT

BOARD POLICY

BDD

- Donations – Donations will be considered a consent agenda item but will be voted on separately to allow the Board to publicly acknowledge the donor

The agenda will follow a general order established by the Board. Opportunities for the public to be heard will be included prior to the Consent Agenda and at the end of the Regular Agenda. The Board will follow the order of business set up by the agenda unless the order is altered by a consensus of the Board.

The agenda, together with supporting materials, will be distributed to Board members at least three full working days prior to the meeting. The agenda will be available to the press and to the public through the superintendent's office at the same time it is available to the Board members. Request for mailing must be submitted to the superintendent's office in writing. Copies of the agenda for the press and public will not contain any confidential information included in the Board members' packets.

A copy of the agenda will be posted in each school facility, the official website of the State of Nevada (<http://nv.gov>) and the district web site (www.lyoncsd.org) three working days prior to the meeting per open meeting law.

The District will ensure equally effective communications are provided to qualified persons with disabilities upon request as required by the Americans with Disabilities Act.

CONDUCT OF BOARD MEETINGS

The rules of parliamentary procedure contained in the latest version of *Robert's Rules of Order* will govern the Board in its deliberations. Discussion by Board members will be unlimited as long as it applies to the motion before the Board or the matter under consideration. The Board may vote to limit discussion and the President will confine discussion to the matter before the Board. In order for action to be taken on an item there must be a motion and a second. The President may limit the time of any citizen appearing before the Board so that all who wish to be heard may have the opportunity.

Except in an emergency that impacts the school district, the board of trustees shall not take any action or corrective action at a regular meeting or special meeting on an item that has been posted on its agenda pursuant to chapter 241 of NRS after 11:59 p.m. on the day of the meeting. There are limited exceptions to this outlined in NRS 386.330. "Emergency" has the meaning ascribed to it in NRS 241.020.

MINUTES OF BOARD MEETINGS

The Board secretary will take written minutes of all Board meetings. The minutes will include, but not be limited to, the following information:

1. All members of the Board who were present;
2. All motions, proposals, resolutions, orders and measures proposed and their disposition;
3. The results of all votes and the dissenting vote of each member by name;

4. The substance of any discussion on any matter;
5. Any other information required by law.

All minutes shall be available to the public per requirements of Nevada's Open Meeting Law. The public and patrons of the district may receive, upon request, copies of approved current minutes at the administration office. Minutes need not be approved by the Board prior to being available to the public. A copy of the minutes of each regular and special Board meeting as they are drafted for approval will be distributed after such meeting to each Board member and superintendent.

The District will maintain and make available to staff and other interested patrons an updated copy of the meeting minutes.

Closed Sessions:

The Board may meet in closed session to discuss subjects allowed by statute per NRS 241. Closed sessions may be held during regular, special, or emergency meetings for any reason permitted by law. Content discussed in closed sessions is confidential.

If a closed session is held regarding a student matter, the following shall not be made public: the name of the minor student; the issue, including a student's confidential medical records and that student's educational program; the discussion; and each Board member's vote on the issue.

PUBLIC PARTICIPATION IN BOARD MEETINGS

All Board meetings, with the exception of closed sessions, will be open to the public. The Board invites district citizens to attend Board meetings to become acquainted with the program and operation of the district. Members of the public also are encouraged to share their ideas and opinions with the Board when appropriate.

It is the intent of the Board to ensure communications with individuals with disabilities are as effective as communications with others. Individuals with hearing, vision or speech impairments will be given an equal opportunity to participate in Board meetings.

Auxiliary aids and services for persons with disabilities will be available at no charge to the individual. All auxiliary aids and/or service requests must be made with appropriate advance notice. Should the Board demonstrate such requests would result in a fundamental alteration in the service, program or activity or in undue financial and administrative burdens, alternative, equally effective means of communication will be used.

Procedures for Public Participation in Meetings

During an open session of a Board meeting, members of the public are specifically

LYON COUNTY SCHOOL DISTRICT

BOARD POLICY

BDD

invited to present concerns and/or praise during the public comment portion of the agenda. Public speakers will identify themselves for inclusion in the minutes.

At the discretion of the Board President, anyone wishing to speak before the Board, either as an individual or as a member of a group, on any agenda item or other topic, may do so by coming forward DURING PUBLIC COMMENT.

Any person who is invited by the President to speak to the Board during a meeting should state his/her name and, if speaking for an organization, the name and identity of the organization. A spokesman should be designated to represent a group with a common purpose.

The Board will allow public comment at the beginning of the meeting on items listed on the agenda or on any matter within the public body's jurisdiction, control, or advisory power that is not listed on the agenda, and/or after each item on the agenda on which action may be taken as discussed by the public body, before the public body takes action on the item.

The board will allow additional public comment on any matter within the public body's jurisdiction, control, or advisory power including that which is or is not specifically included on the agenda as an action item, at the end of the meeting prior to adjournment of the meeting.

Statements by members of the public should be brief and concise. The President may use discretion to establish a time limit on discussion or oral presentation by visitors.

Discussion or presentation concerning a published agenda item is limited to its designated place on the agenda, unless otherwise authorized by the President.

The Board will allow public comment to be submitted electronically to accommodate those who are unable to attend the meeting. District administration will create and maintain a means whereby the public can access this opportunity through the District website and via a weblink on the agenda. The public may submit comment by 12:00 pm, the day of the board meeting. Public comments will be forwarded to all LCSD Trustees prior to the board meeting. Electronically submitted public comment will be added to the minutes of the meeting.

Petitions

A visitor speaking during the meeting may introduce a topic not on the published agenda during public comment at the END of the meeting. The Board, at its discretion, may require that a proposal, inquiry or request be submitted in writing, and reserves the right to refer the matter to the administration for action or study. No action will be taken in response to a petition before the next regular meeting.

Questions asked by the public, when possible, will be answered immediately by the President or referred to staff members for reply. Questions requiring investigation may, at the discretion of the President, be referred to the superintendent for response at a later time.

The Board President should be alert to see that all visitors have been acknowledged and thanked for their presence and especially for any contributed comments on agenda issues.

LYON COUNTY SCHOOL DISTRICT

BOARD POLICY _____BDD

Similar courtesy should be extended to members of staff who have been in attendance. Their return for future meetings should be welcomed.

Criticisms of Staff Members

Speakers may offer objective criticism of district operations and programs, but the Board will not hear complaints concerning individual district personnel. The President will direct the visitor to the appropriate means for Board consideration and disposition of legitimate complaints involving individuals.

Legal Reference(s): NRS 241, 281, 281A, 386, and 392

LCSD Board Policy GBBH: Employment of Relatives

Policy BDD
Revised 2/25/25

BOARD - STAFF COMMUNICATIONS

The Board desires to maintain open channels of communication between itself and the staff. The basic line of communication will, however, be through the superintendent.

Staff Communications to the Board

All formal communications or reports to the Board or any Board committee from principals, teachers or other staff members will be submitted through the superintendent. This procedure will not be construed as denying the right of any employee to address the Board about issues which are neither part of an active administrative procedure, nor disruptive to the operation of the district. Staff members are invited to Board meetings, which provide an opportunity to observe the Board's deliberations on matters of staff concern. The Board asks that certified and classified employees present items of concern and/or interest affecting the Lyon County School District.

Board Communications to Staff

All official Board communications, policies and directives of staff interest and concern will be communicated to staff members through the superintendent. The superintendent will provide appropriate communication to keep staff fully informed of the Board's priorities, concerns, and actions.

Visits to Schools

School visits by Board members will be regarded as informal expressions of interest in school affairs and not as "inspections" or visits for supervisory or administrative purposes. Individual board members may visit schools periodically to expand their knowledge of school programs, staff, and student needs.

- School visits will follow prior notification to the principal.
- Concerns raised as a result of school visits by board members will be directed to the superintendent in writing, without delay.
- Board members will identify when they are visiting the school in their role as a board member, versus when they are visiting the school in another role (i.e., as parent/guardian, relative or emergency contact, professional or organizational affiliation, etc.)
- Board member will follow all school policies and procedures.

Lyon County School District Board Memo

Date: November 18, 2025

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 2024-2025 school year

Recommendation:

That the board approves a report on the assessment results for the 2024-2025 school year.

Background Information:

As a district we continue to review and analyze data that we obtain from our annual assessments, in addition to the various formative assessments we administer throughout the year. With this data, we work with teachers and administrators to establish professional development and determine next steps, which hopefully lead to gains. An example of such gains would be in our ACT growth as well as numerous highlights within our Career and Technical Education pathways. As the Board is aware we have numerous goals in our District Performance Plan that should hopefully lead to additional gains. Lyon County School District continues to experience challenges with assessment results and acknowledges that we are not where we would like to be.

The assessment data shared shows the percentage of students deemed proficient in the Smarter Balanced Assessments in mathematics, English language arts (ELA), and science.

Lyon County School District is in a period of transition from the Measure of Academic Progress (MAP) assessment in K-8 to i-Ready diagnostic assessments for math and ELA. Achievement with the MAP test shows proficiency in the spring of 2025. Teachers and site personnel can take this data and determine needs based on individual student performance. As we enter the fall of 2025, staff have utilized this data to determine placements and instructional needs prior to the completion of Fall MAP/i-Ready 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 American College Test (ACT) assessment was administered to all 11th graders in February of 2025. Students are required to take this exam, regardless of their intentions following graduation. The ACT is a college entrance exam, however it was selected by the state as the College and Career Readiness exam required for graduation. While those planning to pursue a college path take the ACT multiple times, school districts are only allowed to use the scores students receive during this required administration, and improved scores are not reflected in the state reporting.

***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.*

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 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. While we continue to struggle with increasing numbers of parent “opt outs” with assessments, we have seen some encouraging changes from last year. Student “buy-in” for the ACT also continues to be a struggle, we remain optimistic as we create baseline data this year with the Work Keys Curriculum leading to the National Career Readiness Assessment (NCRC). 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

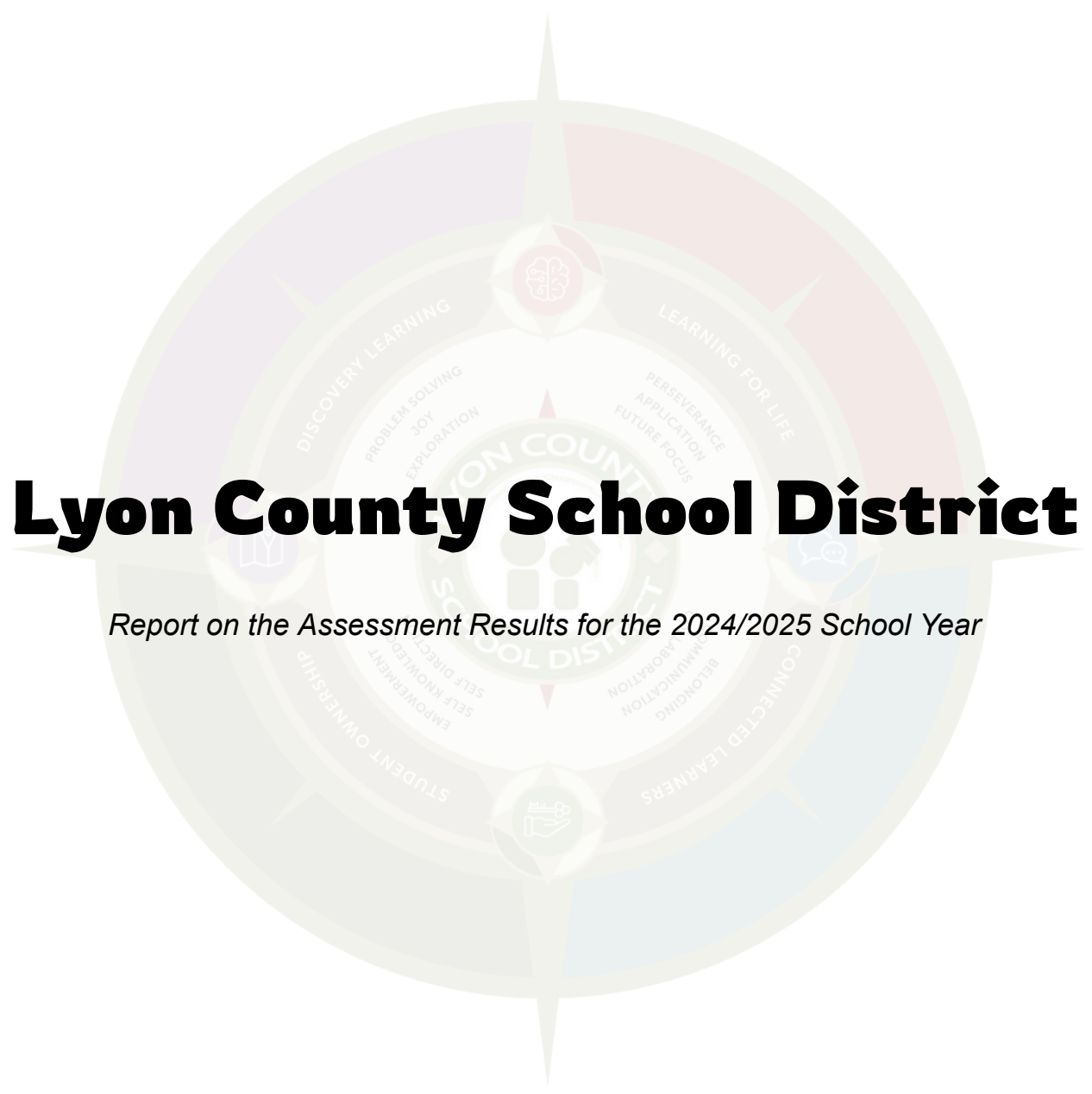
Discussed at Previous Meeting:

N/A

Attachment(s):

2024-25 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 2024/2025 School Year

Mission & Vision.....	4
Mission:.....	5
Vision:.....	5
Philosophy of Assessment.....	6
Assessment FOR Learning.....	7
Portrait of a Learner and Assessments.....	8
Systems of Assessment.....	9
Overview of assessment types.....	10
Norm-Referenced Assessment.....	10
Criterion-Referenced Assessment.....	10
Lyon County Assessment.....	11
List of Yearly Assessments:.....	12
Smarter Balanced Assessment Consortium.....	14
American College Testing.....	16
Measure of Academic Progress - Overview:.....	22
World-Class Instructional Design and Assessment.....	49
Career and Technical Education.....	50
iReady.....	51
Historical Data.....	52
Nevada Report Card Data (SBAC/ACT).....	53
Nevada Assessment Types.....	61
Current Data.....	64
Smarter Balanced Assessment Consortium.....	65
English Language Arts Assessment Data.....	65
Math Assessment Data.....	68
American College Testing (ACT).....	76
Measure of Academic Progress.....	112
iReady - Reading and Math.....	125
Spring Reading Diagnostic Results.....	125
Winter to Spring Reading Diagnostic Results.....	128
Spring Growth Results (Winter to Spring Growth).....	134
Spring Math Diagnostic Results.....	137
Fall to Spring Math Diagnostic Results.....	140
Spring Math Growth Results (Fall to Spring).....	145
World-class Instructional Design and Assessment (WIDA).....	149
Career and Technical Education.....	155
Our Plan For Improvement.....	159
Our Way Forward:.....	160



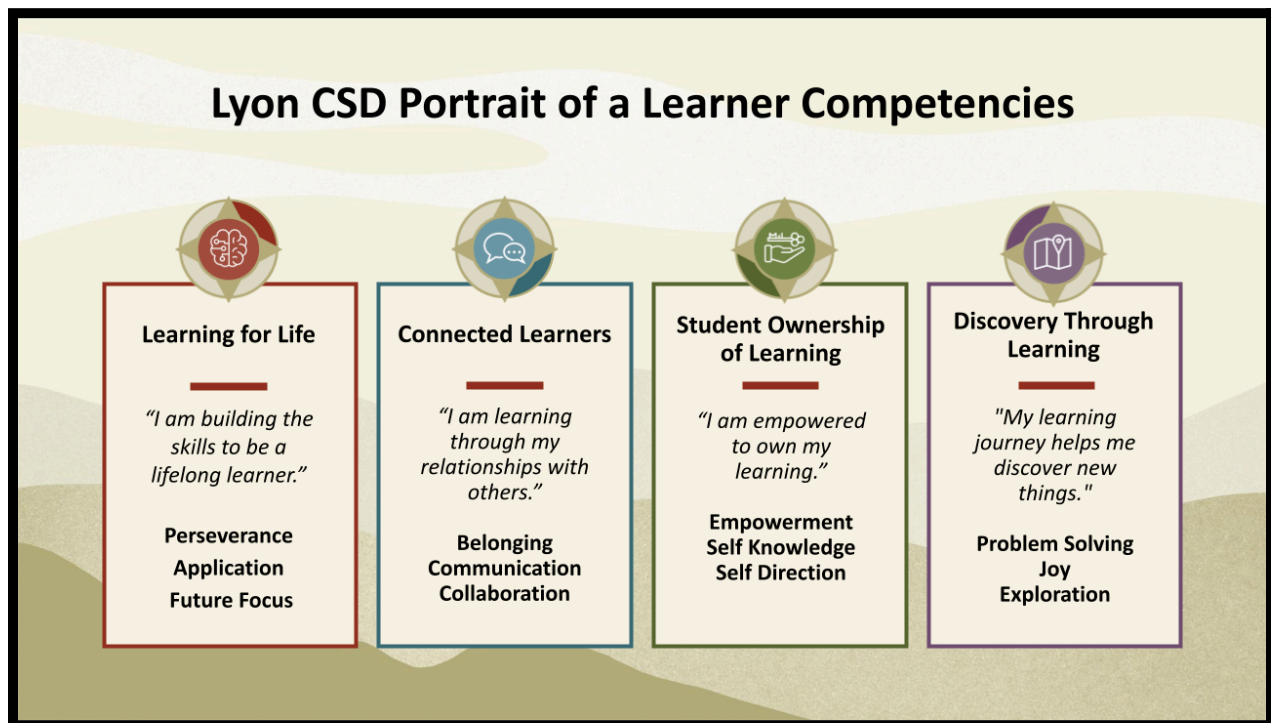
Mission & Vision

Mission:

The Mission Of Lyon County School District Is To Graduate All Students To Be Career And Life Successful.

Vision:

Lyon County School District fosters learning for life, empowers connected learners, promotes ownership of learning, and encourages discovery learning for success in a rapidly evolving world.





Philosophy of Assessment

Assessment FOR Learning

- Assessment for learning should fundamentally change how students perceive evaluation; terms like "assessment," "evaluation," or "grading" should not provoke feelings of anxiety, vulnerability, or frustration. Traditionally, assessment *of* learning methods—often summative—have been used in education primarily to hold students accountable for mastering content by a fixed deadline (Stiggins, 2005). These summative assessments force a proficient/not proficient dichotomy (Dufour, 2016). This narrow pass/fail outcome can actively discourage continued learning and cement a limiting cognitive belief system of either success or failure.
- In sharp contrast to traditional methods, Lyon County School District mandates that assessment be used *FOR* learning, directly aligning with our guiding domain: “Student Ownership of Learning.” This approach eliminates proficiency deadlines, allowing students continuous opportunities to improve. It functions as a diagnostic tool, providing both the teacher and student with the precise information needed to determine the appropriate next steps in the learning process (Dufour, 2016). Assessment, therefore, should be utilized as a confidence builder, a motivator for sustained learning, and a celebration of unprecedented achievement gains (Stiggins, 2005).

To accomplish this, educators must employ assessment to help students understand (Dufour, 2016):

1. The achievement targets they are striving for.
2. Their current standing relative to that expectation and the progress they have already made.
3. How to effectively close the gap between their current performance and the target.
4. Celebrate gains made over time.

Portrait of a Learner and Assessments

Lyon County School District views assessments as tools to empower students and foster ownership of their learning. The purpose of assessment is not accountability, but to provide students with meaningful opportunities to reflect on their progress.

Students demonstrate ownership of their learning by:

- ***Independently monitoring*** their progress and determining the most effective next steps.
- ***Exploring and selecting*** learning paths that align with their personal goals and interests.
- ***Evaluating*** their own understanding and taking purposeful action to meet their objectives.
- ***Identifying*** their learning needs and advocating for them by proactively seeking support.
- ***Clearly articulating*** what they are learning and why it matters in the context of their coursework.
- ***Utilizing*** their individual strengths and skills to advance their own education.
- ***Applying mindfulness*** and coping strategies when encountering stress or challenging situations.
- ***Actively engaging*** and participating in lessons and projects.
- ***Promptly identifying*** challenging areas in their learning and seeking timely support.
- ***Independently pursuing*** learning options that are optimally challenging for their current knowledge and skill level.
- ***Using evidence*** of their learning to set specific, timely, and appropriate goals.
- ***Demonstrating*** enthusiasm and a genuine desire to learn.

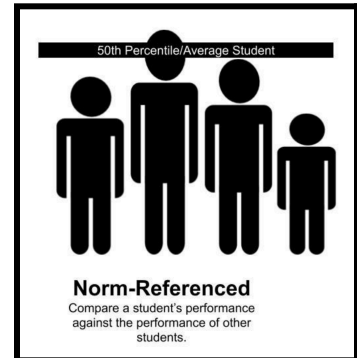


Systems of Assessment

Overview of assessment types.

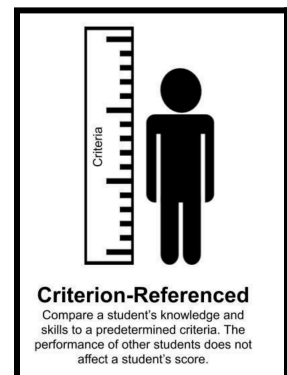
Norm-Referenced Assessment

- 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

List of Yearly Assessments:

Source	Assessment	#/Year	PK	K	1	2	3	4	5	6	7	8	9	10	11	12
Federal	National Assessment Of Educational Progress (NAEP)	1														
State	Smarter Balanced Assessment Consortium (SBAC)	1														
State	Kindergarten Entrance Assessment (KEA)	1														
State	Nevada Science Assessment	1														
State	College And Career Readiness Assessment <i>(American College Test (ACT) + Writing)</i>	1														
State	English Language Proficiency Assessment (WIDA) <i>Based On English Language Learner (ELL) Status</i>	1													240	
State	Career And Technical Education Assessment (CTE) <i>Based On CTE Enrollment/NCRC</i>	2														
LCSD	Advanced Placement (AP) <i>AP Course Enrollment</i>	1														
LCSD	Measure Of Academic Progress (MAP) In Reading & Math	3														
LCSD	iReady Diagnostic Assessment <i>(Reading & Math)</i>	3														
LCSD	High School Final Exams	2														
LCSD	School Site Common Assessments	Unknown	As Utilized By Schools And Departments													
LCSD	Formative Interim Assessments <i>Identified By The Site MTSS Team.</i>	Unknown														
- List of standardized assessments by state																

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 2024:** The table below 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® TEST SCORES BY STATE GRADUATING CLASS OF 2024 PERCENT OF STUDENTS MEETING BENCHMARKS BY SECTION 						
The table below classifies states by the percent of ACT-tested high school graduates, including the average Composite score and percent meeting ACT College Readiness Benchmarks by section. A best practice is to examine a cohort of states with similar percentages of tested graduates (e.g., states testing between 0% and 25% of graduates, or states testing between 75% and 100% of graduates).						
STATE	ESTIMATED % OF GRADUATES TESTED*	AVERAGE COMPOSITE SCORE	% MEETING ENGLISH BENCHMARK (18)	% MEETING MATH BENCHMARK (22)	% MEETING READING BENCHMARK (22)	% MEETING SCIENCE BENCHMARK (23)
Alabama	100	18.0	43	18	30	21
Arizona	100	17.7	41	22	28	19
Kentucky	100	18.6	48	23	36	24
Louisiana	100	18.2	46	20	32	22
Mississippi	100	17.7	42	17	27	17
Nevada	100	17.2	37	15	25	18
Oklahoma	100	17.6	40	15	29	17
Tennessee	100	18.8	50	25	36	26
Wyoming	100	19.1	49	26	37	28
Montana	97	19.5	53	31	41	31
Arkansas	95	18.5	48	19	32	24
Nebraska	95	19.1	49	28	36	28
Wisconsin	94	19.4	52	30	37	32
North Carolina	89	18.5	42	25	35	26
Utah	89	20.0	57	32	43	34
North Dakota	87	19.6	53	32	39	32
Ohio	78	19.0	46	28	38	28
Kansas	72	19.3	50	27	39	29
Minnesota	66	20.7	56	39	46	40
Missouri	65	19.8	53	30	42	32
Hawaii	62	17.7	38	18	29	19
South Dakota	58	21.1	63	43	50	42
Florida	44	19.0	50	25	39	27
Iowa	43	21.0	63	37	51	41
South Carolina	40	18.7	46	24	36	27
Georgia	27	21.2	63	39	51	40

AVERAGE ACT® TEST SCORES BY STATE GRADUATING CLASS OF 2024

STATE	ESTIMATED % OF GRADUATES TESTED*	AVERAGE COMPOSITE SCORE	% MEETING ENGLISH BENCHMARK (18)	% MEETING MATH BENCHMARK (22)	% MEETING READING BENCHMARK (22)	% MEETING SCIENCE BENCHMARK (23)
Texas	22	19.4	50	30	39	30
West Virginia	22	20.4	66	29	47	32
District of Columbia	17	26.7	88	70	82	72
Illinois	14	24.5	85	63	68	60
Alaska	13	19.9	55	33	47	35
Oregon	13	21.1	61	38	51	41
New Mexico	12	20.0	54	30	45	31
Idaho	10	23.3	77	57	65	53
New Jersey	10	24.1	79	60	65	57
Colorado	8	24.7	85	65	72	63
Connecticut	8	26.5	90	74	79	73
New York	8	25.4	85	70	73	68
Virginia	8	24.8	85	60	73	64
Indiana	7	23.3	76	59	63	54
Massachusetts	7	26.1	87	72	77	71
Maryland	6	24.7	83	59	71	61
Michigan	6	24.5	85	63	69	62
Vermont	6	23.6	81	52	66	55
Pennsylvania	5	24.3	81	62	68	60
Washington	5	24.5	78	61	69	61
Delaware	4	25.0	87	64	72	62
New Hampshire	4	25.9	88	70	78	70
Rhode Island	4	25.4	88	69	75	67
California	3	26.5	88	73	79	72
Maine	2	25.0	86	64	76	67
National	36	19.4	51	29	40	30

*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 table below 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 Measure of Academic Progress

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 an individual student profile report with longitudinal data graph](#)

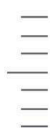
Measure of Academic Progress - Sample Questions Based on Score

Mathematics K-2

map GROWTH



225



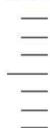
200



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?

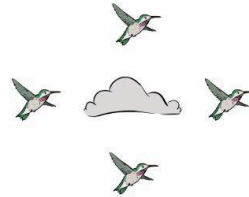


131-140



Look at the picture.

Which bird is over the cloud?

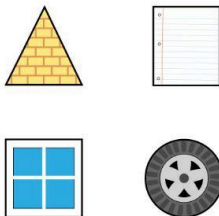


141-150



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.

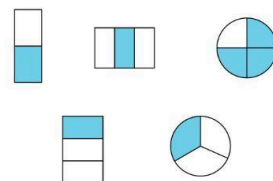


above **191**



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?

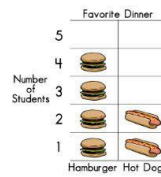


151-160



Look at the graph.

How many students chose hot dog as their favorite dinner?



1 2 3 4 5 6

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

0 1 2 3 4 5 6 7 8 9

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.

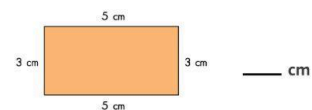


above **191**



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?



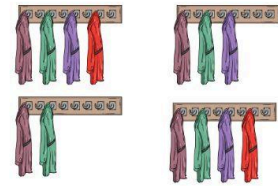
1 2 3 4

131-140



Look at the coatracks.

Choose the coatrack that has the fewest coats.

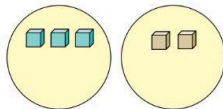


141-150



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?

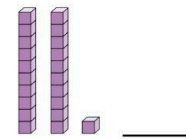
4 14 15 17 20

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.

532 591 358 358 823 453

< > =

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.

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 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

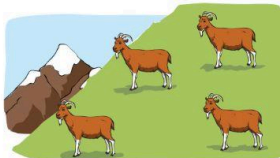


Listen to the word problem.

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**

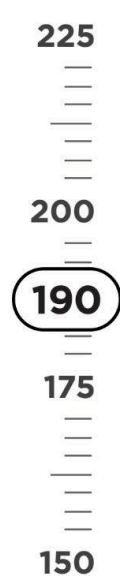


Look at the problem.

What is the answer?

$$\begin{array}{r} 2 \\ \times 7 \\ \hline \end{array}$$

0 1 2 3 4 5 6 7 8 9



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.

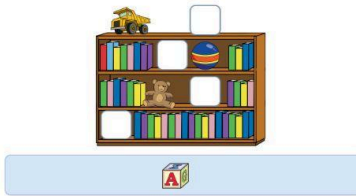
Test items in this booklet are sample items, and many have not been calibrated or field tested. For purposes of this document, RIT scale alignment is an approximation.

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.

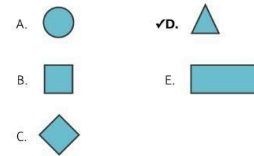
below 161

Move the block next to the ball.



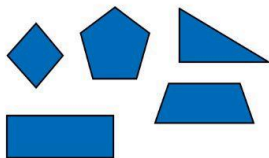
161–170

Which shape is a triangle?



171–180

Choose all the quadrilaterals.



181–190

Use the set of shapes to complete the task.

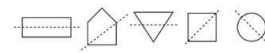


Choose all the terms that describe the set of shapes.

- A. squares
- B. rectangles
- C. trapezoids
- ✓D. parallelograms
- ✓E. quadrilaterals

191–200

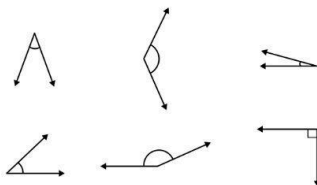
Some figures are shown.



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

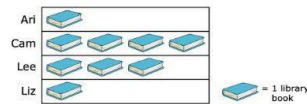
MATHEMATICS 2–5 | MEASUREMENT AND DATA

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.

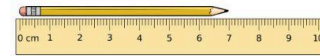


Who has the most library books?

- A. Ari
- ✓B. Cam
- C. Lee
- D. Liz

161–170

Use the picture to answer the question.

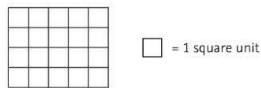


How long is the pencil?

- A. 4 cm
- B. 5 cm
- C. 6 cm
- ✓D. 7 cm
- E. 8 cm

171–180

Use the figure to answer the question.



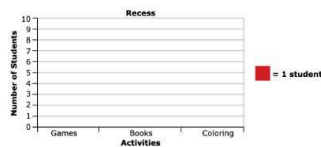
What is the area of the figure?

- 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

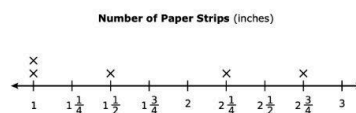
201–210

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.

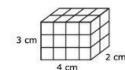


What is the total length of paper that Jai will use?

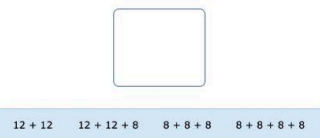
- A. $5\frac{3}{4}$ inches
- B. $6\frac{3}{4}$ inches
- C. $7\frac{1}{2}$ inches
- ✓D. $8\frac{1}{2}$ inches

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.



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

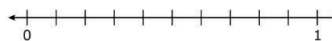
Move digits to the correct place value in the boxes.

Place Value	Number
tens	
hundreds	
ten thousands	
hundred thousands	

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



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.

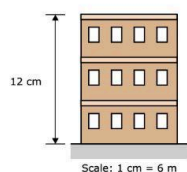
MATHEMATICS 6+ | GEOMETRY

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.

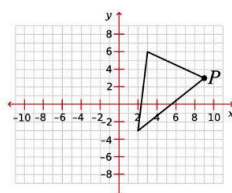


What is the actual height of the building?

- A. 2 m
- B. 6 m
- ✓C. 72 m
- D. 144 m

211–220

Use the graph to answer the question.



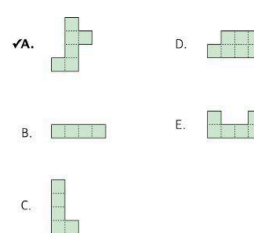
The triangle is reflected across the y -axis and then reflected across the x -axis. P' is the image of P after both reflections.

What are the coordinates of P' ?

- A. $(-9, -9)$
- ✓B. $(-9, -3)$
- C. $(-7, -9)$
- D. $(-7, -3)$

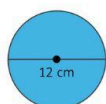
221–230

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.

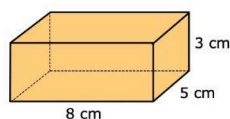


What is the approximate area of the circle? Use 3.14 for π .

- 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.

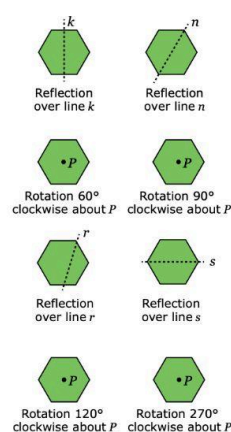


What is the surface area of this rectangular solid?

- 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

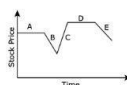
Simplify:

$$5 + (2 + 3^2) - 1$$

- 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.

$$\boxed{}^{\boxed{}} = 64$$

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.

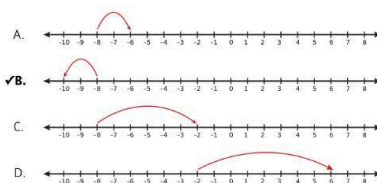


What is the unit price?

- ✓A. \$0.85 per apple
- B. \$0.90 per apple
- C. \$1.10 per apple
- D. \$1.18 per apple

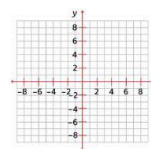
211–220

Which number line shows how to find the sum of $-8 + (-2)$?



221–230

Move the point to the coordinates $(-5, 6)$.



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

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. $2 - 3i\sqrt{12}$

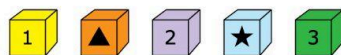
MATHEMATICS 6+ | STATISTICS AND PROBABILITY

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. $\frac{1}{5}$ ✓D. $\frac{3}{5}$
 B. $\frac{1}{3}$ E. $\frac{2}{3}$
 C. $\frac{2}{5}$

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?

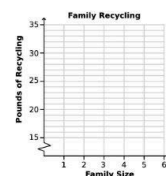
- A. 10
 ✓B. 13
 C. 14
 D. 16

221–230

The table shows family size and recycling information for several different families.

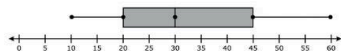
Move the points onto the graph to make a scatter plot of the data.

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.

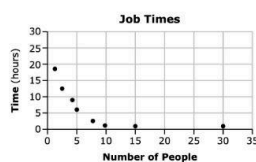


What is the median of the data?

- A. 20 D. 35
 ✓B. 30 E. 45
 C. 32.5

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.

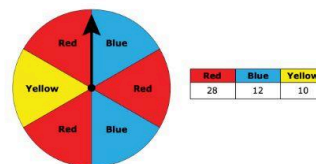


What type of relationship is shown between the number of people and time?

- A. positive and linear
 B. negative and linear
 C. positive and nonlinear
 ✓D. negative and nonlinear

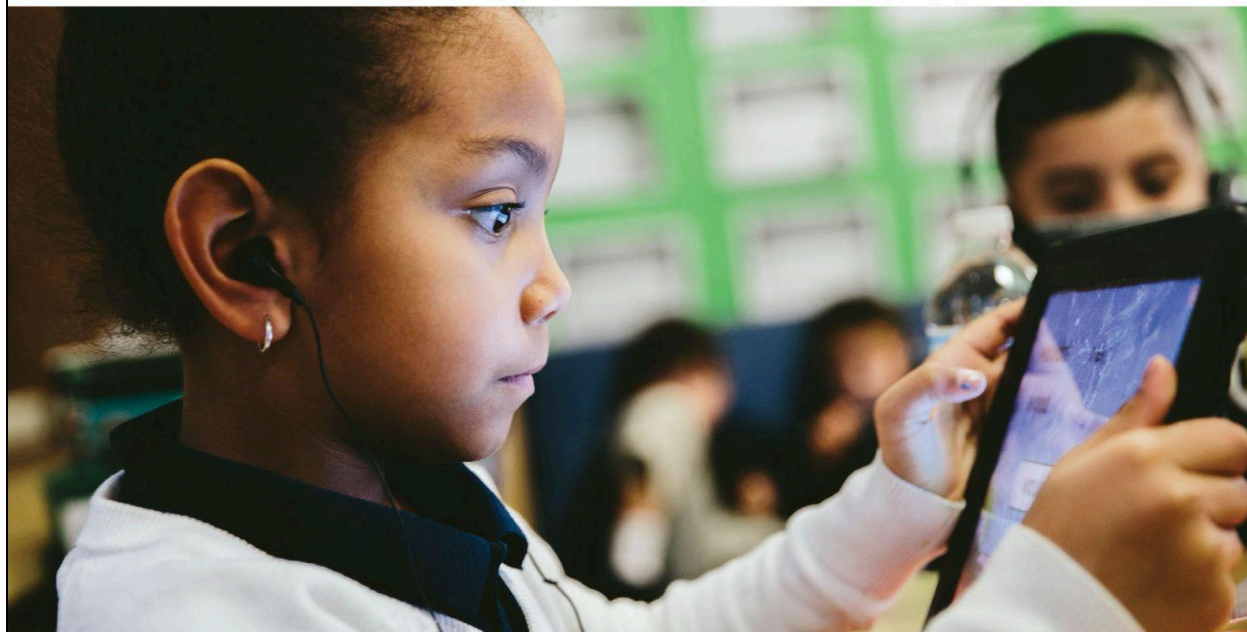
above 250

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)



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.

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 preview 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

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.

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
next to the girl

below 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.



Roses can have (menny) thorns.

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

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



(This is a listening comprehension item.
The passage is not presented here.)

Listen to the story.

Which picture shows where the story takes place?



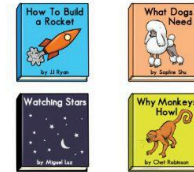
131-140



Look at the pictures.

Maureen wants to learn more about taking care of dogs.

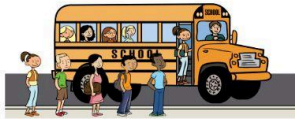
Which book should Maureen read?



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.

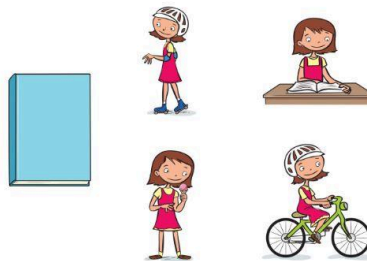
151-160



(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.

☐	Skating is the best sport for kids.
☐	Hockey is a team sport on skates.
☐	In speed skating, racers try to finish first.
☐	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

MAP Growth K-2 items have audio and sometimes little or no text on the screen.

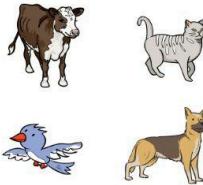
The example items present the visual of the item and we include text in the examples to show what the student hears when the text is absent from the screen.

below 131



Look at the 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
☐	cherry
☐	grape
☐	pineapple
☐	
☐	

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?

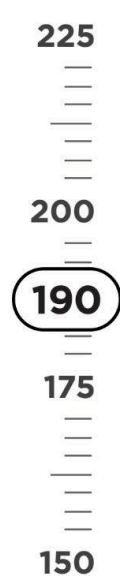
- quiet awful
excellent boring

above 191



Which pair of words means the same thing?

- get – offer define – need
require – get need – require



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.

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	161–170	171–180
Read the words. ball doll puzzle top To which group do these words belong? - animals - colors - places ✓ 4. toys	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	Read the sentences. Jackie couldn't believe how much fun she had on the field trip. She kept <u>replaying</u> the day's events in her mind on the bus ride back to school. In the word <u>replaying</u>, what does the prefix <u>re-</u> mean? 1. after ✓ 2. again 3. not 4. two
181–190	191–200	201–210
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. <i>(Passage continues.)</i> Dictionary scuba (skoo-buh) <i>n.</i> equipment used to breathe underwater scullery (skuhl-er-ee) <i>n.</i> a small room near the kitchen sculpture (skuhlp-chur) <i>n.</i> an object created by carving or molding scum (skuhm) <i>n.</i> a covering on the surface of a liquid Based on the information in the paragraph, what is the meaning of the word <u>sculpture</u>? 1. slimy film 2. large pantry ✓ 3. piece of art 4. swimming gear	Read the sentences. Lightning _____ the trunk of the lilac tree. I was _____ by the beauty of the sunset. Which word can be used in <u>both</u> sentences? 1. bent 2. flashed ✓ 3. struck 4. surprised	Which set of words <u>all</u> have the same root word? 1. extra, relax, index 2. contain, restrain, plain 3. here, everywhere, there ✓ 4. knowledge, unknown, knowing
211–220	221–230	above 230
Read the sentence. Although the storm outside was <u>ferocious</u>, Nate left the comfort of the cabin and trudged toward home. Which word best matches the connotative meaning of <u>ferocious</u> as it is used in the sentence? 1. barbaric 2. inhuman ✓ 3. intense 4. untamed	Read the sentence and dictionary entry. The lives saved when the volcano exploded <u>vindicated</u> the expensive early warning system. Dictionary vindicate (vin-di-keyt) <i>v.</i> 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 <u>vindicate</u> is used in the sentence? 1. definition 1 ✓ 2. definition 2 3. definition 3 4. definition 4	Based on an understanding of Latin roots, what is the meaning of <u>ambidextrous</u>? 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.

below 161	161–170	171–180
Read the passage. Many kinds of dogs live in the world. Some have been around for a long time. <i>(Passage continues.)</i> What do Mudis like? - other dogs - sleeping all day - living in the city ✓ 4. having work to do	Read the directions. Making mud pies is fun. Find some nice sticky mud. Shape it into little pies. Set the pies in the warm sun to dry. What type of day is needed to make mud pies? ✓ 1. a sunny day - a rainy day - a snowy day - a cloudy day	Read the paragraph. A hen lays about one egg a day. A chick takes three weeks to be born from an egg. <i>(Passage continues.)</i> When do chicks start peeping? - after one week - after two weeks ✓ 3. after three weeks - after four weeks
181–190	191–200	201–210
Read the passages. Passage 1 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. Passage 2 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> What are both passages about? - clothes ✓ 2. cotton - flowers - plants	Read the paragraph. 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> What does the weasel do when it gets more food than it needs? - It eats until it is sick. ✓ 2. It stores the food for later. - It lets the food go to waste. - It shares the food with others.	Read the paragraph. 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> *catalyst: a substance that can speed up or bring about a chemical reaction without being affected itself According to the passage, why is platinum valued by jewelers? - It is rarer than gold. ✓ 2. It is good for gem settings. - It can be used as a catalyst. - It is produced in many countries.
211–220	221–230	above 230
Read the passage. Benjamin Franklin: More than a Writer 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> Which aspect of the passage <u>best</u> supports the idea that Franklin was a creative visionary? - the danger associated with Franklin's famous kite-flying experiment - the mention of Franklin's role in writing the Declaration of Independence ✓ 3. the example of the wide range of inventions that Franklin developed - the similarities between today's bifocals and the bifocals that Franklin invented	Read the passage. 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> (from "Inaugural Address" by John F. Kennedy) Which statement <u>best</u> expresses the main idea of the passage? - Well-equipped armies will fight to defend freedom. - Global alliances are the key to freedom for all people. ✓ 3. The responsibilities of freedom rest with the individual. - The past generations have secured freedom for the future.	Read the passage. 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> (from <i>The Art of Public Speaking</i> by J. Bergesenwein and Dale Carnegie) Which conclusion about becoming an effective speaker can be drawn from the passage? - Effective speaking is the result of study followed by earnest practice. - 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. - Effective speaking is the result of practicing the speeches and styles of noted speakers.

26

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.

Favorite Sports			
Baseball	Basketball	Soccer	Swimming
Neha Max Jessica	Samuel	Javier Sarah Brandon Cody	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	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	161–170	171–180
Read the story. Maria ate a big bowl of cereal. After breakfast, Maria put her book in her backpack. <i>(Passage continues.)</i> 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.	Read the poem. The Movie The movie theater is cool and dark. I can't wait for the movie to start. <i>(Poem continues.)</i> Which word tells how the theater sounds? 1. cool 2. dark ✓ 3. loud 4. soft	Read the passage. Dave and Mike had a great time sledding. They pulled their sleds up the big hill and went down face first. <i>(Passage continues.)</i> 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	191–200	201–210
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.	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. <i>(Passage continues.)</i> 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	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. <i>(Passage continues.)</i> 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	221–230	above 230
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. <i>(Passage continues.)</i> 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.	Read the poem. It sifts from leaden sieves, It powders all the wood, It fills with alabaster wool The wrinkles of the road. <i>(Poem continues.)</i> (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.	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. <i>(Poem continues.)</i> (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	161–170	171–180
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	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. <i>(Passage continues.)</i> Which word best describes how the author feels about winter vacation? 1. calm ✓ 2. excited 3. nervous 4. tired	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. <i>(Passage continues.)</i> 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	191–200	201–210
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. <i>(Passage continues.)</i> Which sentence <u>best</u> 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.	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. <i>(Passage continues.)</i> 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	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. <i>(Passage continues.)</i> Which is the <u>most</u> 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	221–230	above 230
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. <i>(Passage continues.)</i> (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.	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. <i>(Passage continues.)</i> (from "A Leaf in the Storm" by Marie Louise de la Ramee) Based on the passage, which statement about Bernadou is <u>most</u> 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.	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. <i>(Passage continues.)</i> (from <i>Pride and Prejudice</i> 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 - 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](#)



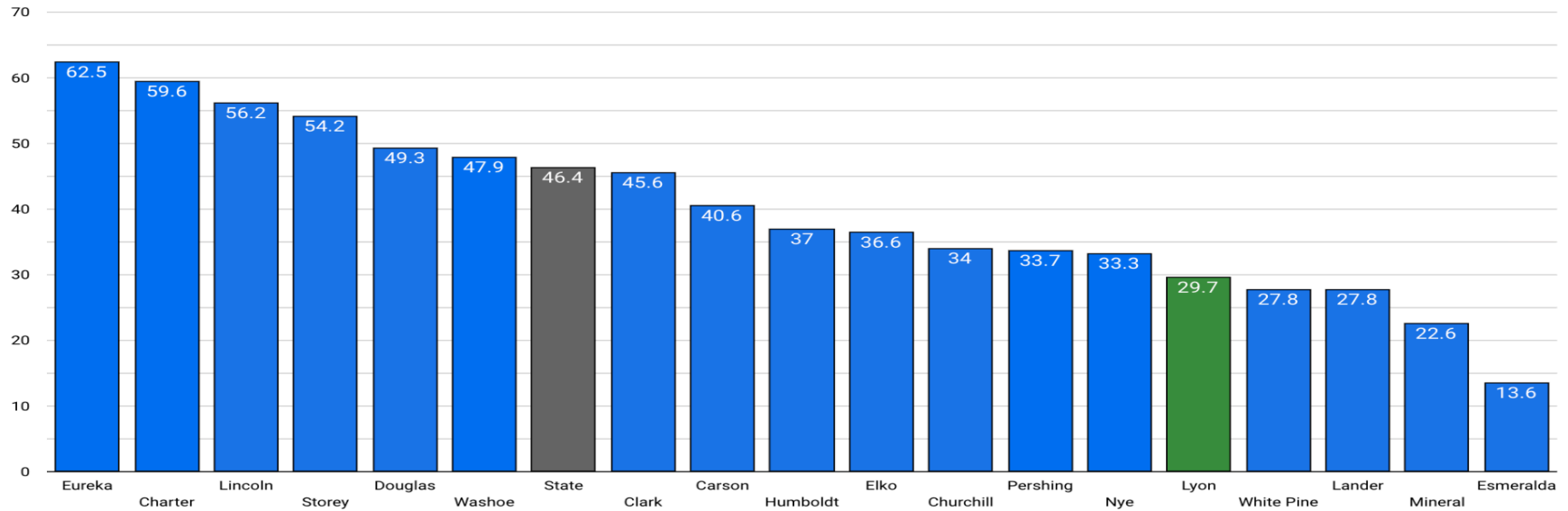
Historical Data

Nevada Report Card Data (SBAC/ACT)

2024/2025 Nevada Report Card Data									
		ELA Proficiency			Math Proficiency			Grad Rate	Absenteeism
District	Total Enrollment	ELA ELEM.	ELA MID	ELA HIGH	Math ELEM.	Math MID	Math HIGH		
State	477,563	46.4	44.4	47.2	41.1	29.4	21.1	81.6	26.6
Lyon	9,169	29.7	28.3	29	25.5	19.2	12.7	87.6	35
Carson	7,404	40.6	38.5	41.1	38.2	27.6	22.2	83.1	26
Churchill	3,221	34	26.9	28.3	25.9	15	7.6	84.1	28.9
Clark	301,697	45.6	42.9	48.9	39.6	27.4	21.1	81.5	26.9
Douglas	4,927	49.3	47.2	49.3	42.7	32.1	30.7	88.1	18.9
Elko	9,539	36.6	29.3	40.8	34.1	20.6	15.6	82.9	31.5
Esmeralda	75	13.6	10.5	<5	8.6	10.5	<5	-	43.2
Eureka	310	62.5	60.5	60	50	47.3	28	>95%	20.3
Humboldt	3,233	37	41	35.3	33.1	29.4	15.3	92.6	28.7
Lander	1,059	27.8	15.4	46.1	26.1	9	20.2	90.7	34.9
Lincoln	958	56.2	59.2	33.3	50.4	31.1	19	>95	19.3
Mineral	534	22.6	27.5	15.3	16.1	<5	<5	76.7	31.4
Nye	5,745	33.3	34.2	27.6	27.7	16.9	12	86.1	25.3
Pershing	666	33.7	24	40.3	25.8	14.5	9.6	94.7	<5
Charter	63,609	59.6	60.7	56.9	55.7	43.6	25.2	83.3	16.3
Storey	392	54.2	38.4	64.5	45.2	28.8	22.5	77.4	23.3
Washoe	63,559	47.9	42.8	43.9	44	30.3	24.3	81.9	25.7
White Pine	1,260	27.8	31	51.1	25.7	29.6	21.5	91.2	24.5
Source: http://nevadareportcard.nv.gov/DI/nv/2023									

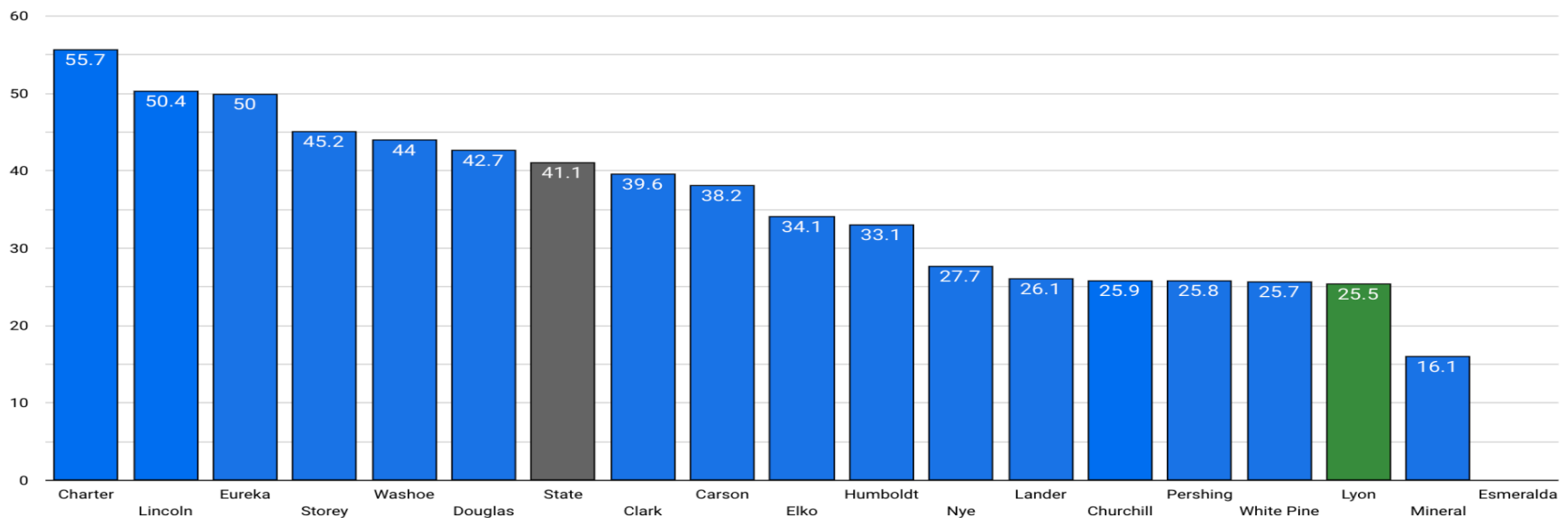
280

Elementary ELA Proficiency Scores - 2025

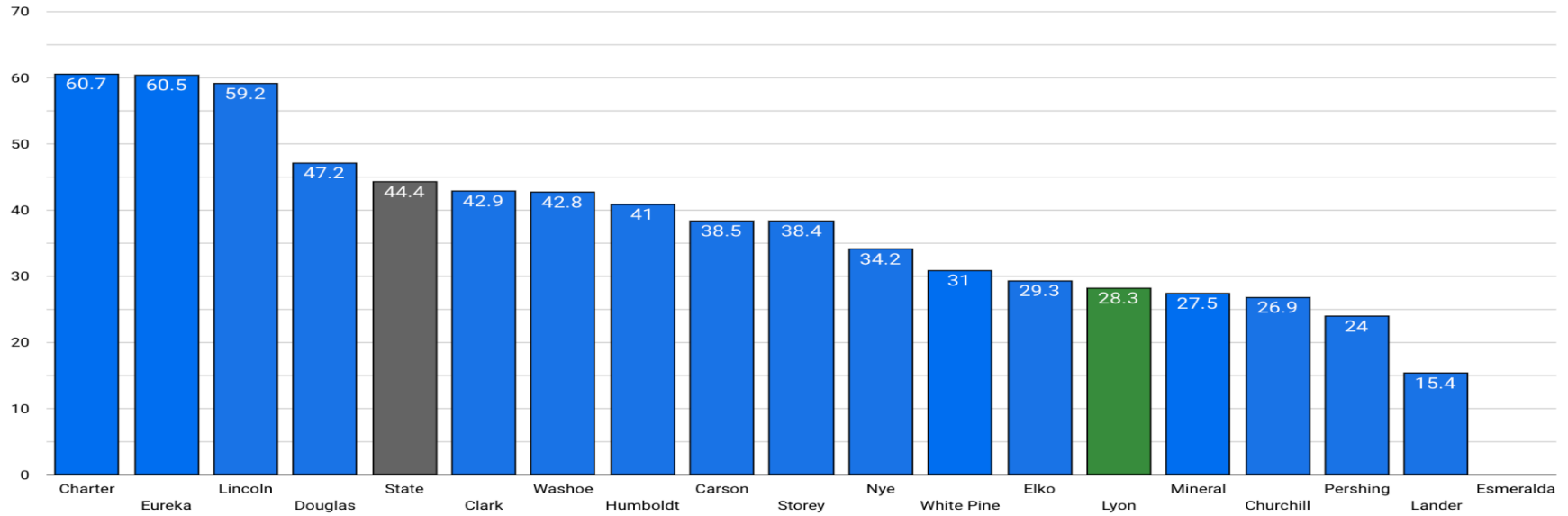


281

Elementary Math Proficiency Scores - 2025

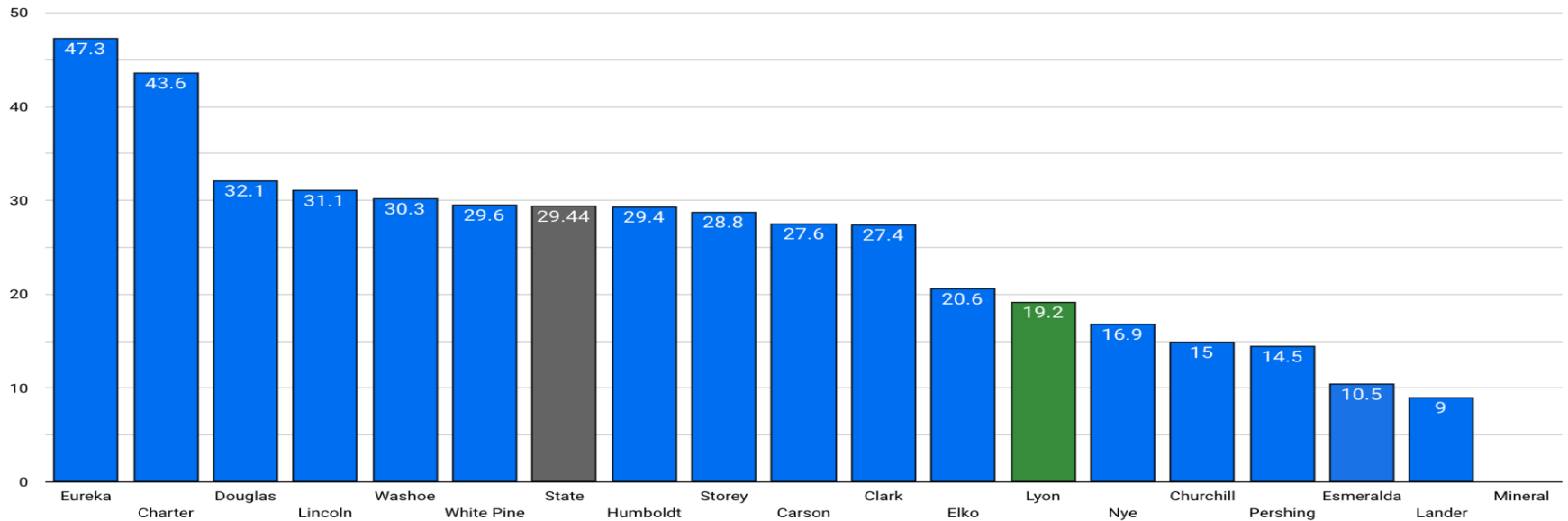


Middle School ELA Proficiency Scores - 2025

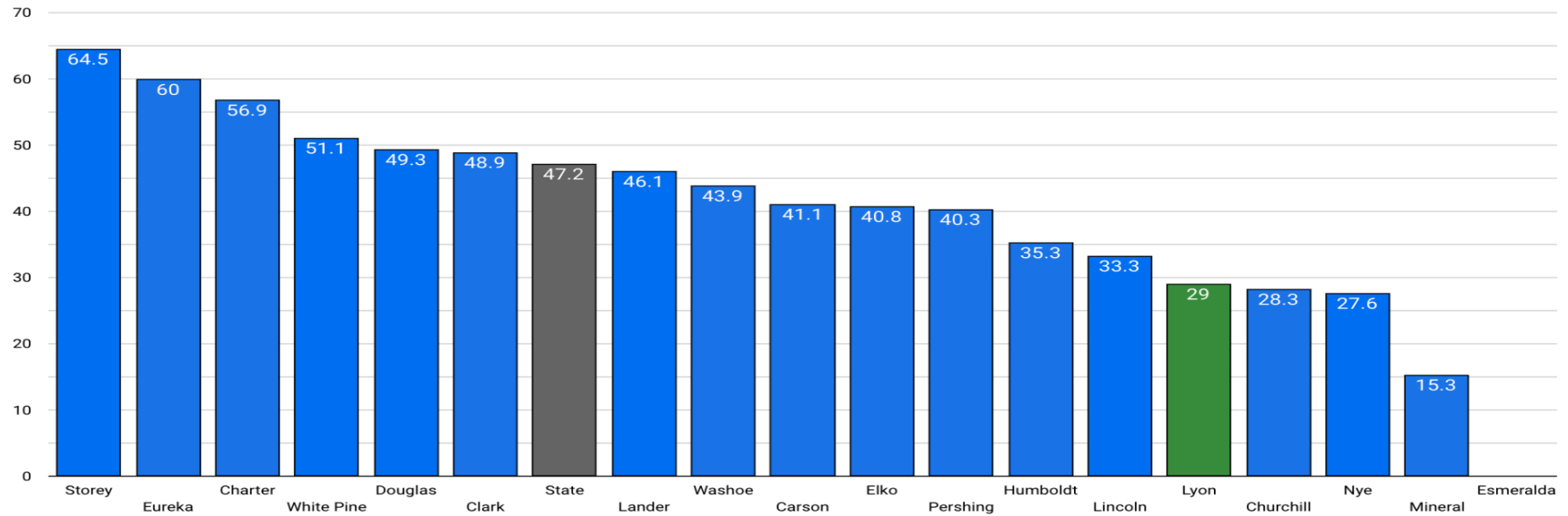


282

Middle School Math Proficiency Scores - 2025

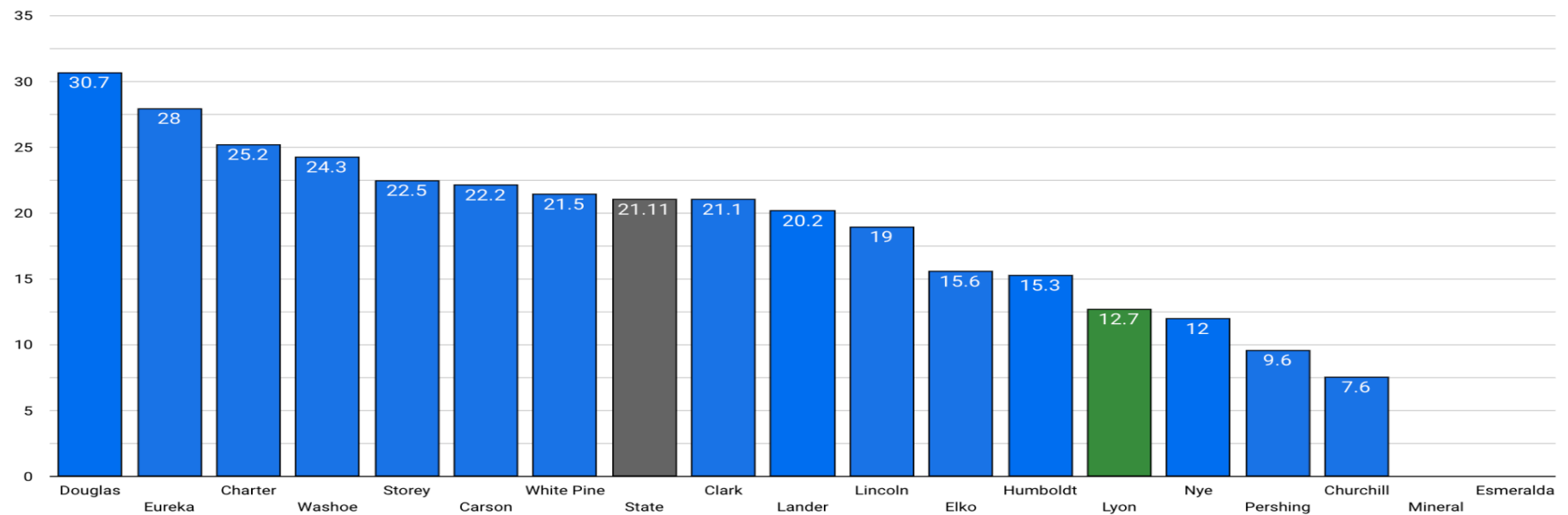


High School ELA Proficiency Scores - 2025



283

High School Math Proficiency Scores - 2025



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	
White Pine	1282	27.5	32.1	24.5	31.9	28	8.4	87.37	28.3	

284

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

285

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
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			
2024-25	State	46.4	44.4	47.2	41.1	29.4	21.1	81.6	A C T	S B A C
	Lyon	29.7	28.3	29	25.5	19.2	12.7	87.6		
2023-24	State	42.8	39.1	45.2	38	26.8	19.4	81.39		
	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	84.76		
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 E	C R T
	Lyon			85.5			80.6	74.7		
2013-14	State			77.5			77.5	69.8		
	Lyon			81.7			79	79.3		

287

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
		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

288

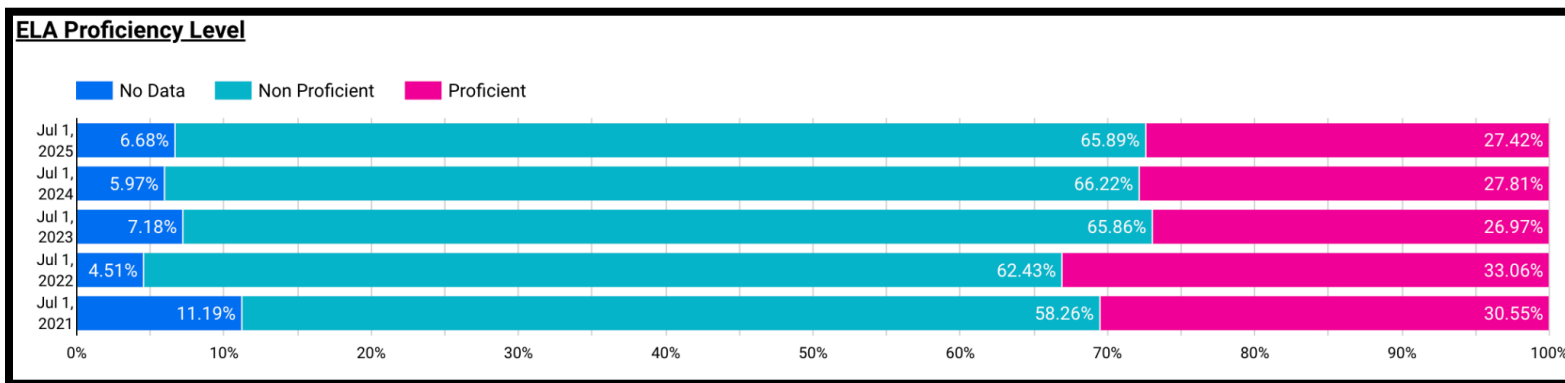


Current Data

Smarter Balanced Assessment Consortium

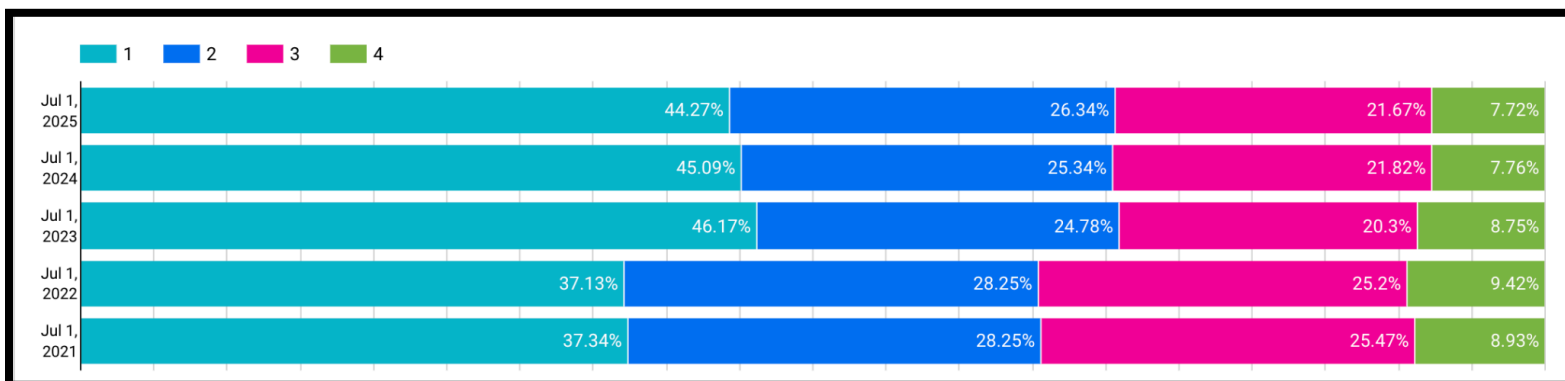
English Language Arts Assessment Data

– The Number of Proficient Students in English Language Arts Over Time:

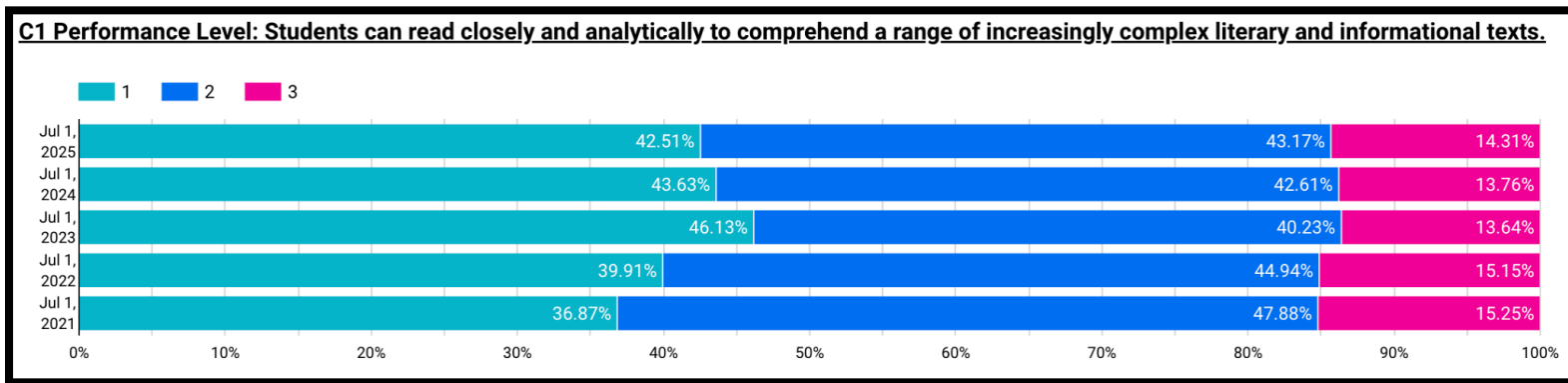


291

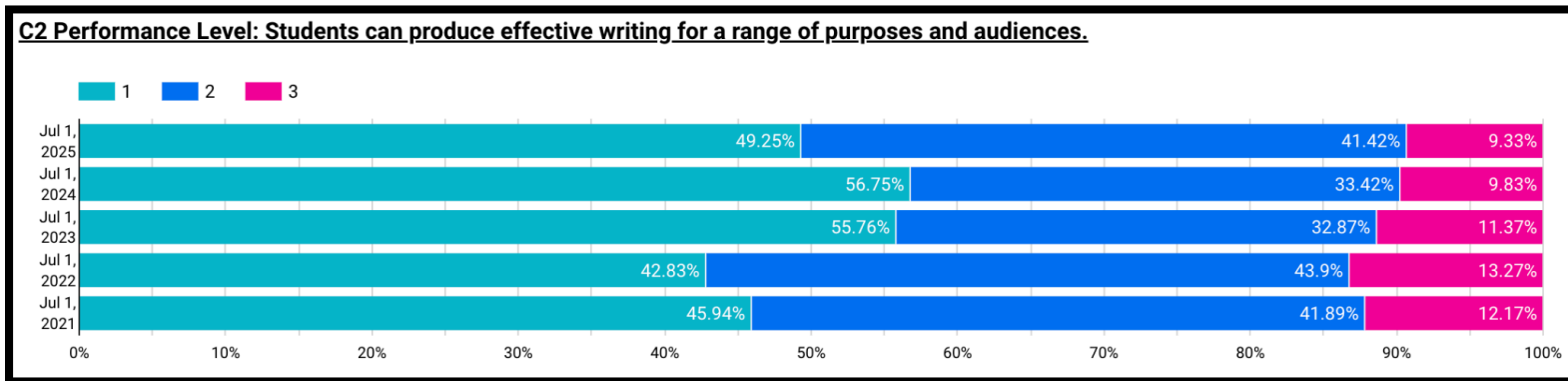
– The Achievement Level of Students in English Language Arts Over Time



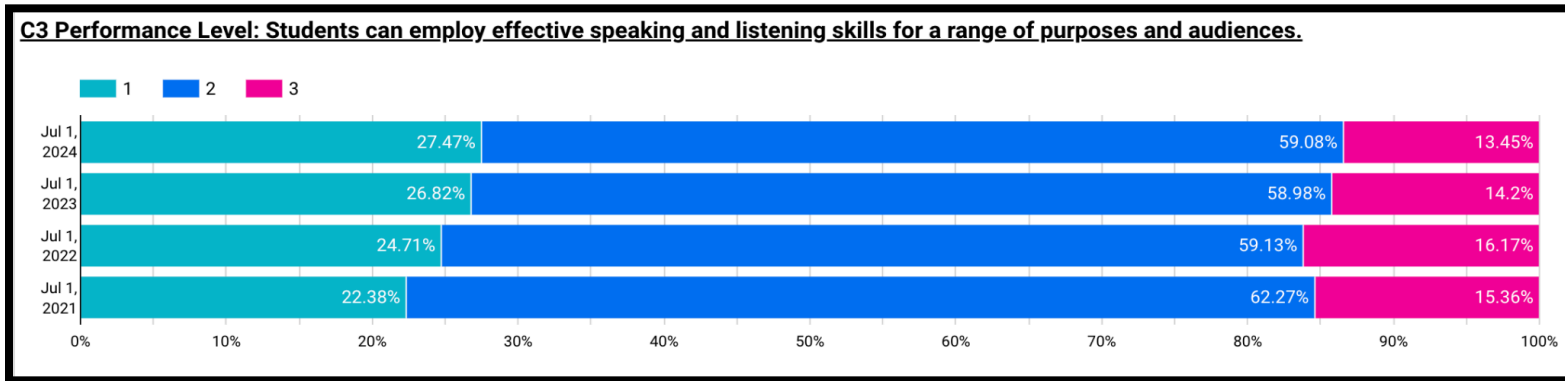
– Claim 1: Performance Level of Students Over Time:



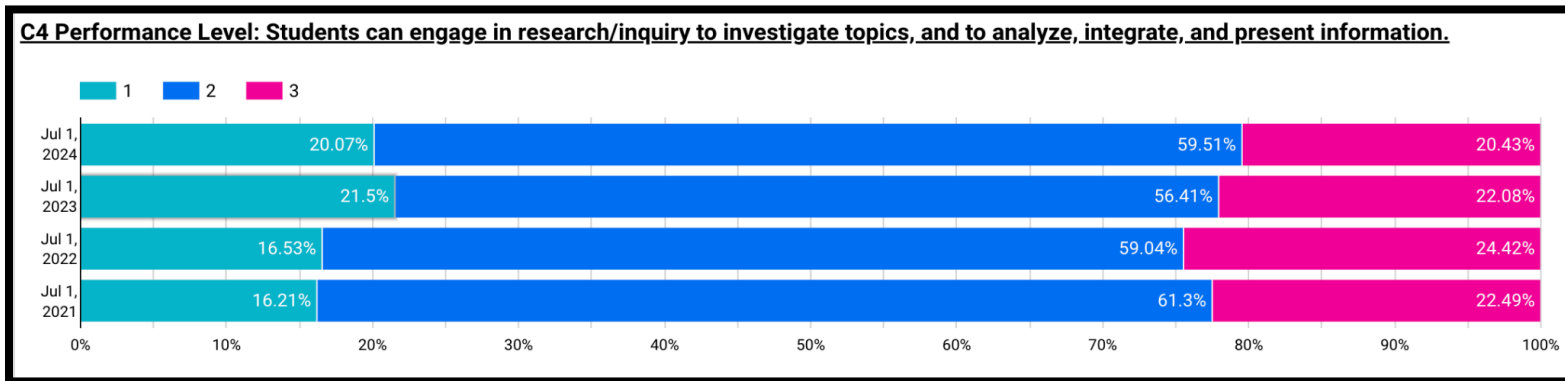
– Claim 2 Performance Level of Students Over Time:



– Claim 3 Performance Level of Students Over Time:

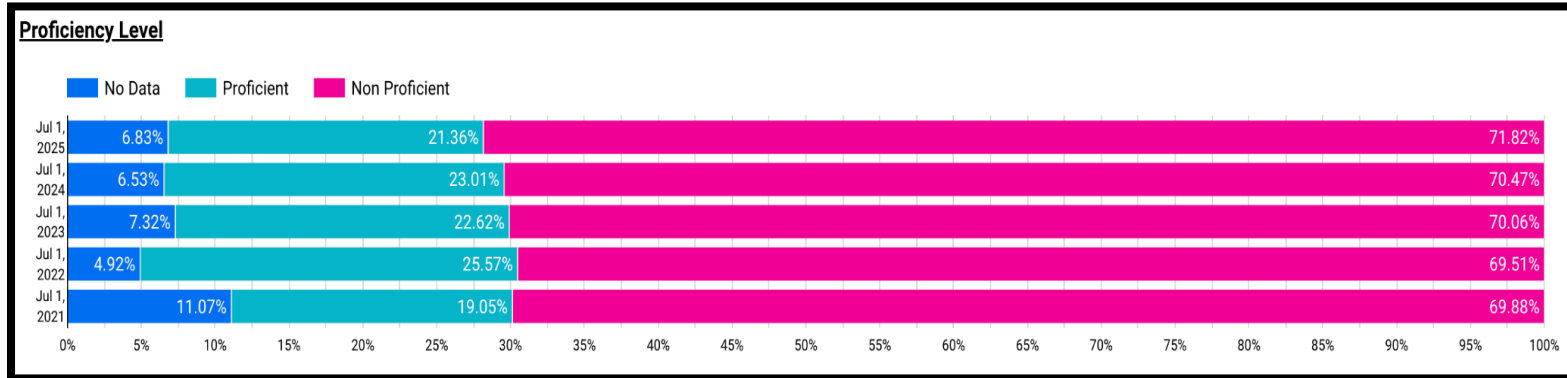


– Claim 4 Performance Level of Students Over Time:

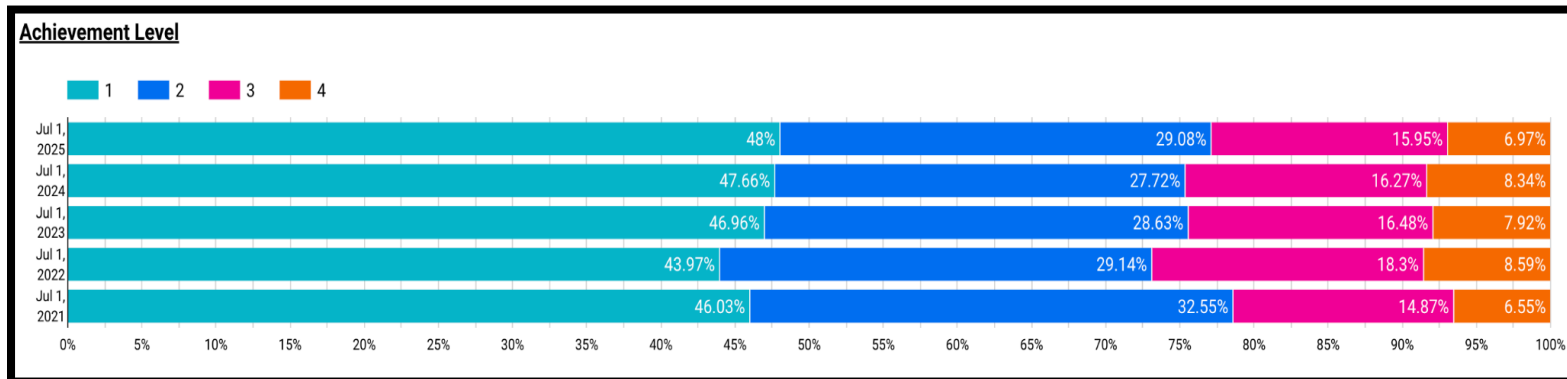


Math Assessment Data

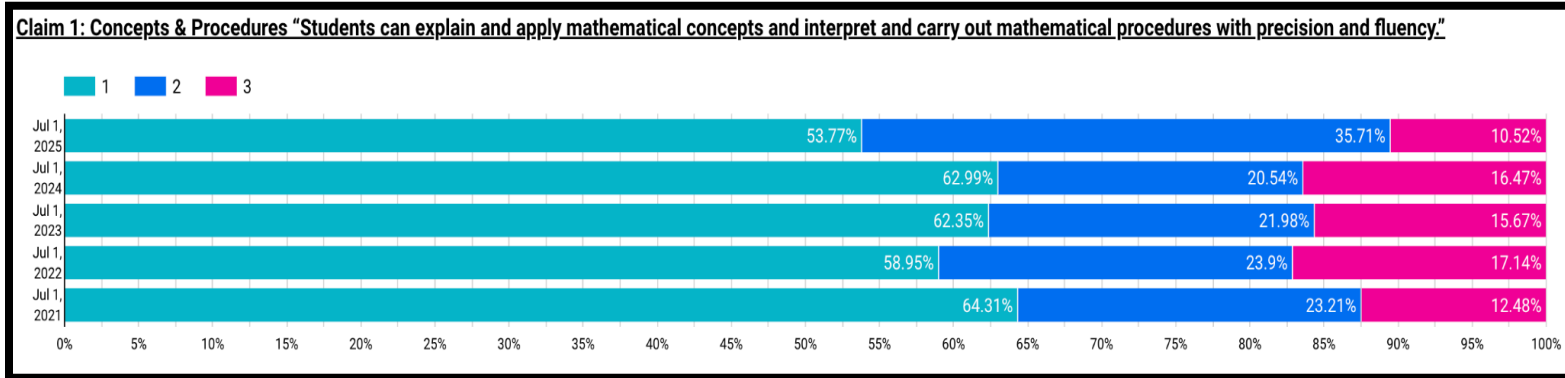
– The Number of Proficient Students in Math Over Time:



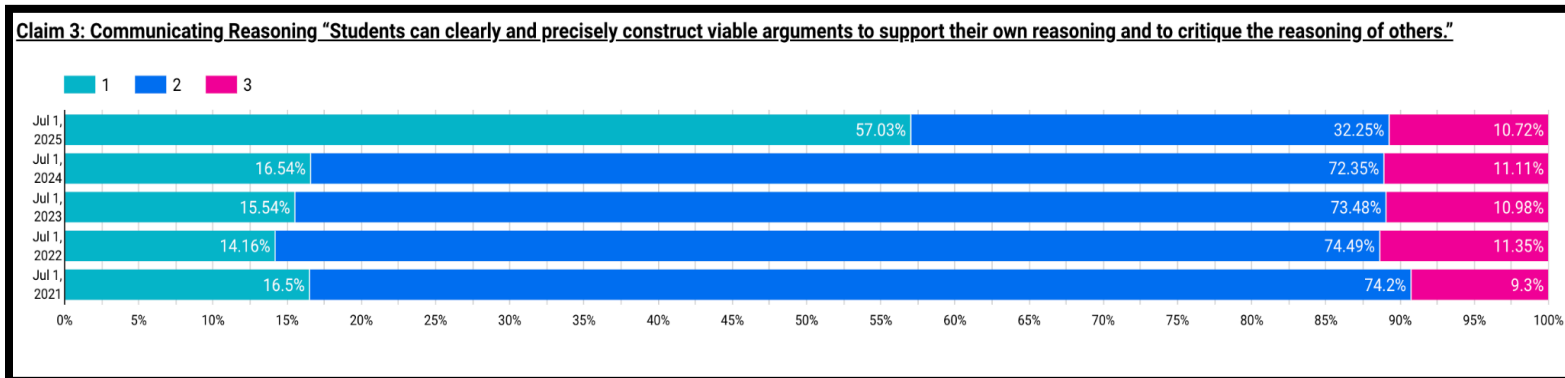
– The Achievement Level of Students in Math Over Time



– Claim 1 Performance Level of Students Over Time:

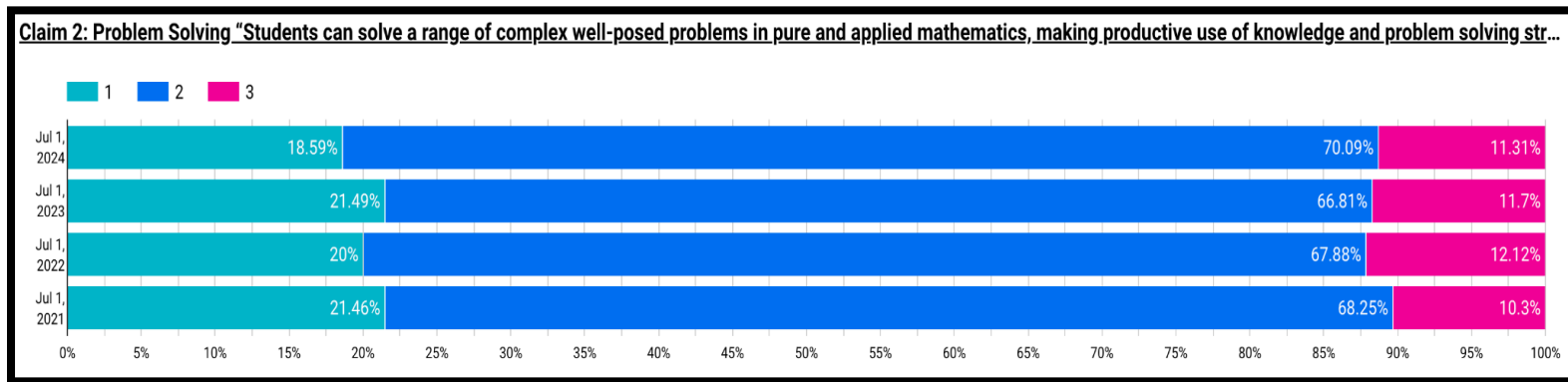


– Claim 3 Performance Level of Students Over Time:



295

– Claim 2 and 4: Performance Level of Students Over Time:



Analysis:

ELA Proficiency Level Over Time (Proficient vs. Non Proficient)

Key Trends:

- **Proficiency Decline:** The percentage of Proficient students has seen a noticeable drop, peaking in 2022 at 33.06% and steadily declining each year to 27.42% in 2025.
- **Non Proficient Increase:** The percentage of Non Proficient students has grown significantly since 2021 (58.26%). It has remained high in the last three years, hovering around 65% to 66%.
- **No Data Fluctuation:** The "No Data" category was highest in 2021 (11.19%) and lowest in 2022 (4.51%), indicating inconsistency in data collection or participation over the years.

ELA Achievement Level Over Time (Levels 1-4)

Key Trends:

- **Sharp Rise in Lowest Level:** The percentage of students in Level 1 (the lowest achievement band) saw a substantial increase after 2022, jumping from around 37% (2021 & 2022) to over 44% (2023-2025).
- **Decrease in Top Levels:** The highest achievement band, Level 4, peaked in 2022 at 9.42% and has decreased to 7.72% in 2025. Similarly, Level 3 saw its highest percentage in 2021 (25.47%) and declined to 21.67% by 2025.

Claim 1 Performance Level Over Time (Reading Comprehension)

Key Trends:

- **Worsening Comprehension:** The percentage of students in the lowest achievement band (**Level 1**) has increased substantially, rising from 36.87% in 2021 to 42.51% in 2025.
- **Decline in Mid-High Performance:** Both **Level 2** and **Level 3** have seen declines since 2021, suggesting a downward shift across the performance spectrum for reading comprehension.

Claim 2 Performance Level Over Time (Effective Writing)

Key Trends:

- **Writing in Crisis:** The writing data shows the most severe negative trend. The percentage of students in **Level 1** spiked above 55% in 2023 and 2024, meaning

over half of the student population was at the lowest writing level during those years. While it improved slightly in 2025 (49.25%), it is still a massive increase from 2022 (42.83%).

- We do sometimes have high-school students enrolled in non-credit courses; most of them don't have an age requirement and some of them don't require a high school diploma as a prerequisite, so it can be a good way for ambitious students to prepare for a career as soon as they graduate high school.
- **Top Performance Halved: Level 3** performance peaked at 13.27% in 2022 but has nearly been cut in half, dropping to its lowest point of 9.33% in 2025. This indicates a significant drop in high-level writing skills.

Math Proficiency Level Over Time (Proficient vs. Non Proficient)

Key Trends:

- **High Non-Proficiency:** The non-proficiency rate has remained extremely high, peaking in 2025 at 71.82%, the highest rate observed in this five-year period.
- **Proficiency Dip:** Math proficiency peaked in 2022 at 25.57% but has seen a decline since then, falling to 21.36% in 2025.
- **High "No Data" in 2021:** The "No Data" rate was significantly higher in 2021 (11.07%), but has consistently remained under 8% in subsequent years.

Math Achievement Level Over Time (Levels 1-4)

Key Trends:

- **Level 1 Dominance:** The percentage of students in the lowest band (Level 1) has increased substantially after 2022, reaching an all-time high of 48.00% in 2025.
- **Decline in Top Achievement:** Both Level 3 and Level 4 achievement have declined since their peak in 2022, indicating fewer students are reaching the highest tiers of mathematical understanding.
- **Level 2 Fluctuation:** The Level 2 band (near-proficient) has dropped from a high of 32.55% in 2021 to around 29% in 2025, suggesting students who were previously near-proficient may have shifted down into Level 1.

Math Claim 1 Performance Level Over Time (Concepts & Procedures)

Key Trends:

- **Significant Level 1 Reduction (2024 to 2025):** There was a notable, positive drop in the lowest achievement band (Level 1), falling from 62.99% in 2024 to 53.77% in 2025.
- **Major Level 2 Gain:** This improvement largely resulted in a spike in Level 2 performance, which reached a period high of 35.71% in 2025. This suggests students are moving toward proficiency in math concepts.
- **Decline in Top Achievement:** Despite the shift from Level 1 to Level 2, the highest achievement band (Level 3) has consistently declined since 2022 (17.14%) to 10.52% in 2025, indicating fewer students are achieving mastery.

Math Claim 3 Performance Level Over Time (Communicating Reasoning)

Key Trends:

- **Strong Improvement in Lowest Level (2024 to 2025):** This claim showed excellent progress, with Level 1 performance dropping sharply from 72.35% in 2024 to 57.03% in 2025.
- **Near-Doubling of Level 2:** The percentage of students in Level 2 nearly doubled from 16.54% in 2024 to 32.25% in 2025, confirming that students are significantly improving their ability to construct and critique mathematical reasoning.
- **Level 3 Stability:** The highest achievement band (Level 3) has remained stable over the five-year period, consistently fluctuating between 9.30% and 11.35%.

Suggestions for Improvement:

Priority Area: English Language Arts (ELA)

Suggested Interventions:

1. Launch a Comprehensive K-12 Writing Initiative (Targeting Claim 2):
 - **Focus:** Implement a common, vertical writing framework (e.g., Jane Schaffer, Argumentative/Expository structure) across all grade levels and content areas.
 - **Goal:** Increase the number of instructional minutes dedicated solely to *process writing* (drafting, revising, editing) and explicitly teaching essay and argument structure.
 - **PD:** Provide mandatory professional development on scoring student writing consistently using new rubrics focused on the traits of effective writing (Claim 2).
2. Implement Intensive Reading Intervention (Targeting Claim 1):
 - **Focus:** Students currently scoring Level 1 need foundational skill building. Use diagnostic assessments to pinpoint deficits in phonics, fluency, and vocabulary.
 - **Goal:** Utilize small-group, pull-out, or dedicated in-class intervention blocks (Tier 2/3) using evidence-based reading programs to accelerate skill development.
 - **Literacy Across the Curriculum:** Ensure teachers in all subjects (Science, Social Studies) use strategies to break down complex texts and teach content-specific vocabulary, directly supporting reading comprehension.

Priority Area: Mathematics

Suggested Interventions:

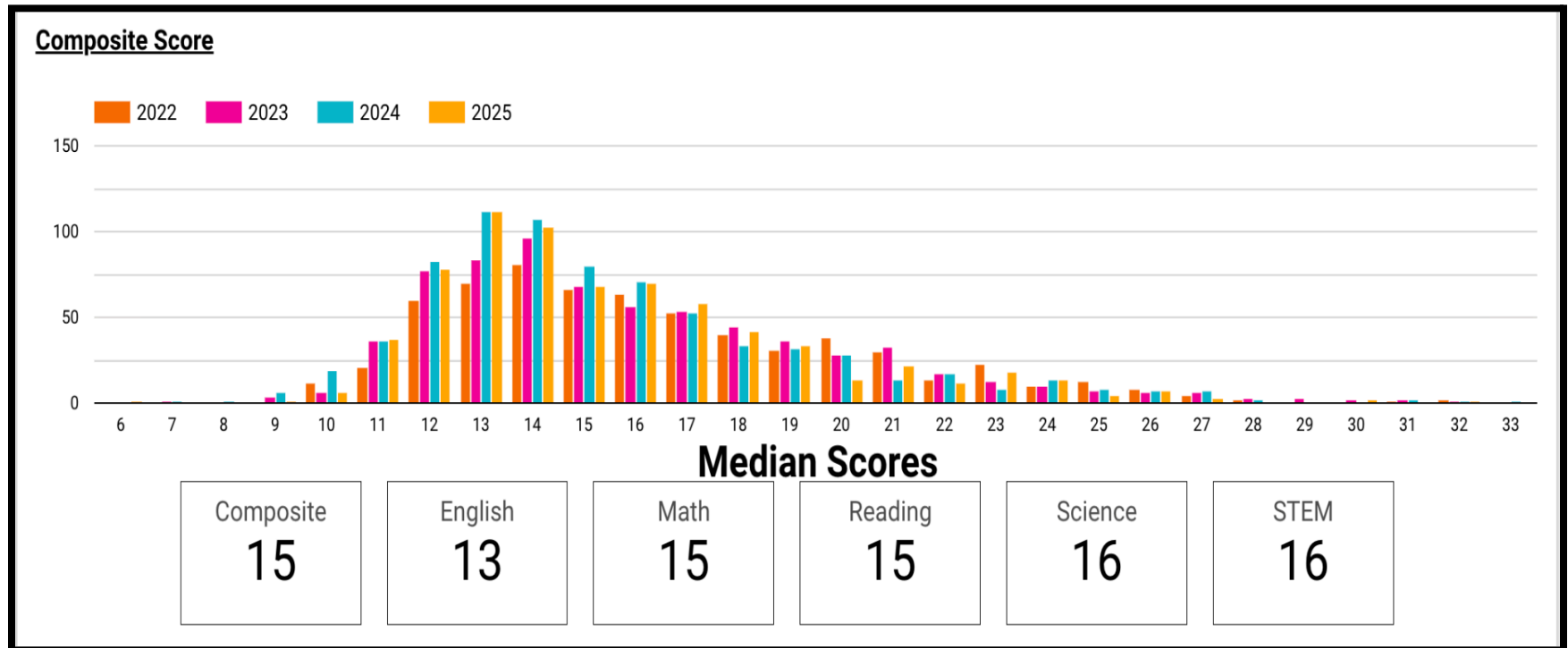
1. Develop High-Level Math Enrichment Pathways (Targeting Levels 3 & 4):
 - **Focus:** Address the decline in mastery by identifying top-performing students early (Levels 3/4) and providing challenging, problem-based learning experiences beyond the standard curriculum, or ones built into the curriculum.
 - **Goal:** Reduce the "leak" from Levels 3 and 4 by offering advanced courses, math clubs, or project-based units that require abstract thinking and multi-step problem-solving.
2. Integrate Math Reasoning and Fluency Drills (Targeting Claims 1 & 3):
 - **Focus:** Capitalize on the recent successful shift from Level 1 to Level 2 by doubling down on building conceptual understanding alongside procedural fluency.
 - **Goal:** Embed daily, short, structured routines that require students to explain their mathematical thinking (Claim 3) and justify their procedures (Claim 1) using precise mathematical language.

Systemic Recommendations (Applicable to Both Subjects)

1. **Targeted Professional Development (PD) Cycle:** Implement PD that is directly tied to the specific assessment claims, focusing on how to teach for **Level 3/4 mastery** rather than just Level 2 competence.
2. **Data Dive Culture:** Institutionalize a schedule for data review where teams (PLC/department) use the granular Claim data (like the charts you provided) to identify and share successful Level 1 reduction strategies.
3. **Cross-Disciplinary Literacy and Numeracy:** Formalize expectations for ELA teachers to reinforce numeric concepts and for Math teachers to reinforce clear written explanation of concepts, bridging the gap between subjects.

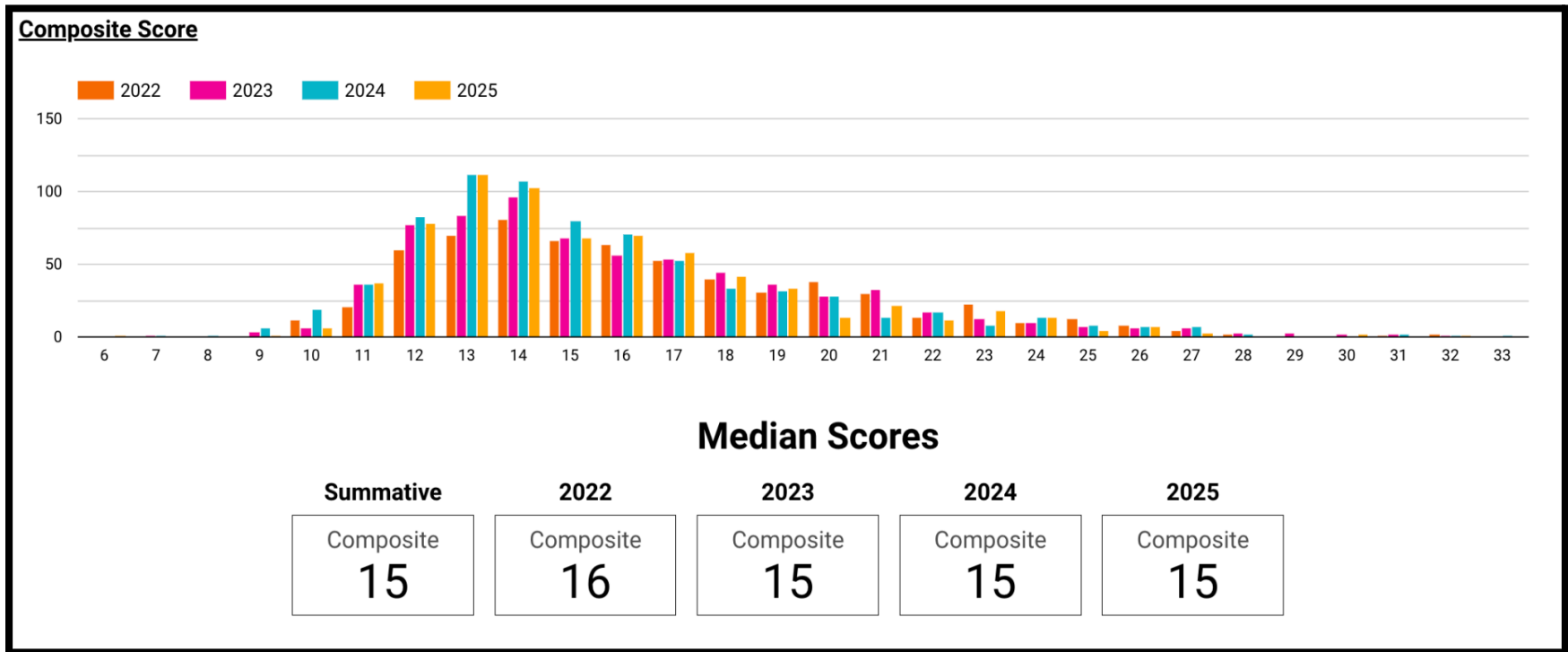
American College Testing (ACT)

— Overall Median Scores



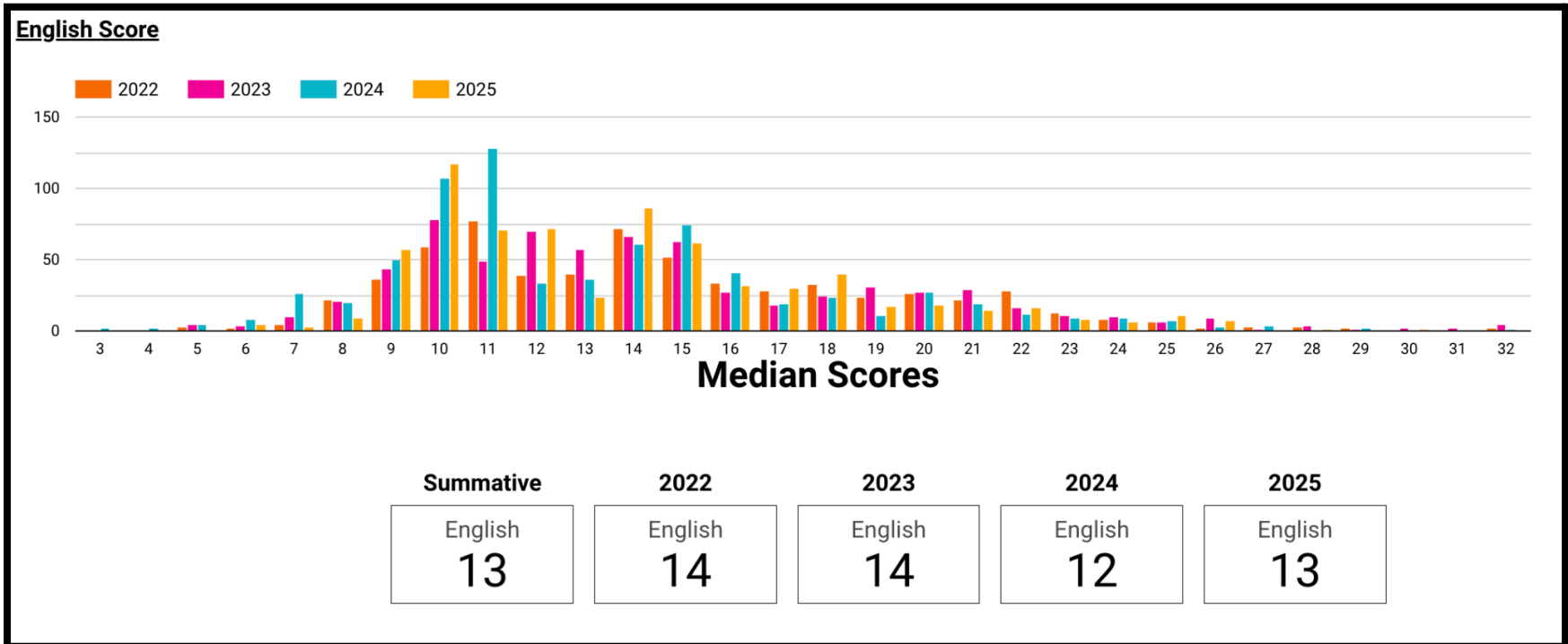
302

— Median Composite Scores Over Time



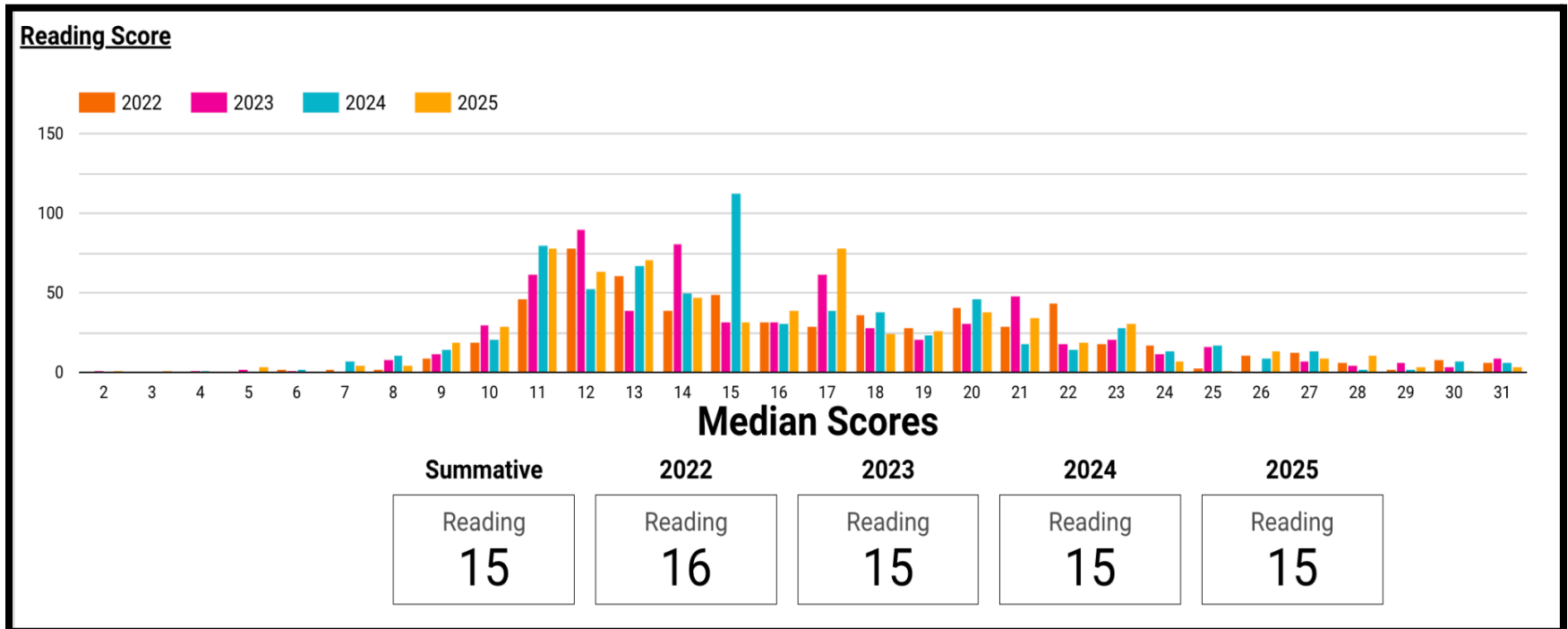
303

— Median English Scores Over Time



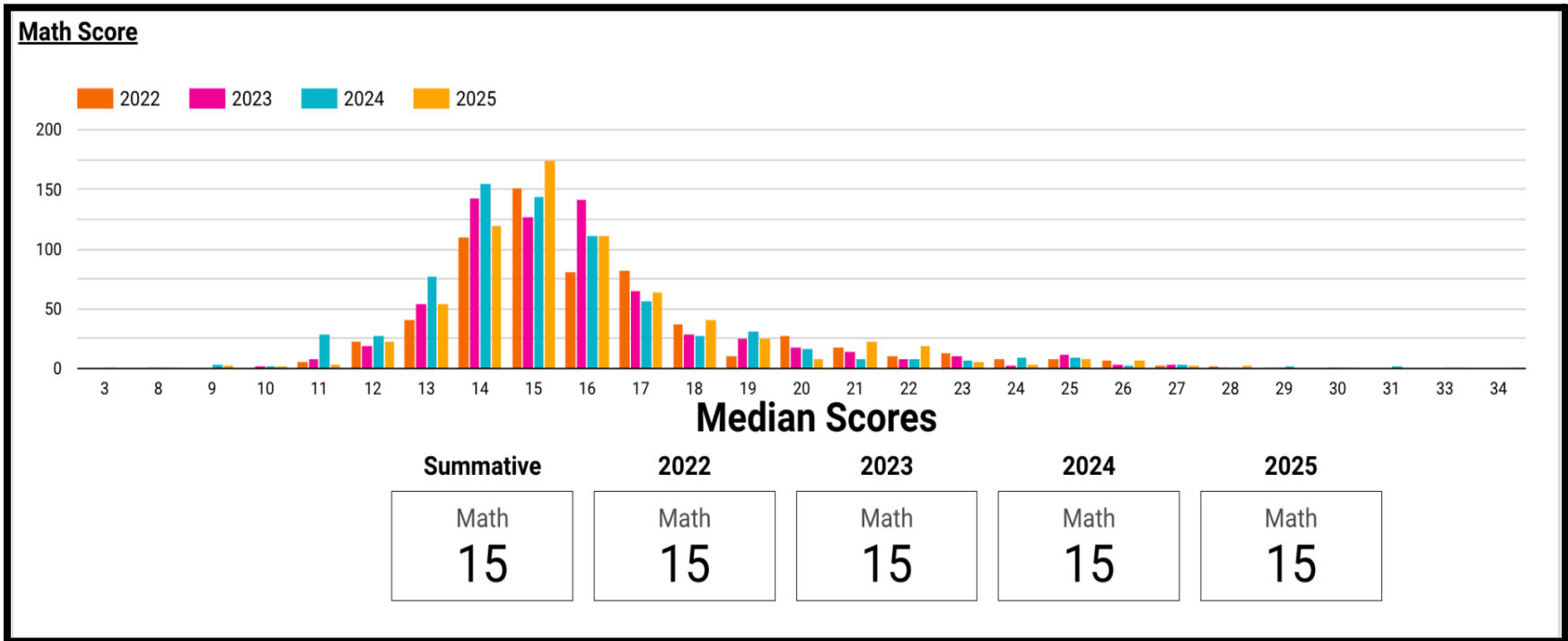
304

— Median Reading Scores Over Time



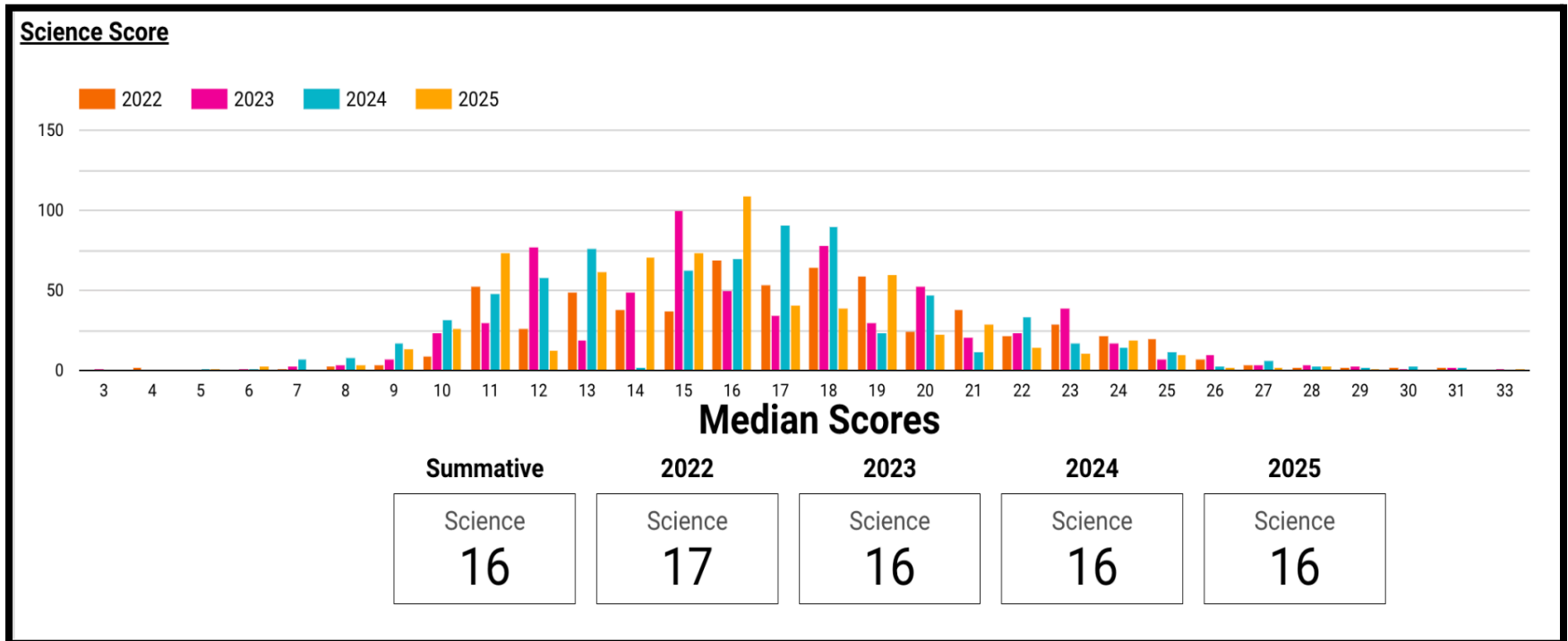
305

— Median Math Scores Over Time



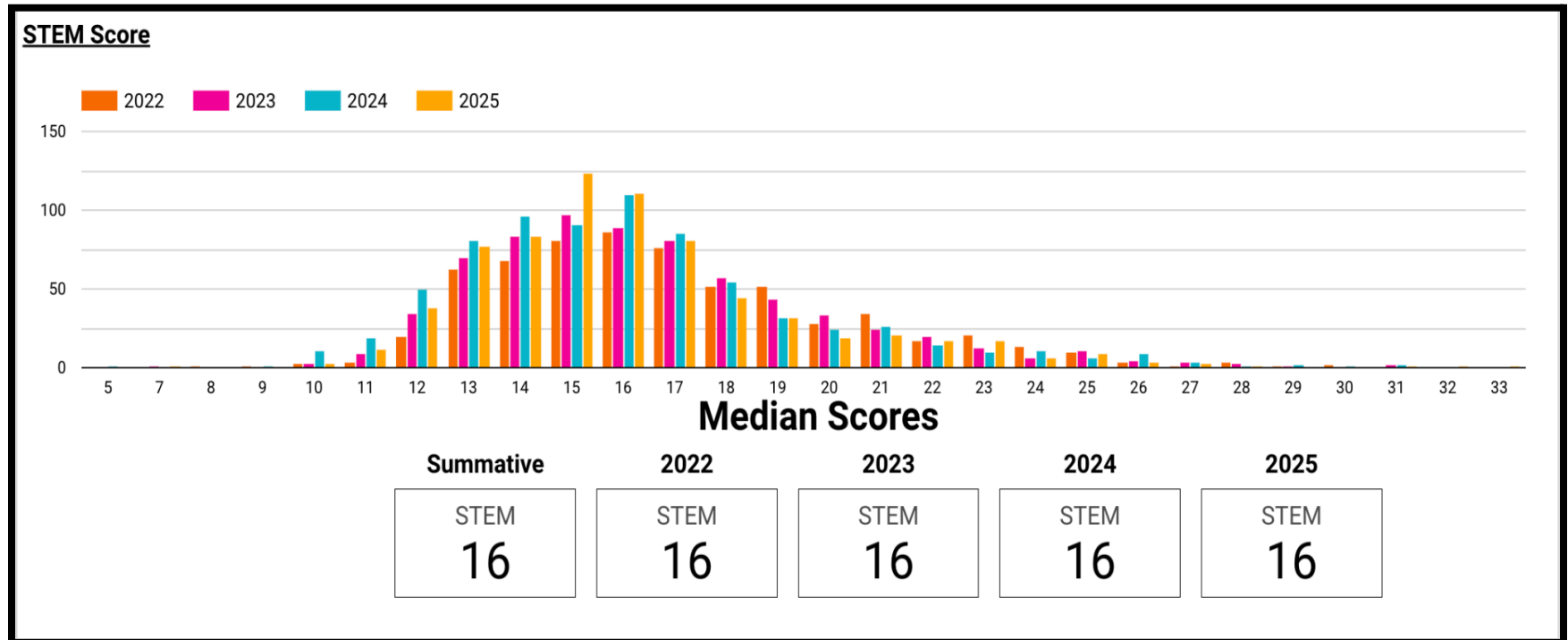
306

— Median Science Scores Over Time



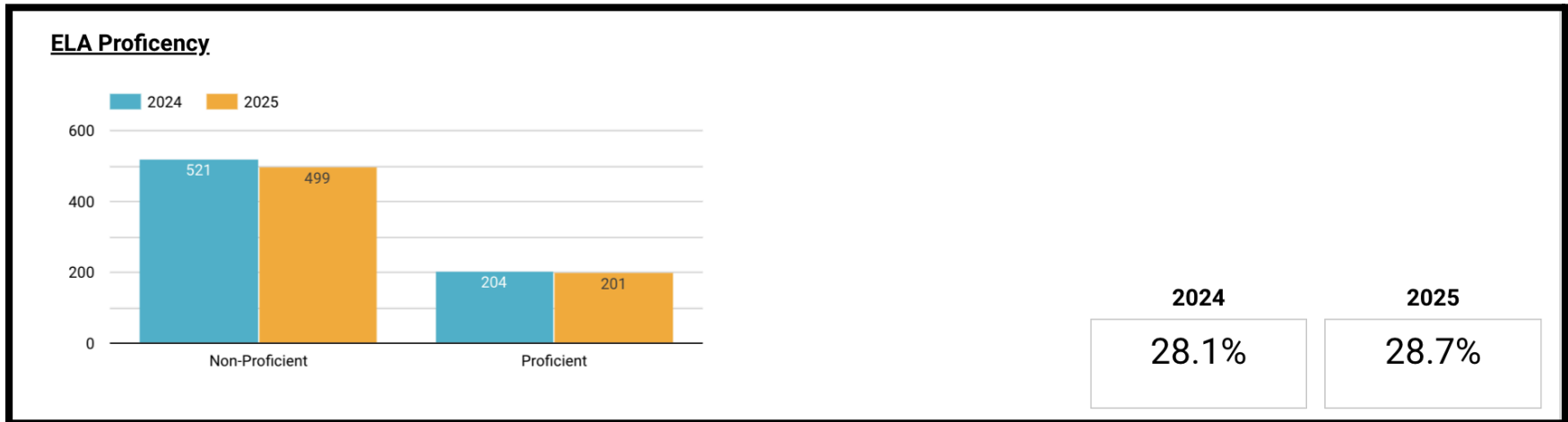
307

— Median STEM Scores Over Time

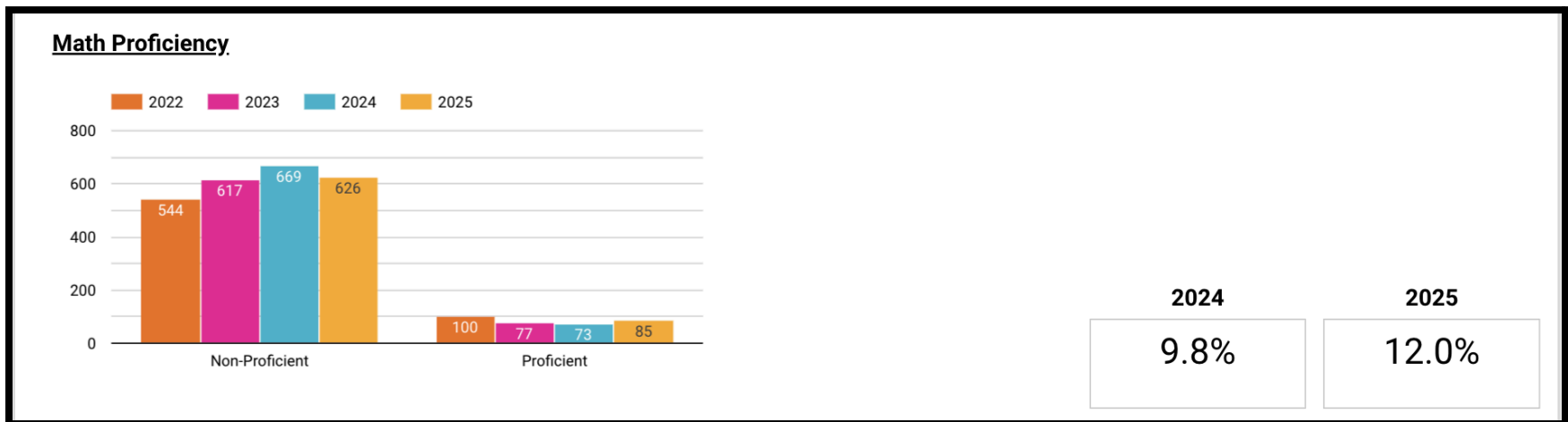


308

— ELA Proficiency Over Time



— Math Proficiency Over Time



309

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

310

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: 744 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. 0% 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 0% of the cohort took less than three years of math courses. Of these students, .% were college ready. 0% of the cohort reported taking a course sequence of Algebra I, Algebra II, and Geometry. 0% of these students were college ready. In comparison, 37% 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 2% of the cohort took less than three years of natural science courses. 50% of these students were college ready. In comparison, 75% 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 91% 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.

311

Figure 1.1. Average Composite Scores: 5 Years of Testing*

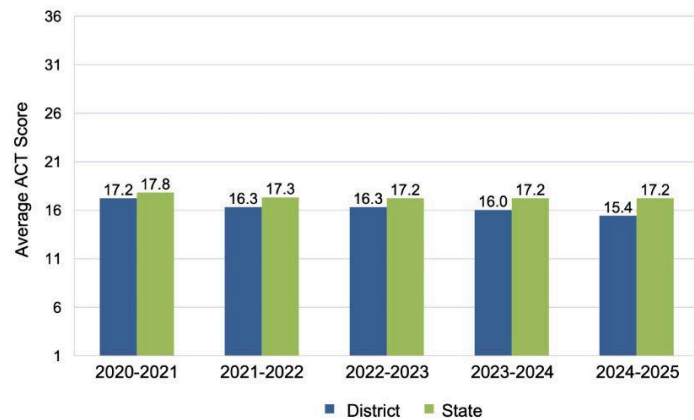


Figure 1.2. Percent Meeting 3 or 4 Benchmarks: 5 Years of Testing*

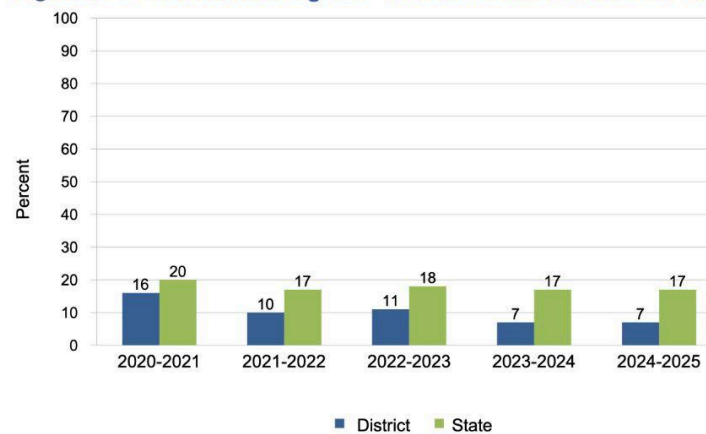


Figure 1.3. Percent Meeting STEM Benchmark: 5 Years of Testing*

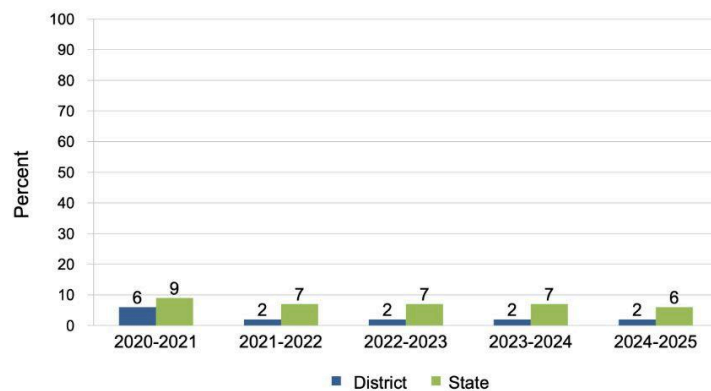
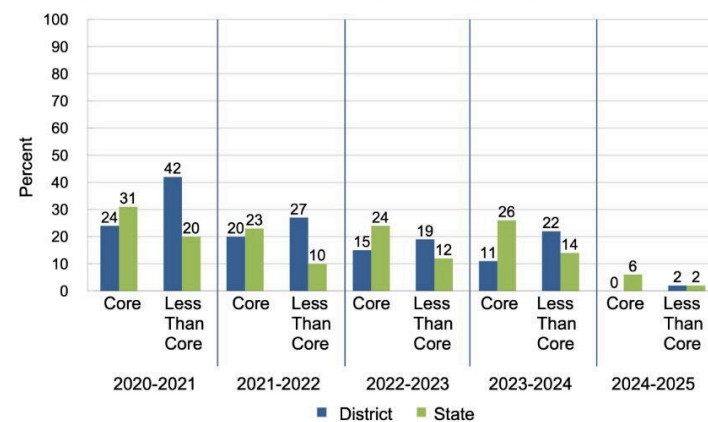


Figure 1.4. Percent Taking A Core Curriculum: 5 Years of Testing*



*Missing columns in above graphs reflect years in which no students were tested.

Total Students in Report: 744

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	District	State
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
2025	744	38,115	17	35	6	15	16	26	8	17	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	District	State
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
2025	744	38,115	13.3	16.0	15.6	16.8	16.3	17.8	16.1	17.6	15.4	17.2

Table 1.3. Five Year Trends—Average ACT Scores Nationwide

Year	Number of Students Tested		Average ACT Scores				
	District	State	English	Mathematics	Reading	Science	Composite
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
2025		1,380,130	18.4	18.9	20.0	19.6	19.4

313

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
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
2025	2	15	0	2	19.0	21.6	23.0	20.2	18.0	23.1	22.0	21.8	20.5	21.9

¹"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.

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	2021			2022			2023			2024			2025		
	N	%	Avg	N	%	Avg	N	%	Avg	N	%	Avg	N	%	Avg
All Students	623	100	17.2	631	100	16.3	622	100	16.3	659	100	16.0	744	100	15.4
Black/African American	3	0	13.3	5	1	16.0	9	1	15.0	5	1	16.0	8	1	15.1
American Indian/Alaska Native	17	3	14.2	16	3	14.8	14	2	16.1	23	3	14.3	19	3	12.5
White	338	54	17.9	352	56	17.1	308	50	17.0	319	48	16.4	262	35	15.8
Hispanic/Latino	165	26	16.3	160	25	15.4	182	29	15.2	208	32	15.3	155	21	14.6
Asian	4	1	20.0	6	1	14.8	11	2	16.7	7	1	19.7	7	1	15.3
Native Hawaiian/Other Pacific Islander	6	1	15.0	8	1	14.9	4	1	15.5	3	0	15.0	8	1	14.0
Two or more races	44	7	17.0	41	6	15.9	48	8	17.5	46	7	16.8	29	4	15.6
Prefer not to respond/No response	46	7	16.5	43	7	14.6	46	7	15.7	48	7	15.2	256	34	15.9

314

Table 1.6. Five Year Trends—Achievement in STEM¹

Year	All Tested Students						Students Meeting STEM Benchmarks			
	Number of Science/STEM Testers		Avg. STEM Score		Percent Meeting STEM Benchmark		Avg. Mathematics Score		Avg. Science Score	
	District	State	District	State	District	State	District	State	District	State
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
2025	744	38,094	16.1	17.5	2	6	26.7	28.6	28.1	28.6

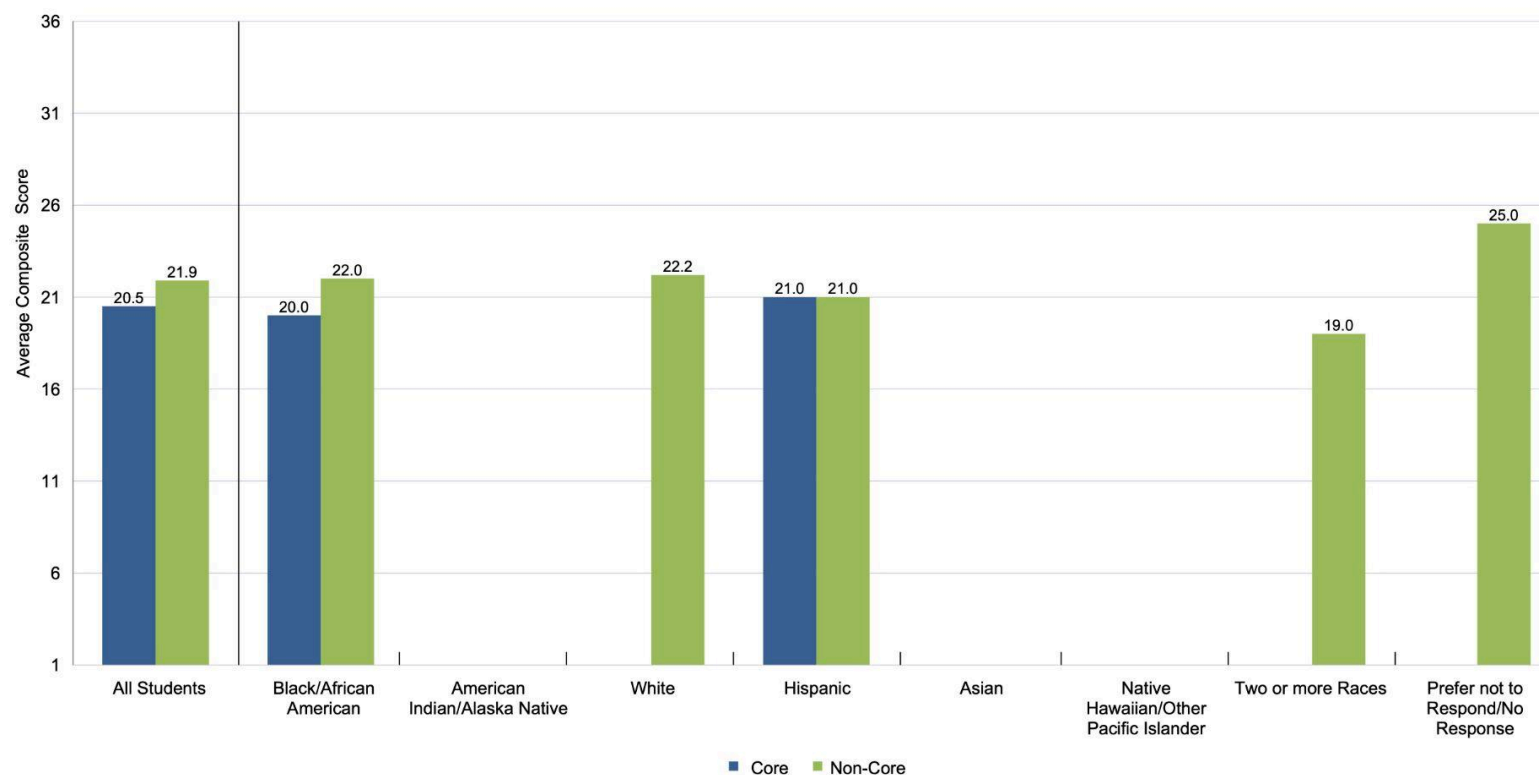
¹The STEM score describes students' overall proficiency in mathematics and science.

Table 1.7. Proficiency in Understanding Complex Texts¹

Year	Below Proficient						Text Complexity Proficiency Level 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
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
2025	585	26,522	79	70	14.2	14.5	121	7,756	16	20	22.1	22.8	38	3,837	5	10	29.8	30.1

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.

316

Total Students in Report: 744

Table 2.1. ACT Score Distributions, Cumulative Percents (CP¹), and Score Averages

ACT Scale Score	English		Mathematics		Reading		Science		Composite		STEM		ELA ²		ACT Scale 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	0	100	0	100	1	99	0	100	0	100	0	100	0	100	35
34	1	100	0	100	3	99	0	100	0	100	0	100	0	100	34
33	0	99	0	100	4	99	0	100	1	100	0	100	0	100	33
32	2	99	0	100	2	99	0	100	0	99	0	100	0	100	32
31	0	99	1	100	7	98	3	100	1	99	1	100	0	100	31
30	0	99	1	99	6	97	2	99	0	99	0	99	0	100	30
29	1	99	2	99	4	97	0	99	1	99	3	99	0	100	29
28	1	99	1	99	1	96	5	99	3	99	2	99	1	100	28
27	4	99	5	99	15	96	4	99	8	99	5	99	4	99	27
26	1	99	2	99	8	94	2	98	6	98	3	99	5	99	26
25	7	99	8	98	16	93	10	98	8	97	7	98	8	99	25
24	10	98	9	97	12	91	16	97	10	96	10	97	8	97	24
23	11	96	7	96	28	89	20	94	6	95	8	96	11	96	23
22	9	95	6	95	12	85	28	92	16	94	15	95	12	95	22
21	16	94	9	94	18	84	11	88	16	92	24	93	12	93	21
20	24	92	17	93	43	81	48	86	26	90	28	90	22	92	20
19	12	88	30	91	25	76	28	80	29	86	28	86	22	88	19
18	26	87	31	87	39	72	84	76	35	82	61	82	36	85	18
17	23	83	54	83	39	67	88	65	56	78	82	74	46	80	17
16	42	80	113	75	33	62	73	53	72	70	107	63	47	74	16
15	68	74	149	60	113	57	66	43	80	60	97	48	52	67	15
14	66	65	156	40	50	42	5	34	107	50	97	35	68	60	14
13	36	56	77	19	66	35	76	34	115	35	81	22	70	51	13
12	34	52	30	9	57	26	59	24	83	20	53	11	82	41	12
11	125	47	27	5	82	19	50	16	39	9	19	4	63	30	11
10	110	30	2	1	21	8	30	9	18	3	11	2	51	21	10
9	52	15	5	1	16	5	20	5	6	1	1	1	33	14	9
8	19	8	1	1	11	3	7	2	1	1	0	1	37	9	8
7	26	6	0	1	8	1	7	1	1	1	0	1	20	4	7
6	9	2	0	1	1	1	1	1	0	1	0	1	8	1	6
5	5	1	0	1	0	1	1	1	0	1	1	1	1	1	5
4	2	1	0	1	1	1	0	1	0	1	0	1	0	1	4
3	2	1	1	1	0	1	0	1	0	1	0	1	0	1	3
2	0	1	0	1	0	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)	13.3 (4.6)		15.6 (3.2)		16.3 (5.5)		16.1 (4.4)		15.4 (3.8)		16.1 (3.4)		14.0 (4.4)		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

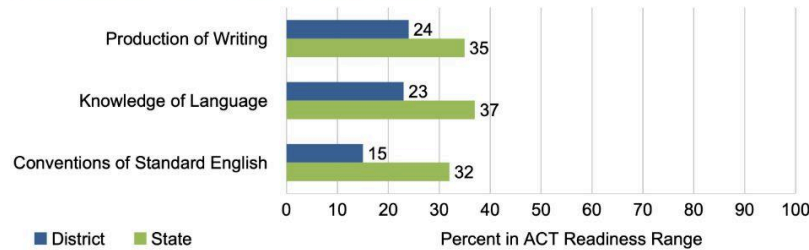


Figure 2.4. Reading Reporting Categories

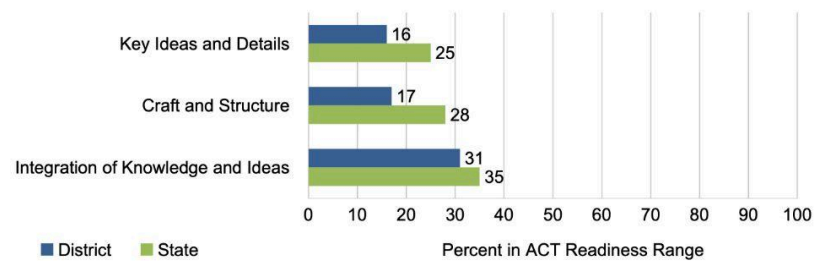


Figure 2.5. Science Reporting Categories

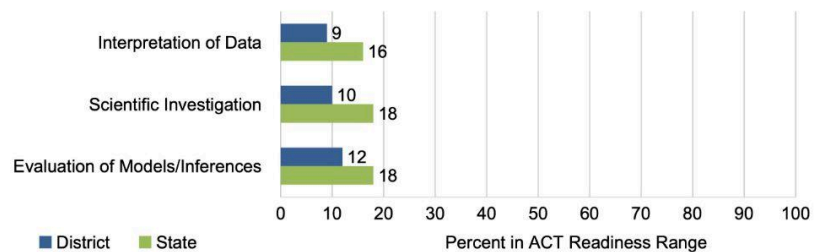
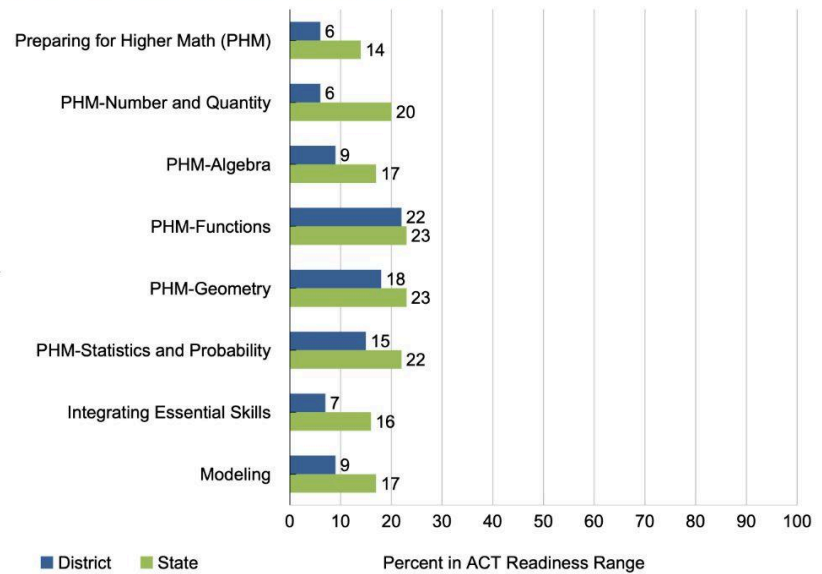


Figure 2.3. Math Reporting Categories



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: 744

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	744	0	20.5	21.9
	Black/African American	8	13	20.0	22.0
	American Indian/Alaska Native	19	0	.	.
	White	262	0	.	22.2
	Hispanic/Latino	155	1	21.0	21.0
	Asian	7	0	.	.
	Native Hawaiian/Other Pacific Islander	8	0	.	.
	Two or More Races	29	0	.	19.0
	Prefer not/no Response	256	0	.	25.0
State	All Students	38,115	6	23.5	21.4
	Black/African American	2,620	6	20.0	19.0
	American Indian/Alaska Native	153	4	15.5	18.5
	White	5,596	15	24.8	23.0
	Hispanic/Latino	10,888	5	21.1	19.2
	Asian	1,249	21	25.4	22.9
	Native Hawaiian/Other Pacific Islander	305	4	19.9	21.7
	Two or More Races	1,870	11	24.3	21.5
	Prefer not/no Response	15,434	1	25.3	23.5

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	744	100	13.3	15.6	16.3	16.1	15.4	16.1
	Black/African American	8	1	13.0	15.5	16.4	14.8	15.1	15.5
	American Indian/Alaska Native	19	3	10.8	13.3	12.1	13.2	12.5	13.6
	White	262	35	13.7	15.7	16.8	16.4	15.8	16.3
	Hispanic/Latino	155	21	12.3	15.2	15.0	15.2	14.6	15.4
	Asian	7	1	13.9	15.3	15.4	16.0	15.3	15.9
	Native Hawaiian/Other Pacific Islander	8	1	11.3	15.3	14.9	14.4	14.0	15.1
	Two or More Races	29	4	13.7	15.1	16.7	16.2	15.6	15.9
	Prefer not/no Response	256	34	13.8	15.9	16.8	16.6	15.9	16.5
State	All Students	38,115	100	16.0	16.8	17.8	17.6	17.2	17.5
	Black/African American	2,620	7	13.3	14.5	15.2	15.6	14.7	15.3
	American Indian/Alaska Native	153	0	12.5	14.3	14.3	14.2	14.0	14.5
	White	5,596	15	18.1	18.4	19.9	19.2	19.0	19.0
	Hispanic/Latino	10,888	29	13.8	15.3	15.7	16.0	15.4	15.9
	Asian	1,249	3	20.0	20.1	20.8	20.5	20.5	20.5
	Native Hawaiian/Other Pacific Islander	305	1	13.4	15.5	15.3	15.9	15.1	16.0
	Two or More Races	1,870	5	17.0	17.4	18.9	18.3	18.0	18.1
	Prefer not/no Response	15,434	40	16.8	17.3	18.6	18.3	17.9	18.1

319

Total Students in Report: 744

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	294	0	20.0	24.0
	Females	208	0	21.0	18.6
	Other Responses	242	0	-	22.0
State	Males	12,672	7	24.1	21.9
	Females	11,685	10	22.9	21.0
	Other Responses	13,758	0	25.8	23.5

Table 2.5. Average ACT Scores by Gender

Student Group	Gender ¹	N	Percent	English	Mathematics	Reading	Science	Composite	STEM
District	Males	294	40	13.0	15.7	15.6	16.1	15.3	16.1
	Females	208	28	12.8	14.9	16.1	15.1	14.9	15.2
	Other Responses	242	33	14.2	16.0	17.2	16.9	16.1	16.7
State	Males	12,672	33	14.9	16.6	16.6	17.2	16.4	17.1
	Females	11,685	31	15.6	16.2	17.6	17.0	16.7	16.9
	Other Responses	13,758	36	17.2	17.5	19.0	18.5	18.2	18.3

Table 2.6. ACT Score Quartile Values

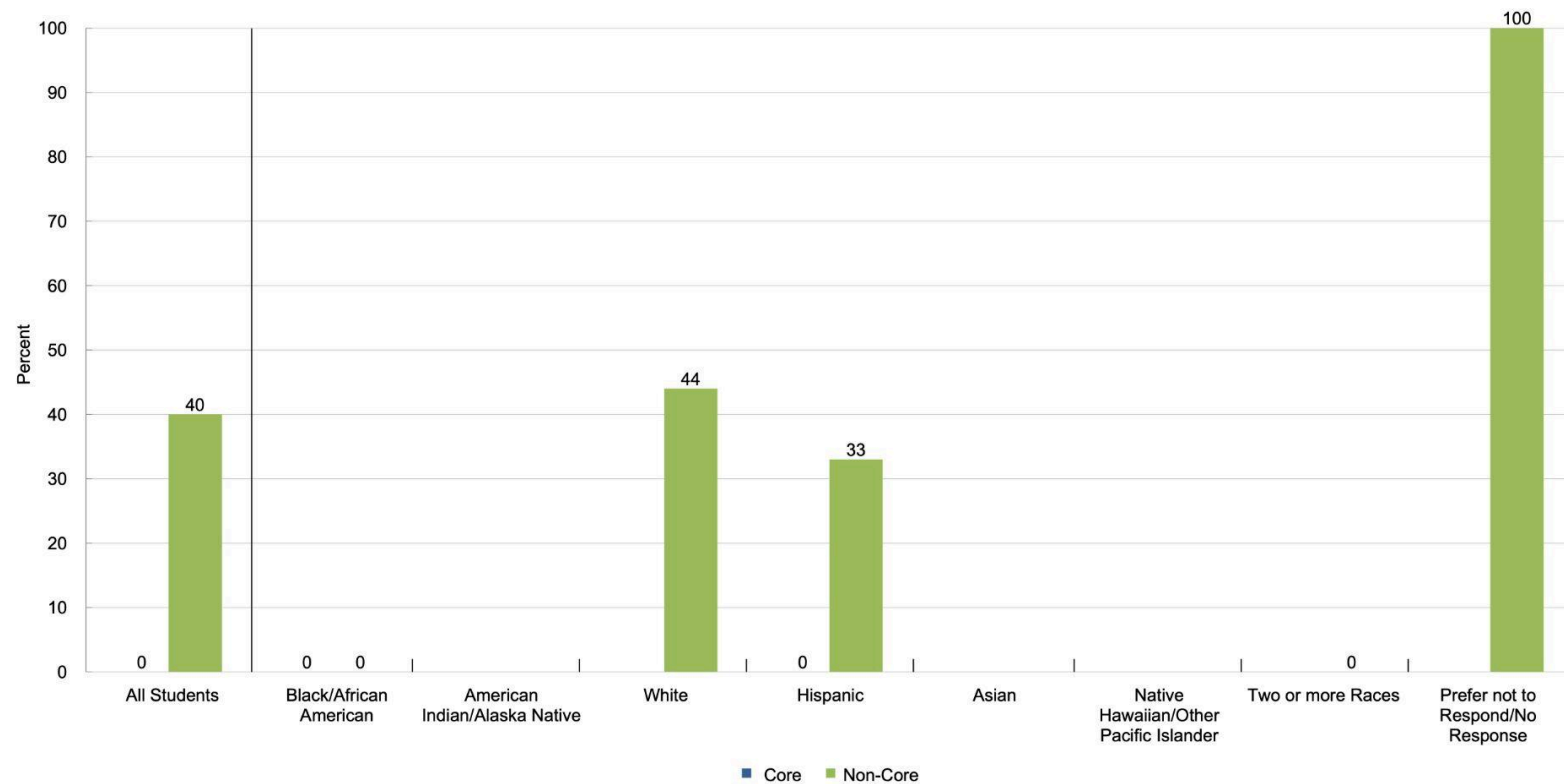
Quartile	English	Mathematics	Reading	Science	Composite
Q3 (75th Percentile)	16	16	19	18	17
Q2 (50th Percentile)	12	15	15	16	15
Q1 (25th Percentile)	10	14	12	13	13

¹Other 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.

320

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: 744

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	1	0	0	0	10	1	0	0
	28 to 32	4	1	5	1	20	3	10	1
	24 to 27	22	3	24	3	51	7	32	4
	20 to 23	60	8	39	5	101	14	107	14
	16 to 19	103	14	228	31	136	18	273	37
	13 to 15	170	23	382	51	229	31	147	20
	01 to 12	384	52	66	9	197	26	175	24
State	33 to 36	794	2	351	1	1,113	3	413	1
	28 to 32	1,267	3	975	3	2,251	6	933	2
	24 to 27	2,567	7	2,914	8	3,330	9	3,197	8
	20 to 23	5,652	15	3,401	9	6,935	18	7,509	20
	16 to 19	6,373	17	11,831	31	7,496	20	12,933	34
	13 to 15	8,057	21	15,080	40	8,049	21	7,537	20
	01 to 12	13,405	35	3,563	9	8,941	23	5,572	15

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	14	6	13	8	4
	Females	13	2	13	5	2
	Other Responses	24	7	24	12	3
State	Males	27	14	21	16	9
	Females	33	12	25	13	8
	Other Responses	45	19	33	21	12

¹Other Responses' include 'Another Gender', 'Prefer Not to Respond', and missing values.

322

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	744	17	6	16	8	3	2
	Black/African American	8	25	0	13	13	0	0
	American Indian/Alaska Native	19	5	0	0	0	0	0
	White	262	17	7	18	9	5	3
	Hispanic/Latino	155	12	3	6	4	1	1
	Asian	7	0	0	14	14	0	0
	Native Hawaiian/Other Pacific Islander	8	13	0	13	0	0	0
	Two or More Races	29	21	0	21	10	0	0
	Prefer Not to Respond	256	20	7	21	11	4	2
State	All Students	38,115	35	15	26	17	10	6
	Black/African American	2,620	18	4	11	5	3	1
	American Indian/Alaska Native	153	10	2	7	2	1	1
	White	5,596	48	25	39	27	18	12
	Hispanic/Latino	10,888	20	6	15	7	3	2
	Asian	1,249	60	35	43	37	26	20
	Native Hawaiian/Other Pacific Islander	305	17	7	11	8	5	2
	Two or More Races	1,870	42	19	33	21	12	8
	Prefer Not to Respond	15,434	42	18	31	20	12	7

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	14	2	28.1
	Gold	46	6	23.6
	Silver	162	22	18.5
	Bronze	374	50	14.3
	Needs Improvement	148	20	11.3
State	Platinum	2,236	6	29.7
	Gold	4,899	13	23.6
	Silver	10,152	27	18.7
	Bronze	15,334	40	14.3
	Needs Improvement	5,494	14	11.3

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: 744

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	%	Avg
District	Core or More ²	2	100	19.0	50	23.0	0	18.0	50	22.0	0	20.5	0	22.5
	Less than Core	15	67	21.6	33	20.2	60	23.1	47	21.8	33	21.9	20	21.3
	Missing ³	727	16	13.1	5	15.4	15	16.1	7	15.9	2	15.3	2	15.9
State	Core or More	2,129	79	23.3	53	22.5	65	24.5	57	23.2	42	23.5	33	23.1
	Less than Core	899	68	20.9	38	20.2	56	22.6	41	21.2	28	21.4	19	21.0
	Missing	35,087	32	15.4	12	16.4	23	17.3	14	17.2	8	16.7	4	17.0

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.

³ Zero years or no coursework information reported in one or more content areas.

⁴ Composite 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	N	English		N	Mathematics		N	Reading		N	Science	
			%	Avg		%	Avg		%	Avg		%	Avg
District	Core or More ²	22	68	20.5	20	35	20.5	14	43	21.6	4	75	25.8
	Less than Core	2	100	26.5	0	.	.	3	100	26.7	16	50	21.4
	Missing ³	720	15	13.1	724	5	15.4	727	15	16.1	724	7	15.9
State	Core or More	3,103	75	22.6	3,009	49	21.9	2,851	63	24.0	2,368	55	23.0
	Less than Core	118	68	21.1	102	9	16.3	207	53	22.2	697	41	21.1
	Missing	34,894	32	15.4	35,004	12	16.3	35,057	23	17.2	35,029	14	17.2

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 and 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.

³ Zero years or no coursework information reported in the specified content area.

Total Students in Report: 744

Table 3.7. College Readiness Benchmark (CRB) Percent and Average ACT Scores by Common Course Patterns

Course Pattern		District			State			
		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	7	1	21.6	71	712	2	22.8	76
Eng 9, Eng 10, Eng 11, Eng 12	15	2	20.0	67	2,391	6	22.5	75
Less than 4 years of English	2	0	26.5	100	118	0	21.1	68
Zero years / no English courses reported	720	97	13.1	15	34,894	92	15.4	32
MATHEMATICS COURSE PATTERN								
Alg 1, Alg 2, Geom, Trig, & Calc	0	0	-	-	62	0	24.9	69
Alg 1, Alg 2, Geom, Trig, & Other Adv Math	0	0	-	-	116	0	21.3	45
Alg 1, Alg 2, Geom, & Trig	0	0	-	-	56	0	18.6	25
Alg 1, Alg 2, Geom, & Other Adv Math	2	0	19.0	0	422	1	20.0	33
Other comb of 4 or more years of Math	15	2	21.6	47	1,923	5	23.3	60
Alg 1, Alg 2, & Geom	1	0	13.0	0	179	0	17.0	13
Other comb of 3 or 3.5 years of Math	2	0	17.0	0	251	1	18.8	24
Less than 3 years of Math	0	0	-	-	102	0	16.3	9
Zero years / no Math courses reported	724	97	15.4	5	35,004	92	16.3	12
SOCIAL SCIENCE COURSE PATTERN								
US Hist, World Hist, Am Gov, & Other Hist	0	0	-	-	50	0	24.0	62
Other comb of 4 or more years Social Science	4	1	19.0	25	1,359	4	24.0	62
US Hist, World Hist, & Am Gov	0	0	-	-	321	1	23.7	60
Other comb of 3 or 3.5 years of Social Science	10	1	22.7	50	1,121	3	24.2	64
Less than 3 years of Social Science	3	0	26.7	100	207	1	22.2	53
Zero years / no Social Science courses reported	727	98	16.1	15	35,057	92	17.2	23
NATURAL SCIENCE COURSE PATTERN								
Gen Sci ¹ , Bio, Chem, & Phys	0	0	-	-	837	2	23.6	59
Bio, Chem, Phys	2	0	27.0	100	715	2	24.1	62
Gen Sci ¹ , Bio, Chem	2	0	24.5	50	752	2	21.6	45
Other comb of 3 years of Natural Science	0	0	-	-	64	0	19.9	34
Less than 3 years of Natural Science	16	2	21.4	50	697	2	21.1	41
Zero years / no Natural Science courses reported	724	97	15.9	7	35,029	92	17.2	14

¹Includes General, Physical and Earth Sciences.

Total Students in Report: 744

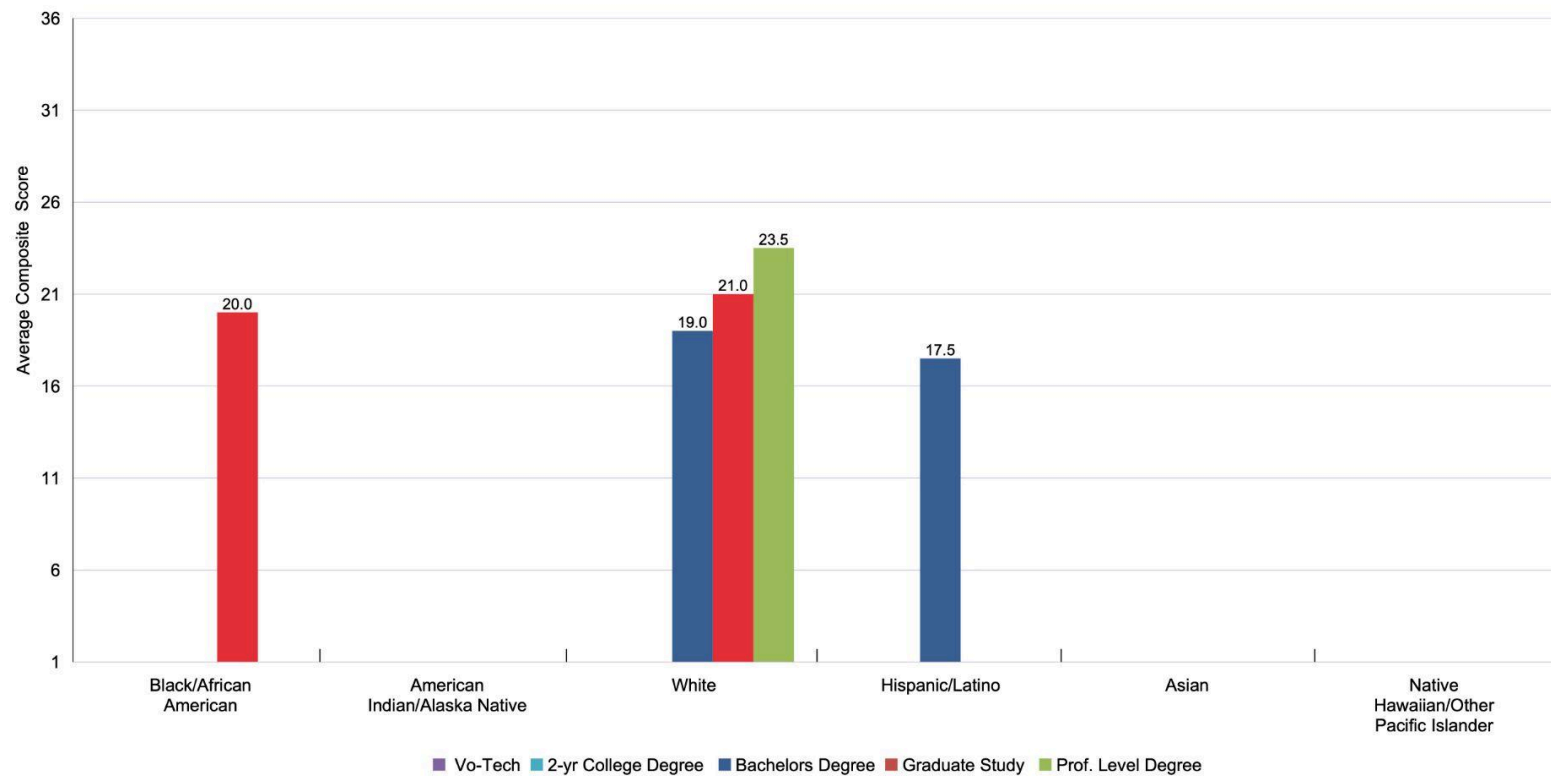
Table 3.8. College Readiness Benchmark (CRB) Percent and Average ACT Scores for Gender by Common Course Patterns

Course Pattern		Males				Females				Other Responses ¹			
		Percent Taking	Avg ACT	Percent Who Met		Percent Taking	Avg ACT	Percent Who Met		Percent Taking	Avg ACT	Percent Who Met	
ENGLISH COURSE PATTERN		Pattern	English	Benchmark	N	Pattern	English	Benchmark	N	Pattern	English	Benchmark	N
Eng 9, Eng 10, Eng 11, Eng 12, & Other English	5	2	21.8	60	2	1	21.0	100	0	0	-	-	0
Eng 9, Eng 10, Eng 11, Eng 12	6	2	19.0	50	7	3	19.7	71	2	1	24.0	100	2
Less than 4 years of English	1	0	34.0	100	0	0	-	-	1	0	19.0	100	1
Zero years / no English courses reported	282	96	12.6	12	199	96	12.5	11	239	99	14.1	23	239
MATHEMATICS COURSE PATTERN		Percent Taking	Avg ACT	Percent Who Met	N	Percent Taking	Avg ACT	Percent Who Met	N	Percent Taking	Avg ACT	Percent Who Met	N
		Pattern	Math	Benchmark		Pattern	Math	Benchmark		Pattern	Math	Benchmark	
Alg 1, Alg 2, Geom, Trig, & Calc	0	0	-	-	0	0	-	-	0	0	-	-	0
Alg 1, Alg 2, Geom, Trig, & Other Adv Math	0	0	-	-	0	0	-	-	0	0	-	-	0
Alg 1, Alg 2, Geom, & Trig	0	0	-	-	0	0	-	-	0	0	-	-	0
Alg 1, Alg 2, Geom, & Other Adv Math	2	1	19.0	0	0	0	-	-	0	0	-	-	0
Other comb of 4 or more years of Math	6	2	25.2	83	7	3	19.4	29	2	1	18.5	0	2
Alg 1, Alg 2, & Geom	1	0	13.0	0	0	0	-	-	0	0	-	-	0
Other comb of 3 or 3.5 years of Math	1	0	16.0	0	1	0	18.0	0	0	0	-	-	0
Less than 3 years of Math	0	0	-	-	0	0	-	-	0	0	-	-	0
Zero years / no Math courses reported	284	97	15.5	5	200	96	14.8	2	240	99	15.9	8	240
SOCIAL SCIENCE COURSE PATTERN		Percent Taking	Avg ACT	Percent Who Met	N	Percent Taking	Avg ACT	Percent Who Met	N	Percent Taking	Avg ACT	Percent Who Met	N
		Pattern	Reading	Benchmark		Pattern	Reading	Benchmark		Pattern	Reading	Benchmark	
US Hist, World Hist, Am Gov, & Other Hist	0	0	-	-	0	0	-	-	0	0	-	-	0
Other comb of 4 or more years Social Science	2	1	17.5	0	2	1	20.5	50	0	0	-	-	0
US Hist, World Hist, & Am Gov	0	0	-	-	0	0	-	-	0	0	-	-	0
Other comb of 3 or 3.5 years of Social Science	5	2	24.4	60	3	1	18.7	0	2	1	24.5	100	2
Less than 3 years of Social Science	2	1	29.0	100	1	0	22.0	100	0	0	-	-	0
Zero years / no Social Science courses reported	285	97	15.4	11	202	97	16.0	12	240	99	17.2	23	240
NATURAL SCIENCE COURSE PATTERN		Percent Taking	Avg ACT	Percent Who Met	N	Percent Taking	Avg ACT	Percent Who Met	N	Percent Taking	Avg ACT	Percent Who Met	N
		Pattern	Science	Benchmark		Pattern	Science	Benchmark		Pattern	Science	Benchmark	
Gen Sci ² , Bio, Chem, & Phys	0	0	-	-	0	0	-	-	0	0	-	-	0
Bio, Chem, Phys	2	1	27.0	100	0	0	-	-	0	0	-	-	0
Gen Sci ¹ , Bio, Chem	0	0	-	-	2	1	24.5	50	0	0	-	-	0
Other comb of 3 years of Natural Science	0	0	-	-	0	0	-	-	0	0	-	-	0
Less than 3 years of Natural Science	8	3	23.6	75	6	3	18.2	17	2	1	22.0	50	2
Zero years / no Natural Science courses reported	284	97	15.8	5	200	96	14.9	4	240	99	16.8	12	240

¹ 'Other Responses' include 'Another Gender', 'Prefer Not to Respond', and missing values.

² Includes General, Physical and Earth Sciences.

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.

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	1	0	16.0	0	.	.	1	8	16.0
Architecture	0	0	.	0	.	.	0	0	.
Area, Ethnic, & Multidisciplinary Studies	0	0	.	0	.	.	0	0	.
Arts: Visual & Performing	1	0	22.0	0	.	.	1	8	22.0
Business	2	0	22.5	0	.	.	2	17	22.5
Communications	0	0	.	0	.	.	0	0	.
Community, Family, & Personal Services	0	0	.	0	.	.	0	0	.
Computer Science & Mathematics	0	0	.	0	.	.	0	0	.
Education	1	0	19.0	0	.	.	1	8	19.0
Engineering	1	0	29.0	0	.	.	1	8	29.0
Engineering Technology & Drafting	0	0	.	0	.	.	0	0	.
English & Foreign Languages	0	0	.	0	.	.	0	0	.
Health Administration & Assisting	0	0	.	0	.	.	0	0	.
Health Sciences & Technologies	2	0	19.0	0	.	.	2	17	19.0
Philosophy, Religion, & Theology	0	0	.	0	.	.	0	0	.
Repair, Production, & Construction	0	0	.	0	.	.	0	0	.
Sciences: Biological & Physical	3	0	20.7	0	.	.	2	17	18.0
Social Sciences & Law	0	0	.	0	.	.	0	0	.
Undecided	4	1	21.8	0	.	.	2	17	19.0
No Response	729	98	15.3	0	.	.	0	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).

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	0	.	0	.	0	.	0	.	0	.
2-yr College Degree	0	.	0	.	0	.	0	.	0	.
Bachelors Degree	7	18.6	0	.	0	.	4	19.0	2	17.5
Graduate Study	2	20.5	1	20.0	0	.	1	21.0	0	.
Prof. Level Degree	3	24.0	0	.	0	.	2	23.5	0	.
Other	1	33.0	0	.	0	.	1	33.0	0	.
No Response	730	15.3	7	14.4	19	12.5	253	15.6	153	14.6

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	0	.	0	.	0	.	0	.	0	.
2-yr College Degree	0	.	0	.	0	.	0	.	0	.
Bachelors Degree	7	18.6	0	.	0	.	1	19.0	0	.
Graduate Study	2	20.5	0	.	0	.	0	.	0	.
Prof. Level Degree	3	24.0	0	.	0	.	0	.	1	25.0
Other	1	33.0	0	.	0	.	0	.	0	.
No Response	730	15.3	7	15.3	8	14.0	28	15.5	255	15.8

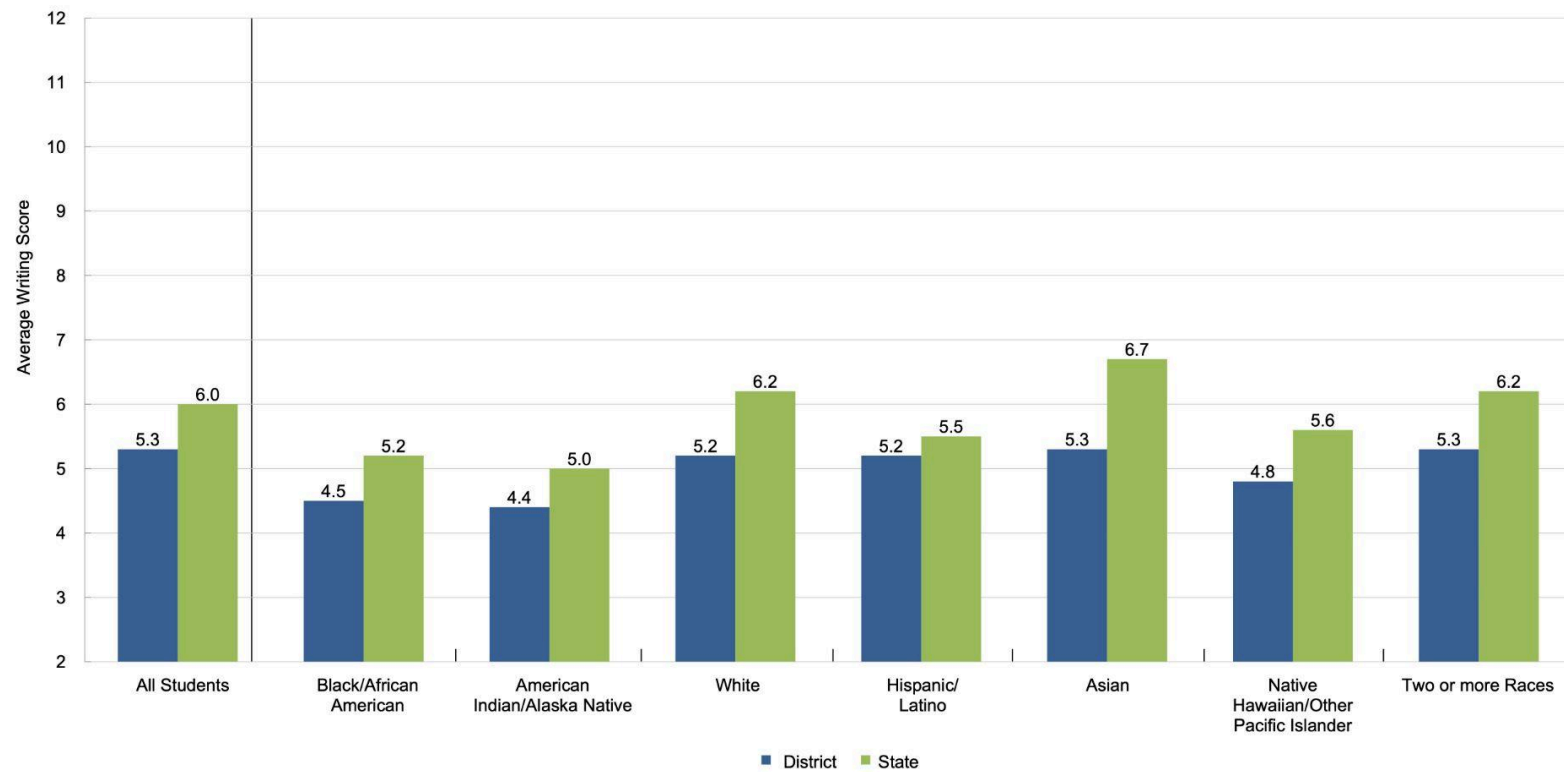
Total Students in Report: 744

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	64	40	24	8	23	36	19	14	0	0
UNIVERSITY OF NEVADA-LAS VEGAS	NV	22	8	14	5	18	41	23	14	0	0
WESTERN NEVADA COLLEGE	NV	17	6	11	6	24	53	6	12	0	0
TRUCKEE MEADOWS CMTY COLLEGE	NV	14	4	10	7	14	50	14	14	0	0
UNIV OF CALIFORNIA-BERKELEY	CA	6	2	4	17	17	17	33	17	0	0
CONGRESS DIST 2-NV-M AMODEI	NV	4	1	3	0	25	50	25	0	0	0
UNIVERSITY OF ARIZONA	AZ	4	1	3	0	50	50	0	0	0	0
UNIVERSITY OF OREGON	OR	4	0	4	0	25	25	50	0	0	0
BOISE STATE UNIVERSITY	ID	3	1	2	33	33	33	0	0	0	0
BRIGHAM YOUNG UNIVERSITY	UT	3	1	2	0	0	33	0	33	33	0
COLL OF SOUTHERN NV-NLV CAMPUS	NV	3	0	3	33	33	33	0	0	0	0
SAN DIEGO STATE UNIV	CA	3	0	3	0	33	33	33	0	0	0
STANFORD UNIVERSITY	CA	3	1	2	0	0	67	0	33	0	0
U OF HAWAII-MANOA	HI	3	1	2	0	33	67	0	0	0	0
UNIV OF WASHINGTON SEATTLE	WA	3	0	3	0	0	67	33	0	0	0
UNIVERSITY OF CALIFORNIA DAVIS	CA	3	1	2	0	33	0	67	0	0	0
UNIVERSITY OF UTAH	UT	3	1	2	0	33	33	0	33	0	0
ARIZONA STATE UNIVERSITY	AZ	2	0	2	0	0	0	50	50	0	0
CALIFORNIA ST UNIV-LONG BEACH	CA	2	0	2	0	0	50	50	0	0	0
CALIFORNIA STATE UNIV-CHICO	CA	2	0	2	0	50	50	0	0	0	0
COLORADO STATE UNIVERSITY	CO	2	0	2	0	0	50	0	50	0	0
CORTEZ MASTO C-US SEN NV	NV	2	0	2	0	100	0	0	0	0	0
FLORIDA STATE UNIV	FL	2	0	2	0	0	50	50	0	0	0
GREAT BASIN COLL	NV	2	1	1	0	50	50	0	0	0	0
HARVARD UNIVERSITY	MA	2	0	2	0	0	50	0	50	0	0
MICHIGAN STATE UNIVERSITY	MI	2	2	0	50	0	0	50	0	0	0
NEVADA STATE UNIVERSITY	NV	2	2	0	50	50	0	0	0	0	0
OREGON STATE UNIVERSITY	OR	2	1	1	50	0	50	0	0	0	0
SOUTHERN UTAH UNIVERSITY	UT	2	2	0	0	0	0	50	0	50	0
TEXAS STATE UNIV-SAN MARCOS	TX	2	0	2	0	0	100	0	0	0	0
All Other Institutions		54	9	45	4	11	37	22	22	4	0
Total		242	85	157	7	19	39	19	14	2	0

330

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		English		Average ACT Scores		Writing	
	District	State	District	State	District	State	District	State
All Students	719	34,786	13.3	15.6	16.2	17.5	5.3	6.0
Black/African American	8	2,385	13.0	13.0	16.4	14.9	4.5	5.2
American Indian/Alaska Native	18	140	11.1	12.5	12.2	14.3	4.4	5.0
White	252	4,632	13.5	17.0	16.7	19.0	5.2	6.2
Hispanic/Latino	146	9,931	12.3	13.6	15.2	15.5	5.2	5.5
Asian	7	939	13.9	18.4	15.4	19.4	5.3	6.7
Native Hawaiian/Other Pacific Islander	8	277	11.3	13.1	14.9	15.1	4.8	5.6
Two or More Races	28	1,610	13.8	16.2	16.6	18.1	5.3	6.2
Prefer not/No Response	252	14,872	13.8	16.8	16.7	18.7	5.6	6.4
Males	280	11,030	13.0	14.4	15.6	16.2	4.9	5.4
Females	202	10,220	12.8	14.8	16.1	16.9	5.5	6.0
Other Responses	237	13,536	14.1	17.3	17.2	19.1	5.7	6.5

Table 5.2. Average ACT English Language Arts Outcomes by Race/Ethnicity and Gender¹ for Students Who Took ACT Writing

	N		Average ACT Scores		Percent Who Met ELA Benchmark	
	District	State	District	State	District	State
All Students	719	34,786	14.0	16.2	12	26
Black/African American	8	2,385	12.9	13.5	13	10
American Indian/Alaska Native	18	140	10.7	12.9	0	6
White	252	4,632	14.1	17.3	12	33
Hispanic/Latino	146	9,931	13.3	14.3	5	13
Asian	7	939	14.3	18.5	0	43
Native Hawaiian/Other Pacific Islander	8	277	11.8	14.1	13	11
Two or More Races	28	1,610	14.4	16.8	21	30
Prefer not/No Response	252	14,872	14.7	17.4	15	34
Males	280	11,030	13.2	14.6	8	17
Females	202	10,220	14.0	15.7	11	22
Other Responses	237	13,536	15.0	17.8	16	37

¹ 'Other responses' include 'Another Gender', 'Prefer Not to Respond', and missing values.

Reflection

- **What areas of promise/success do you see?**
 - Reading Performance is a Relative Strength:
 - The District's average Reading score (16.3 in 2025, Table 1.2) is the highest of the four subject scores (English: 13.3, Math: 15.6, Science: 16.1).
 - Females in the District show a notable advantage in Reading, averaging 17.6, which is higher than their Male counterparts (15.9) and is the highest single subject score for any major District demographic group (Table 2.5).
 - Specific Academic Skill Strengths (Relative to other District scores):
 - In the English Reporting Categories (Figure 2.2), Knowledge of Language (23% meeting the readiness range) and Production of Writing (24% meeting the readiness range) are the strongest areas, compared to Conventions of Standard English (15%).
 - In the Reading Reporting Categories (Figure 2.4), Integration of Knowledge and Ideas (31% meeting the readiness range) is the strongest category, which suggests students are relatively better at synthesizing information from various parts of a text.
 - Positive Demographic Achievement:
 - Asian Students show the highest Composite Score (17.2) and the highest score in Math (19.4) among all District racial/ethnic groups, which is a strong indicator of high achievement for this group within the school district (Table 2.3).
 - White Students have the highest percentage (44%) of meeting 3 or 4 College Readiness Benchmarks among groups included in the core curriculum analysis (Figure 3.1).
 - District-State Comparison (Composite Score):
 - The District's 2024-2025 Composite Score of 16.0 is very close to the State's Composite Score (17.2) in 2021-2022 and 2022-2023 (both 17.3, Table 1.2). While not meeting the current State score, the District's average is only 1.2 points behind, suggesting that with targeted interventions, closing this gap is a realistic goal.

- **What Skills Do Our Students Demonstrate?**

- **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?
 - **Immediate Data Correction and Accountability**
 - **Issue:** The report shows a catastrophic data error where 97% of students are reported as taking "Zero years / no courses" in core subjects (Tables 3.7, 3.8, Figure 1.4).

Recommendation	Rationale and Action Steps
Investigate and Correct Course Data	RATIONALE: The drastic drop in Core Curriculum participation (from 42% to 9%) and the "Zero years" error make it impossible to link performance to course rigor. ACTION: Immediately audit the data entry process for the Course Rigor section (Section III) to ensure accurate reporting of English, Math, and Science courses taken by students.
Prioritize Core Curriculum Enrollment	RATIONALE: The single most predictive factor for ACT success is taking a rigorous course load. ACTION: Once accurate data is established, set a clear goal to increase the percentage of students taking the Core College Curriculum (Figure 1.4) by setting default enrollment pathways that place students in college-preparatory sequences unless a compelling alternative is chosen by the student/parent.

- **Focus on Mathematics (Weakest Skill Areas)**
 - **Goal:** Improve scores in Preparing for Higher Math (PHM) -Number and Quantity (6% readiness) and PHM -Functions (14% readiness).

Recommendation	Rationale and Action Steps
Problem-Solving Workshop	RATIONALE: The ACT Math section relies heavily on applying concepts. ACTION: Establish a 45-minute weekly Math workshop, mandatory for students scoring below 18 on practice tests, focusing solely on non-routine, multi-step problem-solving using real ACT practice items.
Foundational Math Mastery Checks	RATIONALE: The 6% readiness in Number and Quantity signals a lack of foundational arithmetic and number sense skills (e.g., operations with fractions, ratios, percents, exponents, and irrational numbers). ACTION: Implement a standardized, 10-question "Pre-requisite Skills Quiz" at the start of every math unit (Algebra, Geometry, etc.). Students who score below 80% must complete online module work or attend a mandatory support session focused on re-teaching those specific prerequisite skills before proceeding with the new unit.
Cross-Curricular Estimation and Measurement	RATIONALE: Basic numeracy and estimation skills underpin all higher math. ACTION: Partner with Science and CTE departments to emphasize proper unit conversions, scientific notation, dimensional analysis, and practical estimation skills, reinforcing the real-world application of "Number and Quantity" concepts outside the math classroom.
Dedicated 9th Grade Math Intervention	RATIONALE: Foundational gaps must be closed early to prevent cascading failures. ACTION: Implement a mandatory, small-group intervention period for all 9th-grade students who enter high school below proficiency based on 8th-grade state tests or diagnostics. This course should use adaptive technology to individualize instruction on pre-algebra and arithmetic skills before they encounter them in Algebra I.

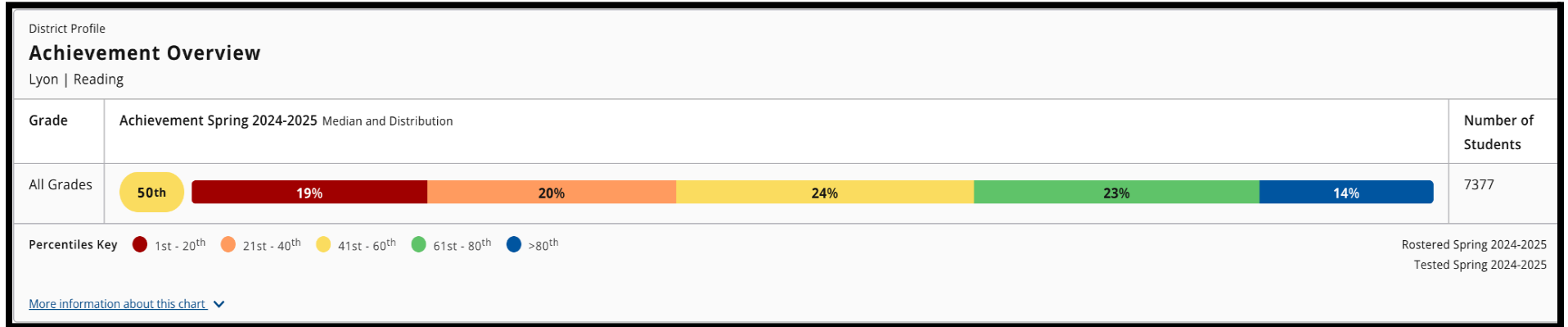
- **Focus on English and Reading**

- **Goal:** Improve scores in Conventions of Standard English

Recommendation	Rationale and Action Steps
Standardized Grammar Instruction	RATIONALE: The low score in Conventions indicates inconsistent or incomplete mastery of basic grammar rules. ACTION: Adopt a common, standardized grammar and usage curriculum for grades 9-11, with frequent, low-stakes quizzing focusing on the ACT's most common errors (e.g., apostrophes, subject-verb agreement, transition words).
Reading Strategy Integration	RATIONALE: While reading is a relative strength, the score remains low. ACTION: Train teachers across all content areas (Science, Social Studies) to explicitly teach reading strategies related to "Integration of Knowledge and Ideas" (the relative strength, 31%) and "Key Ideas and Details" (25%) using ACT-style passages relevant to their subject.

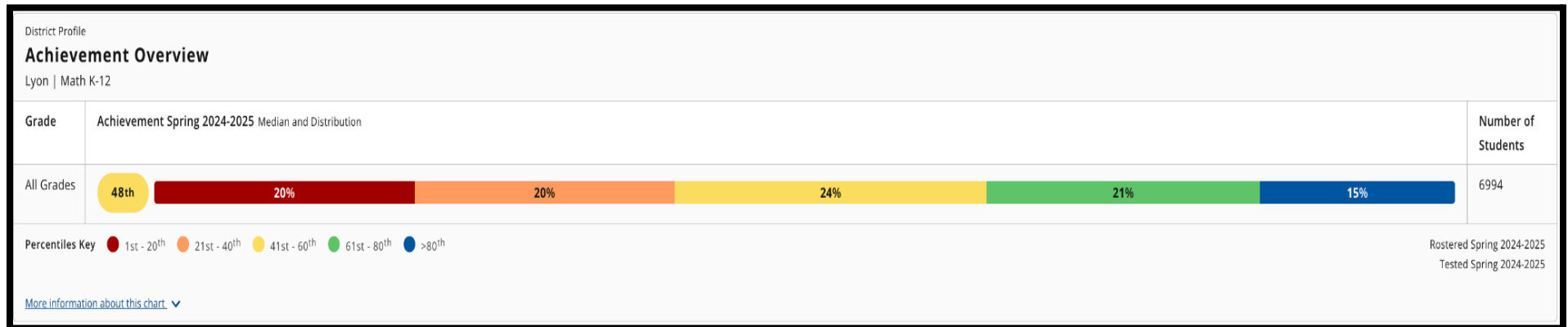
Measure of Academic Progress

– Reading Achievement Overview

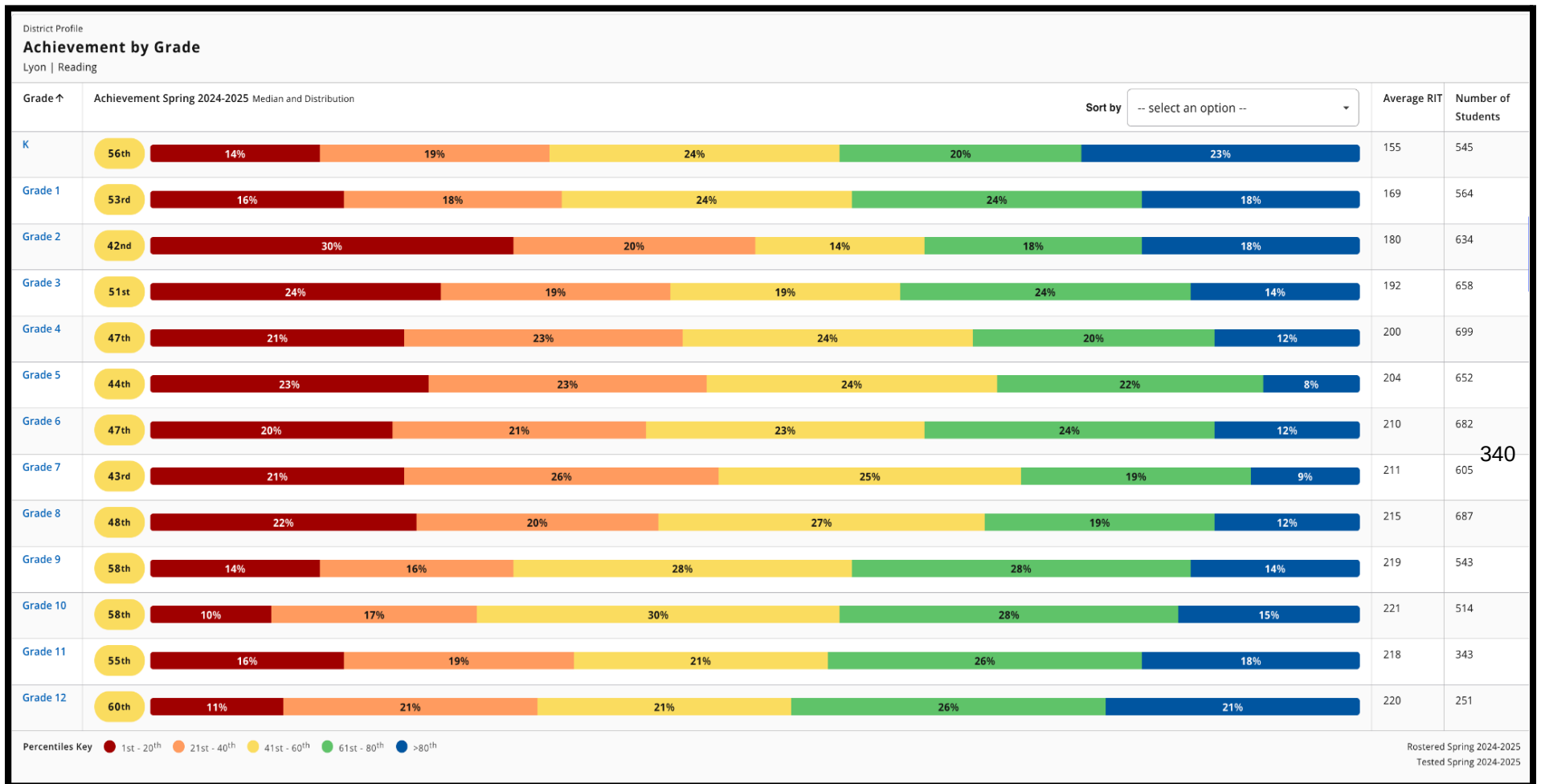


339

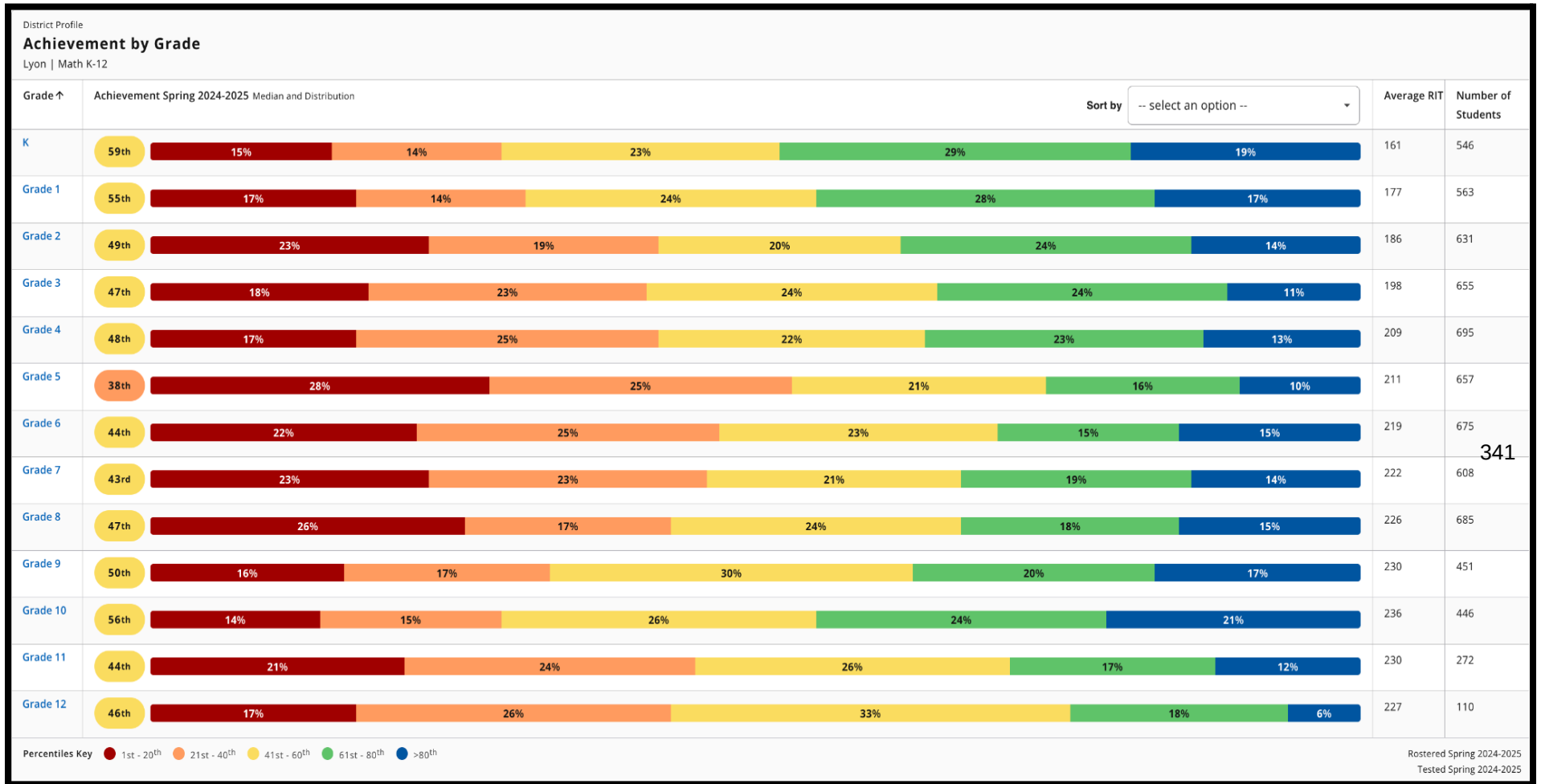
– Math Achievement Overview



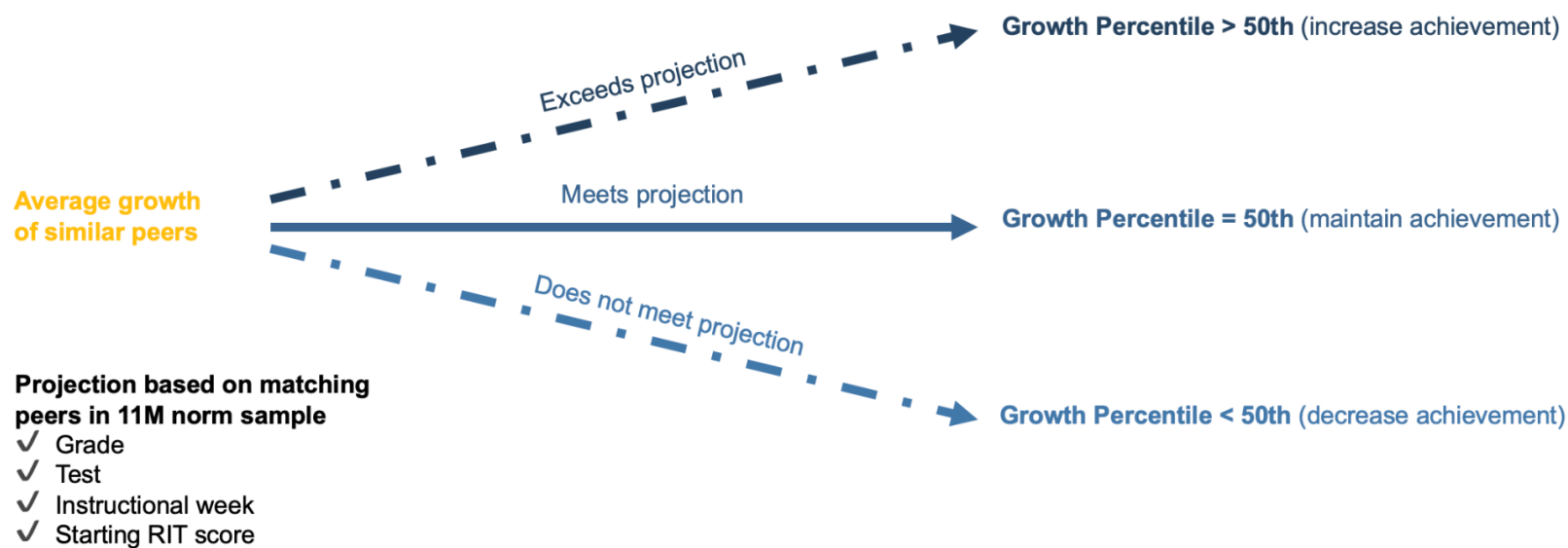
– Reading Achievement By Grade



– Math Achievement By Grade

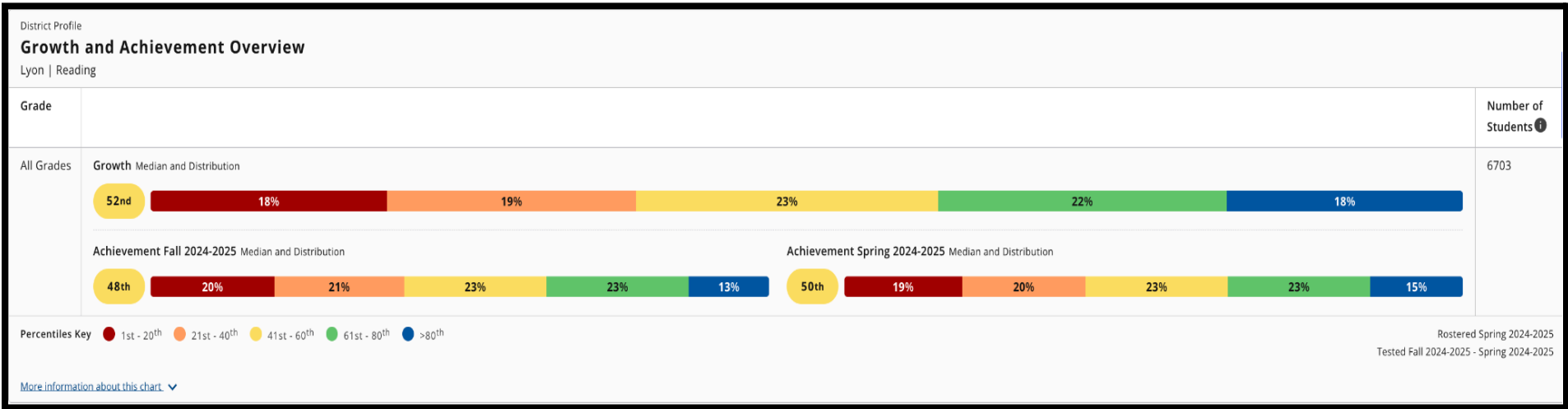


How Are Achievement and Growth Related?



342

– Reading Growth and Achievement Overview

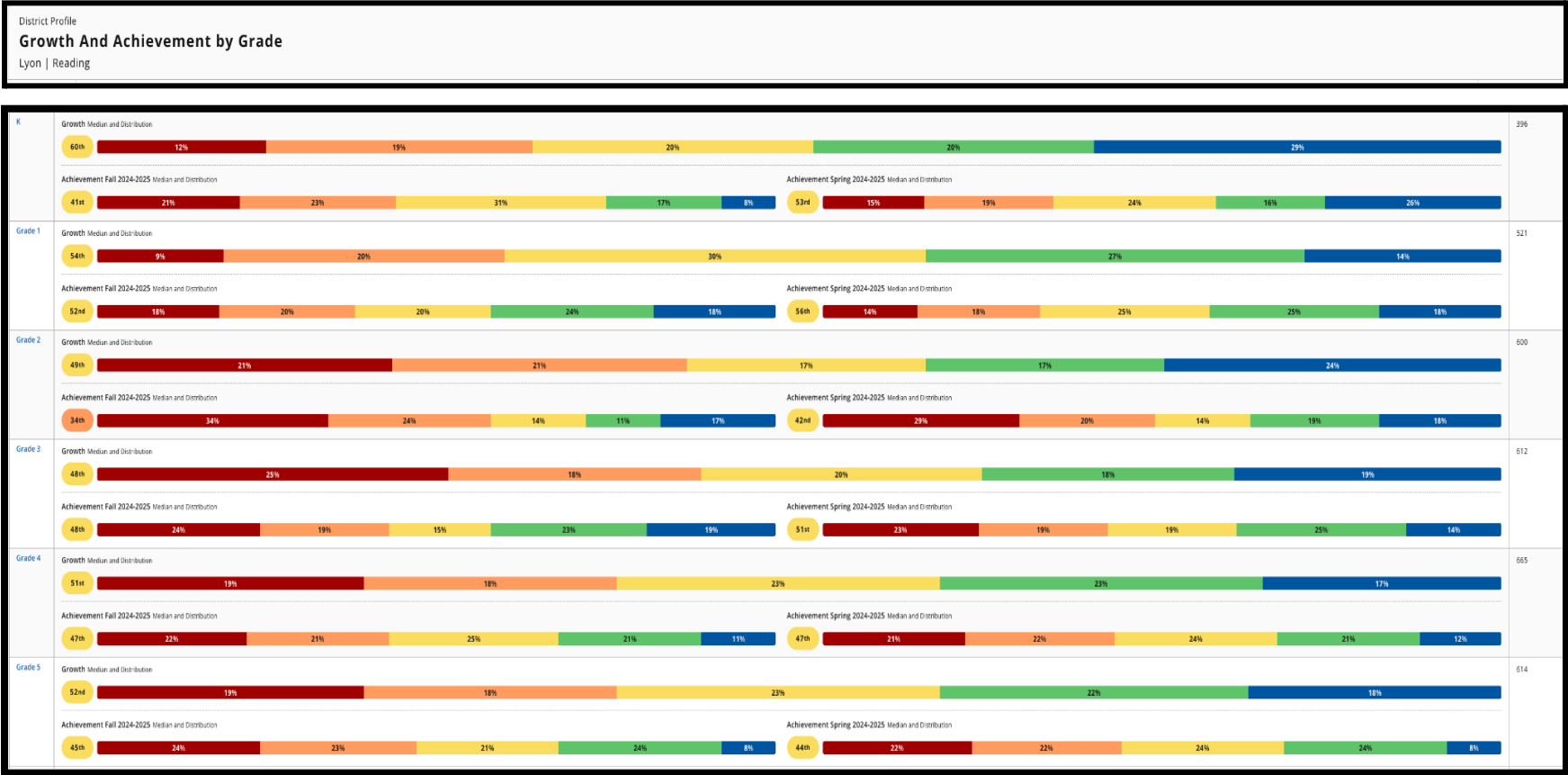


343

– Math Growth and Achievement Overview

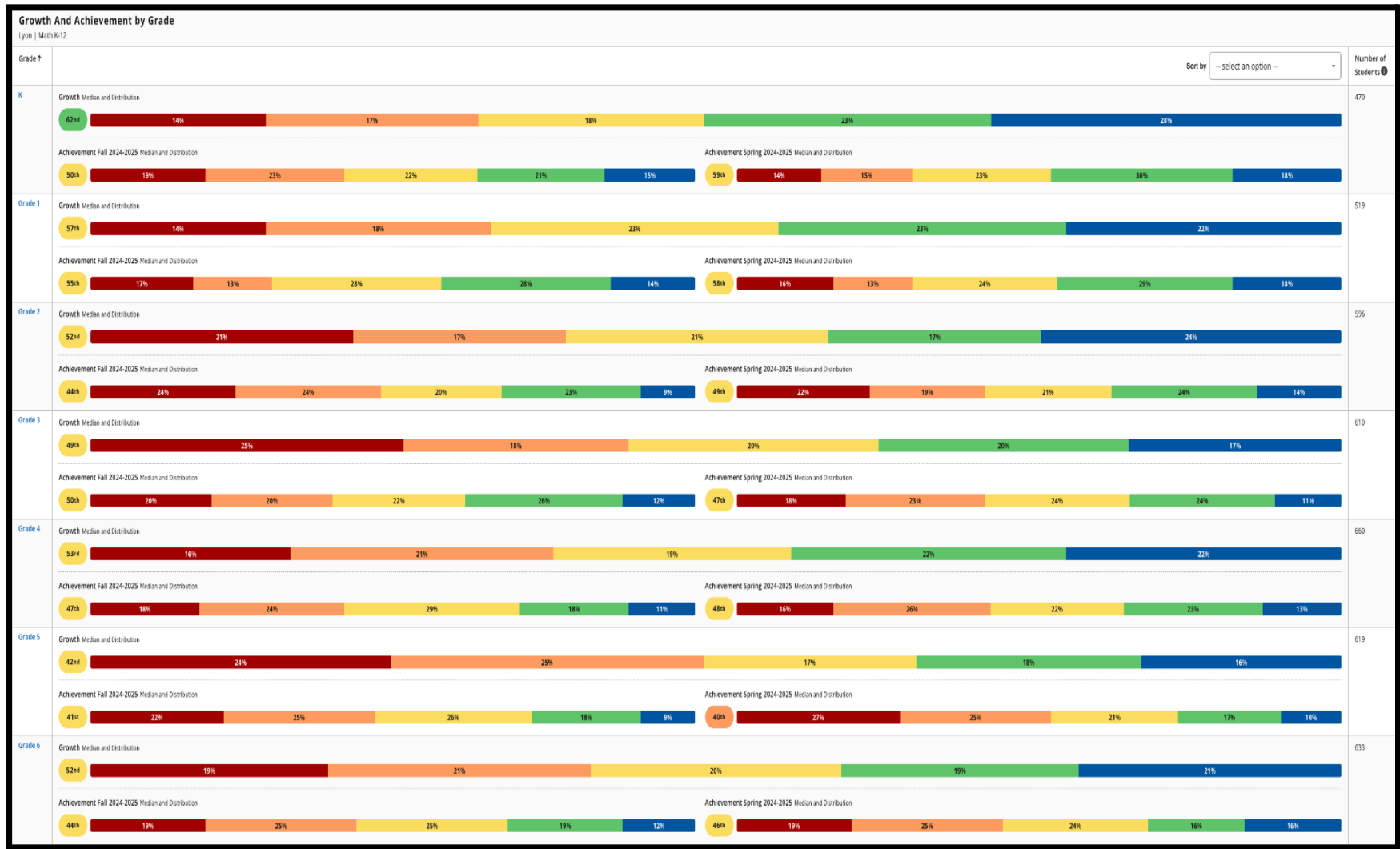


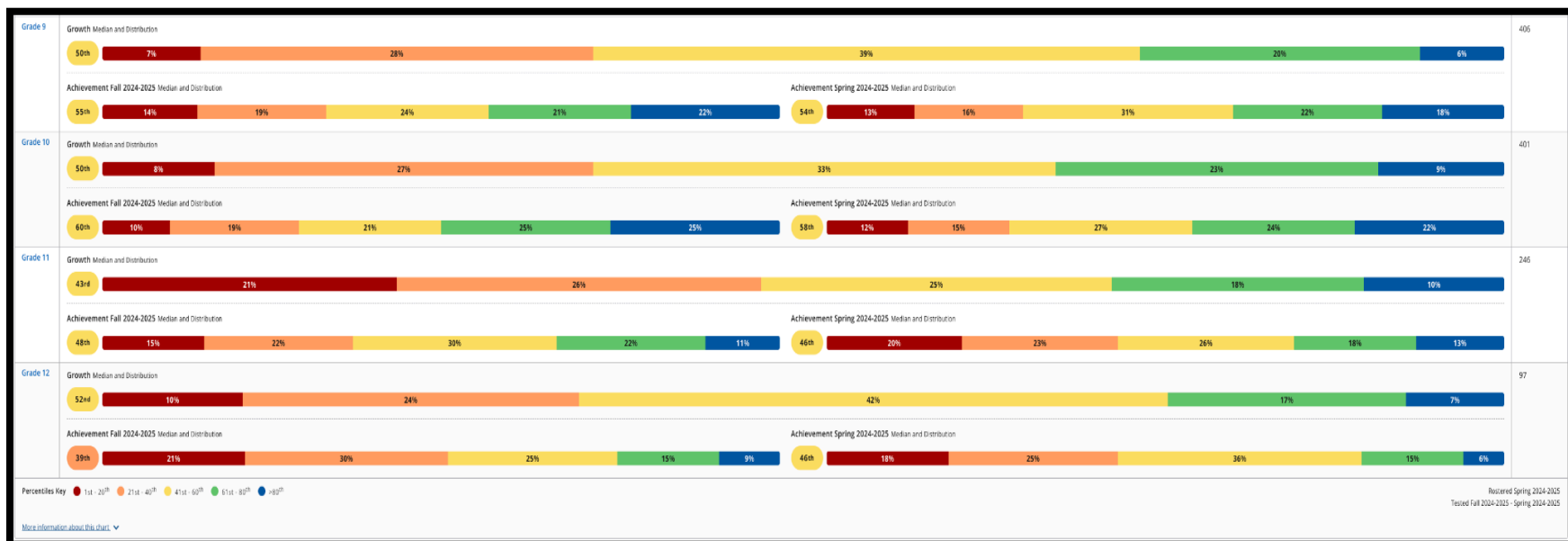
– Reading Growth and Achievement By Grade





– Math Growth and Achievement By Grade





Reflection

What areas of promise/success do you see?

- **Achievement Gaps Close Slightly Between Fall and Spring:** While median achievement remains below the 50th percentile, the increase from the fall test to the spring test shows that all grades are experiencing a period of learning gain.
 - 1st Grade: Fall Achievement Median of 39th to Spring Achievement Median of 44th (a +5 point gain).
 - 3rd Grade: Fall Achievement Median of 38th to Spring Achievement Median of 43rd (a +5 point gain).
 - 9th Grade: Fall Achievement Median of 40th to Spring Achievement Median of 46th (a +6 point gain).
 - This consistent upward movement confirms that the students are making progress (albeit often at a slower rate than the norm in the middle grades) and the instructional year is effective in increasing students' RIT scores.
- **Strong Achievement for the Highest Performers is Maintained:** Across all grade levels, the students in the top achievement band are generally maintaining their strong standing.
 - 81st–99th Percentile: In most grades, this band represents 10% to 15% of the student population.
 - The fact that this percentage is maintained or slightly increased from fall to spring indicates that the highest-achieving students are receiving instruction rigorous enough to keep them on track for advanced coursework and college readiness, and they are not "plateauing" significantly during the school year.
- **Grade 4 Shows the Highest Growth in Lower-to-Mid Grades:** Grade 4 is a relative bright spot in the elementary/early middle school range, showing strong performance compared to the grades immediately above and below it.
 - Grade 4 Growth Median: 46th percentile. This is higher than both Grade 3 (40th) and Grade 5 (42nd)
 - This suggests that the curriculum or instructional practices used in Grade 4 are particularly effective at driving near-average growth for the students, making it a model to examine for potential replication in lower grades.

What Suggestions for improvement?

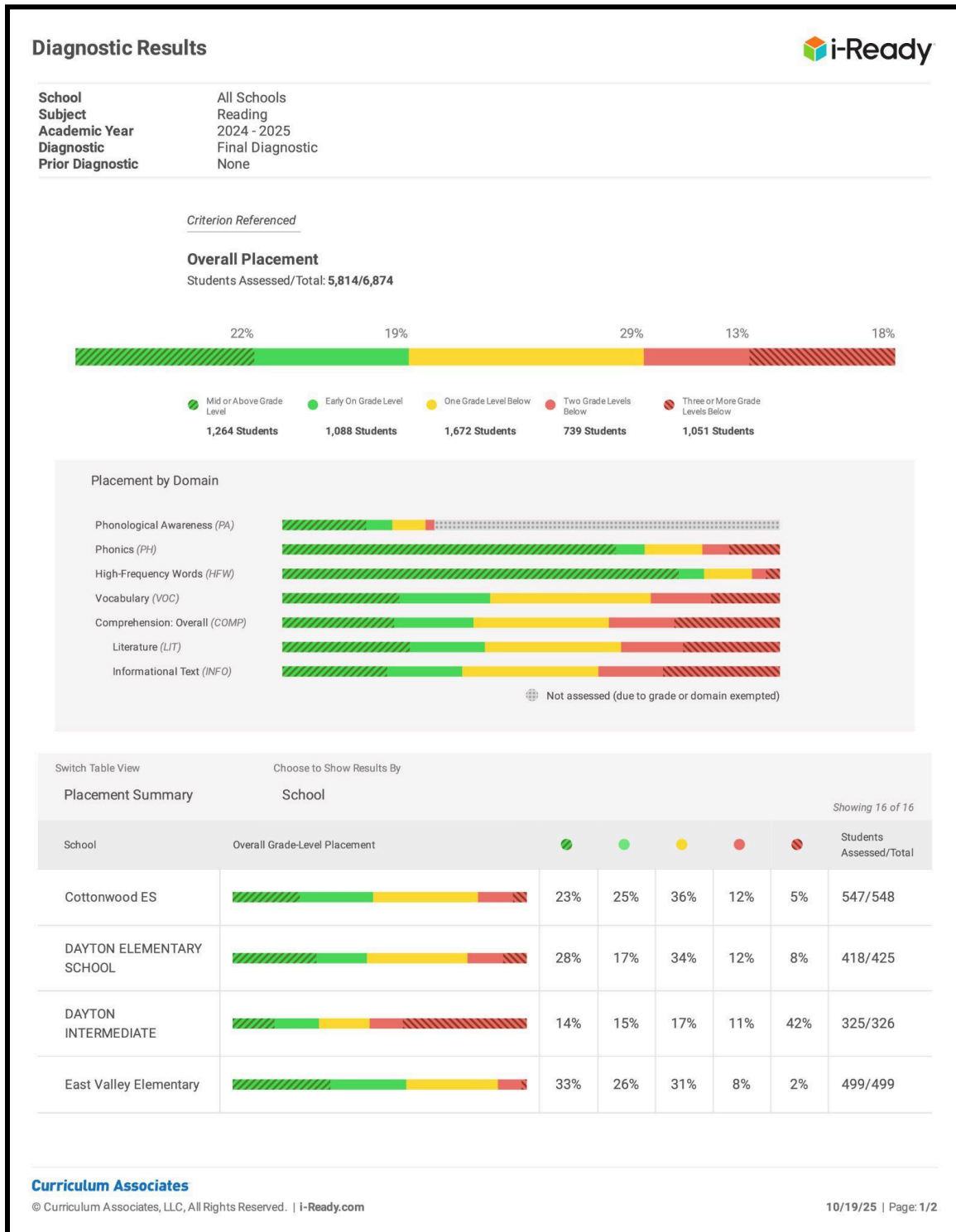
- **Focus on Foundational Skills and Differentiated Instruction (Grades K–2):** The extremely low growth and achievement in the early grades (Growth Medians of 33rd–35th percentile) require an urgent, targeted response rooted in the Science of Reading.
 - **Implement High-Fidelity Phonics:** Ensure the core curriculum delivers explicit and systematic phonics and phonemic awareness instruction.
 - **Targeted Small-Group Rotation:** Dedicate a significant daily block to small-group reading instruction.
- **Strengthen Reading Comprehension and Vocabulary (Grades 3–8):** Addressing the stagnant growth in the intermediate and middle school grades (Growth Medians mostly in the 40s percentile) requires a focus on comprehension strategies and content knowledge.
 - **Embed Academic Vocabulary:** Implement a school-wide strategy for teaching Tier 2 (high-utility) academic vocabulary that appears across all subjects.
 - **Increase Text Complexity (with Scaffolding):** Ensure students are exposed to texts at their grade-level Lexile range, even if their current RIT score is lower. Provide *heavy scaffolding* (e.g., pre-teaching vocabulary, providing sentence stems, reading aloud) to enable access to complex texts.
 - **Discipline-Specific Literacy:** Train content-area teachers (Science, History, etc.) to explicitly teach how to read for their discipline. For instance, teach students to analyze primary sources in social studies or interpret diagrams/charts in science.
- **Implement Targeted High-Dosage Interventions**
 - For the significant percentage of students who consistently score in the lowest achievement percentiles (1st–20th), interventions must be immediate and intensive.
 - **High-Dosage Tutoring:** Implement small-group (1:1 to 1:3) tutoring that is delivered 3–5 times per week by a trained professional.
 - **Tier 2/3 Response:** Use the MTSS model to instantly place students into Tier 2 (strategic) or Tier 3 (intensive) reading interventions at the start of the year.
- **Leverage Data for Collaborative Planning (All Grades)**
 - **Establish /PLCs:** Dedicate time in Professional Learning Communities (PLCs) for teachers to deep-dive into their Class Breakdown Reports. They should

analyze which RIT bands are underperforming and collaboratively plan the next week's instruction to address those needs.

- **Vertical Alignment:** Use the grade-level charts to identify RIT-band mastery gaps that persist across grades. For instance, if 5th-grade students are struggling with a 4th-grade standard, the 4th-grade team should adjust its core instruction, and the 5th-grade team should dedicate intervention time to catch them up.

iReady - Reading and Math

Spring Reading Diagnostic Results



Diagnostic Results



School All Schools
Subject Reading
Academic Year 2024 - 2025
Diagnostic Final Diagnostic
Prior Diagnostic None

School	Overall Grade-Level Placement						Students Assessed/Total
Fernley Elementary		29%	21%	39%	9%	3%	392/401
Fernley HS		0%	0%	0%	0%	100%	4/1,008
Fernley Intermediate School		18%	15%	25%	21%	20%	635/636
RIVERVIEW ELEMENTARY SCHOOL		23%	23%	32%	14%	9%	429/429
Silver Stage ES		21%	24%	36%	13%	5%	336/338
Silver Stage HS		17%	50%	17%	0%	17%	6/6
Silver Stage Middle School		13%	14%	16%	17%	40%	283/292
Silverland Middle School		17%	12%	19%	8%	44%	626/637
Smith Valley School		39%	31%	17%	5%	8%	118/118
SUTRO ELEMENTARY SCHOOL		25%	18%	33%	14%	10%	407/407
YERINGTON ELEMENTARY SCHOOL		19%	20%	37%	14%	10%	427/430
YERINGTON INTERMEDIATE		13%	10%	20%	16%	41%	373/385

Curriculum Associates

© Curriculum Associates, LLC, All Rights Reserved. | i-Ready.com

10/19/25 | Page: 2/2

Positive Takeaways from All Schools Reading Diagnostic Data

High Percentage of Students Meeting or Approaching Grade Level

- **Overall Performance:** Across all schools, a total of 41% of the assessed students are reading either "Mid or Above Grade Level" (22%) or "Early On Grade Level" (19%). This represents 2,352 students who are starting the year at or above the expected performance benchmark.
- **Significance:** Having two-fifths of the student body on track is a strong foundation for continued growth.

Winter to Spring Reading Diagnostic Results

Diagnostic Results

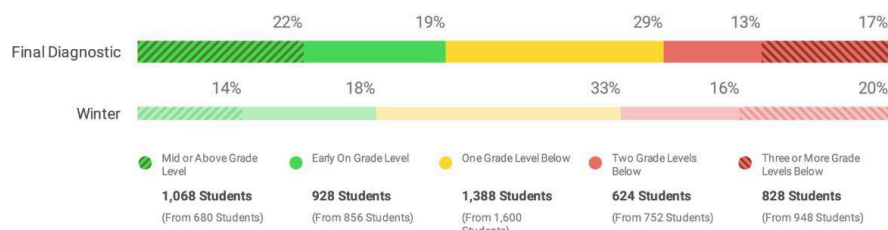


School	All Schools
Subject	Reading
Academic Year	2024 - 2025
Diagnostic	Final Diagnostic
Prior Diagnostic	Winter

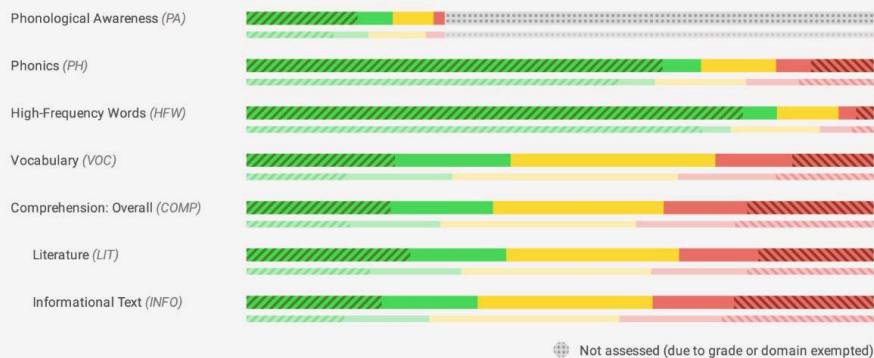
Criterion Referenced

Overall Placement

Students Assessed/Total: 4,836/6,874



Placement by Domain



Switch Table View

Choose to Show Results By

Placement Summary

School

Diagnostic Results



School All Schools
Subject Reading
Academic Year 2024 - 2025
Diagnostic Final Diagnostic
Prior Diagnostic Winter

Showing 16 of 16

School		Overall Grade-Level Placement						Students Assessed/Total
Cottonwood ES	Final Diagnostic		23%	25%	36%	12%	5%	499/548
	Winter		12%	20%	46%	15%	7%	
DAYTON ELEMENTARY SCHOOL	Final Diagnostic		28%	18%	35%	11%	9%	280/425
	Winter		14%	21%	36%	19%	9%	
DAYTON INTERMEDIATE	Final Diagnostic		15%	15%	17%	11%	42%	272/326
	Winter		14%	16%	18%	11%	41%	
East Valley Elementary	Final Diagnostic		35%	26%	30%	8%	2%	331/499
	Winter		18%	24%	41%	12%	5%	
Fernley Elementary	Final Diagnostic		28%	22%	39%	8%	3%	369/401
	Winter		15%	22%	43%	14%	5%	
Fernley HS	Final Diagnostic	—	—	—	—	—	—	0/1,008
	Winter	—	—	—	—	—	—	
Fernley Intermediate School	Final Diagnostic		18%	15%	25%	21%	20%	573/636
	Winter		12%	12%	27%	21%	28%	

Curriculum Associates

© Curriculum Associates, LLC, All Rights Reserved. | i-Ready.com

10/19/25 | Page: 2/5

Diagnostic Results



School All Schools
Subject Reading
Academic Year 2024 - 2025
Diagnostic Final Diagnostic
Prior Diagnostic Winter

School	Overall Grade-Level Placement						Students Assessed/Total
RIVERVIEW ELEMENTARY SCHOOL	Final Diagnostic		22%	21%	33%	14%	10%
							392/429

Curriculum Associates

© Curriculum Associates, LLC, All Rights Reserved. | i-Ready.com

10/19/25 | Page: 3/5

Diagnostic Results



School All Schools
Subject Reading
Academic Year 2024 - 2025
Diagnostic Final Diagnostic
Prior Diagnostic Winter

School	Overall Grade-Level Placement						Students Assessed/Total
	Winter		14%	18%	39%	14%	14%
Silver Stage ES	Final Diagnostic		22%	24%	35%	14%	5%
	Winter		13%	22%	39%	16%	10%
Silver Stage HS	Final Diagnostic	—	—	—	—	—	0/6
	Winter	—	—	—	—	—	
Silver Stage Middle School	Final Diagnostic		14%	12%	16%	20%	38%
	Winter		14%	9%	16%	19%	42%
Silverland Middle School	Final Diagnostic		17%	13%	18%	8%	44%
	Winter		16%	13%	16%	12%	43%
Smith Valley School	Final Diagnostic		40%	31%	17%	5%	7%
	Winter		18%	32%	28%	14%	9%
SUTRO ELEMENTARY SCHOOL	Final Diagnostic		25%	18%	33%	14%	9%
	Winter		17%	18%	34%	18%	12%
YERINGTON ELEMENTARY SCHOOL	Final Diagnostic		18%	21%	37%	14%	11%
	Winter		11%	18%	45%	16%	10%

Curriculum Associates

© Curriculum Associates, LLC, All Rights Reserved. | i-Ready.com

10/19/25 | Page: 4/5

Diagnostic Results



School All Schools
Subject Reading
Academic Year 2024 - 2025
Diagnostic Final Diagnostic
Prior Diagnostic Winter

School		Overall Grade-Level Placement						Students Assessed/Total
YERINGTON INTERMEDIATE	Final Diagnostic		14%	13%	19%	17%	37%	222/385
	Winter		10%	12%	23%	14%	41%	

Takeaways from Winter to Spring Reading Diagnostic Results

Based on the overall student placement for all schools (4,836 students assessed), here are the five main insights comparing the Winter Diagnostic to the Final Diagnostic:

1. **Significant Overall Proficiency Gain:** There was an encouraging 9 percentage point increase in students scoring at or above grade level (combining "Mid or Above Grade Level" and "Early On Grade Level"). This group grew from 32% in Winter to 41% in the Final Diagnostic.
2. **Greatest Strength in Foundational Skills:** The domains of Phonics (PH) and High-Frequency Words (HFW) show the highest overall student proficiency in the Final Diagnostic. The vast majority of students are performing at or above grade level in these areas, indicating strong instruction and mastery of basic reading mechanics.
3. **Largest Area of Need is Comprehension:** The core challenge area remains Comprehension (Overall, Literature, and Informational Text). While growth occurred, these domains show the highest concentration of students in the "One Grade Level Below" (yellow) and "Two or More Grade Levels Below" (red/striped red) bands.
4. **Positive Movement in Highest-Risk Tiers:** The number of students in the most severe risk categories ("Two Grade Levels Below" and "Three or More Grade Levels Below") both saw a 3 percentage point decrease, suggesting that intensive intervention programs are successfully moving the lowest-performing students into higher placement tiers.
5. **The Majority Still Requires Catch-Up:** Despite the positive gains, 59% of students are still placed one or more grade levels below their expected level in the Final Diagnostic (down from 69% in Winter). This highlights the continued need for targeted interventions to close the remaining gap for the majority of the student population.

Spring Growth Results (Winter to Spring Growth)

Diagnostic Growth



School All Schools
Subject Reading
Academic Year 2024 - 2025
Comparison Diagnostic Final Diagnostic

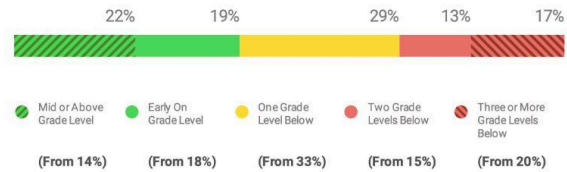
Students Assessed/Total: 5,365/5,866

Progress to Annual Typical Growth (Median)

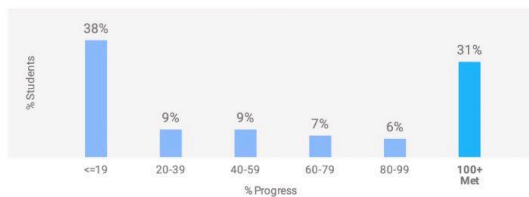


The median percent progress towards Typical Growth for this school is 46%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

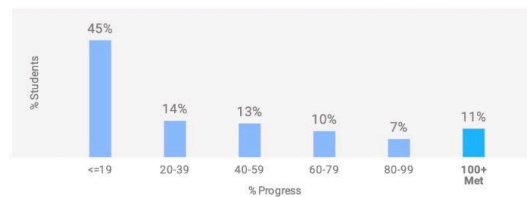
Current Placement Distribution



Distribution of Progress to Annual Typical Growth



Distribution of Progress to Annual Stretch Growth®



Choose to Show Results By

School

Showing 15 of 15

School	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Cottonwood ES	45%	23%	30%	7%	38%	524/548
DAYTON ELEMENTARY SCHOOL	48%	28%	30%	12%	40%	351/425
DAYTON INTERMEDIATE	0%	36%	0%	10%	36%	296/326
East Valley Elementary	64%	32%	41%	12%	52%	477/499
Fernley Elementary	41%	18%	30%	5%	41%	378/401
Fernley Intermediate School	90%	48%	37%	21%	46%	626/636

Curriculum Associates

© Curriculum Associates, LLC, All Rights Reserved. | i-Ready.com

10/19/25 | Page: 1/2

Diagnostic Growth



School All Schools
Subject Reading
Academic Year 2024 - 2025
Comparison Diagnostic Final Diagnostic

School	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
RIVERVIEW ELEMENTARY SCHOOL	41%	28%	26%	11%	39%	423/429
Silver Stage ES	50%	26%	32%	7%	41%	314/338
Silver Stage HS	—	—	—	—	—	0/6
Silver Stage Middle School	37%	35%	13%	9%	36%	188/292
Silverland Middle School	0%	35%	0%	13%	35%	564/637
Smith Valley School	103%	52%	54%	15%	59%	116/118
SUTRO ELEMENTARY SCHOOL	41%	26%	27%	11%	38%	397/407
YERINGTON ELEMENTARY SCHOOL	35%	20%	23%	7%	33%	401/430
YERINGTON INTERMEDIATE	16%	33%	6%	13%	35%	315/385

Curriculum Associates

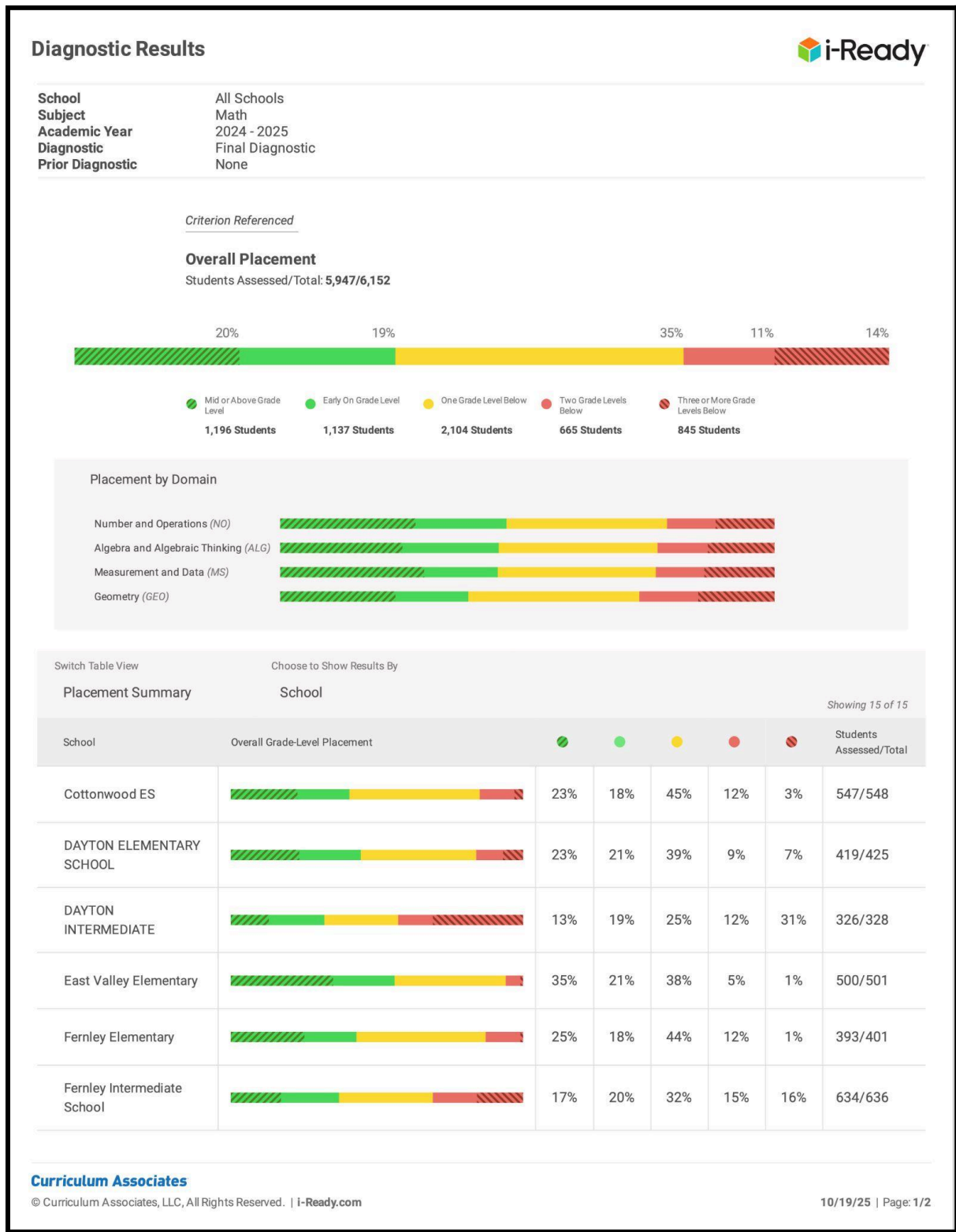
© Curriculum Associates, LLC, All Rights Reserved. | i-Ready.com

10/19/25 | Page: 2/2

Takeaways from Spring Growth Results (*Winter to Spring Growth*)

No review due to only a winter to spring growth model

Spring Math Diagnostic Results



Diagnostic Results



School All Schools
Subject Math
Academic Year 2024 - 2025
Diagnostic Final Diagnostic
Prior Diagnostic None

School	Overall Grade-Level Placement						Students Assessed/Total
RIVERVIEW ELEMENTARY SCHOOL		25%	23%	41%	7%	5%	431/431
Silver Stage ES		21%	21%	42%	12%	4%	336/339
Silver Stage HS		3%	9%	8%	11%	69%	115/270
Silver Stage Middle School		7%	18%	27%	12%	35%	293/300
Silverland Middle School		15%	16%	25%	12%	33%	632/637
Smith Valley School		31%	27%	31%	7%	4%	116/118
SUTRO ELEMENTARY SCHOOL		26%	19%	37%	9%	8%	407/407
YERINGTON ELEMENTARY SCHOOL		17%	19%	44%	13%	7%	428/430
YERINGTON INTERMEDIATE		13%	17%	30%	15%	25%	381/392

Curriculum Associates

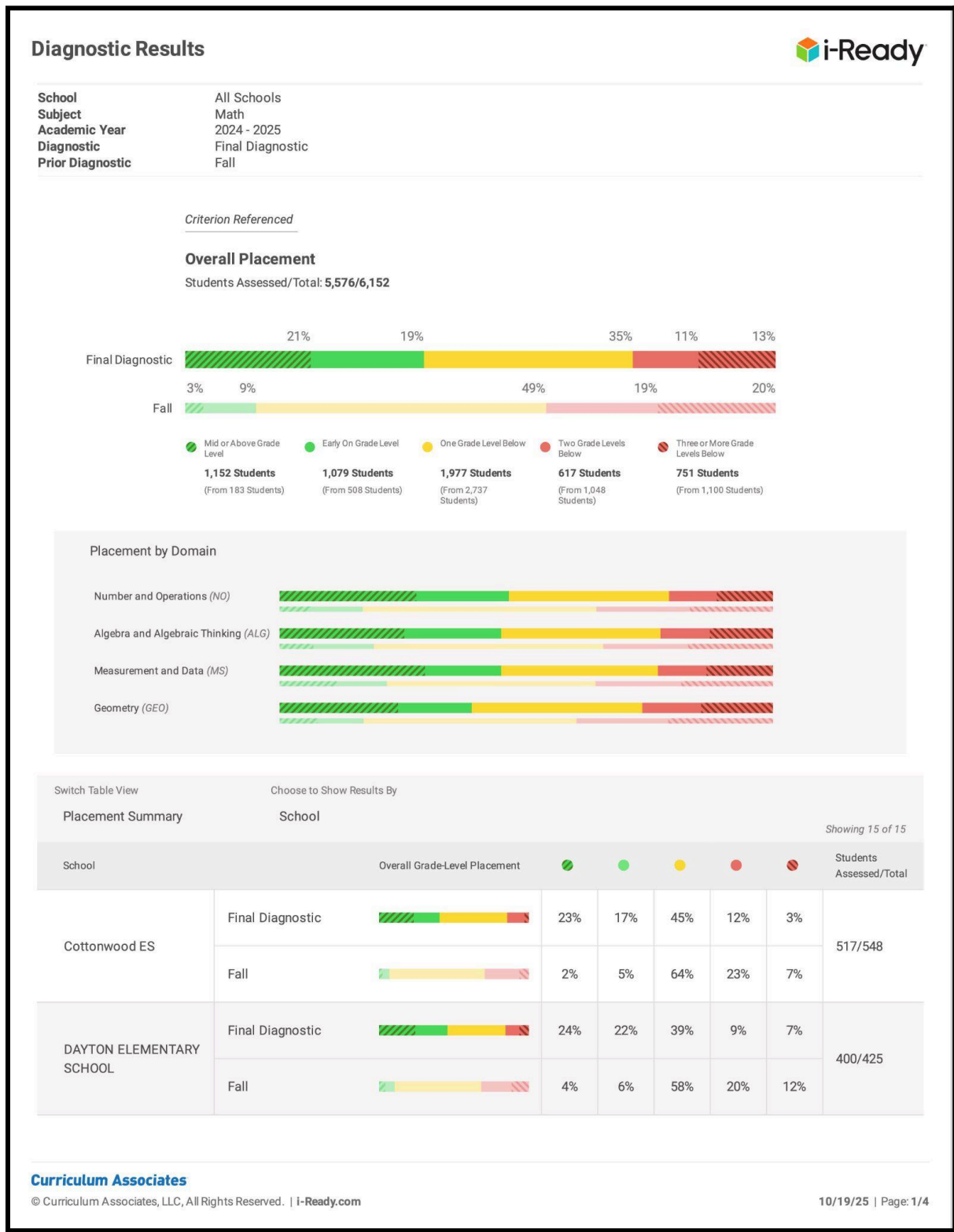
© Curriculum Associates, LLC, All Rights Reserved. | i-Ready.com

10/19/25 | Page: 2/2

Takeaways from Spring Math Diagnostic Results

1. **Majority Below Grade Level (53%):** More than half of all assessed students (53%, totaling 3,614 students) are placed at one, two, or three-plus grade levels below their current grade. This indicates a critical need for widespread intervention.
2. **Low Overall Proficiency (20%):** Only 20% of students achieved placement at "Mid or Above Grade Level," suggesting that the vast majority of the student body requires focused support to meet grade-level expectations.
3. **Number & Operations is the Strongest Domain:** The domain of Number and Operations (NO) shows the highest percentage of students placed at Mid or Above Grade Level (29%), making it the relative strength compared to Algebra (19%), Geometry (14%), and Measurement and Data (11%).
4. **Elementary Schools Lead in Proficiency:** East Valley Elementary (35% Mid or Above Grade Level) and Smith Valley School (31%) significantly outperform the "All Schools" average (20%), indicating strong foundational math placement in those elementary environments.
5. **Severe Gaps in Secondary Schools:** The highest percentages of students placed at "Three or More Grade Levels Below" are concentrated in the secondary schools, most notably Silver Stage Middle School (35%), and Silverland Middle School (33%). This points to systemic learning loss or gaps that increase dramatically in the higher grades.

Fall to Spring Math Diagnostic Results



Diagnostic Results



School All Schools
Subject Math
Academic Year 2024 - 2025
Diagnostic Final Diagnostic
Prior Diagnostic Fall

School		Overall Grade-Level Placement						Students Assessed/Total
DAYTON INTERMEDIATE	Final Diagnostic		13%	20%	26%	13%	29%	312/328
	Fall		7%	16%	30%	12%	34%	
East Valley Elementary	Final Diagnostic		35%	21%	37%	5%	1%	466/501
	Fall		3%	7%	68%	18%	5%	
Fernley Elementary	Final Diagnostic		25%	19%	43%	12%	1%	374/401
	Fall		2%	4%	66%	20%	7%	
Fernley Intermediate School	Final Diagnostic		17%	21%	32%	14%	17%	604/636
	Fall		4%	13%	39%	16%	28%	
RIVERVIEW ELEMENTARY SCHOOL	Final Diagnostic		25%	23%	41%	7%	4%	417/431
	Fall		4%	10%	56%	22%	8%	
Silver Stage ES	Final Diagnostic		21%	22%	41%	12%	4%	311/339
	Fall		1%	7%	62%	22%	8%	
Silver Stage HS	Final Diagnostic		5%	7%	7%	13%	67%	82/270
	Fall		2%	4%	13%	6%	74%	

Curriculum Associates

© Curriculum Associates, LLC, All Rights Reserved. | i-Ready.com

10/19/25 | Page: 2/4

Diagnostic Results



School All Schools
Subject Math
Academic Year 2024 - 2025
Diagnostic Final Diagnostic
Prior Diagnostic Fall

School	Overall Grade-Level Placement						Students Assessed/Total
Silver Stage Middle School	Final Diagnostic		7%	19%	27%	13%	34%
							273/300

Diagnostic Results



School All Schools
Subject Math
Academic Year 2024 - 2025
Diagnostic Final Diagnostic
Prior Diagnostic Fall

School		Overall Grade-Level Placement						Students Assessed/Total
	Fall		3%	12%	29%	13%	43%	
Silverland Middle School	Final Diagnostic		16%	16%	25%	11%	32%	594/637
	Fall		7%	14%	28%	13%	37%	
Smith Valley School	Final Diagnostic		34%	27%	30%	7%	3%	107/118
	Fall		3%	16%	58%	14%	9%	
SUTRO ELEMENTARY SCHOOL	Final Diagnostic		27%	19%	37%	10%	8%	363/407
	Fall		2%	9%	51%	22%	16%	
YERINGTON ELEMENTARY SCHOOL	Final Diagnostic		18%	19%	44%	12%	7%	405/430
	Fall		2%	5%	55%	28%	10%	
YERINGTON INTERMEDIATE	Final Diagnostic		14%	18%	30%	15%	23%	362/392
	Fall		2%	9%	35%	19%	35%	

Curriculum Associates

© Curriculum Associates, LLC, All Rights Reserved. | i-Ready.com

10/19/25 | Page: 4/4

Takeaways from Fall to Spring Math Diagnostic Results

1. **Significant Improvement in Grade-Level Proficiency:** The percentage of students performing at or above grade level (Mid or Above Grade Level + Early On Grade Level) dramatically increased. In the Fall, only 12% (3% + 9%) of students were at or above grade level. By the Final Diagnostic, this figure had more than tripled to 40% (21% + 19%).
2. **Major Reduction in Students Two or More Grade Levels Below:** There was a substantial decrease in the most severe proficiency gaps. The percentage of students categorized as Two Grade Levels Below or Three or More Grade Levels Below dropped from 39% (19% + 20%) in the Fall to 24% (11% + 13%) in the Final Diagnostic. This indicates targeted intervention efforts were effective for students with the largest gaps.
3. **The Largest Group Shifted from Severe Gap to Moderate Gap:** In the Fall, the single largest group of students (49%, or 2,737 students) was placed One Grade Level Below. By the Final Diagnostic, the number of students in this category reduced significantly to 35% (1,977 students). This suggests that the primary movement of students was out of the One Grade Level Below group and into the At or Above Grade Level categories.
4. **Inconsistent Performance Across Schools:** While the overall district data is positive, a review of individual school data reveals varying levels of success. Elementary schools like **East Valley Elementary** and **Smith Valley School** showed excellent outcomes, with over 55% of students reaching Mid or Above Grade Level or Early On Grade Level in the Final Diagnostic.
5. **Need for Continued Focus on Severe Gaps:** Despite significant overall improvement, a considerable portion of the student body remains in critical need of support. A combined 24% of students are still two or more grade levels behind. While this is an improvement from 39% in the Fall, it still represents 1,368 students who require intensive intervention to catch up to their peers.

Spring Math Growth Results (Fall to Spring)

Diagnostic Growth



School All Schools
Subject Math
Academic Year 2024 - 2025
Comparison Diagnostic Final Diagnostic

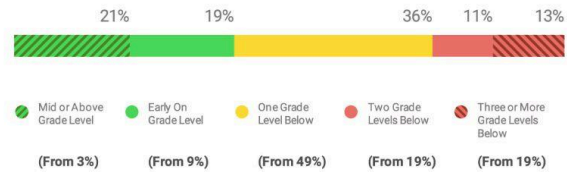
Students Assessed/Total: 5,753/5,888

Progress to Annual Typical Growth (Median)

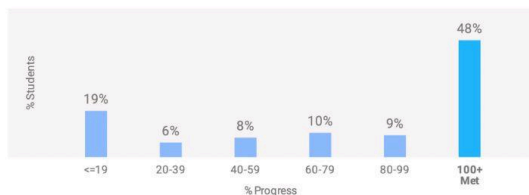


The median percent progress towards Typical Growth for this school is 93%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

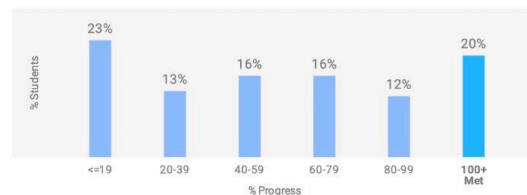
Current Placement Distribution



Distribution of Progress to Annual Typical Growth



Distribution of Progress to Annual Stretch Growth®



Choose to Show Results By

School

Showing 15 of 15

School	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Cottonwood ES	88%	45%	60%	22%	55%	540/548
DAYTON ELEMENTARY SCHOOL	95%	49%	60%	20%	62%	418/425
DAYTON INTERMEDIATE	65%	40%	28%	12%	39%	322/328
East Valley Elementary	108%	59%	75%	25%	70%	497/501
Fernley Elementary	91%	45%	65%	22%	60%	387/401
Fernley Intermediate School	105%	53%	54%	23%	61%	626/636

Curriculum Associates

© Curriculum Associates, LLC, All Rights Reserved. | i-Ready.com

10/19/25 | Page: 1/2

Diagnostic Growth



School All Schools
Subject Math
Academic Year 2024 - 2025
Comparison Diagnostic Final Diagnostic

School	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
RIVERVIEW ELEMENTARY SCHOOL	100%	51%	63%	19%	64%	427/431
Silver Stage ES	88%	42%	59%	17%	57%	322/339
Silver Stage HS	17%	33%	7%	0%	33%	6/6
Silver Stage Middle School	78%	46%	37%	16%	48%	287/300
Silverland Middle School	75%	46%	32%	18%	46%	618/637
Smith Valley School	113%	64%	75%	26%	72%	114/118
SUTRO ELEMENTARY SCHOOL	100%	51%	63%	23%	66%	402/407
YERINGTON ELEMENTARY SCHOOL	79%	37%	56%	15%	56%	422/430
YERINGTON INTERMEDIATE	100%	52%	48%	18%	58%	376/392

Curriculum Associates

© Curriculum Associates, LLC, All Rights Reserved. | i-Ready.com

10/19/25 | Page: 2/2

Takeaways from Spring Math Growth Results *(Fall to Spring)*

1. Widespread Placement Gap

A significant majority of students (60%) are currently placed **one or more grade levels below** in Math. Specifically, 36% are one level below, 11% are two levels below, and 13% are three or more levels below. Only 40% of students are placed at or above (Mid or Above Grade Level, or Early On Grade Level).

2. High Median Typical Growth

The median student is performing strongly against the expected growth benchmark. The median percent progress toward Annual Typical Growth is **93%**, meaning the average student almost achieved their full year's expected growth goal.

3. Fewer Than Half Met Typical Growth Target

While the median progress is high, less than half of the student body actually met or exceeded their full goal. The data shows that **48%** of students assessed met or exceeded their Annual Typical Growth goal (100% Met). This suggests a large cluster of students are just short of reaching the full target.

4. Limited Achievement of Stretch Growth

The Annual Stretch Growth® goal, which is more ambitious than Typical Growth, was met by significantly fewer students. Only **20%** of students assessed met or exceeded their Stretch Growth target. This highlights a need to focus on accelerating the highest-achieving students.

5. High Variability in School Performance

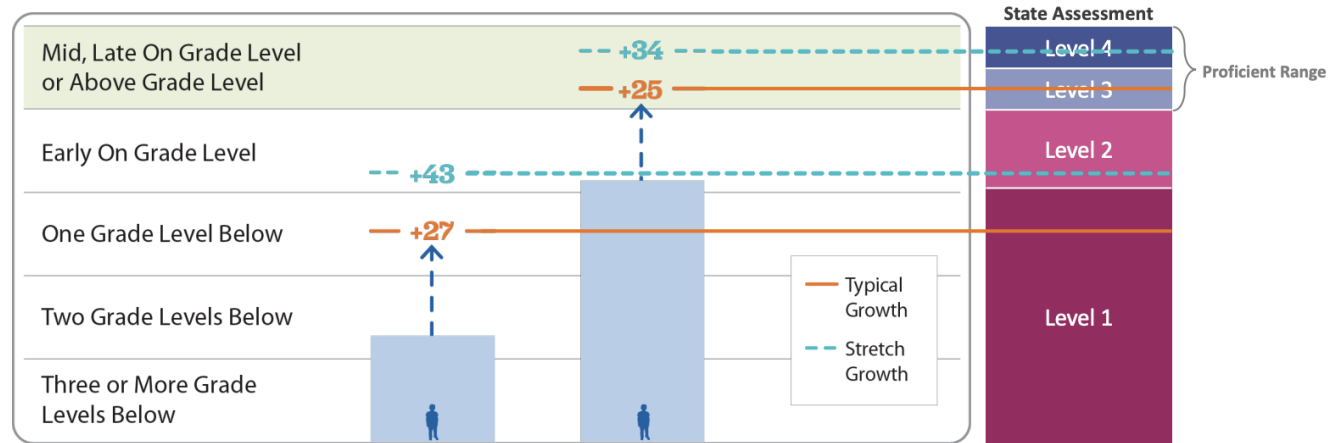
There are large differences in student growth across the different schools.

- **Highest Growth:** Smith Valley School had the highest median progress toward Typical Growth at 113%, with 72% of students showing improved placement. East Valley Elementary also performed well at 108% median progress.
- **Lowest Growth:** Dayton Intermediate had the lowest median progress at 65% and the lowest percentage of students with improved placement at 39%. This suggests targeted support may be needed for specific sites.

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.

World-class Instructional Design and Assessment (WIDA)

WIDA Proficiency Trend Data: Percentage of Students Exiting EL

	2018	2019	2020	2021	2022	2023	2024	2025
CES	13%	11%	16%	3%	7%	2%	5%	13%
DES	15%	15%	23%	13%	11%	14%	7%	20%
DHS	25%	16%	8%	22%	7%	3%	2%	3%
DIS	5%	9%	10%	12%	0%	5%	0%	5%
EVES	24%	56%	14%	13%	18%	13%	0%	13%
FES	18%	5%	17%	3%	6%	10%	5%	5%
FHS	12%	14%	9%	7%	7%	5%	4%	9%
FIS	37%	45%	26%	0%	8%	23%	22%	25%
RES	3%	34%	17%	9%	3%	19%	8%	6%
SES	5%	16%	27%	18%	10%	2%	7%	5%
SMS	0%	8%	0%	0%	12%	8%	6%	9%
SSES	0%	0%	0%	25%	0%	0%	0%	8%
SSHS	0%	0%	0%	0%	0%	0%	0%	11%
SSMS	0%	0%	40%	0%	0%	10%	0%	0%
SVS	19%	8%	8%	17%	10%	38%	0%	11%
YES	7%	5%	13%	13%	10%	3%	5%	9%
YHS	14%	15%	6%	13%	4%	3%	4%	8%
YIS	15 %	20 %	15%	3%	6%	2%	4%	22%
Eagle Ridge HS	NA	NA	NA	NA	NA	NA	0%	NA
District	13%	15%	15%	10%	8%	7%	6%	11%

376

WIDA Adequate Growth Percentiles (AGP) Trend Data

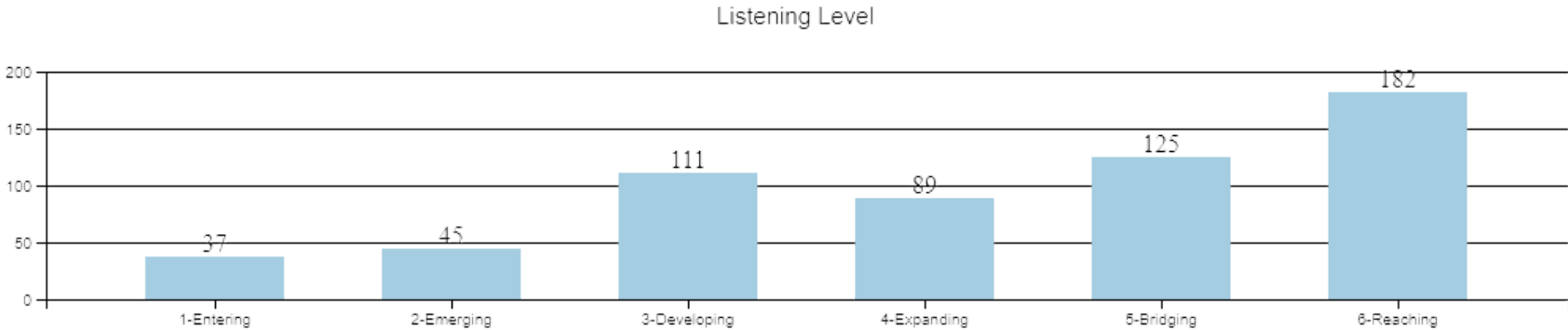
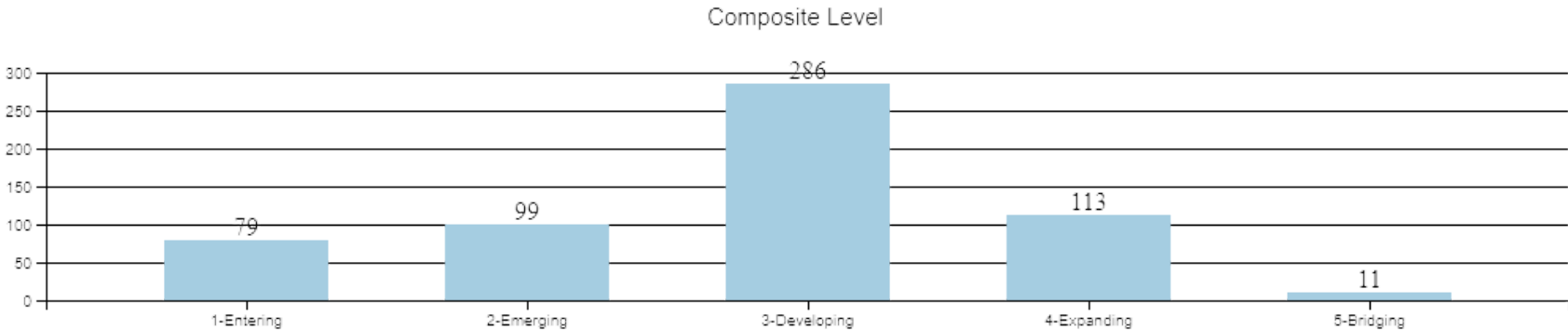
District: Lyon County School District	Elementary WIDA ACCESS 2.0 for ELLs AGP Trend Growth								
Cottonwood Elementary School	Spring 2017	Spring 2018	Spring 2019	Spring 2020	Spring 2021	Spring 2022	Spring 2023	Spring 2024	Spring 2025
# of WIDA Met AGP/# of WIDA AGP	8/18	8/22	13/20	5/15	2/17	11/19	5/24	12/35	19/47
% of WIDA Met AGP	44%	36%	65%	33%	12%	58%	21%	34%	41%
School: Dayton Elem	Spring 2017	Spring 2018	Spring 2019	Spring 2020	Spring 2021	Spring 2022	Spring 2023	Spring 2024	Spring 2025
# of WIDA Met AGP/# of WIDA AGP	16/41	21/40	27/38	20/37	10/31	14/28	12/28	13/27	23/51
% of WIDA Met AGP	39%	53%	71%	54%	32%	50%	43%	4810%	46%
Silver Springs ES	Spring 2017	Spring 2018	Spring 2019	Spring 2020	Spring 2021	Spring 2022	Spring 2023	Spring 2024	Spring 2025
# of WIDA Met AGP/# of WIDA AGP	0/1	0/2	0/3	N/A	N/A	N/A	44968	N/A	7/10
% of WIDA Met AGP	0%	0%	0%	N/A	N/A	N/A	0.18	N/A	70%
School: Smith Valley School	Spring 2017	Spring 2018	Spring 2019	Spring 2020	Spring 2021	Spring 2022	Spring 2023	Spring 2024	Spring 2025
# of WIDA Met AGP/# of WIDA AGP	0/4	0/3	0/3	N/A	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	N/A
Riverview Elem	Spring 2017	Spring 2018	Spring 2019	Spring 2020	Spring 2021	Spring 2022	Spring 2023	Spring 2024	Spring 2025
# of WIDA Met AGP/# of WIDA AGP	6/14	5/20	18/27	8/17	9/15	4/17	14/32	9/26	14/30
% of WIDA Met AGP	43%	25%	67%	47%	60%	24%	44%	35%	48%

377

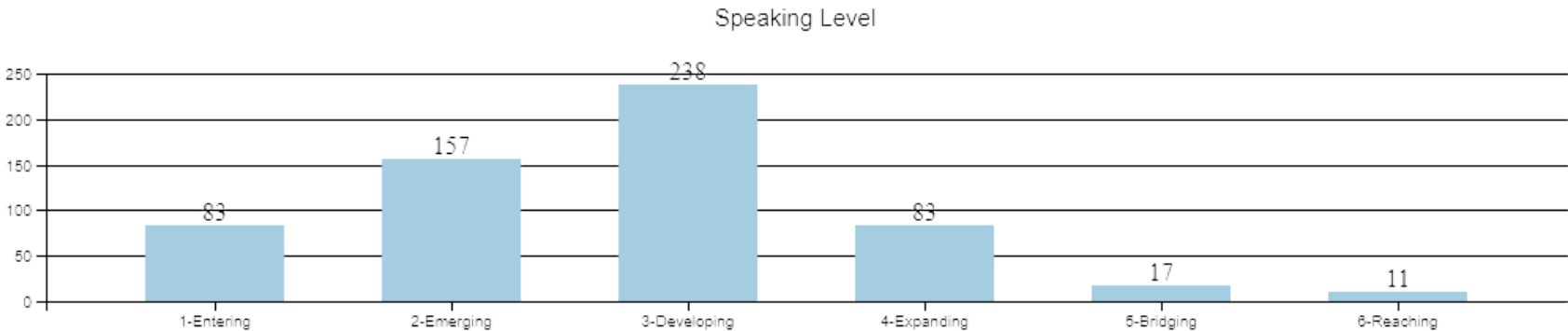
School: Sutro Elem	Spring 2017	Spring 2018	Spring 2019	Spring 2020	Spring 2021	Spring 2022	Spring 2023	Spring 2024	Spring 2025
# of WIDA Met AGP/# of WIDA AGP	6/18	8/16	9/16	9/17	11/21	11/26	5/35	22/51	27/61
% of WIDA Met AGP	33%	50%	56%	52%	52%	42%	14%	43%	45%
School: Yerington Elem	Spring 2017	Spring 2018	Spring 2019	Spring 2020	Spring 2021	Spring 2022	Spring 2023	Spring 2024	Spring 2025
# of WIDA Met AGP/# of WIDA AGP	23/50	23/61	28/73	48/86	37/85	30/77	14/71	30/77	38/74
% of WIDA Met AGP	46%	38%	38%	55%	44%	39%	20%	39%	51%
School: Fernley ES	Spring 2017	Spring 2018	Spring 2019	Spring 2020	Spring 2021	Spring 2022	Spring 2023	Spring 2024	Spring 2025
# of WIDA Met AGP/# of WIDA AGP	8/15	4/11	9/24	14/27	12/24	11/26	16/26	14/24	17/36
% of WIDA Met AGP	53%	36%	38%	51%	50%	42%	62%	58%	48%
School: East Valley ES	Spring 2017	Spring 2018	Spring 2019	Spring 2020	Spring 2021	Spring 2022	Spring 2023	Spring 2024	Spring 2025
# of WIDA Met AGP/# of WIDA AGP	9/11	6/13	11/11	5/10	12/16	7/17	6/20	8/18	21/39
% of WIDA Met AGP	82%	46%	100%	50%	75%	41%	30%	44%	55%
School: LCSD	Spring 2017	Spring 2018	Spring 2019	Spring 2020	Spring 2021	Spring 2022	Spring 2023	Spring 2024	Spring 2025
# of WIDA Met AGP/# of WIDA AGP					93/209	88/210	74/247	118/276	166/348
% of WIDA Met AGP					45%	42%	30%	43%	48%

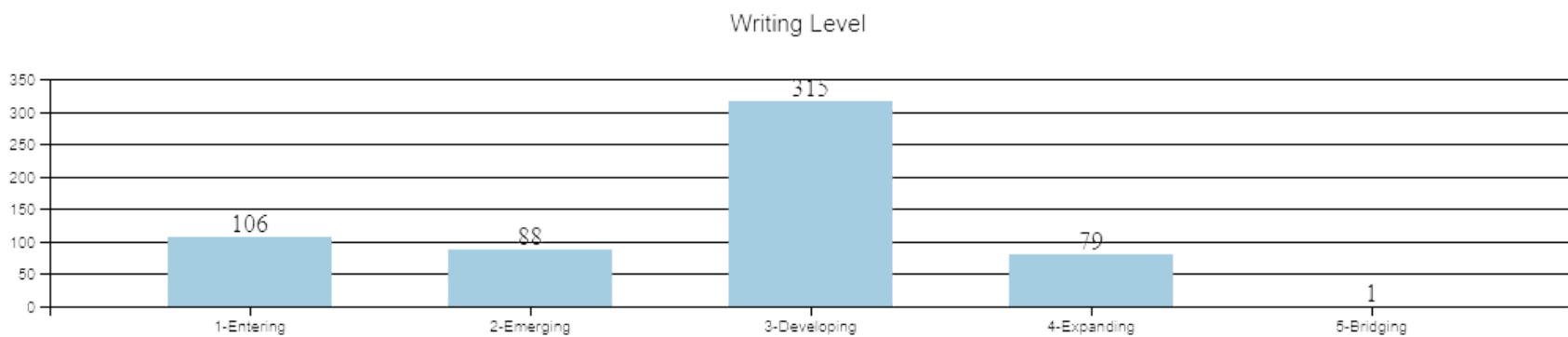
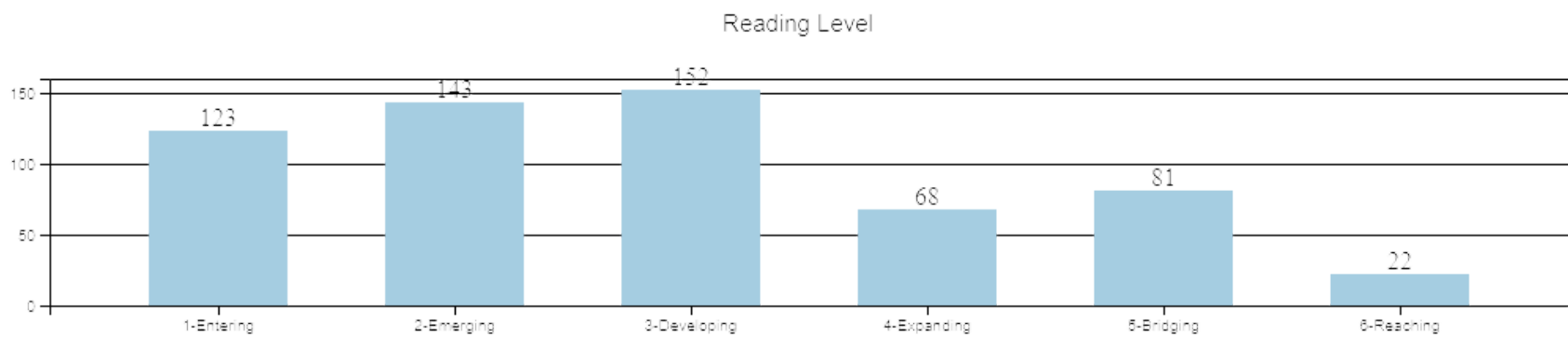
378

WIDA ACCESS 2024 Results by Domain



379





380

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 highest 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%					
24/25	466	228	50%					
23/24			44%	End of Program Pass Rate				
24/25			60%					
23/24			68%	Pass Rate for Work Place Readiness				
24/25			70%					
22/23		165	47%	Percentage of Completers earning an IRC				
23/24		326	54%					
24/25		419	90%					
22/23		180	51%	Percentage of Completers with a WBL experience				
23/24		175	48%					
24/25		183	39%					

382

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.

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.
 - We are going to develop improved data decision rules (DDRs) to ensure we are being pro-active in meeting the needs of our students that are struggling and excelling.
- Develop Strong Professional Learning Communities (PLC)/Collaborative Teams.
 - Providing time for teachers to develop a guaranteed and viable curriculum (Every student gets the same learning out come in the time allocated.) based on student needs.
 - Providing time for teachers to meet weekly to engage in collaborative teams that foster a focus on the four big questions:
 - What do our students need to know and be able to do?
 - How will we know they have mastered it?
 - What will we do for those that are struggling?
 - What will we do for those that have mastered it?
 - Strengthen our Multi-Tiered Systems of Support (MTSS) in K-12
- Commitment to supporting students to develop a competitive advantage that excels career and life success
 - Focus on the [Science of Reading](#) best practices by onboarding our staff in LETRS and Aspire
 - Focus on work-based learning and career exploration opportunities in grades K-12
 - Focus on research-based curriculum and supplements
 - Focus on student academic growth
 - Focus on reading proficiency in grades K-3
 - Focus on math fluency 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
 - Onboarding our staff in LETRS or Aspire from 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 18, 2025

To: Board of School Trustees

From: Dr. Stacey L. Cooper; Deputy Superintendent

Re: Updates of the District Performance Plan: Progress Towards Goals

Recommendation: That the Board of School Trustees review the District Performance Plan's Progress Towards Goals Report.

Background Information: Lyon County School District Board of Trustees participated in two work sessions in the spring of 2025. The purpose of these work sessions was to develop eight measurable goals to promote districtwide improvement of all K-12 schools. The eight goals are briefly listed as follows:

- At least 58% of K–8 students will meet or exceed typical growth in i-Ready reading and math from Beginning of Year (BOY) to End of Year (EOY).
- At least 55% of students in grades 9–10 will meet growth targets in MAP testing.
- Increase by 5% the percentage of 11th-grade college-bound students earning an ACT composite score between 16–36.
- Increase the graduation rate from 88.7% to 89.7%.
- Increase total work-based learning opportunities by 10%.
- All high schools will implement ACT WorkKeys by end of 10th grade to establish a baseline for National Career Readiness Certificates (NCRC).
- Increase student participation in work-based learning by 10%.
- Reduce chronic absenteeism by 10% from the 2024–2025 baseline.

This report provides the first of three updates on each of the eight goals to inform progress on the District Performance Plan (DPP). This first review is a baseline of academic and/or performance data to inform our trajectory of anticipated growth for this academic year.

Budget Considerations: None

Discussed at Previous Meeting: None

Attachment(s): DPP Progress Towards Goals Report NOVEMBER



Lyon County School District

District Improvement Plan Quarterly Update

Mission & Vision Statement:	2
Goal 1: In grades K-8, at least 58% of students in Lyon County School District will meet or exceed their personal typical growth in math and reading from the Beginning of the Year (BOY) assessment to the End of Year (EOY) i-Ready assessment during the 2025-2026 school year.....	3
Goal 2: In grades 9-10, at least 55% of students in Lyon County School District will meet their individual growth in math and reading from the Assessment Fall to Spring Measure of Academic Progress (MAP) testing during the 2025-2026 school year.....	5
Goal 3: The percentage of college bound students in grade eleven (11) who will earn a composite score of 16-36 on the ACT, will increase by 5% from the 2024-2025 school year to the 2025-2026 school year.....	7
Goal 4: Lyon County School District will increase the graduation rate from 88.7% to 89.7% by the end of the 2025-2026 school year.	8
Goal 5: Lyon County School District will increase the total number of K-12 work-based learning opportunities provided to all students by 10% from the 2024-2025 school year to the 2025-2026 school year.....	9
Goal 6: One hundred percent of the Lyon County School District high schools will implement WorkKeys for students by the end of their 10th grade year. LCSD will accomplish this by the end of the 2025-2026 school year. This will serve as a baseline for students earning bronze, silver, gold, and platinum certificates.	10
Goal 7: Lyon County School District will increase the total number of students participating in K-12 work-based learning opportunities by 10% from the 2024-2025 school year to the 2025-2026 school year.	11
Goal 8: Lyon County School District will reduce the chronic absenteeism rate by 10% from the 2024-2025 school year to the 2025-2026 school year.	12

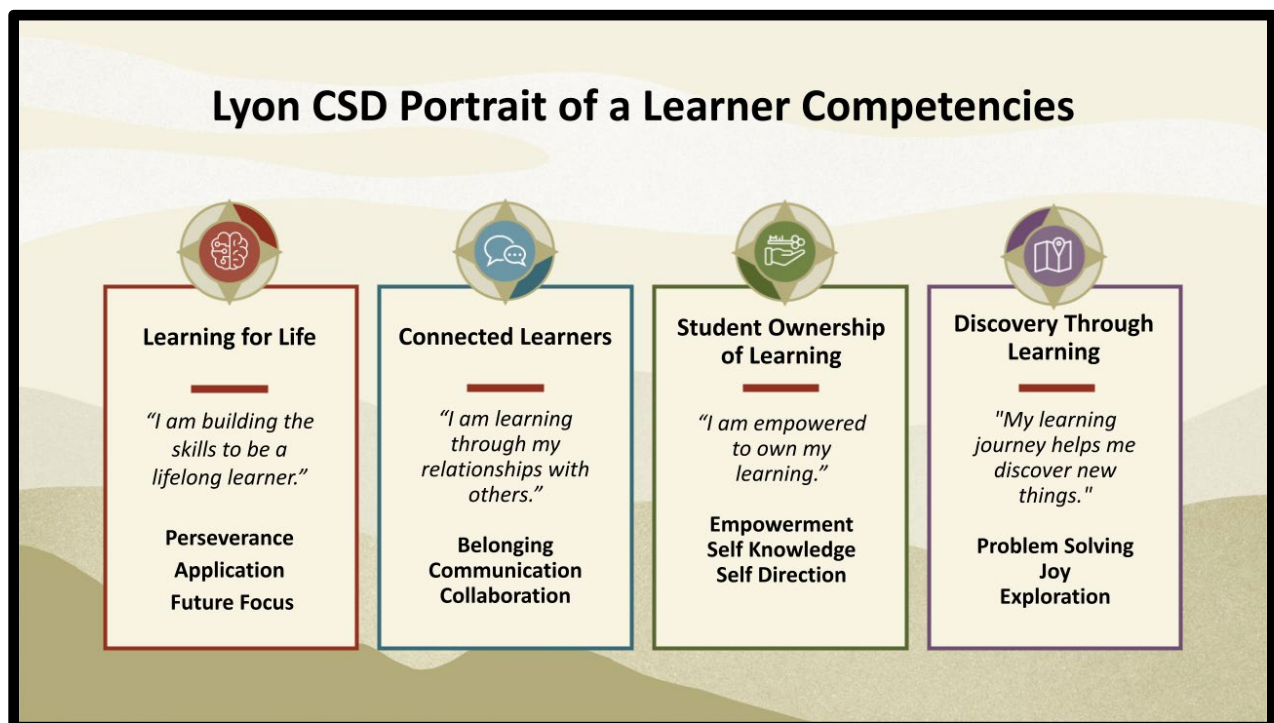
Mission & Vision Statement:

Mission:

The Mission Of Lyon County School District Is To Graduate All Students To Be Career And Life Successful.

Vision:

Lyon County School District fosters learning for life, empowers connected learners, promotes ownership of learning, and encourages discovery learning for success in a rapidly evolving world.



Goal 1: *In grades K-8, at least 58% of students in Lyon County School District will meet or exceed their personal typical growth in math and reading from the Beginning of the Year (BOY) assessment to the End of Year (EOY) i-Ready assessment during the 2025-2026 school year.*

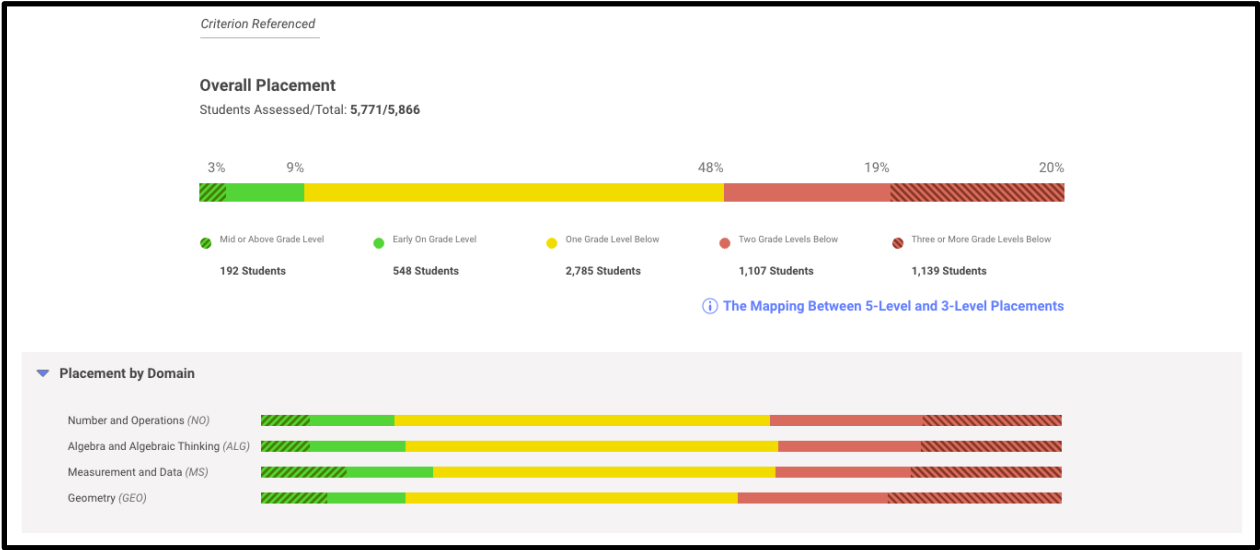
STATUS: Ongoing

ACTION STEPS TAKEN:

Task	Evidence
Fall i-Ready Assessment September 8-12, 2025	BOY Math BOY Reading
Science of Reading Training (LETRS)	Cohort List
Curriculum Launches	25/26 PD Calendar
Daily student work in iReady Curriculum	Math Reading
HITS strategies training	Leadership HITS Training Schedule
MTSS monthly Tier-1 meetings	25/26 School Year DO MTSS Tier 1 Team
Data Dig PLC hosted for all principals to review critical data related to school performance	25/26 PD Calendar
Site Level Collaborative Team Meetings	Friday Early Out Schedule
HMH Teacher Usage Report	HMH Teacher Usage
Developing Project-Based Learning - District MTSS support team is working with our Green Team at Silverland Middle School and Northwest Nazarene University (NNU) to develop a design thinking model in our Tier I instruction. The goal is to make learning meaningful and relevant to students to increase engagement and excitement for learning.	Agenda and Minutes Shared Folder Timeline of Learning

DATA SNAPSHOT: Below reflects the i-Ready diagnostic assessment results for both Math and Reading. This information is considered our foundational data for the purpose of gauging our growth throughout the 2025-2026 school year.

Math - 2025/2026 School Year (BOY)



Reading - 2025/2026 School Year (BOY)



Goal 2: *In grades 9-10, at least 55% of students in Lyon County School District will meet their individual growth in math and reading from the Assessment Fall to Spring Measure of Academic Progress (MAP) testing during the 2025-2026 school year.*

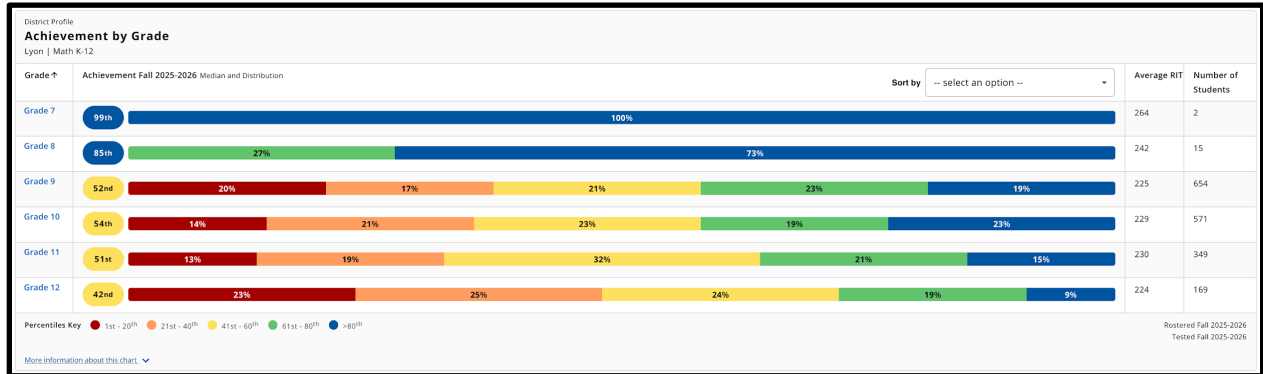
STATUS: Ongoing

ACTION STEPS TAKEN:

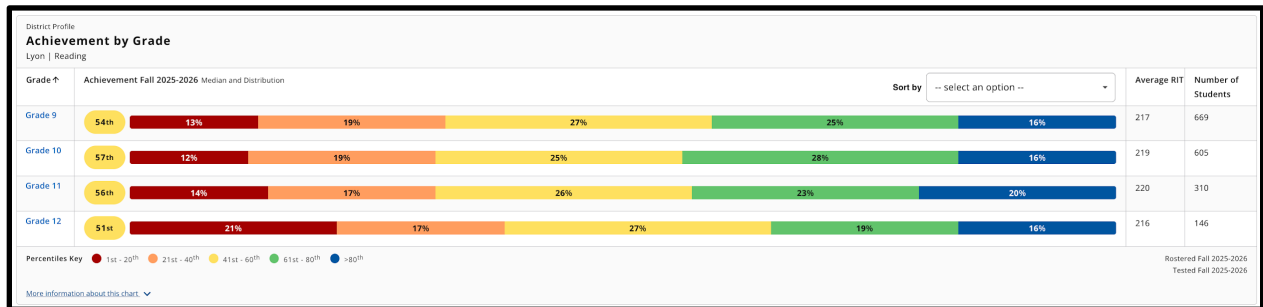
Task	Evidence
Fall MAP Assessment (10/6/25 through 10/17/25)	Reading Overall Reading by Grade Level Math Overall Math by Grade Level
Goal-setting blog sent to administrators 9/16/25	Goal-setting Blog
Asynchronous Learning on RIT score	RIT score
Baseline Report for MAP Assessment	MAP Baseline
HITS Strategies professional learning launched to align focus across the district on academic best practices.	Leadership HITS Training Schedule
MTSS monthly Tier 1 meetings: exemplifying foundational instructional strategies for all students.	25/26 School Year DO MTSS Tier 1 Team
Data Dig PLC hosted for all principals to review critical data related to school performance	25/26 PD Calendar
ALEX	Usage Report (Sept. 2 to October 30, 2025)
Study Sync Teacher Usage Report	Study Sync Teacher Usage
Developing Project-Based Learning - District MTSS support team is working with our Green Team at Silverland Middle School and Northwest Nazarene University (NNU) to develop a design thinking model in our Tier I instruction. The goal is to make learning meaningful and relevant to students to increase engagement and excitement for learning.	Agenda and Minutes Shared Folder Timeline of Learning

DATA SNAPSHOT: Below reflects the MAP assessment results for both Math and Reading in grades 9 and 10. This information is considered our foundational data for the purpose of gauging our growth throughout the 2025-2026 school year.

Math - Fall Data



Reading - Fall Data



Goal 3: *The percentage of college-bound students in grade eleven (11) who will earn a composite score of 16-36 on the ACT will increase by 5% from the 2024-2025 school year to the 2025-2026 school year.*

STATUS: Ongoing

ACTION STEPS TAKEN:

Task	Evidence
ACT Assessment 2025 for foundation data	ACT Foundation Data
ACT Profile Report Data	ACT Profile Report
Advisory ACT testing skills reinforced in schools	Advisory ACT
HS Admin attendance to ACT Workshop for administrators.	HS Admin Attendance ACT

DATA SNAPSHOT: Based on 24-25 SY ACT results, 85 students identified a first-choice university, indicating a high level of college aspiration. Of those students, 74% scored a 16 or above on the ACT. This is the foundational score for the purpose of our 5% growth goal for 25-26 SY.

Goal 4: Lyon County School District will increase the graduation rate from 88.7% to 89.7% (overall 1% growth) by the end of the 2025-2026 school year.

STATUS: Ongoing

ACTION STEPS TAKEN:

Task	Evidence
NSPF training for all administrators 10/7/25	
Failure rates and credit sufficiency rates	Credit Deficiency Data
CCRI	Elementary Secondary
Data Dig	25/26 PD Calendar
Cabinet-Level School Data Discussions	
Site Level MTSS Teams	
Career Trees/School Links	
High School Grade Distribution	Q1 Grade Distribution

DATA SNAPSHOT: The graduation rate for last year's cohort has yet to be validated. The anticipated percentage is expected by the end of November 2025.

Goal 5: Lyon County School District will increase the total number of K-12 work-based learning opportunities provided to all students by 10% from the 2024-2025 school year to the 2025-2026 school year.

STATUS: Ongoing

ACTION STEPS TAKEN:

Task	Evidence
Training for secondary (6-12) in School Links Platform	Secondary Training
Training for all elementary (K-5) in School Links Platform	ES Training
WBL Coordinator visited all school sites for additional onboarding support	
Monthly newsletter to district stakeholders and 9-12 th graders for job shadowing that compliments WBL credit	Monthly Newsletter
Mark Perna Professional Learning & Career Tree pathways to support student-centered career pathways	Scheduled 10/23 and 10/24 for all district staff & families Mark Perna Link
CTE stakeholder event at DHS	Scheduled 10/27 for all district, families & businesses

DATA SNAPSHOT:

24-25 Total # WBL experiences K-12 reported	25,396	Total # WBL experiences K-12 reported	Q1: 22,139 Goal: 27,906*
---	--------	---------------------------------------	-----------------------------

Goal 6: *One hundred percent of the Lyon County School District high schools will implement WorkKeys for students by the end of their 10th grade year. LCSD will accomplish this by the end of the 2025-2026 school year. This will serve as a baseline for students earning bronze, silver, gold, and platinum certificates.*

STATUS: Ongoing

ACTION STEPS TAKEN: This is a foundational year. Administrators have been trained, staff are implementing the curriculum with all sophomores at our high schools.

Task	Evidence
June 16, 2025: all staff received training for WorkKeys Curriculum	Kick UP registration verifies all staff who attended the training.
WorkKeys student uploads were completed and email notifications sent 9/19/25.	Emails sent to all students & staff 9/16 through 9/19/25.
Weekly HS administrative calls launched 9/23/25- discussion of next steps for curriculum.	Notes are maintained for every weekly HS administrative meeting.
All staff have been trained.	

Goal 7: Lyon County School District will increase the total number of students participating in K-12 work-based learning opportunities by 10% from the 2024-2025 school year to the 2025-2026 school year.

STATUS: Met & we will EXCEED!

ACTION STEPS TAKEN:

Task	Evidence
Training for all Secondary (6-12) in the School Links Platform	Secondary Training
Training for all Elementary (K-5) in the School Links Platform	ES Training
WBL Coordinator has Visited and trained sites individually	
Monitoring scope & sequence activities/completion	
Communication through monthly newsletter to district stakeholders regarding opportunities for 9-12 th graders to job shadow/hours counted towards graduation	Monthly Newsletter
SPP walkthroughs scheduled w/principals for December-February	
Mark Perna PD & Career Pathway Trees put up.	Scheduled 10/23 and 10/24 for district staff and families Mark Perna Link
CTE stakeholder community event @ DHS	

DATA SNAPSHOT:

# of Students Participation 24-25 SY	1966	# of Students Participation 25-26 SY	Q1: 4122 Goal: 2163
--------------------------------------	------	--------------------------------------	------------------------

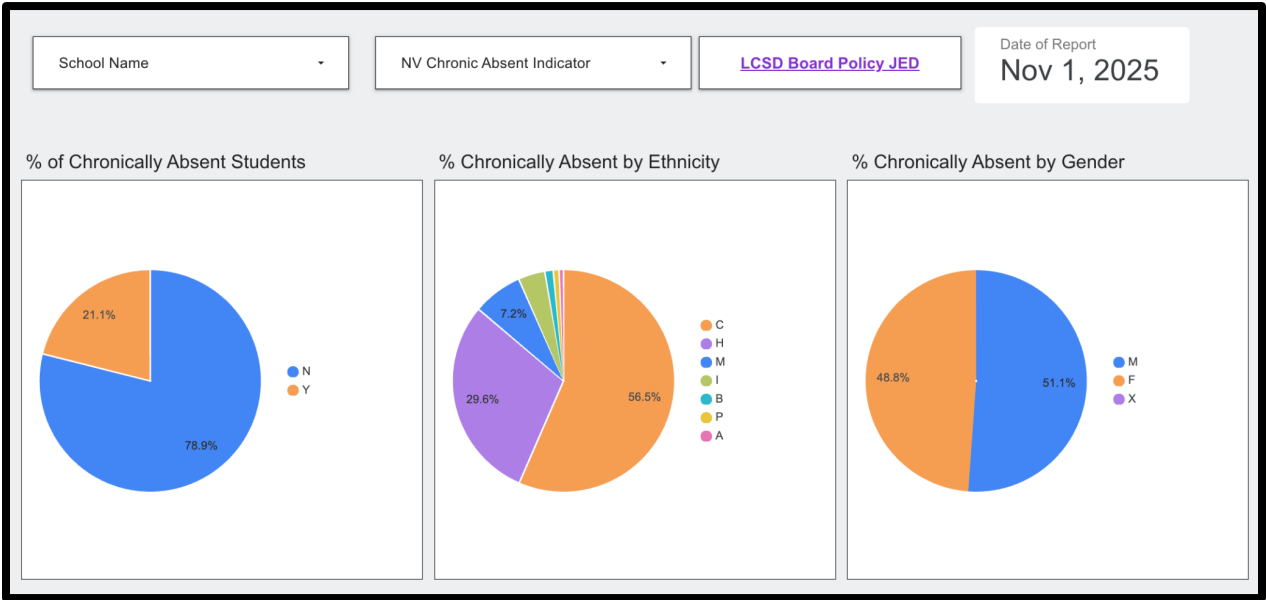
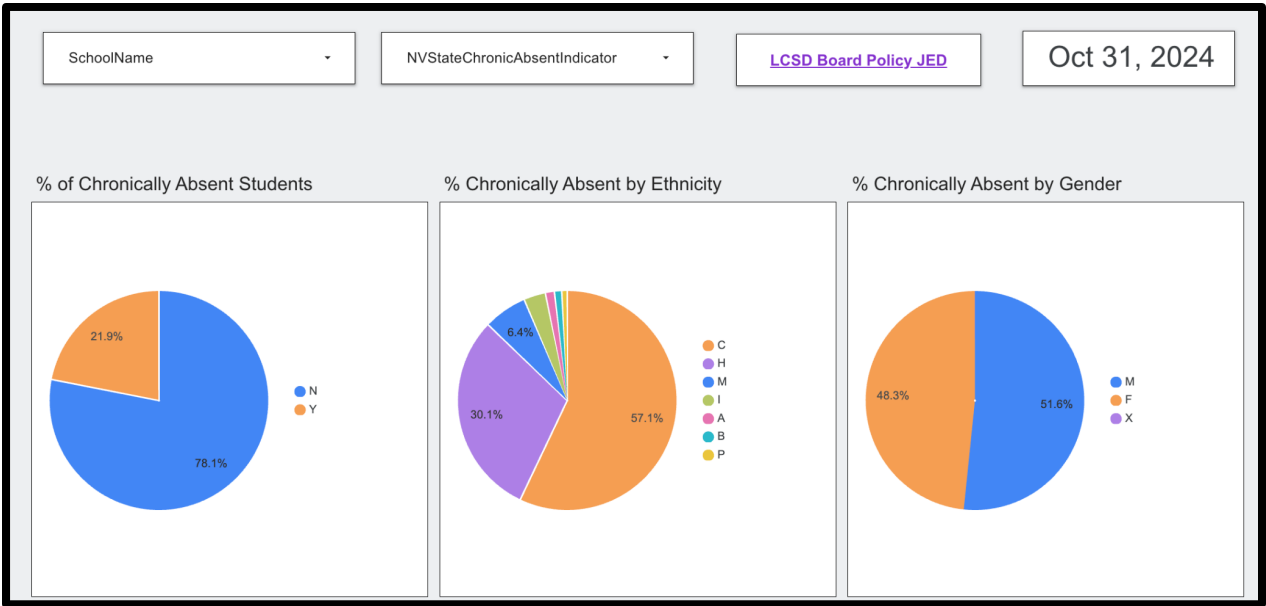
Goal 8: Lyon County School District will reduce the chronic absenteeism rate by 10% from the 2024-2025 (36.2%) school year to the 2025-2026 (32.2%) school year.

STATUS: Ongoing

ACTION STEPS TAKEN:

Task	Evidence
August 2025: LCSD launches pilot with NDE NVCTAC with a w/grant to provide training to the community & staff for home visits to reduce chronic absenteeism. It is a train-the-trainer pilot for DHS & DIS, with the intent to spread throughout the district in the 2026-2027 school year.	https://checkandconnect.umn.edu/
Weekly data pulled out to school site leaders	Weekly Data Pull
Social media promotion to educate families on chronic absenteeism	Primary: Social Media Sample Secondary: Social Media Sample
Email communication sent to the LCSD community on chronic absenteeism, educating parents	Email Sample
School-based celebrations & recognitions of short-term successes shared w/area principals	Sample video from CES
Behavior Report	Behavior Report
Developing Project-Based Learning - Dena Write is working with our Green Team at Silverland Middle School and Northwest Nazarene University (NNU) to develop a design thinking model in our Tier I instruction. The goal is to make learning meaningful and relevant to students to increase engagement and excitement for learning.	PBL LINK

DATA SNAPSHOT:



Lyon County School District Board Memo

Date: November 18, 2025
To: Board of School Trustees
From: Stacey Griffin-Cooper, Deputy Superintendent
Re: Yerington and Smith Valley schools' highlights

Recommendation

That the LCSD Board of Trustees approve a report by the Yerington and Smith Valley area school principals on the work of their respective schools.

Background Information

The principal of each school will provide a brief, three-minute presentation highlighting their achievements from the 2024-25 school year. As a reminder, all LCSD schools collaboratively go through the Continuous Improvement Process (CIP) to develop their school performance plan (SPP) with goals, objectives and action steps. In the fall, they meet with their school improvement team and revise their plans in accordance to the district improvement plan to align with the district's overall goals for the 25-26 school year. They will continue to meet regularly with their school improvement team to monitor their goals, objectives and action steps throughout the school year.

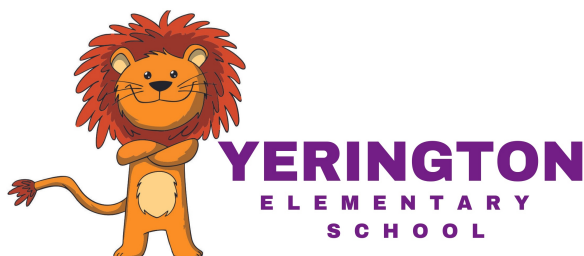
Budget Considerations

Discussed at Previous Meeting

Attachment(s):

One page summary of Yerington Elementary School
One page summary of Yerington Intermediate School
One Page summary of Yerington High School
One Page summary of Smith Valley Schools

112 N. California St.
Yerington, NV 89447
(775)463-6844 Phone
(775)463-6850 Fax
www.yes.lyoncsd.org



Shannon Coombs
Principal
Tiffany Townley
Assistant Principal
Christine Mayes
Counselor

YES Highlights 2025

- ◆ 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 just last week. Family Night attendance has more than doubled in recent years at YES due to our staff's dedication to planning engaging and educational events for families to attend together. We also invite friends and families to come to many special events that occur during our school day, such as our Halloween Parade tradition, our Annual Veteran's Day Assembly, and our upcoming Tree Lighting ceremony.
- ◆ 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, we had BMX bikers visit our school to give our students reminders of how to ride their bicycles safely. In the Spring, we have scheduled a special presentation with a Science Dome for our students.
- ◆ We are continuing our MTSS Process to target student interventions and PBIS Rewards to motivate students to be Respectful, Responsible and Safe in all aspects of their lives, everywhere that they go! Ask any student on our campus and they will tell you ways that they can show their Grrrr and how they earn points – which translates into how to meet our expectations both in class and out of class!
- ◆ Our attendance improvements, which was a School Performance Plan goal last year, have been recognized by the State of Nevada! We have improved our chronic absenteeism rate by 40%, decreasing from 35.6% in the 2023-24 school year to 21.1% in the 2024-25 school year. This continues to be a focus at Y.E.S. with weekly attendance awards for the grade level with the best attendance and recognizing individual students' good attendance at our assemblies. Our SPP Performance Objective was to increase 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; while we did not meet this goal for June 2025, we are thrilled that our chronic absenteeism decreased and we will continue to focus on daily and weekly attendance rates this year.
- ◆ Academic achievement is increasing at Yerington Elementary School as well! From 2023-2024 to 2024-25, our pooled proficiency increased from 23.1% to 26.0%, our Math proficiency increased from 23.4% to 28.6%, and our ELA proficiency increased from 22.9% to 23.4% on our SBAC assessments.
- ◆ Our SPP Goal for academic achievement was that YES student body will increase their reading and math proficiency rates. iReady Diagnostic Data for 2024-25 shows that 79% of our students met their typical growth goals from Fall to Spring, and 35% of our students met annual typical growth goals in only half a year in Reading. Our goal this year is that at least 58% of our students will meet or exceed their typical growth goals in both reading and math on the iReady Diagnostic.
- ◆ Our teachers are working hard to use student assessment data to drive their instruction both whole group and in small group interventions. We are very proud of our teachers' dedication to student growth at YES!
- ◆ We have achieved an overall index score of 32.5 for the Nevada Report card in 2024-25, which was more than double our score of 14 for 2023-24! We are proud that our efforts are reflected in this score increase, which also resulted in a star rating increase for the first time since 2017-2018!



HIGHLIGHTS & GOALS

Principal Scott Gillespie ~ Assistant Principal Tony Wilson

Highlights for 2024–25

- Reduced the percentage of students two or more years behind in math from 55% to 40%. (Did not meet 35% goal)
- Increased the MAP Reading achievement percentile from 37th to 52nd.
- Achieved 100% classroom implementation of district-adopted ELA and Math curriculum.
- All certified teachers participated in quarterly PLC cycles focused on data-driven instruction.
- Hosted multiple community and industry partners, including tribal and regional organizations.
- Organized multiple culturally inclusive family events with strong attendance and engagement.
- Monthly PBIS celebrations and weekly SEL lessons contributed to a positive school climate.
- Optimized the Think Sheet system and restorative practices for behavior reflection and support.
- Increased parent event attendance by 23% compared to the previous year.
- Held successful community-building events like the Back-to-School night, parent teacher conferences, fall festival, spring fling, family game nights, parent universities, EL Parent night, etc.
- Formed new business and industry partnerships to support work-based learning and career exploration.

2025–26 School Goals

- Increase the percentage of students meeting expected growth targets in ELA and Math:
- 58% will meet or exceed typical growth goals in MATH & READING (52% 2024-2025 school year)
 - Conduct focused data team meetings to analyze student work.
 - Use strategy grouping and differentiated instruction aligned to standards.
 - Provide targeted support during PRIDE Fridays and after-school tutoring.
 - PLCs, grade level teams and school leadership use collected data to optimize processes.
 - Increase informal walkthroughs by leadership to ensure commitment to excellence and identify/support staff members in need and to provide feedback on identified needs.
- Ensure 100% of certified teachers participate in at least one data-driven PLC cycle per quarter:
 - Track participation through PLC agendas, lesson plans, and reflection logs.
 - Proactive scheduling of District Data officials in order to ensure attendance. (Damon Etter)
 - Facilitate collaboration led by CCRI, MTSS Coordinator, and Teacher Leaders.
 - Created a schedule for vertical (subject area) planning and collaboration as well as grade level.
 - Provide professional development on instructional planning and standards-based grading.
- Reduce the chronic absenteeism rate by 10% from the previous year: (28.4% 2024-2025)
 - Integrate attendance incentives with PBIS reward systems and contests.
 - Proactive intervention instead of reactive. Early communication with families regarding possible attendance issues before they become chronic.
 - Schedule weekly adult check-ins for students with attendance concerns.
 - Improve communication using bilingual resources and family outreach tools.
- Increase student participation & events in K–12 work-based learning opportunities by 10%:
 - Prioritize the use of School Links career portfolios for all middle grade students.
 - Offer/ increase career exploration events, guest speakers, virtual field trips, and business visits.
 - Plan and execute a career fair in concert with Elementary School and community partners.
 - Strengthen partnerships with local employers to increase access and opportunities.
 - Incorporate future/ career focus into every day classwork.

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 added a Paiute dual credit course for the 2025-2026 school year through UNR.
- ★ YHS continues to administer MAP data three times per year to all students and is committed to analyzing the data to better support student learning.
- ★ YHS is working to expand opportunities for students through work-based learning. As of November 2025, 96 CTE work experiences were completed, 102 general work experiences completed, 191 supervised agricultural experiences completed, 37 simulated work experiences completed, 695 work based learning opportunities completed that include guest speakers and worksite tours, and 38 students who have earned a state approved industry recognized credential.
- ★ YHS took 1st place at the Paiute Language Bowl last spring, beating schools in Washoe County for a second year in a row.
- ★ This year we are continuing with Junior Achievement for all seniors. This is our second year.
- ★ YHS gained 22.5 points in the NEPF Star Rating from the previous year.
- ★ YHS students recovered 52.5 credits during summer school to support student achievement and graduation rates.

YHS Goals

Goal #1: Yerington High School will increase the total number of work-based learning opportunities provided to all students by 10% from the 2024/2025 school year to the 2025/2026 school year.

Goal #2: Yerington High School will increase the total number of students participating in K-12 work-based learning opportunities by 10% from the 2024/2025 school year to the 2025/2026 school year.

Goal #3: Yerington High School will help to increase the graduation rate in Lyon County from 88.7% to 89.7% by the end of the 2025-2026 school year. In 2024, the graduation rate at YHS was 93%.

Goal #4: Yerington High School will implement WorkKeys for students by the end of their 10th grade year.

Goal #5: Yerington High School will reduce the chronic absenteeism rate by 10% from the 2024/2025 school year to the 2025/2026 school year.

Goal #6: In grades 9-10, at least 55% of students at Yerington High School will meet their individual growth goal in math and reading from Fall to Spring Measure of Academic Progress (MAP) testing during the 2025/2026 school year.

Goal #7: The percentage of college bound students in grade eleven who will earn a composite score of 16-36 on the ACT, will increase by 5% from the 2024/2025 school year to the 2025/2026 school year.

Goal #8: Yerington High School will focus on learning goals and scales to provide opportunities for students to progress-monitor their learning.

Graduate our students to be successful, productive citizens, and life-long learners.

SMITH VALLEY SCHOOL BOARD HIGHLIGHTS

- A positive and supportive school climate/culture continues to be the norm at Smith Valley School. 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 64 points higher (out of 500 point scale), than the state results, across all 3 grade level areas.
- SVS achieved a 100% graduation rate for the 2020-21, 2021-22, 2022-23, 2023-24, and 2024-25 school years.
- The SVS boys basketball team was both the regional and state champions for the 2024-25 season.
- The SVS volleyball team has qualified for state for five 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 a Class of the Year competition. Class points are earned by attending sports games, winning rally games, highest average GPA, least amount of tardies, most participation in spirit Fridays and weeks, and by earning the least behavior referrals. The first quarter's winning class was the sophomores.
- SVS has maintained one of the lowest chronic absenteeism rates in the district throughout the first quarter including having the lowest chronic absenteeism rates for both the EL and SPED sub-populations.
- Smith Valley Rotary and SVS collaborated in organizing and running another very successful career fair that included nearly 20 different organizations from across the state including many from Smith Valley and surrounding communities providing valuable work based learning opportunities for students.
- SVS's main building has received a much appreciated new paint job through a combined effort of Walker River Basin Community Foundation and LCSD.

SVS CONTINUOUS IMPROVEMENT PLAN 2025-26

ADULT LEARNING CULTURE:

- *By May 2026, all SVS students will have achieved mastery (Performance Level 4) of the NEPF instructional practice standard 4 indicator 1 as evidenced by students being able to fully explain student learning goals/targets. Specifically: "What am I learning? Why am I learning it? How will I know I have learned it?"*

STUDENT SUCCESS:

- *In grades K-8, at least 58% of students at Smith Valley School will meet or exceed their personal typical growth in math and reading from the beginning of year (BOY) assessment to the end of year (EOY) iReady assessment during the 2025-26 school year.*
- *In grades 9-10, at least 55% of students in Smith Valley School will meet their individual growth goal in math and reading from Fall to Spring MAPs testing during the 2025-26 school year.*
- *Smith Valley School will achieve a graduation rate of 89.7% for the 2025-26 school year.*
- *Smith Valley School will increase the total number of K - 12 work based learning opportunities provided to all students by 10% from the 2024-25 school year to the 2025-26 school year.*
- *Smith Valley School will increase the total number of students participating in K - 12 work based learning opportunities by 10% from the 2024-25 school year to the 2025-26 school year.*
- *One hundred percent of Smith Valley High School students will participate in Work Keys by the end of their 10th grade year beginning during the 2025-26 school year.*
- *The percentage of Smith Valley High School college bound students in grade 11 who earn a composite score of 16-36 on the ACT, will increase by 5% from the 2024-25 school year to the 2025-26 school year.*

CONNECTEDNESS:

- *SVS will reduce the chronic absenteeism rate by 10% from the 2024-25 school year to the 2025-26 school year.*

Preparation, Respect, Integrity, Determination, and Excellence (P.R.I.D.E.).



Lyon County School District Board Memo

Date: November 18, 2025

To: Board of School Trustees

From: Jim Gianotti, Executive Director of Educational Services
Harman Bains, Executive Director of Operations

Re: GoGuardian

Recommendation:

That the Board of Trustees provide further guidance on GoGuardian.

Background Information:

At the September Board Meeting, Trustee Whisler requested an informational agenda item on a student monitoring software called GoGuardian. The district has researched the platform and compiled the following information.

GoGuardian Teacher is a browser-based classroom management and monitoring tool designed for in-person learning environments where students use school-managed Chromebooks. It allows teachers to monitor student browser activity, communicate through chat, control website access, and share their screens. While these features support classroom management in traditional settings, the platform is not effective for online programs or virtual instruction. It functions best in supervised, on-campus lab environments where all devices are owned and managed by the district.

One of the main concerns with GoGuardian is its dependency on district-managed devices and Google accounts. It performs reliably only when students are logged into school-issued Chromebooks using their school credentials. When students use personal laptops or Chromebooks, monitoring becomes inconsistent or stops altogether. Students can easily bypass the system by signing out of their school account or switching to a personal device. The software does not function on cell phones, further reducing its reach in remote or bring-your-own-device environments.

GoGuardian also requires a constant and stable internet connection. In areas where home Wi-Fi connections are weak or unreliable, performance issues arise, resulting in lag and disconnections. This constant network demand can also strain district bandwidth during peak usage periods.

From a teacher perspective, GoGuardian can be very cumbersome and demands ongoing setup and maintenance. Teachers must create and update custom class settings called Scenes, ensure their rosters are synced, and monitor activity logs and chat communications. This process takes time and is not efficient for instructors managing online classes where students log in at different times. The platform does not allow teachers to require students to turn on their cameras, which makes verifying participation and engagement more difficult. The viewing interface itself is also challenging when large numbers of students are online. Teachers must scan through dozens or even

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.*

hundreds of small thumbnail screens at once, which is visually overwhelming and impractical for large-scale remote programs such as LyOnline.

GoGuardian is also not compatible with testing environments that use Kiosk Mode. Kiosk Mode is a secure setting built into Chromebooks that locks students into a single testing application such as i-Ready, MAP Growth, or other standardized testing platforms. It prevents students from opening new tabs, visiting other websites, or searching for answers online. Because Kiosk Mode already ensures testing integrity and security, adding GoGuardian offers no additional benefit. In fact, GoGuardian cannot function while Kiosk Mode is active, rendering it ineffective during standardized testing sessions.

Jim Gianotti met with LyOnline staff on October 16th and discussed some of the concerns with GoGuardian and the staff agreed that they typically do not work with a "class" of students at once and typically do more one to one interaction that would not require GoGuardian. LyOnline staff expressed a desire to have it during testing periods during their semester exams to monitor large numbers of students testing at once. These non-Kiosk mode semester exams only occur twice a year and therefore the cost may not be practical with regards to the usage.

District implementation and management costs are unknown. Per student costs vary within \$5.00 to \$7.14 per student. Additional concerns include the time and effort required for ongoing management, potential frustration for teacher, and the platform's limited flexibility for asynchronous or remote learning.

Budget Considerations:

District implementation and management costs are unknown. Per student costs vary within \$5.00 to \$7.14 per student.

Discussed at Previous Meeting:

September 2025

Attachment(s):

N/A

Lyon County School District Board Memo

Date: November 18, 2025

To: Board of School Trustees

From: Tom Hendrix, Board President

Re: EDBB: Use of Cellular Phones and Other Electronic Devices by Students and Employees

Recommendation: At the discretion of the Board.

Background Information:

President Hendrix stated, “This Policy updates LCSD Policy EDBB: Use of Cellular Phones and Other Electronic Devices regarding possession and use of electronic devices by students during the school day. Personal internet-enabled devices are not permitted to be used on school grounds during the school day, other than as provided for in specific circumstances consistent with this Policy. Each school must establish a school-based policy regarding the use of electronic devices on school property that is consistent with this Policy.”

The first reading of the policy was tabled at the September 23, 2025 board meeting with a motion to revisit it on October 28, 2025. President Hendrix will discuss why it was not on the October agenda.

It is being presented with revisions as a first reading.

Budget Considerations:

Estimate Cost between \$50,000 - \$100,000

Discussed at Previous Meeting:

October 2024, November 2024
September 23, 2024

Attachment(s):

Proposed EDBB Draft Nov 18-2025
LCSD Policy EDBB Adopted December 2024
Article from Manhattan. Institute titled, “Model Legislation to Restrict Smartphone Use in K-12 Public Schools”
SB444

LYON COUNTY SCHOOL DISTRICT

BOARD POLICY EDBB

USE OF CELLPHONES 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 including but not limited to cellphones, video cameras and/or camera phones, smart watches, iPads, 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 CELLPHONES 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. 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~~12~~, 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 cellphones 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. Cellphones 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. 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 due 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. In the case of medical necessity, 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. 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. Use of cellphones 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. Students shall not use cellphones 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 cellphone or other electronic device in order to engage in bullying, cyber-bullying, or intimidation 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. The first infraction shall result in the confiscation of the device by the teacher and returned to the student at the end of the school day, and the parent or legal guardian shall be notified.

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.~~ The second infraction shall result in the confiscation of the device by the teacher and the device will be sent to the office. The parent or legal guardian shall be notified, and the device can only be picked up by a parent or legal guardian. The student shall serve lunch time detention.

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.~~ The third infraction shall result in the confiscation of the device by the teacher and the device will be sent to the office. The parent or legal guardian shall be notified, and the device can only be picked up by a parent or legal guardian. The student shall serve one day of In-School Suspension (ISS).

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.~~ The fourth infraction shall result in the confiscation of the device by the teacher and the device will be sent to the office. The parent or legal guardian shall be notified, and the device can only be picked up by a parent or legal guardian. The student shall serve two days of ISS.

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.~~ Any further infractions shall result in the confiscation of the device by the teacher and the device will be sent to the office. The parent or legal guardian shall be notified, and the device can only be picked up by a parent or legal guardian. The student shall serve three days of ISS.

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.

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.

STAFF USE OF CELLPHONES AND OTHER ELECTRONIC DEVICES

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 USE WITH STUDENTS

- The content of all text messages/electronic communication must directly involve a school-related subject matter. Text messages 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 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.

INAPPROPRIATE CELLPHONE USE 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 bully, cyber-bully or intimidate a student or staff member or that encourage others to 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 ~~18/24~~ 25

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 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.~~ The first infraction shall result in the confiscation of the device by the teacher and returned to the student at the end of the school day, and the parent or legal guardian shall be notified.

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.~~ The second infraction shall result in the confiscation of the device by the teacher and the device will be sent to the office. The parent or legal guardian shall be notified, and the device can only be picked up by a parent or legal guardian. The student shall serve lunch time detention.

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.~~ The third infraction shall result in the confiscation of the device by the teacher and the device will be sent to the office. The parent or legal guardian shall be notified, and the device can only be picked up by a parent or legal guardian. The student shall serve one day of In-School Suspension (ISS).

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.~~ The fourth infraction shall result in the confiscation of the device by the teacher and the device will be sent to the office. The parent or legal guardian shall be notified, and the device can only be picked up by a parent or legal guardian. The student shall serve two days of ISS.

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.~~ Any further infractions shall result in the confiscation of the device by the teacher and the device will be sent to the office. The parent or legal guardian shall be notified, and the device can only be picked up by a parent or legal guardian. The student shall serve three days of ISS.

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.

.....
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 _____

USE OF CELLPHONES 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 including but not limited to cellphones video cameras and/or camera phones, smart watches, iPads, 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 CELLPHONES 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. 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.
2. Students shall not use any electronic device that disrupts or detracts from the educational environment.
3. Use of cellphones 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. Cellphones 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. 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 due 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. In the case of medical necessity, 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. 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. Use of cellphones 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. Students shall not use cellphones 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 cellphone or other electronic device in order to engage in bullying, cyber-bullying, or intimidation 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. 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 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.

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.

STAFF USE OF CELLPHONES AND OTHER ELECTRONIC DEVICES

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 USE WITH STUDENTS

- The content of all text messages/electronic communication must directly involve a school-related subject matter. Text messages 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 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.

INAPPROPRIATE CELLPHONE USE 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,

LYON COUNTY SCHOOL DISTRICT

BOARD POLICY _____ EDBB

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 bully, cyber-bully or intimidate a student or staff member or that encourage others to 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

*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 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 _____



January 2025

Model
Legislation

Model Legislation to Restrict Smartphone Use in K–12 Public Schools

John Ketcham

Fellow, Director of Cities
Manhattan Institute

Jesse Arm

Executive Director of External Affairs, Chief of Staff
Manhattan Institute

Introduction

Across the United States, a consensus has emerged around the need to limit youths' access to smartphones in schools.¹ Manhattan Institute polling done in July 2024 revealed that 60% of likely voters nationwide are extremely or very worried about cellphone use in school. Despite today's divisive political landscape, 73% of voters agree that schools should take steps to limit access to cellphones in schools.²

Generation Z, those born after 1995 and often lauded as “digital natives,” was the first cohort to grow up with constant access to technology. This fluency with digital devices was often framed as a benefit, equipping today's youth to navigate the modern world with ease. But as social psychologist Jonathan Haidt and others have written in recent years,³ this constant digital stimulation—especially on social media platforms—comes with downsides. As Haidt notes, the six to eight hours of screen-based leisure that teens spend each day comes with a high opportunity cost: time not spent playing with friends, learning new skills, and exploring the physical world.⁴

In a recent poll of 1,006 Gen Z adults aged 18 to 27, 60% responded that they use social media for at least four hours each day, with 22% spending seven or more hours daily.⁵ Almost half wish that social media platforms like TikTok and Snapchat were never invented, indicating the frustration that many young American adults feel with social media.

Generation Alpha—the children born from 2010 onward and often known as “screenagers”—has screen time rates that exceed those of previous generations, even Gen Z.⁶ About 65% of Generation Alpha spend up to four hours a day on social media, with 58% obtaining a smartphone before the

About Us

The Manhattan Institute is a community of scholars, journalists, activists, and civic leaders committed to advancing economic opportunity, individual liberty, and the rule of law in America and its great cities.

age of 10.⁷ This younger generation of students has already had its elementary educational and social experience hindered by Covid-19-related masking and remote-learning policies.⁸ Smartphone dependency is eroding their educational capabilities and social development further.

Americans increasingly recognize that smartphone dependence can harm our youngest generation. Mounting evidence from personal experiences as well as from scientific studies demonstrates that smartphone use relates to poorer academic performance, heightened anxiety, loneliness, distress, and risks to healthy childhood socialization. Teachers confirm that cellphones and smartphones are pulling students’ attention away from their work. A recent Pew Research poll found that “72% of high school teachers say students being distracted by their cellphones in the classroom is a major problem.”⁹

As a result, states, cities, and individual school districts across the U.S. are revising their policies on phone use in public schools. The problem transcends partisan, state, and even national lines. Large urban and small rural districts, Republican and Democratic jurisdictions alike, are beginning to look for solutions. The United Nations’ UNESCO body has even called for a global smartphone ban in schools.¹⁰

This issue brief and accompanying model legislation aims to provide states with a broadly implementable smartphone restriction policy in public schools, along with clear, straightforward enforcement provisions to help state and local elected leaders and school officials limit smartphone use in public schools across the United States.

The Deleterious Effects of Smartphones in Schools

Smartphone use in schools can harm children in at least two major ways: 1) distracting from the educational experience of students, particularly as related to learning and classroom management; and 2) impeding healthy childhood socialization. These two aspects of the in-person, academic experience can be fundamental to children’s development into well-functioning, well-adjusted adults. Local education agencies’ authority to restrict smartphone use is justified for potentially two reasons related to these harms. First, public schools historically operate *in loco parentis*, meaning that when minor children are entrusted by parents to a school, the school has a duty to support the learning and safety of its students¹¹—but schools’ ability to do so may be particularly impeded by smartphone use. And second, the role of the public education system is, at least in part,¹² preparation for productive participation in a democratic society; contrary to arguments *for* technology use, given its existence in the “real world,” schools are the primary place where children learn to interact face-to-face, which remains necessary for a well-functioning society.

Distracting from the Educational Experience and Impact on Academic Performance

Student engagement in academics suffers when students are distracted by smartphones. Learning requires listening, watching, reading, and participating. Students with access to smartphones use them during lectures, when they are supposed to be reading and performing schoolwork, and when they are supposed to be learning from one another in group-learning settings. Even when students are not actively using their phones, they can be preoccupied by their mere presence and accessibility: they think about incoming texts, feel vibrations, and hear hushed alert sounds. Students

feel compelled to check their smartphones with alarming regularity, constantly thinking about their next use. According to Santa Barbara high school principal Bill Woodard: “If that phone is pinging in your pocket, it can take you up to 20 minutes to refocus.”¹³

Data and anecdotal observations support these contentions. Research using granular data that tracked mobile phone notifications found that teens received 237 notifications a day, on average, with about 25% of those notifications occurring during the school day.¹⁴ In one study of college students, over 90% reported receiving texts while in class, and 86% reported texting someone from class.¹⁵ A separate study found that using Facebook or texting while doing schoolwork can tax cognitive processing capacity that may preclude deeper learning.¹⁶ Smartphone use and addiction has also been associated with poorer sleep quality,¹⁷ and sleep quality has a significant correlation with academic performance.¹⁸

Perhaps more directly relevant, in addition to the complicated effects that screen time may have on the brain and learning processes, a systematic review of the literature on smartphone use in schools elucidates a large body of evidence that supports a negative relationship with academic performance.¹⁹ Several researchers have independently found that phone use distracts students in significant ways, noting that “cellphone addiction and distractedness played key roles in impacting the effects of condition on test performance”²⁰ and that “[p]articipants who kept their cellphone performed worse on the quiz for material presented in the 3rd quarter of the lecture than those without cellphones. Distracted participants performed worse on the test for the same material than those who were not distracted.... Findings indicate that having cellphones in a short lecture has its largest impact on attention and learning 10–15 min into the lecture.”²¹

One study, which tracked the effects of a cellphone ban in Spain, found that “during the less than three years that the mobile phones ban was in force (from 2015 to 2017), students’ scores in Galicia improved by around 10 points in maths and 12 points in sciences as compared to a synthetic Galicia that had followed exactly the same trend in these scores before the intervention.”²² American schools that successfully restrict smartphone use report improvements such as improved standardized test scores, grade performance, interpersonal interactions, and even attendance at school sporting events.²³

Importantly, teachers have increasingly limited tools to manage classroom behavior, given recent school discipline reforms²⁴ and the growth of therapeutic interventions in the classroom.²⁵ For example, teachers’ unions have largely supported efforts to weaken consequences for misbehavior, such as by replacing discipline codes with “restorative justice” approaches.²⁶ Smartphones create challenges in enforcing school behavioral policies and maintaining order in the classroom. Teacher difficulties are a pressing concern as classroom behavior has deteriorated²⁷ and increasing numbers of teachers are leaving the field.²⁸ Teachers asked to implement a classroom-level smartphone policy are given this additional burden, and they often wish that the school district instead provided a uniform policy.²⁹

Corrosive Effects on Social Development and Well-Being

Smartphone use in schools also harms children by stunting their social development and well-being. This takes several forms. First, children distracted by their phones have fewer synchronous interactions with their fellow classmates. Children often sit together in silence while they scroll on phones in school, instead of talking and learning with one another. At recess, they likewise eschew play for phone time, despite overwhelming evidence that children need ample opportunities for play, which is fundamental for healthy brain development and social functioning.³⁰

It is difficult to overstate how the reduced frequency of these social interactions risks healthy childhood development. Haidt concludes that the only plausible theory for the international decline in teen mental health over the last 15 years “is the sudden and massive change in the

technology that teens were using to connect with each other.”³¹ Other research shows that children with latent social anxiety may choose digital interactions over in-person ones: “opting to substitute digital media for interpersonal communication to avoid feared situations may become cyclically reinforced over time, making the person even more avoidant and worsening the symptoms and severity of social anxiety disorder.”³²

Research has also shown that “[b]y banning smartphones, students communicate and socially interact directly with each other more often. This promotes the development of social skills and strengthens the community within the school.” Relatedly, cellphone bans can result in “positive effects on satisfaction, conflicts, and competition.”³³ In fact, proactive in-person social interactions in place of excessive social-media use can be effective for helping students get past social anxiety.³⁴ Experiments reducing social-media exposure generally show improvements in anxiety and depression.³⁵

Second, the actual content that children overconsume when using applications like Instagram or TikTok has been shown to increase anxiety and depression in children, and especially in girls.³⁶ Social-media use is significantly correlated with these mental health conditions.³⁷ Young adults are particularly susceptible to feelings of envy and dissatisfaction with their lives when exposed to social media.³⁸

Overuse of cell and smartphones has also been linked to higher rates of cyberbullying, with students both as perpetrators and victims in these incidents due to the constant connection to social-media and messaging platforms.³⁹ In one 2017 study, students with cellphones were more likely to be a victim of bullying or to be bullies themselves.⁴⁰ A culture of poor digital behavior creates a culture that fails to value privacy and shares personal information recklessly (such as “doxxing”), which amplifies bullying and victimization.⁴¹

Third, frequent phone use during school increases the possibilities for sexting, with some students unaware of the legal, emotional, or academic consequences involved.⁴²

Emerging Approaches to Cell and Smartphone Bans

Fully 77% of public schoolchildren nationwide already attend a school with some sort of cell- or smartphone restriction for nonacademic use.⁴³ Most teachers support smartphone restrictions or bans. Nationwide, 90% of teachers in the National Education Association union support policies prohibiting cellphone use during instructional time, and 83% favor going further to prohibit phone usage during the entire school day.⁴⁴ An NEA-published article found that many teachers wanted guidance and a clear policy from the school district, but many school administrators avoided the responsibility to set uniform rules.

In New York State, 60% of voters support banning smartphones in classrooms.⁴⁵ New York governor Kathy Hochul has expressed support for a “bell to bell” (8 AM to 3 PM) prohibition on the use of personal Internet devices in public schools.⁴⁶ In May 2024, Hochul said that education leaders “have to liberate” public schoolchildren from the fear of missing out on what others might be saying about them and the felt need to respond to their smartphone notifications.⁴⁷ Likewise, for months, Mayor Eric Adams and the New York City Department of Education have considered a smartphone ban, though they have failed to implement a citywide policy.⁴⁸

Among NYC public schoolteachers, 63% support a citywide ban.⁴⁹ The details of policy design and enforcement have been left to each school, however, resulting in inconsistency and a halting start to a citywide policy.⁵⁰ While 38% of teachers in schools that have implemented bans say that they have been a success—indicating that bans can work—a greater share (40%) said that bans had been a failure.⁵¹ Those who called their school’s ban a failure most frequently blamed a lack of planning and organization. Among teachers in schools that had a ban, 70% supported introducing a citywide ban.⁵²

Michael Mulgrew, president of the powerful city teachers’ union, has said that any citywide policy should incorporate what has worked in schools that have implemented restrictions.⁵³ According to a union press release, educators reported that in “middle and high schools, collecting phones as students walked into the school building worked the best,” whereas for elementary schools, keeping phones in backpacks and turned off worked best.⁵⁴ Both best-practice approaches removed phones from students’ persons.

States have started to pursue a variety of approaches to address smartphone use in schools. These approaches range in both “dosage” (just how much students may access devices throughout the school day) and prescriptiveness (the amount of discretion either withheld or afforded to individual schools). That so many schools have problems with smartphones proves that these policies are often ineffective because of poor design, implementation, or both.

Lawmakers at the state, municipal, or individual school level seeking to ban smartphone use in schools must consider several factors, including access between classes, phone storage possibilities, and enforcement mechanisms. For example, should students have access to their devices during lunch periods or while they walk from class to class? School administrators must also decide on a system of enforcement for when students disobey the established rules. Finally, they must plan for necessary or useful flexibility and exceptions to the policy that will vary based on student- and local-level characteristics.

School- and District-Level Approaches

Deficient enforcement is the most important impediment to a smartphone policy’s effectiveness. Teachers often find enforcing restrictions difficult, awkward, or even dangerous.⁵⁵ Because of inconsistent enforcement, students often flout the rules. One study analyzing smartphone data of 200 students aged 11–17 found that 97% used their phones during the day, with a median time of 43 minutes.⁵⁶ A Fordham Institute study notes: “Without consistent enforcement, none of these cellphone policies mean anything. I had many exchanges with current and former teachers. When I asked them which policy they preferred, by far the most common answer was ‘the one that will be enforced.’”⁵⁷ Case studies and examples consistently prove the value in having clear guidelines and consistent expectations in enforcement.

In Orange County, Florida (which includes Orlando), prior to implementing a district-wide smartphone ban, students “rarely looked up from their devices as they walked down school hallways.”⁵⁸ Some posted images and videos of their classmates to social-media platforms, causing bullying. Going further than Florida’s statewide requirement, the district barred students from using cellphones for the whole school day, including the time between classes. The results: “on the first day the ban took effect, Timber Creek administrators confiscated more than 100 phones from students,” but then, as students realized the ban would be enforced and stopped using their phones, confiscations quickly dropped.⁵⁹

In a high school in Beaverton, Oregon, teachers were originally encouraged to use signs that said “tech OK / tech away,” but most simply told students to put away their phones when necessary.⁶⁰ In practice, the policy devolved into individual teachers’ preferences. The result: students regularly pulling out their smartphones to respond to text messages, whether secretly or in plain sight.

By contrast, Marist Catholic High School in Eugene, Oregon, took a stricter stance, requiring that students put their phones in school-provided cubbyholes during classes and assemblies.⁶¹ Violations lead to confiscation of phones and academic penalties. Students understand the importance of enforcement. According to one sophomore: “The stricter the teacher, the less missing phones from the cubby.”

Until the 2024–25 school year, teachers in Santa Barbara, California, were responsible for their class’s smartphone policies. As in Beaverton, that proved ineffective, as most teachers did not adopt a smartphone-management policy. In response, a Santa Barbara teachers’ union representative surveyed members for their views, presented the findings to the district, and successfully lobbied for a new district-wide “Off and Away” policy.⁶² Under the policy, students’ phones must be put away in a “phone hotel” in each classroom, though students can use phones after class and during breaks.

The adoption of a uniform policy helped Santa Barbara teachers enforce the policy consistently. As Devon Espejo, an art teacher who previously required phones to be placed on a numbered storage shelf, said, “A more uniform approach will help us control these devices in the classroom.”⁶³ Every teacher across the school system is expected to enforce the policy, removing discrepancies in leniency and reducing the opportunities for conflict, both of which can lead to lower effectiveness.⁶⁴ As high school Spanish teacher Esther Limon remarked of the districtwide policy, “everyone knows it’s an expectation now.”⁶⁵

Scarsdale, New York, public schools have also adopted an “off and away” policy that varies based on school level. Elementary school students are encouraged not to bring smartphones at all, but if they do, their phones are required to be turned off and kept in backpacks.⁶⁶ At the district’s middle school, phones are turned off and stored in lockers. At the district high school, students place their phones in a caddy at the entrance of each classroom before class begins and retrieve them at the end of the class session. A high school English teacher, Jennifer Rosenzweig, who helped develop the district’s smartphone policy, says that the phone caddies “make a difference but not enough,” adding that “each student needs seven hours a day without pings and buzzes calling out to them.”⁶⁷ Students who are allowed to look at their phones between classes lose the ability to absorb classroom instruction, says Rosenzweig. They instead “need down time between classes to absorb the information just taught, and if they look at a screen, that information is immediately lost.” In a joint panel of students and teachers tasked with revising the district policy, the panelists overwhelmingly asked for a “more unified effort to keep phones off and away.”⁶⁸

Specialty pouches, such as the Yondr brand of pouches, which lock magnetically, have sometimes proved less than fully effective.⁶⁹ Keeping phones turned on and on the student’s person, even if magnetically sealed, can nonetheless distract students by allowing them to feel notification vibrations and wonder who is calling. Clever students at some schools have found ways to force the magnetic closure open, such as by hitting it hard enough, or to pretend that their phone is stored in the pouch.⁷⁰ In short, there is no technological substitute for clearly defined policies and consistent enforcement.

State Approaches

On the more prescriptive side, four states have banned smartphones or cellphones from classrooms (Indiana, Florida, South Carolina, and Louisiana) and in one other state (New Hampshire) the governor announced an intended ban:

- Indiana requires that “[e]ach school corporation and charter school shall adopt and implement a wireless communication device policy that ... prohibits a student from using a wireless communication device during instructional time, [but] authorizes a teacher to allow a student to use a wireless communication device for educational purposes during instructional time.”⁷¹

- Florida’s policy reads that “a student may not use a wireless communications device during instructional time, except when expressly directed by a teacher solely for educational purposes. A teacher shall designate an area for wireless communications devices during instructional time.”⁷²
- South Carolina’s law stipulates: “During the school day, students are prohibited from accessing their personal electronic devices, unless authorized for classroom use. Students may not wear or access device accessories during the school day. Students must store their devices and device accessories in lockers, backpacks, or otherwise as directed by the school district during the school day. Districts may forbid student possession of devices and device accessories on school property.”⁷³
- Louisiana’s ban on possession and use states that “no student shall possess, on his person, an electronic telecommunication device throughout the instructional day. If a student brings an electronic telecommunication device in any public elementary or secondary school building or on the grounds thereof during an instructional day, the electronic device shall either be turned off and properly stowed away for the duration of the instructional day or prohibited from being turned on and used during the instructional day.”⁷⁴
- On January 9, Kelly Ayotte, the newly inaugurated governor of New Hampshire, announced that the state would move to ban cell phones in schools.⁷⁵

Other states, such as Minnesota and Ohio, have taken initiatives that fall short of an outright ban but have instructed school districts to adopt individual policies on phone use. In Iowa, a ban is being discussed but is still in its early stages:

- Minnesota requires that each “school district or charter school must adopt a policy on students’ possession and use of cellphones in school by March 15, 2025. The Minnesota Elementary School Principals Association and the Minnesota Association of Secondary School Principals must collaborate to make best practices available to schools,”⁷⁶ leaving each school district to adopt a policy to limit smartphone use.
- Ohio likewise passed legislation requiring that by July 1, 2025, “each school district board of education shall adopt a policy governing the use of cellular telephones by students during school hours.”⁷⁷
- In late November, Iowa governor Kim Reynolds announced that she would propose legislation to ban smartphones in public schools statewide, though she left details for a future date.⁷⁸

Recommendations

Because of the detrimental impact on socialization and classroom learning and the potential harms to healthy childhood socialization, states, cities, and school districts should severely restrict the use of smartphones on school grounds for the entire school day and during other school-sponsored activities. This approach is aligned with the scientific and experiential evidence that the use of smartphones in schools distracts students from social interactions and academic responsibilities necessary for healthy development. It also accords with Haidt’s recommendation of a completely phone-free school day.⁷⁹

As the experience of multiple districts and schools attests, such a policy must be clearly defined and consistently enforced to achieve effectiveness. Our model policy thus proposes, in essence, that no smartphones should be visible on school grounds during school hours or in school-sponsored activities. Because school hours may vary from district to district or school to school, we refer to the school’s handbook for the times of day in which phone access is to be restricted. School districts should require students to deposit their smartphones in a locker or other secure storage system, give the devices to a school official when they enter the school building for safekeeping, or keep their phones turned off and stored in backpacks throughout the entire school day. Those who have deposited their phones can retrieve them at the end of school hours, ensuring a phone-free learning environment. Ideally, districts would require locker-based storage, but resource limitations and respect for local preferences call for the inclusion of a restrictive “Off and Away” option, with phones turned off and stored in students’ backpacks during the entire school day.

For a ban to have any meaningful deterrent mechanism, it must be enforced consistently by teachers and staff. Our proposed bright-line rule allows school employees who observe students using smartphones to instantly and easily determine that such use is prohibited and enforce the rules. The policy also proposes a sample guide for penalties that increase in severity each time a student is caught with a smartphone. We include multiple steps in the disciplinary guide to illustrate the range of actions available to states and school districts, which escalates with repeated offenses. Our policy would also provide low-cost rewards to students and schools for compliance. Finally, the policy contemplates enforcement at the school and district level through reporting to the office of the state superintendent of education, providing an oversight mechanism through state-level education officials.

Addressing Concerns

Parents and education advocates have well-intended, understandable concerns about cellphone bans. These concerns are primarily related to safety, digital literacy, and medical conditions. Parents are concerned that a smartphone ban would prevent them from connecting with their child in the case of an emergency, such as a natural disaster or an active threat scenario. Parents have voiced that phone bans “cut off a lifeline parents have to make sure their children are safe during school shootings or other emergencies.”⁸⁰ Though schools have landline phones and other ways for students and teachers to communicate in the case of emergency, many parents would prefer that their children have access to a device in which they could communicate immediately, if necessary.

But law-enforcement officials and school safety experts suggest that phones, in fact, can detract from student safety, noting the importance of getting students to devote full attention to adult directions when quick action is needed; mere seconds may make the difference in saving their lives.⁸¹ In response to parents upset over a NYC school’s failure to inform parents about what turned out to be an unfounded school safety threat, Governor Hochul reiterated that smartphones can distract students in the event of an imminent danger.⁸²

While mass school shootings are highly publicized, they remain rare occurrences.⁸³ Excusing inaction on commonsense smartphone restrictions in schools for this reason sends a false message to students and parents that excessive fear is warranted, which itself can induce greater student anxiety and also risks normalizing the extreme behavior.

In any case, our model language addresses these concerns by banning smartphones, not cellphones with bare-bones calling capabilities. As defined in the policy, a “basic phone” is a handheld cellular radio telephone or electronic device that lacks the capability to install third-party applications beyond those preinstalled by the manufacturer, or to access social-media platforms via websites or

applications. Schools would retain the authority to regulate basic-phone use, such as by requiring that they remain silenced throughout class. Our policy also permits wearable electronic devices such as smartwatches, as parents may opt to track their children’s location using such devices, perhaps in lieu of giving them a Basic Phone.

A final common concern about smartphone bans is that they will prevent children from becoming familiar enough with technology to properly navigate that technology in their careers and future social lives. Some have voiced concerns that students will have difficulty adapting to a technologically driven workforce.⁸⁴ In terms of digital literacy, as noted above, a lack of technological fluency is not an obvious problem among youth, whereas many children struggle with face-to-face interactions.⁸⁵ To the extent that digital literacy is of interest, more must be done to determine what, specifically, constitutes “responsible” smartphone and social-media use—measures of which are less obvious than may be considered at first thought. Designing effective and relevant digital literacy curricula will be a wholly separate challenge. While the use of digital literacy programs is growing, there is still no consensus on what constitutes digital literacy themes, and the effectiveness of these programs is not known.⁸⁶ Given how rapidly technology changes, requiring digital literacy programs may force schools to develop curriculum that becomes out of date before it is widely rolled out.

Our model does not prevent schools from instructing students on the use of smartphones, computers, or other technologies. Students in pre-determined, specified, and supervised settings can still be allowed to use such electronic devices, for example, in explicit cases like popular computer-aided design (CAD) classes, computer science and technology classes, or in related after-school programs and clubs, like those for robotics and computer programming and coding.

In terms of medical conditions, alternative measures and reasonable accommodations can address these concerns. Students with medical conditions, such as diabetes, often use their phones to manage those conditions. The American Diabetes Association, for example, considers smartphones to be “paramount to the student’s ongoing diabetes care, health, and safety,” so that students with diabetes may use their device to “monitor their blood glucose (blood sugar) levels, administer insulin, and share data with school nurses, trained school staff, and other caregivers.”⁸⁷

Our model legislation provides adequate exceptions for students with medical conditions. Section 7(b) of the legislation establishes a process for obtaining a medical exception after “the submission of a formal written request by the student’s parent or guardian, accompanied by a verified letter from a licensed physician.” The policy then broadly follows the medical exception process made under Section 504 of the Rehabilitation Act of 1973, which all school districts are already required to have, as a matter of federal law.

The stringency of the proposed exception process aims at deterring requests for conditions that do not require an exception. Instead, the school can provide a reasonable accommodation, short of allowing smartphone retention throughout the day, such as allocated times during the day during which students can check their phones. For situations in which no reasonable alternative device or accommodation is available, students will be granted an exception.

Acknowledgments

Thanks to Austin Severns and Paul Dreyer for their assistance on the introductory material.

A Model for Restricting Smartphone Use in K–12 Public Schools

Section 1: Purpose

Mounting scientific evidence and the experience of teachers and school officials across the U.S. have demonstrated the harms of excessive smartphone use, particularly in school. This policy document aims to promote a focused educational environment and healthy childhood development by restricting the use of smartphones in schools, while allowing basic communication devices that serve essential safety purposes.

Section 2: Definitions

- a. “Smartphone” means a handheld cellular radio telephone or electronic device that includes the capabilities to: (1) connect to a wireless cellular data network; (2) make phone calls or use digital voice services; (3) browse the Internet; and (4) access Internet platforms, including, but not limited to, TikTok, Instagram, Facebook, X (Twitter), YouTube, and Snapchat, through applications or websites.
 1. A “Smartphone” does not include a laptop, non-handheld tablet, wearable computer such as a smartwatch, or electronic device primarily designed for reading books and periodicals in digitized form.
- b. “Basic Phone” means a handheld cellular radio telephone or electronic device designed primarily for voice calling that: (1) lacks the capability to install third-party applications except those preinstalled by the manufacturer; and (2) does not support access to Internet platforms through applications or websites.
- c. “Backpack” refers to a backpack, bookbag, or other closable bag intended for carrying books and other academic equipment.
- d. “Medical Exception” refers to any exception from the terms of this policy document or a school district’s Smartphone policy granted on the basis of a documented medical condition.
- e. “School Hours” means the time of day when the school regularly provides classroom instruction, including lunch periods and breaks, as defined in the school’s student handbook.
- f. “School Grounds” includes all public school buildings, classrooms, outdoor areas, and transportation vehicles used in the course of school activities for grades kindergarten through 12, including spaces visited on school-sponsored trips.
- g. “School Staff” means all those who support school operations, including employees, administrators, and volunteers.
- h. “Smartphone Storage Rack” means a rack, closet, compartment, locker, tray, organizer, or other container provided by the school and kept in a secure location, for the purpose of storing Smartphones.

Section 3: Prohibition of Smartphones in Schools

- a. No later than the start of the school year following the enactment of this policy document, or [X] months after, whichever is later, each school district in the state of [STATE] shall adopt a policy restricting use of Smartphones by students on School Grounds, which shall not conflict with the provisions of this policy document.
- b. The school district's policy required under Section 3(a) shall be posted on the websites of the school district and each school in the district, in an easily accessible location.
- c. No public school student shall use or display a Smartphone on School Grounds during School Hours, or while participating in a school-sponsored activity.
- d. Before or at the beginning of School Hours, students in possession of a Smartphone shall either:
 1. Place the Smartphone, set to off, in a Smartphone Storage Rack provided by the school;
 2. Relinquish the Smartphone, set to off, to a member or members of School Staff, who shall promptly place the Smartphone in a Smartphone Storage Rack; or
 3. Place the Smartphone, set to off, in the student's Backpack.
- e. Except in cases of emergency, as determined by the school principal, students shall not retrieve their Smartphone from a Smartphone Storage Rack or a Backpack during School Hours, or during school-sponsored activities.
- f. At the conclusion of each school day, as defined in the student handbook, a member of School Staff shall provide access to Smartphone Storage Racks to allow students to retrieve their Smartphones, or shall deliver students' Smartphones to students.
- g. A school district may adopt a policy that requires students to adhere to one or more options listed in subsection (d) of this section.
 1. School districts that adopt policies requiring students to adhere to the restrictions under Sections 3(d)(1) or (3)(d)(2) may apply to the state superintendent of education for funding and other assistance to procure Smartphone Storage Racks.
- h. Each school district shall ensure that schools take reasonable steps, within available resources, to reduce the risk of theft or loss of students' Smartphones.

Section 4: Allowable Devices

- a. Nothing in this policy document shall be construed to deny:
 1. Student access to a Basic Phone for the purpose of communication with parents or guardians. Such devices shall be allowed for use before and after School Hours, or during emergency situations, as determined by the school principal;
 2. Smartphones or other electronic devices, provided by and authorized by the school, for use in classroom instruction;
 3. Devices not defined as Smartphones under Section 2(a)(1); or
 4. Smartphones in public institutions of higher education.

- b. Each school or school district shall establish a list of Basic Phones approved for possession on School Grounds.
- c. School administrators shall have the authority to regulate Basic Phone use on School Grounds.

Section 5: Enforcement

- a. Each school shall designate a member or members of School Staff tasked with administering the provisions of this policy document.
- b. Upon discovering a student found in violation of this policy document, School Staff must promptly report the violation to a member of School Staff tasked with the responsibility of administering the provisions of this policy document, who shall promptly record the violation in the school's records and enforce any associated penalty.
 - 1. School staff who report a violation or enforce a provision of this policy document shall be free from harassment, retaliation, coercion, or intimidation as a result of complying with this policy document.
- c. Each school district shall adopt a uniform discipline policy for violations and repeat violations of this policy document within the same school year.
 - 1. Repeat violations shall increase in severity and shall, in the school district's discretion, include the possibility of the most severe disciplinary action available under the school district's discipline code or policy.
 - 2. At a minimum, each school district shall adopt the following discipline policy for violations and repeat violations of this policy document within the same school year:^{*}
 - i. Upon the first violation, a member of School Staff shall give the student a verbal warning that Smartphone use is not permitted during the school day, and shall inform the student that the violation will be recorded in the school's records.
 - ii. Upon the second violation, the student shall be required to relinquish the Smartphone to a member of School Staff, who shall promptly place the Smartphone in a Smartphone Storage Rack, or in a secure location. The student shall report to the principal's office at the end of School Hours, where a member of School Staff shall inform the student that the violation has been recorded in the school's records and return the Smartphone to the student.
 - iii. Upon the third violation, the student shall be required to relinquish the Smartphone to a member of School Staff, who shall promptly place the Smartphone in a Smartphone Storage Rack, or in a secure location, until retrieved by the student at the end of School Hours. No later than the day following the violation, a signed letter from a member of School Staff shall be delivered to the student and the student's parent or guardian. This letter shall include the requirements of the school district's Smartphone policy and a warning of the consequences of

^{*}This multi-step discipline policy is meant to provide a useful and commonsense escalating framework for assessing a range of disciplinary actions. School districts may modify this discipline floor based on their circumstances, such as by reducing the number of steps (but not adding steps to make more lenient), changing the penalties associated with violations, or levying penalties for Smartphone use that results in problematic behavior like cyberbullying or fights.

future noncompliance. The student and the student's parent or guardian shall be required to sign an acknowledgement of these consequences and a pledge to comply with the school district's Smartphone policy.

- iv. Upon the fourth violation, the student shall be required to relinquish the Smartphone to a member of School Staff, who shall promptly place the Smartphone in a Smartphone Storage Rack, or in a secure location, until retrieved by the student's parent or guardian.
- v. Upon the fifth violation, the student shall be required to relinquish the Smartphone to a member of School Staff, who shall promptly place the Smartphone in a Smartphone Storage Rack, or in a secure location, until retrieved by a parent or guardian. Upon retrieval, a member of School Staff and a school counselor shall meet with the student and the student's parent or guardian, or schedule such a meeting within the next seven calendar days, to discuss the circumstances of the student's violations thus far and the consequences of future noncompliance.
- vi. Upon the sixth violation, and for subsequent violations, the student shall be suspended for a period of [X] days, according to the school district's suspension policy. The principal shall deliver a signed letter to the student and the student's parent or guardian stating the terms of the suspension and consequences of future noncompliance.
- vii. After no more than three in-school suspensions, the student shall be subject to an out-of-school suspension. After no more than three out-of-school suspensions, the school may implement the most severe penalty available under the school district's discipline code or policy.

Section 6: Implementation

a. Each school shall:

- 1. At the end of each school year and not later than June 30,* create an annual summary of the number of violations of this policy document that occurred during the immediately preceding school year, including the number of students disciplined, the number of total violations, and the frequency of each type of penalty imposed.
- 2. Not later than one week after the beginning of the school year, or not one week after a student is enrolled in a district's school, ensure that the school district's Smartphone policy, including the list of Basic Phones approved for use on School Grounds provided under Section 4(b), is delivered in printed and electronic format to each student and the student's parent or guardian.
- 3. Not later than five business days after receipt of the school district's Smartphone policy, ensure that each student and the student's parent have signed and returned an acknowledgement, in printed or electronic format, that they understand and accept the school district's Smartphone policy.
- 4. Not later than the start of each school year, post the school district's latest Smartphone policy on the school's website in an easily accessible location.

*Please note: the dates found in this Section may be subject to change, based on each school district's school year and other circumstances.

- b. Not later than July 30 of each year, each school district shall create an annual summary of violations of this policy document that occurred during the immediately preceding school year in the school district. Not later than August 5 of each year, each school district shall submit this summary to the office of the state superintendent of education.
- c. In the year following the publication of the feasibility study required under Section 6(f), and not later than August 30 of each year, and for each of three years thereafter, the office of the state superintendent of education shall post on its website in an easily accessible location summary statistics of the average and median number of Smartphone policy violations as a proportion of students statewide, in the school district with the greatest number of violations as a proportion of students, and in the school district with the fewest number of violations as a proportion of students.
 - 1. The 10 percent of school districts and schools in the state, respectively, with the fewest Smartphone policy violations as a proportion of students shall receive a certificate signed by, or with a facsimile signature of, the governor and state superintendent of education for excellence in Smartphone policy compliance.
- d. Each year, the office of the state superintendent of education shall review the summaries of each school district, provide additional support, and take remedial action, as necessary, to school districts and schools the superintendent deems to have an unacceptably high frequency of violations of Smartphone policies.
- e. Each school district shall establish a policy to provide rewards for students who have complied with the terms of this policy document. Such rewards program shall also provide for grade-level and school-wide rewards for compliance. At a minimum:
 - 1. Students, grade levels, and schools found in compliance for an entire school year shall receive a reward under the terms of the reward program;
 - 2. Students with no violations of this policy document for an entire school year shall receive a certificate or other physical recognition of perfect compliance; and
 - 3. Shall incorporate the recommendations of the state superintendent of education's feasibility study required under Section 6(f) of this policy document.
- f. No later than the start of the school year following the enactment of this policy document, the state superintendent of education shall create a feasibility study examining a range of rewards for school districts and schools that have achieved high rates of compliance with this policy document. Such study shall review the resources available to provide for rewards and recommend additional funding and other incentives for school districts that adopt a policy requiring the restrictions in Sections 3(d)(1) or (3)(d)(2).
- g. No later than three months following the publication of the feasibility study required under Section 6(f), the state superintendent of education shall implement a reward and incentive program, incorporating the findings of the feasibility study, for school districts that adopt a policy requiring the restrictions in Sections 3(d)(1) or (3)(d)(2) and for school districts that have achieved high rates of compliance with this policy document.
- h. This policy document shall take effect in [X] months, or at the start of the next school year following its enactment, whichever is later.



Section 7: Exceptions for Medical Conditions

- a. Requests for Medical Exceptions from this policy document shall be governed by the school district's policy, process, and body for reviewing applications for reasonable accommodations made under Section 504 of the Rehabilitation Act of 1973.
- b. To the extent permitted under state and federal law, a Medical Exception to some or all of the terms of this policy document or a school district's Smartphone policy may be granted only upon the submission of a formal written request by the student's parent or guardian, accompanied by a letter from a licensed physician.
- c. To the extent permitted under state and federal law, requests for a Medical Exception shall be denied if a reasonable accommodation is available to meet the student's medical needs without granting access to a Smartphone.
- d. If no suitable reasonable accommodation or alternative to Smartphone use is available, the Medical Exception shall be granted.
- e. Reviews of applications for Medical Exceptions shall be completed in accordance with the time permitted for applications for reasonable accommodations made under Section 504 of the Rehabilitation Act of 1973.
- f. Decisions shall be subject to appeal to the same extent as decisions made under Section 504 of the Rehabilitation Act of 1973.

Section 8: Severability

The provisions of this policy document are hereby declared to be severable. If any provision of this policy document or the application of such provision to any person or circumstance is declared or held to be invalid for any reason, such declaration or holding shall not affect the validity of the remaining portions of this policy document and the application of its provisions to any other persons or circumstances.

Endnotes

- ¹ Monica Anderson, Jeffrey Gottfried, and Eugenie Park, “Most Americans Back Cellphone Bans During Class, but Fewer Support All-Day Restrictions,” Pew Research Center, Oct. 14, 2024.
- ² Jesse Arm, “America’s New Consensus: A National Survey Analysis of the Political and Policy Preferences of Likely 2024 Voters,” Manhattan Institute, July 16, 2024.
- ³ Jonathan Haidt, *The Anxious Generation* (New York: Penguin Publishing Group, 2024).
- ⁴ Ibid., 118–20.
- ⁵ AJ Skiera, “What Gen Z Thinks About Its Social Media and Smartphone Usage,” The Harris Poll, Sept. 10, 2024.
- ⁶ Marius, Drugas, “Screenagers or ‘Screamagers’? Current Perspectives on Generation Alpha,” *Psychological Thought* 15, no. 1 (April 30, 2022): 1–11.
- ⁷ The Annie E. Casey Foundation, “The Impact of Social Media and Technology on Gen Alpha,” Oct. 22, 2024.
- ⁸ See, e.g., Editorial Board, “The Startling Evidence on Learning Loss Is In,” *New York Times*, Nov. 18, 2023.
- ⁹ Luona Lin, Kim Parker, and Juliana Menasce Horowitz, “What’s It Like to Be a Teacher in America Today?” Pew Research Center, Apr. 4, 2024.
- ¹⁰ “UNESCO Calls for Global Ban on Smartphones in Schools,” United Nations.
- ¹¹ Robert J. Havighurst, “The Doctrine of In Loco Parentis,” *Britannica*.
- ¹² Ray Domanico, “Localism and Trust in Schools,” *National Affairs* (Spring 2023).
- ¹³ Callie Fausey, “Santa Barbara Unified’s ‘Off and Away’ Cell Phone Policy Evolves,” *Santa Barbara Independent*, Aug. 23, 2024.
- ¹⁴ Jenny S. Radesky et al., “Constant Companion: A Week in the Life of a Young Person’s Smartphone Use,” *Common Sense*, 2023.
- ¹⁵ Dennis E. Clayson and Debra A. Haley, “An Introduction to Multitasking and Texting: Prevalence and Impact on Grades and GPA in Marketing Classes,” *Journal of Marketing Education* 35, no. 1 (December 2012): 26–40.
- ¹⁶ Reynol Junco and Shelia R. Cotten, “No A 4 U: The Relationship Between Multitasking and Academic Performance,” *Computers and Education* 59, no. 2 (September 2012).
- ¹⁷ Abdullah Muhammad Alzhrani et al., “The Association Between Smartphone Use and Sleep Quality, Psychological Distress, and Loneliness Among Health Care Students and Workers in Saudi Arabia,” *PLoS One* 18, no. 1 (Jan. 26, 2023).



- 18 Leslie A. Musshafen et al., “Associations Between Sleep and Academic Performance in US Adolescents: A Systematic Review and Meta-Analysis,” *Sleep Medicine* 83 (July 2021): 71–82.
- 19 Simon Amez and Stijn Baert, “Smartphone Use and Academic Performance: A Literature Review,” *International Journal of Educational Research* 103 (2020): 101618.
- 20 Seungyeon Lee et al., “Cellphone Addiction Explains How Cellphones Impair Learning for Lecture Materials,” *Applied Cognitive Psychology* 35, no. 1 (Oct. 8, 2020): 123–35.
- 21 Jessica S. Mendoza et al., “The Effect of Cellphones on Attention and Learning: The Influences of Time, Distraction, and Nomophobia,” *Computers in Human Behavior* 86 (September 2018): 52–60.
- 22 Pilar Beneito and Óscar Vicente-Chirivella, “Banning Mobile Phones in Schools: Evidence from Regional-Level Policies in Spain,” *Applied Economic Analysis* 30, no. 90 (2022).
- 23 Esme Fox, “Schools See Improved Grades, Engagement Without Smartphones,” *Bloomberg News*, July 22, 2024.
- 24 Daniel Buck, “Teachers Are Fed Up with No-Consequence Discipline,” Thomas B. Fordham Institute, Jan. 18, 2024.
- 25 Carolyn D. Gorman, “School-Based Mental Health Initiatives: Challenges and Considerations for Policymakers,” Manhattan Institute, Sept. 12, 2024.
- 26 Daniel Buck, “Where Do Teachers Unions Stand on Student Discipline?” Thomas B. Fordham Institute, July 11, 2024.
- 27 Elena Ferrarin, “4 Educators Detail Why Their Schools Are Banning Student Cell Phones,” *K–12 Dive*, July 6, 2023.
- 28 Christina Walen, “Running on Empty: Teachers Are Not Prepared for Increasing Challenging Behaviors,” *RethinkEd*, June 13, 2023.
- 29 Tim Walker, “Take Cellphones Out of the Classroom, Educators Say,” *neaToday* (blog), Oct. 3, 2024.
- 30 See, e.g., Haidt, *The Anxious Generation*, 49–94..
- 31 Haidt, *The Anxious Generation*, 44.3.
- 32 Elizabeth Hoge, David Bickham, and Joanne Cantor, “Digital Media, Anxiety, and Depression in Children,” *Pediatrics* 140, no. Supplement_2 (Nov. 1, 2017).
- 33 Tobias Böttger and Klaus Zierer, “To Ban or Not to Ban? A Rapid Review on the Impact of Smartphone Bans in Schools on Social Well-Being and Academic Performance,” *Education Sciences* 14, no. 8 (Aug. 20, 2024): 906.
- 34 Yang Ni and Fanli Jia, “Promoting Positive Social Interactions: Recommendation for a Post-Pandemic School-Based Intervention for Social Anxiety,” *Children* 10, no. 3 (Mar. 2, 2023).
- 35 Candice L. Odgers and Michaeline R. Jensen, “Annual Research Review: Adolescent Mental Health in the Digital Age: Facts, Fears, and Future Directions,” *Journal of Child Psychology and Psychiatry* 61, no. 3 (Jan. 17, 2020): 336–48.



Model Legislation to Restrict Smartphone Use in K–12 Public Schools

- ³⁶ Zach Rausch and Jon Haidt, “The Fundamental Flaws of the Only Meta-Analysis of Social Media Reduction Experiments (and Why It Matters), Part 1,” *After Babel*, Aug. 29, 2024.
- ³⁷ Odgers and Jensen, “Annual Research Review: Adolescent Mental Health in the Digital Age.”
- ³⁸ Havighurst, “The Doctrine of In Loco Parentis.”
- ³⁹ Emily A. Vogels, “Teens and Cyberbullying 2022,” Pew Research Center, Dec. 15, 2022; Inmaculada Méndez, Ana Belén Jorquera Hernández, and Cecilia Ruiz-Esteban, “Profiles of Mobile Phone Problem Use in Bullying and Cyberbullying Among Adolescents,” *Frontiers in Psychology* 11 (October 2020).
- ⁴⁰ Elizabeth Englander, “More Cellphone Use by Children Could Mean More Bullying—Online and Offline,” *Washington Post*, Oct. 8, 2018.
- ⁴¹ Méndez, Hernández, and Ruiz-Esteban, “Profiles of Mobile Phone Problem.”
- ⁴² Adriana G. McEachern, Renee T. McEachern-Ciattoni, and Filomena Martin, “Sexting: New Challenges for Schools and Professional School Counselors,” *Journal of School Counseling* 10, no. 20 (2012).
- ⁴³ Amy Rock, “Which States Have Banned Cell Phones in Schools?” *Campus Safety*, Nov. 14, 2024.
- ⁴⁴ Walker, “Take Cellphones Out of the Classroom.”
- ⁴⁵ Esme Fox, “New Yorkers Across Political Spectrum Back School Cell Phone Ban,” *Bloomberg*, Aug. 6, 2024.
- ⁴⁶ Sharon Higgins, “District Assesses ‘Off and Away’ Smartphone Policy in Schools,” *Scarsdale10583* (blog), Nov. 24, 2024.
- ⁴⁷ Julian Shen-Berro, “Hochul Considers Smartphone Ban for New York Schools, Citing Student Mental Health Concerns,” *Chalkbeat*, May 30, 2024.
- ⁴⁸ Amy Zimmer and Michael Elsen-Rooney, “NYC Planning a School Cellphone Ban Starting in February, Principals Say,” *Chalkbeat*, July 17, 2024.
- ⁴⁹ Jessica Gould, “Majority of NYC Teachers Support Cellphone Ban, but They Want to See a Clear Plan,” *Gothamist*, Sept. 16, 2024.
- ⁵⁰ “New York City Delays Cellphone Ban in Schools,” *Eyewitness News, WABC 7*, Aug. 28, 2024.
- ⁵¹ “Teachers Union Says It Could Support Cellphone Ban in Schools, with Caveats,” *Spectrum News, NY1*, Sept. 16, 2024.
- ⁵² United Federation of Teachers, “UFT Could Support Citywide School Cell Phone Ban— with Conditions,” press release, Sept. 16, 2024.
- ⁵³ *Ibid.*
- ⁵⁴ *Ibid.*



Model Legislation to Restrict Smartphone Use in K–12 Public Schools

- 55 Tim Daly, “Should Schools Ban Cellphones?” Thomas B. Fordham Institute, Dec. 8, 2023.
- 56 Anna Merod, “97% of Teens Say They Use Their Phones During the School Day,” *K–12 Dive*, Sept. 27, 2023.
- 57 Daly, “Should Schools Ban Cellphones?”
- 58 Natasha Singer, “This Florida School District Banned Cellphones. Here’s What Happened,” *New York Times*, Oct. 31, 2023.
- 59 Ibid.
- 60 Karthik Krishnamurthy, “Cell Phone Bans Ineffective, Many Students Say,” *The Oregonian*, Jan. 22, 2024.
- 61 Ibid.
- 62 Walker, “Take Cellphones Out of the Classroom.”
- 63 Ibid.
- 64 Phillip Palmer, “How One California School District Makes Cellphone Ban Work in Class,” Eyewitness News, ABC7, Sept. 5, 2024.
- 65 Ibid.
- 66 Higgins, “District Assesses ‘Off and Away’ Smartphone Policy in Schools.”
- 67 Ibid.
- 68 Ibid.
- 69 See Andrew R. Chow, “Cell Phone Pouches Promise to Improve Focus at School. Kids Aren’t Convinced,” *Time*, Mar. 27, 2024.
- 70 Payton Steiner, “Trinity Academy Takes Unique and Serious Approach to No-Phone School Policy,” *knsn.com*, Aug. 28, 2024.
- 71 Indiana Senate Bill 185, 2024 Session.
- 72 CS/HB 379: “Technology in K–12 Public Schools,” codified as ch. 2023-36, L.O.F.
- 73 South Carolina 2024–25 budget, 1.103 (SDE: Anti-Bullying/School Safety); policy adopted by state board of education, June 27, 2024.
- 74 Louisiana Senate Bill 207, passed May 28, 2024.
- 75 @KellyAyotte, “Today I am also announcing that we will be taking action to ban cell phones in our schools,” X Post, Jan. 9, 2025.
- 76 Minn. Stat. § 121A.73—School Cell Phone Policy.
- 77 Amended Substitute House Bill Number 250, 135th G.A. of the State of Ohio (2024).



- ⁷⁸ Stephen Gruber-Miller, “Gov. Kim Reynolds Says She Plans to Propose a Bill Banning Cellphones in Iowa Classrooms,” *Des Moines Register*, Nov. 25, 2024.
- ⁷⁹ Haidt, *The Anxious Generation*, 249.
- ⁸⁰ Andrew DeMillo, “Georgia School Shooting Highlights Fears About Classroom Cellphone Bans,” AP, Sept. 8, 2024.
- ⁸¹ Elizabeth Chuck, “Lifeline or Distraction? Georgia Shooting Reignites Debate over Cellphones in Schools,” *NBC News*, Sept. 7, 2024.
- ⁸² Students must be laser-focused on the adult in the front of the classroom to lead them to safety per training and protocols.
- ⁸³ James Alan Fox, “As Students Head Back to School, Should Parents Worry About Shootings? The Math Says No,” *USA Today*, Aug. 8, 2023.
- ⁸⁴ Alyson Klein and Lauraine Langreo, “Here’s What Tech-Savvy Educators Think About Cellphone Bans in Schools,” *EducationWeek*, Aug. 14, 2024.
- ⁸⁵ Mariah Solis, “Students Still Miss Social Connections,” *neaToday*, Apr. 11, 2024.
- ⁸⁶ Hasan Tinmaz et al., “A Systematic Review on Digital Literacy,” *Smart Learning Environments* 9, no. 21 (2022).
- ⁸⁷ “American Diabetes Association® (ADA) Safe at School® Working Group’s Information on Students with Diabetes Access to Smart Devices,” ADA, 2024.

CHAPTER.....

AN ACT relating to education; requiring a policy adopted by the board of trustees of a school district concerning the use and possession by pupils of certain electronic devices to include certain provisions governing the discipline of pupils and exceptions to limitations prescribed as part of such a policy; and providing other matters properly relating thereto.

Legislative Counsel's Digest:

Existing law: (1) requires the board of trustees of each school district to adopt a policy concerning the use and possession by pupils of certain electronic devices while on school property or at a school activity; and (2) sets forth certain requirements concerning the policy. (NRS 392.4637) This bill requires the policy to address the use and possession by pupils of an electronic communication device. This bill additionally requires the policy to include: (1) measures for disciplining a pupil using a progressive scale based on the number and seriousness of violations; (2) limitations on the use of an electronic communication device during instruction; and (3) certain exceptions for any limitations imposed as part of such a policy.

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. NRS 392.4637 is hereby amended to read as follows:

392.4637 1. The board of trustees of each school district shall adopt a policy concerning the use and possession by pupils of ~~{a pager, cellular telephone or any other similar}~~ ***an electronic communication*** device ~~{used for communication}~~ while on the premises of a public school or while at an activity sponsored by a public school.

2. The policy adopted pursuant to subsection 1 must:

(a) Prescribe appropriate measures for disciplining a pupil who violates the policy ~~{}~~ ***that include, without limitation, a system to rate violations of a policy adopted pursuant to subsection 1 on a progressive scale based on the number and seriousness of the violations.***

(b) ***Prescribe limitations on the use of an electronic communication device during instruction.***

(c) ***Include exceptions to any limitations on the use of an electronic communication device prescribed as part of a policy adopted pursuant to subsection 1, including, without limitation, exceptions:***



(1) On the use of an electronic communication device during an emergency or crisis or to manage the health of a pupil;

(2) If a teacher allows for the use of an electronic communication device for instructional purposes; and

(3) If the use of an electronic communication device is included as part of an individualized education program or a plan developed in accordance with section 504 of the Rehabilitation Act of 1973, 29 U.S.C. § 794.

(d) Be included within each copy of the rules of behavior for pupils that the school district provides to pupils pursuant to NRS 392.463.

3. As used in this section:

(a) "Electronic communication device" means any electronic device that is capable of transmitting any audio, written or pictorial information or messages to another electronic device. The term does not include an electronic device issued to a pupil by the school district or the school in which the pupil is enrolled.

(b) "Individualized education program" has the meaning ascribed to it in 20 U.S.C. § 1414(d)(1)(A).

Sec. 2. This act becomes effective:

1. Upon passage and approval for the purpose of performing any administrative tasks necessary to adopt the policy required by NRS 392.4637, as amended by section 1 of this act, not later than June 30, 2026; and

2. On July 1, 2026, for all other purposes.

20 ~~~~~ 25



Lyon County School District Board Memo

Date: 11/18/25

To: Board of School Trustees

From: Darin Farr, Trustee and Elmer Bull, Trustee

Re: Revisions to LCSD Policy BCBA: Student Representative to the Board

Recommendation:

That the board of trustees accept revisions to LCSD Policy BCBA: Student Representative to the Board as a first reading.

Background Information:

During a school walkthrough at Smith Valley on October 13, 2025, members of the walkthrough team had the opportunity to meet with a student who requested to speak with the walkthrough team which included two Board of Trustees, the Superintendent, and a few members of the District Cabinet. The student delivered a presentation outlining her desire to see greater student involvement in the board process.

This student, an active member of the Smith Valley leadership team, has also been in discussion with the Fernley High School Student Body President regarding the importance of ensuring that student voices are represented in board discussions and policy development.

Board Trustees Elmer Bull and Darin Farr were present during the conversation and requested that this topic be included for discussion at the upcoming board meeting. As a result, the Trustees have collaborated to propose revisions to LCSD Policy BCBA: Student Representative to the Board, with the goal of expanding student participation in the policy adoption process and during board meetings.

Budget Considerations:

N/A

Discussed at Previous Meeting:

N/A

Attachment(s):

LCSD Policy BCBA: Student Representative with edits

STUDENT REPRESENTATIVE ON TO THE BOARD

The Board has provided for an enhanced formalized ongoing method of communication with district students by establishing a Council of Student Representatives (Council) position of student representative to the Board. Under this plan, the student leadership group at each high school in the District will appoint one representative to the Council. At the end of each school year, the Council members will convene a meeting and designate one member of the Council to serve as a representative of the Council at all meetings of the Board of Trustees. All members of the Council shall receive notice of meetings, the agenda, and the appropriate agenda materials for review. It will then be the responsibility of the Council members to exchange and articulate thoughts about items on the agenda that interest the Council and then develop a cohesive message that will be delivered by the Council Representative at the next Board of Trustee meeting. The Council Representative will be provided a place at the Board table and shall have the same privileges of discussion as apply to Board members. The Council Representative shall not be a voting member (nor may they make a motion or second) and may only attend the open meetings, sessions, and gatherings of the Board of Trustees available to the public body. The Council Representative shall serve from July of the forthcoming school year until the end of that school year (June, the following year.) The Council of Student Representatives shall be invited to participate in Board workshops as well as any local LCSD Board governance training as provided. Implementation of a Student Council of Representatives will help to ensure that all stakeholders have a voice in the decision-making process, fostering transparency, inclusivity, and a more comprehensive perspective on Board matters.

The student representative shall receive notice of meetings, the agenda, and the appropriate agenda materials; be provided a place at the Board table; and shall have the same privileges of discussion as apply to Board members. The student representative shall not be a voting member of the Board.

In addition, the Board will continue to encourage participation at Board meetings by a Student Representative from the school that is hosting that specific Board meeting. The Student Representative shall be given an agenda item titled, "Student Representative Report" immediately after "Board Member Reports" to give an update on their particular school. The Student Representative shall not be a voting member. If the Student Representative is not available, the Council Representative may speak in their place during the agenda item.

Policy #BCBA
Adopted 09/25/07
Revised 12/16/25

Lyon County School District Board Memo

Date: November 18, 2025

To: Board of School Trustees

From: BillieJo Hogan, Executive Director of Human Resources

Re: New Policy GBAB Volunteers - replacing the Volunteer Policy IICC

Recommendation: That the Board of Trustees approve the new LCSD Board Policy GBAB - Volunteers as a first reading and delete the current LCSD Board Policy IICC - School Volunteers.

Background Information:

The Lyon County School District (LCSD) currently has School Volunteer Policy IICC. Recently, POOL/PACT created a model volunteer policy, which is what we are recommending you adopt. Please note that there are small elements of the existing IICC policy incorporated into it. Since this policy is related to personnel rather than instructional matters, it is recommended that we rename it Policy GBAB - Volunteers. As you know, G policies are personnel policies. This is also why we are recommending the deletion of Policy IICC.

Policy GBAB applies to all volunteer activities and programs conducted on behalf of the District, including coaching and other school-site volunteer efforts. The policy is designed to ensure compliance with all applicable state and federal laws and regulations.

Because this policy is broad in scope, individual departments may establish additional, more specific requirements—consistent with Policy GBAB—to guide the use of volunteers within particular program areas.

The policy encompasses the following components:

- Recruiting, Screening, and Selecting Volunteers
- Managing Volunteers
- Volunteer Status
- Planning for Volunteer Programs - this pertains to an outside entity providing volunteer work on a regular basis.

Discussed at Previous Meeting:

None

Attachment(s):

Lyon County School District Board Policy IICC: School Volunteers
Lyon County School District Board Policy GBAB: Volunteers

***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.*

VOLUNTEERS

1. Purpose

The Lyon County School District recognizes that there are benefits to students and staff when members of the community become involved in the District's programs and services on a volunteer basis. Individuals have an interest in assisting public agencies by applying their knowledge, skills, and experience to a worthwhile endeavor. Also, the community and the District may receive enhanced services because of the individual's specialized skills and commitment. Using volunteers is a true win-win situation for those willing to volunteer for the District and the community.

Volunteers may be involved in the operations of the school district, working with students or performing tasks not involving children. Tasks may include, but are not limited to services in the library, classroom, athletics, music, school plays, or assisting on field trips and similar activities. Regardless of task, all volunteers will be supervised by a District employee.

2. Scope

This policy applies to all volunteer activities (including coaching) and volunteer programs at respective school sites conducted on behalf of the District designed to comply with applicable state and federal regulations/laws. As this policy is broad in scope, individual departments may adopt additional specific requirements consistent with this policy to guide the use of volunteers within specific program areas.

3. Recruiting, Screening, and Selecting Volunteers

- a. As with employees, the District's ability to meet its goals and objectives is directly related to the skill and ability of volunteers selected. Criteria for selecting volunteers will be at the discretion of school administration and in compliance with applicable state and federal law.
- b. The District prohibits discrimination, harassment, or retaliation directed at volunteers on the basis of any protected class membership.
- c. The recruitment, screening, and selection process will align with the volunteer role's requirements.
- d. Volunteer applicants must complete the District's volunteer application which includes an acknowledgment that the position is not paid and that the position is voluntarily accepted.
- e. The District will promptly address problems associated with the volunteer's performance and/or behavior. However, if problems cannot be corrected, the services of the volunteer may be discontinued.
- f. Specific requirements and confidentiality that apply to employees performing certain job duties apply to volunteers performing similar job duties.

- g. Volunteers must comply with all LCSD Board Policies, state and federal laws, and regulations. Specifically, the Family Educational Rights and Privacy Act (FERPA) and mandatory reporting requirements.
- h. NRS 179A requires organizations which provide care or care placement services to children, elderly persons, or persons with disabilities to conduct background checks through the Central Repository for Nevada Records of Criminal History to determine fitness of employees, volunteers, and persons applying to be an employee or volunteer who have supervised or unsupervised access to children, elderly persons, or persons with disabilities.
- i. All volunteer coaches must meet all the requirements set forth in NAC 385B.798 regarding required certifications and courses. See LCSD Board Policy GBAA - Coaching Athletics.
- j. Any volunteer coach under the age of 21 may not volunteer as a head coach or head advisor, and may not have any social contact with students within the program under any circumstances.

4. Managing Volunteers

- a. Volunteers will be covered by the District's Workers' Compensation policy per NRS 616A.130. Volunteers shall receive appropriate oversight for the functions performed including an orientation to the District's policies and procedures, departmental operating procedures, safety practices, and other relevant information.
- b. Day-to-day oversight of volunteers shall be conducted as with employees. Adequate equipment and supplies, as well as a safe working environment, will be provided for volunteers.
- c. The school will maintain detailed and accurate records of volunteers and ensure compliance with all applicable policies.
- d. Volunteers may be reimbursed for pre-approved expenses incurred during service. In addition, the District may provide limited and reasonable benefits, such as school spirit apparel, gifts, food, etc. which do not imply employment status.
- e. Volunteers will not perform the primary duties of certified educators, but may reinforce skills taught by certified educators.
- f. Volunteers will not provide transportation to students in their personal automobiles for any school sponsored activities.
- g. Volunteers serve at the pleasure of the District and are subject to dismissal at any time with or without cause.

5. Volunteer Status

Volunteers are not employees of the District and are not eligible for compensation, paid leave, unemployment benefits, or other employee benefits. Nothing in this policy creates an employment relationship or contract with volunteers.

6. Planning for Volunteer Programs

Prior to implementing a volunteer program, school administrators or applicable staff will develop a written plan for utilizing volunteers.

a. The plan will include:

- A needs assessment and a statement outlining how volunteers will be used to meet these needs;
- Volunteer assignment descriptions; and
- A statement describing how and by whom volunteers are overseen.

b. The plan may include:

- A budget for any personnel costs, operating costs, and direct and indirect costs.
- A program to recognize and reward volunteer services.

References: NRS 179A, 385B.798, 391, and 616A.130

Policy #GBAB
Adopted 12/16/25

SCHOOL VOLUNTEERS POLICY

It shall be the policy of the Lyon County School District that services of volunteers may be accepted by the Board, the Superintendent of Schools, Central Office Administrators, building Principals, or persons designated by them to handle this responsibility. Volunteers are required to complete a LCSD volunteer application annually.

Volunteers may come from all backgrounds and all non-school age groups and may include any persons willing to give their time to one purpose—helping children and school staffs. Volunteers may be involved in virtually every facet of the operation of the school district, working with students on a one-to-one basis or performing tasks not involving children. Tasks may involve services in the library, classroom, athletics, music, school plays, or assisting on field trips and similar activities. Regardless of task, all volunteers will be supervised by a District employee.

The responsible school personnel will identify appropriate tasks for volunteers, and will plan in-service activities for them, so they may become skilled in performing those tasks.

Volunteers will not teach, but may reinforce skills taught by the professional staffs. Volunteers may not provide transportation to pupils in their personal automobiles for any school sponsored activities.

All volunteer coaches must meet all the requirements set forth in NAC 385B.798 regarding required certifications and courses. See policy ING (Selection and Certification of Coaches).

Any volunteer coach under the age of 21 may not volunteer as a head coach, and may not have any social contact with students within the program under any circumstances.

All volunteer coaches, extra duty program volunteers and overnight chaperones will be required to undergo a background check as well as state and federal fingerprint checks consistent with the requirements of NRS 391.

Volunteers will be officially accepted by the School Board for this important position, and will be recognized annually for their contribution to children in Lyon County Schools.

Reference: NRS 391.104

Policy #IICC
Revised 2/25/20

Lyon County School District Board Memo

Date: November 18, 2025
To: Board of School Trustees
From: BillieJo Hogan, Executive Director of Human Resources
Re: Revisions to LCSD Board Policy GBBB: Employee Dating

Recommendation:

That the Board of Trustees approve revisions to LCSD Board Policy GBBB: Employee Dating as a first reading.

Background Information

POOL/PACT (our public agency insurance pool and risk management/human resources support entity) provided the policy recommendation to our Policy GBBB: Employee Dating. The edits to LCSD Policy GBBB include clarification of the romantic relationship between a supervisory/managerial employee and a subordinate employee.

Budget Considerations

None

Discussed at Previous Meeting

Attachment(s)

Lyon County School District Board Policy GBBB: Employee Dating.pdf

EMPLOYEE DATING

The Lyon County School District recognizes that an environment where employees maintain clear boundaries between personal and workplace interactions is most effective for conducting business. This policy While the District does not prevent the development of prohibit friendships or consensual romantic relationships between employees. it is the policy of the District to prohibit any romantic relationship between a However, employees in supervisory/managerial employee and a positions are precluded from having a romantic relationship with any subordinate employee.

DRAFT

EMPLOYEE DATING - ADMINISTRATIVE REGULATIONS

1. Employee Responsibilities:

Employees are prohibited from engaging in physical contact that would in any way be deemed inappropriate by a reasonable person while anywhere on District property, in a District vehicle, or on District business whether or not such physical contact occurs during work hours.

Violation of this policy may result in disciplinary action up to and including termination.

2. Supervisor/Manager Responsibilities:

Employees employed in supervisory/managerial positions are prohibited from engaging in a romantic relationship with any subordinate employee under their direct or indirect supervision. Employees employed in supervisory/managerial positions need to be cognizant of their status as are expected to uphold high standards of professionalism recognizing their role models as organizational leaders, their access to sensitive information, and their ability to influence others over workplace dynamics.

Violation of this policy may result in disciplinary action up to and including termination.

Lyon County School District Board Memo

Date: November 18, 2025

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

Lyon County School District (LCSD) currently has Information Technology Board Policy GBBP. After the new legislation, Pool Pact recommended changes to eliminate unnecessary wording and include new language from NRS 391. 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 of NRS 391 is the following:

1. Prohibits AI from performing the functions and duties of a school counselor, school psychologist, or school social worker.
2. Prohibits uploading personally identifiable or confidential information into AI systems, ensuring all AI activities must prioritize the protection of personal information and respect privacy rights.
3. AI tools must include safeguards to prevent bias and promote fairness and equity. Prompts should be developed with attention to avoiding discrimination based on protected characteristics and may be reviewed for compliance

Budget Considerations

None

Discussed at Previous Meeting

Attachment(s)

Lyon County School District Board Policy GBBP: Information Technology

INFORMATION TECHNOLOGY

The District requires employees to use information technology (computer systems, telecommunication, 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~~ that violates District policy or procedure. Use of personal or District 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 allegations, including but not limited to the inspection of the equipment. 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 an investigation and inquiry by all means allowable under state and federal law.

The District will periodically provide cybersecurity training to ~~all employees on this policy and best practices in preventing~~ educate employees about the dangers of phishing ~~attempts,~~ ransomware infections, ~~or~~ and social engineering ~~attempts.~~

Reference: NRS 613.135 and 391

Policy #GBBP
Revised 12/17/24 12/16/25

INFORMATION TECHNOLOGY - ADMINISTRATIVE REGULATIONS

1. Privacy

Employees ~~should~~ have not expect ation of privacy with respect to any of regarding their activities when using the District's computer and/or telecommunication property, systems, or services, even when accessing from a using personal devices. 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 communications and file activity in compliance with privacy laws.

In accordance with provisions of NRS 613.135, the 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, as well as voice mail, pagers, smart phones and faxes, 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:

- a) Is conducted on personal time (i.e., during designated breaks or meal periods);
- b) Does not consume system resources or storage capacity;
- 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, 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~~ attain authorization from their administrator or manager/supervisor ~~or~~ and the District Information Technology (IT) Manager prior to:

- ~~I~~ Installing copyrighted software to ensure the District has an active license; and
- ~~D~~ Distributing or copying property protected by copyright, trade secret, patent, or other intellectual property.

Personal use must not occur during working hours (except for lunch/break periods), reference the District without approval, and/or consume excessive District resources.

3. Prohibited Activities

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.~~ Employees consent to District monitoring by using District systems, even for limited personal use.

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, and legal use of artificial intelligence (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 application programming interfaces (APIs), including, but not limited to, ChatGPT, Gemini, 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. NRS 391 prohibits AI from performing the functions and duties of a school counselor, school psychologist, or a school social worker.
- *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. Uploading personally identifiable or confidential information into AI systems is strictly prohibited.
- *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. Bias mitigation efforts should be included in the prompt and may be subject to review.

- *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 training 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.

DRAFT

Lyon County School District Board Memo

Date: November 18, 2025

To: Board of School Trustees

From: Rachel Stewart, Executive Director of Special Services

Re: Policy IICE: Service to Students Provided by Outside Individuals, Agencies, Organizations

Recommendation

That the LCSD Board of Trustees approves revisions to LCSD Policy IICE: Service to Students Provided by Outside Individuals, Agencies, Organizations as a second and final reading.

Background Information

Policy IICE exists to establish criteria and qualifications to ensure that outside entities are properly vetted. The goal is to protect students, staff, and the school district from threats to safety and to prevent intrusion on instructional time. The policy acknowledges that collaborative work with outside entities can support the mission of the LCSD, and it is intended to provide clear parameters for school administrators regarding access.

It also reminds all visitors that they must adhere to the separate LCSD Board Policy ING – School Visitation, which requires reporting to the main office for a visitor pass upon arrival.

Policy Overview:

Policy IICE governs the services provided to students by outside individuals, agencies, and/or organizations (outside entities). Specifically, the policy establishes the criteria and qualifications necessary for these outside entities to enter LCSD buildings, property, or a school-related event for the purpose of providing various services.

The revisions to Policy IICE include several key updates aimed at strengthening the requirements for outside individuals and organizations seeking access to students and school property. The policy broadens its scope to explicitly cover access to LCSD property or a school-related event. It clarifies that no entity not under LCSD contract or employment will be permitted to provide routine services on school property during the school day. For formal partnerships involving non-instructional support, the agreement, now called a Memorandum of Agreement (MOA), requires much stricter vetting including evidence of staff licensing, good standing with regulatory agencies, and an explicit provision for background/criminal history checks in accordance with NRS 179A. Furthermore, the outside entity's insurance must be comprehensive general liability and explicitly name the LCSD as an additional insured.

Budget Considerations: None

Discussed at Previous Meeting October 28, 2025 – first reading

Attachment(s): LCSD Policy IICE: Service to Students Provided by Outside Individuals, Agencies, Organizations

***Mission Statement** Lyon County School District fosters learning for life, empowers connected learners, promotes student ownership, and encourages discovery for success in a rapidly evolving world.*

**SERVICE TO STUDENTS PROVIDED BY OUTSIDE INDIVIDUALS, AGENCIES,
AND/OR ORGANIZATIONS ENTITIES**

The ~~is~~ Lyon County School District (LCSD) ~~policy~~ ~~has an interest in~~ ~~establishing~~ ~~policies to~~ ~~ensure that~~ ~~the criteria and qualifications necessary before~~ individuals and representatives of outside agencies or organizations ~~(collectively hereafter referred to as “outside entity or entities”)~~ ~~who may enter its public schools do~~ ~~onto LCSD buildings and property, or a school related event for purposes of providing educational/instructional, non-educational/instructional supports and/or related services to LCSD students. The primary purpose of the policy is to ensure that outside entities who are allowed to enter into LCSD buildings or property have been properly vetted so under circumstances that protect students, staff, and the school district are protected from threats to safety and intrusion on instructional time. In this regard, the LCSD acknowledges that there are varying circumstances under which various individuals, agencies, or organizations outside entities may legitimately seek access to the public LCSD schools and the students who attend those schools. In addition, there are circumstances where the mission of the LCSD is supported by collaborative work with outside individuals, agencies, and organizations entities.~~

~~This policy is intended to establish parameters for school administrators to use in providing for access by outside individuals, agencies, and organizations to the LCSD public schools and to the students who attend those schools.~~

School Visitation Policy

The LCSD recognizes the importance of providing and maintaining a safe learning environment for its students and employees. In this regard, the LCSD has established a separate SCHOOL VISITATION POLICY (LCSD Board Policy INH) ~~designed to ensure~~ that ~~requires, among other things, that~~ all visitors to ~~the LCSD~~ schools report to the main office ~~when they upon~~ arrive ~~at~~ the building ~~for to obtain~~ a visitor pass. The SCHOOL VISITATION POLICY contains additional requirements concerning school visitations ~~which must be adhered to by all visitors to LCSD schools.~~

Individual Student Instructional/Educational and Non-Instructional/Educational Support and Related Services

The LCSD recognizes its obligation to employ and/or contract with teachers, paraprofessionals, related services providers, and other service providers as needed, who are ~~appropriately~~ ~~properly~~ licensed and trained, to provide a public school education to the students in attendance at LCSD schools. This obligation includes the obligation to employ and/or contract with personnel necessary to provide special education and related services provided to students with disabilities

**LYON COUNTY SCHOOL DISTRICT
BOARD POLICY**

IICE

in accordance with plans developed under the Individuals with Disabilities Education Act, the Americans with Disabilities Act, ~~or~~ and Section 504 of the Rehabilitation Act of 1973.

From time to time, ~~an~~ certain instructional/educational, ~~or non-~~instructional/educational support, and/or related services needs may be identified for a particular student, ~~and~~ that requires the LCSD may need to hire or contract with additional staff or entities to meet that need. In such circumstances, situations the LCSD may, in accordance with this policy and other applicable district policies and agreements, contract with an outside entity for the provision of those educational services. However, no entity including, but not limited to, a teacher, tutor, counselor, behavior management specialist, paraprofessional, related service provider, or other service provider who is not under the employment or contractual authority of the LCSD will be permitted to provide routine instructional/educational, ~~or non-~~instructional/educational support, and/or related services of any kind to LCSD students on LCSD property during the school day, or at a school sponsored event.

Policy #IICE
Revised 04/16/14 11/18/25

SERVICE TO STUDENTS PROVIDED BY OUTSIDE ENTITIES - ADMINISTRATIVE REGULATIONS

Non-Instructional Support

The LCSD recognizes the importance of creating partnerships with outside agencies and organizations entities who share the school district's commitment to the overall health and well-being of students who attend the public schools. From time to time, the Therefore, LCSD authorized officials may enter into a Memorandum of Understanding Agreement (MOUA) with such agencies/organizations entities to facilitate the work of the agency/organization entity in cooperation with the LCSD, and on the premises of LCSD public schools. Any such MOUA must include, at a minimum, provisions to address the following items:

- Beginning and ending dates for the term of the MOUA
- Purpose for of the work and description of the work to be accomplished
- Specific roles and responsibilities of the LCSD and the agency/organization outside entity
- Licensing, as appropriate and required by state law, of the agency/organization outside entity
- Licensing, as appropriate and required by state law, of the each staff members associated with the agency/organization outside entity who will be providing services
- Evidence, as appropriate, that the agency/organization outside entity is in good standing with all applicable regulatory agencies
- Assurance that all activities conducted by the agency/organization outside entity in cooperation with the LCSD are specifically undertaken in such a way as to minimize interruption of instruction
- Understanding that staff members associated with the agency/organization outside entity are generally subject to all expectations of conduct established by LCSD policy and administrative regulation while working on the premises of a public school LCSD property or at a school-sponsored activity
- Understanding that the LCSD reserves the exclusive right to limit or prohibit the agency/organization outside entity or its staff members, at any time, from accessing the public schools or its students
- Evidence that the agency/organization outside entity is covered by comprehensive general liability insurance sufficient to indemnify and hold the LCSD harmless from any negligent or intentional act, to and defend the LCSD from any and all liability and claims, including but not limited to costs and attorney's fees, which may result from the negligent and/or intentional acts of the agency/organization outside entity and/or its staff, and which name the LCSD as an additional insured on all applicable policies of insurance

- Provision for the **agency/organization** outside entity to indemnify and hold the LCSD harmless and defend the LCSD from any and all liability and claims, including but not limited to costs and attorney's fees, which may result from the negligent and/or intentional acts of the **agency/organization** outside entity and its staff
- Evidence of a background check/criminal history check in accordance with NRS 179A which indicates that the outside entity has no background or history of offenses outlined therein

DRAFT

Lyon County School District Board Memo

Date: November 18, 2025

To: Board of School Trustees

From: James Gianotti, Executive Director of Student Services

Re: Policy IKD Outdoor Education Credit

Recommendation

That the Board of Trustees approve Policy IKD: Outdoor Education Credit as a second and final reading.

Background Information

The 83rd Session (2025) of the Nevada State Legislature enabled school districts in the state of Nevada to award elective credit for students that participate in outdoor activities with the passage of AB 501. A critical element of this process is for students to be active outdoors and not limiting their learning to the traditional classroom. As such, this policy authorizes students to receive elective credit towards promotion and graduation for completing approved outdoor recreation in accordance with Nevada Revised Statute (NRS) 389.

Budget Considerations

N/A

Discussed at Previous Meeting

October 28, 2025 first reading

Attachment(s)

Policy IKD – Outdoor Education Credit

OUTDOOR EDUCATION CREDIT

The Lyon County School District (LCSD) recognizes the importance for students to be active outdoors, and that a student's education should not be limited to the classroom experience alone.

According to NRS, Outdoor Recreational Activity Credit must be completed outside of school hours, requires a pupil to spend a significant amount of time outdoors, and teaches the pupil skills that are relevant to outdoor education. Examples may include, but are not limited to, identifying plants and animals native to the state of Nevada, building trails, restoring natural habitats, and outdoor survival skills. Also included are outdoor recreational skills, including, without limitations, hiking and archery and bird watching. Outdoor recreational activity does not include organized team sports. The Site administrator has final authority to determine which activities qualify for this credit.

The LCSD, in compliance with Nevada revised Statute (NRS 389), offers students in grades 7 through 12 the ability to earn no more than two elective credits for approved Outdoor Recreational Activities towards promotion or graduation. Students may earn one half (.50) credit for every sixty (60) hours completed and by providing evidence of learning as outlined in the contracts and learning plans located in the appendix. District-approved credits will not count toward the courses required for graduation but may be applied to a student's elective credit requirements.

If a student chooses to obtain credit through Outdoor Activities, they must complete the LCSD Outdoor Education Program Contract, which requires parent/guardian and school administrator approval. Upon completion of the contract, students must submit evidence of the completed work to their designated school representative for final approval and the awarding of credit. Credit will be awarded at the school for which the student is enrolled and attending.

Reference: NRS 389 and AB 501 (2025 Session)

Adopted 11/18/25

APPENDIX A



Lyon County School District



Outdoor Education Program Contract

This is an independent study, outdoor education program for Lyon County School District students. Students may earn one half (.50) elective credit by providing evidence of learning and 60 hours of time in outdoor education program(s). No partial credit will be awarded. Learning must be completed outside of school hours and may not count towards the student's academic load. Each student is responsible for completing all the requirements of the learning plan and obtaining a teacher or mentor to sign off on the hours and work completed. The mentor may include a coach, club leader, or other designee. Students may earn a maximum of 2 credits. P/F grades are awarded for Outdoor Education and do not affect the student's Grade Point Average (GPA).

<u>Credit Earned</u>	<u>Required Hours</u>
<u>Half Credit (0.5)</u>	<u>60 Hours</u>
<u>Full Credit (1.0)</u>	<u>120 Hours</u>

Student Information

Student Name: _____ Student ID #: _____

Grade Level: _____ School of Attendance: _____

Anticipated Start Date: _____

Anticipated End Date: _____

Outdoor Education Student Learning Plan

This learning plan outlines the objectives, activities, and outcomes that the student will complete to earn high school credit for outdoor education.

Learning Goals

The student will demonstrate growth and proficiency in the following areas (check all that apply and add details as needed):

- - Physical Fitness (e.g., endurance, strength, outdoor recreation)

- - Environmental Science (e.g., ecosystems, sustainability, conservation)

- - Outdoor Safety & Survival Skills (e.g., navigation, shelter, fire-building)

- - Employability Skills (e.g., teamwork, leadership, resilience)

- - Career Exploration (e.g., parks and recreation, wildlife management)

- - Other: _____

Activities

List the activities the student will complete, including frequency and duration. Include supervision details if applicable. Actual time logs will be submitted with the final project. All hours must be outside of the typical school day.

Plan to ensure the safe participation in the activity:

<u>Activity</u>	<u>Description</u>	<u>Estimated number of hours</u>	<u>Supervisor/Mentor</u>

Evidence of Learning

The student agrees to submit the following artifacts for assessment:

- Log entries summarizing their participation in the activity (1 entry for every 5 hours of time)
- Time/activity logs (verified by mentor/supervisor) in no less than 30 minute increments
- Photos/videos with captions
- Final project or presentation (e.g., slideshow, report, demo)
- Other: _____

Student Agreement

I understand that I am responsible for completing all approved activities safely and honestly. I agree to:

- Follow the learning plan and safety protocols.
- Maintain regular communication regarding progress with my supervising teacher/mentor.
- Submit required documentation upon completion of hours.
- Represent my school and district with respect and integrity.

Student Signature: _____ Date: _____

Parent/Guardian Approval

I give permission for my child to participate in the Outdoor Education Program. I understand:

- My child will be participating in off-campus outdoor activities outside of regularly scheduled school hours.
- I am responsible for ensuring transportation, safety equipment, and supervision (as needed).
- I will support my child's learning goals and help ensure timely documentation.
- I assume responsibility of all associated fees incurred as part of the outdoor activities.
- By signing this Release and Waiver of Liability, and for consideration of my child/children's participation in Outdoor Education activities, I fully and completely waive, release, discharge, and promise not to sue the Lyon County School District, their directors, officers, administrators, employees, volunteers, agents, supervisors, participants, assigns, sponsors, their representatives (collectively, the "Releasees"), for any and all liability, claims, demands, actions, and any other causes of action whatsoever (whether direct or derivative), arising out of or related to any loss, damage, or injury that I may have, whether caused by the negligence of the Releasees or otherwise, while my child/children are participating in such activity, (including those outlined) or while in, on, or upon the premises where the activity is being conducted, including but not limited to: recovering for my injuries, loss of consortium, child's companionship, comfort, and society, loss of income, non-economic damages, (including, but not limited to medical bills and expenses related to the treatment of injuries), my pain and suffering caused by mental anguish, emotional distress, and physical injuries suffered by my child/children. This waiver does not inhibit my rights relating to pursuit of claims for willful or intentional actions which are the proximate cause of such injury or damage.

Parent/Guardian Name: _____

Phone Number: _____ Email: _____

Parent/Guardian Signature: _____ Date: _____

Teacher/Mentor Approval

Supervising Teacher/Mentor Name: _____ Title: _____

Phone Number: _____ Email: _____

☐ I have reviewed the learning plan and approve this contract.

Signature: _____ Date: _____

After work is completed, students will review their evidence of learning with their mentor/ teacher.
Once the mentor/teacher signs off, all documentation should be submitted to the designated
administrator of the student's school.

- Log entries summarizing their participation in the activity (1 entry for every 5 hours of time)

- Time/activity logs (verified by mentor/teacher) in no less than 30 minute increments

- Photos/videos with captions

- Final project or presentation (e.g., slideshow, report, demo)

Parent/Guardian Responsibilities

The Parent/Guardian agrees to:

1. **Provide Oversight:** Encourage and support the student in finding a suitable, safe, and pre-approved service site.
2. **Facilitate Logistics:** Assist the student with transportation and scheduling necessary to complete the required hours.
3. **Acknowledge Risks:** Understand that the service activities take place off school grounds and assume responsibility for the student's safety, liability, and supervision during the time spent at the service site.
4. **Monitor Progress:** Review the student's progress and log sheets periodically to ensure they are fulfilling the requirements of this agreement.

Administrator Responsibilities

The School Administrator (or designated representative) agrees to:

1. **Approve Service Sites:** Review and approve the selected Outdoor Recreational programs to ensure it meets the criteria.
2. **Notify the School Board:** Annually a report will be given to the School Board outlining all approved Outdoor Activity credit opportunities that were given over the past academic school year. This can be placed on the consent agenda at the June board meeting.
3. **Provide Needed Paperwork:** Furnish the student with the official Outdoor Activities Log Sheet and any other necessary forms or guidelines.
4. **Verify Completion:** Review and audit the submitted log sheets and documentation to confirm that the required hours have been legitimately completed and verified.
5. **Award Credit:** Upon successful verification of the required hours, ensure the appropriate half or full elective credit is applied to the student's transcript.

Lyon County School District Board Memo

Date: November 18, 2025
To: Board of School Trustees
From: James Gianotti, Executive Director of Student Services
Re: Policy IKDA: Community Service Credit

Recommendation

That the Board of Trustees approve Policy IKDA: Community Service Credit as a second and final reading.

Background Information

Nevada Revised Statute 389.165 enables school districts in the state of Nevada to award elective credit for students that participate in community service activities. A critical element of this process is for students to be active servants in the community and not limiting their learning to the traditional classroom. As such, this policy authorizes students to receive elective credit towards promotion and graduation for completing approved service-learning activities in accordance with Nevada Revised Statute (NRS) 389.165.

Additionally, a revision was included in the second reading requiring an annual report to the board, presented in the consent agenda, summarizing the credit opportunities offered over the past year. This is highlighted in the policy.

Budget Considerations

N/A

Discussed at Previous Meeting

October 28, 2025 first reading

Attachment(s)

Policy IKDA – Community Service Credit

COMMUNITY SERVICE CREDIT

The Lyon County School District (LCSD) recognizes the importance for students to be active in their community, and that a student's education should not be limited to the classroom experience alone. As such, this policy authorizes students to receive elective credit towards promotion and graduation for completing approved service-learning activities in accordance with Nevada Revised Statute (NRS) 389.165.

The LCSD also recognizes that an important part of citizenship may involve community service projects. A student may earn service-learning credit by actively participating in approved community service projects. According to NRS, Community Service Credit must be completed outside of school hours. A student may not receive credit for the completion of a community service project if the project duplicates a course of study in which the student has received instruction. A student cannot receive payment or compensation for work done as part of a community service project. The Site administrator has final authority to determine which activities qualify for this credit.

The LCSD, in compliance with NRS 389.165, offers students in grades 9 through 12 the ability to earn no more than one elective credit for an approved Community Service Project towards graduation. Students may earn one half (.50) credit for every sixty (60) hours completed and by providing evidence of learning as outlined in the contracts and learning plans located in the appendix. District-approved credits will not count toward the courses required for graduation but may be applied to a student's elective credit requirements.

If a student chooses to obtain credit through Community Service, they must complete the LCSD Community Service Contract, which requires parent/guardian and school administrator approval. Upon completion of the contract, students must submit evidence of the completed work to their designated school representative for final approval and the awarding of credit. Credit will be awarded at the school for which the student is enrolled and attending.

Reference: NRS 389.165

Adopted 11/18/25

APPENDIX A



Lyon County School District



Community Service Agreement

This agreement outlines the terms and conditions for students to earn elective credit through documented community service hours. This opportunity is designed to encourage civic engagement, personal development, and responsibility within our community. The service must be completed outside of school hours and may not count towards the student's academic load. Each student is responsible for completing all the requirements of the service plan and obtaining a teacher or mentor to sign off on the hours and work completed. The mentor may include a civic/religious leader, or non-familial designee. The mentor may not be a family member. Students may earn a maximum of 1 credit. P/F grades are awarded for community service and do not affect the student's Grade Point Average (GPA).

<u>Credit Earned</u>	<u>Required Hours</u>
<u>Half Credit (0.5)</u>	<u>60 Hours</u>
<u>Full Credit (1.0)</u>	<u>120 Hours</u>

Student Information

Student Name: _____ Student ID #: _____

Grade Level: _____ School of Attendance: _____

Anticipated Start Date: _____

Anticipated End Date: _____

Student Service-Learning Plan

The Student agrees to:

1. **Select an Approved Site:** Choose a community service organization or project that is **non-profit, and not for personal gain.** All service sites must be pre-approved by the Administrator before service begins.
2. **Maintain Documentation:** Accurately log all service hours using the official school Community Service Log Sheet, noting the date, time, detailed description of tasks, and total hours served each session.
3. **Obtain Verification:** Ensure that an authorized representative (supervisor) from the service organization signs the log sheet for each entry to verify the time and service performed.
4. **Uphold Professionalism:** Represent the school with integrity by adhering to all rules, regulations, and dress codes of the service organization. Maintain a positive, dedicated, and responsible attitude throughout the service period.
5. **Submit Documentation Timely:** Submit the completed and verified log sheets to the Administrator by the designated deadline for credit review.

Parent/Guardian Responsibilities

The Parent/Guardian agrees to:

1. **Provide Oversight:** Encourage and support the student in finding a suitable, safe, and pre-approved service site.
2. **Facilitate Logistics:** Assist the student with transportation and scheduling necessary to complete the required hours.
3. **Acknowledge Risks:** Understand that the service activities take place off school grounds and assume responsibility for the student's safety, liability, and supervision during the time spent at the service site.
4. **Monitor Progress:** Review the student's progress and log sheets periodically to ensure they are fulfilling the requirements of this agreement.

Administrator Responsibilities

The School Administrator (or designated representative) agrees to:

1. **Approve Service Sites:** Review and approve the selected community service site to ensure it meets the criteria (non-profit, civic, educational value).
2. **Notify the School Board:** Annually a report will be given to the School Board outlining all approved Community Service credit opportunities that were given over the past academic school year. This can be placed on the consent agenda at the June board meeting.

3. **Provide Needed Paperwork:** Furnish the student with the official Community Service Log Sheet and any other necessary forms or guidelines.
4. **Verify Completion:** Review and audit the submitted log sheets and documentation to confirm that the required hours have been legitimately completed and verified.
5. **Award Credit:** Upon successful verification of the required hours, ensure the appropriate half or full elective credit is applied to the student's transcript.

Evidence of Service

The student agrees to submit the following artifacts for assessment:

- Log entries summarizing the progress of their service (1 entry for every 5 hours of time)
- Time/activity logs (verified by mentor/supervisor) in no less than 30 minute increments
- Photos/videos with captions
- Final project or presentation (e.g., slideshow, report, demo)
- Other: _____

Student Agreement

I understand that I am responsible for completing all approved activities safely and honestly. I agree to:

- Follow the learning plan and safety protocols.
- Maintain regular communication with my supervising teacher/mentor.
- Submit required documentation by deadlines.
- Represent my school and district with respect and integrity.

Student Signature: _____

Date: _____

Parent/Guardian Approval

I give permission for my child to participate in the selected Community Service Project. I understand:

- My child will be participating in off-campus community service activities outside of regularly scheduled school hours.

LYON COUNTY SCHOOL DISTRICT
BOARD POLICY

IKDA

- I am responsible for ensuring transportation, safety equipment, and supervision (as needed).

- I will support my child's service learning goals and help ensure timely documentation.

- By signing this Release and Waiver of Liability, and for consideration of my child/children's participation in Service Learning activities, I fully and completely waive, release, discharge, and promise not to sue the Lyon County School District, their directors, officers, administrators, employees, volunteers, agents, supervisors, participants, assigns, sponsors, their representatives (collectively, the "Releasees"), for any and all liability, claims, demands, actions, and any other causes of action whatsoever (whether direct or derivative), arising out of or related to any loss, damage, or injury that I may have, whether caused by the negligence of the Releasees or otherwise, while my child/children are participating in such activity, (including those outlined) or while in, on, or upon the premises where the activity is being conducted, including but not limited to: recovering for my injuries, loss of consortium, child's companionship, comfort, and society, loss of income, non-economic damages, (including, but not limited to medical bills and expenses related to the treatment of injuries), my pain and suffering caused by mental anguish, emotional distress, and physical injuries suffered by my child/children. This waiver does not inhibit my rights relating to pursuit of claims for willful or intentional actions which are the proximate cause of such injury or damage.

Parent/Guardian Name:

Phone Number: _____ Email: _____

Parent/Guardian Signature:

Date: _____

Teacher/Mentor Approval

Supervising Teacher/Mentor Name: _____ Title: _____

Phone Number: _____ Email: _____

☐ I have reviewed the service learning plan and approve this contract.

Signature:

Date: _____

School/Administrator/Designee Approval

Supervising Teacher/Mentor Name: _____ Title: _____

Phone Number: _____ Email: _____

☐ I have reviewed the service learning plan and approve this contract.

Signature:

Date:

After work is completed, students will review their evidence of service with their mentor/teacher. Once the mentor/teacher signs off, all documentation should be submitted to the designated administrator of the student's school.

- Log entries summarizing their participation in the activity (1 entry for every 5 hours of time)
- Time/activity logs (verified by mentor/teacher) in no less than 30 minute increments
- Photos/videos with captions
- Final project or presentation (e.g., slideshow, report, demo)

Lyon County School District Board Memo

Date: November 18, 2025

To: Board of School Trustees

From: Dr. Stacey L. Cooper; Deputy Superintendent

Re: Updates Policy JFCC- Safe and Respectful Learning Environment

Recommendation: That the Board of School Trustees review and approve the proposed revisions to Policy JFCC, Safe and Respectful Learning Environment as a second and final reading.

Background Information: The Lyon County School District (LCSD) is updating its Safe and Respectful Learning Environment Policy (Policy JFCC). The updated policy includes several changes to its language, including statutory additions of terms such as "discrimination based on race," inclusions of the term "bullying and cyberbullying," to affirm the district's commitment to providing a safe and respectful learning environment for all students. The policy clarifies that bullying, cyberbullying, and discrimination are prohibited for anyone on school property or at school-sponsored activities, including members of the school board, employees, students, and members of any club or organization that uses school facilities. Additionally, the document notes that the district's policy for non-discrimination under Title IX will be applied if alleged misconduct could be considered sex-based harassment.

The revisions also adjust how misconduct is reported and investigated and align the process to recent adjustments of LCSD Policies GL (Staff Complaints) and KL(Public Complaints). The updated policy makes it clear that administrators and other staff members must report any violations they witness or have experienced as soon as is practical, and no later than the end of the same school day. The document emphasizes that retaliation against anyone who reports a violation is strictly prohibited and is a violation of the policy.

Budget Considerations:

There is no direct budget implication associated with these policy revisions.

Discussed at Previous Meeting:

October 28, 2025 first reading

Attachment(s):

Policy JFCC- Safe and Respectful Learning Environment

SAFE AND RESPECTFUL LEARNING ENVIRONMENT

Bullying, Cyber-Bullying and Discrimination Based on Race Is Prohibited in Public Schools

The Lyon County School District (LCSD) is committed to providing a safe and respectful learning environment free from bullying, cyberbullying, and discrimination based on race. 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, cyberbullying, 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, cyber-bullying, or discrimination based on race will be tolerated within the school district. District officials will promptly investigate any reported allegations of such misconduct in accordance with state law and will take appropriate disciplinary action to ensure that substantiated misconduct does not continue.

~~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~~ refuse to tolerate any form of bullying, ~~cyber-bullying,~~ or discrimination ~~based on race~~ misconduct, and ~~by taking~~ take immediate action to protect a victim, reporter, or target of ~~bullying, cyber-bullying, or discrimination based on race when witnessing, overhearing or being notified that bullying, cyber-bullying, or discrimination based on race is occurring or has occurred~~ such misconduct. Any teacher, administrator, ~~principal,~~ coach, ~~or~~ other staff member, volunteer or student who tolerates or engages in an act of bullying, cyber-bullying, or discrimination based on race, or violates a provision of state law requiring a response to bullying, cyber-bullying, or discrimination based on race will be held accountable.

It is the intent of this policy that all students in the District are entitled to maintain their own beliefs and to disagree respectfully without resorting to violence, discrimination based on race, bullying, or cyberbullying. This policy does not advocate nor require the acceptance of differing

beliefs in a manner that would inhibit the freedom of expression, but does require that all students with differing beliefs be free from harassment, abuse, or any other misconduct.

If the alleged bullying or cyber-bullying based on sex could constitute sex-based harassment under Title IX, then LCSD Board Policy AB – Non-discrimination on the Basis of Sex Under Title IX and administrative regulations apply rather than this policy and administrative regulations.¹

¹Under Title IX, sex-based harassment is defined as sexual harassment and other harassment on the basis of sex, that is:

Quid pro quo harassment. A school employee 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; or

Hostile environment harassment. Unwelcome sex-based conduct that, based on the totality of circumstances, is subjectively and objectively offensive and is so severe or pervasive that it limits or denies a person'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

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.

Because the District must respond with specific steps whenever any employee has notice of sexbased harassment under Title IX, all school employees are required to report possible incidents of 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 [or bhogan@lyoncsd.org](mailto:bhogan@lyoncsd.org)

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 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~~

**LYON COUNTY SCHOOL DISTRICT
BOARD POLICY**

JFCC

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, 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.

The superintendent shall use all reasonable means to inform students, employees, and parents/guardians that the District will not tolerate discrimination based on race, bullying, or cyberbullying. The superintendent will provide for the appropriate training of all trustees, administrators, and other personnel employed by or who volunteer with the District. The superintendent will provide for age-appropriate methods of discussing the meaning and substance of this policy with students.

The District prohibits retaliation against any employees or students because they made a report of discrimination based on race, bullying, or cyberbullying, or because they testified, assisted, or participated in the investigation of such a report. Such retaliation is a violation of this policy and District officials will take disciplinary action as appropriate.

No cause of action may be brought against a student or an employee or volunteer of a school who reports a violation of NRS 388.135 unless the person who made the report acted with malice, intentional misconduct, gross negligence, or intentional violation of the law.

Legal Reference(s): NRS 200.900, 385A.070, 388.121 to 388.1395; NAC 388.875 et seq.

Policy #JFCC
Revised 12/17/24 11/18/25

***SAFE AND RESPECTFUL LEARNING ENVIRONMENT - ADMINISTRATIVE
REGULATIONS***

I. Bullying, 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, 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.

BA. Definitions:

1. Bullying is defined in state law as follows (NRS 388.122):

“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 student; 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~~ a student's 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. Cyberbullying is defined in state law as follows (NRS 388.123):

“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.~~

43. Discrimination based on race is defined in state law as follows (NRS 388.1235):

“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.

34. “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 (NRS 388.124).

5. “Sexual image” means any visual depiction, including without limitation, any photograph or video, of a minor simulating or engaging in sexual conduct or of a minor as the subject of a sexual portrayal (NRS 200.737).

6. “Sexual portrayal” means the depiction of a student in a manner which appeals to the prurient interest in sex and which does not have serious literary, artistic, political, or scientific value (NRS 200.700).

H. 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, 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. The 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 388.1342.~~

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, 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, 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/>. These standards include indicators for how the strands are applied within specific grade bands in Nevada.

III. Notice that Bullying, 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, 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.

III. Requirements and Methods for Reporting Violations; Investigations

A. Reporting Violations:

A. Any student who believes that he or she has been a victim of bullying, 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, cyber-bullying, or discrimination based on race and students who have first-hand knowledge of such bullying, cyber-bullying, or discrimination based on race should report any incident(s) to a teacher, counselor, or school administrator.

Each school principal shall advise students and parents/guardians of the means by which a report of a violation of NRS 388.135 may be filed.

2. Employees. A teacher, administrator, principal, coach or other staff member who witnesses a violation of the prohibition on bullying, 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, 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.

Each school principal shall advise employees of the means by which the principal may be contacted on any day when an employee witnesses a violation or receives information that a violation of NRS 388.135 has occurred.

NOTE: If the report involves a school principal, the District Superintendent, or a member of the Board of Trustees, the reporter shall make a report directly to the Executive Director of Human Resources (EEO Officer).

SPECIAL NOTE REGARDING SEXUAL HARASSMENT UNDER TITLE IX:

If the alleged bullying or cyber-bullying based on sex could constitute sex-based harassment under Title IX, then LCSD Board Policy AB – Non-discrimination on the Basis of Sex Under Title IX and administrative regulations apply rather than this policy and administrative regulations.² **Because the District must respond with specific steps whenever any employee has notice of 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 [or bhogan@lyoncsd.org](mailto:bhogan@lyoncsd.org)

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 sex-based harassment under Title IX, in which case policy AB will be followed rather than policy JFCC.

²Under Title IX, sex-based harassment is defined as sexual harassment and other harassment on the basis of sex, that is:

Quid pro quo harassment. A school employee 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; or

Hostile environment harassment. Unwelcome sex-based conduct that, based on the totality of circumstances, is subjectively and objectively offensive and is so severe or pervasive that it limits or denies a person’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

Specific offenses.

- v. Sexual assault meaning an offense classified as forcible or nonforcible sex offense under the uniform crime reporting system of the Federal Bureau of Investigation;
- vi. Dating violence as defined further in 34 CFR 106.2;
- vii. Domestic violence as defined further in 34 CFR 10.2; or
- viii. Stalking as defined further in 34 CFR 106.2.

School Principal/Designee Investigations:

~~The principal or designee shall~~ Upon receiving a report of bullying, cyber-bullying, or discrimination based on race, the principal or designee shall, in accordance with any relevant procedures prescribed by the Department for such purposes, screen and assess the report to determine whether the facts included in the report suggest that a violation of NRS 388.135 has likely occurred.

If the principal or designee determines that the facts included in the report do not suggest that a violation of NRS 388.135 has likely occurred, the administrator or designee shall adhere to any policies or procedures prescribed by the Nevada Department of Education for handling such a report.

If the principal or designee determines that a violation of NRS 388.135 has likely occurred, they will immediately take any necessary action to stop the ~~bullying, cyber-bullying, or discrimination based on race~~ alleged misconduct, 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(s) of ~~the alleged bullying, cyberbullying or discrimination based on race, the principal~~ misconduct, they may wait until the next day when ~~he or she has such~~ they have 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, 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:

1. 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. 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, cyber-bullying, or discrimination based on race. If 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, cyber-bullying, or discrimination based on race in the future. 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 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, 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, 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, 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, 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 or perpetrator of bullying, 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 that the board of trustees assign their student to a different school in the District.

Upon receiving such a request, the board of trustees:

- i. shall, if the pupil is a victim of discrimination based on race, bullying, or cyberbullying, in consultation with the parent or guardian of the student, assign the student to a different school; or
- ii. may, if the pupil is a perpetrator of discrimination based on race, bullying, or cyberbullying, in consultation with the parent or guardian of the student, assign the student to a different school as a component of the disciplinary action or other measures taken in response to the violation.

NOTE: If both the victim and perpetrator of a violation of NRS 388.135 are assigned to a different school, the perpetrator must not be assigned to the same school as the victim.

K. If a law enforcement agency is investigating a potential crime involving an alleged violation of bullying, 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, cyber-bullying, or discrimination based on race.

L. If the administrator determines that the bullying, 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 such reports confirmed, and the number of such reports not confirmed by logging all events into the student information system (Infinite Campus). The superintendent or designee will report this information 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, 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:

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 (NAC 388.915).

Immunity for Reporting Violations; Disciplinary Action for Certain Students:

No cause of action may be brought against a student, employee, or volunteer of a school who reports a violation of the prohibition on bullying, 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, cyber-bullying, or discrimination based on race to a school police officer or local law enforcement.

IV. 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, 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, cyberbullying, 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.
- F. Methods to improve the school environment in a manner that will facilitate positive human relations among students.
- G. 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, cyber-bullying, or discrimination based on race.
- B. The principal or designee will conduct investigations of violations of the prohibition on bullying, cyber-bullying, or discrimination based on race.
- 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, 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, cyber-bullying, and discrimination based on race;
 - 3. Review and strengthen school policies to prevent and address bullying, cyberbullying, 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, 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, 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, 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, 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 388.1395, inclusive.

VIII X. Employee Bullying, Cyber-Bullying and Discrimination Based on Race (also see LCSD Policy GBBC – Employee Bullying)

Allegations of bullying, 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).

IX. 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 prior admonition.

Appendix A

**LCSD WORKSHEET FOR DETERMINING WHETHER BULLYING, 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 the section below, "Effect on Reported Victim". If "No" then it is not bullying. Instead, it may be some other disciplinary infraction of LCSD 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.)