

Agenda

Lyon County School District Board of Trustees

A Board Meeting of the Board of Trustees of Lyon County School District will be held Tuesday, July 28, 2020, beginning at 6:30 PM at the Virtual Meeting , 25 E.Goldfield Ave., 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.

1. CALL TO ORDER
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2. PLEDGE OF ALLEGIANCE
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3. WELCOME OF GUESTS
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4. APPROVAL OF AGENDA
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5. APPROVAL OF MINUTES
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6. BOARD MEMBER REPORTS: Opportunity for Board members to report items of interest.
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7. ATTITUDE OF GRATITUDE
Error! Hyperlink reference not valid.
8. SUPERINTENDENT REPORT: Opportunity for Superintendent to report items of interest
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9. PUBLIC PARTICIPATION: The public is invited to address the Board on items not listed on the agenda. No action may be taken on any subject raised during public comment until the matter has been properly placed on an agenda for a properly noticed meeting pursuant to NRS 241 (Nevada's Open Meeting Law).
If you wish to submit comments to the Board, email them to boardmeeting@lyoncsd.org.
Comments will be added to the record of the meeting.
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10. **CONSENT AGENDA (FOR POSSIBLE ACTION):** All matters listed under the consent agenda are considered routine and may be acted upon by the Board of School Trustees with one action and without an extensive hearing. Any member of the Board or any citizen may request that an item be taken from the consent agenda, discussed, and acted upon separately, during this meeting.
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 - A. Request for Early Graduation/HSE (confidential)
Error! Hyperlink reference not valid.
 - B. Personnel Reports: Certified, Classified and Extra-Duty
Error! Hyperlink reference not valid.
 - C. Department Reports: IT and Enrollment
Error! Hyperlink reference not valid.
 - D. Memorandum of Understanding - Upward Bound

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E. AB 56 Physical Mechanical Restraint Report 2019-20

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F. District Financial Report: 6/19/2020 - 6/30/2020, Check # 199333-199618, Vouchers 1429, 1439, 1443; Total \$1,516,045.00

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11. END OF CONSENT AGENDA: MOTION TO APPROVE

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12. **(FOR POSSIBLE ACTION)** Discussion and possible action to accept the generous donations made to our schools.

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13. **(FOR POSSIBLE ACTION)** Discussion and possible action regarding contracting with an outside company to manage the nutrition services offered in the LCSD beginning August 2020.

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14. **(FOR POSSIBLE ACTION)** Discussion and possible action regarding the City of Fernley Redevelopment District mediation settlement agreement.

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15. **(FOR POSSIBLE ACTION)** Discussion and possible action regarding the LCSD Reopening of Schools Plans for the 2020-2021 school year as required by the Nevada Department of Education.

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16. **(FOR POSSIBLE ACTION)** Discussion and possible action regarding proposed changes to the 2020-2021 LCSD Master Calendar as a result of the LCSD Reopening of Schools Plans.

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17. **(FOR POSSIBLE ACTION)** Discussion and possible action regarding AB 3 of the Special Legislative Session (2020) and the possible impact on the LCSD.

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18. **(FOR POSSIBLE ACTION)** Discussion and possible action regarding a report on the special services offered in the LCSD.

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19. **(FOR POSSIBLE ACTION)** Discussion and possible action regarding proposed changes to the LCSD Program of Performance Pay and Enhanced Compensation.

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20. **(FOR POSSIBLE ACTION)** Discussion and possible action regarding the Comprehensive Local Needs Assessment for CTE.

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21. **(FOR POSSIBLE ACTION)** Discussion and possible action regarding septic and leach field improvements at Dayton Elementary School.

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22. **(FOR POSSIBLE ACTION)** Discussion and possible action regarding revisions to LCSD Policy GCAB: Resignation of Classified Personnel as a second and final reading.

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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.

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24. **PUBLIC PARTICIPATION:** The public is invited to address the Board on items not listed on the agenda. No action may be taken on any subject raised during public comment until

the matter has been properly placed on an agenda for a properly noticed meeting pursuant to NRS 241 (Nevada's Open Meeting Law).

If you wish to submit comments to the Board, email them to boardmeeting@lyoncsd.org.

Comments will be added to the record of the meeting.

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25. ADJOURN:

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

LYON COUNTY SCHOOL DISTRICT STATEMENT OF NONDISCRIMINATION AND ACCESSIBILITY

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

The Lyon County School District is pleased to provide accommodations for the handicapped or disabled. Members of the public who are disabled and require special accommodations or assistance at the meeting are requested to notify the Administrative Assistant to the Superintendent and Board of Trustees in writing at 25 E. Goldfield Ave., Yerington, NV 89447, email Margaret Heim at mheim@lyoncsd.org, or call (775)463-680 Ext. 10034 at least one week prior to the meeting.

**Lyon County School District
Meeting of the Board of
Trustees Tuesday, June 23,
2020**

PLC, Silver Springs NV

1. CALL TO ORDER: President McIntyre called the meeting to order at 6:30 pm.
2. PLEDGE OF ALLEGIANCE: The pledge was led by Barbara Jones.
3. WELCOME OF GUESTS:

The board members in attendance were President Neal McIntyre, Clerk Holly Villines and Trustees Barbara Jones, Kimber Crabtree, John Stevens, Bridget Peterson and Sherry Parsons. Members of the Executive Cabinet included Superintendent Wayne Workman, Deputy Superintendent Tim Logan, Director of Elementary Curriculum, Instruction and Assessment Heather Moyle, Director of Special Services Marva Clevon, and Director of Business Services Harman Bains.

Guests included Finance Manager/Comptroller Spencer Winward, Risk Manager, Blake Smith, Stephanie Nice, Cindy Darden, Erin Korf, Jeff Korf, Darrel Bluhm, Jim Gleason, Nikki Lynch, Angel Coghlan, Kathy Rudy, Daniel Salego, and Travis Coombs.

4. APPROVAL OF AGENDA

Motion: Mr. Stevens made a motion that the board of trustees approve the agenda as presented.
Second: Mrs. Peterson
Vote: 7-0, motion passed.

5. APPROVAL OF MINUTES

Motion: Mrs. Peterson made a motion that the board of trustees approve the minutes as presented.
Second: Ms. Jones
Vote: 7-0, motion passed.

6. BOARD MEMBER REPORTS:

Member Peterson thanked the Superintendents around the state who are doing extra work and attending extra meetings in preparation for reopening schools in the fall. She commented on DES and DIS participating in Envirolution's Project Recharge, where students put together proposals to save energy and money for the district.

Member Jones expressed her pleasure at being in person for the board meeting. She gave a shout out to the principals and staff dealing with the complications that Covid-19 has put on them and she was impressed by the way it's all been handled.

Member Stevens spoke on the hardship that COVID-19 has caused for the students and especially the seniors. He attended a few of the graduations that took place, and was happy to see

the community involvement, there were celebrations with many efforts toward making it very special. He touched on the all staff coming together, regardless of any dangers or inconvenience, showing up, prepping and delivering meals, and cleaning the schools. He saw teachers going above and beyond to teach distance education.

Member Parsons agreed that the graduations were special, with the level of involvement that surpassed previous years.

Member Villines also commented on how nice it was to see how the graduations came together so seamlessly.

President McIntyre said the graduations were done well and the seniors were supported in every community. He gave a highlight to the IT department that made it possible to watch every graduation on the web. He also spoke on the recent mediation meeting in Reno regarding the Redevelopment District in Fernley. He announced that the City of Fernley is dropping the project and if it does come back they will involve the other entities, like the school district, that would be effected. Millions of dollars have been saved for the district by this decision.

7. ATTITUDE OF GRATITUDE: Notes of gratitude from various students across the district were read aloud.

8. SUPERINTENDENT REPORT:

Superintendent Workman expressed his gratitude to the staff, students and families for their patience during the last part of the school year. He has met with the state and other superintendents to look at the realities of what the new school year will look like. He spoke on the guidance from the state and the Reopening of School Committee. The committee will make decisions so a plan can be brought forward to the board for approval in July. Many models for educating the students are being considered, including a hybrid of in person and distance learning, but the preference and best practice is to teach the students in person. Communications will be going to families through the process. Extracurricular activities are being considered as well.

Mr. Stevens asked that the next agenda include an item on the new plan.

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

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

10. **CONSENT AGENDA (FOR POSSIBLE ACTION):** All matters listed under the consent agenda are considered routine and may be acted upon by the Board of School Trustees with one action and without an extensive hearing. Any member of the Board or any citizen may request that an item be taken from the consent agenda, discussed, and acted upon separately, during this meeting.

10. A. Request for Early Graduation/HSE (confidential)

10. B. Personnel Reports

10. B.1. Certified

10. B.2. Classified

10. B.3. Extra Duty

10. B.4. Volunteer

10. C. Reports

10. C.1. IT

10. D. Worker's Compensation Renewal

10. E. POOL Renewal

10. F. Fuel Bids

10. G. District Financial Report: Paybill: Dated: 5/25/2020 through 6/11/2020; Checks 199121-199332; Vouchers 1340, 1392, 1397, 1427; Total \$ 1,727,735.15

11. END OF CONSENT AGENDA: MOTION TO APPROVE

Motion: Ms. Crabtree made a motion to approve the Consent Agenda as presented.

Second: Mrs. Peterson

Vote: 7-0, motion passed.

With the approval of the Consent Agenda, Superintendent Workman introduced the new Principal for SSES, Erin Korf.

12. (For Possible Action) Discussion and Possible Action regarding the generous donation made to our schools.

Motion: Mrs. Peterson made a motion to accept the donations as presented.

Second: Clerk Villines

Vote: 7-0, motion passed.

13. (For Possible Action) Discussion and Possible Action regarding an update of the LCSD Insurance Committee.

Risk Manager Blake Smith introduced Valerie Clark and the members of the Insurance Committee. Ms. Clark spoke on the progress of the committee, status of claims, and thoughts on the upcoming renewal and negotiations. The first quarter was high in claims and the following quarters show a recovery from the costs of the first quarter. Clark and Associates has begun the process of getting bids from vendors for the next school year. The bids will go to the committee in August and recommendations will come to the board in September.

There was some discussion about possible increases to premiums and the plan design that has evolved to meet the needs of the employees. Based on feedback, the issues with the plans have diminished considerably.

Motion: Mr. Stevens made a motion that the board of trustees approve the update on the LCSD Insurance Committee as presented.

Second: Clerk Villines

Vote: 7-0, motion passed.

14. **(FOR POSSIBLE ACTION)** Discussion and Possible Action regarding the final amended budget for fiscal year ending June 30, 2020.

Motion: Mr. Stevens made a motion that the board of trustees accept the final amended budget for fiscal year ending June 30, 2020.

Second: Ms. Crabtree

Vote: 7-0, motion passed.

15. **(For Possible Action)** Discussion and Possible Action regarding the East Valley Elementary School Addition Guaranteed Maximum Price.

Motion: Mrs. Peterson made a motion that the board of trustees approve the Guaranteed Maximum Price of \$7,075,492.00 for the EVES Addition.

Second: Ms. Jones

Vote: 7-0, motion passed.

16. **(For Possible Action)** Discussion and Possible Action regarding an update on the LCSD Facilities Projects for summer 2020.

Mr. Bains explained that the DIS project would potentially cost more than what was previously approved due to a hook up fee, grease trap, and survey needed. He added that Dayton Utilities may be unable to handle the extra load from DIS at this time. There was discussion regarding LCSD making improvements to the existing leach field.

Motion: Ms. Crabtree made a motion that the board of trustees put a hold on the facilities project where DIS septic would hook up to the Dayton Utilities, until the amount for DIS leach system improvements is known.

Second: Mr. Stevens

Vote: 7-0, motion passed.

17. **(For Possible Action)** Discussion and Possible Action regarding the 2020-2021 Five-Year Capital Improvement Plan (CIP).

Motion: Mrs. Peterson made a motion that the board of trustees approve the 2020-2021 Five-Year Capital Improvement Plan.

Second: Mr. Stevens

Vote: 7-0, motion passed.

18. **(For Possible Action)** Discussion and Possible Action regarding the designation of a critical labor shortage in Elementary K-8, Occupational Therapists, Nurse, Secondary Math 7-12, Secondary Science, Speech Therapists and Counselors.

Tim Logan

Mrs. Peterson observed more positions listed on the designation this year than last year. This is due to a rotating list and that this designation lasts two years.

Motion: Mrs. Peterson made a motion that the board of trustees approve to designate a critical labor shortage in Elementary K-8, Occupational Therapists, Nurse, Secondary Math 7-12, Secondary Science, Speech Therapists and Counselor licensed positions and allow applications from retirees to fill the positions.

Second: Ms. Jones

Vote: 7-0, motion passed.

19. **(For Possible Action)** Discussion and Possible Action regarding a staffing formula for the Lyon County School District On-Line Distance Education Program.

Superintendent Workman reminded the board on their approval last year of the online distance education program. He introduced Stephanie Nice, Assistant Principal of the program.

Because the anticipated numbers of students in the program was surpassed, there is a need for a staffing formula so we are not continually coming to board for more approvals.

Mrs. Nice spoke on the 212 students enrolled this year. Some were long term suspensions, some were in school part time and the rest full time. She recommends to the students to do some activity or class at the school so they are not isolated. She broke down the students enrolled per area and referred to a chart to show how many enrolled per month. There were many in September who enrolled after hearing about the program.

The board applauded the 97% passing score results.

She spoke on the difference between the 17 year olds or younger, and the students 18 years old or older, that are pursuing their Adult Diploma through Alternate Education. They have intervened with 12 students for next year to help them with achieving an adult diploma rather than dropping out. Approximately 150 students have indicated they want to utilize Lyon Online next school year and everyday there are more inquiries.

Mrs. Peterson stated she thought it was fortuitous to have this in place we introduced this last year and expressed her gratitude that these students are able to stay in the district which helps our DSA fund.

Ms. Crabtree stated she believes there will be more students that may have felt disenfranchised after the last year, seeing this as a possibility for the upcoming year.

Motion: Mr. Stevens made a motion that the board of trustees accept this outstanding staffing formula for the Lyon On-Line Distance Education Program.

Second: Clerk Villines

Vote: 7-0, motion passed.

20. (For Possible Action) Discussion and Possible Action regarding the annual summative evaluation of the Lyon County School District Superintendent.

President McIntyre read aloud the results of the summary from the evaluation. The overall rating is Outstanding. The board thanked him for his work.

Statements from the trustees included Ms. Crabtree stating his leadership abilities to manage everything in the district has been outstanding, especially with the difficulties that happened this year.

Mrs. Peterson, after witnessing other superintendents in the state, considers Superintendent Workman to be fantastic, as well as the team he has in place. She is honored to be part of this district and she appreciates him.

Clerk Villines commented on his resourcefulness and professionalism in spite the difficulties.

Mrs. Parsons thought things went well during this difficult time. She does not think everything is his fault, because of decisions made by the board, not him. She feels the goal should be to make the teachers happy so things will get better.

Mr. Stevens spoke on the staff survey that was sent out to evaluate the superintendent and the scores were on a bell curve of what most managers would wish to see. He stated that Superintendent Workman is the one of the most ethical leaders he has ever worked with and this is his most outstanding attribute. He said we made the shift to distant learning, in a world in crisis, thanks to the teachers, curriculum staff, IT staff, kitchens staff, etc., all under Wayne's leadership, while others crumbled. Mr. Stevens feels confident in all the decisions the board has made under the guidance of Superintendent Workman.

President McIntyre said a leader is only as good as the people that work for him and Wayne has put together a team that is outstanding. The board rates him as outstanding and the State of Nevada has elected him as Superintendent of the Year. President McIntyre thanked him for his friendship and dedication to staff, students, and families and congratulated him on his well-deserved designation.

Mrs. Peterson made a statement that although the board decisions may not make everyone happy, we have professional staff and teachers and our students are receiving a world class education.

Motion: Mrs. Peterson made a motion to approve the formal, summative evaluation of the Lyon County School District Superintendent.

Second: Mr. Stevens

Vote: 7-0, motion passed.

21. (For Possible Action) Discussion and Possible Action regarding revisions to LCSD Policy GCAB: Resignation of Classified Personnel as a first reading.

Deputy Superintendent, Tim Logan explained that this revision brings the policy in line with the negotiated agreement.

Motion: Mrs. Peterson made a motion that the board of trustees approve the revisions to LCSD Policy GCAB: Resignation of Classified Personnel as a first reading.

Second: Clerk Villines

Vote: 7-0, motion passed.

22. (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.

President McIntyre moved the July 28th board meeting to the PLC to provide better social distancing.

Reopening of Schools Plan

Second reading of Policy GCBA

Annual report on the Special Services Department

Enhanced Compensation/Performance Pay requirement

Boy and Girls Club Presentation

Comprehensive Local Needs Assessment for CTE

DES septic and leach field, and budget for survey

Approval of modified calendar to add PD days, changing student contact days to 170

Update on Nutrition Services

Update on how Special Services fared with distance learning.

Clerk Villines requested an addition to Policy IK for the August meeting

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24. ADJOURN: 8:18 pm

Attitude of Gratitude

My name is Avery Ross and I am successful at

Sutro because of Mrs. Lehl

I want to thank him/her for teaching me

Dear Mrs. Lehl

Thank you

for teaching

me multiplication

and a little

bit of division

and glad to

learn fractions

and Geometry

You treat me lots of

strokes

Signed: Avery L. Ross

Sutro Elementary



ATTITUDE OF GRATITUDE

My name is Raymon and I am successful at Riverview Elementary School because of Mrs. Beart.

I want to thank him/her for having math be simple, easy,
and fun. And for being the best
teacher ever!



Signed: Raymon Moore

Attitude of Gratitude

My name is Trevor Johnson and I am successful at
student name
Silver Spring because of Mr Wass.
school name teacher/staff member's name

I want to thank him/her for making class fun
while getting our work done. I've
gotten better at writing.

Signed: Trevor

student signature



ATTITUDE OF GRATITUDE

My name is Cash S. and I am successful at Riverview Elementary School because of Mrs. Shaperd.

I want to thank him/her for helping me with math
and when I get hurt
she helps me with
reading and writing



Signed: Cash Schneider M.

Attitude of Gratitude

My name is Maddie L and I am successful at

student name

Fis because of Mr. G.

school name

teacher/staff member's name

I want to thank him/her for teaching us math & getting rid of our learned helplessness. He tells funny stories to make class better than normal. He makes us laugh a lot. I really enjoy being in his class.

Signed: Maddelyn Laird

student signature



ATTITUDE OF GRATITUDE

My name is Bella and I am successful at Riverview
Elementary School because of Miss Kerns.

I want to thank him/her for Because you help me
with my reading and my
writing you teach the
the class that reading
and writing you make

sure we learn so we can make it to 4th
grade
Signed: Bella



Attitude of Gratitude

My name is Tanish Goode and I am successful at _____
student name

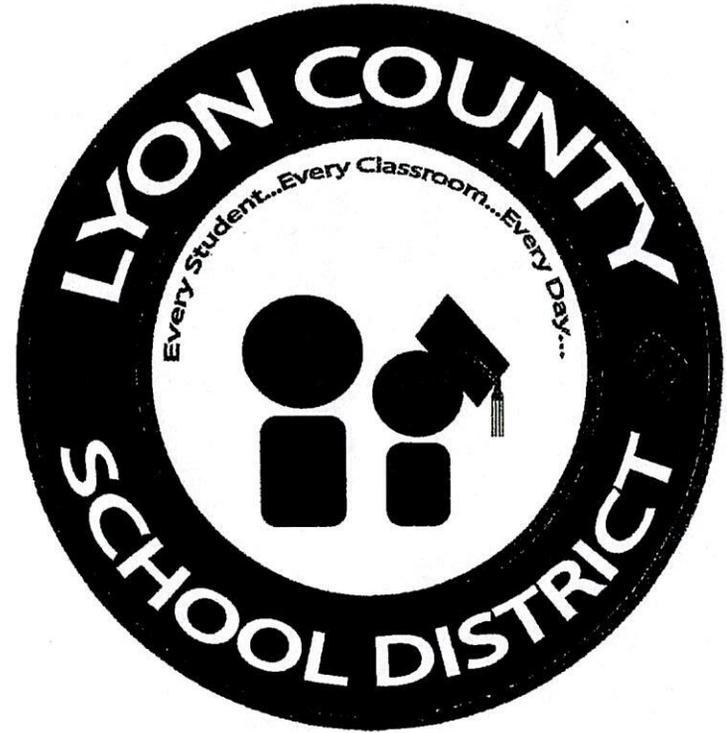
Silver Stage Middle School because of Mr. Wiley.
school name teacher/staff member's name

I want to thank him/her for Teaching me that life
isn't as good as our friends or family
say theirs a tough reality to a
good life. You taught me to not take
this respect lightly.

Thank you

~ Love you

Signed: Tanish Goode
student signature



ATTITUDE OF GRATITUDE

My name is Sasha and I am successful at
student name

Riverview Elementary School because of Miss Davis
school name teacher/staff member's name

I want to thank him/her for Miss Davis
THAC YOU FO RELE
LEDEMI DO FVHSTUF
+ MIS YOU SO MUCH!

(Thank you for letting me do fun stuff.
I miss you so much!)

Signed: Sasha Miss Davis
student signature



LYON COUNTY SCHOOL DISTRICT
LICENSED

PERSONNEL REPORT LIC0701 – July 28, 2020

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		X	(A. Fredrickson)	8/12/20	Irene Billington
Fernley High	Teacher		X	(long term sub)	8/12/20	Terrance Hanagan
Fernley High	Teacher		X	(A. Wilson)	8/12/20	Anfernee Sloan
Fernley High	Teacher	X		New allocation General Funded	8/12/20	Brianna Valdez
Fernley High	Teacher	X		New allocation General Funded	8/12/20	Abby Waytashek
Fernley High	Teacher		X	(J. Smith)	8/12/20	Brandon Pierce
Fernley High	Counselor		X	(C. Ritenour)	8/12/20	Leslie Taylor
Fernley Intermediate	Teacher		X	(contracted)	8/12/20	Schelbea Vrooman
Silver Stage Middle	Teacher		X	(L. Kelley)	8/12/20	Katrina Cooney
Special Services	Psychologist		X	(contracted)	8/12/20	Hannah Hinson
Yerington Intermediate	Teacher		X	(S. Hunter)	8/12/20	Elizabeth McNabb

SEPARATIONS:

SCHOOL/SITE	POSITION	EFF. DATE	EMPLOYEE
Cottonwood Elementary	Teacher	6/5/20	Frances Estrada
Fernley Elementary	Teacher	6/5/20	Alicia Winchester
Riverview Elementary	Teacher	6/5/20	Kylynn Albright
Yerington Intermediate	Assistant Principal	6/8/20	Scott Darrington

OTHER CONSIDERATIONS:

SCHOOL/SITE	POSITION	REQUEST	REASON	EFF. DATE	EMPLOYEE
Dayton Intermediate	Teacher	Transfer from Classified DHS Secretary Aide	Open position	8/12/20	Ashlee Arias
Silver Stage Elementary	Principal	Transfer from TOSA Teacher	Open position	7/1/20	Erin Korf
Sutro Elementary	Assistant Principal	Transfer from SES	Open position	7/1/20	Tammie Moniz
Yerington Intermediate	Assistant Principal	Transfer from SMS	Open position	7/1/20	Christina Haas

LYON COUNTY SCHOOL DISTRICT

CLASSIFIED

PERSONNEL REPORT CL0701- July 28, 2020

That the Board of Trustees approves the following recommendations:

HIRINGS:

SCHOOL/SITE	POSITION	NEW	EST.	FUNDED BY and BOARD APPROVAL DATE	EFF. DATE	Name of Recommended Employee
Cottonwood Elementary	Lead Custodian		X	(J. Caspersen)	4/1/20	Timothy James
Cottonwood Elementary	Classified Instructor		X	(W. Edwards)	8/12/20	Amanda Vawter
Yerington Elementary	Custodian		X	(T. Merritt)	7/15/20	Mark Vasquez

SEPARATIONS:

SCHOOL/SITE	POSITION	EFF. DATE	EMPLOYEE
Transportation	Bus Driver - Fernley	6/5/20	Catherine Pierson
Maintenance	Maintenance III	8/7/20	Terry Thomas
Food Service	FS Cashier	6/4/20	Kirby Jordan
Transportation	Bus Paraprofessional	6/5/20	Laurie Pedercini
District Office	Administrative Secretary - HR	7/31/20	Angela Madera
Food Service	FS Cashier	6/4/20	Pamela Crudo
Dayton Intermediate	Paraprofessional	6/5/20	Helen McKnight
Food Service	FS Cashier	6/4/20	Deborah Patterson
Fernley High	College & Career Readiness	6/5/20	Katie Gillespie

OTHER CONSIDERATIONS:

SCHOOL/SITE	POSITION	REQUEST	REASON	EFF. DATE	EMPLOYEE
Dayton High	Custodian	From Dayton Bus Driver	Open position	6/29/20	Rhonda Dillon
Fernley High	Secretary Aide-Attendance	From Food Service	Open position	8/12/20	Celia Mayhugh

ADMINISTRATIVE-Non licensed

HIRINGS:

SCHOOL/SITE	POSITION	NEW	EST.	FUNDED BY and BOARD APPROVAL DATE	EFF. DATE	Name of Recommended Employee
District Office	Grants Manager		X	(L. Coudriet)	7/27/20	Cynthia Routh

FY1920	DAC	Description	Name
1	YERINGTON HIGH SCHOOL	Xduty - FFA Advisor	Sexson, Jenifer

FY2021	DAC	Description	Name
1	DAYTON HIGH SCHOOL	Xduty - Academic Team High School	KRUEGER, SHANNA
2	DAYTON HIGH SCHOOL	Xduty - Activity Director High School	STREY, HIEDI
3	DAYTON HIGH SCHOOL	Xduty - Band Concert	STRICKLAND, JOSHUA
4	DAYTON HIGH SCHOOL	Xduty - Band Marching Pep	STRICKLAND, JOSHUA
5	DAYTON HIGH SCHOOL	Xduty - Baseball Assistant	RANSDSELL, RYAN
6	DAYTON HIGH SCHOOL	Xduty - Baseball Head	KINNEY, JEREMY D
7	DAYTON HIGH SCHOOL	Xduty - Basketball Boys Head	SANTOS, JASON
8	DAYTON HIGH SCHOOL	Xduty - Basketball Girls Assistant	SMITH, DEBI
9	DAYTON HIGH SCHOOL	Xduty - Cheerleader Fall	STREY, HIEDI
10	DAYTON HIGH SCHOOL	Xduty - Cheerleader Winter Head	STREY, HIEDI
11	DAYTON HIGH SCHOOL	Xduty - Choir Director High School	STRICKLAND, JOSHUA
12	DAYTON HIGH SCHOOL	Xduty - Class Advisor 10,11&12	SANTOS, MAREN
13	DAYTON HIGH SCHOOL	Xduty - Class Advisor 10,11&12	SCHERER, JAMIE M
14	DAYTON HIGH SCHOOL	Xduty - Class Advisor 10,11&12	SNELLING, AYSIA
15	DAYTON HIGH SCHOOL	Xduty - Class Advisor 9	PERRY, DENISE M
16	DAYTON HIGH SCHOOL	Xduty - Department Head	KRUEGER, SHANNA
17	DAYTON HIGH SCHOOL	Xduty - Department Head	SANTOS, MAREN
18	DAYTON HIGH SCHOOL	Xduty - Department Head	MIKLICH, JARED
19	DAYTON HIGH SCHOOL	Xduty - Department Head	STREY, HIEDI
20	DAYTON HIGH SCHOOL	Xduty - Department Head	STURM, STEVEN
21	DAYTON HIGH SCHOOL	Xduty - FBLA Advisor	WATTS, ALAN
22	DAYTON HIGH SCHOOL	Xduty - Golf Boys	SMITH, DALE R
23	DAYTON HIGH SCHOOL	Xduty - National Honor Society	KRUEGER, SHANNA
24	DAYTON HIGH SCHOOL	Xduty - Play Director High School Fall	SCHERER, JAMIE M
25	DAYTON HIGH SCHOOL	Xduty - Play Director High School Spring	SCHERER, JAMIE M
26	DAYTON HIGH SCHOOL	Xduty - Shop Maintenance	MORRISON, ALGER E
27	DAYTON HIGH SCHOOL	Xduty - Skills USA Advisor	CHILDERS, CAMERON N
28	DAYTON HIGH SCHOOL	Xduty - Soccer Boys Head	MELGAREJO, LUIS
29	DAYTON HIGH SCHOOL	Xduty - Soccer Girls Head	MIKLICH, JARED
30	DAYTON HIGH SCHOOL	Xduty - Softball Assistant	CLAYSON, BENJAMIN A
31	DAYTON HIGH SCHOOL	Xduty - Track Head	FRANTZ, KELLY R
32	DAYTON HIGH SCHOOL	Xduty - Track Head	EPISCOPO, ANTHONY C
33	DAYTON HIGH SCHOOL	Xduty - Volleyball Assist	STRONG, TAMI
34	DAYTON HIGH SCHOOL	Xduty - Volleyball Head	FLETCHER, ALYSE Y
35	DAYTON HIGH SCHOOL	Xduty - Wrestling Head	PARSONS, BRYAN
36	DAYTON HIGH SCHOOL	Xduty - Yearbook High School	GELMSTEDT, ELIZABETH ANN
37	FERNLEY HIGH SCHOOL	Xduty - Band Marching Pep	PIERCE, BRANDON C
38	FERNLEY HIGH SCHOOL	Xduty - Cheerleader Fall	RASCHE, ERIKA
39	FERNLEY HIGH SCHOOL	Xduty - Cross Country Head	WRIGHT, TODD
40	FERNLEY HIGH SCHOOL	Xduty - Department Head	WHITEHEAD, PATRICK
41	FERNLEY HIGH SCHOOL	Xduty - Department Head	MC CALLUM, TERESA
42	FERNLEY HIGH SCHOOL	Xduty - Department Head	CHAPIN, DIANE
43	FERNLEY HIGH SCHOOL	Xduty - Department Head	ERICKSEN, JODY
44	FERNLEY HIGH SCHOOL	Xduty - Department Head	GRACE, JOHN
45	FERNLEY HIGH SCHOOL	Xduty - Department Head SPED	PRICE, RAMONA
46	FERNLEY HIGH SCHOOL	Xduty - FFA Advisor .5FTE	ESTILL, ANNA L
47	FERNLEY HIGH SCHOOL	Xduty - Football Assistant	MC CULLAR, JACOB
48	FERNLEY HIGH SCHOOL	Xduty - Football Assistant	GILLESPIE, SCOTT
49	FERNLEY HIGH SCHOOL	Xduty - Football Assistant	WILSON, ANTHONY
50	FERNLEY HIGH SCHOOL	Xduty - Football Assistant	MC MACKIN, SHAUN
51	FERNLEY HIGH SCHOOL	Xduty - Football Head	WARD, CHRISTOPHER
52	FERNLEY HIGH SCHOOL	Xduty - Shop Maintenance	GRACE, JOHN
53	FERNLEY HIGH SCHOOL	Xduty - Shop Maintenance	ESTRADA, JOE
54	FERNLEY HIGH SCHOOL	Xduty - Soccer Boys Assistant	ARRIAGA-CAMPOS, DARIO
55	FERNLEY HIGH SCHOOL	Xduty - Soccer Boys Head	GARCIA-ZAMORA, JOSE DE JESUS

FY2021	DAC	Description	Name
56	FERNLEY HIGH SCHOOL	Xduty - Soccer Girls Head	VALENTINE, TAMMI
57	FERNLEY INTERMEDIATE SCHOOL	Xduty - Academic Fair School	WELLER, JESSIE
58	FERNLEY INTERMEDIATE SCHOOL	Xduty - Academic Team Middle School	CROW, COLLENE M
59	FERNLEY INTERMEDIATE SCHOOL	Xduty - Activity Director Middle School	PERRY, DAVID
60	FERNLEY INTERMEDIATE SCHOOL	Xduty - Fall Sports 7	WICKENDEN, NATASHA
61	FERNLEY INTERMEDIATE SCHOOL	Xduty - Fall Sports 7	O'NEILL, MARCI
62	FERNLEY INTERMEDIATE SCHOOL	Xduty - Intramurals Middle School	BURNS, DAVID
63	FERNLEY INTERMEDIATE SCHOOL	Xduty - MTSS Program Facilitator .5FTE	MIGUEL, STACEY
64	FERNLEY INTERMEDIATE SCHOOL	Xduty - MTSS Program Facilitator .5FTE	TARNER, MARTHA
65	FERNLEY INTERMEDIATE SCHOOL	Xduty - Play Director MS No Class Fall	O'NEILL, MARCI
66	FERNLEY INTERMEDIATE SCHOOL	Xduty - Play Director MS No Class Spring	O'NEILL, MARCI
67	FERNLEY INTERMEDIATE SCHOOL	Xduty - School Tech	MARTINEZ, ALFREDO
68	FERNLEY INTERMEDIATE SCHOOL	Xduty - Track 6	BURNS, DAVID
69	FERNLEY INTERMEDIATE SCHOOL	Xduty - Track 6	WELLER, JESSIE
70	FERNLEY INTERMEDIATE SCHOOL	Xduty - Webmaster Site	MARTINEZ, PAMELA
71	FERNLEY INTERMEDIATE SCHOOL	Xduty - Wrestling 6	WILSON, ANTHONY
72	FERNLEY INTERMEDIATE SCHOOL	Xduty - Yearbook Elementary	TORRES, TAMMY
73	SILVER STAGE HIGH SCHOOL	Xduty - Baseball Assistant	VOLKOV, PETER M
74	SILVER STAGE HIGH SCHOOL	Xduty - Baseball Head	SENGER, DANIEL
75	SILVER STAGE HIGH SCHOOL	Xduty - Basketball Boys Assistant	SLUYS, BRAMPTON S
76	SILVER STAGE HIGH SCHOOL	Xduty - Basketball Boys Head	VON LINSOWE, CODY
77	SILVER STAGE HIGH SCHOOL	Xduty - Basketball Girls Assistant	MOSHER, ALLAN J
78	SILVER STAGE HIGH SCHOOL	Xduty - Basketball Girls Head	BRANNON, IRA J
79	SILVER STAGE HIGH SCHOOL	Xduty - Class Advisor 10,11&12	CONNOLLY, DEE ANNA
80	SILVER STAGE HIGH SCHOOL	Xduty - Class Advisor 10,11&12	COOK, STEPHANIE
81	SILVER STAGE HIGH SCHOOL	Xduty - Class Advisor 10,11&12	HIDALGO, NICOLE
82	SILVER STAGE HIGH SCHOOL	Xduty - Cross Country Head	ALLANDER, K.C.
83	SILVER STAGE HIGH SCHOOL	Xduty - Dance/Drill - Fall	MATTHEWS-LASES, TATANYA M
84	SILVER STAGE HIGH SCHOOL	Xduty - Dance/Drill - Winter	MATTHEWS-LASES, TATANYA M
85	SILVER STAGE HIGH SCHOOL	Xduty - Department Head	CONNOLLY, DEE ANNA
86	SILVER STAGE HIGH SCHOOL	Xduty - Department Head	SEAL, MICHAEL
87	SILVER STAGE HIGH SCHOOL	Xduty - Department Head	WALKER, PAIGE
88	SILVER STAGE HIGH SCHOOL	Xduty - Football Assistant	SLUYS, BRAMPTON S
89	SILVER STAGE HIGH SCHOOL	Xduty - Football Assistant	VON LINSOWE, CODY
90	SILVER STAGE HIGH SCHOOL	Xduty - Football Head	SENGER, DANIEL
91	SILVER STAGE HIGH SCHOOL	Xduty - MTSS Program Facilitator .5FTE	BILLINGS, PATRICK
92	SILVER STAGE HIGH SCHOOL	Xduty - MTSS Program Facilitator .5FTE	PEREZ, BRIDGET
93	SILVER STAGE HIGH SCHOOL	Xduty - Play Director High School Fall	PIATT, DALTON J
94	SILVER STAGE HIGH SCHOOL	Xduty - Play Director High School Spring	PIATT, DALTON J
95	SILVER STAGE HIGH SCHOOL	Xduty - School Tech	SEAL, MICHAEL
96	SILVER STAGE HIGH SCHOOL	Xduty - Shop Maintenance	VON LINSOWE, CODY
97	SILVER STAGE HIGH SCHOOL	Xduty - Softball Assistant	VISCARRET, CRYSTAL
98	SILVER STAGE HIGH SCHOOL	Xduty - Softball Head	BRANNON, IRA J
99	SILVER STAGE HIGH SCHOOL	Xduty - Track Head	VON LINSOWE, CODY
100	SILVER STAGE HIGH SCHOOL	Xduty - Volleyball Assist	BLUNIER, ALAIN
101	SILVER STAGE HIGH SCHOOL	Xduty - Volleyball Head	VISCARRET, CRYSTAL
102	SILVER STAGE HIGH SCHOOL	Xduty - Webmaster Site - .5 FTE	SEAL, MICHAEL
103	SILVER STAGE HIGH SCHOOL	Xduty - Webmaster Site - .5 FTE	STAPLETON, SHANDALE
104	SILVER STAGE HIGH SCHOOL	Xduty - Yearbook High School	SEAL, MICHAEL
105	SMITH VALLEY SCHOOLS	Xduty - A.D. Middle School	SCEIRINE, ALLY
106	SMITH VALLEY SCHOOLS	Xduty - A.D. Small High School - .5FTE	LAFLEUR, NICOLE
107	SMITH VALLEY SCHOOLS	Xduty - A.D. Small High School - .5FTE	SCEIRINE, ALLY
108	SMITH VALLEY SCHOOLS	Xduty - Academic Team Middle School	ROGACZEWSKI, HEATHER
109	SMITH VALLEY SCHOOLS	Xduty - Activity Director High School	COVIAN, LUISA
110	SMITH VALLEY SCHOOLS	Xduty - Activity Director Middle School	SCEIRINE, ALLY
111	SMITH VALLEY SCHOOLS	Xduty - Basketball Boys 7	COVIAN, LUISA
112	SMITH VALLEY SCHOOLS	Xduty - Basketball Boys 8	OZOLINS, ERIC
113	SMITH VALLEY SCHOOLS	Xduty - Basketball Girls 8	OZOLINS, ERIC
114	SMITH VALLEY SCHOOLS	Xduty - Cheerleader Fall	LAFLEUR, NICOLE
115	SMITH VALLEY SCHOOLS	Xduty - Cheerleader Winter Head	LAFLEUR, NICOLE
116	SMITH VALLEY SCHOOLS	Xduty - Class Advisor 10,11& 12 - .5 FTE	ROGACZEWSKI, HEATHER

FY2021	DAC	Description	Name
117	SMITH VALLEY SCHOOLS	Xduty - Class Advisor 10,11& 12 - .5 FTE	MOORE, ROBBIN
118	SMITH VALLEY SCHOOLS	Xduty - Class Advisor 10,11&12	OZOLINS, ERIC
119	SMITH VALLEY SCHOOLS	Xduty - Class Advisor 10,11&12	ACCIARI, CHRISTY
120	SMITH VALLEY SCHOOLS	Xduty - Class Advisor 9	VICK, SHELLY
121	SMITH VALLEY SCHOOLS	Xduty - Fall Sports 7	ROGACZEWSKI, HEATHER
122	SMITH VALLEY SCHOOLS	Xduty - FFA Advisor	MITCHELL, CHARMAYNE M
123	SMITH VALLEY SCHOOLS	Xduty - Football Assistant	EVASOVIC, LES
124	SMITH VALLEY SCHOOLS	Xduty - Football Head	SCEIRINE, WILLIAM TODD
125	SMITH VALLEY SCHOOLS	Xduty - National Honor Society	ERQUIAGA, LINNELL K
126	SMITH VALLEY SCHOOLS	Xduty - Shop Maintenance	VICK, DAVID
127	SMITH VALLEY SCHOOLS	Xduty - Track 8	OZOLINS, ERIC
128	SMITH VALLEY SCHOOLS	Xduty - Volleyball 7	BANTA, BRIDGET
129	SMITH VALLEY SCHOOLS	Xduty - Volleyball Assist	LAFLEUR, NICOLE
130	SMITH VALLEY SCHOOLS	Xduty - Volleyball Head	SCEIRINE, ALLY
131	SMITH VALLEY SCHOOLS	Xduty - Webmaster Site	VICK, SHELLY
132	SMITH VALLEY SCHOOLS	Xduty - Wrestling Head	SCEIRINE, WILLIAM TODD
133	SMITH VALLEY SCHOOLS	Xduty - Wrestling MS Head	SCEIRINE, WILLIAM TODD
134	YERINGTON HIGH SCHOOL	Xduty - Cross Country Head	HUNT, TODD
135	YERINGTON HIGH SCHOOL	Xduty - Dance/Drill - Fall	MATTICE, CRYSTAL
136	YERINGTON HIGH SCHOOL	Xduty - Football Assistant	MILLER, JEFFREY
137	YERINGTON HIGH SCHOOL	Xduty - Football Assistant	GALVIN, MATTHEW
138	YERINGTON HIGH SCHOOL	Xduty - Football Assistant	MATHESON, MATTHEW P
139	YERINGTON HIGH SCHOOL	Xduty - Football Head	POPE, BRAD
140	YERINGTON HIGH SCHOOL	Xduty - Golf Girls	MC CANDLESS, DAVID L
141	YERINGTON HIGH SCHOOL	Xduty - Volleyball Assist	AIAZZI, ANASTASIA
142	YERINGTON HIGH SCHOOL	Xduty - Volleyball Head	HULL-TAYLOR, MADELINE M
143	YERINGTON INTERMEDIATE SCHOOL	Xduty - A.D. Middle School	WILDERMUTH, DARON
144	YERINGTON INTERMEDIATE SCHOOL	Xduty - Academic Fair School	ROSS, VICKY
145	YERINGTON INTERMEDIATE SCHOOL	Xduty - Academic Fair School	ANGLE, VINCENT
146	YERINGTON INTERMEDIATE SCHOOL	Xduty - Academic Fair School	PEDERSEN, KAREN
147	YERINGTON INTERMEDIATE SCHOOL	Xduty - Academic Team Middle School	ANGLE, VINCENT
148	YERINGTON INTERMEDIATE SCHOOL	Xduty - Basketball Girls 7	SMITH, RONALD B
149	YERINGTON INTERMEDIATE SCHOOL	Xduty - Basketball Girls 8	ROSS, VICKY
150	YERINGTON INTERMEDIATE SCHOOL	Xduty - School Tech	FARGAN, STEVEN
151	YERINGTON INTERMEDIATE SCHOOL	Xduty - Webmaster Site	FARGAN, STEVEN
152	YERINGTON INTERMEDIATE SCHOOL	Xduty - Yearbook Middle School	DARRINGTON, LARESA

Enrollment for Quarter Ending June 30, 2020

To : Board of School Trustees
From: Wayne Workman, Superintendent
Date : July 28, 2020
Re: Enrollment Report

Requested By

Wayne Workman, Superintendent

STATEMENT:

Attached is the enrollment report for the quarter ending June 30, 2020. Currently, our weighted student enrollment used for Distributed School Account funding has increased by 127 (1.5%) students from the end of the 2018-2019 school year. The student count including all pre-kindergarten students increased by 137 (1.5%) students from the September 30, 2019 Board Enrollment Report.

EDUCATIONAL CONSIDERATIONS:

Not applicable.

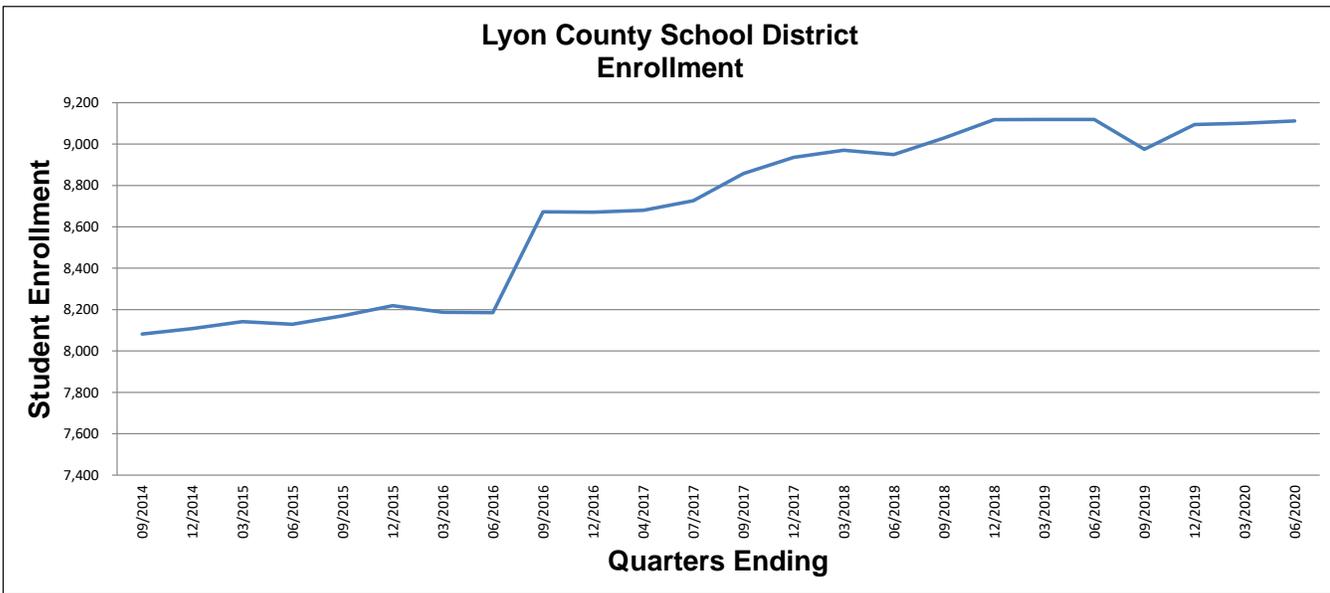
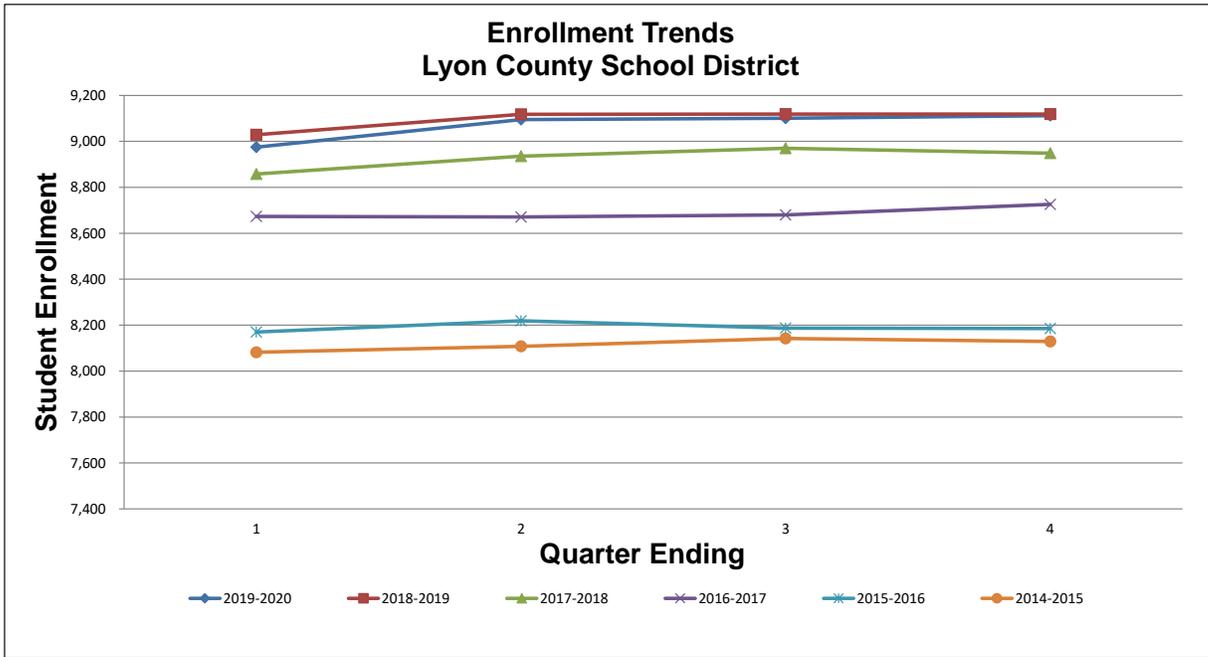
BUDGET CONSIDERATIONS:

Not applicable.

Respectfully submitted,
Wayne Workman, Superintendent

Prepared by,
Spencer Winward, Finance Manager -- Comptroller

LYON COUNTY SCHOOL DISTRICT Enrollment for Quarter Ending June 30, 2020



LYON COUNTY SCHOOL DISTRICT
Enrollment for Quarter Ending June 30, 2020

School	2015-2016		2016-2017		2017-2018		2018-2019		2019-2020			
	1st 9/12	10th 5/31	1st 9/11	10th 5/26	1st 9/30	4th 6/30	1st 9/30	4th 6/30	1st 9/30	2nd 12/31	3rd 3/31	4th 6/30
DES	439	446	494	482	500	503	502	512	473	476	479	473
SES	416	413	440	457	443	438	426	434	370	385	384	390
RES	404	425	452	459	458	473	452	460	433	429	444	446
DIS	359	362	373	365	386	389	344	346	408	406	408	408
DHS	674	670	701	649	648	620	679	667	673	674	670	672
Dayton	2,292	2,316	2,460	2,412	2,435	2,423	2,403	2,419	2,357	2,370	2,385	2,389
FES	441	463	479	467	456	493	497	512	442	485	495	498
CES	562	567	645	684	668	699	653	682	622	627	619	619
EVES	428	445	489	509	519	522	524	536	541	534	544	545
FIS	562	552	592	615	640	656	656	665	649	656	677	675
SMS	557	544	559	557	598	589	644	668	671	680	689	695
FHS	965	933	1,016	1,001	1,038	1,018	1,094	1,058	1,162	1,183	1,142	#REF!
Fernley	3,515	3,504	3,780	3,833	3,919	3,977	4,068	4,121	4,087	4,165	4,166	#REF!
SSES	648	656	692	740	398	432	395	401	360	379	370	369
SSMS					303	296	317	310	317	317	318	327
SSHS	239	237	248	239	258	244	285	273	293	294	296	304
Silver Spg	887	893	940	979	959	972	997	984	970	990	984	1,000
SVES	93	103	94	94	89	96	83	92	92	90	103	92
SVHS	107	107	108	105	116	117	118	119	108	113	113	115
Smith Val	200	210	202	199	205	213	201	211	200	203	216	207
YES	525	525	534	551	538	572	561	579	549	553	553	554
YIS	372	372	364	372	409	411	399	414	406	408	399	401
YHS	368	356	382	370	381	368	391	380	396	392	388	392
Yerington	1,265	1,253	1,280	1,293	1,328	1,351	1,351	1,373	1,351	1,353	1,340	1,347
ERHS	11	9	11	10	12	13	9	11	10	14	10	8
TOTAL	8,170	8,185	8,673	8,726	8,858	8,949	9,029	9,119	8,975	9,095	9,101	9,112
	41	15	488	53	673	276	303	90	(144)	120	6	11

Enrollment Change Between Count Days (end of September):

15-16 to 16-17**	16-17 to 17-18	17-18 to 18-19	18-19 to 19-20
503 6.1%	185 2.1%	171 1.9%	66 0.7%

** FY 2016-17 is the first year which included pre-k students.

Enrollment Change During School Year:

2015-2016	2016-2017	2017-2018	2018-2019
1st to 10th	1st to 10th	1st to 4th	1st to 4th
15 0.2%	53 0.6%	91 1.0%	90 1.0%

LYON COUNTY SCHOOL DISTRICT
Enrollment for Quarter Ending June 30, 2020

Area	Dayton					Fernley						Silver Springs			Smith Valley		Yerington			Other	TOTAL	
	School	DES	SES	RES	DIS	DHS	FES	CES	EVES	FIS	SMS	FHS	SSES	SSMS	SSHS	SVES	SVHS	YES	YIS	YHS		ERHS
Pre-K	22	25	46				51	21	23				48	-		-		77				313
K	65	45	60				73	120	95				48	-		18		97				621
1	54	58	53				97	118	135				70	-		9		85				679
2	74	42	46				93	106	92				55	-		9		97				614
3	70	63	46				86	138	104				80	-		14		93				694
4	60	50	69				98	116	96				68	-		15		105				677
5	65	54	59								328					83				96		695
6	63	53	67	-							347					82				101		730
7				243							338					76		16		108	1	782
8				165							357					86		23		96	1	728
9						170					316				81		17			93	2	679
10						186					292				81		20			102	3	684
11						166					273				75		22			96	1	633
12						143					245				66		17			97	-	568
Ungraded						7					3									4	-	15
Enrolled School	473	390	446	408	672	498	619	545	675	695	1,129	369	327	304	92	115	554	401	392	8	9,112	

**Information Technology
Service Ticket Report
6/1/2020 - 6/30/2020**

Created

Ticket Type	DO	Adult	PLC	B&G	CES	EVES	FES	FIS	SMS	FHS	DES	RES	SES	DIS	DHS	ERHS	SSES	SSMS	SSHS	SVS	YES	YIS	YHS	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
High	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Medium	3	0	0	0	0	2	1	0	0	0	1	0	0	0	0	0	3	2	1	1	1	2	2	19
Normal	30	1	0	0	7	2	2	5	9	11	9	4	5	9	8	1	9	3	6	11	9	12	8	161
Project	3	0	0	0	0	0	0	1	0	0	0	0	0	0	1	0	0	0	0	0	1	1	0	7
Total	36	1	0	0	7	4	3	6	9	11	10	4	5	9	9	1	12	5	7	12	11	15	10	187

Closed 6/1/2020 - 6/30/2020

Ticket Type	DO	Adult	PLC	B&G	CES	EVES	FES	FIS	SMS	FHS	DES	RES	SES	DIS	DHS	ERHS	SSES	SSMS	SSHS	SVS	YES	YIS	YHS	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	
	Canceled	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	
	Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
High	Closed	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
	Canceled	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	
	Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Medium	Closed	3	0	0	0	2	1	0	0	0	1	0	0	0	1	0	3	2	1	1	1	2	2	21	
	Canceled	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
	Resolved	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
	Total	3	0	0	0	2	1	0	0	0	1	0	0	0	1	0	3	2	1	1	1	2	2	21	
Normal	Closed	35	1	0	0	5	3	3	5	9	11	11	4	6	5	8	1	11	2	8	12	8	13	7	167
	Canceled	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	
	Total	35	1	0	0	5	3	3	5	9	11	11	4	6	5	8	1	11	2	8	12	8	13	7	167
Project	Closed	3	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	4	
	Canceled	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	
	Total	3	0	0	0	0	0	0	0	0	0	1	0	0	0	4									
Total	Closed	41	1	0	0	5	5	4	5	9	11	12	4	6	5	9	1	14	4	10	13	9	15	9	192
	Canceled	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	
	Total	41	1	0	0	5	5	4	5	9	11	12	4	6	5	9	1	14	4	10	13	9	15	9	192

**Information Technology
Service Ticket Report
6/1/2020 - 6/30/2020**

Closed by Site/District Tech

Technician Type		DO	Adult	PLC	B&G	CES	EVES	FES	FIS	SMS	FHS	DES	RES	SES	DIS	DHS	ERHS	SSES	SSMS	SSHS	SVS	YES	YIS	YHS	Total	
Site Tech		0	0	0	0	0	0	0	0	0	0	2	0	0	0	0	0	2	0	0	0	0	0	0	0	4
I. T. Tech		40	1	0	0	5	5	4	5	9	11	10	4	6	5	9	1	12	4	10	13	9	15	9	187	
Oasis Support		1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	

Open as of 6/30/20

Ticket Type		DO	Adult	PLC	B&G	CES	EVES	FES	FIS	SMS	FHS	DES	RES	SES	DIS	DHS	ERHS	SSES	SSMS	SSHS	SVS	YES	YIS	YHS	Total	
Urgent	Open	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Pending	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	On Hold	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
High	Open	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Pending	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	On Hold	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Medium	Open	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Pending	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	On Hold	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Normal	Open	2	0	0	0	1	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	1	2	0	1	8
	Pending	0	0	0	0	0	0	0	0	3	0	0	0	0	4	0	0	0	0	0	0	0	0	0	0	7
	On Hold	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	1
	Total	2	0	0	0	1	0	0	0	3	0	0	0	0	4	1	0	0	0	0	0	2	2	0	1	16
Project	Open	2	0	0	0	0	0	0	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	1	0	5
	Pending	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	1
	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	2	0	0	0	0	0	0	1	0	0	0	0	0	0	1	0	0	0	0	0	1	0	0	0	6
Total	Open	4	0	0	0	0	0	0	1	0	0	0	0	0	0	2	0	0	0	0	0	1	2	1	0	13
	Pending	0	0	0	0	0	0	0	0	3	0	0	0	0	4	0	0	0	0	0	0	1	0	0	0	8
	On Hold	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	1
	Total	4	0	0	0	1	0	0	1	3	0	0	0	0	4	2	0	0	0	0	0	2	3	1	1	22

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

THIS AGREEMENT made on this 9th day of July 2020, by and between the BOARD OF TRUSTEES OF THE LYON COUNTY SCHOOL DISTRICT, a body corporate, hereinafter referred to as "District," and UpWard Bound Programs, hereinafter referred to as "Organization."

WHEREAS, the District owns certain school buses that the Organization desires to use in connection with Activities and Events organized by the UpWard Bound Programs and;

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

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

1. The District hereby permits the use of school buses TO BE USED BY Organization as fully set forth in this Agreement.
2. The term of this Agreement shall be for a period commencing at 12:00 a.m. on the 1st day of September, 2020, and expiring on 11:59 p.m. on the 31st day of August, 2021. The District shall retain and maintain absolute ownership and control of said school buses and Organization's use of said school buses shall in no way interfere with District's use of the school buses.
3. In consideration of the foregoing, Organization agrees to promptly pay to District \$2.09 per mile for each actual mile logged by said buses and \$23.98 per hour for each District driver used by Organization during the term of this Agreement. Only District drivers will be allowed to drive the buses. If there is a change in operating costs for District, then Organization agrees to pay the adjusted cost per mile for actual miles logged provided that District provides thirty (30) days written notice prior to the effective date of the cost adjustment. In the event Organization does not use said buses for its contemplated programs, there will be no charge to Organization.
4. The District agrees to maintain the said equipment at its own expense including but not limited to lubrication, fuel, tires, repairs, and cleaning; provided, however, Organization shall perform all emergency on the road maintenance while the buses are in Organization's possession, and further be responsible for returning any inoperable buses to the District's designated maintenance or storage area.
5. Organization will provide adequate adult supervision of children under their care and control, and agree that any District employee who is functioning in a position that they normally fill as an employee of the District will not be required or requested to function as a chaperone for Organization.
6. Organization will provide at least ten (10) days notice should any child being transported under the conditions of this agreement be less than 5 years old or weigh less than 60 pounds, so that District may provide a suitable bus (if available) for transport of such children. Organization shall also provide at least ten (10) days notice if any child with special needs that requires additional safety measures shall be transported under the conditions of this agreement, and it shall be the responsibility of the Organization to provide adequate adult supervision of such children.

7. District will maintain absolute and final authority over the departure of school buses, and reserves the right to cancel any departure due to inclement weather or poor road conditions. Any such cancellation that results in a financial loss to Organization shall not be the responsibility of the District.
8. Organization shall indemnify, hold District harmless and defend District from any and all liability and claims, including but not limited to costs and attorneys' fees, which may result from the negligent and/or intentional acts of Organization and its employees. District shall indemnify, hold Organization harmless, and defend Organization up to the statutory limits set forth in NRS Chapter 41 for any and all liability and claims including costs and attorneys fees, which may result from the negligent or intentional act of District's employees or agents.
9. In the event any bus is damaged while in possession of Organization as a result of negligent and/or intentional acts of the Organization and its employees, Organization shall be responsible to repair and/or pay to the District the fair market value of said bus prior to such damage, if repair is not practically or economically feasible.
10. The Organization shall furnish automobile liability insurance on each bus used in the above outlined programs. Such insurance shall name District as an additional insured and shall provide District with thirty (30) days notice of cancellation of the policy. Organization shall also name District as an additional insured on its excess liability policy or policies.

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

11. Upon the expiration of this lease agreement, Organization shall promptly restore possession of all the school buses to District in as good a condition as when received, ordinary wear and tear excepted.
12. This Agreement shall be binding upon the parties hereto and their successors in interest.
13. This Agreement shall be governed by the laws of the State of Nevada.

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

LYON COUNTY SCHOOL DISTRICT
 "DISTRICT"

By _____
 Neal McIntyre, LCSD Board of Trustees President

Upward Bound Programs
 "ORGANIZATION"

By _____
 Ellen E. Houston, Director Upward Bound Programs

Lyon County School District Board Memo

Date: July 28, 2020
To: Board of School Trustees
From: Wayne Workman, Superintendent
Re: AB 56 Physical/Mechanical Restraint and Aversive Intervention Report for Students with Disabilities

Recommendation

That the Board of Trustees approve the 2019-2020 AB 56 Physical/Mechanical Restraint and Aversive Intervention Report for Students with Disabilities.

Background Information

In accordance with N.R.S. § 388.5317, on or before **August 15** of each year, each school district must prepare and submit to the Nevada Department of Education (NDE) a report by school that includes the following information:

1. The number of instances in which **physical restraint** was used during the previous school year, which must indicate the number of instances per teacher and per pupil without disclosing personally identifiable information about the teacher or the pupil;
2. The number of instances in which **mechanical restraint** was used during the previous school year, which must indicate the number of instances per teacher and per pupil without disclosing personally identifiable information about the teacher or the pupil; and
3. The number of **violations** of the statute, by type of violation, which must indicate the number of violations per teacher and per pupil without disclosing personally identifiable information about the teacher or the pupil.

The information gathered from the districts' reports are compiled by the NDE. The NDE then prepares a report (disaggregated by school district) to be submitted by October 1 to the following individuals:

- In even-numbered years, the Director of the Legislative Counsel Bureau
- In odd-numbered years, the Legislative Committee on Education.

Please note that only schools with reports of physical and mechanical restraints are included in this report. If a school is not included, they did not report any instances of such events.

Budget Considerations

None

Discussed at Previous Meeting

No

Attachment(s)

2019-2020 School and District AB 56 Physical/Mechanical Restraint Report for Students with Disabilities

*Respectfully Submitted,
Wayne Workman, Superintendent*

Report of Restraints and Violations by School District
(Including the Charter School Authority)

List of School Districts	Number of Instances of Physical Restraint	Number of Instances of Mechanical Restraint	Number of Violations By Type		
			Non-Permissible Physical Restraint ¹	Non-Permissible Mechanical Restraint ²	Aversive Intervention
Carson City					
Charter School Authority					
Churchill					
Clark					
Douglas					
Elko					
Esmeralda					
Eureka					
Humboldt					
Lander					
Lincoln					
Lyon	78	0	7	0	1
Mineral					
Nye					
Pershing					
Storey					
Washoe					
White Pine					

¹ Note that each non-permissible use of physical restraint is also counted in the column to the left for total instances of physical restraint.

² Note that each non-permissible use of mechanical restraint is also counted in the column to the left for total instances of mechanical restraint.

LYON COUNTY SCHOOL DISTRICT VOUCHER

Voucher No: 1431 Voucher Date: 06/19/2020 Prepared By: _____

Printed: 07/20/2020 09:07:47 AM

LYON COUNTY SCHOOL DISTRICT is hereby authorized to draw warrants against LYON COUNTY SCHOOL DISTRICT funds for the sum of \$47,337.59 on account of obligations incurred for value received in services and for materials as shown below for period July 1, 2019 to June 30, 2020 (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.

Neal E. McIntyre President

Holly Villines Clerk

Kimber LA Crabtree Member

Barbara Jones Member

Sherry Parsons Member

Bridget Peterson Member

John Stevens Member

LYON COUNTY SCHOOL DISTRICT

Fund		Amount
100	General Fund	\$34,130.83
240	State Grants	\$2,712.00
250	Special Education	\$24.64
280	Federal Funds	\$10,032.53
285	Medicaid Funds	\$13.59
290	Food Service Funds	\$424.00
		<hr/> <hr/>
		\$47,337.59

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1431

06/19/2020

Fiscal Year: 2019-2020

Vendor Remit Name	Vendor #	Account	Description	Amount
A-L SIERRA WELDING PROD.	85	P-Card Payee: COMMERCE BANK		
		100.132.0000.000.2410.610.10302.20.00	General Supplies	\$12.95
		0		
		100.132.0000.100.1000.610.10302.20.00	General Supplies	\$25.90
		0		
			Vendor Total:	\$38.85
BONANZA PRODUCE CO.	2070	P-Card Payee: COMMERCE BANK		
		290.184.0000.000.1000.630.10000.00.00	Food	\$424.00
		0		
			Vendor Total:	\$424.00
BSN SPORTS		P-Card Payee: COMMERCE BANK		
		100.163.0000.920.1000.610.10603.32.00	General Supplies	\$2,457.00
		0		
			Vendor Total:	\$2,457.00
CAPITAL CITY AUTO PARTS	102852	P-Card Payee: COMMERCE BANK		
		100.170.0000.000.2710.614.10000.00.00	Parts	\$520.71
		0		
			Vendor Total:	\$520.71
FAST GLASS-FALLON	101152	P-Card Payee: COMMERCE BANK		
		100.133.0000.000.2620.610.10303.10.00	General Supplies	\$1,455.00
		0		
			Vendor Total:	\$1,455.00
FOLLETT LIBRARY RESOURCES	7820	P-Card Payee: COMMERCE BANK		
		100.136.0000.000.2220.640.10208.31.00	Books and Periodicals	\$991.97
		0		
			Vendor Total:	\$991.97
HEINEMANN	99284	P-Card Payee: COMMERCE BANK		
		280.633.0000.000.2100.610.10202.10.00	General Supplies	\$8,340.68
		0		
			Vendor Total:	\$8,340.68
J.W. PEPPER	102488	P-Card Payee: COMMERCE BANK		
		100.136.0000.100.1000.610.10208.31.00	General Supplies	\$79.15
		0		

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1431

06/19/2020

Fiscal Year: 2019-2020

Vendor Remit Name	Vendor #	Account	Description	Amount
		100.161.0000.000.2410.610.10601.32.00 0	General Supplies	\$2,104.00
			Vendor Total:	\$2,183.15
JOSTENS_10600	10600	P-Card Payee: COMMERCE BANK		
		100.101.0000.610.1000.610.10000.00.00 0	General Supplies	\$872.83
		100.161.0000.100.1000.610.10601.32.00 0	General Supplies	\$985.54
		100.162.0000.000.2410.610.10602.50.00 0	General Supplies	\$208.49
		100.163.0000.000.2410.610.10603.32.00 0	General Supplies	\$1,521.28
			Vendor Total:	\$3,588.14
LAKESHORE LEARNING MATERIALS	11240	P-Card Payee: COMMERCE BANK		
		240.207.0000.000.2100.610.10000.00.00 0	FY20 Grants Budget Load- State PreK	\$2,712.00
			Vendor Total:	\$2,712.00
O'REILLY AUTO PARTS	102278	P-Card Payee: COMMERCE BANK		
		100.127.0000.000.2620.610.10210.10.00 0	General Supplies	\$34.99
		100.163.0000.000.2620.610.10603.32.00 0	General Supplies	\$10.99
			Vendor Total:	\$45.98
ORIENTAL TRADING CO.,INC.	15565	P-Card Payee: COMMERCE BANK		
		280.633.0000.000.2100.610.10210.10.00 0	General Supplies	\$643.89
			Vendor Total:	\$643.89
PDM STEEL SERVICE CENTER		P-Card Payee: COMMERCE BANK		
		100.163.0000.380.1000.610.10603.32.00 0	General Supplies	\$4,053.80
			Vendor Total:	\$4,053.80
PETERBILT TRUCK PARTS & EQUIPMENT LLC	21060	P-Card Payee: COMMERCE BANK		
		100.170.0000.000.2710.614.10000.00.00 0	Parts	\$71.97

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1431

06/19/2020

Fiscal Year: 2019-2020

Vendor Remit Name	Vendor #	Account	Description	Amount
			Vendor Total:	\$71.97
SAFETY-KLEEN SYSTEMS, INC	18119	P-Card Payee: COMMERCE BANK		
		100.164.0000.000.2620.421.10604.32.00	Garbage / Disposal	\$1,712.00
		0		
		100.170.0000.000.2710.421.10000.00.00	Garbage / Disposal	\$701.03
		0		
		100.170.0000.000.2730.430.10000.00.00	Repairs and Maintenance Services	\$1,043.29
		0		
			Vendor Total:	\$3,456.32
SCHOOL MATE	18452	P-Card Payee: COMMERCE BANK		
		100.161.0000.100.1000.610.10601.32.00	General Supplies	\$624.00
		0		
			Vendor Total:	\$624.00
SCHOOL OUTFITTERS	98447	P-Card Payee: COMMERCE BANK		
		280.633.0000.000.2100.610.10202.10.00	General Supplies	\$1,047.96
		0		
			Vendor Total:	\$1,047.96
STAPLES ADVANTAGE	99736	P-Card Payee: COMMERCE BANK		
		100.104.0000.000.2210.610.10000.00.00	General Supplies	\$332.63
		0		
		100.108.0000.000.2620.610.10000.00.00	General Supplies	\$143.08
		0		
		100.122.0000.100.1000.610.10202.10.00	General Supplies	\$446.99
		0		
		100.133.0000.100.1000.610.10303.00.00	General Supplies	\$225.98
		0		
		100.134.0000.100.1000.610.10304.20.00	General Supplies	\$387.33
		0		
		100.135.0000.100.1000.610.10305.31.00	General Supplies	\$425.27
		0		
		100.163.0000.000.2410.610.10603.32.00	General Supplies	\$324.56
		0		
		100.165.0000.100.1000.610.10605.32.00	General Supplies	\$630.04
		0		
		250.105.0000.000.2321.610.10000.00.00	General Supplies	\$24.64
		0		

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1431

06/19/2020

Fiscal Year: 2019-2020

Vendor Remit Name	Vendor #	Account	Description	Amount
		285.781.0000.200.2321.610.10000.00.00 0	General Supplies	\$13.59
			Vendor Total:	\$2,954.11
TAHOE SUPPLY CO.	11238	P-Card Payee: COMMERCE BANK		
		100.125.0000.000.2620.610.10205.10.00 0	General Supplies	\$911.63
		100.127.0000.000.2620.610.10210.10.00 0	General Supplies	\$220.00
		100.128.0000.000.2620.610.10211.10.00 0	General Supplies	\$220.00
		100.134.0000.000.2620.610.10304.20.00 0	General Supplies	\$2,100.80
		100.161.0000.000.2620.610.10601.32.00 0	General Supplies	\$96.11
		100.165.0000.000.2620.610.10605.32.00 0	General Supplies	\$2,489.76
			Vendor Total:	\$6,038.30
WEDCO INC.	22320	P-Card Payee: COMMERCE BANK		
		100.108.0000.000.2620.610.10000.00.00 0	General Supplies	\$1,057.37
		100.108.0000.000.2620.610.10303.10.00 0	General Supplies	\$53.72
		100.127.0000.000.2620.610.10210.10.00 0	General Supplies	\$220.50
		100.135.0000.000.2620.610.10305.31.00 0	General Supplies	\$93.04
		100.161.0000.000.2620.610.10601.32.00 0	General Supplies	\$109.77
			Vendor Total:	\$1,534.40
WESTERN NEVADA KENWORTH	103203	P-Card Payee: COMMERCE BANK		
		100.170.0000.000.2710.614.10000.00.00 0	Parts	\$2,260.42
			Vendor Total:	\$2,260.42
WESTERN NEVADA SUPPLY	22580	P-Card Payee: COMMERCE BANK		
		100.108.0000.000.2630.610.10000.00.00 0	General Supplies	\$123.76

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1431

06/19/2020

Fiscal Year: 2019-2020

Vendor Remit Name	Vendor #	Account	Description	Amount
		100.108.0000.000.2630.610.10603.32.00 0	General Supplies	\$247.52
		100.108.0000.000.2630.610.10604.32.00 0	General Supplies	\$42.08
		100.121.0000.000.2620.610.10201.10.00 0	General Supplies	\$200.29
		100.127.0000.000.2620.610.10210.10.00 0	General Supplies	\$181.83
		100.161.0000.000.2620.610.10601.32.00 0	General Supplies	\$861.82
			Vendor Total:	\$1,657.30
WILLIAM V. MACGILL & CO.	22793	P-Card Payee: COMMERCE BANK		
		100.129.0000.000.2130.610.10209.10.00 0	General Supplies	\$237.64
			Vendor Total:	\$237.64
			Grand Total:	\$47,337.59

End of Report

LYON COUNTY SCHOOL DISTRICT VOUCHER

Voucher No: 1429 Voucher Date: 06/19/2020 Prepared By: _____

Printed: 07/20/2020 09:06:38 AM

LYON COUNTY SCHOOL DISTRICT is hereby authorized to draw warrants against LYON COUNTY SCHOOL DISTRICT funds for the sum of \$259,177.00 on account of obligations incurred for value received in services and for materials as shown below for period July 1, 2019 to June 30, 2020 (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.

Neal E. McIntyre President

Holly Villines Clerk

Kimber LA Crabtree Member

Barbara Jones Member

Sherry Parsons Member

Bridget Peterson Member

John Stevens Member

LYON COUNTY SCHOOL DISTRICT

Fund		Amount
100	General Fund	\$100,399.96
205	Nv Education Funding plan as per SB178 (2017)	\$161.52
230	Adult Education	\$0.87
240	State Grants	\$4,443.38
250	Special Education	\$10,161.92
260	Gifts and Donations	\$2,000.00
273	Insurance Loss	\$686.19
280	Federal Funds	\$111,910.08
285	Medicaid Funds	\$26,643.33
290	Food Service Funds	\$1,769.75

Voucher No: 1429

Voucher Date: 06/19/2020

Fund		Amount
400	Debt Service Funds	\$1,000.00
		<hr/> <hr/>
		\$259,177.00

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1429

06/19/2020

Fiscal Year: 2019-2020

Vendor Remit Name	Vendor #	Account	Description	Amount
A & A MOBILE LOCK & KEY	100730	100.161.0000.000.2620.610.10601.32.00	General Supplies Check #: 199333	\$33.50
Vendor Total:				\$33.50
A T & T LONG DISTANCE	18214	100.108.0000.000.2620.532.10000.00.00	Voice/Voicemail Check #: 199334	\$6.94
		100.121.0000.000.2410.533.10201.10.00	Telephone – Land Line phone services Check #: 199334	\$0.60
		100.122.0000.000.2410.533.10202.10.00	Telephone – Land Line phone services Check #: 199334	\$5.73
		100.123.0000.000.2410.533.10203.10.00	Telephone – Land Line phone services Check #: 199334	\$0.44
		100.125.0000.000.2410.533.10205.10.00	Telephone – Land Line phone services Check #: 199334	\$0.60
		100.126.0000.000.2410.533.10206.10.00	Telephone – Land Line phone services Check #: 199334	\$0.45
		100.127.0000.000.2410.533.10210.10.00	Telephone – Land Line phone services Check #: 199334	\$0.77
		100.128.0000.000.2410.533.10211.10.00	Telephone – Land Line phone services Check #: 199334	\$0.48
		100.129.0000.000.2410.533.10209.10.00	Telephone – Land Line phone services Check #: 199334	\$0.37
		100.132.0000.000.2410.533.10302.20.00	Telephone – Land Line phone services Check #: 199334	\$0.00
		100.133.0000.000.2410.533.10303.10.00	Telephone – Land Line phone services Check #: 199334	\$0.63
		100.135.0000.000.2410.533.10305.31.00	Telephone – Land Line phone services Check #: 199334	\$0.76
		100.136.0000.000.2410.533.10208.31.00	Telephone – Land Line phone services Check #: 199334	\$0.60
		100.161.0000.000.2410.533.10601.32.00	Telephone – Land Line phone services Check #: 199334	\$0.97

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1429

06/19/2020

Fiscal Year: 2019-2020

Vendor Remit Name	Vendor #	Account	Description	Amount
		100.162.0000.000.2410.533.10602.50.00	Telephone – Land Line phone services Check #: 199334	\$1.96
		100.163.0000.000.2410.533.10603.32.00	Telephone – Land Line phone services Check #: 199334	\$9.67
		100.164.0000.000.2410.533.10604.32.00	Telephone – Land Line phone services Check #: 199334	\$6.46
		100.165.0000.000.2410.533.10605.32.00	Telephone – Land Line phone services Check #: 199334	\$1.01
		100.170.0000.000.2710.533.10000.00.00	Telephone – Land Line phone services Check #: 199334	\$0.17
		230.231.0000.610.1000.533.10907.41.00	Telephone – Land Line phone services Check #: 199334	\$0.18
		230.231.0000.610.1000.533.10909.41.00	Telephone – Land Line phone services Check #: 199334	\$0.69
		290.182.0000.000.3100.533.10000.00.00	Telephone – Land Line phone services Check #: 199334	\$0.43
		290.183.0000.000.3100.533.10000.00.00	Telephone – Land Line phone services Check #: 199334	\$0.95
			Vendor Total:	\$40.86
A T & T MONTHLY STATEMENT	99712			
		100.170.0000.000.2710.534.10000.00.00	Telephone – Cell phone services Check #: 199335	\$114.26
			Vendor Total:	\$114.26
ACE HARDWARE	200			
		100.107.0000.000.2580.610.10000.00.00	General Supplies Check #: 199336	\$36.49
		100.108.0000.000.2620.610.10000.00.00	General Supplies Check #: 199336	\$158.24
		100.108.0000.000.2620.610.10205.10.00	General Supplies Check #: 199336	\$1.78
		100.108.0000.000.2620.610.10604.32.00	General Supplies Check #: 199336	\$28.94

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Vendor Remit Name	Vendor #	Account	Description	Amount
		100.108.0000.000.2630.610.10000.00.00 Check #: 199336	General Supplies	\$101.81
		100.132.0000.000.2620.610.10302.20.00 Check #: 199336	General Supplies	\$40.99
		100.162.0000.000.2620.610.10602.50.00 Check #: 199336	General Supplies	\$115.93
		100.163.0000.000.2620.610.10603.32.00 Check #: 199336	General Supplies	\$1,354.15
			Vendor Total:	\$1,838.33
ACEVEDO, CHEYENNE		280.667.0000.000.2213.340.10000.00.00 Check #: 199337	Other Professional Services	\$200.00
			Vendor Total:	\$200.00
ADVANCED CHILD BEHAVIOR SOLUTIONS,LLC	102918	280.639.0000.200.2240.340.10000.00.00 Check #: 199338	Other Professional Services	\$2,729.60
			Vendor Total:	\$2,729.60
ADVANCED CLASSROOM TECH	102814	280.633.0000.000.2100.652.10210.10.00 Check #: 199339	Inventoried Supplies/Equipment – IT Related <\$5000	\$7,137.00
			Vendor Total:	\$7,137.00
ALDRIDGE, AMANDA		100.163.0000.190.1000.610.10603.32.00 Check #: 199340	General Supplies	\$1,034.76
		100.163.0000.193.1000.610.10603.32.00 Check #: 199340	General Supplies	\$121.02
			Vendor Total:	\$1,155.78
ALHAMBRA WATER	97540	100.101.0000.000.2500.615.10000.00.00 Check #: 199341	Snacks, Food & Beverages	\$50.75
			Vendor Total:	\$50.75

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Vendor Remit Name	Vendor #	Account	Description	Amount
ALL ABOUT VISION, LLC	94550	250.105.0000.200.2155.340.10000.00.00	Other Professional Services Check #: 199342	\$240.00
Vendor Total:				\$240.00
ALL IN GRAPHIX		100.161.0000.100.1000.610.10601.32.00	General Supplies Check #: 199343	\$50.00
		100.165.0000.100.1000.610.10605.32.00	General Supplies Check #: 199343	\$563.00
		280.633.0000.000.3300.610.10601.32.00	FY19 Title IA FHS Budget Load Check #: 199343	\$16,330.00
		280.633.0000.000.3300.610.10605.30.00	FY20 Title IA SSHS Budget Load Check #: 199343	\$967.00
Vendor Total:				\$17,910.00
AMAZON---FIS		100.133.0000.000.2410.610.10303.10.00	General Supplies Check #: 199344	\$79.99
		100.133.0000.100.1000.610.10303.10.00	General Supplies Check #: 199344	\$140.00
Vendor Total:				\$219.99
AMAZON--EAST VALLEY ELEMENTARY SCHOOL		100.126.0000.100.1000.610.10206.10.00	General Supplies Check #: 199345	\$194.21
Vendor Total:				\$194.21
AMAZON.COM	99456	100.104.0000.000.2210.640.10000.00.00	Books and Periodicals Check #: 199346	\$24.49
		100.122.0000.000.2410.610.10202.10.00	General Supplies Check #: 199346	\$229.99
		100.122.0000.000.2620.610.10202.10.00	General Supplies Check #: 199346	\$1,092.35

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Vendor Remit Name	Vendor #	Account	Description	Amount
		100.125.0000.000.2410.610.10205.10.00 Check #: 199346	General Supplies	\$399.99
		100.125.0000.000.2620.610.10205.10.00 Check #: 199346	General Supplies	\$2,732.02
		100.129.0000.000.2410.610.10209.10.00 Check #: 199346	General Supplies	\$362.97
		100.165.0000.000.2620.610.10605.32.00 Check #: 199346	General Supplies	\$47.76
		100.165.0000.100.1000.610.10605.32.00 Check #: 199346	General Supplies	\$1,063.50
		280.709.0000.000.2213.640.10000.00.00 Check #: 199346	Books and Periodicals	\$8.99
			Vendor Total:	\$5,962.06
APEX SAW WORKS		100.161.0000.100.1000.610.10601.32.00 Check #: 199347	General Supplies	\$15.00
			Vendor Total:	\$15.00
APPLE COMPUTER_1112	1112	100.101.0000.000.2320.652.10000.00.00 Check #: 199348	Inventoried Supplies/Equipment – IT Related <\$5000	\$2,705.00
		100.126.0000.100.1000.652.10206.10.00 Check #: 199348	Inventoried Supplies/Equipment – IT Related <\$5000	\$4,396.00
			Vendor Total:	\$7,101.00
APPLIED INDUST. TECH	1133	100.127.0000.000.2620.610.10210.10.00 Check #: 199349	General Supplies	\$259.45
		100.128.0000.000.2620.610.10211.10.00 Check #: 199349	General Supplies	\$154.36
			Vendor Total:	\$413.81
ARAMARK UNIFORM SERVICES		100.170.0000.000.2730.619.10000.00.00 Check #: 199350	Uniforms	\$460.09

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Vendor Remit Name	Vendor #	Account	Description	Amount
		290.182.0000.000.3100.422.10000.00.00	Janitorial / Custodial Services	\$63.90
		Check #: 199350		
			Vendor Total:	\$523.99
ASCD_99490	99490	100.133.0000.000.2410.810.10303.10.00	Dues and Fees	\$89.00
		Check #: 199351		
			Vendor Total:	\$89.00
AUDIO ENHANCEMENT, INC	99350	100.121.0000.000.2410.612.10201.10.00	Inventoried Supplies/Equipment <\$5000	\$60.00
		Check #: 199352		
			Vendor Total:	\$60.00
BISARD, NORMA		250.105.0000.200.2130.580.10000.00.00	Staff Travel	\$1,063.14
		Check #: 199353		
			Vendor Total:	\$1,063.14
BRANDON DOLPH		100.135.0000.100.1000.610.10305.31.00	General Supplies	\$2,194.49
		Check #: 199354		
		100.163.0000.189.1000.610.10603.32.00	General Supplies	\$289.00
		Check #: 199354		
			Vendor Total:	\$2,483.49
BROWN MILBERY INC	2280	100.108.0000.000.2620.430.10202.10.00	Repairs and Maintenance Services	\$170.00
		Check #: 199355		
		100.108.0000.000.2620.610.10202.10.00	General Supplies	\$180.89
		Check #: 199355		
		100.128.0000.000.2620.610.10211.10.00	General Supplies	\$1,281.00
		Check #: 199355		
			Vendor Total:	\$1,631.89
BUMGARDNER, JULIE		100.164.0000.000.2410.533.10604.32.00	Telephone - Land Line phone services	\$475.44
		Check #: 199356		

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Vendor Remit Name	Vendor #	Account	Description	Amount
			Vendor Total:	\$475.44
BUS PARTS WAREHOUSE	2534	100.170.0000.000.2710.614.10000.00.00	Parts	\$1,103.36
		Check #: 199357		
			Vendor Total:	\$1,103.36
BUSWEST		100.170.0000.000.2710.614.10000.00.00	Parts	\$460.36
		Check #: 199358		
			Vendor Total:	\$460.36
CARRASCO, WILL		280.667.0000.000.2213.340.10000.00.00	Other Professional Services	\$200.00
		Check #: 199359		
			Vendor Total:	\$200.00
CIBRIAN, STEVEN		260.067.0000.000.2410.890.10000.00.00	Miscellaneous Expenditures	\$1,000.00
		Check #: 199360		
			Vendor Total:	\$1,000.00
CONDE SYSTEMS, INC		100.161.0000.371.1000.610.10601.32.00	General Supplies	\$135.41
		Check #: 199361		
			Vendor Total:	\$135.41
CONNECTIONS SPEECH&LANGUAGE SERVICES LLC		285.781.0000.200.2150.340.10000.00.00	Other Professional Services	\$1,032.50
		Check #: 199362		
			Vendor Total:	\$1,032.50
CROSS, RYAN		100.164.0000.000.2410.533.10604.32.00	Telephone – Land Line phone services	\$475.44
		Check #: 199363		
			Vendor Total:	\$475.44
CRYSTAL CREAMERY				

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Vendor Remit Name	Vendor #	Account	Description	Amount
		290.182.0000.000.3100.630.10000.00.00	Food	\$591.41
		Check #: 199364		
		290.184.0000.000.1000.630.10000.00.00	Food	(\$31.14)
		Check #: 199364		
			Vendor Total:	\$560.27
CTECS		100.103.0000.300.1000.610.10000.00.00	General Supplies	\$296.00
		Check #: 199365		
			Vendor Total:	\$296.00
D & S WASTE REMOVAL, INC	4960	100.163.0000.000.2620.421.10603.32.00	Garbage / Disposal	\$25.00
		Check #: 199366		
			Vendor Total:	\$25.00
DAVIS, MARIA C.	102800	280.639.0000.200.2190.340.10000.00.00	Other Professional Services	\$450.00
		Check #: 199367		
			Vendor Total:	\$450.00
DELTA FIRE SYSTEMS, INC.		100.126.0000.000.2620.430.10206.10.00	Repairs and Maintenance Services	\$575.00
		Check #: 199368		
			Vendor Total:	\$575.00
DONNELLEY SPORTS	97433	100.162.0000.920.1000.610.10602.50.00	General Supplies	\$437.16
		Check #: 199369		
			Vendor Total:	\$437.16
DRIVE LINE SERVICE INC	5787	100.170.0000.000.2710.614.10000.00.00	Parts	\$151.59
		Check #: 199370		
			Vendor Total:	\$151.59
EBS HEALTHCARE		285.781.0000.200.2150.340.10206.10.00	Other Professional Services	\$9,937.50
		Check #: 199371		

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Vendor Remit Name	Vendor #	Account	Description	Amount
		285.781.0000.200.2150.340.10211.10.00	Other Professional Services	\$12,075.00
		Check #: 199371		
			Vendor Total:	\$22,012.50
ERICKSON, THORPE & SWAINSTON, LTD	6730			
		280.639.0000.200.2213.340.10000.00.00	Other Professional Services	\$1,340.00
		Check #: 199372		
			Vendor Total:	\$1,340.00
ESPINOZA, AUDREY				
		260.067.0000.000.2410.890.10000.00.00	Miscellaneous Expenditures	\$1,000.00
		Check #: 199373		
			Vendor Total:	\$1,000.00
FLYERS ENERGY, LLC	102216			
		100.170.0000.000.2730.626.10000.00.00	Gasoline	\$1,304.88
		Check #: 199374		
			Vendor Total:	\$1,304.88
FRONTIER	21702			
		100.162.0000.000.2410.533.10602.50.00	Telephone - Land Line phone services	\$269.19
		Check #: 199375		
			Vendor Total:	\$269.19
GRAINGER	99826			
		100.163.0000.000.2620.610.10603.32.00	General Supplies	\$662.46
		Check #: 199376		
			Vendor Total:	\$662.46
GRAYMAR ENVIRONMENTAL SERVICES INC				
		100.170.0000.000.2710.340.10000.00.00	Other Professional Services	\$24,480.50
		Check #: 199377		
			Vendor Total:	\$24,480.50
GREENBRAE TROPHY	8785			
		100.161.0000.920.1000.610.10601.32.00	General Supplies	\$150.00
		Check #: 199378		
			Vendor Total:	\$150.00

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Vendor Remit Name	Vendor #	Account	Description	Amount
HANDLE WITH CARE BEHAVIOR MGMT SYSTS	99780	280.639.0000.200.2213.331.10000.00.00	Training & Development-Instruct Licensed Personnel	\$337.50
		Check #: 199379		
				Vendor Total:
				\$337.50
HDS WHITE CAP CONST SUPPLY	95880	100.135.0000.000.2620.610.10305.31.00	General Supplies	\$378.00
		Check #: 199380		
				Vendor Total:
				\$378.00
HEALY SPORTWEAR		100.163.0000.920.1000.610.10603.32.00	General Supplies	\$1,805.00
		Check #: 199381		
				Vendor Total:
				\$1,805.00
HOME DEPOT	9654	100.121.0000.000.2620.610.10201.10.00	General Supplies	\$914.45
		Check #: 199382		
		100.133.0000.000.2620.610.10303.10.00	General Supplies	\$515.45
		Check #: 199382		
		100.136.0000.000.2620.610.10208.31.00	General Supplies	\$230.01
Check #: 199382				
100.164.0000.000.2620.610.10604.32.00	General Supplies	\$931.59		
Check #: 199382				
				Vendor Total:
				\$2,591.50
J & S ASSESSMENTS, L.L.C.		250.105.0000.200.2140.340.10000.00.00	Other Professional Services	\$425.00
		Check #: 199383		
				Vendor Total:
				\$425.00
JONES, ROBERT	100858	100.161.0000.000.2410.534.10601.32.00	Telephone - Cell phone services	\$475.44
		Check #: 199384		
				Vendor Total:
				\$475.44
JOSTENS_97170	97170			

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Vendor Remit Name	Vendor #	Account	Description	Amount
		100.161.0000.100.1000.610.10601.32.00	General Supplies	\$131.25
		Check #: 199385		
		100.163.0000.000.2410.610.10603.32.00	General Supplies	\$249.80
		Check #: 199385		
		100.164.0000.100.1000.610.10604.32.00	General Supplies	\$102.75
		Check #: 199385		
			Vendor Total:	\$483.80
KELLER, BROOKE		100.161.0000.000.2410.534.10601.32.00	Telephone – Cell phone services	\$475.44
		Check #: 199386		
			Vendor Total:	\$475.44
LAWSON PRODUCTS		100.170.0000.000.2710.614.10000.00.00	Parts	\$446.83
		Check #: 199387		
			Vendor Total:	\$446.83
LOTT, AMY		285.781.0000.200.2150.340.10000.00.00	Other Professional Services	\$73.33
		Check #: 199388		
			Vendor Total:	\$73.33
LOWE'S BUSINESS ACCOUNT	11835	100.108.0000.000.2620.610.10206.10.00	General Supplies	\$9.50
		Check #: 199389		
		100.108.0000.000.2620.610.10209.10.00	General Supplies	\$24.25
		Check #: 199389		
		100.108.0000.000.2620.610.10303.10.00	General Supplies	\$19.36
		Check #: 199389		
		100.108.0000.000.2630.610.10000.00.00	General Supplies	\$230.21
		Check #: 199389		
		100.123.0000.000.2620.610.10203.10.00	General Supplies	\$35.37
		Check #: 199389		
		100.126.0000.000.2620.610.10206.10.00	General Supplies	\$393.02
		Check #: 199389		

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Vendor Remit Name	Vendor #	Account	Description	Amount
		100.129.0000.000.2620.610.10209.10.00 Check #: 199389	General Supplies	\$67.58
		100.133.0000.000.2620.610.10303.10.00 Check #: 199389	General Supplies	\$37.18
		100.135.0000.000.2410.610.10305.31.00 Check #: 199389	General Supplies	\$442.04
		100.135.0000.000.2620.610.10305.31.00 Check #: 199389	General Supplies	\$319.10
		100.161.0000.000.2620.610.10601.32.00 Check #: 199389	General Supplies	\$257.87
		100.162.0000.000.2620.610.10602.50.00 Check #: 199389	General Supplies	\$141.44
			Vendor Total:	\$1,976.92
LUNDBERG, JAYNE		240.325.0000.100.1000.610.10208.31.00 Check #: 199390	General Supplies	\$96.69
		240.325.0000.100.1000.610.10604.32.00 Check #: 199390	General Supplies	\$96.69
			Vendor Total:	\$193.38
MASON VALLEY AUTO BODY		100.170.0000.000.2710.430.10000.00.00 Check #: 199391	Repairs and Maintenance Services	\$859.70
			Vendor Total:	\$859.70
MASON VALLEY PRINTING	96748	100.163.0000.000.2410.610.10603.32.00 Check #: 199392	General Supplies	\$636.00
			Vendor Total:	\$636.00
MUELLER, KAYLA		100.163.0000.190.1000.610.10603.32.00 Check #: 199393	General Supplies	\$51.93
			Vendor Total:	\$51.93
NAPA AUTO & TRUCK PARTS_99614	99614			

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Vendor Remit Name	Vendor #	Account	Description	Amount
		100.161.0000.000.2620.610.10601.32.00	General Supplies	\$47.21
		Check #: 199394		
		100.170.0000.000.2710.614.10000.00.00	Parts	\$397.01
		Check #: 199394		
NASCO MODESTO	13660		Vendor Total:	\$444.22
		100.163.0000.191.1000.610.10603.32.00	General Supplies	\$921.51
		Check #: 199395		
			Vendor Total:	\$921.51
NEVADA DEPT OF MOTOR VEHICLES	14490			
		100.170.0000.000.2710.810.10000.00.00	Dues and Fees	\$174.75
		Check #: 199396		
			Vendor Total:	\$174.75
NEVADA PUBLIC AGENCY INSURANCE POOL	97141			
		273.101.0000.000.2310.890.10000.00.00	Miscellaneous Expenditures	\$686.19
		Check #: 199397		
			Vendor Total:	\$686.19
OFFICE DEPOT	15366			
		100.101.0000.000.2320.610.10000.00.00	General Supplies	\$75.66
		Check #: 199398		
		100.125.0000.100.1000.610.10205.10.00	General Supplies	\$353.50
		Check #: 199398		
		100.127.0000.000.2410.610.10210.10.00	General Supplies	\$6.96
		Check #: 199398		
		100.128.0000.100.1000.610.10211.10.00	General Supplies	\$1,264.30
		Check #: 199398		
		100.163.0000.360.1000.610.10603.32.00	General Supplies	\$1,035.65
		Check #: 199398		
			Vendor Total:	\$2,736.07
OPEN-GATE FOUNDATION				
		280.633.0000.000.2200.610.10304.20.00	FY20 Title IA SSMS Budget Load	\$13,888.00
		Check #: 199399		

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Vendor Remit Name	Vendor #	Account	Description	Amount
				Vendor Total:
PALMER, DAVID				\$13,888.00
		100.164.0000.000.2410.533.10604.32.00	Telephone – Land Line phone services	\$475.44
		Check #: 199400		
				Vendor Total:
PITNEY BOWES GLOBAL FINANCIAL SERVICES	101970			\$475.44
		100.161.0000.100.1000.610.10601.32.00	General Supplies	\$573.81
		Check #: 199401		
		100.163.0000.000.2410.442.10603.32.00	Rental of Equipment and Vehicles	\$283.62
		Check #: 199401		
				Vendor Total:
PRESENCE LEARNING, INC				\$857.43
		250.105.0000.200.2140.340.10000.00.00	Other Professional Services	\$4,447.86
		Check #: 199402		
				Vendor Total:
PROCARE THERAPY				\$4,447.86
		250.105.0000.200.1000.340.10209.10.00	Other Professional Services	\$3,060.00
		Check #: 199403		
		280.639.0000.200.1000.340.10000.00.00	Other Professional Services	\$4,725.00
		Check #: 199403		
				Vendor Total:
PROGRESS PUBLICATIONS INC	16785			\$7,785.00
		100.127.0000.000.2410.610.10210.10.00	General Supplies	\$636.00
		Check #: 199404		
				Vendor Total:
PURCELL TIRE COMPANY	4916			\$636.00
		100.170.0000.000.2730.611.10000.00.00	Tires/Flooring	\$66.50
		Check #: 199405		
				Vendor Total:
PURCHASE POWER	16968			\$66.50

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Vendor Remit Name	Vendor #	Account	Description	Amount
		100.163.0000.000.2410.531.10603.32.00	Postage	\$95.00
		Check #: 199406		
			Vendor Total:	\$95.00
PUT-IN-CUPS	99379			
		100.122.0000.100.1000.610.10202.10.00	General Supplies	\$155.25
		Check #: 199407		
			Vendor Total:	\$155.25
RALEY'S				
		100.161.0000.000.2410.615.10601.32.00	Snacks, Food & Beverages	\$20.97
		Check #: 199408		
		100.161.0000.100.1000.610.10601.32.00	General Supplies	\$235.09
		Check #: 199408		
		100.163.0000.000.2410.615.10603.32.00	Snacks, Food & Beverages	\$36.99
		Check #: 199408		
		205.280.0000.100.1000.610.10601.32.00	General Supplies	\$29.94
		Check #: 199408		
			Vendor Total:	\$322.99
READING WRITING PROJECT NETWORK, LLC				
		240.309.0000.100.2213.330.10000.00.00	Professional Employee Training & Development Serv	\$4,250.00
		Check #: 199409		
			Vendor Total:	\$4,250.00
REFRIGERATION SUPPLIES DISTRIBUTOR	96586			
		100.108.0000.000.2620.610.10000.00.00	General Supplies	\$172.35
		Check #: 199410		
		100.108.0000.000.2620.610.10201.10.00	General Supplies	\$139.85
		Check #: 199410		
		100.108.0000.000.2620.610.10206.10.00	General Supplies	\$620.78
		Check #: 199410		
			Vendor Total:	\$932.98
RENNER EQUIPMENT COMPANY	17400			

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1429

06/19/2020

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Vendor Remit Name	Vendor #	Account	Description	Amount
		100.132.0000.100.1000.610.10302.20.00	General Supplies	\$903.00
		Check #: 199411		
		100.162.0000.000.2620.610.10602.50.00	General Supplies	\$336.88
		Check #: 199411		
		100.170.0000.000.2710.614.10000.00.00	Parts	\$677.60
		Check #: 199411		
			Vendor Total:	\$1,917.48
RGJ MEDIA	101626			
		100.170.0000.000.2710.540.10000.00.00	Advertising	\$1,534.65
		Check #: 199412		
			Vendor Total:	\$1,534.65
RICOH AMERICAS CORP	102825			
		100.101.0000.000.2510.430.10000.00.00	Repairs and Maintenance Services	\$63.02
		Check #: 199413		
		100.133.0000.100.1000.430.10303.10.00	Repairs and Maintenance Services	\$362.27
		Check #: 199413		
		100.170.0000.000.2710.442.10000.00.00	Rental of Equipment and Vehicles	\$29.00
		Check #: 199413		
			Vendor Total:	\$454.29
RICOH USA, INC				
		100.101.0000.000.2500.442.10000.00.00	Rental of Equipment and Vehicles	\$96.32
		Check #: 199414		
		100.106.0000.000.2515.442.10000.00.00	Rental of Equipment and Vehicles	\$48.16
		Check #: 199414		
		100.107.0000.000.2580.442.10000.00.00	Rental of Equipment and Vehicles	\$29.00
		Check #: 199414		
		100.170.0000.000.2710.442.10000.00.00	Rental of Equipment and Vehicles	\$66.54
		Check #: 199414		
			Vendor Total:	\$240.02
ROUND UP AWARDS LLC	17901			
		100.163.0000.000.2410.610.10603.32.00	General Supplies	\$90.00
		Check #: 199415		

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1429

06/19/2020

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Vendor Remit Name	Vendor #	Account	Description	Amount
			Vendor Total:	\$90.00
RUFF, JAMES		100.101.0000.610.1000.351.10907.41.00	Data Processing and Coding Services	\$78.75
		Check #: 199416		
			Vendor Total:	\$78.75
SANFORD, CORY	18144	100.161.0000.000.2410.534.10601.32.00	Telephone - Cell phone services	\$475.44
		Check #: 199417		
			Vendor Total:	\$475.44
SEXSON JENNIFER		100.163.0000.310.1000.610.10603.32.00	General Supplies	\$450.00
		Check #: 199418		
		100.163.0000.360.1000.610.10603.32.00	General Supplies	\$2,046.76
		Check #: 199418		
			Vendor Total:	\$2,496.76
SHRED-IT USA		100.127.0000.000.2410.421.10210.10.00	Garbage / Disposal	\$36.00
		Check #: 199419		
			Vendor Total:	\$36.00
STAPLES TECHNOLOGY SOLUTIONS		280.633.0000.000.2100.650.10000.00.00	Supplies-Information Technology-related	\$59,999.86
		Check #: 199420		
			Vendor Total:	\$59,999.86
STARFALL EDUCATION FOUNDATION	100810	100.125.0000.000.2410.650.10205.10.00	Supplies-Information Technology-related	\$270.00
		Check #: 199421		
			Vendor Total:	\$270.00
STICKS & STONES BLDG. MATERIALS		100.108.0000.000.2620.610.10000.00.00	General Supplies	\$48.99
		Check #: 199422		
		100.108.0000.000.2620.610.10604.32.00	General Supplies	\$210.34
		Check #: 199422		

Lyon County School District

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Voucher Batch Number: 1429

06/19/2020

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Vendor Remit Name	Vendor #	Account	Description	Amount
		100.122.0000.000.2620.610.10202.10.00	General Supplies	\$18.90
		Check #: 199422		
			Vendor Total:	\$278.23
STONE, ALYSSA		280.639.0000.240.1000.340.10000.00.00	Other Professional Services	\$505.00
		Check #: 199423		
			Vendor Total:	\$505.00
STUDIO 33	103250	100.162.0000.000.2410.610.10602.50.00	General Supplies	\$60.00
		Check #: 199424		
		100.170.0000.000.2710.550.10000.00.00	Printing and Binding	\$15.00
		Check #: 199424		
			Vendor Total:	\$75.00
SULLIVAN, PAUL		100.161.0000.000.2410.534.10601.32.00	Telephone - Cell phone services	\$475.44
		Check #: 199425		
			Vendor Total:	\$475.44
SYSCO-SACRAMENTO	20395	290.182.0000.000.3100.630.10000.00.00	Food	\$742.24
		Check #: 199426		
			Vendor Total:	\$742.24
TEAM SPORTS INK	20600	100.164.0000.100.1000.610.10604.32.00	General Supplies	\$288.00
		Check #: 199427		
			Vendor Total:	\$288.00
THE BASIX		100.161.0000.920.1000.610.10601.32.00	General Supplies	\$341.00
		Check #: 199428		
			Vendor Total:	\$341.00
TRUE VALUE HARDWARE_21030	21030	100.108.0000.000.2630.610.10000.00.00	General Supplies	\$16.99
		Check #: 199429		

Lyon County School District

Voucher Supplement Account Summary

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Vendor Remit Name	Vendor #	Account	Description	Amount
		100.163.0000.000.2620.610.10603.32.00	General Supplies	\$54.77
		Check #: 199429		
			Vendor Total:	\$71.76
TYRES INTERNATIONAL INC	101998			
		100.170.0000.000.2730.611.10000.00.00	Tires/Flooring	\$401.60
		Check #: 199430		
			Vendor Total:	\$401.60
ULINE	102057			
		290.180.0000.000.3100.610.10000.00.00	General Supplies	\$234.54
		Check #: 199431		
			Vendor Total:	\$234.54
UNITED SITE SERVICES OF NEVADA INC	101485			
		100.164.0000.920.1000.610.10604.32.00	General Supplies	\$414.14
		Check #: 199432		
			Vendor Total:	\$414.14
UNR BOARD OF REGENTS_101716	101716			
		280.639.0000.200.2100.330.10000.00.00	Professional Employee Training & Development Serv	\$977.13
		Check #: 199433		
			Vendor Total:	\$977.13
US FOODS, INC.	103034			
		100.164.0000.320.1000.610.10604.32.00	General Supplies	\$907.12
		Check #: 199434		
			Vendor Total:	\$907.12
VANTAGE POINT CONSULTING LTD	101320			
		285.781.0000.200.2150.340.10000.00.00	Other Professional Services	\$3,525.00
		Check #: 199435		
			Vendor Total:	\$3,525.00
VIA, INC	101562			
		250.105.0000.200.2140.340.10000.00.00	Other Professional Services	\$925.92
		Check #: 199436		
			Vendor Total:	\$925.92

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1429

06/19/2020

Fiscal Year: 2019-2020

Vendor Remit Name	Vendor #	Account	Description	Amount
VMI, INC--SACRAMENTO		280.633.0000.000.2100.652.10210.10.00	Inventoried Supplies/Equipment – IT Related	\$2,115.00
		Check #: 199437	<\$5000	
			Vendor Total:	\$2,115.00
WELLS FARGO BANK_96568	96568	400.101.0000.000.5000.810.10000.00.00	Dues and Fees	\$1,000.00
		Check #: 199438		
			Vendor Total:	\$1,000.00
WELLS FARGO VENDOR FINANCIAL SERVICES		100.101.0000.000.2320.430.10000.00.00	Repairs and Maintenance Services	\$127.16
		Check #: 199439		
		100.101.0000.000.2320.442.10000.00.00	Rental of Equipment and Vehicles	\$370.79
		Check #: 199439		
		100.101.0000.000.2510.442.10000.00.00	Rental of Equipment and Vehicles	\$138.08
		Check #: 199439		
		100.121.0000.000.2410.442.10201.10.00	Rental of Equipment and Vehicles	\$662.26
		Check #: 199439		
		100.123.0000.000.2410.442.10203.10.00	Rental of Equipment and Vehicles	\$352.53
		Check #: 199439		
		100.123.0000.100.1000.430.10203.10.00	Repairs and Maintenance Services	\$397.67
		Check #: 199439		
		100.125.0000.000.2410.442.10205.10.00	Rental of Equipment and Vehicles	\$1,903.30
		Check #: 199439		
		100.133.0000.000.2410.442.10303.10.00	Rental of Equipment and Vehicles	\$1,396.74
		Check #: 199439		
		100.133.0000.100.1000.430.10303.10.00	Repairs and Maintenance Services	\$453.41
		Check #: 199439		
		100.135.0000.000.2410.442.10305.31.00	Rental of Equipment and Vehicles	\$144.48
		Check #: 199439		
		100.162.0000.000.2410.442.10602.50.00	Rental of Equipment and Vehicles	\$294.76
		Check #: 199439		

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1429

06/19/2020

Fiscal Year: 2019-2020

Vendor Remit Name	Vendor #	Account	Description	Amount
		100.162.0000.103.1000.430.10602.50.00	Repairs and Maintenance Services	\$52.98
		Check #: 199439		
		100.162.0000.170.1000.430.10602.50.00	Repairs and Maintenance Services	\$52.98
		Check #: 199439		
		100.163.0000.000.2410.442.10603.32.00	Rental of Equipment and Vehicles	\$310.92
		Check #: 199439		
		100.163.0000.100.1000.430.10603.32.00	Repairs and Maintenance Services	\$57.71
		Check #: 199439		
		205.280.0000.100.1000.610.10601.32.00	General Supplies	\$131.58
		Check #: 199439		
		290.180.0000.000.3100.442.10000.00.00	Rental of Equipment and Vehicles	\$167.42
		Check #: 199439		
			Vendor Total:	\$7,014.77
WESTERN ENVIRONMENTAL TESTING LABORATORY		100.170.0000.000.2710.340.10000.00.00	Other Professional Services	\$10,106.06
		Check #: 199440		
			Vendor Total:	\$10,106.06
YERINGTON AUTO PARTS	23100	100.170.0000.000.2710.614.10000.00.00	Parts	\$658.42
		Check #: 199441		
			Vendor Total:	\$658.42
YESCO		100.129.0000.000.2410.810.10209.10.00	Dues and Fees	\$637.70
		Check #: 199442		
			Vendor Total:	\$637.70
			Grand Total:	\$259,177.00

End of Report

LYON COUNTY SCHOOL DISTRICT VOUCHER

Voucher No: 1434 Voucher Date: 03/26/2020 Prepared By: _____

Printed: 07/20/2020 09:10:13 AM

LYON COUNTY SCHOOL DISTRICT is hereby authorized to draw warrants against LYON COUNTY SCHOOL DISTRICT funds for the sum of \$57,345.42 on account of obligations incurred for value received in services and for materials as shown below for period July 1, 2019 to June 30, 2020 (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.

Neal E. McIntyre President

Holly Villines Clerk

Kimber LA Crabtree Member

Barbara Jones Member

Sherry Parsons Member

Bridget Peterson Member

John Stevens Member

LYON COUNTY SCHOOL DISTRICT

Fund		Amount
703	Workers Compensation	\$57,345.42
		<hr/>
		\$57,345.42

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1434

03/26/2020

Fiscal Year: 2019-2020

Vendor Remit Name	Vendor #	Account	Description	Amount
CCMSI		703.102.0000.000.2570.270.10000.00.00 0	Workers" Compensation	\$57,345.42
Vendor Total:				\$57,345.42
Grand Total:				\$57,345.42

End of Report

LYON COUNTY SCHOOL DISTRICT VOUCHER

Voucher No: 1443 Voucher Date: 06/30/2020 Prepared By: _____

Printed: 07/20/2020 09:33:07 AM

LYON COUNTY SCHOOL DISTRICT is hereby authorized to draw warrants against LYON COUNTY SCHOOL DISTRICT funds for the sum of \$75,857.16 on account of obligations incurred for value received in services and for materials as shown below for period July 1, 2019 to June 30, 2020 (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.

Neal E. McIntyre President

Holly Villines Clerk

Kimber LA Crabtree Member

Barbara Jones Member

Sherry Parsons Member

Bridget Peterson Member

John Stevens Member

LYON COUNTY SCHOOL DISTRICT

Fund		Amount
100	General Fund	\$35,857.16
360	Bond Issues	\$40,000.00
		<hr/> <hr/>
		\$75,857.16

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1443

06/30/2020

Fiscal Year: 2019-2020

Vendor Remit Name	Vendor #	Account	Description	Amount
ACE HARDWARE	200	100.108.0000.000.2620.610.10000.00.00	General Supplies Check #: 199589	\$10.35
		100.108.0000.000.2620.610.10604.32.00	General Supplies Check #: 199589	\$22.56
		100.162.0000.000.2620.610.10602.50.00	General Supplies Check #: 199589	\$66.73
			Vendor Total:	\$99.64
ARAMARK UNIFORM SERVICES		100.170.0000.000.2730.619.10000.00.00	Uniforms Check #: 199590	\$172.27
			Vendor Total:	\$172.27
BIG R FERNLEY		100.135.0000.000.2620.610.10305.31.00	General Supplies Check #: 199591	\$25.99
			Vendor Total:	\$25.99
BUSWEST		100.170.0000.000.2710.614.10000.00.00	Parts Check #: 199592	\$1,132.83
			Vendor Total:	\$1,132.83
CAPITAL CITY AUTO PARTS	102852	100.170.0000.000.2710.614.10000.00.00	Parts Check #: 199618	(\$153.42)
		100.170.0000.000.2710.614.10000.00.00	Parts Check #: 199618	\$153.42
			Vendor Total:	\$0.00
CAPITAL GLASS, INC.	2879	100.121.0000.000.2620.610.10201.10.00	General Supplies Check #: 199593	\$651.00
			Vendor Total:	\$651.00
CORE CONSTRUCTION	102843			

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1443

06/30/2020

Fiscal Year: 2019-2020

Vendor Remit Name	Vendor #	Account	Description	Amount
		360.029.0000.000.4500.450.10206.10.00	Construction Services	\$40,000.00
		Check #: 199594		
			Vendor Total:	\$40,000.00
DAYTON ELEMENTARY SCHOOL--STUDENT		100.127.0000.000.2410.615.10210.10.00	Snacks, Food & Beverages	\$59.47
		Check #: 199595		
			Vendor Total:	\$59.47
EPIC, LLC		100.129.0000.000.2213.121.10209.10.00	Salaries of Temporary Employees Paid to Teachers	\$550.00
		Check #: 199596		
			Vendor Total:	\$550.00
EVASOVIC, LES		100.170.0000.000.2710.614.10000.00.00	Parts	\$76.95
		Check #: 199597		
			Vendor Total:	\$76.95
FRONTIER	21702	100.162.0000.000.2410.533.10602.50.00	Telephone - Land Line phone services	\$236.00
		Check #: 199598		
			Vendor Total:	\$236.00
HOME DEPOT	9654	100.127.0000.000.2620.610.10210.10.00	General Supplies	\$254.93
		Check #: 199599		
		100.128.0000.000.2620.610.10211.10.00	General Supplies	\$75.11
		Check #: 199599		
			Vendor Total:	\$330.04
INLAND SUPPLY CO., INC.	10000	100.163.0000.000.2620.610.10603.32.00	General Supplies	\$149.00
		Check #: 199600		
		100.165.0000.000.2620.610.10605.32.00	General Supplies	\$66.00
		Check #: 199600		

Lyon County School District

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Vendor Remit Name	Vendor #	Account	Description	Amount
		100.170.0000.000.2710.610.10000.00.00	General Supplies	\$345.64
		Check #: 199600		
			Vendor Total:	\$560.64
JIM MENESINI PETROLEUM				
		100.170.0000.000.2730.626.10000.00.00	Gasoline	\$1,230.47
		Check #: 199601		
			Vendor Total:	\$1,230.47
LOWE'S BUSINESS ACCOUNT	11835			
		100.123.0000.000.2620.610.10203.10.00	General Supplies	\$7.98
		Check #: 199602		
		100.127.0000.000.2620.610.10210.10.00	General Supplies	\$148.57
		Check #: 199602		
		100.161.0000.000.2620.610.10601.32.00	General Supplies	\$185.10
		Check #: 199602		
		100.165.0000.000.2620.610.10605.32.00	General Supplies	\$62.41
		Check #: 199602		
			Vendor Total:	\$404.06
M.F. BARCELLOS, INC	1560			
		100.170.0000.000.2730.623.10000.00.00	Bottled Gas	\$34.00
		Check #: 199603		
		100.170.0000.000.2730.626.10000.00.00	Gasoline	\$3,119.70
		Check #: 199603		
			Vendor Total:	\$3,153.70
OFFICE DEPOT	15366			
		100.125.0000.000.2410.610.10205.10.00	General Supplies	\$174.00
		Check #: 199604		
			Vendor Total:	\$174.00
PURCHASE POWER	16968			
		100.132.0000.000.2410.531.10302.20.00	Postage	\$533.49
		Check #: 199605		
			Vendor Total:	\$533.49
RICOH AMERICAS CORP	102825			

Lyon County School District

Voucher Supplement Account Summary

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Vendor Remit Name	Vendor #	Account	Description	Amount
		100.101.0000.000.2510.430.10000.00.00	Repairs and Maintenance Services	\$136.29
		Check #: 199606		
		100.101.0000.610.1000.430.10909.41.00	Repairs and Maintenance Services	\$29.03
		Check #: 199606		
			Vendor Total:	\$165.32
RIDDELL				
		100.101.0000.920.1000.430.10603.32.00	Repairs and Maintenance Services	\$5,040.95
		Check #: 199607		
			Vendor Total:	\$5,040.95
SHRED-IT USA				
		100.101.0000.000.2320.421.10000.00.00	Garbage / Disposal	\$154.00
		Check #: 199608		
		100.101.0000.610.1000.421.10000.00.00	Garbage / Disposal	\$16.00
		Check #: 199608		
			Vendor Total:	\$170.00
SILVER SPRINGS MUTUAL WATER CO	19183			
		100.108.0000.000.2620.411.10205.10.00	Water / Sewer	\$2,926.56
		Check #: 199609		
		100.108.0000.000.2620.411.10304.20.00	Water / Sewer	\$977.28
		Check #: 199609		
		100.108.0000.000.2620.411.10605.32.00	Water / Sewer	\$6,147.72
		Check #: 199609		
		100.170.0000.000.2730.411.10000.00.00	Water / Sewer	\$81.00
		Check #: 199609		
			Vendor Total:	\$10,132.56
SUMMIT COMPANIES				
		100.108.0000.000.2620.490.10201.10.00	Other Purchased Property Services	\$270.00
		Check #: 199610		
		100.108.0000.000.2620.490.10202.10.00	Other Purchased Property Services	\$270.00
		Check #: 199610		
		100.108.0000.000.2620.490.10203.10.00	Other Purchased Property Services	\$270.00
		Check #: 199610		

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1443

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Fiscal Year: 2019-2020

Vendor Remit Name	Vendor #	Account	Description	Amount
		100.108.0000.000.2620.490.10205.10.00	Other Purchased Property Services Check #: 199610	\$270.00
		100.108.0000.000.2620.490.10206.10.00	Other Purchased Property Services Check #: 199610	\$270.00
		100.108.0000.000.2620.490.10208.31.00	Other Purchased Property Services Check #: 199610	\$270.00
		100.108.0000.000.2620.490.10209.10.00	Other Purchased Property Services Check #: 199610	\$270.00
		100.108.0000.000.2620.490.10210.10.00	Other Purchased Property Services Check #: 199610	\$270.00
		100.108.0000.000.2620.490.10211.10.00	Other Purchased Property Services Check #: 199610	\$270.00
		100.108.0000.000.2620.490.10303.10.00	Other Purchased Property Services Check #: 199610	\$810.00
		100.108.0000.000.2620.490.10304.20.00	Other Purchased Property Services Check #: 199610	\$270.00
		100.108.0000.000.2620.490.10305.31.00	Other Purchased Property Services Check #: 199610	\$270.00
		100.108.0000.000.2620.490.10601.32.00	Other Purchased Property Services Check #: 199610	\$1,350.00
		100.108.0000.000.2620.490.10603.32.00	Other Purchased Property Services Check #: 199610	\$540.00
		100.108.0000.000.2620.490.10604.32.00	Other Purchased Property Services Check #: 199610	\$1,080.00
		100.108.0000.000.2620.490.10605.32.00	Other Purchased Property Services Check #: 199610	\$270.00
			Vendor Total:	\$7,020.00
TAHOE SUPPLY CO.	11238	100.135.0000.000.2620.610.10305.31.00	General Supplies Check #: 199611	(\$23.30)
		100.161.0000.000.2620.610.10601.32.00	General Supplies Check #: 199611	\$15.00
		100.161.0000.000.2620.610.10601.32.00	General Supplies Check #: 199618	(\$312.43)

Lyon County School District

Voucher Supplement Account Summary

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Fiscal Year: 2019-2020

Vendor Remit Name	Vendor #	Account	Description	Amount
		100.161.0000.000.2620.610.10601.32.00	General Supplies	\$312.43
		Check #: 199618		
			Vendor Total:	(\$8.30)
TYRES INTERNATIONAL INC	101998			
		100.170.0000.000.2730.611.10000.00.00	Tires/Flooring	\$1,452.77
		Check #: 199612		
			Vendor Total:	\$1,452.77
VALLEY TIRE & AUTO SRVC	102849			
		100.170.0000.000.2730.611.10000.00.00	Tires/Flooring	\$97.50
		Check #: 199613		
			Vendor Total:	\$97.50
WALKER LAKE DISPOSAL INC.	102157			
		100.108.0000.000.2620.421.10205.10.00	Garbage / Disposal	\$500.00
		Check #: 199614		
			Vendor Total:	\$500.00
WESTERN NEVADA COLLEGE_99219	99219			
		100.101.0000.100.1000.560.10601.32.00	Tuition	\$934.00
		Check #: 199615		
			Vendor Total:	\$934.00
WESTERN NEVADA SUPPLY	22580			
		100.121.0000.000.2620.610.10201.10.00	General Supplies	(\$417.00)
		Check #: 199618		
		100.121.0000.000.2620.610.10201.10.00	General Supplies	\$417.00
		Check #: 199618		
		100.123.0000.000.2620.610.10203.10.00	General Supplies	(\$240.00)
		Check #: 199618		
		100.123.0000.000.2620.610.10203.10.00	General Supplies	\$240.00
		Check #: 199618		
		100.165.0000.000.2620.610.10605.32.00	General Supplies	(\$464.10)
		Check #: 199618		
		100.165.0000.000.2620.610.10605.32.00	General Supplies	\$464.10
		Check #: 199618		

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1443

06/30/2020

Fiscal Year: 2019-2020

Vendor Remit Name	Vendor #	Account	Description	Amount
			Vendor Total:	\$0.00
WORLD WIDE VINYL REPAIR SYSTEMS		100.170.0000.000.2710.430.10000.00.00	Repairs and Maintenance Services	\$61.81
		Check #: 199616		
			Vendor Total:	\$61.81
ZANDER CONSULTING, LLC		100.101.0000.000.2320.340.10000.00.00	Other Professional Services	\$900.00
		Check #: 199617		
			Vendor Total:	\$900.00
			Grand Total:	\$75,857.16

End of Report

LYON COUNTY SCHOOL DISTRICT VOUCHER

Voucher No: 1439 Voucher Date: 06/29/2020 Prepared By: _____

Printed: 07/20/2020 09:11:39 AM

LYON COUNTY SCHOOL DISTRICT is hereby authorized to draw warrants against LYON COUNTY SCHOOL DISTRICT funds for the sum of \$1,179,423.89 on account of obligations incurred for value received in services and for materials as shown below for period July 1, 2019 to June 30, 2020 (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.

Neal E. McIntyre President

Holly Villines Clerk

Kimber LA Crabtree Member

Barbara Jones Member

Sherry Parsons Member

Bridget Peterson Member

John Stevens Member

LYON COUNTY SCHOOL DISTRICT

Fund		Amount
100	General Fund	\$157,771.34
205	Nv Education Funding plan as per SB178 (2017)	\$360.00
240	State Grants	\$54,038.65
250	Special Education	\$390.66
260	Gifts and Donations	\$538.65
280	Federal Funds	\$74,089.14
285	Medicaid Funds	\$7,143.86
290	Food Service Funds	\$2,518.60
360	Bond Issues	\$882,572.99

Voucher No: 1439

Voucher Date: 06/29/2020

Fund

Amount

\$1,179,423.89

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1439

06/29/2020

Fiscal Year: 2019-2020

Vendor Remit Name	Vendor #	Account	Description	Amount
4M PROMOTIONS INC	97139	100.101.0000.000.2320.550.10000.00.00	Printing and Binding	\$496.05
		Check #: 199443		
			Vendor Total:	\$496.05
A & A MOBILE LOCK & KEY	100730	100.129.0000.000.2630.430.10209.10.00	Repairs and Maintenance Services	\$573.50
		Check #: 199444		
			Vendor Total:	\$573.50
A SIGN SHOP		100.165.0000.920.1000.610.10605.32.00	General Supplies	\$508.50
		Check #: 199445		
			Vendor Total:	\$508.50
A T & T MOBILTY	102829	100.101.0000.000.2310.535.10000.00.00	Data Communications, Internet, Video, T-lines, etc	\$51.25
		Check #: 199446		
			Vendor Total:	\$51.25
A T & T MONTHLY STATEMENT	99712	100.101.0000.000.2320.533.10000.00.00	Telephone – Land Line phone services	\$457.80
		Check #: 199447		
		100.121.0000.000.2410.533.10201.10.00	Telephone – Land Line phone services	\$2,084.40
		Check #: 199447		
		100.125.0000.000.2410.533.10205.10.00	Telephone – Land Line phone services	\$321.40
		Check #: 199447		
		100.127.0000.000.2410.533.10210.10.00	Telephone – Land Line phone services	\$420.00
		Check #: 199447		
		100.128.0000.000.2410.533.10211.10.00	Telephone – Land Line phone services	\$1,569.15
		Check #: 199447		
		100.129.0000.000.2410.533.10209.10.00	Telephone – Land Line phone services	\$210.00
		Check #: 199447		
		100.133.0000.000.2410.533.10303.10.00	Telephone – Land Line phone services	\$267.00
		Check #: 199447		

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1439

06/29/2020

Fiscal Year: 2019-2020

Vendor Remit Name	Vendor #	Account	Description	Amount
		100.161.0000.000.2410.533.10601.32.00 Check #: 199447	Telephone – Land Line phone services	\$549.02
		100.164.0000.000.2410.533.10604.32.00 Check #: 199447	Telephone – Land Line phone services	\$642.89
		100.170.0000.000.2710.534.10000.00.00 Check #: 199447	Telephone – Cell phone services	\$778.41
		290.180.0000.000.3100.533.10000.00.00 Check #: 199447	Telephone – Land Line phone services	\$114.96
			Vendor Total:	\$7,415.03
A-L SIERRA WELDING PROD.	85	100.132.0000.100.1000.610.10302.20.00 Check #: 199448	General Supplies	\$12.95
			Vendor Total:	\$12.95
ACE HARDWARE	200	100.108.0000.000.2620.610.10000.00.00 Check #: 199449	General Supplies	\$31.85
		100.108.0000.000.2620.610.10304.20.00 Check #: 199449	General Supplies	\$74.61
		100.122.0000.000.2620.610.10202.10.00 Check #: 199449	General Supplies	\$1,353.58
		100.163.0000.000.2620.610.10603.32.00 Check #: 199449	General Supplies	\$329.68
			Vendor Total:	\$1,789.72
ADVANCED CLASSROOM TECH	102814	100.122.0000.100.1000.652.10202.10.00 Check #: 199450	Inventoried Supplies/Equipment – IT Related <\$5000	\$12,955.00
			Vendor Total:	\$12,955.00
ADVANCED INTEGRATED PEST MANAGEMENT		100.121.0000.000.2620.422.10201.10.00 Check #: 199451	Janitorial / Custodial Services	\$125.00
			Vendor Total:	\$125.00

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1439

06/29/2020

Fiscal Year: 2019-2020

Vendor Remit Name	Vendor #	Account	Description	Amount
AIR FILTER SALES AND SERVICE	98789	100.126.0000.000.2620.610.10206.10.00	General Supplies	\$571.20
		Check #: 199452		
			Vendor Total:	\$571.20
ALEXANDER, FARRAH	510	100.133.0000.000.2410.533.10303.10.00	Telephone – Land Line phone services	\$475.44
		Check #: 199453		
			Vendor Total:	\$475.44
ALHAMBRA WATER	97540	100.170.0000.000.2730.411.10000.00.00	Water / Sewer	\$224.35
		Check #: 199454		
			Vendor Total:	\$224.35
ALL IN GRAPHIX		100.165.0000.100.1000.610.10605.32.00	General Supplies	\$600.00
		Check #: 199455		
			Vendor Total:	\$600.00
ALL OUT UPHOLSTERY		100.135.0000.000.2410.610.10305.31.00	General Supplies	\$500.00
		Check #: 199456		
			Vendor Total:	\$500.00
ALPHA CARD SYSTEMS, LLC	100943	100.133.0000.000.2410.610.10303.10.00	General Supplies	\$147.15
		Check #: 199457		
			Vendor Total:	\$147.15
AMAZON--EAST VALLEY ELEMENTARY SCHOOL		100.126.0000.000.2410.610.10206.10.00	General Supplies	\$623.17
		Check #: 199458		
		100.126.0000.000.2620.610.10206.10.00	General Supplies	\$440.00
		Check #: 199458		
		100.126.0000.100.1000.610.10206.10.00	General Supplies	\$149.52
		Check #: 199458		

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1439

06/29/2020

Fiscal Year: 2019-2020

Vendor Remit Name	Vendor #	Account	Description	Amount
			Vendor Total:	\$1,212.69
AMAZON.COM	99456	100.125.0000.000.2410.640.10205.10.00 Check #: 199459	Books and Periodicals	\$739.90
			Vendor Total:	\$739.90
AMERICAN BOOK COMPANY	96233	100.132.0000.100.1000.640.10302.20.00 Check #: 199460	Books and Periodicals	\$2,033.30
			Vendor Total:	\$2,033.30
AMERIPRIDE SERVICES INC	96741	100.121.0000.000.2620.422.10201.10.00 Check #: 199461	Janitorial / Custodial Services	\$239.78
			Vendor Total:	\$239.78
ARAMARK UNIFORM SERVICES		100.136.0000.000.2620.422.10208.31.00 Check #: 199462	Janitorial / Custodial Services	\$144.66
		100.170.0000.000.2730.619.10000.00.00 Check #: 199462	Uniforms	\$151.23
			Vendor Total:	\$295.89
BAUMBACK, SANDY	102125	100.170.0000.000.2710.519.10000.00.00 Check #: 199463	Student Transportation Purchased From Other Source	\$50.00
			Vendor Total:	\$50.00
BIG R FERNLEY		100.123.0000.000.2620.610.10203.10.00 Check #: 199464	General Supplies	\$12.95
		100.129.0000.000.2620.610.10209.10.00 Check #: 199464	General Supplies	\$22.46
		100.133.0000.000.2620.610.10303.10.00 Check #: 199464	General Supplies	\$383.25
		100.135.0000.000.2620.610.10305.31.00 Check #: 199464	General Supplies	\$54.75

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1439

06/29/2020

Fiscal Year: 2019-2020

Vendor Remit Name	Vendor #	Account	Description	Amount
		100.161.0000.000.2620.610.10601.32.00 Check #: 199464	General Supplies	\$143.78
		290.184.0000.000.3100.610.10000.00.00 Check #: 199464	General Supplies	\$12.79
			Vendor Total:	\$629.98
BLOOMERS FLORIST		100.165.0000.000.2410.610.10605.32.00 Check #: 199465	General Supplies	\$33.00
			Vendor Total:	\$33.00
BRADY INDUSTRIES		100.121.0000.000.2620.610.10201.10.00 Check #: 199466	General Supplies	\$474.59
		100.127.0000.000.2620.610.10210.10.00 Check #: 199466	General Supplies	\$885.34
		100.128.0000.000.2620.610.10211.10.00 Check #: 199466	General Supplies	\$451.98
		100.129.0000.000.2620.610.10209.10.00 Check #: 199466	General Supplies	\$231.06
		100.136.0000.000.2620.610.10208.31.00 Check #: 199466	General Supplies	\$260.01
			Vendor Total:	\$2,302.98
BRAZOS URETHANE, INC		360.021.0000.000.4700.430.10202.10.00 Check #: 199467	Repairs and Maintenance Services	\$272,029.65
		360.021.0000.000.4700.430.10203.10.00 Check #: 199467	Repairs and Maintenance Services	\$132,037.65
		360.021.0000.000.4700.430.10603.32.00 Check #: 199467	Repairs and Maintenance Services	\$397,954.05
			Vendor Total:	\$802,021.35
BUS PARTS WAREHOUSE	2534	100.170.0000.000.2710.614.10000.00.00 Check #: 199468	Parts	\$714.50

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1439

06/29/2020

Fiscal Year: 2019-2020

Vendor Remit Name	Vendor #	Account	Description	Amount
			Vendor Total:	\$714.50
CCMSI		100.102.0000.000.2570.340.10000.00.00	Other Professional Services	\$1,650.00
		Check #: 199469		
			Vendor Total:	\$1,650.00
CINDERLITE TRUCKING CORP	3830	100.108.0000.000.2620.610.10000.00.00	General Supplies	\$30.60
		Check #: 199470		
			Vendor Total:	\$30.60
CLARK & ASSOCIATES OF NEVADA, INC.		100.102.0000.000.2570.340.10000.00.00	Other Professional Services	\$3,166.66
		Check #: 199471		
			Vendor Total:	\$3,166.66
CLARK PEST CONTROL		100.108.0000.000.2630.340.10601.32.00	Other Professional Services	\$105.00
		Check #: 199472		
		100.108.0000.000.2630.340.10605.32.00	Other Professional Services	\$105.00
		Check #: 199472		
			Vendor Total:	\$210.00
COLLEGE ENTRANCE EXAMINATION BOARD		280.715.0000.000.2100.810.10000.00.00	Dues and Fees	\$5,286.00
		Check #: 199473		
			Vendor Total:	\$5,286.00
COLLEGIATE DESIGNS, INC		280.633.0000.000.2100.610.10302.20.00	General Supplies	\$937.92
		Check #: 199474		
			Vendor Total:	\$937.92
CONNOLLY, DEE ANNA		100.165.0000.192.1000.610.10605.32.00	General Supplies	\$75.99
		Check #: 199475		
			Vendor Total:	\$75.99

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1439

06/29/2020

Fiscal Year: 2019-2020

Vendor Remit Name	Vendor #	Account	Description	Amount
COTTONWOOD ELEMENTARY	4500	100.129.0000.000.2410.615.10209.10.00	Snacks, Food & Beverages	\$545.78
		Check #: 199476		
				Vendor Total:
				\$545.78
CRYSTAL CREAMERY		290.182.0000.000.3100.630.10000.00.00	Food	\$59.33
		Check #: 199477		
				Vendor Total:
				\$59.33
CURRICULUM ASSOC INC	4800	100.127.0000.100.1000.610.10210.10.00	General Supplies	\$509.60
		Check #: 199478		
		240.207.0000.000.2100.610.10000.00.00	FY20 Grants Budget Load- State PreK	\$6,195.96
				Vendor Total:
				\$6,705.56
DAYTON ELEMENTARY SCHOOL--STUDENT		100.121.0000.000.2410.610.10201.10.00	General Supplies	\$86.54
		Check #: 199479		
		100.121.0000.000.2410.615.10201.10.00	Snacks, Food & Beverages	\$207.22
		Check #: 199479		
				Vendor Total:
				\$424.86
DECKER, INC.	5403	100.133.0000.000.2410.610.10303.10.00	General Supplies	\$2,125.00
		Check #: 199480		
		100.133.0000.000.2620.610.10303.10.00	General Supplies	\$614.14
		Check #: 199480		
				Vendor Total:
				(\$76.65)
				Vendor Total:
				\$2,662.49
DELTA FIRE SYSTEMS, INC.				

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1439

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Vendor Remit Name	Vendor #	Account	Description	Amount
		100.108.0000.000.2620.430.10302.20.00	Repairs and Maintenance Services	\$345.00
		Check #: 199481		
		100.108.0000.000.2620.430.10303.10.00	Repairs and Maintenance Services	\$230.00
		Check #: 199481		
			Vendor Total:	\$575.00
DENTER, RANDY				
		100.170.0000.000.2710.519.10000.00.00	Student Transportation Purchased From	\$180.00
		Check #: 199482	Other Source	
			Vendor Total:	\$180.00
DUFRESNE, MARIE				
		100.128.0000.100.1000.610.10211.10.00	General Supplies	\$33.81
		Check #: 199483		
			Vendor Total:	\$33.81
EASY ROOTER PLUMBING	5999			
		100.125.0000.000.2620.430.10205.10.00	Repairs and Maintenance Services	\$332.50
		Check #: 199484		
			Vendor Total:	\$332.50
EDGE COMMUNICATIONS, INC.	101461			
		100.129.0000.100.1000.650.10209.10.00	Supplies-Information Technology-related	\$800.00
		Check #: 199485		
		100.135.0000.000.2410.610.10305.31.00	General Supplies	\$720.00
		Check #: 199485		
			Vendor Total:	\$1,520.00
EDGENUITY INC.				
		100.103.0000.000.2240.810.10000.00.00	Dues and Fees	\$525.00
		Check #: 199486		
			Vendor Total:	\$525.00
ESENTIA SYSTEMS, INC	98182			
		100.136.0000.000.2630.610.10208.31.00	General Supplies	\$1,063.32
		Check #: 199487		
			Vendor Total:	\$1,063.32
ETTER, DAMON				

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1439

06/29/2020

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Vendor Remit Name	Vendor #	Account	Description	Amount
		100.136.0000.000.2410.533.10208.31.00	Telephone – Land Line phone services	\$475.44
		Check #: 199488		
			Vendor Total:	\$475.44
FERNLEY INTERMEDIATE_7440	7440			
		100.133.0000.000.2410.531.10303.10.00	Postage	\$632.25
		Check #: 199489		
			Vendor Total:	\$632.25
FLYERS ENERGY, LLC	102216			
		100.170.0000.000.2730.626.10000.00.00	Gasoline	\$418.03
		Check #: 199490		
			Vendor Total:	\$418.03
FOLLETT LIBRARY RESOURCES	7820			
		100.126.0000.000.2220.640.10206.10.00	Books and Periodicals	\$1,959.55
		Check #: 199491		
		280.633.0000.000.2100.640.10302.20.00	Books and Periodicals	\$1,906.33
		Check #: 199491		
			Vendor Total:	\$3,865.88
FRUSTERI, LANA				
		100.128.0000.100.1000.610.10211.10.00	General Supplies	\$114.77
		Check #: 199492		
			Vendor Total:	\$114.77
GREATAMERICA FINANCIAL SERVICES				
		100.165.0000.000.2410.442.10605.32.00	Rental of Equipment and Vehicles	\$373.42
		Check #: 199493		
			Vendor Total:	\$373.42
HAAS, CHRISTINA				
		100.135.0000.000.2410.534.10305.31.00	Telephone – Cell phone services	\$475.44
		Check #: 199494		
			Vendor Total:	\$475.44
HEALTHY COMMUNITIES COALITION				
		240.243.0000.100.2100.320.10000.00.00	FY20 SB515 Sec 23 (Social Worker grant)	\$36,932.94
		Check #: 199495		

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1439

06/29/2020

Fiscal Year: 2019-2020

Vendor Remit Name	Vendor #	Account	Description	Amount
		280.633.0000.000.2100.340.10000.00.00	Other Professional Services	\$50,019.30
		Check #: 199495		
			Vendor Total:	\$86,952.24
HEINEMANN	99284			
		100.125.0000.000.2410.640.10205.10.00	Books and Periodicals	\$496.30
		Check #: 199496		
		100.125.0000.100.1000.640.10205.10.00	Books and Periodicals	\$1,168.00
		Check #: 199496		
			Vendor Total:	\$1,664.30
HENDERSON, STEVE	99657			
		100.135.0000.000.2410.534.10305.31.00	Telephone – Cell phone services	\$475.44
		Check #: 199497		
			Vendor Total:	\$475.44
HERMITAGE ART				
		100.162.0000.170.1000.610.10602.50.00	General Supplies	\$48.10
		Check #: 199498		
			Vendor Total:	\$48.10
HI TECH COMMERCIAL SERVICE	94855			
		290.184.0000.000.3100.430.10000.00.00	Repairs and Maintenance Services	\$1,783.75
		Check #: 199499		
			Vendor Total:	\$1,783.75
HOGAN. BILLIEJO				
		100.126.0000.000.2410.533.10206.10.00	Telephone – Land Line phone services	\$475.44
		Check #: 199500		
			Vendor Total:	\$475.44
HOME DEPOT	9654			
		100.121.0000.000.2620.610.10201.10.00	General Supplies	\$460.14
		Check #: 199501		
		100.128.0000.000.2620.610.10211.10.00	General Supplies	\$16.74
		Check #: 199501		
			Vendor Total:	\$476.88
HOWERTON, JUDY				

Lyon County School District

Voucher Supplement Account Summary

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06/29/2020

Fiscal Year: 2019-2020

Vendor Remit Name	Vendor #	Account	Description	Amount
		100.128.0000.000.2410.533.10211.10.00	Telephone – Land Line phone services	\$475.44
		Check #: 199502		
			Vendor Total:	\$475.44
INLAND SUPPLY CO., INC.	10000			
		100.122.0000.000.2620.610.10202.10.00	General Supplies	\$2,063.38
		Check #: 199503		
		100.123.0000.000.2620.610.10203.10.00	General Supplies	\$735.91
		Check #: 199503		
		100.126.0000.000.2620.610.10206.10.00	General Supplies	\$2,145.56
		Check #: 199503		
		100.129.0000.000.2620.610.10209.10.00	General Supplies	\$2,964.80
		Check #: 199503		
		100.132.0000.000.2620.610.10302.20.00	General Supplies	\$1,602.81
		Check #: 199503		
		100.162.0000.000.2620.610.10602.50.00	General Supplies	\$544.74
		Check #: 199503		
		100.163.0000.000.2620.610.10603.32.00	General Supplies	\$350.06
		Check #: 199503		
			Vendor Total:	\$10,407.26
INTEGRITY PEST MANAGEMENT, LLC				
		100.108.0000.000.2620.430.10604.32.00	Repairs and Maintenance Services	\$250.00
		Check #: 199504		
			Vendor Total:	\$250.00
JACOBSON, ROBERT	10330			
		100.133.0000.000.2410.533.10303.10.00	Telephone – Land Line phone services	\$475.44
		Check #: 199505		
			Vendor Total:	\$475.44
JNA CONSULTING GROUP	100066			
		360.021.0000.000.2300.340.10000.00.00	Other Professional Services	\$36,801.64
		Check #: 199506		
			Vendor Total:	\$36,801.64
JOHN GALAHAN	101676			

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1439

06/29/2020

Fiscal Year: 2019-2020

Vendor Remit Name	Vendor #	Account	Description	Amount
		100.165.0000.000.2410.533.10605.32.00	Telephone – Land Line phone services	\$475.44
		Check #: 199507		
			Vendor Total:	\$475.44
JOSTENS_10600	10600			
		100.125.0000.000.2410.610.10205.10.00	General Supplies	\$450.59
		Check #: 199508		
		100.165.0000.100.1000.610.10605.32.00	General Supplies	\$1,223.20
		Check #: 199508		
			Vendor Total:	\$1,673.79
JOSTENS_97170	97170			
		100.162.0000.170.1000.610.10602.50.00	General Supplies	\$95.00
		Check #: 199509		
		100.165.0000.100.1000.610.10605.32.00	General Supplies	\$1,346.50
		Check #: 199509		
		280.633.0000.000.3300.610.10605.30.00	FY20 Title IA SSHS Budget Load	\$350.00
		Check #: 199509		
			Vendor Total:	\$1,791.50
KARGES, INGRID				
		100.125.0000.100.1000.610.10205.10.00	General Supplies	\$135.11
		Check #: 199510		
			Vendor Total:	\$135.11
KELLY-MOORE PAINTS	101391			
		100.136.0000.000.2620.610.10208.31.00	General Supplies	\$237.95
		Check #: 199511		
			Vendor Total:	\$237.95
KELSEY, DEANN				
		100.126.0000.100.1000.610.10206.10.00	General Supplies	\$27.85
		Check #: 199512		
			Vendor Total:	\$27.85
KILGORE, SEASON				
		260.098.0000.100.1000.610.10202.10.00	General Supplies	\$538.65
		Check #: 199513		

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Vendor Remit Name	Vendor #	Account	Description	Amount
			Vendor Total:	\$538.65
KING CONSTRUCTION INC.	11011	280.633.0000.000.2100.610.10209.10.00 Check #: 199514	General Supplies	\$9,000.00
			Vendor Total:	\$9,000.00
KRANJCEC, KEVIN		100.136.0000.000.2410.533.10208.31.00 Check #: 199515	Telephone – Land Line phone services	\$475.44
			Vendor Total:	\$475.44
LAHONTAN PARAMEDICAL		100.170.0000.000.2710.340.10000.00.00 Check #: 199516	Other Professional Services	\$55.00
			Vendor Total:	\$55.00
LOPEZ, LOURDES		100.170.0000.000.2710.519.10000.00.00 Check #: 199517	Student Transportation Purchased From Other Source	\$170.00
			Vendor Total:	\$170.00
LOWE'S BUSINESS ACCOUNT	11835	100.121.0000.000.2620.610.10201.10.00 Check #: 199518	General Supplies	\$14.86
		100.123.0000.000.2620.610.10203.10.00 Check #: 199518	General Supplies	\$25.65
		100.125.0000.000.2620.430.10205.10.00 Check #: 199518	Repairs and Maintenance Services	\$480.22
		100.125.0000.100.1000.430.10205.10.00 Check #: 199518	Repairs and Maintenance Services	\$1,645.19
		100.126.0000.000.2620.610.10206.10.00 Check #: 199518	General Supplies	\$18.58
		100.129.0000.000.2620.610.10209.10.00 Check #: 199518	General Supplies	\$456.92
		100.133.0000.000.2620.610.10303.10.00 Check #: 199518	General Supplies	\$589.85

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Vendor Remit Name	Vendor #	Account	Description	Amount
		100.136.0000.000.2620.610.10208.31.00	General Supplies	\$13.92
		Check #: 199518		
		240.031.0000.100.1000.610.10202.10.00	FY20 STEM Leaders Academy- YES Budget	\$833.88
		Check #: 199518	Load	
			Vendor Total:	\$4,079.07
LYON COUNTY SHERIFF	P101			
		240.251.0000.000.2100.340.10000.00.00	FY20 School Resource Officer Budget Load	\$8,767.20
		Check #: 199519		
			Vendor Total:	\$8,767.20
MALKOVICH, LAURA				
		100.128.0000.000.2620.610.10211.10.00	General Supplies	\$208.84
		Check #: 199520		
			Vendor Total:	\$208.84
MATTICE, DUANE				
		100.162.0000.000.2410.532.10602.50.00	Voice/Voicemail	\$475.44
		Check #: 199521		
			Vendor Total:	\$475.44
MC KNIGHT, HELEN				
		290.185.1611.000.0000.000.10000.00.00	Daily Sales-School Lunch Program	\$29.30
		Check #: 199522		
			Vendor Total:	\$29.30
MCGRAW HILL SCHOOL EDUCATION HOLDINGS	101620			
		100.104.0000.100.1000.641.10000.00.00	Textbooks	\$4,299.75
		Check #: 199523		
			Vendor Total:	\$4,299.75
MHS, INC	100972			
		280.639.0000.200.2140.610.10000.00.00	General Supplies	\$87.00
		Check #: 199524		
			Vendor Total:	\$87.00
MIDAMERICA BOOKS	96256			

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Vendor Remit Name	Vendor #	Account	Description	Amount
		100.136.0000.000.2220.610.10208.31.00	General Supplies	\$85.75
		Check #: 199525		
			Vendor Total:	\$85.75
MOTION INDUSTRIES	102725			
		100.126.0000.000.2620.610.10206.10.00	General Supplies	\$1,987.54
		Check #: 199526		
			Vendor Total:	\$1,987.54
MOUND HOUSE HARDWARE & STORAGE	96223			
		100.121.0000.000.2620.610.10201.10.00	General Supplies	\$95.23
		Check #: 199527		
		100.127.0000.000.2620.610.10210.10.00	General Supplies	\$250.85
		Check #: 199527		
		100.128.0000.000.2620.610.10211.10.00	General Supplies	\$128.85
		Check #: 199527		
			Vendor Total:	\$474.93
MOUNTAIN STATE SCHOOL BOOK DEPOSITORY	13482			
		100.162.0000.103.1000.430.10602.50.00	Repairs and Maintenance Services	\$6.25
		Check #: 199528		
		100.162.0000.103.1000.641.10602.50.00	Textbooks	\$390.75
		Check #: 199528		
		100.162.0000.170.1000.641.10602.50.00	Textbooks	\$3,471.32
		Check #: 199528		
			Vendor Total:	\$3,868.32
MOYLE, SEAN	13490			
		100.132.0000.000.2410.533.10302.20.00	Telephone – Land Line phone services	\$475.44
		Check #: 199529		
			Vendor Total:	\$475.44
MYERS, BERNICE				
		100.170.0000.000.2710.519.10000.00.00	Student Transportation Purchased From Other Source	\$23.20
		Check #: 199530		
			Vendor Total:	\$23.20

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Vendor Remit Name	Vendor #	Account	Description	Amount
NAPA AUTO & TRUCK PARTS_99614	99614	100.170.0000.000.2710.614.10000.00.00	Parts Check #: 199531	\$154.65
				Vendor Total: \$154.65
NASP, INC.	103028	100.135.0000.100.1000.610.10305.31.00	General Supplies Check #: 199532	\$174.00
				Vendor Total: \$174.00
NCS PEARSON, INC	98295	100.104.0000.100.1000.641.10000.00.00	Textbooks Check #: 199533	\$4,791.69
		250.133.0000.200.1000.610.10303.10.00	General Supplies Check #: 199533	\$190.80
		280.639.0000.200.2140.610.10000.00.00	General Supplies Check #: 199533	\$141.75
		285.781.0000.200.2150.610.10000.00.00	General Supplies Check #: 199533	\$578.83
		285.781.0000.200.2160.610.10000.00.00	General Supplies Check #: 199533	\$802.64
				Vendor Total: \$6,505.71
NEVADA DRUG & ALCOHOL TESTING INC	101753	100.170.0000.000.2710.340.10000.00.00	Other Professional Services Check #: 199534	\$434.00
				Vendor Total: \$434.00
NIAA_102628	102628	100.101.0000.000.2310.810.10000.00.00	Dues and Fees Check #: 199535	\$210.00
		100.101.0000.000.2320.810.10000.00.00	Dues and Fees Check #: 199535	\$245.00
				Vendor Total: \$455.00
OASIS ONLINE				

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Vendor Remit Name	Vendor #	Account	Description	Amount
		100.107.0000.000.2580.352.10000.00.00	Other Technical Services	\$10,000.00
		Check #: 199536		
			Vendor Total:	\$10,000.00
OFFICE DEPOT	15366			
		100.125.0000.000.2410.652.10205.10.00	Inventoried Supplies/Equipment – IT Related	\$659.80
		Check #: 199537	<\$5000	
		100.125.0000.100.1000.610.10205.10.00	General Supplies	\$1,462.71
		Check #: 199537		
		100.128.0000.100.1000.610.10211.10.00	General Supplies	\$529.37
		Check #: 199537		
		100.163.0000.000.2410.610.10603.32.00	General Supplies	\$58.88
		Check #: 199537		
			Vendor Total:	\$2,710.76
ORDUNA, FELICIANA	101671			
		100.170.0000.000.2710.519.10000.00.00	Student Transportation Purchased From	\$50.00
		Check #: 199538	Other Source	
			Vendor Total:	\$50.00
PAINE, KRISTIN				
		100.162.0000.000.2410.615.10602.50.00	Snacks, Food & Beverages	\$81.39
		Check #: 199539		
			Vendor Total:	\$81.39
PAUL CAVIN ARCHITECT LLC				
		360.029.0000.000.4300.340.10206.10.00	Other Professional Services	\$31,850.00
		Check #: 199540		
			Vendor Total:	\$31,850.00
PBIS REWARDS				
		100.135.0000.100.1000.610.10305.31.00	General Supplies	\$2,215.00
		Check #: 199541		
			Vendor Total:	\$2,215.00
PETERS, LESLIE				
		100.121.0000.000.2410.533.10201.10.00	Telephone – Land Line phone services	\$475.44
		Check #: 199542		

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Vendor Remit Name	Vendor #	Account	Description	Amount
				Vendor Total:
PETERS, PATRICK				\$475.44
		100.165.0000.000.2410.533.10605.32.00	Telephone – Land Line phone services	\$475.44
		Check #: 199543		
				Vendor Total:
PITNEY BOWES GLOBAL FINANCIAL SERVICES	101970			\$475.44
		100.128.0000.000.2410.531.10211.10.00	Postage	\$81.60
		Check #: 199544		
		100.135.0000.000.2410.442.10305.31.00	Rental of Equipment and Vehicles	\$157.05
		Check #: 199544		
		100.165.0000.000.2410.442.10605.32.00	Rental of Equipment and Vehicles	\$322.53
		Check #: 199544		
				Vendor Total:
PITNEY BOWES INC	98355			\$561.18
		100.126.0000.000.2410.531.10206.10.00	Postage	\$69.00
		Check #: 199545		
				Vendor Total:
PURCHASE POWER	16968			\$69.00
		100.136.0000.000.2410.442.10208.31.00	Rental of Equipment and Vehicles	\$618.02
		Check #: 199546		
		100.165.0000.000.2410.531.10605.32.00	Postage	\$391.32
		Check #: 199546		
				Vendor Total:
RED ROCK SPRING WATER				\$1,009.34
		100.129.0000.000.2100.615.10209.10.00	Snacks, Food & Beverages	\$136.50
		Check #: 199547		
		100.129.0000.000.2410.615.10209.10.00	Snacks, Food & Beverages	\$99.00
		Check #: 199547		
				Vendor Total:
REFRIGERATION SUPPLIES DISTRIBUTOR	96586			\$235.50

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Vendor Remit Name	Vendor #	Account	Description	Amount
		100.108.0000.000.2620.610.10201.10.00	General Supplies	\$193.97
		Check #: 199548		
		100.108.0000.000.2620.610.10206.10.00	General Supplies	\$1,285.56
		Check #: 199548		
		100.108.0000.000.2620.610.10601.32.00	General Supplies	\$617.25
		Check #: 199548		
		100.126.0000.000.2620.610.10206.10.00	General Supplies	\$494.12
		Check #: 199548		
			Vendor Total:	\$2,590.90
RESTORATIVE JUSTICE EDUCATION				
		100.133.0000.000.2410.333.10303.10.00	Training & Development – Admin Licensed Personnel	\$650.00
		Check #: 199549		
			Vendor Total:	\$650.00
RICK'S AEC REPROGRAPHICS, INC.				
		100.165.0000.100.1000.430.10605.32.00	Repairs and Maintenance Services	\$195.95
		Check #: 199550		
			Vendor Total:	\$195.95
RICOH AMERICAS CORP	102825			
		100.101.0000.610.1000.430.10909.41.00	Repairs and Maintenance Services	\$27.69
		Check #: 199551		
		100.121.0000.000.2410.430.10201.10.00	Repairs and Maintenance Services	\$417.75
		Check #: 199551		
		100.122.0000.100.1000.430.10202.10.00	Repairs and Maintenance Services	\$286.01
		Check #: 199551		
		100.123.0000.100.1000.430.10203.10.00	Repairs and Maintenance Services	\$77.29
		Check #: 199551		
		100.125.0000.000.2410.430.10205.10.00	Repairs and Maintenance Services	\$2,524.96
		Check #: 199551		
		100.126.0000.100.1000.430.10206.10.00	Repairs and Maintenance Services	\$51.73
		Check #: 199551		
		100.129.0000.100.1000.430.10209.10.00	Repairs and Maintenance Services	\$309.85
		Check #: 199551		

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Vendor Remit Name	Vendor #	Account	Description	Amount
		100.132.0000.100.1000.610.10302.20.00	General Supplies	\$768.37
		Check #: 199551		
		100.133.0000.100.1000.430.10303.10.00	Repairs and Maintenance Services	\$424.92
		Check #: 199551		
		100.135.0000.100.1000.430.10305.31.00	Repairs and Maintenance Services	\$319.85
		Check #: 199551		
		100.136.0000.000.2410.430.10208.31.00	Repairs and Maintenance Services	\$340.34
		Check #: 199551		
		100.136.0000.100.1000.430.10208.31.00	Repairs and Maintenance Services	\$684.49
		Check #: 199551		
		100.164.0000.100.1000.430.10604.32.00	Repairs and Maintenance Services	\$128.73
		Check #: 199551		
			Vendor Total:	\$6,361.98
RICOH USA, INC				
		100.135.0000.000.2410.442.10305.31.00	Rental of Equipment and Vehicles	\$189.23
		Check #: 199552		
		100.136.0000.000.2410.442.10208.31.00	Rental of Equipment and Vehicles	\$109.86
		Check #: 199552		
		100.165.0000.000.2410.442.10605.32.00	Rental of Equipment and Vehicles	\$73.24
		Check #: 199552		
			Vendor Total:	\$372.33
ROMERO, SHAWN				
		100.121.0000.000.2410.533.10201.10.00	Telephone – Land Line phone services	\$475.44
		Check #: 199553		
			Vendor Total:	\$475.44
ROSIE' PLACE				
		100.162.0000.000.2410.615.10602.50.00	Snacks, Food & Beverages	\$460.00
		Check #: 199554		
			Vendor Total:	\$460.00
ROUND TABLE PIZZA RTDC	17910			
		100.122.0000.000.2410.615.10202.10.00	Snacks, Food & Beverages	\$42.49
		Check #: 199555		

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Vendor Remit Name	Vendor #	Account	Description	Amount
			Vendor Total:	\$42.49
SCHOLASTIC INC_18360	18360	100.129.0000.100.1000.640.10209.10.00	Books and Periodicals	\$54.50
		Check #: 199556		
			Vendor Total:	\$54.50
SCHOOL CHECK IN	101751	100.126.0000.100.1000.653.10206.10.00	Web-based and similar programs	\$104.00
		Check #: 199557		
			Vendor Total:	\$104.00
SCHOOL DATEBOOKS	103098	100.128.0000.100.1000.610.10211.10.00	General Supplies	\$277.91
		Check #: 199558		
			Vendor Total:	\$277.91
SCHOOL MATE	18452	100.129.0000.100.1000.610.10209.10.00	General Supplies	\$816.00
		Check #: 199559		
			Vendor Total:	\$816.00
SENSORY GOODS	103280	285.781.0000.200.2160.610.10000.00.00	General Supplies	\$214.39
		Check #: 199560		
			Vendor Total:	\$214.39
SHERWIN-WILLIAMS	18882	100.121.0000.000.2620.610.10201.10.00	General Supplies	\$188.16
		Check #: 199561		
			Vendor Total:	\$188.16
SHRED-IT USA		100.106.0000.000.2515.421.10000.00.00	Garbage / Disposal	\$42.00
		Check #: 199562		
		100.121.0000.000.2410.421.10201.10.00	Garbage / Disposal	\$37.00
		Check #: 199562		
		100.122.0000.000.2410.421.10202.10.00	Garbage / Disposal	\$72.00
		Check #: 199562		

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Vendor Remit Name	Vendor #	Account	Description	Amount
		100.126.0000.000.2410.421.10206.10.00	Garbage / Disposal	\$20.00
		Check #: 199562		
		100.163.0000.000.2410.421.10603.32.00	Garbage / Disposal	\$25.00
		Check #: 199562		
			Vendor Total:	\$196.00
SIERRA ELECTRONICS	18990			
		100.129.0000.000.2620.430.10209.10.00	Repairs and Maintenance Services	\$83.63
		Check #: 199563		
			Vendor Total:	\$83.63
SILVERLAND MIDDLE SCHOOL_101992	101992			
		100.101.0000.920.1000.340.10305.31.00	Other Professional Services	\$2,735.00
		Check #: 199564		
			Vendor Total:	\$2,735.00
SMART SIGN	102609			
		100.163.0000.000.2410.610.10603.32.00	General Supplies	\$658.78
		Check #: 199565		
			Vendor Total:	\$658.78
STANDARD & POOR'S FINANCIAL SERVICIES LLC	101501			
		360.021.0000.000.2300.340.10000.00.00	Other Professional Services	\$11,900.00
		Check #: 199566		
			Vendor Total:	\$11,900.00
STAPLES ADVANTAGE	99736			
		100.122.0000.100.1000.610.10202.10.00	General Supplies	\$17.16
		Check #: 199567		
		100.165.0000.100.1000.610.10605.32.00	General Supplies	\$248.97
		Check #: 199567		
		240.309.0000.100.2213.610.10000.00.00	General Supplies	\$1,308.67
		Check #: 199567		
		280.633.0000.000.2195.610.10000.00.00	General Supplies	\$2,000.00
		Check #: 199567		
		280.688.0000.000.2100.610.10000.00.00	General Supplies	\$2,401.15
		Check #: 199567		

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Vendor Remit Name	Vendor #	Account	Description	Amount
		290.182.0000.000.3100.610.10000.00.00	General Supplies	\$231.96
		Check #: 199567		
			Vendor Total:	\$6,207.91
SUMMIT COMPANIES				
		100.108.0000.000.2620.430.10205.10.00	Repairs and Maintenance Services	\$250.00
		Check #: 199568		
		100.108.0000.000.2620.430.10601.32.00	Repairs and Maintenance Services	\$518.22
		Check #: 199568		
			Vendor Total:	\$768.22
SUPPLIESOUTLET.COM				
		100.133.0000.000.2410.650.10303.10.00	Supplies-Information Technology-related	\$90.45
		Check #: 199569		
			Vendor Total:	\$90.45
TAHOE SUPPLY CO.	11238			
		100.125.0000.000.2620.610.10205.10.00	General Supplies	\$2,015.73
		Check #: 199570		
		100.133.0000.000.2620.610.10303.10.00	General Supplies	\$22.45
		Check #: 199570		
		100.135.0000.000.2620.610.10305.31.00	General Supplies	\$462.00
		Check #: 199570		
		100.165.0000.000.2620.610.10605.32.00	General Supplies	\$480.92
		Check #: 199570		
			Vendor Total:	\$2,981.10
TAYLOR, GERALDINE				
		285.781.0000.200.2150.340.10000.00.00	Other Professional Services	\$5,548.00
		Check #: 199571		
			Vendor Total:	\$5,548.00
TEAM SPORTS INK	20600			
		280.633.0000.000.3300.610.10605.30.00	FY20 Title IA SSHS Budget Load	\$1,192.00
		Check #: 199572		
			Vendor Total:	\$1,192.00
THE DISCOVERY MUSEUM				

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Vendor Remit Name	Vendor #	Account	Description	Amount
		205.280.0000.100.1000.610.10303.10.00	General Supplies	\$360.00
		Check #: 199573		
			Vendor Total:	\$360.00
THE NIXON COMPANY	15050			
		100.132.0000.100.1000.610.10302.20.00	General Supplies	\$365.00
		Check #: 199574		
			Vendor Total:	\$365.00
TYLER TECHNOLOGIES, INC.	103232			
		100.102.0000.000.2570.337.10000.00.00	Technology Related Training	\$550.00
		Check #: 199575		
		100.106.0000.000.2515.651.10000.00.00	Supplies - Technology - Software	\$9,232.00
		Check #: 199575		
			Vendor Total:	\$9,782.00
TYRES INTERNATIONAL INC	101998			
		100.170.0000.000.2730.611.10000.00.00	Tires/Flooring	\$401.60
		Check #: 199576		
			Vendor Total:	\$401.60
UNITED PARCEL SERVICE	97165			
		100.165.0000.000.2410.531.10605.32.00	Postage	\$14.66
		Check #: 199577		
			Vendor Total:	\$14.66
UNITED SITE SERVICES OF NEVADA INC	101485			
		100.161.0000.920.1000.610.10601.32.00	General Supplies	\$412.32
		Check #: 199578		
			Vendor Total:	\$412.32
US FOODS, INC.	103034			
		100.164.0000.320.1000.610.10604.32.00	General Supplies	\$1,788.03
		Check #: 199579		
			Vendor Total:	\$1,788.03
VERIZON WIRELESS_21703	21703			
		100.101.0000.000.2310.535.10000.00.00	Data Communications, Internet, Video, T-lines, etc	\$202.05
		Check #: 199580		

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Vendor Remit Name	Vendor #	Account	Description	Amount
		100.101.0000.000.2320.532.10000.00.00	Voice/Voicemail Check #: 199580	\$52.96
		100.101.0000.000.2510.534.10000.00.00	Telephone – Cell phone services Check #: 199580	\$81.00
		100.101.0000.000.2520.534.10000.00.00	Telephone – Cell phone services Check #: 199580	\$37.51
		100.104.0000.000.2210.534.10000.00.00	Telephone – Cell phone services Check #: 199580	\$280.46
		100.104.0000.000.2210.535.10000.00.00	Data Communications, Internet, Video, T-lines, etc Check #: 199580	\$162.13
		100.106.0000.000.2515.534.10000.00.00	Telephone – Cell phone services Check #: 199580	\$52.96
		100.107.0000.000.2580.534.10000.00.00	Telephone – Cell phone services Check #: 199580	\$585.83
		100.108.0000.000.2620.534.10000.00.00	Telephone – Cell phone services Check #: 199580	\$944.75
		100.125.0000.000.2410.533.10205.10.00	Telephone – Land Line phone services Check #: 199580	\$77.92
		100.170.0000.000.2710.534.10000.00.00	Telephone – Cell phone services Check #: 199580	\$760.79
		250.105.0000.000.2321.535.10000.00.00	Data Communications, Internet, Video, T-lines, etc Check #: 199580	\$162.58
		280.639.0000.200.1000.651.10000.00.00	Supplies – Technology – Software Check #: 199580	\$40.85
		290.180.0000.000.3100.534.10000.00.00	Telephone – Cell phone services Check #: 199580	\$37.51
			Vendor Total:	\$3,479.30
VoWac Publishing Company		280.633.0000.000.2213.340.10205.10.00	Other Professional Services Check #: 199581	\$567.92
			Vendor Total:	\$567.92
WAYNE WORKMAN	99995			

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1439

06/29/2020

Fiscal Year: 2019-2020

Vendor Remit Name	Vendor #	Account	Description	Amount
		100.101.0000.000.2320.532.10000.00.00	Voice/Voicemail	\$1,200.00
		Check #: 199582		
			Vendor Total:	\$1,200.00
WELLS FARGO VENDOR FINANCIAL SERVICES		100.104.0000.000.2210.442.10000.00.00	Rental of Equipment and Vehicles	\$79.46
		Check #: 199583		
		100.122.0000.000.2410.442.10202.10.00	Rental of Equipment and Vehicles	\$556.40
		Check #: 199583		
		100.125.0000.000.2410.442.10205.10.00	Rental of Equipment and Vehicles	\$479.14
		Check #: 199583		
		100.127.0000.000.2410.442.10210.10.00	Rental of Equipment and Vehicles	\$36.89
		Check #: 199583		
		100.128.0000.000.2410.430.10211.10.00	Repairs and Maintenance Services	\$300.62
		Check #: 199583		
		100.129.0000.000.2410.442.10209.10.00	Rental of Equipment and Vehicles	\$665.80
		Check #: 199583		
		100.129.0000.100.1000.430.10209.10.00	Repairs and Maintenance Services	\$70.35
		Check #: 199583		
		100.132.0000.000.2410.442.10302.20.00	Rental of Equipment and Vehicles	\$462.50
		Check #: 199583		
		100.133.0000.000.2410.442.10303.10.00	Rental of Equipment and Vehicles	\$441.60
		Check #: 199583		
		100.135.0000.000.2410.442.10305.31.00	Rental of Equipment and Vehicles	\$287.07
		Check #: 199583		
		100.135.0000.100.1000.430.10305.31.00	Repairs and Maintenance Services	\$276.63
		Check #: 199583		
		100.136.0000.000.2410.442.10208.31.00	Rental of Equipment and Vehicles	\$547.04
		Check #: 199583		
		100.136.0000.100.1000.442.10208.31.00	Rental of Equipment and Vehicles	\$1.75
		Check #: 199583		
		100.161.0000.000.2120.430.10601.32.00	Repairs and Maintenance Services	\$3.17
		Check #: 199583		

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1439

06/29/2020

Fiscal Year: 2019-2020

Vendor Remit Name	Vendor #	Account	Description	Amount
		100.161.0000.000.2120.442.10601.32.00 Check #: 199583	Rental of Equipment and Vehicles	\$37.00
		100.161.0000.100.1000.430.10601.32.00 Check #: 199583	Repairs and Maintenance Services	\$177.28
		100.161.0000.100.1000.442.10601.32.00 Check #: 199583	Rental of Equipment and Vehicles	\$216.26
		100.161.0000.190.1000.430.10601.32.00 Check #: 199583	Repairs and Maintenance Services	\$9.33
		100.161.0000.190.1000.442.10601.32.00 Check #: 199583	Rental of Equipment and Vehicles	\$142.26
		100.161.0000.191.1000.430.10601.32.00 Check #: 199583	Repairs and Maintenance Services	\$16.82
		100.161.0000.191.1000.442.10601.32.00 Check #: 199583	Rental of Equipment and Vehicles	\$137.90
		100.163.0000.000.2410.442.10603.32.00 Check #: 199583	Rental of Equipment and Vehicles	\$643.08
		100.163.0000.100.1000.430.10603.32.00 Check #: 199583	Repairs and Maintenance Services	\$286.84
		100.165.0000.000.2410.442.10605.32.00 Check #: 199583	Rental of Equipment and Vehicles	\$110.67
		250.161.0000.200.1000.430.10601.32.00 Check #: 199583	Repairs and Maintenance Services	\$0.28
		250.161.0000.200.1000.442.10601.32.00 Check #: 199583	Rental of Equipment and Vehicles	\$37.00
		280.633.0000.000.2515.442.10000.00.00 Check #: 199583	Rental of Equipment and Vehicles	\$79.46
		280.709.0000.000.2212.442.10000.00.00 Check #: 199583	Rental of Equipment and Vehicles	\$79.46
			Vendor Total:	\$6,182.06
WESTERN NEVADA KENWORTH	103203			
		100.170.0000.000.2710.614.10000.00.00 Check #: 199584	Parts	\$593.18
			Vendor Total:	\$593.18

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1439

06/29/2020

Fiscal Year: 2019-2020

Vendor Remit Name	Vendor #	Account	Description	Amount
WESTERN NEVADA SUPPLY	22580	100.108.0000.000.2630.610.10000.00.00	General Supplies Check #: 199585	\$126.24
		100.121.0000.000.2620.610.10201.10.00	General Supplies Check #: 199585	\$14.00
		100.129.0000.000.2620.610.10209.10.00	General Supplies Check #: 199585	\$598.46
		100.135.0000.000.2620.610.10305.31.00	General Supplies Check #: 199585	\$872.54
		100.164.0000.000.2620.610.10604.32.00	General Supplies Check #: 199585	\$495.04
		290.184.0000.000.3100.430.10000.00.00	Repairs and Maintenance Services Check #: 199585	\$249.00
			Vendor Total:	\$2,355.28
WILLIAMS, SHANNON		100.122.0000.100.1000.610.10202.10.00	General Supplies Check #: 199586	\$55.00
			Vendor Total:	\$55.00
YERINGTON AUTO PARTS	23100	100.108.0000.000.2620.610.10000.00.00	General Supplies Check #: 199587	\$8.99
			Vendor Total:	\$8.99
YERINGTON READY MIX	23350	100.108.0000.000.2620.610.10000.00.00	General Supplies Check #: 199588	\$450.00
			Vendor Total:	\$450.00
			Grand Total:	\$1,179,423.89

End of Report

**Lyon County School District
Board Memo**

Date: June 23, 2020
To: Board of School Trustees
From: Wayne Workman, Superintendent
Re: Donations

Recommendation

That the Board of School Trustees accepts the generous donation from the following:

- A donation from Mr. and Mrs. Adkins to CES for \$6,948.00 for a die-cutting machine.
- A donation from John and Judith Reichlein to FES of \$250.00 towards student assistance.
- A donation from John and Judith Reichlein to FHS of \$250.00 towards student assistance.
- A donation from John and Judith Reichlein to FIS of \$250.00 towards student assistance.

*Respectfully Submitted,
Wayne Workman, Superintendent*



“SOAR like an Eagle!”

COTTONWOOD ELEMENTARY SCHOOL

Cory Sandberg, Principal
Virginia Richardson, Asst. Principal

925 Farm District Road
Fernley, NV 89408
775-575-3414 ph
775-575-3417 fax
www.ces.lyon.k12.nv.us

Mr. and Mrs. Alan L. Adkins,
415 Colonial Drive,
DeKalb, IL 60115

June 24, 2020

Dear Mr. and Mrs. Adkins,

Thank you so much for your kind donation of \$6,948.00 dedicated to the purchase of a die-cutting machine for our school. Be assured your very kind donation will be used and much appreciated by our teachers, the results of which will be enjoyed by students, parents and community members all over our campus.

We are very aware that you have many choices surrounding your community donations, and we so appreciate you choosing Cottonwood.

Your kindness will go a long way to help our students and staff to SOAR like Eagles!

CES Tax ID#: 88-6000999

Very gratefully yours,

Cory Sandberg,
Principal

FERNLEY ELEMENTARY SCHOOL

450 Hardie Lane, Fernley, NV 89408



Chanen Cross, Principal
Ryan Stauffer, Vice Principal
Ryan Shea, Counselor

PH: 775-575-3420

FAX: 775-575-3428

www.fes@lyoncsd.org

June 23, 2020

To: Lyon County School District Trustees
c/o: Mr. Wayne Workman

From: Fernley Elementary School
Chanen Cross

Subject: Donation from John and Judith Reichlein

Please accept this donation of \$250.00, which will go towards our Student Assistance Funds. Their generosity will help us provide many items that our students may need, as paying for lunches and warm coats. We are very appreciative to Mr. and Mrs. Reichlein for their thoughtfulness and support of FES students.

Sincerely,

A handwritten signature in black ink that reads "Chanen Cross".

Chanen Cross
Principal

Fernley High School

Memorandum

Date: June 22, 2020

To: Mr. Wayne Workman, LCSD Superintendent

From: Michelle Miller

Cc: Kent Jones, Principal FHS

RE: John & Judy Reichlein

Mr. Workman,

Fernley High School is greatly appreciative to John & Judy Reichlein for their \$250.00 donation to our students impacted by COVID -19. Their generosity will allow us to cover the cost of meals for those who would otherwise be unable to pay.

Thank You,

Michelle Miller

Fernley High School

Principals Secretary

Fernley High School
1300 Highway 95A-South
Fernley, Nevada 89408

June 10, 2020

To Whom It May Concern – Re: "Student Incentive Program",

One of the consequences of the covid-19 pandemic has been its negative impact on the education of children. As residents of the community of Fernley, we would like to help our local schools with their respective programs which, we understand, have been established for the sole purpose of assisting students in need. Given the list of priorities of those separate, ongoing programs, we can only request that our contribution will be directed, foremost, to meeting the recognized nutritional needs of the children and, second, to satisfying their educational requirements.

Enclosed, please find our \$250 contribution (check #3578), for Fernley High School's "Student Incentive Program". We would like to thank the school's staff and volunteers for your devotion to this very important effort.

John and Judy Reichlein



Memo

To: Mr. Wayne Workman, Superintendent

From: Rob Jacobson, FIS Principal

Date: June 30, 2020

Re: Present Donation to School Board

WJ
6-30-20

Fernley Intermediate School received a generous donation of \$250.00 Mr. and Mrs. Reichlein of Fernley to assist students in need during these unprecedented times. FIS would like to present this donation to the LCSD Board of Trustees at the next meeting. We are grateful for the dedication and generosity to the community.



Fernley Intermediate School

320 HWY. 95A SOUTH
FERNLEY, NEVADA 89408
"HOME OF FALCON P.R.I.D.E"

Rob Jacobson
Principal

Farrah Alexander
Vice Principal

Stacey Miguel
Counselor

(775)575-3390

www.fis.lyoncsd.org

Fax (775)575-3394

June 30, 2020

Mr. and Mrs. Reichlein
699 Saddle Horn Way
Fernley, NV 89408

Dear Mr. and Mrs. Reichlein,

The Fernley Intermediate School Student Assistance Account would like to thank you for the generous donation of \$250.00 to benefit FIS students in need. Your donation is greatly appreciated. Your contribution will be allocated as you requested in your letter. Thank you for thinking of children in the community and taking the extra step to make a difference during this unprecedented time. This letter also serves as your tax purposes documentation for your donation; Lyon County School District's Tax ID number is 88-6000999.

Sincerely,

A handwritten signature in black ink, appearing to read "Rob Jacobson".

Rob Jacobson, Principal
Fernley Intermediate School

cc: *Mr. Wayne Workman, LCSD Superintendent*
LCSD Board of Trustees

Lyon County School District Board Memo

Date: July 28, 2020
To: Board of School Trustees
From: Wayne Workman, Superintendent
Re: Nutrition Services – FSMC Chartwells

Requested by:

Harman Bains, Director of Business Services

Recommendation

That the Board of Trustees approve FSMC (Food Service Management Company) Chartwells to manage the nutrition services offered in the LCSD beginning August 2020.

Background Information

Lyon County School District over the past four years has transformed Nutrition Services from a general funded program to a self-sufficient program. While that has been a significant achievement, the same strides have not been made with quality and overall service to our students. Progression toward quality and service improvement has been hindered by turnover. LCSD Nutrition Services has had three different supervisors in the past five years.

With the most recent departure of the Nutrition Services supervisor, LCSD saw the opportunity for change, and therefore on June 25, 2020 released an RFP (request for proposal) for all interested food service management companies. Two companies (Chartwells and Aramark), on July 13, 2020, submitted bids. After committee review, it was unanimously determined that Chartwells was best suited for LCSD.

Chartwells will bring on an onsite Nutrition Director along with a Nutrition Chef. They will also be hiring, as Chartwell employees, all current and future vacated positions. All current food service employees will remain employees of LCSD. Current LCSD employees will have the choice of switching over to Chartwells if they choose but will not be obligated to do so by the district. Chartwells Nutrition Director and Nutrition Chef, on behalf of LCSD, will be directing and supervising all food service employees.

Key benefits of bringing on Chartwells as our LCSD food service partner:

- **Buying power:** Chartwells is the world's largest foodservice company. This allows them to negotiate for better pricing on higher quality food. Ultimately, providing healthier and better food options for Lyon County students.
- **Personnel:** Chartwells, being a worldwide company, allows Lyon County School District to gain access to a talent pool which it wouldn't have access to otherwise. LCSD will be getting a high-quality Nutrition Director with over five years of successful K-12 program experience. LCSD will also have a Nutrition Chef that will provide hands-on training and ensure program compliance. With additional support by a District Manager and a regional team consisting of a dietitian, regional chef, and marketing manager. Chartwells also allotted money each year for employee recognition and celebrations for

achieving goals. All employees, whether on district payroll or Chartwells, will have opportunities for company-wide recognition and scholarships to further their education.

- **Program Marketing:** Chartwells will improve the cafeteria environment with updated signage, marketing, and age-appropriate programming. Student, staff, and community surveys will be conducted to make sure that they are on target with their marketing and menus.
- **Menu/Equipment:** Chartwells included investment, in year one, for equipment so that they can offer more scratch and batch recipes to the students. This means that the meal prep will change, and the quality of the food will increase. Chartwells also earmarked funding for years two and three, for program improvements that will be chosen together with LCSD. Menu development and tastings will also be done with LCSD. Menu changes may only be made with LCSD approval.
- **Guaranteed Return:** LCSD has managed to make Nutrition Services a self-sufficient program. Chartwells plans to continue that by offering a guaranteed return of \$507,743.00. This return LCSD plans to invest back into the program.

Budget Considerations

N/A

Discussed at Previous Meeting

N/A

Attachment(s)

Chartwells LCSD Executive Summary

*Respectfully Submitted,
Harman Bains, Director of Business Services*

EXECUTIVE SUMMARY





Executive Summary

Lyon County School District and Chartwells

Partnership for Progress

Chartwells K12 is the market leader and a proud partner to more than 660 school districts across the United States. It would be an honor to join Lyon County as your dining services partner, extending our commitment to serving up happy and healthy to your students and community. Since our first meeting in 2016, it has been our greatest desire to join Lyon County School District in creating a culture of gratitude.

Throughout this partnership proposal is a passionate vision to launch a powerful new story together. Lyon County is writing innovative new chapters daily to improve and expand student opportunity for tomorrow. Our collaborative story is tailored to the components important to you that will nourish the bodies, minds and spirits of the students. Within each element is our concentrated focus on engagement and satisfaction to drive participation and enhance the complete experience, one the entire community will be proud of. Our core purpose is to deliver a partnership that aligns with the positive momentum you have established and one the Lyon County School District **WILL SAY SOMETHING POSITIVE** about.

Chartwells added 41 new districts for this school year. As the industry leader in K-12 dining, we understand the journey required to achieving one's goals and we are so proud of our partnerships in Nevada. With a focus on continuous improvement and engagement, positive change can occur and we can obtain our combined goals. Our growth mindset stems from two critical components. First, this story is not about Chartwells' partnerships; it is about Lyon County School District and the community we serve. Second, we are a people-first organization that invests in, cares for and engages all shareholders.

The new Lyon County foodservice story will be filled with passionate innovation and a relentless commitment to creating a first-class experience for your students. Your goals are our goals, and every ingredient in this partnership proposal will support the educational missions at Lyon County School District.

Our partners say we're a preferred partner because we:



Feeding an Attitude of Gratitude



Our custom program developed specifically for Lyon County School District by local experts in culinary, dietetics, marketing, communications, operations, HR and finance will be built on a foundation of our commitment to the following:

Fresh, High-Quality Food

We operate exclusively in K-12 schools, and our expertise is in crafting nutritious and delicious meals students love. The world of K-12 child nutrition has evolved, and one of the greatest challenges today is meeting the high expectations of the most important customer – the students. Today’s students, Generation Z, make up the most diverse generation this country has ever seen. While a one-size-fits-all approach is especially wrong for this audience, understanding the defining characteristics of Gen Z ensures we start with menus and programs that meet and exceed students’ expectations. With the largest culinary, nutrition and operations support network in the industry, Chartwells can smoothly transform your program, offering a diverse and delicious menu to match the taste profiles of the Lyon County students.

Who better to deliver this delicious and evolving new menu than your very own on-site executive chef who will play a critical role in growth and development of the staff, and overall success of the program. Capitalizing on culinary training efficiencies, food cost maximization and raising food quality will drive participation and perception, improving the bottom line year over year.



“Immediately, the district began to see an increase in the number of students participating in the program, an increase in eligible reimbursable meals, and a reduction in General Fund transfers”

*– Dr. Dave Jensen, Superintendent
Humboldt County School District*



Innovative concepts, training and locally sourced

produce are key ingredients in our actions to bring fresh, advanced and more scratch-cooked offerings. Drawing from a robust database with 10,000 recipes and counting, we fight menu monotony so your students won't have to wait for their next favorite. We start with a data-driven menu design so we know we're catering to the unique tastes of Lyon County that can be found on Page 66. Applying the value of this holistic view on analytics gives us a huge edge in driving the ultimate metric – student satisfaction leads to participation. Key performance indicators give us the flexibility to adapt quicker on menus kids want. We believe in relying upon data and feedback, not hunches, because the true success of your program depends on the students participating and appreciating the options.

Compass Group does \$20.1 billion in food and support services in North America. Foodbuy is a subsidiary of Compass Group and has developed more than 600 partnerships with manufacturers, suppliers and distributors throughout the country. Clearly stated, **we purchase food better than anyone in our industry**, which allows us to provide the very best quality ingredients at the very best price for Lyon County. By maintaining strong relationships that yield lower cost, we pass on these savings to Lyon County to run a progressive and harmonious foodservice program.

The new menu design, while incorporating the Lyon County staples, is designed specifically to cater to the voice of the students and will generate enthusiasm in the new program. An increased food cost results in an increase in quality, freshness and menu diversity that will deliver sustained participation growth for financial reliability. We'll refresh the cafes themselves with new signage, providing a more welcoming environment for the dining experience. We want the cafe to be a place students want to be, not have to be.

Chartwells has a passion for catering to everyone and understands that adults possess different flavor profiles. You can find our sample faculty menus in the menu cycle section. We would like to explore an innovative faculty menu to fuel their day as well.



“The food presentation was a big selling point. Kids won't eat if it doesn't look attractive to them. Chartwells does a great job of not only providing the nutritional quality we are looking for but presenting it in an appealing way.”

– Dr. Scott Bowling, Superintendent



Innovation to improve perception

Different results require different approaches. When partners desire a distinct outcome with improvement, we rely on proven experience, data and innovation to enhance the experience for our diners. We understand moving participation forward requires adaptive ambitions from a support network that will listen, learn and engage. Perception is reality, and each campus experience will be elevated through continuous collaboration with Lyon County by introducing fresh on the menu, in the cafe and in the community.

Our innovation extends beyond our one-of-a-kind programs to encourage nutrition discovery, education and fun. To remove status quo from our vocabulary and from the cafe, we review, revisit and refresh every facet of the program while incorporating the unique personality of each campus. The vast geography of Lyon County School District provides distinctive traits and challenges at each school. Adding 297 schools this year alone requires flexibility and the creativity to generate solutions that not only fit the cafe environment, but also supports the educational mission for each principal.

Whether it's Student Choice empowering students to influence the menu or nutrition education with practical implementation, our programs are using innovation to improve the student experience.

Some of the programs we're proud to bring to Lyon County:

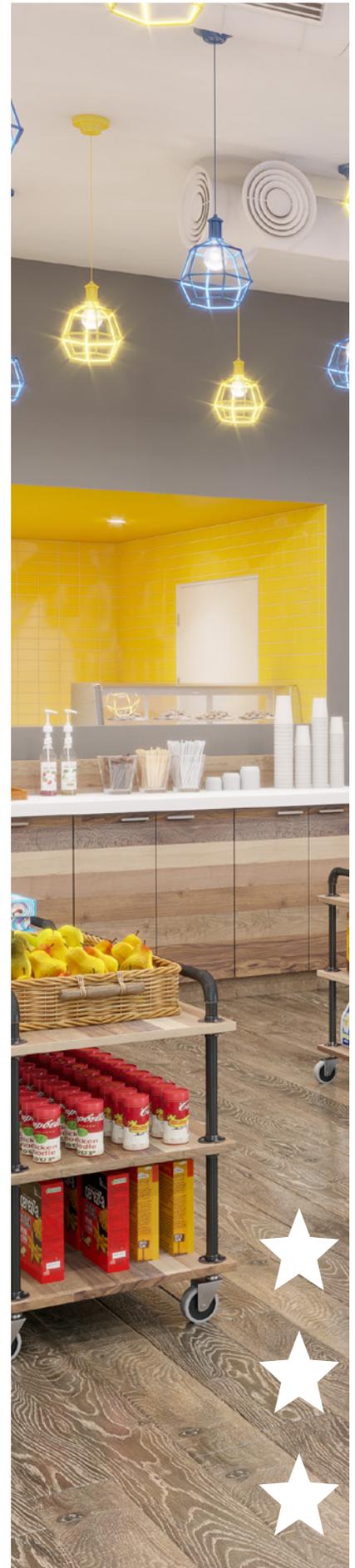


An innovative menu is key to increasing participation, but our ambitions are to impact all program elements by reaching all shareholders. Our local team, led by your very own executive chef and director of dining services (DDS), proactively assesses areas of opportunity and drives action strategies to enhance the experiences and reach the whole student.

One of our first areas we want to champion is the most important meal of the day. A nutritious breakfast leads to improved student readiness and academic achievement. Understanding there are challenges with a uniform breakfast program associated with the large geographic footprint of Lyon County requires flexibility and innovative approach. Whether before the bell, after the bell or in the classroom, we've implemented numerous versions that satisfy students, parents, teachers and principals across all campuses. We will present options for the district to consider so that each student is happy, healthy and prepared to take on the school day.

Another powerful resonating opportunity is the use of technology. Gen Z not only craves diversity and knowledge, but also expects information immediately through technology. To help market the program, we'll help you reach students and parents where they are – online. We'll provide content for social media channels and other digital platforms to help keep your community informed and engaged. Utilizing campus televisions is a great way to inform students of fresh menu concepts and upcoming interactive opportunities.

Nutrislice is our digital solution where your students, parents and faculty will have access to school menus, including nutrition information, allergens and photos, available on desktop and mobile devices. Our custom app brings transparency to school meals and allows you to promote other aspects of your school dining program (e.g., cafe events, food and nutrition education messaging, newsletter sign-ups and more).





Communication and Engagement

Chartwells provides a progressive experience through strategic intent, transparency and engagement. A carefully curated communications approach is especially important for Lyon County School District. Our goal is to make sure everyone feels like a vital part of the process. This creates a positive ripple effect that can result in an increase in customer satisfaction, employee engagement and student meal participation.

At Chartwells, we understand that first impressions count, and we are committed to building positive momentum through our partnership benefits with all audiences. We're also committed to ensuring a positive perception of Lyon County School District within your community. We want them to know you're taking steps to improve the student experience.

Through numerous interaction opportunities, we further tell the positive story we are writing together.



Youth Advisory Council



Principal Scorecards



Focus Groups



Surveys for Parents and Students



Farmers Markets at the School



Educational Grocery Store Tours





Transparency

Our tailored shareholder communications plan is created so everyone feels as though they have a hand on the steering wheel. Whether KPI reporting for administration and the school board, associate recognition, upcoming interactive and educational opportunities for the community, exciting new concepts in the cafe, or a share-your-voice opportunity to provide feedback: Our relationship with the Lyon County community is built on inclusion, so you know the pulse of the program and the direction we are headed together.

Change...

can bring apprehension, and the best way to combat concerns is by providing frequent transparent communication. Simply put, we recognize that change can be challenging, but at the same time, we believe change also creates opportunity. Rooted in best practices of organizational change management and creative campaigns, we will communicate our program successes to your audience and promote a positive image for Lyon County School District. To bring admiration to the district, our DDS and marketing specialist will also function as a community liaison, drafting press releases to communicate with the entire community and ensuring the school board is up to date on the latest program progress with categorical KPIs.

Caring for Your People

An essential ingredient in delivering our mission to enhance the brand and experiences at Lyon County School District is our relationship with our associates. To drive the program forward and ensure community support, we invest in every contributor. People are our most important asset. Your current foodservice associates are friends and neighbors in the Lyon County community, and their experience is incredibly invaluable. This is not just true to you, but also to us as your future partner. We recognize the importance of inclusion within our teams, and we will create a cohesive team connected by unwavering support, providing growth personally and professionally.

“Since day one, Chartwells has had an all-in commitment to staff, no matter what. The plans in place for staff enhancement, including training and development was huge for us.”

**– Michael Slowinski,
Principal**

We treat everyone as part of the family





Impacting Attitudes and Atmospheres from the Cafe to the Classroom

We are committed to creating a workplace where employees feel respected, contribute their best work and reach their full potential. We pride ourselves on retaining existing employees to maintain consistency in the work environment, keeping turnover low, to reduce recruitment costs and preserve familiar faces for your students.

We have the most robust associate and manager training programs in the industry **found in our service capability plan**. Our mandatory annual training includes the fundamentals of food allergies, USDA requirements and safe foodservice practices in addition to training related to customer service and sustainability objectives. Investing in our associates as people, we not only enhance food safety and culinary skill set, we promote personal growth that spreads to each student coming through the line.

The better we care for our people, the better they will be able to serve the students and district community.



Seamless Transition

Planning, experience and communication are how we ensure successful transitions, but the final ingredient is your experience. No one knows your district better than you, and your insight will be invaluable as we collaborate to build the program you've envisioned. Each of our partnerships is founded on open dialogue and collaboration with all stakeholders in the district. From award to go-live, our ongoing communication with your administration will help us anticipate and eliminate obstacles, clearing the path to success.

As part of the world's largest No. 1-ranked Food Contract Company by Food Magazine, Chartwells understands the importance of establishing a strong foundation of trust with our clients during the transition period. From the moment we began preparing our proposal, our management team dedicated to Lyon County has been formulating our transition and improvement strategy. Through transitioning new business each year, our team has developed a mobilization framework comprised of the people, processes and tools necessary to ensure a seamless turnover of operations and set up our partnerships for success on day one of go-live found in our transition plan. We will work with you to customize a detailed transition plan and communication strategy aligned with our shared partnership expectations and goals.

One of our first transition steps is to meet with your current foodservice associates to ease any concerns they may have. We know change brings apprehension, and we address concerns and answer questions through honest, two-way communication. It's important to us that they feel included in the process so they understand the opportunities and benefits this change can bring to them.

A detailed description of the proposed transition can be found on pages 242-243.



“CHARTWELLS HAS BECOME AN INTEGRAL PART OF THE CHURCHILL COMMUNITY, AND NEVADA IN GENERAL. THEY ARE CONSTANTLY EVOLVING WITH THE LATEST IN NUTRITION TRENDS/ REQUIREMENTS.”

Dr. Summer Stephens, Superintendent, Churchill County School District

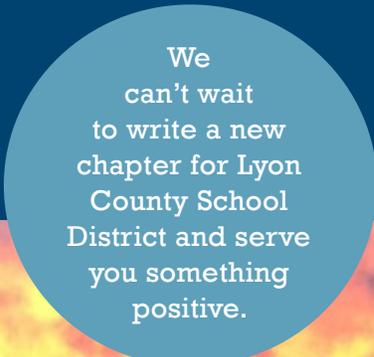




Conclusion

Thank you for the opportunity to present our vision for dining services to Lyon County School District. You're looking for a partner to care for your students, your employees and your district. We are dedicated to serving fresh, delicious and nutritious meals that will assist in your educational mission. We'll put our unmatched resources to work for Lyon County, providing the highest-quality food to your students by training and supporting your foodservice team. We'll ensure your associates have the training they need to cultivate their careers. We'll provide the district fiscal stewardship you can rely on and a transparent partnership you can trust. Our recipe for success is built on:

- Shareholder collaboration
- Incorporate students' voices
- Menu creativity
- Invest in people
- Continuous innovation
- Robust support network



We
can't wait
to write a new
chapter for Lyon
County School
District and serve
you something
positive.

STEVE SISOLAK
Governor

Las Vegas Office:
2300 East St. Louis Ave.
Las Vegas, NV 89104
Telephone (702) 668-4590
Fax (702) 668-4567



JENNIFER OTT
Director

Elko Office:
4780 East Idaho St.
Elko, NV 89801-4672
Telephone (775) 738-8076
Fax (775) 738-2693

STATE OF NEVADA
DEPARTMENT OF AGRICULTURE

405 South 21st St.
Sparks, Nevada 89431-5557
Telephone (775) 353-3601 Fax (775) 353-3661
agri.nv.gov

July 28, 2020

Harman Bains
Director of Business Services
Lyon County School District
320 Hwy 95A South
Fernley, NV 89408

Dear Mr. Bains,

The Nevada Department of Agriculture (NDA) has reviewed the submitted Food Service Management Company (FSMC) contract with Chartwells/Compass. The contract is approved, and the district may proceed with this contract for the 2020-2021 school year. Lyon County School District will be in the year one of a five-year contract renewal option with Chartwells under the National School Lunch programs (NSLP).

As this is Lyon County School District's first FSMC contract please note the following:

- The value of all USDA Foods/DOD Fresh products used by the FSMC must be credited on invoices submitted to Lyon County School District
- Lyon County School District is tasked with monitoring the FSMC contract including:
 - Monthly invoices are billed for the correct number of meals at the agreed upon rate
 - The Investment detailed section 10.2 of the contract is being spent
 - The Guaranteed Return detailed in section 10.5 of the contract has been met at the end of the fiscal year

If you have any questions, please contact me directly.

Sincerely,

Bobbie Beach
School Nutrition Specialist
Nevada Department of Agriculture
Phone: 775-353-3781 | Email: bdavidson@agri.nv.gov

CC: Dennise Philips, Administrative Assistant of Nutrition Services, Lyon County School District
Joe Dibble, School Nutrition Supervisor, Nevada Department of Agriculture

**Lyon County School District
Board Memo**

Date: July 28, 2020
To: Board of School Trustees
From: Wayne Workman, Superintendent
Re: City of Fernley Redevelopment District Mediation Settlement Agreement

Recommendation

That the Board of Trustees approve the terms of the City of Fernley redevelopment district mediation settlement agreement as outlined in this memo.

Background Information

The Lyon CSD joined Lyon County in filing a complaint against the City of Fernley for their creation of a redevelopment district. The proceedings progressed to the point of mediation. The mediation hearing was held on Wednesday, June 17, 2020. Fortunately, a tentative agreement for settlement was reached in which the City of Fernley agreed to dissolve the current redevelopment district. For your approval are the terms of this agreement as outlined below:

1. The City of Fernley will withdraw the current RDA at a formal City Council Meeting.
2. Lyon County agreed to pay \$90,000.00 to the City of Fernley to defray the costs incurred with consultants during the creation of the RDA.
3. The City of Fernley, if they decide to again attempt to set up a RDA will involve the County and have a Commissioner on the RDA and will involve County Planners.
4. The Lyon CSD will also be allowed to participate, and it may be possible to have a LCSD Board Member who lives in Fernley on the RDA. The NRS which pertains to RDA's allows "electors from the area" to be on the RDA Board. Attorney Don Lattin is looking into whether or not an "elector from the area" is inclusive of school board trustees. He suspects that it does so long as they live in Fernley, but he will confirm. If it is determined that a board trustee is NOT an "elector from the area", then the City of Fernley has agreed to allow a LCSD representative to be included in all aspects of any new RDA and the area to be included. The Mayor of Fernley will be an automatic member of the RDA Board but will only vote if there is a tie.

The main objective of the mediation was to obtain an agreement by the City of Fernley to withdraw the approved RDA and ensure that representatives from all public entities who could be adversely impacted be part of the planning of any future proposed RDA from the City of Fernley. The approval of these terms will also allow LCSD to be involved in the process moving forward. An actual settlement agreement document is forthcoming.

Budget Considerations

None

Attachment(s)

None

*Respectfully Submitted,
Wayne Workman, Superintendent*

**Lyon County School District
Board Memo**

Date: July 28, 2020
To: Board of School Trustees
From: Wayne Workman, Superintendent
Re: 2020-2021 Reopening Schools Plans

Recommendation

That the Board of Trustees approve the Lyon County School District Reopening Schools Plan for the 2020-2021 school year per the requirements of the Nevada Department of Education.

Background Information

The COVID-19 pandemic has disrupted the lives and operations of everyone in the world. The State of Nevada and the Lyon County School District are certainly no different. As a result of the pandemic and emergency directives in the state, the Nevada Department of Education is requiring each district to put together plans for the reopening of schools to begin the 2020-2021 school year (Nevada Directive 022) that are in compliance with current restrictions. Therefore, the LCSD formed a reopening schools committee which met on June 29, 2020. The committee made two key decisions that enabled district leadership to create the reopening plans. This plan is now presented to the Lyon CSD Board of Trustees for approval.

It should be noted that LCSD leadership continues to advocate for a full return to school of all students/families who wish to return. The LCSD also has a full distance education program as an option as well. However, given the current restrictions, our only option is to open under a hybrid model of in-person education and distance education as outlined in the plan. The plan also accounts for isolated, required school closures due to a possible outbreak, as well as a full return of all students should we be so fortunate. District administration will continue to work with employee groups, families and school leaders to refine the specific details for each school.

Budget Considerations

Dependent upon the plan being implemented and the duration of implementation. The LCSD has received ESSER emergency funding and intends to use an estimated \$50,000 for PPE and cleaning materials.

Discussed at Previous Meeting

Introduced during the Superintendent Report at the June 25, 2020 meeting.

Attachment(s)

Lyon CSD Reopening Plan 2020-2021.pdf

*Respectfully Submitted,
Wayne Workman, Superintendent*

LYON COUNTY SCHOOL DISTRICT'S PROPOSED REOPENING PLAN

Board of School Trustees

July 28, 2020

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Lyon County School District

Regardless of circumstance, we strive
to achieve our vision and mission.

Vision: Graduate all students to be
successful in college and career.

Mission: Provide relevant learning
opportunities that develop adaptable,
persistent, and self-directed learners
capable of creativity, collaboration,
communication, and critical thinking
necessary to overcome complex
challenges.



Reopening Our Schools Guiding Principles

1. Ensure the safety and well-being of all students and employees
2. Promote equity and accessibility to learning for all students
3. Provide instructional delivery systems to meet the needs of all students
4. Foster positive relationships and interactions
5. Financial Feasibility
6. Community Impact

Key Information for Decision-Making

- *American Association of Pediatrics Planning Considerations: Guidance for School Re-Entry*
- Nevada Current Phase 2 Requirements
- Assumptions and Committee Considerations
- Nevada Department of Education: *Path Forward Guidance Memorandum 20-05*



Guidance for School Re-Entry

- AAP advocates for having all students physically present in school
- Physical distancing practice of three to six feet for students and six feet apart for adults with face coverings for all
- Cleaning and disinfecting per established protocols for Covid-19
- Cohort classes and special considerations given for passing, recess, transportation, and nutrition breaks
- Families conduct symptom screening at home and children presenting any symptoms should be kept at home with notifications to schools



Nevada Department
of Education

Path Forward Framework

Reopening School Buildings

Logistics

Human Resources

Wellness and Recovery

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Nevada Current Phase 2 Requirements

- Six feet social distancing
- Avoid social events or public gatherings over 50
- Limited to 50% capacity of facilities
- Face coverings are required for students and staff (not required for students under the age of 10)

Reopening Schools—Assumptions

- No single decision will satisfy all students, families, and staff
- Models have been developed and recommendations have been formed, without the benefit of clear information regarding our 2020-2021 budget
- The District will be operating in an environment of significantly reduced State revenues
- There will be a cost in dollars, time, supplies and human resources to reduce the risk of transmission
- Certain non-core functions of the District may be temporarily curtailed, postponed or eliminated
- Costs to provide services will be atypical and may potentially be higher than prior years
- There will still be active cases of COVID-19 in Lyon County at the time of school opening and throughout the 2020-21 school year

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Reopening Schools—Assumptions

- There will be families and staff who will want an alternative to in person instruction for part, or the entirety, of the pandemic
- There will be families and staff who want a return to “normal”
- There may be an outbreak of COVID-19 in Lyon County that could require a temporary school closure for one or more schools
- There may be multiple “waves” of virus outbreak and changing guidance from county health officials which will necessitate flexibility
- Schools will need to quickly pivot between delivery models as conditions change
- As decisions are made and models are considered, administration will continue to update and work with employee associations

Reopening of Schools Committee

- Bridget Peterson (Board Trustee)
- Barbara Jones (Board Trustee)
- Wayne Workman (District Administration)
- Tim Logan (District Administration)
- Dawn Huckaby (District Administration)
- Marva Cleven (District Administration)
- Heather Moyle (District Administration)
- Jim Gianotti (District Administration)
- Harman Bains (District Administration)
- Margaret Heim (Admin Assistant)
- Jeannie Bisard (Chief Nurse)
- Alan Medeiros (IT Supervisor)
- Bonita Stevens (Transportation Supervisor)
- Jim Gleason (O & M Supervisor)
- Mike Walker (Principal)
- Cindy Darden (Certified Association President)
- Kathy Rudy (Classified Association President)
- Rob Jacobson (Administrator Association)
- Amber Westmoreland (PD Manager)
- Hollie Acciari (Teacher/Parent)
- Josh Wiley (Teacher/Parent)
- Malinda Pope (Counselor)
- David Nomicos (School Psychologist)
- Monica Quam (Principal Secretary)
- Roberta Simon (Parent)
- Jennifer Panora (SVS Parent/Paraprofessional)
- Donovan Martinez and Kristie Martinez (Student/Parent)
- Travis Gardner and Katy Gardner (Student/Parent)
- Nikki Lynch (Bus Driver/Parent)
- Assemblywoman, Dr. Robin Titus (Community Health Leader)
- Gerald Hunter (Yerington Paiute Tribe)
- Mary Williams (Yerington Paiute Tribe)
- Phil Cowee (Business Owner/Parent)
- Shayla Holmes (Lyon County Human Services Director)
- Frank Hunewill (Lyon County Sheriff)
- Sam Felix (Student Information Systems Administrator)
- Erika Cowger (Public Information Officer)
- Blake Smith (Risk Manager/Parent)

Special Considerations Outlined by the Committee

- Transportation
- Nutrition Services
- Sanitation and Cleaning
- PPE/Hand Sanitizer
- Hygiene Education
- Social Emotional Learning
- Special Populations
- Information Technology (IT)
- Crisis Response Teams
- Identifying those needing SEL support
- Funding
- Communication plan
- Transitioning time between plans
- Focus on core subjects
- Special programs-- Facilities, Transportation, and Nutrition Services
- Intervention/Remediation
- Family day care arrangements
- Extra-curricular activities
- Cohorts by households
- Devices and BYOD Network
- Start times
- Staffing/At risk members
- Distance vs. Hybrid choice
- Family education/support
- Connection between in person and online learning
- Masks/Requirements
- Rolling closures
- Daily symptom screenings
- Contact tracing
- Master scheduling (P/T Conferences)
- Restroom cleaning

What the Committee Decided

June 29, 2020

1. All students will have access to in person instruction within the hybrid model.
2. Students will alternate between distance and in person learning every other week.

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Implementation Recommendations

Adjusted Start Date for Students:

- School starts September 1, 2020 for all students
- Licensed staff and instructional support professionals will engage in professional learning
- Students and families will have access to training materials to support distance learning

Year-Long Courses for Secondary Students:

- Year-long courses will be condensed to one semester
- Students will take only four courses in one semester

Elementary Students:

- Primary grade students will be scheduled for in person instruction every day when possible

Governor Directive 022 requires districts to develop plans which contemplate 2020-2021 school year instruction offered through three different models:

1. **In person instruction** following social distancing protocols;
2. **Distance education** under an approved Path Forward Program of Distance Education; or
3. A combination of distance education and in-person instruction (**hybrid learning**).



Full Time In Person Learning

**This is the LCSD preferred model, however, it is physically impossible to implement in our schools given our current Phase 2 restrictions. The hybrid model that we have constructed will allow for all students to return for full time in person learning when restrictions are eased.*

1. Attend school Monday through Friday
2. Increased Precautions
3. Blended learning model with online curriculum



Full Time Distance Learning

District must have an option for families to receive high quality standards-based instruction without coming into schools. The LCSD approved platform of Edgenuity/Compass meets this requirement.

This option is available to all families under several scenarios:

- Families choose to enroll at LyOnline or request full-time distance learning.
- A student, or group of students, being excluded from school due to suspected or confirmed COVID-19 exposure.
- A school is temporarily shut down due to an outbreak.
- The school district is temporarily shut down due to an outbreak.

Hybrid Learning Model



Hybrid Learning Model

A Hybrid Learning Model is one that combines elements of both in person and distance learning. In Lyon County, we are referring to a learning model in which students are receiving in person learning for one school week and distance learning instruction for one school week.

- While in school, all provisions of in person learning (e.g. social distancing, use of PPE, etc.) remain the same.
- While on distance, all provisions of distance learning (e.g. certified teachers, access to food, etc.) remain the same.

If in person learning is not available to all because of space and staffing limitations, hybrid learning must be available to families.

- Even when hybrid learning is employed, families with known medical, social, and academic vulnerabilities may receive full-time in person learning. This may include but not necessarily limited to:
 - Students being served in self-contained special education programs.
 - Students living in transition or in foster care.
 - Students new to the country with English Learner requirements.

Hybrid Model: Two Student Cohorts

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1: Cohort A					 ½ Day
Week 1: Cohort B					
Week 2: Cohort B					 ½ Day
Week 2: Cohort A					



Face-to-Face Instruction



Distance Education

Elementary School Instruction



In Person Instruction

Daily Instruction in Grades K-5:

- Language Arts
- Reading
- Mathematics
- Social Studies/Science



Distance Education

- Practice and enrichment in core content areas every day.

Sample Elementary School Schedule (M-Th)

8:45-9:15	Recess/Breakfast in Classroom
9:15-11:30	Core Instruction/Recess
11:30-12:45	Staggered Lunch/Recess
12:45-3:00	Core Instruction/Recess
3:00-4:00	Teacher Preparation

Sample Elementary School Schedule (F)

8:45-9:15	Recess/Breakfast in Classroom
9:15-12:30	Remediation/Enrichment/Lunch/Recess
12:30-1:00	Staff Lunch
1:00-4:00	Teacher Professional Learning and Preparation

Secondary School Instruction



In Person Instruction

Year-long courses will be condensed to one semester. Students will take only four courses in one semester:

- English/Reading
- Mathematics
- Social Studies/Science/Elective
- Health/PE/Computers/Elective



Distance Education

- Practice and enrichment in all four courses every day.

Sample Secondary School Schedule (M-Th)

7:30-8:00	Breakfast in Classroom
8:00-10:15	Course 1/Course 3
10:15-11:45	Advisory/Staggered Lunch
11:45-2:00	Course 2/Course 4/Staggered Release
2:00-3:00	Teacher Preparation

Sample Secondary School Schedule (F)

7:30-8:00	Breakfast in Classroom
8:00-11:30	Advisory/Remediation/Enrichment /Lunch
11:30-12:00	Staff Lunch
12:00-3:00	Teacher Professional Learning and Preparation

Hybrid Model: Special Populations Considerations

Students with known medical, social, and academic vulnerabilities may receive full-time in person learning. This would include but is not limited to:

- Students being served in self-contained special education programs
- Students living in transition or in foster care
- Students with English Learner requirements

Addressing the Special Considerations Outlined from the Committee

Teaching and Learning

- Basic and social emotional needs of students and staff must be met in order to optimize student learning.
- All students must have equitable access to high-quality curricular materials and effective instruction.
- Learning loss must be evaluated and addressed.
- Standards-based grade level instruction must occur with in-school instruction and distance learning models.
- Professional learning opportunities must be available to educators for continuous improvement.

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Safety and Health

- No single health & safety measure in isolation will effectively mitigate the spread of COVID-19. Therefore, a multi-layered approach, including the following, will be used:
 - Self-screening and remaining home if any illness symptoms are present (at home screening form forthcoming)
 - Use of Personal Protective Equipment (PPE) i.e. face coverings
 - Enhanced cleaning & hygiene protocols, frequent cleaning of high touch surfaces
 - Social Distancing
 - Restrictions to close contact activities

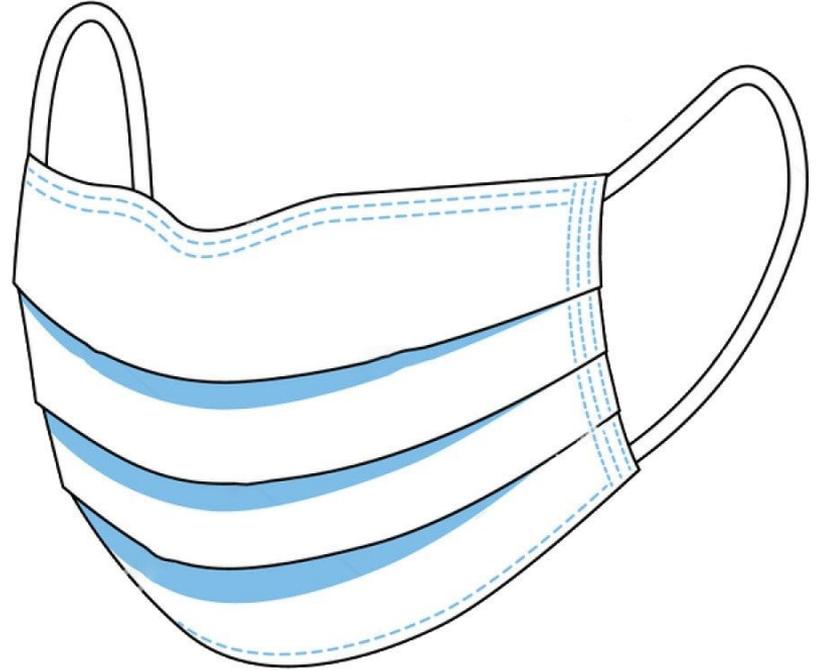
Staff may be asked to engage in duties not typically associated with their professional positions.

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Use of Face Coverings

- The Lyon County School District requests that **ALL** individuals wear face coverings when on district property. Exceptions may be made for certain individuals, medical reasons and specific activities. The District recognizes that there are times when the use of face coverings may not be practical.
- The District will provide two reusable face coverings for every student and staff member. Students and staff may bring their own face coverings in lieu of a district supplied mask.



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Nutrition Services

- Breakfast and lunch will be available to all students, even those who are participating in distance education.
- Aspects of this service model are contingent on extension of USDA waivers beyond August 31.



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Transportation

- Appropriate signage and seat markings will be placed on each bus.
- Seating charts will be created to facilitate coordinated loading/unloading.
- Air flow throughout the bus will be increased by opening selected windows.
- Driver will disinfect handrails, seat tops, and entrance doors between runs.
- Daily disinfecting of buses will be performed by LCSD Transportation.
- Currently, all occupants on the bus are required to wear face coverings (exceptions apply).



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Information Technology

- LCSD currently has more than 9000 students enrolled
- LCSD currently has approximately 5000 devices (Chromebooks) that can be assigned to students who need them
- Approximately 4000 additional devices will be required, therefore it is necessary for some students to use/bring their own devices (BYOD)



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Communication

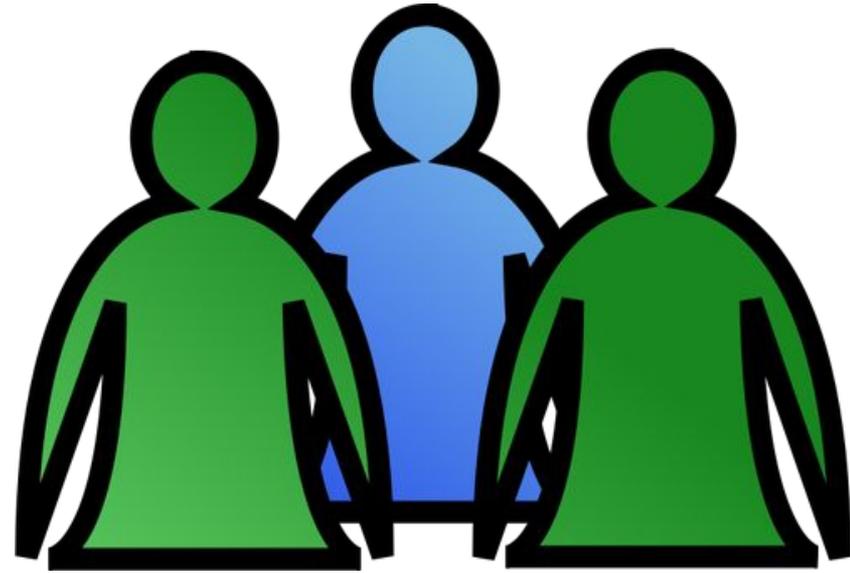
- Stakeholders will be updated as new developments arise and decisions are made
- Communication will include a variety of methods such as email, texts, phone calls, and social media updates
- Students participating in distance learning will be contacted electronically or by telephone, at least once per day, by a licensed teacher or substitute teacher.
- Contact and attempted contact with students will be recorded in Infinite Campus, including weekly progress in their classwork.



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Human Resources

- The Governor's Directive 005 declares school district employees as Essential Workers.
- All employees will return to work under the guidance of applicable negotiated agreements, policies, laws and procedures.
- All employees must continue to monitor their health and stay home when sick.



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In conclusion...

Regardless of circumstance, LCSD will strive to achieve our vision and mission while taking into account the most current guidance available.



Vision: Graduate all students to be successful in college and career.

Mission: Provide relevant learning opportunities that develop adaptable, persistent, and self-directed learners capable of creativity, collaboration, communication, and critical thinking necessary to overcome complex challenges.

Appendices

Purpose: This Certification for Path Forward Programs of Distance Education form is for the use of district superintendents and charter school leaders to implement plans to provide distance education full-time or through hybrid models during the 2020-21 school year as necessitated by public health conditions.

Certification:

I, Wayne Workman, Superintendent of the Lyon County School District do hereby certify that I have read and understand the minimum requirements of a Path Forward Program of Distance Education. Lyon County School District has communicated our Plan for the Path Forward Program of Distance Education (Plan) to community members, including parents and staff, and received governing board approval for the Plan on 7/28/2020 **The approved Path Forward Program of Distance Education Plan and the agenda for the governing board meeting at which the Plan was approved are attached.**

Lyon County School District will meet the following minimum requirements when implementing a full-time or hybrid distance education model as necessitated by public health conditions:

- Use a consistent method in Infinite Campus for recording contact with students, which may include students demonstrating regular weekly progress in their classwork that can be verified through a learning management system.
- Each student will be contacted via electronic means or by telephone by a licensed teacher or licensed substitute teacher at least once per session day; if a student's lack of access to a telephone or phone service results in an inability to be contacted, a licensed teacher or licensed substitute teacher will record attempted contact once per week;
- The program of instruction provides appropriate education for English Learners, students with Individualized Education Programs, and students with 504 Plans;
- All students have an ability to access and participate in distance education. Such access may include access to the technology necessary to participate in distance education, such as access to a computer and internet connectivity, or a plan to provide accommodations for students without access to such technology, which may include paper correspondence;
- Any student who is quarantined on the advice of local public health officials receives access to distance education;
- Licensed teachers and/or licensed substitutes are accessible to students through the internet or by telephone during the school's regularly scheduled instructional hours;
- All licensed educators have access to and participate in professional learning regarding high-quality distance education and health and safety requirements related to preventing the spread of COVID-19 and other illnesses;
- Students will receive access to the nutrition services to which they are entitled; and
- Parents will receive general updates regarding the district/school's implementation of distance education at least weekly and, in districts or charter schools where English Learners comprise at least 10 percent of the student population, such updates are made available in any language that is the native language of at least 50 percent of students enrolled in the school district or charter school to the extent practicable.

**Nevada Department of Education
Certification for Path Forward Programs of Distance Education**



In addition, I certify that:

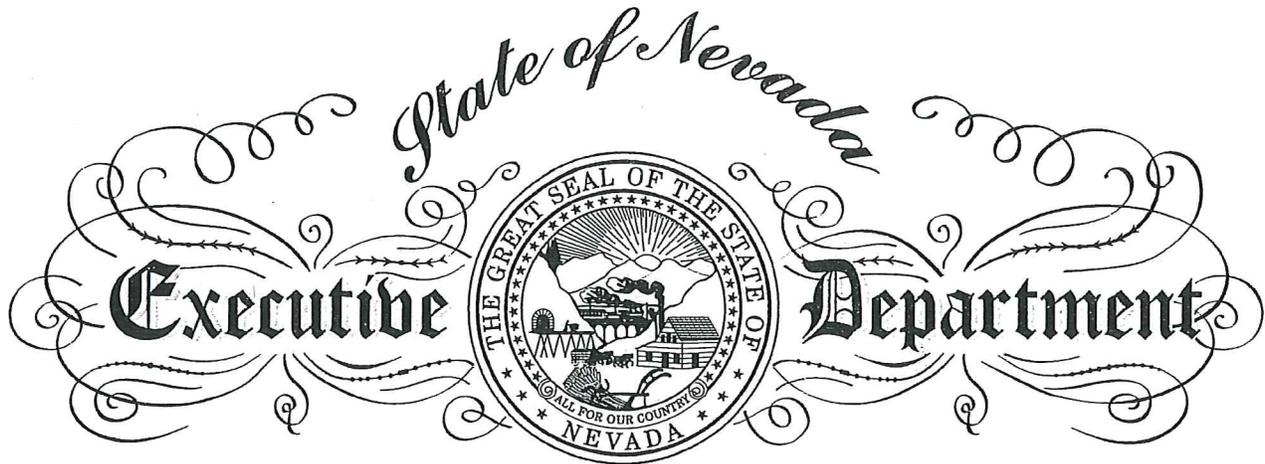
- No later than October 1, 2020, identify all students who do not have a device and/or internet access at home with which to participate in distance education and report to the Nevada Department of Education the number of:
 - a) Students lacking a device with which to participate in distance education; if multiple students in one home are sharing devices, then the total number of students without devices should be reported as the difference between the number of enrolled students in the home and the number of devices in the home that can be used to participate in distance education;
 - b) Students without a subscription to home or residential broadband or high-speed internet service;
 - c) Households with a subscription to home or residential broadband or high-speed internet service in which multiple students are sharing the same internet connection and the number of students in those households; and
 - d) Students who fit the descriptions in both (a) and (b).
- No later than December 31, 2020, we will create a plan which includes a cost estimate to make devices and internet access available to all students who do not have a device and/or internet access at home with which to participate in distance education and submit such plan to the Nevada Department of Education.



District Superintendent / Head of School

____ July 28, 2020 ____

Date



DECLARATION OF EMERGENCY
DIRECTIVE 005

WHEREAS, on March 12, 2020, I, Steve Sisolak, Governor of the State of Nevada issued a Declaration of Emergency to facilitate the State's response to the COVID-19 pandemic; and

WHEREAS, on March 13, 2020, Donald J. Trump, President of the United States declared a nationwide emergency pursuant to Sec. 501(b) of the Robert T. Stafford Disaster Relief and Emergency Assistance Act, 42 U.S.C. 5121-5207 (the "Stafford Act"); and

WHEREAS, the World Health Organization and United States Centers for Disease Control and Prevention have advised that there is a correlation between density of persons gathered and the risk of transmission of COVID-19; and

WHEREAS, close proximity to other persons is currently contraindicated by public health and medical best practices to combat COVID-19; and

WHEREAS, on March 15, 2020, I directed that "...[a]ll kindergarten through 12th grade schools will close to students effective March 16, 2020. . ." and "...may reopen no earlier than April 6, 2020, and only upon the approval of the Chief Medical Officer of the State of Nevada after a review of the risk of transmissions within the geographic areas defined by the Chief Medical Officer"; and

WHEREAS, on March 20, 2020, I issued Declaration of Emergency Directive 003 ordering the closure of non-essential businesses until April 16, 2020; and

WHEREAS, County School Districts and Charter Schools and the teachers, staff, educators, administrators, and superintendents they employ are essential to the State's commitment to provide services for all students, including for disadvantaged populations, and Nevada Revised Statutes 388.132 declares that, "[p]upils are the most vital resource to the future of this State"; and

WHEREAS, Nevada Revised Statutes 414.060(3) states: "In performing his or her duties under this chapter and to effect its policy and purpose, the Governor may: (a) Make, amend and rescind the necessary orders and regulations to carry out the provisions of this chapter within the limits of the authority conferred upon the Governor in this chapter, with due consideration of the plans provided by the Federal Government;" and

WHEREAS, Nevada Revised Statutes 385.005 states: "... public education in the State of Nevada is essentially a matter for local control by local school districts"; and

WHEREAS, Nevada Revised Statutes 385.175 states: “The Superintendent of Public Instruction is the educational leader for the system of K-12 public education in this State”; and

WHEREAS, Nevada Revised Statutes 388.826 defines distance education as “[I]nstruction which is delivered by means of video, computer, television, or the Internet or other electronic means of communication, or any combination thereof, in such a manner that the person supervising or providing the instruction and the pupil receiving the instruction are separated geographically for a majority of the time during which the instruction is delivered”; and

WHEREAS, the closure of public school buildings and social distancing requirements make traditional in-person education impractical and unsafe during this time of emergency; and

WHEREAS, certain County School Districts and Charter Schools have already undertaken emergency efforts to offer distance learning to their pupils and so long as distance education is the only method available to educate the general population during this time of emergency these Emergency Programs of Distance Education need to be continued, improved upon, and expanded; and

WHEREAS, on March 20, 2020, United States Department of Education Secretary Betsy DeVos sent a letter to Chief State School Officers stating that “. . . pursuant to [the Secretary’s] authority under section 8401(b) of the [Elementary and Secondary Education Act (ESEA)], [the Secretary] is inviting [states] to request a waiver, for the 2019-2020 school year, of the assessment requirements in section 1111(b)(2) of the ESEA, the accountability and school identification requirements in sections 1111(c)(4) and 1111(d)(2)(C)-(D), and certain reporting requirements related to assessments and accountability in section 1111(h)”; and

WHEREAS, on March 20, 2020, State Superintendent of Public Instruction Jhone M. Ebert submitted a request for a waiver of assessments, accountability, school identification, and reporting requirements established in the ESEA to the U.S. Department of Education on behalf of the State; and

WHEREAS, on March 20, 2020, the State of Nevada’s request for a waiver of assessments, accountability, school identification, and reporting requirements established in the ESEA to the U.S. Department of Education was approved the U.S. Department of Education; and

NOW THEREFORE, by the authority vested in me as Governor by the Constitution and the laws of the State of Nevada and the United States, and pursuant to the March 12, 2020, Emergency Declaration,

IT IS HEREBY ORDERED THAT:

SECTION 1: County School Districts, Charter Schools, and Private Schools may reopen no earlier than April 16, 2020, and only upon the approval of the Chief Medical Officer of the State of Nevada after a review of the risk of transmission within the geographic area defined by the Chief Medical Officer; and

SECTION 2: County School District and Charter School administrators, licensed educators, and other staff shall continue to provide vital services and distance education to Nevada’s students as directed by the State Superintendent of Public Instruction and provide such services under the direction of their superintendents and charter school leaders throughout the period of the school building and district office site closure; and

- a. Shall be paid in accordance with local collective bargaining agreements; and

- b. May be re-assigned as necessary to support students, including support with distance learning and the instructional needs of children, food distribution, and other emerging needs; and
- c. May perform duties while away from school buildings and district office sites, including from their homes.

SECTION 3: All statutory and regulatory requirements related to applications for Programs of Distance Education are suspended for the duration of the Declaration of Emergency regarding COVID-19; and

SECTION 4: Each County School District and Charter School in the State shall submit a Request for an Emergency Program of Distance Education to the Superintendent of Public Instruction in a format and timeline prescribed by the Superintendent of Public Instruction; and

SECTION 5: Each Request for an Emergency Program of Distance Education shall provide for the commencement of County School District- or School-wide distance education no later than March 23, 2020 or the next regularly scheduled school session day thereafter; and

SECTION 6: In addition to the methods of distance education allowed in NRS 388.826, County School Districts and Charter Schools may provide distance education through paper correspondence; and

SECTION 7: The Superintendent of Public Instruction shall provide guidance and minimum requirements regarding Emergency Programs of Distance Education; and

SECTION 8: In approving these Requests for an Emergency Program of Distance Education, the Superintendent of Public Instruction shall prioritize the health and safety of pupils and County School District and Charter School employees. The Superintendent of Public Instruction shall also consider the ability of the Emergency Program to continue the meaningful and substantive education of all children. The Superintendent is granted the sole authority to approve and revoke Requests for an Emergency Program of Distance Education; and

SECTION 9: Upon approval of a Request for an Emergency Program of Distance Education pursuant to this article, each pupil enrolled in the County School District or Charter School shall be automatically be enrolled in the Emergency Program; and

SECTION 10: Any County School District or Charter School in the State that fails to receive approval of a Request for an Emergency Program of Distance Education from the Superintendent in accordance with Section 2 or which has their plan revoked by the Superintendent at any time will be required to submit an updated school calendar to the Department of Education indicating its plan to make up lost instructional days due to the school building closures; and

SECTION 11: The Superintendent of Public Instruction is further delegated the authority to allow County School Districts and Charter Schools to modify existing calendars and granted the authority to approve calendars that fail to comply with the provisions of NAC 387.120 or NAC 387.125; and

SECTION 12: The requirements to conduct criterion referenced examinations pursuant to Nevada Revised Statutes section 390.105 and college and career readiness assessments pursuant to Nevada Revised Statutes section 390.610 and all related reporting requirements are suspended in accordance with the approval of the accountability waiver approved by the Superintendent of Public Instruction to the U.S. Department of Education; and

SECTION 13: The requirements to administer end of course exams pursuant to Nevada Revised Statutes 390.700 and all accompanying regulations are suspended and the Superintendent of Public Instruction is directed to provide guidance to County School Districts and Charter Schools regarding calculation of pupils' grades in accordance with this suspension; and

SECTION 14: Sections 1 through 10 of this Directive shall remain in effect for each district and charter school until the Chief Medical Officer of the State of Nevada approves the opening of a majority of schools in the County in which the district or charter school operates or until the Governor rescinds this Order, whichever is sooner; and

SECTION 15: This Directive may be renewed by a subsequent Directive promulgated pursuant to the March 12, 2020 Declaration of Emergency to facilitate the State's response to the COVID-19 pandemic.

IN WITNESS WHEREOF, I have hereunto set my hand and caused the Great Seal of the State of Nevada to be affixed at the State Capitol in Carson City, this 20th day of March, in the year two thousand twenty.



Governor of the State of Nevada

Barbara K. Cegavske

Secretary of State

Scott W. Coulson

Deputy Secretary of State

The purpose of this guidance is to support education, public health, local leadership, and pediatricians collaborating with schools in creating policies for school re-entry that foster the overall health of children, adolescents, staff, and communities and are based on available evidence. Schools are fundamental to child and adolescent development and well-being and provide our children and adolescents with academic instruction, social and emotional skills, safety, reliable nutrition, physical/speech and mental health therapy, and opportunities for physical activity, among other benefits. Beyond supporting the educational development of children and adolescents, schools play a critical role in addressing racial and social inequity. As such, it is critical to reflect on the differential impact SARS-CoV-2 and the associated school closures have had on different races, ethnic and vulnerable populations. These recommendations are provided acknowledging that our understanding of the SARS-CoV-2 pandemic is changing rapidly.

Any school re-entry policies should consider the following key principles:

- School policies must be flexible and nimble in responding to new information, and administrators must be willing to refine approaches when specific policies are not working.
- It is critically important to develop strategies that can be revised and adapted depending on the level of viral transmission in the school and throughout the community and done with close communication with state and/or local public health authorities and recognizing the differences between school districts, including urban, suburban, and rural districts.
- Policies should be practical, feasible, and appropriate for child and adolescent's developmental stage.
- Special considerations and accommodations to account for the diversity of youth should be made, especially for our vulnerable populations, including those who are medically fragile, live in poverty, have developmental challenges, or have special health care needs or disabilities, with the goal of safe return to school.
- No child or adolescent should be excluded from school unless required in order to adhere to local public health mandates or because of unique medical needs.

Pediatricians, families, and schools should partner together to collaboratively identify and develop accommodations, when needed.

- School policies should be guided by supporting the overall health and well-being of all children, adolescents, their families, and their communities. These policies should be consistently communicated in languages other than English, if needed, based on the languages spoken in the community, to avoid marginalization of parents/guardians who are of limited English proficiency or do not speak English at all.

With the above principles in mind, **the AAP strongly advocates that all policy considerations for the coming school year should start with a goal of having students physically present in school.** The importance of inperson learning is well-documented, and there is already evidence of the negative impacts on children because of school closures in the spring of 2020. Lengthy time away from school and associated interruption of supportive services often results in social isolation, making it difficult for schools to identify and address important learning deficits as well as child and adolescent physical or sexual abuse, substance use, depression, and suicidal ideation. This, in turn, places children and adolescents at considerable risk of morbidity and, in some cases, mortality. Beyond the educational impact and social impact of school closures, there has been substantial impact on food security and physical activity for children and families.

Policy makers must also consider the mounting evidence regarding COVID-19 in children and adolescents, including the role they may play in transmission of the infection. SARS-CoV-2 appears to behave differently in children and adolescents than other common respiratory viruses, such as influenza, on which much of the current guidance regarding school closures is based. Although children and adolescents play a major role in amplifying influenza outbreaks, to date, this does not appear to be the case with SARS-CoV-2. Although many questions remain, the preponderance of evidence indicates that children and adolescents are less likely to be symptomatic and less likely to have severe disease resulting from SARS-CoV-2 infection. In addition, children may be less likely to become infected and to spread infection. Policies to mitigate the spread of COVID-19 within schools must be balanced with the known harms to children, adolescents, families, and the community by keeping children at home.

Finally, policy makers should acknowledge that COVID-19 policies are intended to mitigate, not eliminate, risk. No single action or set of actions will completely eliminate the risk of SARS-CoV-2 transmission, but implementation of several coordinated interventions can greatly reduce that risk. For example, where physical distance cannot be maintained, students (over the age of 2 years) and staff can wear face coverings (when feasible). In the following sections, we review

some general principles that policy makers should consider as they plan for the coming school year. For all of these, education for the entire school community regarding these measures should begin early, ideally at least several weeks before the start of the school year.

Physical Distancing Measures

Physical distancing, sometimes referred to as social distancing, is simply the act of keeping people separated with the goal of limiting spread of contagion between individuals. It is fundamental to lowering the risk of spread of SARS-CoV-2, as the primary mode of transmission is through respiratory droplets by persons in close proximity. There is a conflict between optimal academic and social/emotional learning in schools and strict adherence to current physical distancing guidelines. For example, the Centers for Disease Control and Prevention (CDC) recommends that schools "space seating/desks at least 6 feet apart when feasible." In many school settings, 6 feet between students is not feasible without limiting the number of students. Evidence suggests that spacing as close as 3 feet may approach the benefits of 6 feet of space, particularly if students are wearing face coverings and are asymptomatic. Schools should weigh the benefits of strict adherence to a 6-foot spacing rule between students with the potential downside if remote learning is the only alternative. Strict adherence to a specific size of student groups (eg, 10 per classroom, 15 per classroom, etc) should be discouraged in favor of other risk mitigation strategies. Given what is known about transmission dynamics, adults and adult staff within schools should attempt to maintain a distance of 6 feet from other persons as much as possible, particularly around other adult staff. For all of the below settings, physical distancing by and among adults is strongly recommended, and meetings and curriculum planning should take place virtually if possible. In addition, other strategies to increase adult-adult physical distance in time and space should be implemented, such as staggered drop-offs and pickups, and drop-offs and pickups outside when weather allows. Parents should, in general, be discouraged from entering the school building. Physical barriers, such as plexiglass, should be considered in reception areas and employee workspaces where the environment does not accommodate physical distancing, and congregating in shared spaces, such as staff lounge areas, should be discouraged.

The recommendations in each of the age groups below are not instructional strategies but are strategies to optimize the return of students to schools in the context of physical distancing guidelines and the developmentally appropriate implementation of the strategies. Educational experts may have preference for one or another of the guidelines based on the instructional needs of the classes or schools in which they work.

Pre-Kindergarten (Pre-K)

In Pre-K, the relative impact of physical distancing among children is likely small based on current evidence and certainly difficult to implement. Therefore, Pre-K should focus on more effective risk mitigation strategies for this population. These include hand hygiene, infection prevention education for staff and families, adult physical distancing from one another, adults wearing face coverings, cohorting, and spending time outdoors.

Higher-priority strategies:

- Cohort classes to minimize crossover among children and adults within the school; the exact size of the cohort may vary, often dependent on local or state health department guidance.
- Utilize outdoor spaces when possible.
- Limit unnecessary visitors into the building.

Lower-priority strategies:

- Face coverings (cloth) for children in the Pre-K setting may be difficult to implement.
- Reducing classmate interactions/play in Pre-K aged children may not provide substantial COVID-19 risk reduction.

Elementary Schools

Higher-priority strategies:

- Children should wear face coverings when harms (eg, increasing hand-mouth/nose contact) do not outweigh benefits (potential COVID-19 risk reduction).
- Desks should be placed 3 to 6 feet apart when feasible (if this reduces the amount of time children are present in school, harm may outweigh potential benefits).
- Cohort classes to minimize crossover among children and adults within the school.
- Utilize outdoor spaces when possible.

Lower-priority strategies:

- The risk reduction of reducing class sizes in elementary school-aged children may be outweighed by the challenge of doing so.

- Similarly, reducing classmate interactions/play in elementary school-aged children may not provide enough COVID-19 risk reduction to justify potential harms.

Secondary Schools

There is likely a greater impact of physical distancing on risk reduction of COVID in secondary schools than early childhood or elementary education. There are also different barriers to successful implementation of many of these measures in older age groups, as the structure of school is usually based on students changing classrooms. Suggestions for physical distancing risk mitigation strategies when feasible:

- Universal face coverings in middle and high schools when not able to maintain a 6-foot distance (students and adults).
- Particular avoidance of close physical proximity in cases of increased exhalation (singing, exercise); these activities are likely safest outdoors and spread out.
- Desks should be placed 3 to 6 feet apart when feasible.
- Cohort classes if possible, limit cross-over of students and teachers to the extent possible.
 - Ideas that may assist with cohorting:
 - Block schedule (much like colleges, intensive 1-month blocks).
 - Eliminate use of lockers or assign them by cohort to reduce need for hallway use across multiple areas of the building. (This strategy would need to be done in conjunction with planning to ensure students are not carrying home an unreasonable number of books on a daily basis and may vary depending on other cohorting and instructional decisions schools are making.)
 - Have teachers rotate instead of students when feasible.
 - Utilize outdoor spaces when possible.
 - Teachers should maintain 6 feet from students when possible and if not disruptive to educational process.
 - Restructure elective offerings to allow small groups within one classroom. This may not be possible in a small classroom.

Every child and adolescent with a disability is entitled to a free and appropriate education and is entitled to special education services based on their individualized education program (IEP). Students receiving special education services may be more negatively affected by distance-learning and may be disproportionately impacted by interruptions in regular education. It may not be feasible, depending on the needs of the individual child and adolescent, to adhere both to distancing guidelines and the criteria outlined in a specific IEP. Attempts to meet physical distancing guidelines should meet the needs of the individual child and may require creative solutions, often on a case-by-case basis.

Physical Distancing in Specific Enclosed Spaces

Bussing

- Encourage alternative modes of transportation for students who have other options.
- Ideally, for students riding the bus, symptom screening would be performed prior to being dropped off at the bus. Having bus drivers or monitors perform these screenings is problematic, as they may face a situation in which a student screens positive yet the parent has left, and the driver would be faced with leaving the student alone or allowing the student on the bus.
- Assigned seating; if possible, assign seats by cohort (same students sit together each day).
- Tape marks showing students where to sit.
- When a 6-foot distance cannot be maintained between students, face coverings should be worn.
- Drivers should be a minimum of 6 feet from students; driver must wear face covering; consider physical barrier for driver (eg, plexiglass).
- Minimize number of people on the bus at one time within reason.
- Adults who do not need to be on the bus should not be on the bus.
- Have windows open if weather allows.

Hallways

- Consider creating one-way hallways to reduce close contact.
- Place physical guides, such as tape, on floors or sidewalks to create one-way routes.

- Where feasible, keep students in the classroom and rotate teachers instead.
- Stagger class periods by cohorts for movement between classrooms if students must move between classrooms to limit the number of students in the hallway when changing classrooms.
- Assign lockers by cohort or eliminate lockers altogether.

Playgrounds

Enforcing physical distancing in an outside playground is difficult and may not be the most effective method of risk mitigation. Emphasis should be placed on cohorting students and limiting the size of groups participating in playground time. Outdoor transmission of virus is known to be much lower than indoor transmission.

Meals/Cafeteria

School meals play an important part in addressing food security for children and adolescents. Decisions about how to serve meals must take into account the fact that in many communities there may be more students eligible for free and reduced meals than prior to the pandemic.

- Consider having students cohorted, potentially in their classrooms, especially if students remain in their classroom throughout the day.
- Create separate lunch periods to minimize the number of students in the cafeteria at one time.
- Utilize additional spaces for lunch/break times.
- Utilize outdoor spaces when possible.
- Create an environment that is as safe as possible from exposure to food allergens.
- Wash hands or use hand sanitizer before and after eating.

Cleaning and Disinfection

The main mode of COVID-19 spread is from person to person, primarily via droplet transmission. For this reason, strategies for infection prevention should center around this form of spread, including physical distancing, face coverings, and hand hygiene. Given the challenges that may exist in children and adolescents in effectively adhering to recommendations, it is critical staff are setting a good example for students by modeling behaviors around physical distancing, face

coverings and hand hygiene. Infection via aerosols and fomites is less likely. However, because the virus may survive in certain surfaces for some time, it is possible to get infected after touching a virus contaminated surface and then touching the mouth, eyes, or nose. Frequent handwashing as a modality of containment is vital.

Cleaning should be performed per established protocols followed by disinfection when appropriate. Normal cleaning with soap and water decreases the viral load and optimizes the efficacy of disinfectants. When using disinfectants, the manufacturers' instructions must be followed, including duration of dwell time, use of personal protective equipment (PPE), if indicated, and proper ventilation. The use of EPA approved disinfectants against COVID-19 is recommended ([EPA List N](#)). When possible, only products labeled as [safe for humans and the environment](#) (eg, Safer or Designed for the Environment), containing active ingredients such as hydrogen peroxide, ethanol, citric acid, should be selected from this list, because they are less toxic, are not strong respiratory irritants or asthma triggers, and have no known carcinogenic, reproductive, or developmental effects.

When EPA-approved disinfectants are not available, alternative disinfectants such as diluted bleach or 70% alcohol solutions can be used. Children should not be present when disinfectants are in use and should not participate in disinfecting activities. Most of these products are not safe for use by children, whose “hand-to-mouth” behaviors and frequent touching of their face and eyes put them at higher risk for toxic exposures. If disinfection is needed while children are in the classroom, adequate ventilation should be in place and nonirritating products should be used. Disinfectants such as bleach and those containing quaternary ammonium compounds or “Quats” should not be used when children and adolescents are present, because these are known respiratory irritants.

In general, elimination of high-touch surfaces is preferable to frequent cleaning. For example, classroom doors can be left open rather than having students open the door when entering and leaving the classroom or the door can be closed once all students have entered followed by hand sanitizing. As part of increasing social distance between students and surfaces requiring regular cleaning, schools could also consider eliminating the use of lockers, particularly if they are located in shared spaces or hallways, making physical distancing more challenging. If schools decide to use this strategy, it should be done within the context of ensuring that students are not forced to transport unreasonable numbers of books back and forth from school on a regular basis.

When elimination is not possible, surfaces that are used frequently, such as drinking fountains, door handles, sinks and faucet handles, etc, should be cleaned and disinfected at least daily and

as often as possible. Bathrooms, in particular, should receive frequent cleaning and disinfection. Shared equipment including computer equipment, keyboards, art supplies, and play or gym equipment should also be disinfected frequently. Hand washing should be promoted before and after touching shared equipment. Computer keyboard covers can be used to facilitate cleaning between users. [Routine cleaning practices](#) should be used for indoor areas that have not been used for 7 or more days or outdoor equipment. Surfaces that are not high touch, such as bookcases, cabinets, wall boards, or drapes should be cleaned following standard protocol. The same applies to floors or carpeted areas.

Outdoor playgrounds/natural play areas only need routine maintenance, and hand hygiene should be emphasized before and after use of these spaces. Outdoor play equipment with high-touch surfaces, such as railings, handles, etc, should be cleaned and disinfected regularly if used continuously.

UV light kills viruses and bacteria and is used in some controlled settings as a germicide. UV light-emitting devices should not be used in the school setting, because they are not safe for children and adults and can cause skin and eye damage.

Testing and Screening

Virologic testing is an important part of the overall public health strategy to limit the spread of COVID-19. Virologic testing detects the viral RNA from a respiratory (usually nasal) swab specimen. Testing all students for acute SARS-CoV-2 infection prior to the start of school is not feasible in most settings at this time. Even in places where this is possible, it is not clear that such testing would reduce the likelihood of spread within schools. It is important to recognize that virologic testing only shows whether a person is infected at that specific moment in time. It is also possible that the nasal swab virologic test result can be negative during the early incubation period of the infection. So, although a negative virologic test result is reassuring, it does not mean that the student or school staff member is not going to subsequently develop COVID-19. Stated another way, a student who is negative for COVID 19 on the first day of school may not remain negative throughout the school year.

If a student or school staff member has a known exposure to COVID-19 (eg, a household member with laboratory-confirmed SARS-CoV-2 infection or illness consistent with COVID-19) or has COVID-19 symptoms, having a negative virologic test result, according to [CDC guidelines](#), may be warranted for local health authorities to make recommendations regarding contact tracing and/or school exclusion or school closure.

The other type of testing is serologic blood testing for antibodies to SARS-CoV-2. At the current time, serologic testing should not be used for individual decision-making and has no place in considerations for entrance to or exclusion from school. [CDC guidance](#) regarding antibody testing for COVID-19 is that serologic test results should not be used to make decisions about grouping people residing in or being admitted to congregate settings, such as schools, dormitories, or correctional facilities. Additionally, serologic test results should not be used to make decisions about returning people to the workplace. The CDC states that serologic testing should not be used to determine immune status in individuals until the presence, durability, and duration of immunity is established. The AAP recommends this guidance be applied to school settings as well.

Schools should have a policy regarding symptom screening and what to do if a student or school staff member becomes sick with COVID-19 symptoms. Temperature checks and symptom screening are a frequent part of many reopening processes to identify symptomatic persons to exclude them from entering buildings and business establishments. The list of symptoms of COVID-19 infection has grown since the start of the pandemic and the manifestations of COVID-19 infection in children, although similar, is often not the same as that for adults. **School policies regarding temperature screening and temperature checks must balance the practicality of performing these screening procedures for large numbers of students and staff with the information known about how children manifest COVID-19 infection, the risk of transmission in schools, and the possible lost instructional time to conduct the screenings.** Schools should develop plans for rapid response to a student or staff member with fever who is in the school regardless of the implementation of temperature checks or symptom screening prior to entering the school building. In many cases, it will not be practical for temperature checks to be performed prior to students arriving at school. **Parents should be instructed to keep their child at home if they are ill.** Any student or staff member with a fever of 100.4 degrees or greater or symptoms of possible COVID-19 virus infection should not be present in school.

In lieu of temperature checks and symptom screening being performed after arrival to school, **methods to allow parent report of temperature checks done at home may be considered.** Resources and time may necessitate this strategy at most schools. The epidemiology of disease in children along with evidence of the utility of temperature screenings in health systems may further justify this approach. Procedures using texting apps, phone systems, or online reporting rely on parent report and may be most practical but possibly unreliable, depending on individual family's ability to use these communication processes, especially if not made available in their primary language. Although imperfect, these processes may be most practical and likely to identify the most ill children who should not be in school. School nurses or nurse aides should be

equipped to measure temperatures for any student or staff member who may become ill during the school day and should have an identified area to separate or isolate students who may have COVID-19 symptoms.

COVID-19 infection manifests similarly to other respiratory illness in children. Although children manifest many of the same symptoms of COVID-19 infection as adults, some differences are noteworthy. [According to the CDC](#), children may be less likely to have fever, may be less likely to present with fever as an initial symptom, and may have only gastrointestinal tract symptoms. A student or staff member excluded because of symptoms of COVID-19 should be encouraged to contact their health care provider to discuss testing and medical care. In the absence of testing, students or staff should follow local health department guidance for exclusion.

Face Coverings and PPE

Cloth face coverings protect others if the wearer is infected with SARS CoV-2 and is not aware. Cloth masks may offer some level of protection for the wearer. Evidence continues to mount on the importance of universal face coverings in interrupting the spread of SARS-CoV-2. Although ideal, universal face covering use is not always possible in the school setting for many reasons. Some students, or staff, may be unable to safely wear a cloth face covering because of certain medical conditions (eg, developmental, respiratory, tactile aversion, or other conditions) or may be uncomfortable, making the consistent use of cloth face coverings throughout the day challenging. For individuals who have difficulty with wearing a cloth face covering and it is not medically contraindicated to wear a face covering, behavior techniques and social skills stories(see resource section) can be used to assist in adapting to wearing a face covering. When developing policy regarding the use of cloth face coverings by students or school staff, school districts and health advisors should consider whether the use of cloth face coverings is developmentally appropriate and feasible and whether the policy can be instituted safely. If not developmentally feasible, which may be the case for younger students, and cannot be done safely (eg, the face covering makes wearers touch their face more than they otherwise would), schools may choose to not require their use when physical distancing measures can be effectively implemented. School staff and older students (middle or high school) may be able to wear cloth face coverings safely and consistently and should be encouraged to do so. Children under 2 years and anyone who has trouble breathing or is unconscious, incapacitated, or otherwise unable to remove a face covering without assistance should not wear cloth face coverings.

For certain populations, the use of cloth face coverings by teachers may impede the education process. These include students who are deaf or ¹⁷⁹hard of hearing, students receiving

speech/language services, young students in early education programs, and English-language learners. Although there are products (eg, face coverings with clear panels in the front) to facilitate their use among these populations, these may not be available in all settings.

Students and families should be taught how to properly wear (cover nose and mouth) a cloth face covering, to maintain hand hygiene when removing for meals and physical activity, and for replacing and maintaining (washing regularly) a cloth face covering.

School health staff should be provided with appropriate medical PPE to use in health suites. This PPE should include N95 masks, surgical masks, gloves, disposable gowns, and face shields or other eye protection. School health staff should be aware of the [CDC guidance on infection control](#) measures. Asthma treatments using inhalers with spacers are preferred over nebulizer treatments whenever possible. The [CDC recommends](#) that nebulizer treatments at school should be reserved for children who cannot use or do not have access to an inhaler (with spacer or spacer with mask). Schools should work with families and health care providers to assist with obtaining an inhaler for students with limited access. In addition, schools should work to develop and implement asthma action plans, which may include directly observed controller medication administration in schools to promote optimal asthma control. If required while waiting for a student to be picked up to go home or for emergency personnel to arrive, when using nebulizer or a peak flow meter, school health staff should wear gloves, an N95 [facemask](#), and eye protection. Staff should be trained on proper donning and doffing procedures and follow the CDC guidance regarding precautions when performing [aerosol-generating procedures](#). Nebulizer treatments should be performed in a space that limits exposure to others and with minimal staff present. Rooms should be well ventilated or treatments should be performed outside. After the use of the nebulizer, the room should undergo routine [cleaning and disinfection](#).

School staff working with students who are unable to wear a cloth face covering and who must be in close proximity to them should ideally wear N95 masks. When access to N95 masks is limited, a surgical mask in combination with a face shield should be used. Face shields or other forms of eye protection should also be used when working with students unable to manage secretions.

On-site School Based Health Services

On-site school health services should be supported if available, to complement the pediatric medical home and to provide pediatric acute and chronic care. Collaboration with [school nurses](#) will be essential, and school districts should involve School Health Services staff early in the planning phase for reopening and consider collaborative strategies that address and prioritize

immunizations and other needed health services for students, including behavioral health and reproductive health services.

Education

The impacts of lost instructional time and social emotional development on children and adolescents should be anticipated, and schools will need to be prepared to adjust curricula and instructional practices accordingly without the expectation that all lost academic progress can be caught up. Plans to make up for lost academic progress because of school closures and distress associated with the pandemic should be balanced by a recognition of the likely continued distress of educators and students that will persist when schools reopen. If the academic expectations are unrealistic, school will likely become a source of further distress for students (and educators) at a time when they need additional support. It is also critical to maintain a balanced curriculum with continued physical education and other learning experiences rather than an exclusive emphasis on core subject areas.

Students With Disabilities

The impact of loss of instructional time and related services, including mental health services as well as occupational, physical, and speech/language therapy during the period of school closures is significant for students with disabilities. Students with disabilities may also have more difficulty with the social and emotional aspects of transitioning out of and back into the school setting. As schools prepare for reopening, school personnel should develop a plan to ensure a review of each child and adolescent with an IEP to determine the needs for compensatory education to adjust for lost instructional time as well as other related services. In addition, schools can expect a backlog in evaluations; therefore, plans to prioritize those for new referrals as opposed to re-evaluations will be important. Many school districts require adequate instructional effort before determining eligibility for special education services. However, virtual instruction or lack of instruction should not be reasons to avoid starting services such as response-to-intervention (RTI) services, even if a final eligibility determination is postponed.

Behavioral Health/Emotional Support for Children and Adolescents

Schools should anticipate and be prepared to address a wide range of mental health needs of children and staff when schools reopen. Preparation for [infection control](#) is vital and admittedly complex during an evolving pandemic. But the emotional impact of the pandemic, financial/employment concerns, social isolation, and growing concerns about systemic racial

inequity — coupled with prolonged limited access to critical school-based mental health services and the support and assistance of school professionals — demands careful attention and planning as well. Schools should be prepared to adopt an approach for mental health support.

Schools should consider providing training to classroom teachers and other educators on how to talk to and support children during and after the COVID-19 pandemic. Students requiring mental health support should be referred to school mental health professionals.

Suicide is the second leading cause of death among adolescents or youth 10 to 24 years of age in the United States. In the event distance learning is needed, schools should develop mechanisms to evaluate youth remotely if concerns are voiced by educators or family members and should be establishing policies, including referral mechanisms for students believed to be in need of in-person evaluation, even before schools reopen.

School mental health professionals should be involved in shaping messages to students and families about the response to the pandemic. Fear-based messages widely used to encourage strict physical distancing may cause problems when schools reopen, because the risk of exposure to COVID-19 may be mitigated but not eliminated.

When schools do reopen, plans should already be in place for outreach to students who do not return, given the high likelihood of separation anxiety and agoraphobia in students. Students may have difficulty with the social and emotional aspects of transitioning back into the school setting, especially given the unfamiliarity with the changed school environment and experience. Special considerations are warranted for students with pre-existing anxiety, depression, and other mental health conditions; children with a prior history of trauma or loss; and students in early education who may be particularly sensitive to disruptions in routine and caregivers. Students facing other challenges, such as poverty, food insecurity, and homelessness, and those subjected to ongoing racial inequities may benefit from additional support and assistance.

Schools need to incorporate academic accommodations and supports for all students who may still be having difficulty concentrating or learning new information because of stress associated with the pandemic. It is important that schools do not anticipate or attempt to catch up for lost academic time through accelerating curriculum delivery at a time when students and educators may find it difficult to even return to baseline rates. These expectations should be communicated to educators, students, and family members so that school does not become a source of further distress.

Mental Health of Staff

The personal impact on educators and other school staff should be recognized. In the same way that students are going to need support to effectively return to school and to be prepared to be ready to process the information they are being taught, teachers cannot be expected to be successful at teaching children without having their mental health needs supported. The strain on teachers this year as they have been asked to teach differently while they support their own needs and those of their families has been significant, and they will be bringing that stress back to school as schools reopen. Resources such as Employee Assistance Programs and other means to provide support and mental health services should be established prior to reopening. The individual needs and concerns of school professionals should be addressed with accommodations made as needed (eg, for a classroom educator who is pregnant, has a medical condition that confers a higher risk of serious illness with COVID-19, resides with a family member who is at higher risk, or has a mental health condition that compromises the ability to cope with the additional stress). Although schools should be prepared to be agile to meet evolving needs and respond to increasing knowledge related to the pandemic and may need to institute partial or complete closures when the public health need requires, they should recognize that staff, students, and families will benefit from sufficient time to understand and adjust to changes in routine and practices. During a crisis, people benefit from clear and regular communication from a trusted source of information and the opportunity to dialogue about concerns and needs and feel they are able to contribute in some way to the decision-making process. Change is more difficult in the context of crisis and when predictability is already severely compromised.

Food Insecurity

In 2018, 11.8 million children and adolescents (1 in 7) in the United States lived in a food-insecure household. The coronavirus pandemic has led to increased unemployment and poverty for America's families, which in turn will likely increase even further the number of families who experience food insecurity. School re-entry planning must consider the many children and adolescents who experience food insecurity already (especially at-risk and low-income populations) and who will have limited access to routine meals through the school district if schools remain closed. The short- and long-term effects of food insecurity in children and adolescents are profound. **Plans should be made prior to the start of the school year for how students participating in free- and reduced- meal programs will receive food in the event of a school closure or if they are excluded from school because of illness or SARS-CoV-2 infection.**

Immunizations

Existing school immunization requirements should be maintained and not deferred because of the current pandemic. In addition, although influenza vaccination is generally not required for school attendance, in the coming academic year, it should be highly encouraged for all students. School districts should consider requiring influenza vaccination for all staff members.

Pediatricians should work with schools and local public health authorities to promote childhood vaccination messaging well before the start of the school year. It is vital that all children receive recommend vaccinations on time and get caught up if they are behind as a result of the pandemic. The capacity of the health care system to support increased demand for vaccinations should be addressed through a multifaceted collaborative and coordinated approach among all child-serving agencies including schools.

Organized Activities

It is likely that sporting events, practices, and conditioning sessions will be limited in many locations. Preparticipation evaluations should be conducted in alignment with the [AAP Preparticipation Physical Evaluation Monograph](#), 5th ed, and state and local guidance.

Additional Information

If you need a print version of this guidance, use the Print icon at the top of the page or download a pdf [here](#).

- Information for Parents on HealthyChildren.org: [Returning to School During COVID-19](#)
- [Guidance Related to Childcare During COVID-19](#)
- [Guidance on Providing Pediatric Well-Care During COVID-19](#)
- [List of latest AAP News articles on COVID-19](#)
- [Pediatrics COVID-19 Collection](#)
- [COVID-19 Advocacy Resources](#)(Login required)
- [Centers for Disease Control and Prevention: Considerations for Schools](#)
- [Centers for Disease Control and Prevention: School Decision Tree](#)
- [Centers for Disease Control and Prevention: Activities and Initiatives Supporting the COVID Response](#)

Resources

- [Coalition to Support Grieving Students](#)
- [Using Social Stories to Support People with I/DD During the COVID-19 Emergency](#)
- [Social Stories for Young and Old on COVID-19](#)

Interim Guidance Disclaimer: The COVID-19 clinical interim guidance provided here has been updated based on current evidence and information available at the time of publishing. Guidance will be regularly reviewed with regards to the evolving nature of the pandemic and emerging evidence. All interim guidance will be presumed to expire in December 2020 unless otherwise specified.

Last Updated 06/25/2020

Source American Academy of Pediatrics

Steve Sisolak
Governor

Jhone M. Ebert
Superintendent of Public
Instruction



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STATE OF NEVADA
DEPARTMENT OF EDUCATION
700 E. Fifth Street | Carson City, Nevada 89701-5096
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GUIDANCE MEMORANDUM 20-05

TO: School District Superintendents
State Public Charter School Authority

FROM: Jhone M. Ebert
Superintendent of Public Instruction

DATE: June 24, 2020

SUBJECT: Guidance for Path Forward Programs of Distance Education

This guidance supersedes all previous guidance issued by NDE related to Emergency Programs of Distance Education, approval for which expires at the end of the 2019-20 extended school year.

Background

On June 9, 2020, Governor Sisolak issued Declaration of Emergency Directive 022 requiring that school districts and charter schools develop plans for reopening school buildings, providing instruction, and related activities, based on *Nevada's Path Forward: A Framework for a Safe, Efficient, and Equitable Return to School Buildings* and any subsequent guidance issued by the Nevada Department of Education (NDE). In addition, Directive 022 directed the Superintendent of Public Instruction to prescribe minimum requirements and a timeline for each county school district and charter school to develop, share with their community, receive governing board approval for, and submit to NDE a plan for a Path Forward Program of Distance Education.

Directive 022 indicated that such plans will contemplate 2020-2021 school year instruction offered through:

1. In-person instruction following social distancing protocols;
2. Distance education under an approved Path Forward Program of Distance Education; or
3. A combination of distance education and in-person instruction, referred to in this guidance as hybrid learning.

Each of these scenarios is addressed in this guidance.

Circumstances regarding COVID-19 are fluid and social distancing protocols and other health and safety requirements are subject to change based on the advice of public health officials, including the State's Chief Medical Officer. Therefore, as described in the *Framework for a Safe, Efficient, and Equitable Return to School Buildings*, districts/schools should create reopening plans to address multiple potential

reopening scenarios, including full-time distance education for all students, in-person instruction following social distancing protocols, and hybrid learning as described in the guidance below.

In-Person Instruction

Districts and charter schools will be required to adhere to emergency directives, public health protocols, and NDE guidance throughout the 2020-21 school year. While directives, protocols, and guidance may evolve to reflect changes in public health conditions, at any point in time the prevailing guidance will need to be upheld. Therefore, districts/schools should plan to reopen in the fall under Phase 2 social distancing and public health protocols, which are reflected in the *Framework for a Safe, Efficient, and Equitable Return to School Buildings*.

All school districts and charter schools must develop, share with their community, receive governing body approval for, and submit to NDE a plan for a Path Forward Program of Distance Education, even if a district/school has sufficient space to open for full-time in-person instruction under Phase 2 social distancing and public health protocols. Path Forward Programs of Distance Education will serve as contingency plans in the case of future school building closures due to COVID-19 or other extraordinary circumstances.

Path Forward Programs of Distance Education

As school districts and charter schools develop reopening plans, this guidance is intended to promote flexibility and ensure transparency and accountability in the continued implementation of distance education. The top priority is to continue to provide high-quality and accessible learning opportunities to all students – without regard to means, ability, or at-home support – while ensuring the health and safety of students, staff, and communities. School districts and charter schools operating under programs of distance education approved by the Nevada Department of Education in accordance with Nevada Administrative Code (NAC) 388.830 only need to create plans for Path Forward Programs of Distance Education if their approved distance education plans do not contemplate providing distance education to 100 percent of enrolled students as would be required if school facilities close for a period of time in response to extraordinary circumstances.

Minimum Requirements for Path Forward Programs of Distance Education

Minimum Requirements for Implementation

In implementing Path Forward Programs of Distance Education, school districts and charter schools must ensure that:

- (1) A licensed teacher or substitute teacher will attempt to contact each student via electronic means or by telephone at least once per instructional day; if a student's lack of access to a telephone or phone service results in an inability to be contacted, a licensed teacher or licensed substitute teacher will record attempted contact once per week;
- (2) The program of instruction provides appropriate education for English Learners, students with Individualized Education Programs, and students with 504 Plans;
- (3) All students have an ability to access and participate in distance education. Such access may include access to the technology necessary to participate in distance education, such as access to a computer and internet connectivity, or a plan to provide accommodations for students without access to such technology;
- (4) Any student who is quarantined on the advice of local public health officials receives access to distance education;
- (5) Licensed teachers and/or licensed substitutes are accessible to students through the internet or by telephone during the school's regularly scheduled instructional hours;

- (6) All licensed educators have access to and participate in professional learning regarding high-quality distance education and health and safety requirements related to preventing the spread of COVID-19 and other illnesses;
- (7) Students will receive access to the nutrition services to which they are entitled; and
- (8) Parents receive general updates regarding the district/school's implementation of distance education at least weekly and, in districts or charter schools where English Learners comprise at least 10 percent of the student population, such updates are made available in any language that is the native language of at least 50 percent of English Learners enrolled in the school district or charter school to the extent practicable.

Districts and charters schools must use a consistent method in Infinite Campus for recording contact with students, which may include students demonstrating regular weekly progress in their classwork that can be verified through a learning management system.

In addition, school districts and charter schools must:

- (1) No later than October 1, 2020, identify all students who do not have a device and/or internet access at home with which to participate in distance education and report to the Nevada Department of Education the number of:
 - a) Students lacking a device with which to participate in distance education; if multiple students in one home are sharing devices, then the total number of students without devices should be reported as the difference between the number of enrolled students in the home and the number of devices in the home that can be used to participate in distance education;
 - b) Students without a subscription to home or residential broadband or high-speed internet service;
 - c) Households with a subscription to home or residential broadband or high-speed internet service in which multiple students are sharing the same internet connection and the number of students in those households; and
 - d) Students who fit the descriptions in both (a) and (b).
- (2) No later than December 31, 2020, create a plan that includes a cost estimate to make devices and internet access available to all students who do not have a device and/or internet access at home with which to participate in distance education and submit such plan to the Nevada Department of Education.

The reports described in (1) and (2) above will enable the Nevada Department of Education, in partnership with the Governor's Office of Science, Innovation & Technology, to maintain accurate and complete information regarding access to technology across the State of Nevada that can be used to support ongoing efforts to attract grant and philanthropic funding to our communities and schools.

Failure by a school district or charter school to meet the minimum requirements of a Path Forward Program of Distance Education described above may result in intervention by the Nevada Department of Education to ensure that students and families are receiving the services to which they are entitled. If the intervention is not successful, the Superintendent of Public Instruction retains the authority to revoke a school district or charter school's authority to implement Path Forward Programs of Distance Education in cases of significant non-compliance, which may result in loss of instructional time and related funding.

Minimum Requirements for Distance Education Plans

Plans for Path Forward Programs of Distance Education must include but are not limited to how the school district or charter school will:

- (1) Implement contingency plans to provide distance education as public health protocols require, including but not limited to:
 - a) Full-time distance education for all students as a result of a school building closure; and
 - b) A hybrid learning model to accommodate social distancing requirements while providing instruction to all students.
- (2) Transition between in-person instruction, full-time distance education, and hybrid learning models as necessitated by public health conditions;
- (3) Expand access to technology and internet connectivity for students, families, and educators, as well as provide accommodations for students without access to such technology, which may include providing distance education through paper correspondence;
- (4) Determine students' academic needs as a result of the COVID-19 pandemic and provide support as necessary;
- (5) Determine students' and staff members' social emotional needs as a result of the COVID-19 pandemic and provide support as necessary;
- (6) Track student attendance and engage parents/families regarding the importance of attendance in a distance education setting;
- (7) Provide and ensure participation in professional learning for educators and staff regarding high-quality distance education and health and safety requirements related to preventing the spread of COVID-19 and other illnesses; and
- (8) Provide assistance and advice to parents/families so they can support students participating in distance education.

Review and Approval of Distance Education Plans

School districts and charter schools shall develop plans for Path Forward Programs of Distance Education pursuant to the requirements prescribed in this guidance and any additional guidance issued by the Nevada Department of Education. School districts and charter schools shall communicate their plans to their school communities, including parents and staff, and present their plans for the 2020-2021 school year to their governing body as follows:

- School districts shall present their plans to the trustees for the county school district for approval in a public meeting at least 20 days before the first day of the 2020-2021 school year; and
- Charter schools shall present their plans for approval in a manner prescribed by their sponsor at least 20 days before the first day of the 2020-2021 school year.

Plans for Path Forward Programs of Distance Education may be included in and approved by the school district or charter school governing board simultaneously with the reopening plans required by Section 1 of Directive 022.

Upon approval by the governing body, school district plans for Path Forward Programs of Distance Education must be submitted to the Nevada Department of Education along with the signed certification form attached and a copy of the agenda of the governing board meeting at which it was approved via email to Amelia Thibault at acthibault@doe.nv.gov. Upon approval by the governing body, charter school plans must be submitted to their sponsor; sponsoring authorities will compile and transmit the plans to the Nevada Department of Education.

Implementing Path Forward Programs of Distance Education Hybrid Learning

For the purposes of this guidance, "hybrid learning" is defined as any arrangement under which a school district or charter school is providing in-person instruction concurrently with distance education either through electronic means or through paper correspondence. This may include scenarios under which some students are learning in-person and others are learning through distance education, as well as scenarios

under which all students are alternating between in-person instruction and distance education on a regular schedule.

Districts and charter schools may, but are not required to consider the following approaches to implementing hybrid learning:

- Evaluating students' Individualized Education Programs or 504 Plans to determine whether the provision of services requires in-person instruction or interaction;
- Prioritizing in-person instruction for students based on English Learner status;
- Determining that certain grade levels or courses are better suited to in-person instruction or distance education; or
- Considering documented student and family medical circumstances.

Districts and charter schools may *not* determine whether students receive in-person instruction or distance education based on perceived access to technology, at-home support, or any other considerations of means or determinations of district or school personnel that are not based on evidence.

Attendance

The attendance requirements for Path Forward Programs of Distance Education are adapted from distance education course attendance requirements in NAC 387.193. These requirements apply when a district/school is offering full-time distance education to all students; NDE will be working with district and school leaders to determine an approach and promulgate guidance regarding attendance in hybrid learning models.

There are three ways a pupil may demonstrate attendance in distance education:

- (1) The pupil makes regular weekly progress in their classwork leading toward mastery of Nevada Academic Content Standards and/or a course's completion that can be verified through a learning management system or other means; and/or
- (2) The pupil participates in a real-time class session; and/or
- (3) The pupil meets with or otherwise communicates with a licensed teacher or licensed substitute teacher who is able to discuss the pupil's progress in the course.

If the pupil demonstrates any one of the three criteria, the pupil is considered present for the whole week. If the pupil does not demonstrate at least one of the three criteria, they are considered absent for the whole week.

Weekly attendance tracking does *not* abridge a school district or charter school's responsibility to ensure students are contacted by a licensed teacher or licensed substitute teacher at least once per instructional day as prescribed in the minimum requirements of a Path Forward Program of Distance Education.

Calendar Revisions

Delayed Start of School

School districts and charter schools that wish to delay the start of school to accommodate a longer period to plan for reopening may submit a *Request for Calendar Adjustment* form to the Superintendent of Public Instruction. School districts and charter schools requesting calendar adjustments in accordance with this guidance must communicate such changes to their community, including parents and staff, as well as seek approval from their governing body prior to submitting the request to the Superintendent of Public Instruction. Requests must be submitted to the Superintendent of Public Instruction via email to Amelia Thibault at acthibault@doe.nv.gov no later than July 31, 2020 or immediately upon approval of the calendar revision by the governing body, whichever is sooner.

Additional Professional Development Days

To support adequate instructional time for students as well as professional learning time for educators and staff, all school districts and charter schools may use up to an additional five (5) scheduled instructional days during the 2020-21 school year for professional development directly related to the school district/charter school's response to COVID-19 (beyond the allowance per Nevada Administrative Code 387.120). Content of such professional development may include but is not limited to:

- Delivering distance education;
- Developing methods to evaluate and/or support students' preparedness for or progress during the 2020-21 school year;
- Health and safety requirements related to preventing the spread of COVID-19 and other illnesses; or
- Social emotional support for students and/or staff.

For additional professional development days offered in accordance with this guidance to count toward the required minimum instructional time, the professional development must be mandatory for all licensed educational personnel. Additional district or school employees may be included in the professional development at the school district/charter school leader's discretion.

School districts and charter schools may submit a *Request for Additional Professional Development Days* form to the Superintendent of Public Instruction via email to Amelia Thibault at acthibault@doe.nv.gov no later than November 30, 2020.

Nutritional services should be made available to students and families on any days that are converted from instructional days to professional development days.

Attachment(s): Certification for Path Forward Programs of Distance Education
Request for Calendar Adjustment
Request for Additional Professional Development Days

**Lyon County School District
Board Memo**

Date: July 28, 2020
To: Board of School Trustees
From: Wayne Workman, Superintendent
Re: Master School Calendar Approval 2020-2021

Recommendation

That the Board of Trustees approve the modifications of the 2020-2021 LCSD Master Calendar as a result of the LCSD Reopening of Schools Plans

Background Information

On March 26, 2019, the Board approved the 2020-21 master school calendar. The calendar was brought back for final approval on September 24, 2020. Following the Governor's Plan for Recovery and the Nevada Department of Education's guidance regarding Path Forward Programs of Distance Education, we have modified our 2020-21 calendar to reflect additional professional development days for staff as we prepare to reopen our schools. We will provide professional development to all staff regarding the prevention of the spread of COVID-19. Additionally, professional development for the effective delivery of distance education, social/emotional learning and how best to support families with the new learning models will be provided. The calendar reflects 171 student contact days. The calendar continues to follow the guidelines outlined in Policy ICA that requires Spring Break be held the first full week in April and recommends one full week at Thanksgiving and two full weeks for winter break.

Budget Considerations

None

Discussed at Previous Meeting

March 26, 2019

September 24, 2019

Attachments:

2020-2021 Master School Calendar with Additional Professional Development Days

*Respectfully Submitted,
Wayne Workman, Superintendent*

Lyon County School District

2020-2021

Academic Year Calendar

Last Revised 7/8/20

July 20						
Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

August 20						
Su	M	Tu	W	Th	F	Sa
						1
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9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

September 20						
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13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

October 20						
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				1	2	3
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18	19	20	21	22	23	24
25	26	27	28	29	30	31

November 20						
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15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

December 20						
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		1	2	3	4	5
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13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

January 21						
Su	M	Tu	W	Th	F	Sa
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10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

February 21						
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28						

March 21						
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28	29	30	31			

April 21						
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25	26	27	28	29	30	

May 21						
Su	M	Tu	W	Th	F	Sa
						1
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16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

June 21						
Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

First Day of School	September 1, 2020
New Teacher Professional Development	August 12 & 13, 2020
Teacher Training/Work Day (Full Day)	August 14-31, 2020, Sept 29, 2020
End of Semester, Teacher Work Day (Full Day)	January 22, 2021
Last Day of School 1/2 Day Students	June 4, 2021
First Day of Second Semester	January 25, 2021
Parent Teacher Conference Set Aside Days	Nov 4, 5, 2020 & March 31, April 1, 2021
Contingency Days	June 7-9, 2021

Holidays

Labor Day	September 7, 2020
Nevada Day Observed	October 30, 2020
Veteran's Day	November 11, 2020
Thanksgiving Break	November 23-27, 2020
Winter Break	Dec 21 - Jan 1, 2021
Martin Luther King Jr.	January 18, 2021
President's Day	February 15, 2021
Spring Break	April 5-9, 2021
Memorial Day	May 31, 2021

Black School is not in Session
 Red and Blue School is In Session

Student Cohort A
 Student Cohort B

Nine Week Period Ends	
1st Quarter = 41 days	October 29, 2020
2nd Quarter/1st Semester = 42 days	January 21, 2021
3rd Quarter = 44 days	March 26, 2021
4th Quarter/ 2nd Semester = 44 days	June 4, 2021
Semester 1 = 83 Days	9/1-1/22
Semester 2 = 88 Days	1/25-6/4

Lyon County School District Board Memo

Date: July 28, 2020
To: Board of School Trustees
From: Wayne Workman, Superintendent
Re: Assembly Bill 3

Requested by:

Harman Bains, Director of Business Services
 Spencer Winward, Finance Manager/Comptroller

Recommendation

That the Board of Trustees approve the financial impact update from the 2020 Special Legislative Session.

Background Information

Covid-19 Pandemic statewide shut down resulted in a 2020 Special Legislative Session. Assembly Bill 3 contained K-12 Education along with the vast majority of statewide budget cuts proposed by Gov. Steve Sisolak. Assembly Bill 3 was approved by the Legislature prior to adjourning.

Assembly Bill 3 funding changes which impact Lyon County School District:

AB3 Section	Programs	FY21 % Change
5	School Safety - Social Workers Enhancement	-53%
6	School Safety - SRO's	-71%
31	Medicaid Reimbursements	-6%
52	School Safety - Facilities	-100%
53	SB551	-3%
54	AB309	-1%
57	Elementary STEM/STEM	-100%
63	Computer Literacy	-100%
65	DSA	-2%
66	CSR (comes from DSA)	-11%
67	Prison/Adult Ed	-6%
67	Library Books	0%
67	CTE	-7%
67	At-Risk Counselor	-100%
68	College & Career Ready Diploma	-100%
68.5	GATE	-63%
69	College & Career Ready Grant	-100%
71	Read By Grade 3	-100%
72	ZOOM	-1%
77	Bullying Prevention	-100%
79	SB178	-100%
80	Teacher School Supply Reimbursement	-100%

NDE is anticipated to advise on exact funding for each school district over the next couple of weeks. Only exact figures known at this point are for grants which have been completely cut (-100%).

Assembly Bill 3, made no direct cuts to the Per Pupil DSA but an indirect cut of -11%, to CSR (Class Size Reduction). CSR funds are derived from the total state DSA funding but withheld by the state to allocate on an as needed basis to each school district.

In anticipation of these funding reductions Lyon County School District has already made the following changes:

- PreK for the 2020-21 school year will no longer be offered. This program was initially grant funded but over the years, due to a lack of grant funding, had become general funded. No positions are anticipated to be lost with this change. All teachers will be moved to fill vacancies through the district. Anticipated savings of \$XXX
- Vacant CAS (Content Area Specialists) positions will no longer be filled. These were general funded positions. Anticipated savings of \$XXX

Additionally, Assembly Bill 3 allocated \$50 million in federal coronavirus relief funding toward K-12. This funding so to be allocated on a per pupil basis and must be spent by December 30, 2020.

Budget Considerations

N/A

Attachments

AB3

*Respectfully Submitted,
Harman Bains, Director of Business Services*

ASSEMBLY BILL NO. 3—COMMITTEE OF THE WHOLE

JULY 9, 2020

Referred to Committee of the Whole

SUMMARY—Makes various changes relating to state financial administration. (BDR S-8)

FISCAL NOTE: Effect on Local Government: May have Fiscal Impact.
Effect on the State: No.

~

EXPLANATION – Matter in *bolded italics* is new; matter between brackets ~~omitted material~~ is material to be omitted.

AN ACT relating to state financial administration; reducing certain appropriations and other money budgeted for Fiscal Year 2020-2021; authorizing certain sums appropriated to the Department of Health and Human Services to be transferred among the various budget accounts of the Department under certain circumstances; requiring the transfer of certain money to the State General Fund; revising various provisions relating to the authority for such transfers; authorizing certain expenditures; temporarily suspending the transfer from the State General Fund to the Account to Stabilize the Operation of the State Government for Fiscal Year 2020-2021; temporarily increasing the limitation on the amount of annual leave that certain state employees are authorized to carry forward to the next calendar year; providing for a 1-month suspension during Fiscal Year 2020-2021 of the payment of subsidies by the State to the Public Employees' Benefits Program for group insurance for certain active and retired public officers and employees; requiring state employees to take a certain number of hours of unpaid furlough leave during a certain period of Fiscal Year 2020-2021; providing exceptions and requirements relating to the furlough leave; and providing other matters properly relating thereto.



Legislative Counsel's Digest:

1 The Legislature appropriated various sums of money for the support of the
2 government of the State of Nevada and for other specific purposes during the 2019
3 Legislative Session. **Sections 1-8, 10-14, 16-56 and 57-81** of this bill reduce
4 certain appropriations for Fiscal Year 2020-2021.

5 Existing law provides a procedure for the revision of the work program of any
6 department, institution or agency of the Executive Department of the State
7 Government. (NRS 353.220) During the remainder of Fiscal Year 2020-2021,
8 **section 15** of this bill authorizes the transfer of certain sums appropriated to the
9 Department of Health and Human Services among the various budget accounts of
10 the Department in the same manner and within the same limits as allowed for
11 revisions of work programs in NRS 353.220. **Section 15** also provides that the
12 appropriations made to the Supreme Court of Nevada for Fiscal Year 2019-2020
13 and Fiscal Year 2020-2021 are available for both fiscal years and authorizes
14 transfers of such money among certain budget accounts of the Supreme Court and
15 from one fiscal year to the other upon certain approval.

16 **Section 82** of this bill reduces the current amount of money budgeted for Fiscal
17 Year 2020-2021 for certain programs and services of various state agencies and
18 provides for the reversion of those amounts to the State General Fund at the close
19 of Fiscal Year 2020-2021.

20 **Sections 83-107** of this bill require the State Controller to transfer various sums
21 of money from certain funds and accounts in Fiscal Year 2020-2021 to the State
22 General Fund Budget Reserve Account to offset the difference between projected
23 revenues and collections and to be used only as necessary to meet existing and
24 future obligations of the State. **Section 108** of this bill provides for the reversion of
25 those amounts to the State General Fund at the close of Fiscal Year 2020-2021.

26 **Sections 9 and 120-131** of this bill specifically authorize such transfers in
27 provisions in existing law. **Sections 109-118** of this bill authorize certain additional
28 expenditures by various state agencies for certain purposes. **Sections 56.5 and**
29 **118.5** of this bill authorize the Department of Health and Human Services to accept
30 additional federal money during Fiscal Year 2019-2020 or Fiscal Year 2020-2021
31 for the Nevada Medicaid budget and the Nevada Check-Up Program budget to
32 support those budgets without requiring an offsetting decrease in State General
33 Fund appropriations.

34 The Account to Stabilize the Operation of the State Government, also known as
35 the Rainy Day Account, is a special revenue fund into which surplus state revenues
36 are deposited to be used in case of fiscal emergencies. Under existing law, the State
37 Controller is required to transfer from the State General Fund to the Account to
38 Stabilize the Operation of the State Government at the beginning of each fiscal year
39 that begins on or after July 1, 2017, 1 percent of the total anticipated revenue
40 projected for that fiscal year by the Economic Forum in May of odd-numbered
41 years, as adjusted by any legislation enacted by the Legislature that affects state
42 revenue for that fiscal year. (NRS 353.288) **Section 119** of this bill suspends this
43 transfer to be made for Fiscal Year 2020-2021.

44 Under existing law, employees in the Executive Department of the State
45 Government are entitled to a prescribed amount of annual leave for each month of
46 continuous public service. With certain exceptions, existing law provides that any
47 annual leave in excess of 30 working days must be used before January 1 of the
48 year following the year in which the annual leave in excess of 30 working days is
49 accumulated or the amount of annual leave in excess of 30 working days is
50 forfeited on that date. (NRS 284.350) For purposes of calendar years 2020 and
51 2021, **sections 123.5 and 135** of this bill increase to 40 working days the limitation
52 on the amount of annual leave that an employee is authorized to carry forward from
53 each of those calendar years to the next calendar year.



54 Existing law requires each state agency that participates in the Public
55 Employees' Benefits Program to pay to the Program a monthly assessment for each
56 state officer and employee who is employed by the agency on a permanent and full-
57 time basis and who elects to participate in the Program. (NRS 287.044, 287.0445)
58 In addition, the State is also required to pay to the Program a portion of the cost of
59 the premiums or contributions for group insurance for persons who retire with state
60 service and continue to participate in the Program. (NRS 287.046) The monthly
61 amounts of these subsidies are established for each fiscal year biennially. (See, e.g.,
62 chapter 523, Statutes of Nevada 2019, p. 3118) **Section 131.1** of this bill provides
63 for a state agency premium holiday by requiring that a participating state agency
64 only pay such subsidies for 11 months in Fiscal Year 2020-2021. Although a
65 corresponding premium holiday is not provided for the state officers and employees
66 and retirees in this bill, **section 131.1** specifically provides that those state officers
67 and employees and retirees must not be required to pay the portion of the cost of
68 the premiums and contributions that would have otherwise been paid by the State
69 during the one month of the premium holiday.

70 **Section 131.2** of this bill requires each full-time state employee to take 48
71 hours of unpaid furlough leave, and part-time employees to take a proportional
72 amount of such hours, during the period between January 1, 2021, and June 30,
73 2021, unless: (1) the employee's position is exempted from this requirement
74 pursuant to **section 131.4** of this bill because the employee is determined to fill a
75 position of critical need; or (2) the employee is employed by the Department of
76 Tourism and Cultural Affairs and has a standard workweek of 32 hours or less. If
77 an employee's position is exempted from the furlough requirement, **section 131.4**
78 requires that the employee's salary be reduced by 4.6 percent during the period
79 between January 1, 2021, and June 30, 2021, that the position is not subject to
80 furlough leave. **Section 131.3** of this bill provides that state employees and
81 employees of the other employers who participate in the Public Employees'
82 Retirement System who take furlough leave due to extreme financial need are held
83 harmless in the accumulation of retirement service credit and reported salary for
84 purposes of their retirement. **Sections 134.5 and 135** of this bill eliminate the
85 furlough leave requirements if the State of Nevada receives certain federal money.

86 **Section 131.6** of this bill provides that if additional federal money is made
87 available to the State of Nevada, the Chief of the Budget Division of the Office of
88 Finance is required to disburse the money to restore budgetary reductions in this
89 bill and other purposes in a prescribed priority order.

90 **Section 132** of this bill provides that the provisions of this bill do not apply to
91 the extent that they would constitute an impairment of the rights of holders of
92 bonds or similar obligations issued by the State.

THE PEOPLE OF THE STATE OF NEVADA, REPRESENTED IN
SENATE AND ASSEMBLY, DO ENACT AS FOLLOWS:

1 **Section 1.** Section 3.8 of chapter 636, Statutes of Nevada
2 2019, at page 4512, is hereby amended to read as follows:

3 Sec. 3.8. 1. There is hereby appropriated from the
4 State General Fund to the Nevada Commission on Mentoring
5 created by NRS 385.760, as amended by section 1 of ~~this~~
6 ~~act.~~ *chapter 636, Statutes of Nevada 2019, at page 4508*, for
7 the purpose of awarding grants of money to mentorship
8 programs in accordance with the provisions of NRS 385.780,



as amended by section 3 of ~~[this act.]~~ *chapter 636, Statutes of Nevada 2019, at page 4510*, the following ~~[sums:]~~ *sum:*

For the Fiscal Year 2019-2020..... \$25,000
~~[For the Fiscal Year 2020-2021 \$25,000]~~

2. Any *remaining* balance of the ~~[sums]~~ *sum* appropriated by subsection 1 ~~[remaining at the end of the respective fiscal years]~~ must not be committed for expenditure after June 30 ~~[of the respective fiscal years]~~ , *2020*, by the entity to which the appropriation is made or any entity to which money from the appropriation is granted or otherwise transferred in any manner, and any portion of the appropriated money remaining must not be spent for any purpose after September 18, 2020, ~~[and September 17, 2021, respectively.]~~ by either the entity to which the money was appropriated or the entity to which the money was subsequently granted or transferred, and must be reverted to the State General Fund on or before September 18, 2020 . ~~[and September 17, 2021, respectively.]~~

Sec. 2. Section 133.3 of chapter 633, Statutes of Nevada 2019, at page 4487, is hereby amended to read as follows:

Sec. 133.3. 1. There is hereby appropriated from the State General Fund to the Division of Parole and Probation of the Department of Public Safety for personnel costs for quality assurance, data tracking, record sealing and tracking the following ~~[sums:]~~ *sum:*

For the Fiscal Year 2019-2020..... \$344,542
~~[For the Fiscal Year 2020-2021 \$421,466]~~

2. Any *remaining* balance of the ~~[sums]~~ *sum* appropriated by subsection 1 ~~[remaining at the end of the respective fiscal years]~~ must not be committed for expenditure after June 30 ~~[of the respective fiscal years]~~ , *2020*, by the entity to which the appropriation is made or any entity to which money from the appropriation is granted or otherwise transferred in any manner, and any portion of the appropriated money remaining must not be spent for any purpose after September 18, 2020, ~~[and September 17, 2021, respectively.]~~ by either the entity to which the money was appropriated or the entity to which the money was subsequently granted or transferred, and must be reverted to the State General Fund on or before September 18, 2020 . ~~[and September 17, 2021, respectively.]~~

Sec. 3. Section 1.5 of chapter 615, Statutes of Nevada 2019, at page 4015, is hereby amended to read as follows:

Sec. 1.5. 1. There is hereby appropriated from the State General Fund to the Lou Ruvo Center for Brain Health



1 for operations and educational programs to restore funding
2 previously received by the Center for this purpose from the
3 University of Nevada, Reno, School of Medicine the
4 following ~~[sums:]~~ *sum*:

5 For the Fiscal Year 2019-2020..... \$542,343
6 ~~[For the Fiscal Year 2020-2021 \$542,343]~~

7 2. Any remaining balance of the appropriation made by
8 subsection 1 must not be committed for expenditure after
9 June 30, 2021, by the entity to which the appropriation is
10 made or any entity to which money from the appropriation is
11 granted or otherwise transferred in any manner, and any
12 portion of the appropriated money remaining must not be
13 spent for any purpose after September 17, 2021, by either the
14 entity to which the money was appropriated or the entity to
15 which the money was subsequently granted or transferred,
16 and must be reverted to the State General Fund on or before
17 September 17, 2021.

18 **Sec. 4.** Section 7 of chapter 615, Statutes of Nevada 2019, at
19 page 4017, is hereby amended to read as follows:

20 Sec. 7. 1. There is hereby appropriated from the State
21 General Fund the sum of \$3,111,192 in Fiscal Year 2019-
22 2020 ~~[and the sum of \$6,464,376 in Fiscal Year 2020-2021]~~
23 to Nevada Medicaid within the Division of Health Care
24 Financing and Policy of the Department of Health and
25 Human Services for costs related to increasing the acute care
26 per diem reimbursement rates, excluding the per diem rates
27 for neonatal and pediatric intensive care units, by a total of
28 2.5 percent, effective January 1, 2020, from the
29 reimbursement rate paid by the Division for such services in
30 Fiscal Year 2018-2019.

31 2. There is hereby appropriated from the State General
32 Fund the sum of \$1,386 in Fiscal Year 2019-2020 ~~[and the~~
33 ~~sum of \$5,869 in Fiscal Year 2020-2021]~~ to the Nevada
34 Check-Up Program of the Division of Health Care Financing
35 and Policy of the Department of Health and Human Services
36 for costs related to increasing the acute care per diem
37 reimbursement rates, excluding the per diem rates for
38 neonatal and pediatric intensive care units, by a total of 2.5
39 percent, effective January 1, 2020, from the reimbursement
40 rate paid by the Division for such services in Fiscal Year
41 2018-2019.

42 3. The sums appropriated by subsections 1 and 2 are
43 available for both Fiscal Year 2019-2020 and Fiscal Year
44 2020-2021, and may be transferred from ~~[one fiscal year to~~
45 ~~the other]~~ *Fiscal Year 2019-2020 to Fiscal Year 2020-2021*



with the approval of the Interim Finance Committee upon the recommendation of the Governor.

4. Any remaining balance of the appropriations made by subsections 1 and 2 must not be committed for expenditure after June 30, 2021, by the entity to which the appropriation is made or any entity to which money from the appropriation is granted or otherwise transferred in any manner, and any portion of the appropriated money remaining must not be spent for any purpose after September 17, 2021, by either the entity to which the money was appropriated or the entity to which the money was subsequently granted or transferred, and must be reverted to the State General Fund on or before September 17, 2021.

5. There is hereby authorized for expenditure from the money not appropriated from the State General Fund or the State Highway Fund by the Division of Health Care Financing and Policy of the Department of Health and Human Services the sum of \$8,150,534 during Fiscal Year 2019-2020 ~~and the sum of \$16,335,323 during Fiscal Year 2020-2021~~ for Nevada Medicaid for costs related to increasing the acute care per diem reimbursement rates, excluding the per diem rates for neonatal and pediatric intensive care units, by a total of 2.5 percent, effective January 1, 2020, from the reimbursement rate paid by the Division for such services in Fiscal Year 2018-2019.

6. There is hereby authorized for expenditure from the money not appropriated from the State General Fund or the State Highway Fund by the Division of Health Care Financing and Policy of the Department of Health and Human Services the sum of \$11,553 during Fiscal Year 2019-2020 ~~and the sum of \$20,298 during Fiscal Year 2020-2021~~ for the Nevada Check-Up Program for costs related to increasing the acute care per diem reimbursement rates, excluding the per diem rates for neonatal and pediatric intensive care units, by a total of 2.5 percent, effective January 1, 2020, from the reimbursement rate paid by the Division for such services in Fiscal Year 2018-2019.

Sec. 5. Section 11 of chapter 615, Statutes of Nevada 2019, at page 4020, is hereby amended to read as follows:

Sec. 11. 1. There is hereby appropriated from the State General Fund to the School Safety Account the following sums:

For the Fiscal Year 2019-2020..... \$1,358,455
For the Fiscal Year 2020-2021...~~[\$1,358,455]~~ \$638,455



2. The Department of Education shall transfer money from the appropriation made by subsection 1 to school districts and charter schools for block grants for contract or employee social workers or other licensed mental health workers in schools with identified needs. The money must not be used for administrative expenditures of the Department of Education.

3. For purposes of the allocations of sums for the block grant program described in subsection 2, eligible licensed social workers or other mental health workers include the following:

- (a) Licensed clinical social worker;
- (b) Social worker;
- (c) Social worker intern with supervision;
- (d) Clinical psychologist;
- (e) Psychologist intern with supervision;
- (f) Marriage and family therapist;
- (g) Mental health counselor;
- (h) Community health worker;
- (i) School-based health centers; and
- (j) Licensed nurse.

4. The money appropriated by subsection 1 must be expended in accordance with NRS 353.150 to 353.246, inclusive, concerning the allotment, transfer, work program and budget. Transfers to and allotments from must be allowed and made in accordance with NRS 353.215 to 353.225, inclusive, after separate consideration of the merits of each request.

5. Any remaining balance of the sums transferred by subsection 2 for Fiscal Year 2019-2020 and Fiscal Year 2020-2021 must not be committed for expenditure after June 30 of each fiscal year and must be reverted to the State General Fund on or before September 18, 2020, and September 17, 2021, for each fiscal year respectively.

Sec. 6. Section 12 of chapter 615, Statutes of Nevada 2019, at page 4021, is hereby amended to read as follows:

Sec. 12. 1. There is hereby appropriated from the State General Fund to the School Safety Account the following sums:

For the Fiscal Year 2019-2020.....	\$2,750,000
For the Fiscal Year 2020-2021...	[\$2,750,000] \$792,664

2. The Department of Education shall transfer money from the appropriation made by subsection 1 to provide grants to public schools to employ and equip school resource officers or school police officers in schools with identified



needs on the basis of data relating to school discipline, violence, climate and vulnerability and the ability of the public school to hire school resource officers or school police officers. The money must not be used for administrative expenditures of the Department of Education.

3. The money transferred pursuant to subsection 2:

(a) Must be accounted for separately from any other money received by the school districts and charter schools of this State and used only for the purposes specified in subsection 2.

(b) May not be used to settle or arbitrate disputes between a recognized organization representing employees of a school district and the school district, or to settle any negotiations.

(c) May not be used to adjust the district-wide schedules of salaries and benefits of the employees of a school district.

4. Any remaining balance of the appropriation made by subsection 1 for Fiscal Year 2019-2020 must be transferred and added to the money appropriated for Fiscal Year 2020-2021 and may be expended as that money is expended.

5. Any remaining balance of the appropriation made by subsection 1 for Fiscal Year 2020-2021, including any money added thereto pursuant to the provisions of subsection 4, must not be committed for expenditure after June 30, 2021, and must be reverted to the State General Fund on or before September 17, 2021.

Sec. 7. Section 13 of chapter 615, Statutes of Nevada 2019, at page 4021, is hereby amended to read as follows:

Sec. 13. 1. There is hereby appropriated from the State General Fund to the School Safety Account the following ~~sums:~~ *sum*:

For the Fiscal Year 2019-2020..... \$2,350,000
~~For the Fiscal Year 2020-2021 \$2,350,000~~

2. The money appropriated by subsection 1 must be used by the Department of Education to support the implementation of a program of social, emotional and academic development throughout the public schools in this State, including, without limitation, the development and implementation of a strategic plan to carry out full implementation of such programs within 5 years.

3. Any *remaining* balance of the ~~sums~~ *sum* appropriated by subsection 1 ~~remaining at the end of the respective fiscal years~~ must not be committed for expenditure after June 30 ~~of the respective fiscal years~~ , **2020**, by the entity to which the appropriation is made or any entity to which money from the appropriation is granted or



otherwise transferred in any manner, and any portion of the appropriated money remaining must not be spent for any purpose after September 18, 2020, ~~and September 17, 2021, respectively,~~ by either the entity to which the money was appropriated or the entity to which the money was subsequently granted or transferred, and must be reverted to the State General Fund on or before September 18, 2020 . ~~and September 17, 2021, respectively.]~~

Sec. 8. Section 2 of chapter 597, Statutes of Nevada 2019, at page 3900, is hereby amended to read as follows:

Sec. 2. There is hereby appropriated from the State General Fund to the Office of Historic Preservation of the State Department of Conservation and Natural Resources for carrying out the technical advisory program established pursuant to section 1 of ~~this act~~ *chapter 597, Statutes of Nevada 2019, at page 3899*, the following ~~sums:~~ *sum:*

For the Fiscal Year 2019-2020..... \$10,000
~~For the Fiscal Year 2020-2021 \$20,000]~~

Sec. 9. Section 1.5 of chapter 575, Statutes of Nevada 2019, at page 3708, is hereby amended to read as follows:

Sec. 1.5. There is hereby created in the State Treasury a special fund which shall be designated as the Grant Matching Fund.

1. The Grant Matching Fund shall hold appropriated money in trust for the exclusive purpose of providing grants to state agencies, local governments, tribal governments and nonprofit organizations to satisfy federal and nongovernmental organization grant matching requirements ~~and for any other purpose authorized by the Legislature.~~

2. The Interim Finance Committee must authorize the transfer of money from the Grant Matching Fund before the acceptance of a federal grant award greater than \$150,000 or a nongovernmental organization grant award greater than \$20,000.

Sec. 10. Section 33.5 of chapter 574, Statutes of Nevada 2019, at page 3706, is hereby amended to read as follows:

Sec. 33.5. 1. There is hereby appropriated from the State General Fund to the State Department of Conservation and Natural Resources for the personnel and operating costs of the Division of Outdoor Recreation in the Department created by section 15 of ~~this act~~ *chapter 574, Statutes of Nevada 2019, at page 3703*, the following sums:

For the Fiscal Year 2019-2020..... \$208,911
For the Fiscal Year 2020-2021..... ~~[\$448,293]~~ *\$294,048*



2. Any balance of the sums appropriated by subsection 1 remaining at the end of the respective fiscal years must not be committed for expenditure after June 30 of the respective fiscal years by the entity to which the appropriation is made or any entity to which money from the appropriation is granted or otherwise transferred in any manner, and any portion of the appropriated money remaining must not be spent for any purpose after September 18, 2020, and September 17, 2021, respectively, by either the entity to which the money was appropriated or the entity to which the money was subsequently granted or transferred, and must be reverted to the State General Fund on or before September 18, 2020, and September 17, 2021, respectively.

Sec. 11. (Deleted by amendment.)

Sec. 12. Section 1 of chapter 553, Statutes of Nevada 2019, at page 3457, is hereby amended to read as follows:

Section 1. 1. There is hereby appropriated from the State General Fund to the Other State Education Programs Account in the State General Fund for the cost of creating and maintaining programs for school gardens that meet the requirements of subsection 4 the following ~~sums:~~ **sum:**

For the Fiscal Year 2019-2020..... \$410,000
~~[For the Fiscal Year 2020-2021 \$205,000]~~

2. The Department of Education shall allocate the money appropriated by subsection 1 to nonprofit organizations which meet the requirements of subsection 3 to provide at the qualifying school a program for a school garden which meets the requirements set forth in subsection 4.

3. For a nonprofit organization to receive an allocation of money pursuant to subsection 2 to provide a program for a school garden, the school at which the program will be implemented must be a Title I school, as defined in NRS 385A.040.

4. For a nonprofit organization to receive an allocation of money to provide a program for a school garden pursuant to subsection 2, the program must:

- (a) Create and maintain a school garden at the school.
- (b) Have a curriculum that:

(1) Includes a comprehensive science, technology, engineering and mathematics school garden program. Such a program must include, without limitation, a science, technology, engineering and mathematics curriculum for outdoor or hydroponic gardens for pupils in kindergarten



1 through grade 5 that is tailored to pupils of the appropriate
2 grade levels at the school;

3 (2) Is written specifically for Nevada and the desert
4 environment of Nevada;

5 (3) Complies with the standards of content and
6 performance for a course of study in science adopted by the
7 State Board of Education pursuant to NRS 389.520;

8 (4) Uses experiential learning or project-based
9 learning to teach science, technology, engineering, arts and
10 mathematics;

11 (5) Is designed with the assistance of teachers and
12 other educational personnel with experience at the
13 appropriate grade levels at the school; and

14 (6) Involves supervised learning experiences for the
15 pupils at the school in a classroom and a school garden.

16 (c) Provide the school with assistance from members of
17 the community, including without limitation, trained
18 educators, local farmers and local chefs.

19 (d) Provide pupils with the:

20 (1) Ability to operate a farmer's market to sell the
21 produce from the school garden; and

22 (2) Opportunity to have a local chef or employee of a
23 school who works in food services demonstrate how to cook a
24 meal using the produce grown from the school garden.

25 (e) Establish garden teams comprised of teachers and, if
26 such persons are available, parents and members of the
27 community. Each garden team shall meet at least once each
28 month.

29 (f) Require any local nonprofit or community-based
30 organization which will provide services to implement the
31 program for a school garden to have at least 2 years of
32 experience implementing such a program.

33 5. Money allocated pursuant to subsection 2 may be
34 used to:

35 (a) Provide professional development for teachers
36 regarding the:

37 (1) Use of a school garden to teach pupils with
38 disabilities, including, without limitation, training for
39 teaching such pupils science, technology, engineering and
40 mathematics curriculum and vocational training to create a
41 career path in horticulture;

42 (2) Development and implementation of science,
43 technology, engineering, arts and mathematics curricula that
44 incorporate the use of a school garden;



1 (3) Development and implementation of training that
2 may be provided to a group or individually to teachers in how
3 to establish and maintain school gardens to increase the time
4 teachers allocate to teaching science, technology, engineering
5 and mathematics; and

6 (4) Development and implementation of a food safety
7 plan designed to ensure that food grown in a school garden is
8 properly handled and safe to sell and consume;

9 (b) Pay for any travel expenses associated with the
10 attendance of a teacher at any training or conference relating
11 to school gardens; and

12 (c) Pay for the costs of a conference regarding school
13 gardens held in this State.

14 6. As used in this section, "school garden" includes,
15 without limitation, a hydroponic garden.

16 **Sec. 13.** Section 2 of chapter 553, Statutes of Nevada 2019, at
17 page 3458, is hereby amended to read as follows:

18 Sec. 2. Upon acceptance of the money allocated
19 pursuant to section 1 of ~~[this act.]~~ *chapter 553, Statutes of*
20 *Nevada 2019, at page 3457*, a nonprofit organization agrees
21 to:

22 1. Prepare and transmit a report to the Interim Finance
23 Committee on or before October 1, 2020, that describes each
24 expenditure made from the money allocated pursuant to
25 section 1 of ~~[this act.]~~ *chapter 553, Statutes of Nevada 2019,*
26 *at page 3457*, from the date on which the money was received
27 by the nonprofit organization through June 30, 2020; *and*

28 2. ~~[Prepare and transmit a final report to the Interim~~
29 ~~Finance Committee on or before October 1, 2021, that~~
30 ~~describes each expenditure made from the money allocated~~
31 ~~pursuant to section 1 of this act from the date on which the~~
32 ~~money was received by the nonprofit organization through~~
33 ~~June 30, 2021; and~~

34 ~~—3.]~~ Upon request of the Legislative Commission, make
35 available to the Legislative Auditor any of the books,
36 accounts, claims, reports, vouchers or other records of
37 information, confidential or otherwise, of the nonprofit
38 organization, regardless of their form or location, that the
39 Legislative Auditor deems necessary to conduct an audit of
40 the use of the money allocated pursuant to section 1 of ~~[this~~
41 ~~act.]~~ *chapter 553, Statutes of Nevada 2019, at page 3457.*

42 **Sec. 14.** Section 3 of chapter 553, Statutes of Nevada 2019, at
43 page 3459, is hereby amended to read as follows:

44 Sec. 3. Any *remaining* balance of the ~~[sums]~~ *sum*
45 appropriated by section 1 of ~~[this act remaining at the end of~~



~~the respective fiscal years] chapter 553, Statutes of Nevada 2019, at page 3457, must not be committed for expenditure after June 30 [of the respective fiscal years] , 2020, by the entity to which the appropriation is made or any entity to which money from the appropriation is granted or otherwise transferred in any manner, and any portion of the appropriated money remaining must not be spent for any purpose after September 18, 2020, [and September 17, 2021, respectively.] by either the entity to which the money was appropriated or the entity to which the money was subsequently granted or transferred, and must be reverted to the State General Fund on or before September 18, 2020 . † and September 17, 2021, respectively.]~~

Sec. 15. Chapter 544, Statutes of Nevada 2019, at page 3341, is hereby amended by adding thereto two new sections to be designated as sections 50.5 and 56.5, respectively, immediately following sections 50 and 56, respectively, to read as follows:

Sec. 50.5. The sums appropriated to the Supreme Court of Nevada by section 11 of chapter 544, Statutes of Nevada 2019, at page 3343, for the support of the Specialty Court, the Supreme Court of Nevada, the Supreme Court Law Library, the Judicial Programs and Services Division, the Senior Justice and Senior Judge Program, the State Judicial Elected Officials and the Court of Appeals are available for both Fiscal Year 2019-2020 and Fiscal Year 2020-2021, and may be transferred among those budget accounts and from one fiscal year to the other with the approval of a committee of at least three Supreme Court Justices appointed by the Chief Justice which may include, without limitation, the Chief Justice.

Sec. 56.5. In addition to transfers made pursuant to sections 51 to 56, inclusive, of chapter 544, Statutes of Nevada 2019, at page 3354, the sums appropriated to the Department of Health and Human Services by section 17 of chapter 544, Statutes of Nevada 2019, at page 3345, may be transferred among the various budget accounts of the Department of Health and Human Services in the same manner and within the same limits as allowed for revisions of work programs in NRS 353.220.

Sec. 16. Section 2 of chapter 544, Statutes of Nevada 2019, at page 3341, is hereby amended to read as follows:



Sec. 2. The Office and Mansion of the Governor.

For the support of the:

	<u>2019-2020</u>	<u>2020-2021</u>	
Office of the Governor	\$2,733,781	[\$2,768,567]	<i>\$2,658,567</i>
Office for New Americans	176,285	[196,082]	<i>155,899</i>
Office of the Nevada Sentencing Commission	404,492	[488,311]	<i>390,172</i>
Commission for Persons Who Are Deaf	25,000	25,000	
Governor's Office of Finance	4,026,488	[4,580,881]	<i>4,500,731</i>
Office of Indigent Defense Services	730,732	[925,392]	<i>900,208</i>
Governor's Office of Finance - Special Appropriations	5,275,000	[5,250,000]	<i>4,415,000</i>
Division of Internal Audits	1,680,294	[1,743,158]	<i>1,233,700</i>
SMART 21	2,129,463	[2,059,147]	<i>1,743,122</i>
Governor's Mansion	340,671	[374,414]	<i>350,414</i>
High Level Nuclear Waste	1,326,582	[1,441,612]	<i>1,334,374</i>
Governor's Office of Energy	100	100	
Office of Science, Innovation and Technology	4,121,613	[4,139,459]	<i>3,352,962</i>
Governor's Office of Workforce Innovation:			
Office of Workforce Innovation	2,541	[2,541]	<i>2,058</i>
Nevada P20 Workforce Reporting	873,633	[877,402]	<i>710,695</i>
Western Interstate Commission for Higher Education:			
Administration	400,983	[425,265]	<i>335,313</i>
Loans and Stipends	836,134	[842,512]	<i>662,098</i>



1 **Sec. 17.** Section 3 of chapter 544, Statutes of Nevada 2019, at
2 page 3342, is hereby amended to read as follows:

3 Sec. 3. The Office of Lieutenant Governor.

4 2019-2020 2020-2021

5 For the support of the
6 Office of the Lieutenant

7 Governor..... \$713,060 [~~\$747,758~~] \$727,621

8 **Sec. 18.** Section 4 of chapter 544, Statutes of Nevada 2019, at
9 page 3342, is hereby amended to read as follows:

10 Sec. 4. The Office of Attorney General.

11 For the support of the:

12 Attorney General

13 Administration..... \$4,010,501 [~~\$2,406,627~~] \$2,250,300

14 Special Litigation

15 Account..... 865,046 [~~950,067~~] 814,389

16 Medicaid Fraud

17 Control Unit..... 100 100

18 Crime Prevention..... 539,535 563,796

19 Office of the

20 Extradition

21 Coordinator..... 494,621 494,731

22 Bureau of Consumer

23 Protection..... 749,070 [~~788,824~~] 684,602

24 Advisory Council for

25 Prosecuting

26 Attorneys..... 100 100

27 Grants Unit..... 23,715 [~~23,977~~] 14,977

28 Victims of Domestic

29 Violence 50,673 64,158

30 **Sec. 19.** Section 5 of chapter 544, Statutes of Nevada 2019, at
31 page 3342, is hereby amended to read as follows:

32 Sec. 5. The Office of Secretary of State.

33 For the support of the:

34 Office of the Secretary

35 of State \$17,424,026 [~~\$18,355,760~~] \$15,204,823

36 HAVA Election

37 Reform 996,842 [~~1,045,153~~] 849,316

38 **Sec. 20.** Section 6 of chapter 544, Statutes of Nevada 2019, at
39 page 3342, is hereby amended to read as follows:

40 Sec. 6. The Office of State Treasurer.

41 For the support of the

42 Office of the State

43 Treasurer..... \$621,451 [~~\$629,223~~] \$427,947



1 **Sec. 21.** Section 7 of chapter 544, Statutes of Nevada 2019, at
 2 page 3342, is hereby amended to read as follows:

3 Sec. 7. The Office of State Controller.

4 2019-2020 2020-2021

5 For the support of the
 6 Office of the State
 7 Controller..... \$5,335,084 ~~[\$5,505,823]~~ \$4,955,241

8 **Sec. 22.** Section 8 of chapter 544, Statutes of Nevada 2019, at
 9 page 3342, is hereby amended to read as follows:

10 Sec. 8. Department of Administration.

11 For the support of the:

12 Merit Award Board \$3,621 ~~[\$1,128]~~ \$67

13 National Judicial
 14 College and
 15 National Council of
 16 Juvenile and Family
 17 Court Judges 467,500 ~~[387,500]~~ 333,250

18 Director's Office 91,207 ~~[109,866]~~ 88,278

19 State Public Works
 20 Division - Marlette
 21 Lake 100 100

22 State Public Works
 23 Division - Facility
 24 Condition and
 25 Analysis 388,214 ~~[392,627]~~ 388,771

26 State Library 2,745,765 ~~[2,803,246]~~ 2,666,361

27 Archives and Public
 28 Records 1,577,891 ~~[1,608,211]~~ 1,403,680

29 Office of Grant
 30 Procurement,
 31 Coordination and
 32 Management 766,756 ~~[770,757]~~ 375,190

33 **Sec. 23.** Section 9 of chapter 544, Statutes of Nevada 2019, at
 34 page 3342, is hereby amended to read as follows:

35 Sec. 9. Department of Taxation.

36 For the support of the
 37 Department of
 38 Taxation \$36,780,540 ~~[\$38,351,429]~~ \$35,539,843

39 **Sec. 24.** Section 10 of chapter 544, Statutes of Nevada 2019,
 40 at page 3343, is hereby amended to read as follows:

41 Sec. 10. Legislative Fund.

42 For *Fiscal Year 2019-2020 for* the support of the:

43 Legislative
 44 Commission \$297,247 ~~[\$209,763]~~
 45 Audit Division 4,170,676 ~~[4,337,862]~~



	<u>2019-2020</u>	<u>2020-2021</u>	
1			
2			Administrative
3			Division.....
4	\$10,455,548	[\$10,636,902]	
5			Legal Division.....
6	11,466,714	[\$10,565,621]	
7			Research Division.....
8	5,363,045	[\$5,421,829]	
9			Fiscal Analysis
10			Division.....
11	4,289,365	[\$4,171,679]	
12			Interim Legislative
13			Operations.....
14	975,969	[\$790,801]	
15	<i>For Fiscal Year 2020-2021 for the support of the:</i>		
16	<i>Legislative Counsel</i>		
17			<i>Bureau</i>
18			<i>\$30,954,498</i>
19	Sec. 25. Section 11 of chapter 544, Statutes of Nevada 2019,		
20	at page 3343, is hereby amended to read as follows:		
21	Sec. 11. Supreme Court of Nevada.		
22	For the support of the:		
23			Specialty Court.....
24	\$3,640,718	\$4,384,251	
25			Supreme Court of
26			Nevada
27	7,726,354	[\$7,708,487]	<i>6,987,463</i>
28			Supreme Court Law
29			Library.....
30	1,883,264	[\$1,932,457]	<i>1,874,074</i>
31			Judicial Programs and
32			Services Division.....
33	1,370,185	[\$1,432,979]	<i>1,113,357</i>
34			Judicial Retirement
35			System State Share.....
36	1,337,285	1,505,006	
37			Senior Justice and
38			Senior Judge
39			Program.....
40	1,025,708	[\$1,023,348]	<i>923,348</i>
41			State Judicial Elected
42			Officials.....
43	22,745,089	[\$22,946,133]	<i>22,216,608</i>
44			Court of Appeals.....
45	3,129,363	[\$3,031,831]	<i>2,985,577</i>
46	Sec. 26. Section 12 of chapter 544, Statutes of Nevada 2019,		
47	at page 3343, is hereby amended to read as follows:		
48	Sec. 12. Commission on Judicial Discipline.		
49	For the support of the		
50	Commission on Judicial		
51	Discipline.....		
52	\$960,109	[\$964,109]	<i>\$928,691</i>
53	Sec. 27. Section 13 of chapter 544, Statutes of Nevada 2019,		
54	at page 3343, is hereby amended to read as follows:		
55	Sec. 13. Governor's Office of Economic Development.		
56	For the support of the:		
57	Governor's Office of		
58	Economic		
59			Development.....
60	\$7,701,185	[\$7,672,425]	<i>\$6,532,553</i>



	<u>2019-2020</u>	<u>2020-2021</u>
1 Rural Community		
2 Development.....	\$180,091	\$180,555
3 Procurement		
4 Outreach Program ...	132,316	135,931
5 Knowledge Account...	2,500,000	0
6 Workforce		
7 Innovations for a		
8 New Nevada		
9 Account.....	4,000,000	[2,000,000] 0

11 **Sec. 28.** Section 14 of chapter 544, Statutes of Nevada 2019,
 12 at page 3343, is hereby amended to read as follows:

13 Sec. 14. Department of Tourism and Cultural Affairs.

14 For the support of the:

15 Museums and History			
16 Administration.....	\$474,040	\$230,626	
17 Nevada Historical			
18 Society, Reno.....	288,623	[297,067]	<i>249,464</i>
19 Nevada State			
20 Museum, Carson			
21 City.....	742,261	[762,216]	<i>666,960</i>
22 Nevada State			
23 Museum, Las Vegas...	710,568	[729,900]	<i>603,691</i>
24 Lost City Museum	196,748	202,374	
25 Nevada State			
26 Railroad Museums ..	546,721	564,301	
27 Nevada Arts Council	513,474	[518,344]	<i>448,408</i>
28 Nevada Humanities....	125,000	125,000	
29 Nevada Indian			
30 Commission.....	239,140	[247,990]	<i>191,114</i>
31 Stewart Indian School			
32 Living Legacy.....	119,093	[115,480]	<i>108,968</i>

33 **Sec. 29.** Section 15 of chapter 544, Statutes of Nevada 2019,
 34 at page 3344, is hereby amended to read as follows:

35 Sec. 15. Department of Education.

36 For the support of the:

37 Office of the			
38 Superintendent.....	\$2,200,089	[\$2,016,543]	<i>\$1,643,038</i>
39 Parental Involvement			
40 and Family			
41 Engagement.....	149,719	[162,528]	<i>155,401</i>
42 Office of Early			
43 Learning and			
44 Development.....	20,777,239	[20,798,591]	<i>14,485,433</i>
45 Literacy Programs	669,605	[711,773]	<i>563,008</i>



	<u>2019-2020</u>	<u>2020-2021</u>	
1			
2	Student and School		
3	Support.....	\$938,244	[\$1,238,228] <i>\$876,529</i>
4	Standards and		
5	Instructional		
6	Support.....	1,124,333	[1,102,877] <i>1,005,650</i>
7	District Support		
8	Services.....	1,293,053	[1,389,810] <i>1,196,883</i>
9	Career and Technical		
10	Education.....	746,567	[746,567] <i>726,439</i>
11	Continuing		
12	Education.....	700,988	677,794
13	Individuals with		
14	Disabilities		
15	Education Act.....	166,499	[178,072] <i>176,587</i>
16	Assessments and		
17	Accountability.....	14,518,617	[14,753,249] <i>13,662,467</i>
18	Educator		
19	Effectiveness.....	663,639	[699,089] <i>693,245</i>
20	Data Systems		
21	Management.....	2,824,703	[2,854,812] <i>2,853,432</i>
22	Safe and Respectful		
23	Learning.....	939,374	[1,040,831] <i>883,989</i>
24	Account for		
25	Alternative Schools....	117,683	[134,748] <i>39,433</i>
26	Sec. 30. Section 16 of chapter 544, Statutes of Nevada 2019,		
27	at page 3344, is hereby amended to read as follows:		
28	Sec. 16. Nevada System of Higher Education.		
29	For the support of the:		
30	System		
31	Administration.....	\$4,932,899	[\$4,941,631] <i>\$4,057,569</i>
32	Performance		
33	Funding Pool.....	0	100,131,729
34	System Computing		
35	Center.....	18,758,967	[18,790,097] <i>15,096,669</i>
36	University Press.....	454,091	[455,601] <i>366,048</i>
37	Special Projects.....	2,278,035	[2,280,047] <i>1,831,874</i>
38	Business Center North...	2,147,055	[2,154,095] <i>1,730,680</i>
39	Business Center South...	1,951,542	[1,957,810] <i>1,572,978</i>
40	University of Nevada,		
41	Reno.....	130,357,424	[104,838,780] <i>79,079,562</i>
42	UNR – Intercollegiate		
43	Athletics.....	5,475,113	[5,481,111] <i>4,403,731</i>
44	Education for		
45	Dependent Children ...	0	[14,365] <i>11,541</i>



	<u>2019-2020</u>	<u>2020-2021</u>	
1			
2	UNR – Statewide		
3	Programs	\$8,749,206	[\$8,461,957] \$6,798,655
4	Agricultural		
5	Experiment Station.....	5,573,516	[5,584,863] 4,487,087
6	Cooperative		
7	Extension Service.....	3,867,743	[3,882,367] 3,119,239
8	UNR – School of		
9	Medicine	37,561,465	[37,632,115] 30,235,051
10	Health Laboratory and		
11	Research.....	1,780,159	[1,785,810] 1,434,787
12	University of Nevada,		
13	Las Vegas	181,018,756	[145,306,109] 109,603,946
14	UNLV – School of		
15	Medicine	35,519,101	[41,464,109] 33,313,821
16	UNLV –		
17	Intercollegiate		
18	Athletics	7,896,825	[7,902,866] 6,349,458
19	UNLV – Statewide		
20	Programs	3,814,504	[3,818,417] 3,067,859
21	UNLV Law School	10,430,525	[10,456,418] 8,401,078
22	UNLV Dental School....	9,735,157	[9,806,394] 7,878,824
23	Great Basin College.....	13,230,752	[10,619,367] 7,872,562
24	Nevada State College	20,746,937	[16,655,158] 12,386,027
25	Desert Research		
26	Institute.....	7,624,693	[7,666,365] 5,962,881
27	College of Southern		
28	Nevada	102,867,716	[82,579,803] 62,249,773
29	Western Nevada		
30	College	14,565,829	[11,691,965] 8,760,245
31	Truckee Meadows		
32	Community College...	35,919,997	[28,835,736] 21,358,441
33	Silver State		
34	Opportunity Grant		
35	Program.....	5,000,000	[5,000,000] 4,199,260
36	2017 UNR		
37	Engineering		
38	Building Debt		
39	Service.....	3,288,350	[3,314,250] 0
40	Prison Education		
41	Program.....	361,251	[396,126] 318,263
42	Capacity Building		
43	Enhancement	8,800,000	10,950,000



1 **Sec. 31.** Section 17 of chapter 544, Statutes of Nevada 2019,
2 at page 3345, is hereby amended to read as follows:

3 Sec. 17. Department of Health and Human Services.

	<u>2019-2020</u>	<u>2020-2021</u>	
4 For the support of the:			
5 Health and Human			
6 Services			
7 Administration.....	\$1,461,081	\$1,473,331	
8 Grants Management			
9 Unit	37,215	40,527	
10 Office of the State			
11 Public Defender.....	1,941,661	1,937,603	1,524,461
12 Consumer Health			
13 Assistance	400,323	458,460	
14 State Council on			
15 Developmental			
16 Disabilities	156,809	155,403	
17 Family Planning.....	3,000,000	3,000,000	
18 Division of Health Care Financing and Policy:			
19 Nevada Medicaid	805,620,640	894,790,875	767,246,616
20 Health Care			
21 Financing and			
22 Policy			
23 Administration	28,526,446	28,911,043	27,950,901
24 Nevada Check-Up			
25 Program	5,565,297	12,554,630	11,402,376
26 Aging and Disability Services Division:			
27 Federal			
28 Programs and			
29 Administration ..	1,998,970	2,152,466	
30 Autism Treatment			
31 Assistance			
32 Program.....	8,161,244	9,198,979	3,506,458
33 Home- and			
34 Community-			
35 Based Services	24,134,500	26,412,899	23,498,777
36 Early Intervention			
37 Services	31,281,073	31,906,941	30,077,524
38 Desert Regional			
39 Center	83,235,107	90,093,151	83,602,834
40 Sierra Regional			
41 Center	26,918,935	28,838,810	27,355,283
42 Rural Regional			
43 Center	10,819,138	11,560,689	10,855,243
44			



	<u>2019-2020</u>	<u>2020-2021</u>	
1			
2			Family
3			Preservation
4			Program.....
5	\$1,711,905	\$1,767,273	
6			Division of Child and Family Services:
7			Community
8			Juvenile
9			Justice
10			Services.....
11	2,967,825	3,003,819	
12			Information
13			Services
14	4,514,159	4,517,032	4,423,282
15			Children, Youth
16			and Family
17			Administration ..
18	6,864,040	6,815,316	
19			Nevada Youth
20			Training Center
21	7,772,160	8,141,920	7,302,563
22			Caliente Youth
23			Center
24	8,975,448	9,357,550	7,255,228
25			Rural Child
26			Welfare
27	7,872,045	8,220,871	7,937,181
28			Youth
29			Alternative
30			Placement.....
31	2,184,481	2,184,481	
32			Youth Parole
33			Services.....
34	3,318,783	3,390,992	
35			Northern Nevada
36			Child and
37			Adolescent
38			Services
39	4,325,344	3,630,583	3,149,426
40			Clark County
41			Child Welfare.....
42	54,292,727	54,778,363	
43			Washoe County
44			Child Welfare.....
45	17,727,632	17,831,693	
46			Southern Nevada
47			Child and
48			Adolescent
49			Services
50	13,994,614	13,637,841	13,483,291
51			Summit View
52			Youth Center.....
53	6,787,293	7,132,823	6,407,112
54			Division of Public and Behavioral Health:
55			Public Health:
56			Office of Health
57			Administration
58	5,392,311	5,507,328	5,288,511



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	<u>2019-2020</u>	<u>2020-2021</u>	
Maternal, Child and Adolescent Health Services.....	\$1,368,459	\$1,393,559	
Community Health Services	1,583,180	[1,573,767]	1,463,045
Emergency Medical Services.....	725,087	738,092	
Immunization Program	738,732	1,063,650	
Biostatistics and Epidemiology.....	395,920	[423,492]	396,124
Chronic Disease	500,000	[500,000]	481,971
Nevada Central Cancer Registry.....	166,780	0	
Health Care Facilities Regulation	600,840	[625,985]	413,150
Behavioral Health: Behavioral Health Administration	3,580,103	[3,563,586]	3,514,428
Southern Nevada Adult Mental Health Services ...	81,939,429	[83,700,404]	82,742,807
Northern Nevada Adult Mental Health Services	24,290,635	[24,935,892]	24,382,209
Facility for the Mental Offender.....	11,767,298	12,020,997	
Rural Clinics.....	11,984,407	[12,199,387]	12,158,394
Behavioral Health Prevention and Treatment	6,444,010	6,470,473	
Problem Gambling.....	1,681,294	[2,098,054]	1,274,513
Division of Welfare and Supportive Services: Welfare Administration	11,374,234	[11,664,682]	11,088,686
Welfare Field Services	41,013,504	[42,797,314]	28,811,741



	<u>2019-2020</u>	<u>2020-2021</u>
1		
2	Assistance to	
3	Aged and	
4	Blind.....	\$10,763,355 \$11,187,527
5	Temporary	
6	Assistance for	
7	Needy	
8	Families	24,607,703 24,607,703
9	Child Assistance	
10	and	
11	Development	2,580,421 2,580,421
12	Child Support	
13	Enforcement	
14	Program.....	355,493 1,196,521 61,860

15 *↪ The reductions to the appropriations for Nevada*
 16 *Medicaid and the Nevada Check-Up Program for Fiscal*
 17 *Year 2020-2021 pursuant to this section include, without*
 18 *limitation:*

- 19 *1. Reduction in reimbursement rates in the fee*
- 20 *schedule for providers by 6 percent.*
- 21 *2. Reductions in the reimbursement rate for neonatal*
- 22 *intensive care unit services.*
- 23 *3. Elimination of the increase in acute care per diem*
- 24 *hospital reimbursement rates funded through section 7 of*
- 25 *chapter 615, Statutes of Nevada 2019, at page 4017.*
- 26 *4. Revision of the rate methodology for habilitation*
- 27 *providers.*
- 28 *5. Delay of non-capitated payments to managed care*
- 29 *organizations until Fiscal Year 2021-2022.*
- 30 *6. Implementation of a specialty pharmacy provider*
- 31 *network.*

32 **Sec. 32.** Section 18 of chapter 544, Statutes of Nevada 2019,
 33 at page 3347, is hereby amended to read as follows:

34 Sec. 18. Office of the Military.

35 For the support of the:

36	Office of the Military.....	\$4,802,541	[\$5,126,363]	\$4,384,706
37	National Guard			
38	Benefits	57,818		57,818
39	Patriot Relief Fund	73,408		113,376

40 **Sec. 33.** Section 19 of chapter 544, Statutes of Nevada 2019,
 41 at page 3347, is hereby amended to read as follows:

42 Sec. 19. Department of Veterans Services.

43 For the support of the:

44	Office of Veterans			
45	Services.....	\$2,109,585	[\$2,193,183]	\$1,932,273



	<u>2019-2020</u>	<u>2020-2021</u>
Northern Nevada		
Veterans Home		
Account.....	\$334,727	[\$343,983] \$342,803

Sec. 34. Section 20 of chapter 544, Statutes of Nevada 2019, at page 3347, is hereby amended to read as follows:

Sec. 20. Department of Corrections.

For the support of the:

Office of the Director	\$32,436,156	[\$33,086,656] \$31,632,304
Prison Medical Care	48,465,151	[49,645,119] 49,560,119
Correctional		
Programs	8,678,287	8,805,647
Southern Nevada		
Correctional Center	233,829	[230,715] 230,700
Southern Desert		
Correctional Center	27,618,811	[28,526,480] 28,505,636
Nevada State Prison ...	75,525	73,709
Northern Nevada		
Correctional Center	30,725,087	[31,400,077] 30,912,584
Warm Springs		
Correctional Center	12,301,844	[12,568,277] 12,561,352
Ely State Prison.....	29,979,186	[30,955,001] 30,510,506
Lovelock Correctional		
Center.....	27,226,436	[27,953,898] 27,414,155
Florence McClure		
Women's		
Correctional Center	17,836,183	[18,472,165] 18,462,301
Stewart Conservation		
Camp.....	1,838,359	[1,882,097] 1,881,624
Ely Conservation		
Camp.....	1,495,969	[1,534,034] 1,533,511
Humboldt		
Conservation Camp....	1,499,055	[1,540,289] 1,539,841
Three Lakes Valley		
Conservation Camp....	3,022,646	[3,116,454] 3,115,657
Jean Conservation		
Camp.....	1,758,170	[1,813,993] 1,813,445
Pioche Conservation		
Camp.....	1,894,498	[1,938,308] 1,937,711
Carlin Conservation		
Camp.....	1,413,424	[1,454,181] 1,453,525
Wells Conservation		
Camp.....	1,451,236	[1,494,526] 1,493,854
Silver Springs		
Conservation Camp....	4,511	4,471



	<u>2019-2020</u>	<u>2020-2021</u>	
1			
2			Tonopah
3	\$1,465,518	[\$1,516,507]	Conservation Camp.... <i>\$1,515,978</i>
4			Northern Nevada
5			Transitional
6	444,071	[457,943]	Housing..... <i>457,656</i>
7			High Desert State
8	56,653,250	[58,600,514]	Prison..... <i>58,568,801</i>
9			Casa Grande
10			Transitional
11	3,355,736	[3,435,064]	Housing..... <i>2,942,328</i>

12 **Sec. 35.** Section 21 of chapter 544, Statutes of Nevada 2019,
13 at page 3348, is hereby amended to read as follows:

14 Sec. 21. Department of Business and Industry.

15 For the support of the:

16			Business and Industry
17	\$928,921	[\$965,522]	Administration..... <i>\$698,746</i>
18			Office of Business and
19	339,663	[349,812]	Planning <i>264,526</i>
20			Real Estate
21	1,012,266	[1,345,348]	Administration..... <i>1,005,676</i>
22			Office of Labor
23	1,872,450	[1,869,865]	Commissioner..... <i>1,697,921</i>

24 **Sec. 36.** Section 22 of chapter 544, Statutes of Nevada 2019,
25 at page 3348, is hereby amended to read as follows:

26 Sec. 22. State Department of Agriculture.

27 For the support of the:

28			Agriculture
29	\$202,471	\$343,468	Administration
30			Plant Health and
31	584,903	[599,679]	Quarantine Services ... <i>329,661</i>
32			Veterinary Medical
33	1,184,885	[1,150,878]	Services <i>1,060,751</i>
34			Predatory Animal and
35	891,835	[914,296]	Rodent Control <i>906,034</i>
36			Nutrition Education
37	137,832	137,832	Programs
38			Livestock
39	212,049	[220,262]	Enforcement <i>132,951</i>
40			Commodity Foods
41	160,503	[172,513]	Distribution..... <i>152,939</i>

42 **Sec. 37.** Section 23 of chapter 544, Statutes of Nevada 2019,
43 at page 3348, is hereby amended to read as follows:

44 Sec. 23. State Department of Conservation and Natural
45 Resources.



	<u>2019-2020</u>	<u>2020-2021</u>	
1			
2			
3			For the support of the:
4			Conservation and
5			Natural Resources
6			Administration.....
7	\$976,315	[\$921,627]	<i>\$757,134</i>
8			Division of State
9			Parks.....
10	8,258,784	[8,532,107]	<i>8,321,614</i>
11			Nevada Tahoe
12			Regional Planning
13			Agency.....
14	1,831	[1,831]	<i>1,575</i>
15			Division of Forestry.....
16	7,494,650	[8,114,829]	<i>7,590,366</i>
17			Forest Fire
18			Suppression.....
19	4,291,199	[4,777,667]	<i>3,488,359</i>
20			Forestry Conservation
21			Camps.....
22	6,885,934	[7,019,653]	<i>6,222,803</i>
23			Wildland Fire
24			Protection Program.....
25	50,000	[50,000]	<i>0</i>
26			Division of Water
27			Resources.....
28	8,259,567	[8,020,724]	<i>7,575,160</i>
29			Division of State
30			Lands.....
31	1,653,292	[1,705,152]	<i>1,517,445</i>
32			Conservation Districts
33			Program.....
34	634,794	[650,768]	<i>531,481</i>
35			Office of Historic
36			Preservation.....
37	463,106	490,179	
38			Comstock Historic
39			District.....
40	211,692	[214,849]	<i>193,623</i>

Sec. 38. Section 24 of chapter 544, Statutes of Nevada 2019, as amended, is hereby amended to read as follows:

Sec. 24. Tahoe Regional Planning Agency.

31			
32			For the support of the
33			Tahoe Regional
34			Planning Agency.....
35	\$1,920,215	[\$1,820,215]	<i>\$1,565,384</i>

Sec. 39. Section 25 of chapter 544, Statutes of Nevada 2019, as amended, is hereby amended to read as follows:

Sec. 25. Department of Wildlife.

37			
38			For the support of the:
39			Law Enforcement.....
40	\$57,402	[\$57,388]	<i>\$0</i>
41			Fisheries
42			Management.....
43	150,918	150,918	
44			Game Management.....
45	84,201	[83,931]	<i>81,748</i>
			Diversity Division.....
	611,082	[611,082]	<i>260,285</i>
			Conservation
			Education.....
	234,227	[254,556]	<i>224,469</i>
			Habitat.....
	156,332	[156,332]	<i>0</i>



1 **Sec. 40.** Section 26 of chapter 544, Statutes of Nevada 2019,
2 at page 3349, is hereby amended to read as follows:

3 Sec. 26. Department of Employment, Training and
4 Rehabilitation.

	<u>2019-2020</u>		<u>2020-2021</u>
5 For the support of the:			
6 Nevada Equal Rights			
7 Commission.....	\$1,494,056	[\$1,559,386]	<i>\$1,322,299</i>
8 Bureau of Vocational			
9 Rehabilitation.....	2,674,468	[2,748,788]	<i>2,235,340</i>
10 Bureau of Services to			
11 Persons Who Are			
12 Blind or Visually			
13 Impaired.....	458,536	[473,148]	<i>374,027</i>
14 Commission on			
15 Postsecondary			
16 Education.....	430,940		453,293

17 **Sec. 41.** Section 27 of chapter 544, Statutes of Nevada 2019,
18 at page 3349, is hereby amended to read as follows:

19 Sec. 27. Department of Motor Vehicles.

20 For the support of the:			
21 Division of Field			
22 Services.....	\$24,036	[\$24,361]	<i>\$19,732</i>
23 Division of Central			
24 Services and			
25 Records.....	9,840	[9,965]	<i>8,072</i>

26 **Sec. 42.** Section 28 of chapter 544, Statutes of Nevada 2019,
27 at page 3349, is hereby amended to read as follows:

28 Sec. 28. Department of Public Safety.

29 For the support of the:			
30 Training Division.....	\$1,029,577	[\$1,035,060]	<i>\$578,796</i>
31 Justice Grant.....	308,235	[314,175]	<i>273,271</i>
32 Nevada Highway			
33 Patrol Division.....	82,498	[123,092]	<i>0</i>
34 Dignitary Protection	1,192,184	[1,212,337]	<i>631,076</i>
35 Investigation Division ...	6,338,580	[6,576,735]	<i>5,983,286</i>
36 Division of			
37 Emergency			
38 Management.....	465,742	[456,468]	<i>403,475</i>
39 State Board of Parole			
40 Commissioners.....	3,384,302	[3,427,032]	<i>3,179,686</i>
41 Division of Parole and			
42 Probation.....	55,296,803	[56,944,912]	<i>46,755,728</i>



	<u>2019-2020</u>	<u>2020-2021</u>	
1			
2			Central Repository for
3			Nevada Records of
4			Criminal History.....
5	\$269,495	[\$276,725]	<i>\$179,688</i>
6			Child Volunteer
7			Background Checks ...
8	15,087	[\$15,087]	<i>0</i>
9			State Fire Marshal.....
10	353,234	[\$349,068]	<i>242,675</i>
11			Homeland Security
12	171,511	171,439	
13			Nevada Office of
14			Cyber Defense
15			Coordination.....
16	529,562	[\$40,031]	<i>487,796</i>

17 **Sec. 43.** Section 29 of chapter 544, Statutes of Nevada 2019,
18 at page 3350, is hereby amended to read as follows:

19 Sec. 29. Commission on Ethics.

20 For the support of the

21 Commission on Ethics \$245,698 ~~[\$244,951]~~ *\$243,891*

22 **Sec. 44.** Section 35 of chapter 544, Statutes of Nevada 2019,
23 at page 3351, is hereby amended to read as follows:

24 Sec. 35. Of the amounts appropriated to the Governor’s
25 Office of Science, Innovation and Technology by section 2 of
26 ~~[this act,]~~ *chapter 544, Statutes of Nevada 2019, at page*
27 *3341*, \$1,000,000 in Fiscal Year 2019-2020 and ~~[\$1,000,000]~~
28 *\$594,973* in Fiscal Year 2020-2021 to fund broadband
29 development and improvements for schools and libraries, are
30 available for both Fiscal Year 2019-2020 and Fiscal Year
31 2020-2021, and may be transferred within the same budget
32 account from one fiscal year to the other with the approval of
33 the Interim Finance Committee upon the recommendation of
34 the Governor. Any amount so transferred must be used to pay
35 for broadband development and improvements for schools
36 and libraries.

37 **Sec. 45.** Section 38 of chapter 544, Statutes of Nevada 2019,
38 at page 3352, is hereby amended to read as follows:

39 Sec. 38. Of the amounts appropriated to the
40 Conservation and Natural Resources Administration budget
41 account of the State Department of Conservation and Natural
42 Resources by section 23 of ~~[this act,]~~ *chapter 544, Statutes of*
43 *Nevada 2019, at page 3348*, \$185,000 in Fiscal Year
44 2019-2020 and ~~[\$185,000]~~ *\$120,000* in Fiscal Year 2020-
45 2021 to fund contract services to update the Conservation
46 Credit System Manual and Nevada’s Scientific Methods
47 Document and Habitat Quantification Tool, are available in
48 both Fiscal Year 2019-2020 and 2020-2021, and may be
49 transferred within the same budget account from one fiscal
50 year to the other with the approval of the Interim Finance



1 Committee upon the recommendation of the Governor. Any
2 amount so transferred must be used to pay for contract
3 services to update the Conservation Credit System Manual
4 and Nevada’s Scientific Methods Document and Habitat
5 Qualification Tool.

6 **Sec. 46.** Section 39 of chapter 544, Statutes of Nevada 2019,
7 at page 3352, is hereby amended to read as follows:

8 Sec. 39. Of the amounts appropriated to the Department
9 of Corrections by section 20 of ~~[this act,]~~ *chapter 544,*
10 *Statutes of Nevada 2019, at page 3347,* \$2,919,270 in Fiscal
11 Year 2019-2020 and ~~[\$2,992,270]~~ *\$1,542,270* in Fiscal Year
12 2020-2021, to fund the contract costs to provide housing for
13 inmates out of state, are available for both Fiscal Year 2019-
14 2020 and Fiscal Year 2020-2021, and may be transferred
15 within the same budget account from one fiscal year to the
16 other with the approval of the Interim Finance Committee
17 upon recommendation of the Governor. Any amount so
18 transferred must be used to pay for the contract costs to
19 provide housing for inmates out of state.

20 **Sec. 47.** Section 40 of chapter 544, Statutes of Nevada 2019,
21 at page 3352, is hereby amended to read as follows:

22 Sec. 40. Of the amounts appropriated to the Department
23 of Administration, Office of Grant Procurement,
24 Coordination and Management by section 8 of ~~[this act,]~~
25 *chapter 544, Statutes of Nevada 2019, at page 3342,*
26 \$200,000 in Fiscal Year 2019-2020 ~~[and \$200,000 in Fiscal~~
27 ~~Year 2020-2021]~~ to fund a grants management system ~~[- are]~~
28 *is* available for both Fiscal Year 2019-2020 and Fiscal Year
29 2020-2021, and may be transferred within the same budget
30 account from ~~[one fiscal year]~~ *Fiscal Year 2019-2020* to ~~[the~~
31 ~~other]~~ *Fiscal Year 2020-2021* with the approval of the
32 Interim Finance Committee upon the recommendation of the
33 Governor. Any amount so transferred must be used to pay for
34 a grants management system.

35 **Sec. 48.** Section 42 of chapter 544, Statutes of Nevada 2019,
36 at page 3353, is hereby amended to read as follows:

37 Sec. 42. Of the amounts appropriated to the Office of
38 the Military by section 18 of ~~[this act,]~~ *chapter 544, Statutes*
39 *of Nevada 2019, at page 3347,* \$352,400 in Fiscal Year 2019-
40 2020 and ~~[\$518,206]~~ *\$200,353* in Fiscal Year 2020-2021 to
41 finance facilities maintenance projects approved for the
42 Office of the Military are available for both Fiscal Year 2019-
43 2020 and Fiscal Year 2020-2021 and may be transferred
44 within the same budget account from one fiscal year to the
45 other with the approval of the Interim Finance Committee



1 upon the recommendation of the Governor. Any amount so
2 transferred must be used to complete the facilities
3 maintenance projects as approved by the Legislature.

4 **Sec. 49.** Section 43 of chapter 544, Statutes of Nevada 2019,
5 at page 3353, is hereby amended to read as follows:

6 Sec. 43. Of the amounts appropriated to the Office of
7 the Military by section 18 of ~~[this act,]~~ *chapter 544, Statutes*
8 *of Nevada 2019, at page 3347*, \$500,000 in Fiscal Year 2019-
9 2020 and ~~[\$500,000]~~ *\$311,559* in Fiscal Year 2020-2021 to
10 finance the establishment of the Nevada National Guard
11 Youth Challenge program are available for both Fiscal Year
12 2019-2020 and Fiscal Year 2020-2021 and may be transferred
13 within the same budget account from one fiscal year to the
14 other with the approval of the Interim Finance Committee
15 upon the recommendation of the Governor. Any amount so
16 transferred must be used for the establishment and operation
17 of the Nevada National Guard Youth Challenge program as
18 approved by the Legislature.

19 **Sec. 50.** Section 50 of chapter 544, Statutes of Nevada 2019,
20 at page 3354, is hereby amended to read as follows:

21 Sec. 50. 1. The sums appropriated to the Legislative
22 Fund by section 10 of ~~[this act]~~ *chapter 544, Statutes of*
23 *Nevada 2019, at page 3343*, for the support of the Legislative
24 Commission, the divisions of the Legislative Counsel Bureau
25 and Interim Legislative Operations are available for both
26 Fiscal Year 2019-2020 and Fiscal Year 2020-2021 . ~~[, and]~~ *In*
27 *Fiscal Year 2019-2020, the sums* may be transferred among
28 the Legislative Commission, the divisions of the Legislative
29 Counsel Bureau and Interim Legislative Operations ~~[and from~~
30 ~~one fiscal year to the other]~~ with the approval of the
31 Legislative Commission upon the recommendation of the
32 Director of the Legislative Counsel Bureau.

33 2. The sums appropriated for the support of salaries and
34 payroll costs must be applied pursuant to the budget approved
35 by the Legislature notwithstanding the provisions of
36 NRS 281.123.

37 **Sec. 51.** Section 77 of chapter 544, Statutes of Nevada 2019,
38 at page 3361, is hereby amended to read as follows:

39 Sec. 77. 1. There is hereby appropriated from the
40 State General Fund to the Department of Education's
41 Educator Effectiveness budget account the sum of \$2,000 in
42 Fiscal Year 2019-2020 to administer the State Seal of
43 Financial Literacy Program established pursuant to sections 3
44 and 4 of Senate Bill No. 314 of ~~[this]~~ *the 2019* session.



2. There is hereby appropriated from the State General Fund to the Department of Education’s Educator Effectiveness budget account the sum of \$4,500 in Fiscal Year 2019-2020 to administer the Financial Literacy Month established pursuant to section 5 of Senate Bill No. 314 of ~~[this]~~ **the 2019** session.

3. There is hereby appropriated from the State General Fund to the Department of Education’s Educator Effectiveness budget account the sum of \$15,000 in Fiscal Year 2019-2020 to administer and monitor the programs established pursuant to Senate Bill No. 314 of ~~[this]~~ **the 2019** session.

4. There is hereby appropriated from the State General Fund to the Department of Education’s Educator Effectiveness budget account to provide for administrative support to the State Financial Literacy Advisory Council established pursuant to section 5.5 of Senate Bill No. 314 of ~~[this]~~ **the 2019** session the following ~~[sums:]~~ **sum:**

For the Fiscal Year 2019-2020..... \$5,000
~~[For the Fiscal Year 2020-2021 \$5,000]~~

5. There is hereby appropriated from the State General Fund to the Department of Education’s Educator Effectiveness budget account to administer the parent and family engagement summit established pursuant to paragraph (a) of subsection 1 of section 5 of Senate Bill No. 314 of ~~[this]~~ **the 2019** session the following ~~[sums:]~~ **sum:**

For the Fiscal Year 2019-2020..... \$5,000
~~[For the Fiscal Year 2020-2021 \$5,000]~~

6. There is hereby appropriated from the State General Fund to the Department of Education’s Educator Effectiveness budget account to administer the annual summit established pursuant to section 7 of Senate Bill No. 314 of ~~[this]~~ **the 2019** session the following ~~[sums:]~~ **sum:**

For the Fiscal Year 2019-2020..... \$5,000
~~[For the Fiscal Year 2020-2021 \$5,000]~~

7. Any balance of the sums appropriated by subsections 4, 5, or 6 that is unencumbered or unexpended at the end of ~~[the respective fiscal years]~~ **Fiscal Year 2019-2020** does not revert to the State General Fund, must be carried forward to ~~[the next fiscal year]~~ **Fiscal Year 2020-2021** and is hereby authorized for use in ~~[the next fiscal year]~~ **Fiscal Year 2020-2021** for the purposes specified in subsection 4, 5 or 6, as applicable.

8. Any remaining balance of the appropriations made by subsections 1, 2 and 3 must not be committed for expenditure



1 after June 30, 2021, by the entity to which the appropriation
2 is made or any entity to which money from the appropriation
3 is granted or otherwise transferred in any manner, and any
4 portion of the appropriated money remaining must not be
5 spent for any purpose after September 17, 2021, by either the
6 entity to which the money was appropriated or the entity to
7 which the money was subsequently granted or transferred,
8 and must be reverted to the State General Fund on or before
9 September 17, 2021.

10 9. The sums appropriated by this section must be
11 accounted for separately from any other money and used only
12 for the purposes specified in this section.

13 **Sec. 52.** Section 31 of chapter 537, Statutes of Nevada 2019,
14 at page 3293, is hereby amended to read as follows:

15 Sec. 31. 1. There is hereby appropriated from the
16 State General Fund to the School Safety Account the
17 following ~~{sums:}~~ *sum*:

18 For the Fiscal Year 2019-2020..... \$8,340,845
19 ~~[For the Fiscal Year 2020-2021 \$8,404,930]~~

20 2. The Department of Education shall transfer from the
21 appropriation made by subsection 1 to provide grants utilizing
22 a competitive grant process based on demonstrated need,
23 within the limits of legislative appropriation, to school
24 districts and to charter schools for school safety facility
25 improvements.

26 3. Any remaining balance of the appropriation made by
27 subsection 1 ~~[for Fiscal Year 2019-2020 must be added to the~~
28 ~~money appropriated for Fiscal Year 2020-2021 and may be~~
29 ~~expended as that money is expended. Any remaining balance~~
30 ~~of the appropriation made by subsection 1 for Fiscal Year~~
31 ~~2020-2021, including any such money added from the~~
32 ~~previous fiscal year,]~~ must not be committed for expenditure
33 after June 30, ~~[2021,]~~ **2020**, and must be reverted to the State
34 General Fund on or before September ~~[17, 2021,]~~ **18, 2020**.

35 **Sec. 53.** Section 36.5 of chapter 537, Statutes of Nevada 2019,
36 at page 3293, is hereby amended to read as follows:

37 Sec. 36.5. 1. There is hereby appropriated from the
38 State General Fund to the Account for Programs for
39 Innovation and the Prevention of Remediation created by
40 NRS 387.1247 the following sums:

41 For the Fiscal Year 2019-2020..... \$35,081,155
42 For the Fiscal Year 2020-2021.... ~~[\$36,848,070]~~ **\$35,800,534**

43 2. The Department of Education shall transfer the sums
44 of money identified in this subsection from the Account for
45 Programs for Innovation and the Prevention of Remediation



1 to school districts for block grants for the purpose of
2 providing supplemental support to the operation of the school
3 districts. The amount to be transferred for the fiscal year
4 shown is:
5

	<u>2019-2020</u>		<u>2020-2021</u>
6 Carson City School			
7 District	\$631,574	[\$663,384]	\$644,525
9 Churchill County			
10 School District	255,461	[268,328]	260,700
11 Clark County School			
12 District	25,892,878	[27,197,012]	26,423,841
13 Douglas County			
14 School District	458,566	[481,662]	467,969
15 Elko County School			
16 District	772,986	[811,919]	788,837
17 Esmeralda County			
18 School District	5,551	[5,834]	5,665
19 Eureka County School			
20 District	21,379	[22,456]	21,818
21 Humboldt County			
22 School District	273,189	[286,949]	278,791
23 Lander County School			
24 District	78,860	[82,832]	80,478
25 Lincoln County			
26 School District	76,533	[80,388]	78,103
27 Lyon County School			
28 District	681,887	[716,231]	695,870
29 Mineral County			
30 School District	42,868	[45,027]	43,747
31 Nye County School			
32 District	410,922	[431,619]	419,348
33 Pershing County			
34 School District	53,244	[55,925]	54,335
35 Storey County School			
36 District	34,229	[35,953]	34,931
37 Washoe County			
38 School District	5,294,592	[5,561,262]	5,403,164
39 White Pine County			
40 School District	96,435	[101,292]	98,412

42 3. Any remaining balance of the transfers made by
43 subsection 2 for Fiscal Year 2019-2020 must be added to the
44 money transferred for Fiscal Year 2020-2021 and may be
45 expended as that money is expended. Any remaining balance



of the transfers made by subsection 2 for Fiscal Year 2020-2021, including any such money added from the previous fiscal year, must be used for the purpose identified in subsection 2 and does not revert to the State General Fund.

Sec. 54. Section 13 of chapter 535, Statutes of Nevada 2019, at page 3266, is hereby amended to read as follows:

Sec. 13. 1. The Department of Education shall transfer the sums of money identified in this subsection from the Account for Programs for Innovation and the Prevention of Remediation created by NRS 387.1247 to school districts and the State Public Charter School Authority for block grants for the purposes described in subsection 2. The money must not be used for administrative expenditures of the Department of Education. The amount to be transferred for the fiscal year shown is:

	<u>2019-2020</u>	<u>2020-2021</u>
Carson City School District	\$321,107	[\$321,107] \$318,616
Churchill County School District	129,882	[129,882] 128,875
Clark County School District	13,164,542	[13,164,542] 13,062,426
Douglas County School District	233,145	[233,145] 231,337
Elko County School District	393,004	[393,004] 389,956
Esmeralda County School District	2,822	[2,822] 2,800
Eureka County School District	10,870	[10,870] 10,785
Humboldt County School District	138,896	[138,896] 137,818
Lander County School District	40,094	[40,094] 39,784
Lincoln County School District	38,911	[38,911] 38,610
Lyon County School District	346,687	[346,687] 343,998
Mineral County School District	21,795	[21,795] 21,626
Nye County School District	208,922	[208,922] 207,302
Pershing County School District	27,070	[27,070] 26,860



	<u>2019-2020</u>	<u>2020-2021</u>
1 Storey County School		
2 District	\$17,403	[\$17,403] \$17,268
3 Washoe County		
4 School District	2,691,893	[2,691,893] 2,671,013
5 White Pine County		
6 School District	49,030	[49,030] 48,649
7 State Public Charter		
8 School Authority	1,471,904	[-1,471,904] 1,460,487

2. The money received by each school district and the State Public Charter School Authority pursuant to subsection 1 may be used for any of the following purposes:

(a) Providing incentives for new teachers;

(b) Carrying out any of the purposes for which a school district or charter school may apply for a grant from the Nevada Ready 21 Technology Program created by NRS 388.810;

(c) Carrying out any of the purposes for which a school district or charter school may apply for a grant from the Great Teaching and Leading Fund created by NRS 391A.500;

(d) Carrying out any program to provide assistance to teachers in meeting the standards for effective teaching, including, without limitation, through peer assistance and review;

(e) Purchasing library books;

(f) Supporting pupil career and technical organizations; and

(g) If the school district or charter school determines that the money received pursuant to subsection 1 would best be put to use by doing so, supporting the operations of the school district or charter school.

3. The money received by each school district and the State Public Charter School Authority pursuant to subsection 1:

(a) May not be used to settle or arbitrate disputes between a recognized organization representing employees of a school district and the school district, or to settle any negotiations.

(b) May not be used to adjust the district-wide schedule of salaries and benefits of the employees of a school district or the school-wide schedule of salaries and benefits of the employees of a charter school.

(c) Must not be budgeted by a school district or charter school in a manner that creates any obligation or deficit for



1 funding in any fiscal year after the fiscal years for which the
2 money was received.

3 4. The money transferred pursuant to subsection 1 must
4 be accounted for separately by each school district and the
5 State Public Charter School Authority. On or before
6 November 1 of each year, each school district and the State
7 Public Charter School Authority shall prepare a report
8 detailing how all money received pursuant to subsection 1
9 was spent during the immediately preceding fiscal year and
10 submit the report to the Director of the Legislative Counsel
11 Bureau for transmission to the next session of the Legislature,
12 if the report is submitted in an even-numbered year, or to the
13 Legislative Commission, if the report is submitted in an odd-
14 numbered year.

15 5. The money transferred pursuant to subsection 1 must
16 be expended in accordance with NRS 353.150 to 353.246,
17 inclusive, concerning the allotment, transfer, work program
18 and budget. Transfers to and allotments from must be allowed
19 and made in accordance with NRS 353.215 to 353.225,
20 inclusive, after separate consideration of the merits of each
21 request.

22 6. Any remaining balance of the transfer made by
23 subsection 1 for Fiscal Year 2019-2020 must be added to the
24 money transferred for Fiscal Year 2020-2021 and may be
25 expended as that money is expended. Any remaining balance
26 of the transfer made by subsection 1 for Fiscal Year 2020-
27 2021, including any such money added from the previous
28 fiscal year, must be used for the purposes identified in
29 subsection 2 and does not revert to the State General Fund.

30 **Sec. 55.** Section 4 of chapter 525, Statutes of Nevada 2019, at
31 page 3142, is hereby amended to read as follows:

32 Sec. 4. 1. Expenditure of \$31,237,533 by the Nevada
33 Gaming Control Board from the State General Fund pursuant
34 to the provisions of NRS 463.330 is hereby authorized during
35 Fiscal Year 2019-2020.

36 2. Expenditure of ~~[\$31,333,875]~~ **\$29,198,049** by the
37 Nevada Gaming Control Board from the State General Fund
38 pursuant to the provisions of NRS 463.330 is hereby
39 authorized during Fiscal Year 2020-2021.

40 3. Any balance of the sums authorized by subsections 1
41 and 2 remaining at the end of the respective fiscal years must
42 not be committed for expenditure after June 30 of the
43 respective fiscal years by the Nevada Gaming Control Board
44 or any entity to which money from the authorization is
45 granted or otherwise transferred in any manner, and any



1 portion of the balance remaining must not be spent for any
2 purpose after September 18, 2020, and September 17, 2021,
3 respectively, by either the Nevada Gaming Control Board or
4 the entity to which money from the authorization was
5 subsequently granted or transferred, and must be reverted to
6 the State General Fund on or before September 18, 2020, and
7 September 17, 2021, respectively.

8 **Sec. 56.** Section 5 of chapter 525, Statutes of Nevada 2019, at
9 page 3142, is hereby amended to read as follows:

10 Sec. 5. 1. Expenditure of \$802,642 by the Nevada
11 Gaming Commission from the State General Fund pursuant to
12 the provisions of NRS 463.330 is hereby authorized during
13 Fiscal Year 2019-2020.

14 2. Expenditure of ~~[\$834,608]~~ **\$808,145** by the Nevada
15 Gaming Commission from the State General Fund pursuant to
16 the provisions of NRS 463.330 is hereby authorized during
17 Fiscal Year 2020-2021.

18 3. Any balance of the sums authorized by subsections 1
19 and 2 remaining at the end of the respective fiscal years must
20 not be committed for expenditure after June 30 of the
21 respective fiscal years by the Nevada Gaming Commission or
22 any entity to which money from the authorization is granted
23 or otherwise transferred in any manner, and any portion of the
24 balance remaining must not be spent for any purpose after
25 September 18, 2020, and September 17, 2021, respectively,
26 by either the Nevada Gaming Commission or the entity to
27 which money from the authorization was subsequently
28 granted or transferred, and must be reverted to the State
29 General Fund on or before September 18, 2020, and
30 September 17, 2021, respectively.

31 **Sec. 56.5.** Section 10 of chapter 525, Statutes of Nevada 2019,
32 at page 3144, is hereby amended to read as follows:

33 Sec. 10. **1.** Except as otherwise provided in
34 *subsection 2 and* sections 11, 14, 16, 17, 19, 21 and 22 of
35 ~~[this act and]~~ *chapter 525, Statutes of Nevada 2019, at page*
36 *3131, subsection 3 of section 12 of [this act.] chapter 525,*
37 *Statutes of Nevada 2019, at page 3131, and section 118.5 of*
38 *this act,* where the operation of an office, department, board,
39 agency, commission, institution or program is financed
40 during the 2019-2021 biennium by an appropriation or
41 appropriations from the State General Fund or the State
42 Highway Fund as well as by money received from other
43 sources, the portion provided by appropriation from the State
44 General Fund or the State Highway Fund must be decreased
45 to the extent that the receipts of the money from other



sources is exceeded, but such a decrease must not jeopardize the receipts of such money as is to be received from other sources.

2. The provisions of subsection 1 do not apply to money received by the Supreme Court of Nevada from sources other than the State General Fund or the State Highway Fund during Fiscal Year 2020-2021.

Sec. 57. Section 14 of chapter 516, Statutes of Nevada 2019, at page 3096, is hereby amended to read as follows:

Sec. 14. 1. There is hereby appropriated from the State General Fund to the Office of Science, Innovation and Technology in the Office of the Governor for awarding grants to elementary schools in this State to promote equitable access to and increase the quality of programs designed to introduce and teach science, technology, engineering and mathematics the following ~~[sums:]~~ *sum:*

For the Fiscal Year 2019-2020..... \$250,000
~~For the Fiscal Year 2020-2021 \$250,000~~

2. There is hereby appropriated from the State General Fund to the Office of Science, Innovation and Technology in the Office of the Governor to create a grant program for awarding grants in this State through regional advisory boards in each of three regions of this State to fund activities and programs in this State designed to increase awareness of, promote the benefits of and carry out programs that reinforce education in science, technology, engineering and mathematics the following ~~[sums:]~~ *sum:*

For the Fiscal Year 2019-2020..... \$300,000
~~For the Fiscal Year 2020-2021 \$300,000~~

3. ~~[The]~~ *Any remaining balance of the* sums appropriated in subsections 1 and 2 ~~[are available for either fiscal year. Any balance of those sums]~~ must not be committed for expenditure after June 30, ~~[2021,]~~ *2020*, by the entity to which the appropriation is made or any entity to which the money from the appropriation is granted or otherwise transferred in any manner, and any portion of the appropriated money remaining must not be spent for any purpose after September ~~[17, 2021,]~~ *18, 2020*, by either entity to which the money was appropriated or the entity to which the money was subsequently granted or transferred, and must be reverted to the State General Fund on or before September ~~[17, 2021,]~~ *18, 2020*.

Sec. 58. (Deleted by amendment.)

Sec. 59. (Deleted by amendment.)

Sec. 60. (Deleted by amendment.)



1 **Sec. 61.** Section 40.5 of chapter 478, Statutes of Nevada 2019,
2 at page 2852, is hereby amended to read as follows:

3 Sec. 40.5. 1. There is hereby appropriated from the
4 State General Fund to the Office of the Attorney General for
5 the purpose of awarding grants of money to organizations that
6 will use the grants to recruit and train persons to serve as
7 sexual assault victims' advocates the following ~~{sums:}~~ *sum:*

8 For the Fiscal Year 2019-2020..... \$150,000
9 ~~{For the Fiscal Year 2020-2021\$150,000}~~

10 2. The Office of the Attorney General may not use more
11 than 10 percent of the money appropriated by subsection 1 to
12 administer the grant program established by this section.

13 **Sec. 62.** Section 41.5 of chapter 478, Statutes of Nevada 2019,
14 at page 2852, is hereby amended to read as follows:

15 Sec. 41.5. Any *remaining* balance of the ~~{sums}~~ *sum*
16 appropriated by section 40.5 of ~~{this act remaining at the end~~
17 ~~of the respective fiscal years}~~ *chapter 478, Statutes of*
18 *Nevada 2019, at page 2852,* must not be committed for
19 expenditure after June 30 ~~{of the respective fiscal years}~~ ,
20 *2020,* by the entity to which the appropriations are made or
21 any entity to which money from the appropriations is granted
22 or otherwise transferred in any manner, and any portion of the
23 appropriated money remaining must not be spent for any
24 purpose after September 18, 2020, ~~{and September 17, 2021,~~
25 ~~respectively,}~~ by either the entity to which the money was
26 appropriated or the entity to which the money was
27 subsequently granted or transferred, and must be reverted to
28 the State General Fund on or before September 18, 2020 . ~~{~~
29 ~~and September 17, 2021, respectively.}~~

30 **Sec. 63.** (Deleted by amendment.)

31 **Sec. 64.** Section 5.5 of chapter 389, Statutes of Nevada 2019,
32 at page 2450, is hereby amended to read as follows:

33 Sec. 5.5. 1. There is hereby appropriated from the
34 State General Fund to the Department of Education for per
35 diem allowance and travel expenses for members of the
36 Nevada State Teacher Recruitment and Retention Advisory
37 Task Force created by section 3 of ~~{this act}~~ *chapter 389,*
38 *Statutes of Nevada 2019, at page 2449,* the following ~~{sums:}~~
39 *sum:*

40 For the Fiscal Year 2019-2020..... \$7,692
41 ~~{For the Fiscal Year 2020-2021\$7,692}~~

42 2. Any *remaining* balance of the ~~{sums}~~ *sum*
43 appropriated by subsection 1 ~~{remaining at the end of the~~
44 ~~respective fiscal years}~~ must not be committed for
45 expenditure after June 30 ~~{of the respective fiscal years}~~ ,



2020, by the entity to which the appropriation is made or any entity to which money from the appropriation is granted or otherwise transferred in any manner, and any portion of the appropriated money remaining must not be spent for any purpose after September 18, 2020, ~~[and September 17, 2021, respectively,]~~ by either the entity to which the money was appropriated or the entity to which the money was subsequently granted or transferred, and must be reverted to the State General Fund on or before September 18, 2020 . ~~[and September 17, 2021, respectively.]~~

Sec. 65. Section 5 of chapter 376, Statutes of Nevada 2019, at page 2371, is hereby amended to read as follows:

Sec. 5. 1. There is hereby appropriated from the State General Fund to the State Distributive School Account created by NRS 387.030:

For the Fiscal Year 2019-2020\$1,166,677,713
For the Fiscal Year 2020-2021 ~~[\$1,162,939,824]~~ \$1,144,793,365

2. The money appropriated by subsection 1 must be:

(a) Expended in accordance with NRS 353.150 to 353.246, inclusive, concerning the allotment, transfer, work program and budget; and

(b) Work-programmed for the 2 separate fiscal years of the 2019-2021 biennium, as required by NRS 353.215. Work programs may be revised with the approval of the Governor upon the recommendation of the Director of the Office of Finance in the Office of the Governor.

3. Transfers to and allotments from must be allowed and made in accordance with NRS 353.215 to 353.225, inclusive, after separate consideration of the merits of each request.

4. The money appropriated by subsection 1 is available for either fiscal year or may be transferred to Fiscal Year 2018-2019. Money may be transferred from one fiscal year to another with the approval of the Governor upon the recommendation of the Director of the Office of Finance in the Office of the Governor. If any money appropriated by subsection 1 is transferred to Fiscal Year 2018-2019, any remaining funds in the State Distributive School Account after all obligations have been met that are not subject to reversion to the State General Fund must be transferred back to Fiscal Year 2019-2020. Any amount transferred back to Fiscal Year 2019-2020 must not exceed the amount originally transferred to Fiscal Year 2018-2019.

5. Any remaining balance of the appropriation made by subsection 1 for Fiscal Year 2019-2020 must be transferred



and added to the money appropriated for Fiscal Year 2020-2021 and may be expended as that money is expended.

6. Any remaining balance of the appropriation made by subsection 1 for Fiscal Year 2020-2021, including any money added thereto pursuant to the provisions of subsections 3 and 5, must not be committed for expenditure after June 30, 2021, and must be reverted to the State General Fund on or before September 17, 2021.

Sec. 66. Section 16 of chapter 376, Statutes of Nevada 2019, at page 2374, is hereby amended to read as follows:

Sec. 16. 1. The Department of Education shall transfer from the State Distributive School Account the sum of ~~[\$165,487,286]~~ **\$147,340,827** for distribution by the Superintendent of Public Instruction to the county school districts for Fiscal Year 2020-2021 which must, except as otherwise provided in section 17 of ~~[this act.]~~ **chapter 376, Statutes of Nevada 2019, at page 2374**, be used to employ licensed teachers to comply with the required ratio of pupils to teachers in grades 1, 2 and 3, as set forth in subsection 1 of section 14 of ~~[this act.]~~ **chapter 376, Statutes of Nevada 2019, at page 2373**. Expenditures for the class-size reduction program must be accounted for in a separate category of expenditure in the State Distributive School Account.

2. Except as otherwise provided in section 17 of ~~[this act.]~~ **chapter 376, Statutes of Nevada 2019, at page 2374**, the money transferred by subsection 1 must be used to pay the salaries and benefits of not less than 1,915 licensed teachers employed by school districts to meet the required pupil-teacher ratios in the 2020-2021 school year.

3. Any remaining balance of the money transferred by subsection 1, including any money added thereto pursuant to section 15 of ~~[this act.]~~ **chapter 376, Statutes of Nevada 2019, at page 2374**, must not be committed for expenditure after June 30, 2021, and must be reverted to the State General Fund on or before September 17, 2021.

Sec. 67. Section 19 of chapter 376, Statutes of Nevada 2019, at page 2375, is hereby amended to read as follows:

Sec. 19. 1. There is hereby appropriated from the State General Fund to the Other State Education Programs Account in the State General Fund the following sums:

For the Fiscal Year 2019-2020	\$91,939,398
For the Fiscal Year 2020-2021	[\$90,616,782] \$41,177,978

2. The money appropriated by subsection 1 must be expended in accordance with NRS 353.150 to 353.246, inclusive, concerning the allotment, transfer, work program



1 and budget. Transfers to and allotments from must be allowed
2 and made in accordance with NRS 353.215 to 353.225,
3 inclusive, after separate consideration of the merits of each
4 request.

5 3. Expenditure of \$1,200,000 by the Department of
6 Education from money in the Other State Education Programs
7 Account that was not appropriated from the State General
8 Fund is hereby authorized during Fiscal Year 2020-2021.

9 4. The Department of Education shall transfer from the
10 Other State Education Programs Account the sum of
11 \$19,260,398 for ~~both~~ Fiscal Year 2019-2020 and *the sum of*
12 *\$18,032,752 for* Fiscal Year 2020-2021 for distribution by the
13 Superintendent of Public Instruction to county school districts
14 for the support of courses which are approved by the
15 Department of Education as meeting the course of study for
16 an adult standard high school diploma as approved by the
17 State Board of Education. In each fiscal year of the 2019-
18 2021 biennium, the sum transferred must be allocated among
19 the various school districts in accordance with a plan or
20 formula developed by the Department of Education to ensure
21 that the money is distributed equitably and in a manner that
22 permits accounting for the expenditures of school districts.

23 5. The Department of Education shall, not later than
24 November 1, 2019, and November 1, 2020, provide a written
25 report to the Governor, the Legislative Committee on
26 Education and the Director of the Legislative Counsel Bureau
27 that describes, for the immediately preceding fiscal year, each
28 expenditure made from the amount transferred in subsection 3
29 of section 16 of chapter 394, Statutes of Nevada 2017, p.
30 2597 or in subsection 4, as applicable, and the performance
31 results of the participants of the Adult High School Diploma
32 program.

33 6. Any remaining balance of the allocations made by
34 subsection 4 for Fiscal Year 2019-2020 must be added to the
35 money received by the school districts for Fiscal Year 2020-
36 2021 and may be expended as that money is expended. Any
37 remaining balance of the allocations made by subsection 4 for
38 Fiscal Year 2020-2021, including any such money added
39 from the previous fiscal year, must not be committed for
40 expenditure after June 30, 2021, and must be reverted to the
41 State General Fund on or before September 17, 2021.

42 7. The money appropriated by subsection 1 to finance
43 specific programs as outlined in this subsection are available
44 for both Fiscal Year 2019-2020 and Fiscal Year 2020-2021
45 and may be transferred from one fiscal year to the other with



1 the approval of the Interim Finance Committee upon the
2 recommendation of the Governor as follows:

3 (a) A total of \$49,285 in both Fiscal Year 2019-2020 and
4 Fiscal Year 2020-2021 for reimbursement to public school
5 teachers of the actual costs incurred for successful completion
6 of the National Board Teacher Certification Program. Such
7 reimbursement for each teacher must not exceed an amount
8 equal to the actual verified costs incurred by the teacher or
9 \$2,000, whichever is less.

10 (b) A total of \$3,640 in both Fiscal Year 2019-2020 and
11 Fiscal Year 2020-2021 for reimbursement to school nurses of
12 the actual examination cost for the successful completion of
13 the National Board Certification for School Nurses.

14 (c) A total of \$668,740 in both Fiscal Year 2019-2020
15 and Fiscal Year 2020-2021 to add a 5-percent salary
16 increment for Nationally Board Certified School Counselors
17 and School Psychologists.

18 (d) A total of \$449,142 in both Fiscal Year 2019-2020
19 and Fiscal Year 2020-2021 for LEA library books.

20 (e) A total of \$13,543,822 in ~~both~~ Fiscal Year 2019-
21 2020 and **\$12,543,822 in** Fiscal Year 2020-2021 for the
22 award of grants for programs of career and technical
23 education pursuant to NRS 388.393 and, notwithstanding the
24 provisions of subsections 1, 2 and 3 of NRS 388.392, not for
25 the use of leadership and training activities and pupil
26 organizations.

27 (f) A total of \$5,106,645 in Fiscal Year 2019-2020 and
28 ~~[\$4,201,645]~~ **\$3,613,415** in Fiscal Year 2020-2021 for the
29 Jobs for America's Graduates Program. Of the total
30 transferred in Fiscal Year 2019-2020 pursuant to this
31 paragraph, an amount up to \$1,200,000 may only be allocated
32 by the Department of Education to the Jobs for America's
33 Graduates Program for expenditure upon determination that
34 an equivalent match of money provided by other sources of
35 funding received by the Jobs for America's Graduates
36 Program has been secured.

37 (g) A total of \$850,000, with a maximum of \$50,000 to
38 each of the 17 school districts, in ~~both~~ Fiscal Year 2019-
39 2020 ~~[and Fiscal Year 2020-2021]~~ to support special
40 counseling services for elementary school pupils at risk of
41 failure.

42 (h) A total of \$18,798 in both Fiscal Year 2019-2020 and
43 Fiscal Year 2020-2021 to pay the increase of salaries of
44 professional school library media specialists required by
45 NRS 391.163.



1 (i) A total of \$44,583 in both Fiscal Year 2019-2020 and
2 Fiscal Year 2020-2021 for the Geographic Alliance in
3 Nevada.

4 (j) A total of \$106,998 in both Fiscal Year 2019-2020 and
5 Fiscal Year 2020-2021 for vocational student organizations.

6 (k) A total of \$750,000 in both Fiscal Year 2019-2020
7 and Fiscal Year 2020-2021 for the Nevada Institute on
8 Teaching and Educator Preparation. This funding must be
9 used only to carry out the provisions of NRS 396.5185.

10 (l) A total of \$500,000 in ~~both~~ Fiscal Year 2019-2020
11 and **\$200,000 in** Fiscal Year 2020-2021 to the Department of
12 Education for transfer to the Clark County Public Education
13 Foundation, Inc., for the implementation and operation of
14 educational leadership training programs. Expenditure of this
15 money is contingent upon matching money being provided
16 from sources other than the appropriation in subsection 1. The
17 Department of Education shall not distribute any money for
18 the implementation and operation of educational leadership
19 training programs until an equivalent amount of matching
20 money has been committed.

21 8. Upon acceptance of the money transferred pursuant to
22 paragraph (l) of subsection 7, the Clark County Public
23 Education Foundation, Inc. agrees to:

24 (a) Prepare and transmit a report to the Interim Finance
25 Committee on or before September 18, 2020, that describes
26 each expenditure made from the money transferred pursuant
27 to paragraph (l) of subsection 7 from the date on which the
28 money was received by the Clark County Public Education
29 Foundation, Inc. through June 30, 2020;

30 (b) Prepare and transmit a final report to the Interim
31 Finance Committee on or before September 17, 2021, that
32 describes each expenditure made from the money transferred
33 pursuant to paragraph (l) of subsection 7 from the date on
34 which the money was received by the Clark County Public
35 Education Foundation, Inc. through June 30, 2021; and

36 (c) Upon request of the Legislative Commission, make
37 available to the Legislative Auditor any of the books,
38 accounts, claims, reports, vouchers or other records of
39 information, confidential or otherwise, of the Clark County
40 Public Education Foundation, Inc., regardless of their form or
41 location, that the Legislative Auditor deems necessary to
42 conduct an audit of the use of the money transferred pursuant
43 to paragraph (l) of subsection 7.

44 9. Any remaining balance of the sums transferred in
45 subsection 7 must not be committed for expenditure after



1 June 30, 2021, and must be reverted to the State General
2 Fund on or before September 17, 2021.

3 10. Except as otherwise provided in subsections 6 and 9,
4 unencumbered or unexpended balances of the appropriations
5 made by this section for Fiscal Year 2019-2020 and Fiscal
6 Year 2020-2021 must not be committed for expenditure after
7 June 30 of each fiscal year. Except as otherwise provided in
8 subsections 6 and 9, unencumbered or unexpended balances
9 of these appropriations must revert to the State General Fund
10 on or before September 18, 2020, and September 17, 2021,
11 for each fiscal year respectively.

12 **Sec. 68.** Section 21 of chapter 376, Statutes of Nevada 2019,
13 at page 2378, is hereby amended to read as follows:

14 Sec. 21. 1. The Department of Education shall transfer
15 from the Other State Education Programs Account the sum of
16 \$1,314,000 in ~~[both]~~ Fiscal Year 2019-2020 ~~[and Fiscal Year~~
17 ~~2020-2021]~~ for incentive grants to public high schools for
18 pupils who earn a college and career ready high school
19 diploma, or reimbursement to a public high school or school
20 district for costs associated with the administration or
21 provision of an assessment, credential, certificate or
22 certification required for receipt of a college and career ready
23 high school diploma pursuant to NRS 390.605.

24 2. Any remaining balance of the ~~[sums]~~ *sum* transferred
25 by subsection 1 must not be committed for expenditure after
26 June 30 ~~[of each fiscal year]~~, *2020*, and must be reverted to
27 the State General Fund on or before September 18, 2020 . ~~[~~
28 ~~and September 17, 2021, for each fiscal year respectively.]~~

29 **Sec. 68.5.** Section 22 of chapter 376, Statutes of Nevada 2019,
30 at page 2378, is hereby amended to read as follows:

31 Sec. 22. 1. The Department of Education shall transfer
32 from the Other State Education Programs Account the sum of
33 \$8,274,243 in ~~[both]~~ Fiscal Year 2019-2020 and *the sum of*
34 *\$3,044,544 in* Fiscal Year 2020-2021 for pupils enrolled in
35 school districts and charter schools who qualify for gifted and
36 talented education programs.

37 2. The money transferred by subsection 1 must be
38 distributed on a per-pupil basis to pupils who have been
39 identified as gifted and talented through a state-approved
40 identification procedure and must receive at least 150 minutes
41 per week during the school year of differentiated instruction
42 delivered by a person licensed by the Department of
43 Education to teach pupils who are gifted and talented, unless
44 the pupil's individualized educational program otherwise
45 provides. The Department of Education shall calculate an



1 amount of funding for each pupil identified as gifted and
2 talented for both Fiscal Year 2019-2020 and Fiscal Year
3 2020-2021 by dividing the money appropriated by the
4 Legislature for such pupils in Fiscal Year 2019-2020 and in
5 Fiscal Year 2020-2021 by the total final count of such pupils
6 in the immediately preceding fiscal year.

7 3. The money transferred by subsection 1 for pupils
8 enrolled in school districts and charter schools who qualify
9 for gifted and talented education programs:

10 (a) Must not be used to settle or arbitrate disputes
11 between a recognized organization representing employees of
12 a school district and the school district, or to settle any
13 negotiations.

14 (b) Must not be used to adjust the district-wide schedules
15 of salaries and benefits of the employees of a school district.

16 4. Any remaining balance of the sums transferred by
17 subsection 1 for Fiscal Year 2019-2020 and Fiscal Year
18 2020-2021 must not be committed for expenditure after
19 June 30 of each fiscal year and must be reverted to the State
20 General Fund on or before September 18, 2020, and
21 September 17, 2021, for each fiscal year respectively.

22 **Sec. 69.** Section 23 of chapter 376, Statutes of Nevada 2019,
23 at page 2379, is hereby amended to read as follows:

24 Sec. 23. 1. The Department of Education shall transfer
25 from the Other State Education Programs Account the
26 following ~~{sums}~~ *sum* for a college and career readiness grant
27 program:

28 For the Fiscal Year 2019-2020..... \$5,000,000
29 ~~{For the Fiscal Year 2020-2021 \$5,000,000}~~

30 2. Except as otherwise provided in subsection 3, the
31 money transferred by subsection 1 must be used by the
32 Department of Education for awarding competitive grants to
33 school districts and charter schools:

34 (a) To support dual enrollment for pupils enrolled in high
35 schools, including, without limitation, charter schools, and
36 simultaneously enrolled in college courses; and

37 (b) To create a competitive science, technology,
38 engineering and mathematics grant program for pupils
39 enrolled in middle schools and high schools, including,
40 without limitation, charter schools, to assist those pupils in
41 becoming college and career ready.

42 3. Of the money transferred by subsection 1, not more
43 than \$750,000 in ~~{both}~~ Fiscal Year 2019-2020 ~~{and Fiscal~~
44 ~~Year 2020-2021}~~ may be used by the Department of
45 Education to provide competitive grants to school districts,



1 charter schools and nonprofit organizations for the
2 development and implementation of work-based learning
3 pilot programs.

4 4. The money transferred by subsection 1:

5 (a) Must be accounted for separately from any other
6 money received by the school districts, charter schools and
7 nonprofit organizations and used only for the purposes
8 specified in this section.

9 (b) May not be used to settle or arbitrate disputes between
10 a recognized organization representing employees of a school
11 district and the school district, or to settle any negotiations.

12 (c) May not be used to adjust the district-wide schedules
13 of salaries and benefits of the employees of a school district.

14 5. Any remaining balance of the ~~[sums] sum~~ transferred
15 by subsection 1 for Fiscal Year 2019-2020 ~~[and Fiscal Year~~
16 ~~2020-2021]~~ must not be committed for expenditure after
17 June 30 ~~[of each fiscal year]~~, 2020, and must be reverted to
18 the State General Fund on or before September 18, 2020 . ~~;~~
19 ~~and September 17, 2021, for each fiscal year respectively.]~~

20 **Sec. 70.** Section 24 of chapter 376, Statutes of Nevada 2019,
21 at page 2380, is hereby amended to read as follows:

22 Sec. 24. 1. The Department of Education shall transfer
23 from the Other State Education Programs Account the
24 following ~~[sums] sum~~ for underperforming schools:

25 For the Fiscal Year 2019-2020..... \$2,500,000
26 ~~[For the Fiscal Year 2020-2021 \$2,500,000]~~

27 2. The money transferred by subsection 1 must be used
28 by the Department of Education to provide grants and other
29 financial support, within the limits of legislative
30 appropriation, to public schools to improve the achievement
31 of pupils required by NRS 385A.650 for any one or more of
32 the following:

33 (a) Activities to replicate high poverty/high performing
34 schools and high performing schools.

35 (b) To support a transition period until such time as an
36 underperforming school is sustainable at a three-star level, as
37 determined by the Department of Education pursuant to the
38 statewide system of accountability for public schools.

39 (c) Other activities consistent with the approved federal
40 plan for school improvement.

41 3. The money transferred pursuant to subsection 1:

42 (a) Must be accounted for separately from any other
43 money received by the school districts and charter schools of
44 this State and used only for the purposes specified in
45 subsection 2.



(b) May not be used to settle or arbitrate disputes between a recognized organization representing employees of a school district and the school district, or to settle any negotiations.

(c) May not be used to adjust the district-wide schedules of salaries and benefits of the employees of a school district.

4. Any remaining balance of the ~~[sums]~~ *sum* transferred by subsection 1 for Fiscal Year 2019-2020 ~~[and Fiscal Year 2020-2021]~~ must not be committed for expenditure after June 30 ~~[of each fiscal year]~~, 2020, and must be reverted to the State General Fund on or before September 18, 2020. ~~[and September 17, 2021, for each fiscal year respectively.]~~

Sec. 71. Section 25 of chapter 376, Statutes of Nevada 2019, at page 2380, is hereby amended to read as follows:

Sec. 25. 1. The Department of Education shall transfer from the Other State Education Programs Account the following ~~[sums]~~ *sum* for the Read by Grade 3 grant program:

For the Fiscal Year 2019-2020..... \$31,454,516
~~[For the Fiscal Year 2020-2021 \$31,429,229]~~

2. The money transferred by subsection 1 must be used by the Department of Education to provide grants and other financial support, within the limits of legislative appropriation, to public schools to support school-based efforts to ensure that all pupils are proficient in the subject area of reading by the end of the third grade. Such school-based efforts may include, without limitation:

- (a) Hiring or training learning strategists;
- (b) Entering into contracts with vendors for the purchase of reading assessments, textbooks, computer software or other materials;
- (c) Providing professional development for school personnel;
- (d) Providing programs to pupils before and after school and during intercessions or summer school; and
- (e) Providing other evidence-based literacy initiatives for pupils enrolled in kindergarten and grades 1, 2 and 3.

3. The board of trustees of a school district or the governing body of a charter school that receives a grant of money pursuant to subsection 2 shall:

- (a) Set measurable performance objectives based on aggregated pupil achievement data; and
- (b) Prepare and submit to the Department of Education, on or before September 1, 2020, for funding received from the state in Fiscal Year 2019-2020, ~~[and September 1, 2021,~~



~~for funding received from the state in Fiscal Year 2020-2021,]~~ a report that includes, without limitation:

(1) A description of the programs or services for which the money was used by each school; and

(2) The number of pupils who participated in a program or received services.

4. The Department of Education shall prepare a report that includes, without limitation:

(a) Identification of the schools that received an allocation of money by the school district or grant of money from the Department, as applicable;

(b) The amount of money received by each school;

(c) A description of the programs or services for which the money was used by each school;

(d) The number of pupils who participated in a program or received services;

(e) The average expenditure per pupil for each program or service;

(f) An evaluation of the effectiveness of the program or service, including, without limitation, data regarding the academic and linguistic achievement and proficiency of pupils who participated in such a program or received such services; and

(g) Any recommendations for legislation, including, without limitation, legislation to continue or expand programs or services that are identified as effective in improving the reading proficiency of pupils in kindergarten through grade 3.

5. On or before November 15, 2020, the Department shall submit the report prepared pursuant to subsection 4 and any recommendations made by the State Board of Education or the Legislative Committee on Education to the Governor and to the Director of the Legislative Counsel Bureau for transmittal to the 81st Session of the Nevada Legislature.

6. The money transferred pursuant to subsection 1:

(a) Must be accounted for separately from any other money received by the school districts and charter schools of this State and used only for the purposes specified in subsection 2.

(b) May not be used to settle or arbitrate disputes between a recognized organization representing employees of a school district and the school district, or to settle any negotiations.

(c) May not be used to adjust the district-wide schedules of salaries and benefits of the employees of a school district.

7. Any **remaining** balance of the money transferred by subsection 1 ~~remaining at the end of the respective fiscal~~



~~years~~ must not be committed for expenditure after June 30 ~~[of each fiscal year]~~, 2020, and must be reverted to the State General Fund on or before September 18, 2020 . ~~[, and September 17, 2021, respectively.]~~

Sec. 72. Section 26 of chapter 376, Statutes of Nevada 2019, at page 2381, is hereby amended to read as follows:

Sec. 26. 1. There is hereby appropriated from the State General Fund to the Account for Programs for Innovation and the Prevention of Remediation created by NRS 387.1247 the following sums:

For the Fiscal Year 2019-2020 \$49,950,000

For the Fiscal Year 2020-2021 ~~[\$49,950,000]~~ \$49,448,225

2. The money appropriated by subsection 1 must be expended in accordance with NRS 353.150 to 353.246, inclusive, concerning the allotment, transfer, work program and budget. Transfers to and allotments from must be allowed and made in accordance with NRS 353.215 to 353.225, inclusive, after separate consideration of the merits of each request.

3. The Department of Education shall transfer from the appropriation made by subsection 1 to the school districts specified in this subsection the following sums which must be used only to carry out the provisions of section 1 of Senate Bill No. 467 of ~~[this]~~ the 2019 session for Fiscal Year 2019-2020:

<u>School District:</u>	<u>2019-2020</u>
Clark County School District	\$37,981,010
Washoe County School District	\$6,917,574

4. Except as otherwise provided in subsection 5, the Department of Education shall calculate an amount of funding for each pupil identified as an English learner, as defined in NRS 385.007, for Fiscal Year 2020-2021, by dividing the money appropriated by subsection 1 for Fiscal Year 2020-2021 by the total final count of such pupils in Fiscal Year 2019-2020 and shall transfer the applicable sums to the school districts specified in subsection 3.

5. Of the sums appropriated by subsection 1, the Department of Education shall use not more than \$5,051,416 in Fiscal Year 2019-2020 and the amount determined in subsection 4 other than the amounts determined for the Clark County School District and Washoe County School District in Fiscal Year 2020-2021, which must be used only to carry out the provisions of section 1 of Senate Bill No. 467 of ~~[this]~~ the 2019 session to provide grants of money to the State Public Charter School Authority and the school districts, other than



1 the Clark County School District and the Washoe County
2 School District. The board of trustees of a school district and
3 the State Public Charter School Authority may submit an
4 application to the Department on a form prescribed by the
5 Department.

6 6. Any remaining balance of the transfers made by
7 subsection 3 for Fiscal Year 2019-2020 must be added to the
8 money transferred for Fiscal Year 2020-2021 and may be
9 expended as that money is expended. Any remaining balance
10 of the transfers made by subsection 4 for Fiscal Year 2020-
11 2021, including any money added from the previous fiscal
12 year, must not be committed for expenditure after June 30,
13 2021, and must be reverted to the State General Fund on or
14 before September 17, 2021.

15 7. Any remaining balance of the transfers made by
16 subsection 5 for Fiscal Year 2019-2020 must be added to the
17 money transferred for Fiscal Year 2020-2021 and may be
18 expended as that money is expended. Any remaining balance
19 of the transfers made pursuant to subsection 5 for Fiscal Year
20 2020-2021, including any money added from the previous
21 fiscal year, must not be committed for expenditure after
22 June 30, 2021, and must be reverted to the State General
23 Fund on or before September 17, 2021.

24 8. Any remaining balance of the appropriation made by
25 subsection 1 must not be committed for expenditure after
26 June 30, 2021, by the entity to which the appropriation is
27 made or any entity to which money from the appropriation is
28 granted or otherwise transferred in any manner, and any
29 portion of the appropriated money remaining must not be
30 spent for any purpose after September 17, 2021, by either the
31 entity to which the money was appropriated or the entity to
32 which the money was subsequently granted or transferred,
33 and must be reverted to the State General Fund on or before
34 September 17, 2021.

35 **Sec. 73.** Section 28 of chapter 376, Statutes of Nevada 2019,
36 at page 2383, is hereby amended to read as follows:

37 Sec. 28. 1. There is hereby appropriated from the
38 State General Fund to the Account for Programs for
39 Innovation and the Prevention of Remediation created by
40 NRS 387.1247 the following sums:

41 For the Fiscal Year 2019-2020\$21,768,829
42 For the Fiscal Year 2020-2021~~[\$23,824,084]~~ **\$21,976,755**

43 2. The money appropriated by subsection 1 must be
44 expended in accordance with NRS 353.150 to 353.246,
45 inclusive, concerning the allotment, transfer, work program



1 and budget. Transfers to and allotments from must be allowed
2 and made in accordance with NRS 353.215 to 353.225,
3 inclusive, after separate consideration of the merits of each
4 request.

5 3. The Department of Education shall transfer money
6 from the appropriation made by subsection 1 to school
7 districts and charter schools which must be used only to carry
8 out the provisions of section 2 of Senate Bill No. 467 of ~~the~~
9 *the 2019* session for Fiscal Year 2019-2020 and Fiscal Year
10 2020-2021, respectively.

11 4. Expenditure of \$3,231,171 in Fiscal Year 2019-2020
12 and \$1,175,916 in Fiscal Year 2020-2021 from money in the
13 Account for Programs for Innovation and the Prevention of
14 Remediation created by NRS 387.1247 that was not
15 appropriated from the State General Fund is hereby
16 authorized for use to carry out the provisions of section 2 of
17 Senate Bill No. 467 of ~~the~~ *the 2019* session for Fiscal Year
18 2019-2020 and Fiscal Year 2020-2021, respectively.

19 5. A Victory School that attains a performance rating of
20 three-stars or higher, and that would otherwise not be eligible
21 to receive a Victory Schools grant pursuant to the current
22 program requirements, may retain 50 percent of the Victory
23 Schools grant funding received in the preceding year to
24 sustain successful programs for each year of the 2019-2021
25 biennium.

26 6. Any remaining balance of the transfers made to carry
27 out the provisions of section 2 of Senate Bill No. 467 of ~~the~~
28 *the 2019* session for Fiscal Year 2019-2020 must be added to
29 the money transferred for Fiscal Year 2020-2021 and may be
30 expended as that money is expended. Any remaining balance
31 of the transfers made to carry out the provisions of section 2
32 of Senate Bill No. 467 of ~~the~~ *the 2019* session for Fiscal
33 Year 2020-2021, including any money added from the
34 previous fiscal year, must not be committed for expenditure
35 after June 30, 2021, and must be reverted to the State General
36 Fund on or before September 17, 2021.

37 **Sec. 74.** Section 31 of chapter 376, Statutes of Nevada 2019,
38 at page 2385, is hereby amended to read as follows:

39 Sec. 31. 1. There is hereby appropriated from the
40 State General Fund to the Professional Development
41 Programs Account:

42 For the Fiscal Year 2019-2020 \$7,667,393
43 For the Fiscal Year 2020-2021 ~~[\$7,667,393]~~ **\$7,339,697**

44 2. The money appropriated by subsection 1 must be
45 expended in accordance with NRS 353.150 to 353.246,
248



1 inclusive, concerning the allotment, transfer, work program
2 and budget. Transfers to and allotments from must be allowed
3 and made in accordance with NRS 353.215 to 353.225,
4 inclusive, after separate consideration of the merits of each
5 request.

6 **Sec. 75.** Section 32 of chapter 376, Statutes of Nevada 2019,
7 at page 2385, is hereby amended to read as follows:

8 Sec. 32. 1. Of the sums appropriated by subsection 1
9 of section 31 of ~~[this act.]~~ *chapter 376, Statutes of Nevada*
10 *2019, at page 2385*, the Department of Education shall
11 transfer to the school districts specified in this subsection the
12 following sums for Fiscal Year 2019-2020 and Fiscal Year
13 2020-2021:

<u>School District</u>	<u>2019-2020</u>	<u>2020-2021</u>
Clark County School District	\$4,030,407	[\$4,030,407] \$3,855,876
Elko County School District	\$1,265,644	[\$1,265,644] \$1,210,837
Washoe County School District	\$2,271,342	[\$2,271,342] \$2,172,984
TOTAL:	\$7,567,393	[\$7,567,393] \$7,239,697

22 2. A school district that receives an allocation pursuant
23 to subsection 1 shall serve as fiscal agent for the respective
24 regional training program for the professional development of
25 teachers and administrators. As fiscal agent, each school
26 district is responsible for the payment, collection and holding
27 of all money received from this State for the maintenance and
28 support of the regional training program for the professional
29 development of teachers and administrators and the Nevada
30 Early Literacy Intervention Program established and operated
31 by the applicable governing body.

32 3. Any remaining balance of the transfers made by
33 subsection 1 for Fiscal Year 2019-2020 must be added to the
34 money received by the school districts for Fiscal Year 2020-
35 2021 and may be expended as that money is expended. Any
36 remaining balance of the transfers made by subsection 1 for
37 Fiscal Year 2020-2021, including any money added from the
38 transfer for the previous fiscal year, must not be committed
39 for expenditure after June 30, 2021, and must be reverted to
40 the State General Fund on or before September 17, 2021.

41 **Sec. 76.** Section 36 of chapter 376, Statutes of Nevada 2019,
42 at page 2387, is hereby amended to read as follows:

43 Sec. 36. 1. There is hereby appropriated from the
44 State General Fund to the Great Teaching and Leading Fund
45 created by NRS 391A.500 the following sums:



1 For the Fiscal Year 2019-2020 \$4,907,254
2 For the Fiscal Year 2020-2021 ~~[\$4,907,254]~~ \$4,757,487

3 2. The Department of Education shall transfer from the
4 Great Teaching and Leading Fund created by NRS 391A.500
5 the sum of \$4,907,254 in Fiscal Year 2019-2020 and
6 ~~[\$4,907,254]~~ \$4,757,487 in Fiscal Year 2020-2021 to the
7 Account for Programs for Innovation and the Prevention of
8 Remediation created by NRS 387.1247. This funding must be
9 used only to carry out the provisions of Assembly Bill No.
10 309 of ~~[this]~~ the 2019 session.

11 **Sec. 77.** Section 41 of chapter 376, Statutes of Nevada 2019,
12 at page 2389, is hereby amended to read as follows:

13 Sec. 41. 1. There is hereby appropriated from the
14 State General Fund to the Bullying Prevention Account
15 created by NRS 388.1325 to provide bullying prevention
16 grant funding to school districts:

17 For the Fiscal Year 2019-2020..... \$45,000
18 ~~[For the Fiscal Year 2020-2021 \$45,000]~~

19 2. The money appropriated by subsection 1 must be
20 expended in accordance with NRS 353.150 to 353.246,
21 inclusive, concerning the allotment, transfer, work program
22 and budget. Transfers to and allotments from must be allowed
23 and made in accordance with NRS 353.215 to 353.225,
24 inclusive, after separate consideration of the merits of each
25 request.

26 3. Any remaining balance of the appropriation made by
27 subsection 1 ~~[for Fiscal Year 2019-2020 and Fiscal Year~~
28 ~~2020-2021]~~ must not be committed for expenditure after
29 June 30 ~~[of each fiscal year]~~, 2020, and must be reverted to
30 the State General Fund on or before September 18, 2020 . ~~[-~~
31 ~~and September 17, 2021, for each fiscal year respectively.]~~

32 **Sec. 78.** (Deleted by amendment.)

33 **Sec. 79.** Section 45 of chapter 376, Statutes of Nevada 2019,
34 at page 2391, is hereby amended to read as follows:

35 Sec. 45. 1. There is hereby appropriated from the
36 State General Fund to the Account for the New Nevada
37 Education Funding Plan created by NRS 387.129 the
38 following ~~[sums:]~~ sum:

39 For the Fiscal Year 2019-2020..... \$69,937,000
40 ~~[For the Fiscal Year 2020-2021 \$69,937,000]~~

41 2. This funding must be used only to carry out the
42 provisions of NRS 387.131 to 387.139, inclusive. The money
43 appropriated by subsection 1 must be expended in accordance
44 with NRS 353.150 to 353.246, inclusive, concerning the
45 allotment, transfer, work program and budget. Transfers to



and allotments from must be allowed and made in accordance with NRS 353.215 to 353.225, inclusive, after separate consideration of the merits of each request.

3. Expenditure of \$22,044 in ~~[both]~~ Fiscal Year 2019-2020 ~~[and Fiscal Year 2020-2021]~~ from money in the Account for the New Nevada Education Funding Plan that was not appropriated from the State General Fund is hereby authorized for the New Nevada Education Funding Plan program to carry out the provisions of NRS 387.131 to 387.139, inclusive.

4. Any remaining balance of the appropriation made by subsection 1 must not be committed for expenditure after June 30, 2021, by the entity to which the appropriation is made or any entity to which money from the appropriation is granted or otherwise transferred in any manner, and any portion of the appropriated money remaining must not be spent for any purpose after September 17, 2021, by either the entity to which the money was appropriated or the entity to which the money was subsequently granted or transferred, and does not revert to the State General Fund.

Sec. 80. Section 46 of chapter 376, Statutes of Nevada 2019, at page 2392, is hereby amended to read as follows:

Sec. 46. 1. There is hereby appropriated from the State General Fund to the Teachers' School Supplies Reimbursement Account created by NRS 387.1253 to reimburse teachers for out-of-pocket expenses incurred in connection with purchasing necessary school supplies for the pupils they instruct:

For the Fiscal Year 2019-2020..... \$4,499,000
~~[For the Fiscal Year 2020-2021 \$4,499,000]~~

2. The money appropriated by subsection 1 must be expended in accordance with NRS 353.150 to 353.246, inclusive, concerning the allotment, transfer, work program and budget. Transfers to and allotments from must be allowed and made in accordance with NRS 353.215 to 353.225, inclusive, after separate consideration of the merits of each request.

3. Expenditure of \$1,000 in both Fiscal Year 2019-2020 and Fiscal Year 2020-2021 from money in the Teachers' School Supplies Reimbursement Account that was not appropriated from the State General Fund is hereby authorized to reimburse teachers for out-of-pocket expenses incurred in connection with purchasing necessary school supplies for the pupils they instruct.



1 4. Any remaining balance of the appropriation made by
2 subsection 1 must not be committed for expenditure after
3 June 30, 2021, by the entity to which the appropriation is
4 made or any entity to which money from the appropriation is
5 granted or otherwise transferred in any manner, and any
6 portion of the appropriated money remaining must not be
7 spent for any purpose after September 17, 2021, by either the
8 entity to which the money was appropriated or the entity to
9 which the money was subsequently granted or transferred,
10 and does not revert to the State General Fund.

11 **Sec. 81.** (Deleted by amendment.)

12 **Sec. 82.** 1. Notwithstanding any other provision of law to the
13 contrary, upon approval of the Chief of the Budget Division of the
14 Office of Finance, the Senate Fiscal Analyst and the Assembly
15 Fiscal Analyst, revisions in the following work programs must be
16 processed and carried out, as soon as practicable, without further
17 legislative approval:

18 (a) For the work program for Budget Account 101-2698,
19 Department of Education - School Safety, by transferring \$876,020
20 to Category 93, Reserve for Reversion, within that Account.

21 (b) For the work program for Budget Account 101-1325, Office
22 of Finance, Office of the Governor - SMART 21, by transferring
23 \$5,265,000 to Category 93, Reserve for Reversion, within that
24 Account.

25 (c) For the work program for Budget Account 101-4061,
26 Nevada Gaming Control Board - Gaming Control Board, by
27 transferring \$3,947,460 to Category 93, Reserve for Reversion,
28 within that Account.

29 (d) For the work program for Budget Account 101-3740,
30 Department of Public Safety - Division of Parole and Probation, by
31 transferring \$675,449 to Category 93, Reserve for Reversion, within
32 that Account.

33 (e) For the work program for Budget Account 101-4195, State
34 Department of Conservation and Natural Resources - Division of
35 Forestry, by transferring \$257,670 to Category 93, Reserve for
36 Reversion, within that Account.

37 (f) For the work program for Budget Account 101-4198, State
38 Department of Conservation and Natural Resources - Forestry
39 Conservation Camps, by transferring \$120,790 to Category 93,
40 Reserve for Reversion, within that Account.

41 (g) For the work program for Budget Account 201-4660,
42 Department of Transportation - Transportation Administration, by
43 transferring \$1,800,000 to Category 93, Reserve for Reversion,
44 within that Account.



1 (h) For the work program for Budget Account 101-3224,
2 Department of Health and Human Services, Division of Public and
3 Behavioral Health - Community Health Services, by transferring
4 \$112,000 to Category 93, Reserve for Reversion, within that
5 Account.

6 (i) For the work program for Budget Account 101-3217,
7 Department of Health and Human Services, Division of Public and
8 Behavioral Health - Health Care Facilities Admin. Penalty, by
9 transferring \$100,000 to Category 93, Reserve for Reversion, within
10 that Account.

11 (j) For the work program for Budget Account 525-3727,
12 Department of Corrections - Prison Ranch, by transferring \$350,000
13 to Category 93, Reserve for Reversion, within that Account.

14 (k) For the work program for Budget Account 525-3719,
15 Department of Corrections - Prison Industry, by transferring
16 \$250,000 to Category 93, Reserve for Reversion, within that
17 Account.

18 (l) For the work program for Budget Account 101-3170,
19 Department of Health and Human Services, Division of Public and
20 Behavioral Health - Behavioral Health Prev. & Treatment, by
21 transferring \$1,698,944 to Category 93, Reserve for Reversion,
22 within that Account.

23 (m) For the work program for Budget Account 101-1047,
24 Attorney General - State Settlements, by transferring \$112,394 to
25 Category 93, Reserve for Reversion, within that Account.

26 (n) For the work program for Budget Account 101-2719,
27 Department of Education - District Support Services, by transferring
28 \$36,000 to Category 93, Reserve for Reversion, within that
29 Account.

30 (o) For the work program for Budget Account 101-2943,
31 Department of Tourism and Cultural Affairs - Nevada State
32 Museum, Las Vegas, by transferring \$2,000,000 to Category 93,
33 Reserve for Reversion, within that Account.

34 (p) For the work program for Budget Account 101-1030,
35 Attorney General - Administrative Budget Account, by transferring
36 \$1,309,152 to Category 93, Reserve for Reversion, within that
37 Account.

38 2. Notwithstanding any other provision of law to the contrary,
39 all money transferred to Category 93, Reserve for Reversion, from
40 each budget account pursuant to subsection 1 must, as soon as
41 practicable, be transferred to Budget Account 101-9015, Budget
42 Reserve, and must be reverted to the State General Fund at the close
43 of Fiscal Year 2020-2021, not later than September 17, 2021.

44 **Sec. 83.** The State Controller shall transfer the sum of
45 \$400,000 from the Account for Charter Schools created by



1 NRS 388A.432 to Budget Account 101-9015, Budget Reserve, for
2 unrestricted State General Fund use to offset the difference between
3 projected revenues and collections and to be used only as necessary
4 to meet existing and future obligations of the State.

5 **Sec. 84.** The State Controller shall transfer the sum of
6 \$6,000,000 from the Employment Security Fund created by NRS
7 612.615 to Budget Account 101-9015, Budget Reserve, for
8 unrestricted State General Fund use to offset the difference between
9 projected revenues and collections and to be used only as necessary
10 to meet existing and future obligations of the State.

11 **Sec. 85.** The State Controller shall transfer the sum of
12 \$1,063,168 from the Nevada Promise Scholarship Account created
13 by NRS 396.9645 to Budget Account 101-9015, Budget Reserve,
14 for unrestricted State General Fund use to offset the difference
15 between projected revenues and collections and to be used only as
16 necessary to meet existing and future obligations of the State.

17 **Sec. 86.** The State Controller shall transfer the sum of
18 \$375,000 from the Educational Trust Account created by subsection
19 8 of NRS 120A.610 to Budget Account 101-9015, Budget Reserve,
20 for unrestricted State General Fund use to offset the difference
21 between projected revenues and collections and to be used only as
22 necessary to meet existing and future obligations of the State.

23 **Sec. 87.** The State Controller shall transfer the sum of
24 \$8,283,379 from the Account for Programs for Innovation and the
25 Prevention of Remediation created by NRS 387.1247 to Budget
26 Account 101-9015, Budget Reserve, for unrestricted State General
27 Fund use to offset the difference between projected revenues and
28 collections and to be used only as necessary to meet existing and
29 future obligations of the State.

30 **Sec. 88.** The State Controller shall transfer the sum of
31 \$600,000 from the Grant Fund for Incentives for Licensed
32 Educational Personnel created by NRS 391A.400 to Budget
33 Account 101-9015, Budget Reserve, for unrestricted State General
34 Fund use to offset the difference between projected revenues and
35 collections and to be used only as necessary to meet existing and
36 future obligations of the State.

37 **Sec. 89.** The State Controller shall transfer the sum of \$21,204
38 from the Graffiti Reward Account created by NRS 206.340 to
39 Budget Account 101-9015, Budget Reserve, for unrestricted State
40 General Fund use to offset the difference between projected
41 revenues and collections and to be used only as necessary to meet
42 existing and future obligations of the State.

43 **Sec. 90.** The State Controller shall transfer the sum of
44 \$100,000 from the Construction Education Account created by NRS
45 624.580 to Budget Account 101-9015, Budget Reserve, for



1 unrestricted State General Fund use to offset the difference between
2 projected revenues and collections and to be used only as necessary
3 to meet existing and future obligations of the State.

4 **Sec. 91.** The State Controller shall transfer the sum of
5 \$300,000 from the Severe Financial Emergency Fund created by
6 NRS 354.721 to Budget Account 101-9015, Budget Reserve, for
7 unrestricted State General Fund use to offset the difference between
8 projected revenues and collections and to be used only as necessary
9 to meet existing and future obligations of the State.

10 **Sec. 92.** The State Controller shall transfer the sum of
11 \$500,000 from the Tax on Liquor Program Account created by NRS
12 458.098 to Budget Account 101-9015, Budget Reserve, for
13 unrestricted State General Fund use to offset the difference between
14 projected revenues and collections and to be used only as necessary
15 to meet existing and future obligations of the State.

16 **Sec. 93.** The State Controller shall transfer the sum of
17 \$133,181 from the Account to Restore the Sagebrush Ecosystem
18 created by NRS 232.161 to Budget Account 101-9015, Budget
19 Reserve, for unrestricted State General Fund use to offset the
20 difference between projected revenues and collections and to be
21 used only as necessary to meet existing and future obligations of the
22 State.

23 **Sec. 94.** The State Controller shall transfer the sum of
24 \$478,022 from the Small Business Enterprise Loan Account created
25 by NRS 231.14095 to Budget Account 101-9015, Budget Reserve,
26 for unrestricted State General Fund use to offset the difference
27 between projected revenues and collections and to be used only as
28 necessary to meet existing and future obligations of the State.

29 **Sec. 95.** The State Controller shall transfer the sum of
30 \$960,000 from the Fund for Insurance Premiums created by NRS
31 331.187 to Budget Account 101-9015, Budget Reserve, for
32 unrestricted State General Fund use to offset the difference between
33 projected revenues and collections and to be used only as necessary
34 to meet existing and future obligations of the State.

35 **Sec. 96.** The State Controller shall transfer the sum of
36 \$8,000,000 from the Offenders' Store Fund created by NRS 209.221
37 to Budget Account 101-9015, Budget Reserve, for unrestricted State
38 General Fund use to offset the difference between projected
39 revenues and collections and to be used only as necessary to meet
40 existing and future obligations of the State.

41 **Sec. 97.** The State Controller shall transfer the sum of
42 \$9,000,000 from the Consolidated Bond Interest and Redemption
43 Fund created by NRS 349.090 to Budget Account 101-9015, Budget
44 Reserve, for unrestricted State General Fund use to offset the
45 difference between projected revenues and collections and to be



1 used only as necessary to meet existing and future obligations of the
2 State.

3 **Sec. 98.** The State Controller shall transfer the sum of
4 \$16,851,440 from the Fund for a Healthy Nevada created by NRS
5 439.620 to Budget Account 101-9015, Budget Reserve, for
6 unrestricted State General Fund use to offset the difference between
7 projected revenues and collections and to be used only as necessary
8 to meet existing and future obligations of the State.

9 **Sec. 99.** The State Controller shall transfer the sum of
10 \$7,000,000 from the Disaster Relief Account created by NRS
11 353.2735 to Budget Account 101-9015, Budget Reserve, for
12 unrestricted State General Fund use to offset the difference between
13 projected revenues and collections and to be used only as necessary
14 to meet existing and future obligations of the State.

15 **Sec. 100.** The State Controller shall transfer the sum of
16 \$11,098,370 from the account created pursuant to paragraph (a) of
17 subsection 1 of NRS 598.0975 to Budget Account 101-9015,
18 Budget Reserve, for unrestricted State General Fund use to offset
19 the difference between projected revenues and collections and to be
20 used only as necessary to meet existing and future obligations of the
21 State.

22 **Sec. 101.** The State Controller shall transfer the sum of
23 \$26,228,299 from the Contingency Account created by NRS
24 353.266 to Budget Account 101-9015, Budget Reserve, for
25 unrestricted State General Fund use to offset the difference between
26 projected revenues and collections and to be used only as necessary
27 to meet existing and future obligations of the State.

28 **Sec. 102.** The State Controller shall transfer the sum of
29 \$29,822 from the Grant Matching Fund created by section 1.5 of
30 chapter 575, Statutes of Nevada 2019, at page 3708, to Budget
31 Account 101-9015, Budget Reserve, for unrestricted State General
32 Fund use to offset the difference between projected revenues and
33 collections and to be used only as necessary to meet existing and
34 future obligations of the State.

35 **Sec. 103.** The State Controller shall transfer the sum of
36 \$94,591 from the Great Teaching and Leading Fund created by NRS
37 391A.500, to Budget Account 101-9015, Budget Reserve, for
38 unrestricted State General Fund use to offset the difference between
39 projected revenues and collections and to be used only as necessary
40 to meet existing and future obligations of the State.

41 **Sec. 104.** The State Controller shall transfer the sum of
42 \$1,868,043 from the Account for the New Nevada Education
43 Funding Plan created by NRS 387.129 to Budget Account 101-
44 9015, Budget Reserve, for unrestricted State General Fund use to
45 offset the difference between projected revenues and collections and



1 to be used only as necessary to meet existing and future obligations
2 of the State.

3 **Sec. 105.** The State Controller shall transfer the sum of \$1,000
4 from the Teachers' School Supplies Assistance Account created by
5 NRS 387.1253 to Budget Account 101-9015, Budget Reserve, for
6 unrestricted State General Fund use to offset the difference between
7 projected revenues and collections and to be used only as necessary
8 to meet existing and future obligations of the State.

9 **Sec. 106.** The State Controller shall transfer the sum of
10 \$100,000 from the Account for Computer Education and
11 Technology created by NRS 391.369 to Budget Account 101-9015,
12 Budget Reserve, for unrestricted State General Fund use to offset
13 the difference between projected revenues and collections and to be
14 used only as necessary to meet existing and future obligations of the
15 State.

16 **Sec. 107.** The State Controller shall transfer the sum of
17 \$2,000,000 from the Millennium Scholarship Trust Fund created by
18 NRS 396.926 to Budget Account 101-9015, Budget Reserve, for
19 unrestricted State General Fund use to offset the difference between
20 projected revenues and collections and to be used only as necessary
21 to meet existing and future obligations of the State.

22 **Sec. 108.** Notwithstanding any other provision of law to the
23 contrary, transfers of money to Budget Account 101-9015, Budget
24 Reserve, that are required pursuant to sections 83 to 107, inclusive,
25 of this act must be made as soon as practicable when the money
26 becomes available, and the balance of that money must be reverted
27 to the State General Fund at the close of Fiscal Year 2020-2021, not
28 later than September 17, 2021.

29 **Sec. 109.** In addition to the amount authorized in section 1 of
30 chapter 525, Statutes of Nevada 2019, at page 3131, expenditure of
31 \$13,985,573 not appropriated from the State General Fund or the
32 State Highway Fund is hereby authorized during Fiscal Year 2020-
33 2021 by the Division of Welfare and Supportive Services of the
34 Department of Health and Human Services for Budget Account 101-
35 3233, Welfare Field Services, for personnel costs of certain workers
36 under the Coronavirus Aid, Relief and Economic Security Act, Pub.
37 Law 116-136.

38 **Sec. 110.** In addition to the amount authorized in section 1 of
39 chapter 525, Statutes of Nevada 2019, at page 3131, expenditure of
40 \$780,972 not appropriated from the State General Fund or the State
41 Highway Fund is hereby authorized during Fiscal Year 2020-2021
42 by the Division of Public and Behavioral Health of the Department
43 of Health and Human Services for Budget Account 101-3161,
44 Southern Nevada Adult Mental Health Services, for support of the
45 Mobile Outreach Safety Team.



1 **Sec. 111.** In addition to the amount authorized in section 1 of
2 chapter 525, Statutes of Nevada 2019, at page 3131, expenditure of
3 \$427,386 not appropriated from the State General Fund or the State
4 Highway Fund is hereby authorized during Fiscal Year 2020-2021
5 by the Division of Public and Behavioral Health of the Department
6 of Health and Human Services for Budget Account 101-3162,
7 Northern Nevada Adult Mental Health Services, for support of the
8 Mobile Outreach Safety Team.

9 **Sec. 112.** In addition to the amount authorized in section 1 of
10 chapter 525, Statutes of Nevada 2019, at page 3131, expenditure of
11 \$27,368 not appropriated from the State General Fund or the State
12 Highway Fund is hereby authorized during Fiscal Year 2020-2021
13 by the Division of Public and Behavioral Health of the Department
14 of Health and Human Services for Budget Account 101-3219,
15 Biostatistics and Epidemiology, for personnel costs of certain
16 positions.

17 **Sec. 113.** In addition to the amount authorized in section 1 of
18 chapter 525, Statutes of Nevada 2019, at page 3131, expenditure of
19 \$144,830 not appropriated from the State General Fund or the State
20 Highway Fund is hereby authorized during Fiscal Year 2020-2021
21 by the Office of the State Treasurer for Budget Account 101-1080,
22 State Treasurer, for personnel and operating expenditures.

23 **Sec. 114.** In addition to the amount authorized in section 1 of
24 chapter 525, Statutes of Nevada 2019, at page 3131, expenditure of
25 \$27,657 not appropriated from the State General Fund or the State
26 Highway Fund is hereby authorized during Fiscal Year 2020-2021
27 by the Department of Wildlife for Budget Account 101-4466,
28 Diversity Division, for support of terrestrial restoration projects and
29 nongame species management.

30 **Sec. 115.** In addition to the amount authorized in section 1 of
31 chapter 525, Statutes of Nevada 2019, at page 3131, expenditure of
32 \$156,331 not appropriated from the State General Fund or the State
33 Highway Fund is hereby authorized during Fiscal Year 2020-2021
34 by the Department of Wildlife for Budget Account 101-4467,
35 Habitat, for work related to the federal National Environmental
36 Policy Act and technical reviews and analyses of potential impacts
37 to wildlife and associated habitats in Nevada.

38 **Sec. 116.** In addition to the amount authorized in section 1 of
39 chapter 525, Statutes of Nevada 2019, at page 3131, expenditure of
40 \$300,000 not appropriated from the State General Fund or the State
41 Highway Fund is hereby authorized during Fiscal Year 2020-2021
42 by the Department of Education for Budget Account 101-2673,
43 Office of the Superintendent, for the personnel costs of certain
44 workers.



1 **Sec. 117.** In addition to the amount authorized in section 1 of
2 chapter 525, Statutes of Nevada 2019, at page 3131, expenditure of
3 \$85,787 not appropriated from the State General Fund or the State
4 Highway Fund is hereby authorized during Fiscal Year 2020-2021
5 by the Department of Education for Budget Account 101-2675,
6 Standards and Instructional Support, for the personnel costs of
7 certain workers.

8 **Sec. 117.5.** 1. The Chief of the Budget Division of the
9 Office of Finance created by NRS 223.400 shall transfer
10 \$50,000,000 from Budget Account 101-1327 to the Account for
11 Programs for Innovation and the Prevention of Remediation created
12 by NRS 387.1247.

13 2. There is hereby authorized for expenditure the sum of
14 \$50,000,000 from the Account for Programs for Innovation and the
15 Prevention of Remediation created by NRS 387.1247 by the
16 Department of Education for the establishment of the grant program
17 required by subsection 3. Such money must not be used for
18 administrative expenditures of the Department of Education.

19 3. The Superintendent of Public Instruction shall establish a
20 grant program for the purpose of awarding grants of the money
21 authorized for expenditure pursuant to subsection 2 to school
22 districts and charter schools in this State to develop and implement
23 the capability to provide alternative intensive instruction, including,
24 without limitation, providing Internet connectivity to pupils and
25 developing and providing programs to mitigate deficits in
26 educational attainment, to the categories of pupils identified by the
27 Superintendent of Public Instruction pursuant to subsection 4 who
28 are likely to develop the largest deficits in educational attainment as
29 a result of the loss of in-person intensive instruction. Grants
30 awarded pursuant to such a program must be allocated on a per
31 pupil basis for the number of pupils in each category of pupils
32 identified by the Superintendent of Public Instruction pursuant to
33 subsection 4 who are enrolled at the public schools in the school
34 district or the charter school. The money awarded from a grant
35 pursuant to this section must not be used for any expense incurred
36 before March 1, 2020, or after December 30, 2020.

37 4. The Superintendent of Public Instruction shall identify the
38 categories of pupils who are likely to develop the largest deficits in
39 educational attainment as a result of the loss of in-person intensive
40 instruction, which must include, without limitation:

41 (a) Elementary school pupils who exhibit a deficiency in the
42 subject area of reading, including, without limitation, pupils
43 identified pursuant to NRS 392.750 and pupils who are entitled to
44 receive intervention services and intensive instruction pursuant to
45 NRS 392.760;



1 (b) Pupils who are English learners, as defined in NRS 385.007;
2 (c) Pupils who are eligible for a free or reduced-price lunch
3 pursuant to 42 U.S.C. §§ 1751 et seq.;

4 (d) Pupils who scored at or below the 25th percentile on an
5 assessment of proficiency described in paragraphs (a) to (e),
6 inclusive, of subsection 1 of NRS 387.137 or, for a grade level for
7 which such an assessment does not exist or does not provide
8 sufficient information to identify all such pupils, are projected to be
9 at or below the 25th percentile for proficiency by the Department of
10 Education pursuant to subsection 2 of NRS 387.137;

11 (e) Pupils who attend a public school which is rated at or below
12 the 10th percentile of lowest performing schools, as determined by
13 the Department of Education pursuant to the statewide system of
14 accountability for public schools; and

15 (f) Any other category of pupils that the Superintendent of
16 Public Instruction determines to be likely to develop a
17 disproportionate deficit in educational attainment as a result of the
18 loss of in-person intensive instruction.

19 5. Money awarded under the grant program established
20 pursuant to subsection 3 must not be used to support a pupil
21 participating in a program of special education pursuant to
22 NRS 388.419.

23 6. All money awarded under the grant program established
24 pursuant to subsection 3 must be expended by the recipient of the
25 money on or before December 30, 2020. Any remaining balance of
26 the money must not be committed for expenditure on or after
27 December 30, 2020, by the Department of Education or any entity to
28 which the money is granted or otherwise transferred in any manner,
29 and any portion of the money remaining must not be spent for any
30 purpose after December 30, 2020, by either the Department of
31 Education or the entity to which the money was subsequently
32 granted or transferred, and must be reverted to Budget Account
33 101-1327.

34 7. The money authorized for expenditure pursuant to
35 subsection 2 is not intended to finance ongoing expenditures of the
36 Department of Education or any recipient of an award of money
37 under the grant program established pursuant to subsection 3, and
38 the expenditures financed with that money must not be included as
39 base budget expenditures in the proposed budget for the Executive
40 Department of the State Government for the 2021-2023 biennium.

41 8. The money awarded under the grant program established
42 pursuant to subsection 3:

43 (a) Must be accounted for separately from any other money
44 received by the school district or charter school and used only for
45 the purposes specified in subsection 3.



1 (b) May not be used to settle or arbitrate disputes between a
2 recognized organization representing employees of a school district
3 and the school district, or to settle any negotiations.

4 (c) May not be used to adjust the district-wide schedules of
5 salaries and benefits of the employees of a school district.

6 **Sec. 118.** In addition to the amount authorized in section 1 of
7 chapter 525, Statutes of Nevada 2019, at page 3131, expenditure of
8 \$121,131 not appropriated from the State General Fund or the State
9 Highway Fund is hereby authorized during Fiscal Year 2020-2021
10 by the State Department of Agriculture for Budget Account 101-
11 4545, Agriculture Registration/Enforcement, for the personnel costs
12 of certain workers.

13 **Sec. 118.5.** In addition to the amount authorized in section 1
14 of chapter 525, Statutes of Nevada 2019, at page 3131, if the
15 Division of Health Care Financing and Policy of the Department of
16 Health and Human Services receives additional money not
17 appropriated from the State General Fund or the State Highway
18 Fund during Fiscal Year 2019-2020 or Fiscal Year 2020-2021 for
19 the Nevada Medicaid budget or the Nevada Check-Up Program
20 budget, the Division may accept the money in accordance with
21 chapter 353 of NRS to support the Nevada Medicaid budget and the
22 Nevada Check-Up Program budget.

23 **Sec. 119.** Notwithstanding the provisions of paragraph (b) of
24 subsection 1 of NRS 353.288, the State Controller shall not make
25 the transfer required by paragraph (b) of subsection 1 of NRS
26 353.288 during Fiscal Year 2020-2021 from the State General Fund
27 to the Account to Stabilize the Operation of the State Government
28 created by NRS 353.288.

29 **Sec. 120.** NRS 120A.610 is hereby amended to read as
30 follows:

31 120A.610 1. Except as otherwise provided in subsections 4 to
32 8, inclusive, all abandoned property other than money delivered to
33 the Administrator under this chapter must, within 2 years after the
34 delivery, be sold by the Administrator to the highest bidder at public
35 sale in whatever manner affords, in his or her judgment, the most
36 favorable market for the property. The Administrator may decline
37 the highest bid and reoffer the property for sale if the Administrator
38 considers the bid to be insufficient.

39 2. Any sale held under this section must be preceded by a
40 single publication of notice, not less than 21 days before sale, in a
41 newspaper of general circulation in the county in which the property
42 is to be sold. The Administrator may provide additional notice of
43 any such sale at any time and in any manner that the Administrator
44 selects.



1 3. The purchaser of property at any sale conducted by the
2 Administrator pursuant to this chapter takes the property free of all
3 claims of the owner or previous holder and of all persons claiming
4 through or under them. The Administrator shall execute all
5 documents necessary to complete the transfer of ownership.

6 4. Except as otherwise provided in subsection 5, the
7 Administrator need not offer any property for sale if the
8 Administrator considers that the probable cost of the sale will
9 exceed the proceeds of the sale. The Administrator may destroy or
10 otherwise dispose of such property or may transfer it to:

11 (a) The Nevada State Museum Las Vegas, the Nevada State
12 Museum or the Nevada Historical Society, upon its written request,
13 if the property has, in the opinion of the requesting institution,
14 historical, artistic or literary value and is worthy of preservation; or

15 (b) A genealogical library, upon its written request, if the
16 property has genealogical value and is not wanted by the Nevada
17 State Museum Las Vegas, the Nevada State Museum or the Nevada
18 Historical Society.

19 ↪ An action may not be maintained by any person against the
20 holder of the property because of that transfer, disposal or
21 destruction.

22 5. The Administrator shall transfer property to the Department
23 of Veterans Services, upon its written request, if the property has
24 military value.

25 6. Securities delivered to the Administrator pursuant to this
26 chapter may be sold by the Administrator at any time after the
27 delivery. Securities listed on an established stock exchange must be
28 sold at the prevailing price for that security on the exchange at the
29 time of sale. Other securities not listed on an established stock
30 exchange may be sold:

31 (a) Over the counter at the prevailing price for that security at
32 the time of sale; or

33 (b) By any other method the Administrator deems acceptable.

34 7. The Administrator shall hold property that was removed
35 from a safe-deposit box or other safekeeping repository for 1 year
36 after the date of the delivery of the property to the Administrator,
37 unless that property is a will or a codicil to a will, in which case the
38 Administrator shall hold the property for 10 years after the date of
39 the delivery of the property to the Administrator. If no claims are
40 filed for the property within that period and the Administrator
41 determines that the probable cost of the sale of the property will
42 exceed the proceeds of the sale, it may be destroyed.

43 8. All proceeds received by the Administrator from abandoned
44 gift certificates must be accounted for separately in the Abandoned
45 Property Trust Account in the State General Fund. At the end of



1 each fiscal year, before any other money in the Abandoned Property
2 Trust Account is transferred pursuant to NRS 120A.620, the balance
3 in the subaccount created pursuant to this subsection, less any costs,
4 service charges or claims chargeable to the subaccount, must be
5 transferred to the Educational Trust Account, which is hereby
6 created in the State General Fund. The money in the Educational
7 Trust Account may be expended only as authorized by the
8 Legislature **⚡ for any purpose**, if it is in session, or by the Interim
9 Finance Committee, if the Legislature is not in session, for
10 educational purposes.

11 **Sec. 121.** NRS 209.221 is hereby amended to read as follows:

12 209.221 1. The Offenders' Store Fund is hereby created as a
13 special revenue fund. All money received for the benefit of
14 offenders through contributions, and from other sources not
15 otherwise required to be deposited in another fund, must be
16 deposited in the Offenders' Store Fund.

17 2. The Director shall:

18 (a) Keep, or cause to be kept, a full and accurate account of the
19 Fund;

20 (b) Submit reports to the Board relative to money in the Fund as
21 may be required from time to time; and

22 (c) Submit a monthly report to the offenders of the amount of
23 money in the Fund by posting copies of the report at locations
24 accessible to offenders generally or by delivery of copies to the
25 appropriate representatives of the offenders if any are selected.

26 3. Except as otherwise provided in subsections 4 to 10,
27 inclusive, money in the Offenders' Store Fund, except interest
28 earned upon it, must be expended for the welfare and benefit of all
29 offenders **⚡ or for any other purpose authorized by the**
30 **Legislature.**

31 4. If necessary to cover a shortfall of money in the Prisoners'
32 Personal Property Fund, the Director may, after obtaining the
33 approval of the Interim Finance Committee, authorize the State
34 Controller to transfer money from the Offenders' Store Fund to the
35 Prisoners' Personal Property Fund, and the State Controller shall
36 make the transfer.

37 5. If an offender has insufficient money in his or her individual
38 account in the Prisoners' Personal Property Fund to repay or defray
39 costs assessed to the offender pursuant to NRS 209.246, the Director
40 shall authorize the State Controller to transfer sufficient money from
41 the Offenders' Store Fund to the appropriate account in the State
42 General Fund to pay costs remaining unpaid, and the State
43 Controller shall make the transfer. Any money so transferred must
44 be accounted for separately. The Director shall cause the Offenders'
45 Store Fund to be reimbursed from the offender's individual account



1 in the Prisoners' Personal Property Fund, as money becomes
2 available.

3 6. If the Department incurs costs related to state property that
4 has been willfully damaged, destroyed or lost or incurs costs related
5 to medical examination, diagnosis or treatment for an injury to an
6 offender, the Director may authorize the State Controller to transfer
7 money from the Offenders' Store Fund to the appropriate account in
8 the State General Fund to repay or defray those costs if:

9 (a) The Director has reason to believe that an offender caused
10 the damage, destruction, loss or injury; and

11 (b) The identity of the offender is unknown or cannot be
12 determined by the Director with reasonable certainty.

13 ↪ The State Controller shall make the transfer if authorized by the
14 Director. Any money transferred must be accounted for separately.
15 If the identity of the offender is determined after money has been
16 transferred, the Director shall cause the Offenders' Store Fund to be
17 reimbursed from the offender's individual account in the Prisoners'
18 Personal Property Fund, as money becomes available.

19 7. The Director may, with approval of the Board, establish by
20 regulation criteria for a reasonable deduction from money credited
21 to the Offenders' Store Fund to repay or defray the costs relating to
22 the operation and maintenance of the offenders' store, coffee shop,
23 gymnasium and correctional officers' salaries for visitation posts
24 where they exist in each facility. Any regulations adopted pursuant
25 to this subsection must be adopted in accordance with the provisions
26 of chapter 233B of NRS.

27 8. The Director may, with approval of the Board, establish by
28 regulation a charge on the purchase of electronic devices by
29 offenders to defray the costs relating to the operation of the devices.
30 The Director shall utilize the proceeds collected from the charge
31 established for operation of the devices to offset the energy costs of
32 the facilities within the Department. Any regulations adopted
33 pursuant to this subsection must be adopted in accordance with the
34 provisions of chapter 233B of NRS.

35 9. The Director may, with approval of the Board, establish by
36 regulation a charge on the use by offenders of videoconferencing
37 equipment for conducting visits to defray the costs relating to the
38 operation and maintenance of the equipment. The Director shall
39 utilize the proceeds collected from the charge established for the
40 operation and maintenance of the equipment to offset the costs of
41 operating and maintaining the videoconferencing equipment and
42 correctional officers' salaries for posts for conducting visits by
43 videoconference where the posts exist in each facility.

44 10. If an offender who has been assigned to a center for the
45 purpose of making restitution is returned to an institution for



1 committing an infraction of the regulations of the Department and
2 the center has not been fully compensated for the cost of providing
3 the offender with housing, transportation, meals, or medical or
4 dental services at the center, the Director may authorize the State
5 Controller to transfer money from the Offenders' Store Fund to the
6 appropriate account in the State General Fund to repay or defray
7 those costs. The State Controller shall make the transfer if
8 authorized by the Director. Any money transferred must be
9 accounted for separately. The Director shall cause the Offenders'
10 Store Fund to be reimbursed from the offender's individual account
11 in the Prisoners' Personal Property Fund, as money becomes
12 available.

13 11. If an offender has insufficient money in his or her
14 individual account in the Prisoners' Personal Property Fund to repay
15 or defray costs assessed to the offender pursuant to NRS 209.246,
16 the offender shall sign a statement under penalty of perjury
17 concerning his or her financial situation. Such a statement must
18 include, but is not limited to, the following information:

- 19 (a) The value of any interest the offender has in real estate;
20 (b) The value of the personal property of the offender;
21 (c) The assets in any bank account of the offender; and
22 (d) The employment status of the offender.

23 12. The statement required by subsection 11 must also
24 authorize the Department to access any relevant document, for the
25 purpose of verifying the accuracy of the information provided by the
26 offender pursuant to this section, including, but not limited to,
27 information regarding any bank account of the offender, information
28 regarding any bank account held in trust for the offender and any
29 federal income tax return, report or withholding form of the
30 offender.

31 13. An offender who conceals assets from the Department or
32 provides false or misleading information on a statement prepared
33 pursuant to this section is guilty of a gross misdemeanor.

34 14. A person who aids or encourages an offender to conceal
35 assets from the Department or to provide false or misleading
36 information on a statement prepared pursuant to this section is guilty
37 of a gross misdemeanor.

38 **Sec. 122.** NRS 231.14095 is hereby amended to read as
39 follows:

40 231.14095 1. The Small Business Enterprise Loan Account is
41 hereby created in the State General Fund as a revolving loan
42 account. The Account must be administered by the Office.

43 2. All interest and income earned on the money in the Account
44 must be credited to the Account.



1 3. The money in the Account does not revert to the State
2 General Fund at the end of any fiscal year and must be carried
3 forward to the next fiscal year.

4 4. Money in the Account must be used by the Office to develop
5 and carry into effect the program developed by the Office pursuant
6 to NRS 231.1409 ~~§~~ *or for any other purpose authorized by the*
7 *Legislature.*

8 5. Claims against the Account must be paid as other claims
9 against the agency are paid.

10 6. The Office may apply for and accept gifts, grants, bequests
11 and donations from any source for deposit in the Account.

12 **Sec. 123.** NRS 232.161 is hereby amended to read as follows:

13 232.161 1. The Account to Restore the Sagebrush Ecosystem
14 is hereby created in the State General Fund. The Director shall
15 administer the Account in a manner consistent with policies and
16 priorities established by the Sagebrush Ecosystem Council created
17 by NRS 232.162.

18 2. The Director may apply for and accept any gift, donation,
19 bequest, grant or other source of money. Any money so received
20 must be deposited in the Account.

21 3. The interest and income earned on the money in the
22 Account, after deducting any applicable charges, must be credited to
23 the Account. Money that remains in the Account at the end of a
24 fiscal year does not revert to the State General Fund, and the balance
25 in the Account must be carried forward to the next fiscal year.

26 4. The money in the Account may only be used ~~§~~:

27 (a) *To* establish and carry out programs to preserve, restore and
28 enhance sagebrush ecosystems pursuant to NRS 321.592 and
29 321.594 and is hereby authorized for expenditure as a continuing
30 appropriation for this purpose.

31 (b) *For any other purpose authorized by the Legislature.*

32 5. Claims against the Account must be paid as other claims
33 against the State are paid.

34 **Sec. 123.5.** NRS 284.350 is hereby amended to read as
35 follows:

36 284.350 1. Except as otherwise provided in subsections 2, 3
37 and 4, an employee in the public service, whether in the classified or
38 unclassified service, is entitled to annual leave with pay of 1 1/4
39 working days for each month of continuous public service. The
40 annual leave may be cumulative from year to year not to exceed
41 ~~§~~ 40 working days. The Commission may by regulation provide
42 for additional annual leave for long-term employees and for prorated
43 annual leave for part-time employees.

44 2. Except as otherwise provided in this subsection, any annual
45 leave in excess of ~~§~~ 40 working days must be used before



1 January 1 of the year following the year in which the annual leave in
2 excess of ~~30~~ 40 working days is accumulated or the amount of
3 annual leave in excess of ~~30~~ 40 working days is forfeited on that
4 date. If an employee:

5 (a) On or before October 15, requests permission to take annual
6 leave; and

7 (b) The employee's request for leave is denied in writing for any
8 reason,

9 ➔ the employee is entitled to payment for any annual leave in
10 excess of ~~30~~ 40 working days which the employee requested to
11 take and which the employee would otherwise forfeit as the result of
12 the denial of the employee's request, unless the employee has final
13 authority to approve use of the employee's own accrued leave and
14 the employee received payment pursuant to this subsection for any
15 unused annual leave in excess of ~~30~~ 40 working days accumulated
16 during the immediately preceding calendar year. The payment for
17 the employee's unused annual leave must be made to the employee
18 not later than January 31.

19 3. Officers and members of the faculty of the Nevada System
20 of Higher Education are entitled to annual leave as provided by the
21 regulations adopted pursuant to subsection 2 of NRS 284.345.

22 4. The Commission shall establish by regulation a schedule for
23 the accrual of annual leave for employees who regularly work more
24 than 40 hours per week or 80 hours biweekly. The schedule must
25 provide for the accrual of annual leave at the same rate
26 proportionately as employees who work a 40-hour week accrue
27 annual leave.

28 5. No elected state officer may be paid for accumulated annual
29 leave upon termination of the officer's service.

30 6. During the first 6 months of employment of any employee in
31 the public service, annual leave accrues as provided in subsection 1,
32 but no annual leave may be taken during that period.

33 7. No employee in the public service may be paid for
34 accumulated annual leave upon termination of employment unless
35 the employee has been employed for 6 months or more.

36 8. Upon the request of an employee, the appointing authority of
37 the employee may approve the reduction or satisfaction of an
38 overpayment of the salary of the employee that was not obtained by
39 the fraud or willful misrepresentation of the employee with a
40 corresponding amount of the accrued annual leave of the employee.

41 **Sec. 124.** NRS 331.187 is hereby amended to read as follows:

42 331.187 1. There is created in the State Treasury the Fund for
43 Insurance Premiums as an internal service fund to be maintained for
44 use by the Risk Management Division of the Department of
45 Administration and the Attorney General.



1 2. Each state agency shall deposit in the Fund:

2 (a) An amount equal to its insurance premium and other charges
3 for potential liability, self-insured claims, other than self-insured tort
4 claims, and administrative expenses, as determined by the Risk
5 Management Division; and

6 (b) An amount for self-insured tort claims and expenses related
7 to those claims, as determined by the Attorney General.

8 3. Each county shall deposit in the Fund an assessment for the
9 employees of the district court of that county, excluding district
10 judges, unless the county enters into a written agreement with the
11 Attorney General to:

12 (a) Hold the State of Nevada harmless and assume liability and
13 costs of defense for the employees of the district court;

14 (b) Reimburse the State of Nevada for any liability and costs of
15 defense that the State of Nevada incurs for the employees of the
16 district court; or

17 (c) Include the employees of the district court under the county's
18 own insurance or other coverage.

19 4. ~~[Expenditures from the Fund must be made]~~ *Money in the*
20 *Fund must be used for any purpose authorized by the Legislature*
21 *or for expenditures* by the Risk Management Division or the
22 Attorney General to an insurer for premiums of state agencies as
23 they become due or for deductibles, self-insured property and tort
24 claims or claims pursuant to NRS 41.0349. If the money in the Fund
25 is insufficient to pay a tort claim, it must be paid from the Reserve
26 for Statutory Contingency Account.

27 5. As used in this section:

28 (a) "Assessment" means an amount determined by the Risk
29 Management Division and the Attorney General to be equal to the
30 share of a county for:

- 31 (1) Applicable insurance premiums;
32 (2) Other charges for potential liability and tort claims; and
33 (3) Expenses related to tort claims.

34 (b) "State agency" includes, without limitation, a part-time or
35 full-time board, commission or similar body of the State which is
36 created by law.

37 **Sec. 125.** NRS 387.1253 is hereby amended to read as
38 follows:

39 387.1253 1. The Teachers' School Supplies Assistance
40 Account is hereby created in the State General Fund. The
41 Department shall administer the Account.

42 2. The money in the Account must be invested as other money
43 of the State is invested. All interest and income earned on the money
44 in the Account must be credited to the Account.



1 3. The money in the Account must be used only for the
2 purposes specified in NRS 387.1255 **or for any other purpose**
3 **authorized by the Legislature.**

4 4. Any money remaining in the Account at the end of a fiscal
5 year does not revert to the State General Fund, and the balance in
6 the Account must be carried forward.

7 5. The Department may accept gifts, grants, bequests and
8 donations from any source for deposit in the Account.

9 **Sec. 126.** NRS 387.129 is hereby amended to read as follows:

10 387.129 1. The Account for the New Nevada Education
11 Funding Plan is hereby created in the State General Fund, to be
12 administered by the Superintendent of Public Instruction. The
13 Superintendent of Public Instruction may accept gifts and grants of
14 money from any source for deposit in the Account. Any money
15 from gifts and grants may be expended in accordance with the terms
16 and conditions of the gift or grant, or in accordance with subsection

17 2. The interest and income earned on the sum of:

18 (a) The money in the Account; and

19 (b) Unexpended appropriations made to the Account from the
20 State General Fund,

21 **must be credited to the Account.** Any money remaining in the
22 Account at the end of a fiscal year does not revert to the State
23 General Fund, and the balance in the Account must be carried
24 forward to the next fiscal year.

25 2. The money in the Account may only be used for public
26 schools and public education pursuant to NRS 387.129 to 387.139,
27 inclusive **or for any other purpose authorized by the**
28 **Legislature.**

29 3. The board of trustees of each school district and the sponsor
30 of each charter school shall establish a special revenue fund and
31 direct that the money the board of trustees or sponsor receives
32 pursuant to NRS 387.131 be deposited in the special revenue fund.
33 Money in the special revenue fund must not be commingled with
34 money from other sources. The board of trustees or the sponsor, as
35 applicable, shall disburse money in the special revenue fund to
36 public schools in the school district or sponsored by the sponsor, as
37 applicable, in accordance with NRS 387.131. The money in the
38 special revenue fund:

39 (a) Must be used only as provided in NRS 387.133;

40 (b) Must not be used to settle or arbitrate disputes between a
41 recognized organization representing employees of the school
42 district or the governing body of the charter school and the school
43 district or governing body, as applicable, to settle any negotiation or
44 to adjust the schedules of salaries and benefits of the employees of a
45 school district or charter school, as applicable; and



(c) Which remains in the special revenue fund at the end of a fiscal year reverts to the Account for the New Nevada Education Funding Plan.

Sec. 127. NRS 391.369 is hereby amended to read as follows:

391.369 1. The Account for Computer Education and Technology is hereby created in the State General Fund, to be administered by the Superintendent of Public Instruction. The Superintendent of Public Instruction may accept gifts and grants of money from any source for deposit in the Account. Any money from gifts and grants may be expended in accordance with the terms and conditions of the gift or grant and in accordance with regulations adopted pursuant to subsection 2. The interest and income earned on the sum of money in the Account and any unexpended appropriations made to the Account from the State General Fund must be credited to the Account. Any money remaining in the Account does not revert to the State General Fund, and the balance in the Account must be carried forward to the next fiscal year.

2. Except as otherwise provided in subsection 1, the money in the Account may be used only for providing or reimbursing the cost of training in computer literacy and computer science pursuant to NRS 391.365 and 396.5199 ~~or for any other purpose authorized by the Legislature.~~ The State Board shall adopt regulations governing the distribution of money in the Account for ~~this purpose.~~ *providing or reimbursing the cost of training in computer literacy and computer science pursuant to NRS 391.365 and 396.5199.*

Sec. 128. NRS 391A.400 is hereby amended to read as follows:

391A.400 1. There is hereby created the Grant Fund for Incentives for Licensed Educational Personnel to be administered by the Department. The Department may accept gifts and grants from any source for deposit in the Grant Fund. *Money in the Grant Fund must be used to provide grants pursuant to this section or for any other purpose authorized by the Legislature.*

2. The board of trustees of each school district shall establish a program of incentive pay for licensed teachers, school psychologists, school librarians, school counselors and administrators employed at the school level which must be designed to attract and retain those employees. The program must be negotiated pursuant to chapter 288 of NRS and must include, without limitation, the attraction and retention of:

(a) Licensed teachers, school psychologists, school librarians, school counselors and administrators employed at the school level who have been employed in that category of position for at least 5



1 years in this State or another state and who are employed in schools
2 which are at-risk, as determined by the Department pursuant to
3 subsection 8; and

4 (b) Teachers who hold a license or endorsement in the field of
5 mathematics, science, special education, English as a second
6 language or other area of need within the school district, as
7 determined by the Superintendent of Public Instruction.

8 3. A program of incentive pay established by a school district
9 must specify the type of financial incentives offered to the licensed
10 educational personnel. Money available for the program must not be
11 used to negotiate the salaries of individual employees who
12 participate in the program.

13 4. If the board of trustees of a school district wishes to receive
14 a grant of money from the Grant Fund, the board of trustees shall
15 submit to the Department an application on a form prescribed by the
16 Department. The application must include a description of the
17 program of incentive pay established by the school district.

18 5. The Superintendent of Public Instruction shall compile a list
19 of the financial incentives recommended by each school district that
20 submitted an application. On or before December 1 of each year, the
21 Superintendent shall submit the list to the Interim Finance
22 Committee for its approval of the recommended incentives.

23 6. After approval of the list of incentives by the Interim
24 Finance Committee pursuant to subsection 5 and within the limits of
25 money available in the Grant Fund, the Department shall provide
26 grants of money to each school district that submits an application
27 pursuant to subsection 4 based upon the amount of money that is
28 necessary to carry out each program. If an insufficient amount of
29 money is available to pay for each program submitted to the
30 Department, the amount of money available must be distributed pro
31 rata based upon the number of licensed employees who are
32 estimated to be eligible to participate in the program in each school
33 district that submitted an application.

34 7. An individual employee may not receive as a financial
35 incentive pursuant to a program an amount of money that is more
36 than \$3,500 per year.

37 8. The Department shall, in consultation with representatives
38 appointed by the Nevada Association of School Superintendents and
39 the Nevada Association of School Boards, develop a formula for
40 identifying at-risk schools for purposes of this section. The formula
41 must be developed on or before July 1 of each year and include,
42 without limitation, the following factors:

43 (a) The percentage of pupils who are eligible for free or
44 reduced-price lunches pursuant to 42 U.S.C. §§ 1751 et seq.;

45 (b) The transiency rate of pupils;



- 1 (c) The percentage of pupils who are English learners;
- 2 (d) The percentage of pupils who have individualized education
- 3 programs; and
- 4 (e) The percentage of pupils who drop out of high school before
- 5 graduation.

6 9. The board of trustees of each school district that receives a
7 grant of money pursuant to this section shall evaluate the
8 effectiveness of the program for which the grant was awarded. The
9 evaluation must include, without limitation, an evaluation of
10 whether the program is effective in recruiting and retaining the
11 personnel as set forth in subsection 2. On or before December 1 of
12 each year, the board of trustees shall submit a report of its
13 evaluation to the:

- 14 (a) Governor;
- 15 (b) State Board;
- 16 (c) Interim Finance Committee;
- 17 (d) If the report is submitted in an even-numbered year, Director
- 18 of the Legislative Counsel Bureau for transmittal to the next regular
- 19 session of the Legislature; and
- 20 (e) Legislative Committee on Education.

21 **Sec. 129.** NRS 391A.500 is hereby amended to read as
22 follows:

23 391A.500 1. The Great Teaching and Leading Fund is hereby
24 created in the State General Fund, to be administered by the
25 Superintendent of Public Instruction. The Superintendent may
26 accept gifts and grants from any source for deposit in the Fund. Any
27 money from such gifts and grants must be expended only in
28 accordance with the terms and conditions of the gift or grant, or in
29 accordance with NRS 391A.500 to 391A.515, inclusive.

30 2. The interest and income earned on:

31 (a) Money in the Fund, after deducting any applicable charges;
32 and

33 (b) Unexpended appropriations made to the Fund from the State
34 General Fund,

35 ↪ must be credited to the Fund.

36 3. Any money in the Fund and any unexpended appropriations
37 made to the Fund from the State General Fund remaining at the end
38 of a fiscal year do not revert to the State General Fund, and the
39 balance in the Fund must be carried forward to the next fiscal year.

40 4. The money in the Fund may only be used for public schools
41 and public education, as authorized by the Legislature and in
42 accordance with the priorities of programs prescribed by the State
43 Board pursuant to subsection 4 of NRS 391A.505 ~~§~~, or for any
44 *other purpose authorized by the Legislature.*



1 **Sec. 130.** NRS 396.9645 is hereby amended to read as
2 follows:

3 396.9645 1. The Nevada Promise Scholarship Account is
4 hereby created in the State General Fund. The Account must be
5 administered by the State Treasurer.

6 2. The interest and income earned on:

7 (a) The money in the Account, after deducting any applicable
8 charges; and

9 (b) Unexpended appropriations made to the Account from the
10 State General Fund,

11 ↪ must be credited to the Account.

12 3. Any money remaining in the Account at the end of a fiscal
13 year, including, without limitation, any unexpended appropriations
14 made to the Account from the State General Fund, does not revert to
15 the State General Fund, and the balance in the Account must be
16 carried forward to the next fiscal year.

17 4. The State Treasurer may accept gifts and grants of money
18 from any source for deposit in the Account.

19 5. The money in the Account may only be used to distribute
20 money to the Board of Regents for the purpose of awarding Nevada
21 Promise Scholarships to students who are eligible to receive such
22 scholarships under the provisions of NRS 396.9665 ~~or for any~~
23 *other purpose authorized by the Legislature.*

24 **Sec. 131.** NRS 458.098 is hereby amended to read as follows:

25 458.098 1. The Tax on Liquor Program Account is hereby
26 created in the State General Fund.

27 2. Money in the Account that is received pursuant to NRS
28 369.174 must be used for the purposes specified in NRS 458.097 ~~or~~
29 *or for any other purpose authorized by the Legislature.*

30 3. All claims must be approved by the Administrator before
31 they are paid.

32 **Sec. 131.1.** 1. Notwithstanding any provision of law to the
33 contrary:

34 (a) A participating state agency is required to pay the State's
35 share of the cost of premiums or contributions for group insurance
36 to the Public Employees' Benefits Program for only 11 months of
37 Fiscal Year 2020-2021 for each permanent, full-time state officer or
38 employee who elects to participate in the Program or person who
39 retires with state service and who elects to continue to participate in
40 the Program.

41 (b) No increase in deductions from the compensation of such a
42 state officer or employee, or from the retirement benefit of such a
43 retired person from the Public Employees' Retirement System, for
44 the cost of his or her premiums or contributions for group insurance
45 may result from the provisions of paragraph (a).



1 2. Each participating state agency shall determine the amount
2 of money from its appropriations or authorizations that it would
3 have paid to the Public Employees' Benefits Program for the one
4 month of Fiscal Year 2020-2021 for which it is not required to make
5 payments to the Program. Upon approval of the Chief of the Budget
6 Division of the Office of Finance, the Senate Fiscal Analyst and the
7 Assembly Fiscal Analyst, revisions in the work programs for Fiscal
8 Year 2020-2021 for those participating state agencies must be
9 processed and carried out without further approval by the
10 Legislature or the Interim Finance Committee, to transfer any
11 amount of money determined by the participating state agency
12 pursuant to this subsection for which the source is the State General
13 Fund or the State Highway Fund to Category 93, Reserve for
14 Reversion, within the appropriate account of the participating state
15 agency.

16 3. Any amount of money which a participating state agency
17 determines pursuant to subsection 2 that:

18 (a) It would have paid to the Public Employees' Benefits
19 Program for the one month of Fiscal Year 2020-2021 for which it is
20 not required to make payments to the Program; and

21 (b) Is derived from a source other than the State General Fund or
22 the State Highway Fund,

23 ↪ must not be transferred to Category 93, Reserve for Reversion,
24 and remains authorized for expenditure in the existing budget
25 account of the participating state agency.

26 4. Notwithstanding any other provision of law to the contrary,
27 all money transferred to Category 93, Reserve for Reversion,
28 pursuant to subsection 2 must, as soon as practicable, be transferred
29 to Budget Account 101-9015, Budget Reserve, and must be reverted
30 to the State General Fund on or before September 17, 2021.

31 5. As used in this section, "participating state agency" means a
32 department, commission, board, bureau or other agency of the
33 Executive, Legislative or Judicial Department of the State
34 Government, including, without limitation, the Public Employees'
35 Retirement System, the Nevada System of Higher Education and a
36 regulatory body, as defined in NRS 622.060.

37 **Sec. 131.2.** 1. Except as otherwise provided in section 131.4
38 of this act:

39 (a) For the period beginning on January 1, 2021, and ending on
40 June 30, 2021, each employee of the State shall:

41 (1) If he or she is a full-time employee, take 48 hours of
42 unpaid furlough leave during the fiscal year.

43 (2) If he or she is employed less than full time, take a number
44 of hours of unpaid furlough leave during the fiscal year which is



1 equal to the average number of hours worked per working day
2 multiplied by 6.

3 (b) Except as otherwise provided in subsections 4 and 5, the
4 requirements in paragraph (a) apply to all Departments of the State
5 Government and includes the Nevada System of Higher Education,
6 the Public Employees' Retirement System and all other entities of
7 the State Government.

8 2. Furlough leave pursuant to this section must be scheduled
9 and approved in the same manner as other leave. Notwithstanding
10 any statute or regulation to the contrary and except as otherwise
11 provided pursuant to subsections 3 and 4, an employee who is on
12 furlough leave is considered to have worked that day or portion of a
13 day, as applicable, for all purposes except payment of salary and
14 determination of overtime, including without limitation:

15 (a) Accrual of sick and annual leave;

16 (b) Determining the employee's pay progression date;

17 (c) The duration of a probationary period;

18 (d) Determining eligibility for holiday pay if the shift
19 immediately precedes a holiday;

20 (e) Seniority for all purposes, including layoffs;

21 (f) The Public Employees' Benefits Program; and

22 (g) The Public Employees' Retirement System, including for the
23 purposes of contributions to the System, subject to the requirements
24 of sections 131.3 and 131.4 of this act.

25 3. Except as otherwise provided in subsection 4, the Personnel
26 Commission shall adopt regulations to carry out the provisions of
27 this section for the employees of the Executive Department of the
28 State Government.

29 4. For the purposes of this section:

30 (a) The Board of Regents of the University of Nevada shall
31 determine and implement the method by which the professional
32 employees of the Nevada System of Higher Education will
33 participate in the requirements pertaining to furlough leave pursuant
34 to this section.

35 (b) The Public Employees' Retirement Board shall determine
36 and implement the method by which the employees of the Public
37 Employees' Retirement System will participate in the requirements
38 pertaining to furlough leave pursuant to this section.

39 (c) The Supreme Court of Nevada shall determine and
40 implement the method by which the employees of the Judicial
41 Department of the State Government will participate in the
42 requirements pertaining to furlough leave pursuant to this section.

43 (d) The Legislative Commission shall determine and implement
44 the method by which the employees of the Legislative Department



1 of the State Government will participate in the requirements
2 pertaining to furlough leave pursuant to this section.

3 5. The requirements of this section do not apply to employees
4 of the Department of Tourism and Cultural Affairs whose standard
5 workweek is 32 hours or less.

6 **Sec. 131.3.** 1. It is the intent of the Legislature to establish a
7 program whereby employees of the State and other participating
8 employers who take furlough leave due to extreme fiscal need,
9 including employees required to take furlough leave pursuant to
10 section 131.2 of this act, be held harmless in the accumulation of
11 retirement service credit and reported salary pursuant to chapter 286
12 of NRS.

13 2. Except as otherwise required as a result of NRS 286.537 and
14 notwithstanding the provisions of NRS 286.481, an employee is
15 entitled to receive full service credit for time taken as furlough leave
16 pursuant to the program established pursuant to section 131.2 of this
17 act if:

18 (a) The employee does not take more than 48 hours of furlough
19 leave in the fiscal year; and

20 (b) The public employer certifies to the System that the
21 employer is participating in the furlough program established
22 pursuant to section 131.2 of this act and that the furlough leave
23 which is reported for the employee is taken in accordance with the
24 requirements of section 131.2 of this act.

25 3. In any month in which a day, or a portion of a day, of
26 furlough leave is taken, an employee is entitled to receive full-time
27 service credit for the furlough leave in accordance with the normal
28 workday for the employee. An employee who is less than full time
29 is entitled to service credit in the same manner and to the same
30 extent as though the employee had worked the hours taken as
31 furlough leave.

32 4. When a member is on furlough leave pursuant to the
33 program certified by the public employer in accordance with this
34 section, the public employer must:

35 (a) Include all information required by the System on the public
36 employer's regular monthly retirement report as provided in NRS
37 286.460; and

38 (b) Pay all required employer and employee contributions to the
39 System based on the compensation that would have been paid to the
40 member but for the member's participation in the program. The
41 public employer may recover from the employee the amount of the
42 employee contributions set forth in NRS 286.410.

43 5. Service credit under the program established pursuant to this
44 section must be computed according to the fiscal year.

45 6. As used in this section:



1 (a) "Member" has the meaning ascribed to it in NRS 286.050.
2 (b) "Public employer" has the meaning ascribed to it in
3 NRS 286.070.

4 (c) "System" means the Public Employees' Retirement System.

5 **Sec. 131.4.** 1. It is the intent of the Legislature to limit
6 exceptions to the requirement of furlough leave for employees of the
7 State pursuant to section 131.2 of this act to identified areas of
8 critical need. If an employer participating in the program established
9 pursuant to section 131.2 of this act determines that a position
10 cannot be subject to furlough leave because of the need to provide
11 appropriate services that are necessary to the protection of public
12 health, safety and welfare, the governing body of the agency must
13 make findings on the record in a public meeting that:

14 (a) The position is necessary to the protection of public health,
15 safety or welfare;

16 (b) The public health, safety or welfare will be significantly
17 diminished if mandatory furlough leave is implemented for
18 employees in these positions; and

19 (c) No alternatives exist to provide for the protection of public
20 health, safety or welfare.

21 2. For the purposes of subsection 1:

22 (a) Except as otherwise provided in this subsection, the State
23 Board of Examiners shall determine positions within the Executive
24 Department of the State Government that cannot be subject to
25 furlough leave.

26 (b) The Board of Regents of the University of Nevada shall
27 determine positions within the Nevada System of Higher Education
28 that cannot be subject to furlough leave.

29 (c) The Public Employees' Retirement Board shall determine
30 positions within the Public Employees' Retirement System that
31 cannot be subject to furlough leave.

32 (d) The Supreme Court of Nevada shall determine positions
33 within the Judicial Department of the State Government that cannot
34 be subject to furlough leave.

35 (e) The Legislative Commission shall determine positions
36 within the Legislative Department of the State Government that
37 cannot be subject to furlough leave.

38 3. The entities described in subsection 2 shall report to the
39 Interim Finance Committee on a quarterly basis all positions that
40 have been determined not to be subject to furlough leave pursuant to
41 this section and the reasons for such determinations.

42 4. If the position of an employee is determined not to be
43 subject to furlough leave pursuant to this section, the salary of the
44 employee must be reduced by 4.6 percent for the portion of the



1 period beginning on January 1, 2021, and ending on June 30, 2021,
2 during which the position is not subject to furlough leave.

3 **Sec. 131.5.** 1. Except as otherwise provided in subsection 2,
4 upon approval of the Chief of the Budget Division of the Office of
5 Finance, the Senate Fiscal Analyst and the Assembly Fiscal Analyst,
6 revisions in the work programs for Fiscal Year 2020-2021 to
7 implement the provisions of sections 131.2, 131.3 and 131.4 of this
8 act must be processed and carried out without further approval by
9 the Legislature or the Interim Finance Committee, to transfer the
10 amounts determined to implement those provisions to Category 93,
11 Reserve for Reversion, within the appropriate account of the state
12 agency.

13 2. If any amount of the money to implement the provisions of
14 sections 131.2, 131.3 and 131.4 of this act is derived from a source
15 other than the State General Fund or the State Highway Fund, such
16 money must not be transferred to Category 93, Reserve for
17 Reversion, and remains authorized for expenditure in the existing
18 budget account of the state agency.

19 3. Notwithstanding any other provision of law to the contrary,
20 all money transferred to Category 93, Reserve for Reservation,
21 pursuant to subsection 1 must, as soon as practicable, be transferred
22 to Budget Account 101-9015, Budget Reserve, and must be reverted
23 to the State General Fund on or before September 17, 2021.

24 **Sec. 131.6.** If the State of Nevada receives from the Federal
25 Government on or after the effective date of this section money that
26 the State of Nevada is authorized to use to offset state revenue
27 shortfalls in Fiscal Year 2020-2021, including, without limitation,
28 staff support and targeted pandemic response programs, or money as
29 a result of the enactment of a state law that reduces the amount of
30 the deductions subtracted from the gross yield of a mining operation
31 to determine the amount of the net proceeds of the mining operation
32 that are taxable pursuant to NRS 362.100 to 362.240, inclusive, the
33 Chief of the Budget Division of the Office of Finance created by
34 NRS 223.400 shall disburse the money in accordance with the
35 provisions of chapter 353 of NRS in the following order of priority,
36 as money is available:

37 1. Disbursement to Budget Account 101-2677 - New Nevada
38 Education Funding Plan to restore the budgetary reduction to that
39 account in this act.

40 2. Disbursement to Budget Account 101-2699 - Read by Grade
41 Three to restore the budgetary reduction to that account in this act.

42 3. Elimination of the unpaid furlough leave, or reduction in
43 salary for persons exempted pursuant to section 131.4 of this act,
44 that is required pursuant to sections 131.2, 131.3 and 131.4 of this
45 act.



1 4. Disbursement for any other budgetary reduction in this act.

2 5. Disbursement for any other purpose authorized by law.

3 **Sec. 132.** The provisions of this act do not apply to the extent
4 that the provisions would constitute an impairment of the rights of
5 holders of the bonds or similar obligations issued by the State of
6 Nevada or a political subdivision thereof. If there are any such
7 outstanding bonds or obligations, the State of Nevada and its
8 officers and agencies shall take whatever actions that are deemed
9 necessary to protect the interests of the State and the rights of the
10 holders of the bonds and similar obligations.

11 **Sec. 133.** If any provision of this act, or the application thereof
12 to any person, thing or circumstance, is held invalid, such invalidity
13 shall not affect any provision or application of this act which can be
14 given effect without the invalid provision or application, and to this
15 end the Legislature declares that:

16 1. Each provision of this act is severable and independent;

17 2. The Legislature would have passed this act and each valid
18 provision thereof, irrespective of the invalid provision or
19 application; and

20 3. Each valid provision or application must be given effect to
21 the fullest extent possible, irrespective of the invalid provision or
22 application.

23 **Sec. 134.** Notwithstanding the provisions of NRS 218D.435, a
24 committee may vote on this act before the expiration of the period
25 prescribed for the return of a fiscal note in NRS 218D.475. This
26 section applies retroactively from and after July 8, 2020.

27 **Sec. 134.1.** Sections 56.5 and 118.5 of this act only apply to
28 Fiscal Year 2019-2020 and Fiscal Year 2020-2021.

29 **Sec. 134.5.** Sections 131.2 to 131.5, inclusive, of this act are
30 hereby repealed.

31 **Sec. 135.** 1. This section and sections 1 to 134.1, inclusive,
32 of this act become effective upon passage and approval.

33 2. Section 134.5 of this act becomes effective on December 31,
34 2020, if the Chief of the Budget Division of the Office of Finance
35 created by NRS 223.400 has certified to the Governor on or before
36 that date that the State of Nevada has received an amount of federal
37 money that:

38 (a) Is at least equal to the State General Fund savings anticipated
39 to be realized from the implementation of the unpaid furlough leave
40 requirements in sections 131.2, 131.3 and 131.4 of this act and has
41 been applied for this purpose pursuant to subsection 3 of section
42 131.6 of this act; and

43 (b) May be used for the general operations of the State of
44 Nevada.



- 1 3. Sections 125 and 126 of this act expire by limitation on
- 2 June 30, 2021.
- 3 4. Section 123.5 of this act expires by limitation on January 31,
- 4 2022.

Ⓢ



Nevada State Performance Plan Annual Performance Report

Lyon County Trend Data

2014-15 to 2018-19

The Individuals with Disabilities Education Act (IDEA 2004) requires states to develop and submit a State Performance Plan (SPP) to the Office of Special Education Programs (OSEP) at the U.S. Department of Education. The SPP is designed to evaluate the state's efforts to implement the requirements and purposes of IDEA and describe how the state will improve its implementation. The plan consists of several priority areas with specific indicators defined for each area. Measurable and rigorous targets are defined for each indicator to show progress throughout the period of the SPP. States are required to report publicly on the performance of school districts for SPP indicators 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, and 14. The table below shows how this school district performed on specific indicators and whether or not the district met the state's annual targets for those indicators as defined in the Nevada State Performance Plan.

State Performance Indicator		2014-15			2015-2016			2016-2017			2017-2018			2018-2019		
		State Target	District Data	Did District Meet State Target?	State Target	District Data	Did District Meet State Target?	State Target	District Data	Did District Meet State Target?	State Target	District Data	Did District Meet State Target?	State Target	District Data	Did District Meet State Target?
1.	Percent of youth with IEPs graduating from high school with a regular diploma— district percentage at or <u>above</u> state target meets state target (this indicator is required to be reported using prior year data).	83.76%	33.8%	No	90.37%	29.4%	No	90.37%	31.66%	No	90.37%	66.67%	No	100%	57%	No
2.	Percent of youth with IEPs dropping out of high school— district percentage at or <u>below</u> state target meets state target (this indicator is required to be reported using prior year data).	5.4%	5.1%	Yes	5.3%	*	Yes	5.3%	*	Yes	5.1%	*	Yes	5.0%	*	Yes
3.	A. Annual measurable objectives (AMOs) for students with IEPs. If district has minimum "n" size and meets AMO targets, district meets state target. (NA=district did not meet minimum "n" size)	No longer required	No longer required	NA	No longer required	No longer required	NA	No longer required	No longer required	NA	No longer required	No longer required	NA	No longer required	No longer required	NA
	B. MATH - Assessment participation rate for students with IEPs.	95%	**	**	95%	97%	** 281	95%	98%	Yes	95%	99%	Yes	95%	97%	Yes

State Performance Indicator	2014-2015			2015-2016			2016-2017			2017-2018			2018-2019		
	State Target	District Data	Did District Meet State Target?	State Target	District Data	Did District Meet State Target?	State Target	District Data	Did District Meet State Target?	State Target	District Data	Did District Meet State Target?	State Target	District Data	Did District Meet State Target?
3. <small>Cont.</small> READING – Assessment participation rate for students with IEPs.	95%	**	**	95%	98%	Yes	95%	98%	Yes	95%	99%	Yes	95%	97%	Yes
C. Proficiency rate for children with IEPs.															
Mathematics – 3rd	49%	**	**	50%	30%	No	51%	36%	No	52%	32%	No	53%	27%	No
Mathematics – 4th	40%	**	**	41%	23%	No	42%	22%	No	43%	18%	No	44%	16%	No
Mathematics – 5th	42%	**	**	44%	31%	No	46%	*	No	48%	12%	No	50%	14%	No
Mathematics – 6th	33%	**	**	34%	21%	No	35%	14%	No	36%	*	No	37%	12%	No
Mathematics – 7th	26%	**	**	27%	29%	Yes	28%	*	No	29%	*	No	30%	11%	No
Mathematics – 8th	30.5%	**	**	32%	22%	No	33.5%	*	No	35%	*	No	36.5%	*	No
Mathematics – 11th	27.5%	**	**	29%	92%	Yes	30.5%	66%	Yes	32%	*	Yes	33.5%	*	No
English Language Arts – 3rd	38.5%	**	**	40%	33%	No	41.5%	27%	No	43%	23%	No	44.5%	17.5%	No
English Language Arts – 4th	35%	**	**	36%	28%	No	37%	20%	No	38%	23%	No	39%	15%	No
English Language Arts – 5th	34%	**	**	35%	33%	No	36.5%	*	No	38%	13%	No	39.5%	19.3%	No
English Language Arts – 6th	29%	**	**	30%	16%	No	31%	13%	No	32%	*	No	33%	17%	No
English Language Arts – 7th	26%	**	**	27%	28%	Yes	28%	*	No	32%	*	No	30%	*	No
English Language Arts – 8th	28%	**	**	29%	31%	Yes	29.5%	*	No	30.5%	*	No	31.5%	*	No
English Language Arts – 11th	35%	**	**	36%	92%	Yes	37%	40%	Yes	38%	*	Yes	39%	22%	No

State Performance Indicator		2014-2015			2015-2016			2016-2017			2017-2018			2018-2019		
		State Target	District Data	Did District Meet State Target?	State Target	District Data	Did District Meet State Target?	State Target	District Data	Did District Meet State Target?	State Target	District Data	Did District Meet State Target?	State Target	District Data	Did District Meet State Target?
5. Cont.	B. Percent of children with IEPs aged 6 through 21 served inside the regular class less than 40% of the day. District percentage at or <u>below</u> state target meets state target.	15%	8%	Yes	15%	10%	Yes	15%	11%	Yes	15%	10%	Yes	15%	10%	Yes
	C. Percent of children with IEPs aged 6 through 21 served in separate schools, residential facilities, or homebound/hospital placements. District percentage at or below state target meets state target.	1.6%	0.3%	Yes	1.6%	0.6%	Yes	1.6%	0.4%	Yes	1.6%	0.2%	Yes	1.6%	0.8%	Yes
6.	A. Percent of children with IEPs aged 3 through 5 attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program. District percentage at or above state target meets state target.	23.7%	32%	Yes	24.7%	37.3%	Yes	24.7%	37.6%	Yes	25.7%	35%	Yes	25.7%	53.6%	Yes
	B. Percent of children with IEPs aged 3 through 5 attending a separate special education class, separate school or residential facility. District percentage at or below state target meets state target.	54.3%	39%	Yes	54.3%	11.1%	Yes	55.3%	6%	Yes	52.3%	11.7%	Yes	52.3%	8.7%	Yes

State Performance Indicator	2014-2015			2015-2016			2016-2017			2017-2018			2018-2019		
	State Target	District Data	Did District Meet State Target?	State Target	District Data	Did District Meet State Target?	State Target	District Data	Did District Meet State Target?	State Target	District Data	Did District Meet State Target?	State Target	District Data	Did District Meet State Target?
7. Outcome A: Positive social-emotional skills (including social relationships)															
1. Of those children who entered or exited the program below age expectations in Outcome A, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	76.4%	94.87%	Yes	78.5%	100%	Yes	78.5%	85%	Yes	80.6%	100%	Yes	80.6%	97.9%	Yes
2. The percent of children who were functioning within age expectations in Outcome A by the time they turned 6 years of age or exited the program.	57.13%	53.33%	Yes	57.13%	70.73%	Yes	58.22%	57.41%	No	59.31%	76.39%	Yes	59.31%	78.57%	Yes
Outcome B: Acquisition and use of knowledge and skills (including early language/communication and early literacy)															
1. Of those children who entered or exited the program below age expectations in Outcome B, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	75.1%	90.48%	Yes	77.85%	100%	Yes	77.85%	88%	Yes	80.6%	99%	Yes	86.6%	94.3%	Yes
2. The percent of children who were functioning within age expectations in Outcome B by the time they turned 6 years of age or exited the program.	54.14%	42.22%	No	55.07%	70.73%	Yes	55.07%	61.11%	Yes	56%	65.28%	Yes	56%	75%	Yes

State Performance Indicator	2014-2015			2015-2016			2016-2017			2017-2018			2018-2019		
	State Target	District Data	Did District Meet State Target?	State Target	District Data	Did District Meet State Target?	State Target	District Data	Did District Meet State Target?	State Target	District Data	Did District Meet State Target?	State Target	District Data	Did District Meet State Target?
7. <small>Cont.</small> Outcome C: Use of appropriate behaviors to meet their needs															
1. Of those children who entered or exited the program below age expectations in Outcome C, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	78.0%	92.31%	Yes	79.15%	96.6%	Yes	79.15%	91.5%	Yes	80.3%	98.2%	Yes	80.30%	97.5%	Yes
2. The percent of children who were functioning within age expectations in Outcome C by the time they turned 6 years of age or exited the program.	60.32%	55.56%	No	62.96%	80.49%	Yes	62.96%	64.81%	Yes	65.6%	77.78%	Yes	65.60%	82.1%	Yes

State Performance Indicator		2014-2015			2015-2016			2016-2017			2017-2018			2018-2019		
		State Target	District Data	Did District Meet State Target?	State Target	District Data	Did District Meet State Target?	State Target	District Data	Did District Meet State Target?	State Target	District Data	Did District Meet State Target?	State Target	District Data	Did District Meet State Target?
8.	Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities. (NA=district was not surveyed because district was not selected for monitoring)	78%	NA	NA	78%	NA	NA	78%	NA	NA	78%	68%	No	78%	NA	NA
9.	Disproportionate representation (DR) of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	No DR	No DR	Yes												
10.	Disproportionate representation (DR) of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	No DR	No DR	Yes												
11.	Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within state-established timeline of 45 school days. (NA=district was not selected for monitoring)	100%	100%	Yes	100%	NA	NA	100%	NA	NA	100%	100%	Yes	100%	NA	NA

State Performance Indicator	2014-2015			2015-2016			2016-2017			2017-2018			2018-2019		
	State Target	District Data	Did District Meet State Target?	State Target	District Data	Did District Meet State Target?	State Target	District Data	Did District Meet State Target?	State Target	District Data	Did District Meet State Target?	State Target	District Data	Did District Meet State Target?
12. Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays. (NA= district was not selected for monitoring)	100%	100%	Yes	100%	NA	NA	100%	NA	NA	100%	100%	Yes	100%	NA	NA
13. Percent of youth aged 16 and above with an IEP that includes various required components for transition from secondary school to reasonably enable the student to meet the post-secondary goals. (NA=district was not selected for monitoring)	100%	NA	Yes	100%	NA	NA	100%	NA	NA	100%	100%	Yes	100%	NA	NA
14. A. Percent of youth (who were no longer enrolled in secondary school and had IEPs in effect at the time they left school) who were enrolled in higher education within one year of leaving high school.	27%	16%	No	27%	9.1%	No	28%	19%	No	28%	29%	Yes	28%	16%	No
B. Percent of youth (who were no longer in secondary school and had IEPs in effect at the time they left school) who were enrolled in higher education or competitively employed within one year of leaving high school.	56%	61%	Yes	56%	59%	Yes	57%	50%	Yes	57%	75%	Yes	57%	52%	No

		2014-2015			2015-2016			2016-2017			2017-2018			2018-2019		
		State Target	District Data	Did District Meet State Target?	State Target	District Data	Did District Meet State Target?	State Target	District Data	Did District Meet State Target?	State Target	District Data	Did District Meet State Target?	State Target	District Data	Did District Meet State Target?
14. cont.	C. Percent of youth (who were no longer in secondary school and had IEPs in effect at the time they left school) who were enrolled in higher education, or in some other postsecondary education or training program, or competitively employed or in some other employment within one year of leaving high school.	72%	81%	Yes	72%	77%	Yes	73%	64%	No	73%	88%	Yes	73%	71%	No

Determination Under IDEA

In accordance with federal requirements under the Individuals with Disabilities Education Act (IDEA), the Nevada Department of Education (NDE) is required to make an annual determination of each school district's status in implementing the purposes and requirements of Part B of the IDEA. This annual determination is based upon a review of each district's data against the state targets established for performance and compliance indicators under the Nevada State Performance Plan. "Performance" indicators for the school year include Indicators 1, 2, 3, 4a, 5, 6, 7, 8, and 14. "Compliance" indicators for school year 2012-2013 include Indicators 4b, 9, 10, 11, 12, and 13 as well as correction of noncompliance identified during the previous year reported as state-level data under Indicator 15. School districts that were determined to "meet requirements" (a) reported accurate and timely data, (b) demonstrated substantial compliance for Indicators 4b, 9, 10, 11, 12, and 13 (as applicable) at a 95-100% rate, and (c) demonstrated correction of noncompliance identified during the previous year at a 95-100% rate. School districts that were determined to "need assistance" (a) did not report accurate and/or timely data but took action to correct data systems; (b) demonstrated substantial compliance for Indicators 4b, 9, 10, 11, 12, and 13 (as applicable) at a 75-94% rate; (c) demonstrated correction of noncompliance identified during the previous year at a 95-100% rate; and (d) met a target for at least one performance indicator.

2012-2013
2013-2014
2014-2015
2015-2016
2016-2017
2017-2018
2018-2019

Meets Requirements
Meets Requirements
Meets Requirements
Meets Requirements
Meets Requirements
Meets Requirements
Meets Requirements

**Lyon County School District
Board Memo**

Date: July 28, 2020
To: Board of School Trustees
From: Wayne Workman, Superintendent
Re: Report on Special Education Services

Recommendation

That the LCSD Board of Trustees approve an update on the special education services provided in the Lyon County School District

Background Information

This is the third annual report on special education services. The report highlights current eligibility data, staffing data, initiatives on positive behavior intervention supports, alternative diploma, and our plans in special education for school year 2020-2021.

Budget Considerations

None

Discussed at Previous Meeting

No

Attachment(s)

Special Education Board Presentation

*Respectfully Submitted,
Wayne Workman, Superintendent*

Special Education



Learning knows no bounds

Annual LCSD Report to Board of Trustees

Marva Cleven, Director of Special Services

July 28, 2020

District Special Education Student Data

Category	#	Fernley	Dayton	Silver Stage	Yerington	Smith Valley
Autism Spectrum Disorder	123	55	32	15	18	*
Developmentally Delayed	91	23	20	12	36	0
Emotional Disturbance	25	13	*	*	*	0
Health Impairment	231	81	49	33	65	*
Hearing Impairment	11	*	*	*	*	0
Intellectual Disability	59	14	16	21	8	0
Multiple Impairments	27	11	10	*	0	0
Orthopedic Impairment	*	*	*	0	0	0
Specific Learning Disability	388	196	87	44	55	*
Speech or Language	274	157	77	25	13	*
Traumatic Brain Injury	0	0	0	0	0	0
Visual Impairment	*	*	0	0	0	0
Total IEP's:	1232	561	298	163	196	14

** Number of students is less than 10*

District Special Education Staff

Comprehensive Life Skills	16 (-1)	Teacher of Deaf and Hard of Hearing	1
Early Childhood Special Ed	6 (-1)	Occupational Therapists	4
Resource Room	41 (+1)	Orientation and Mobility	1
Behavior/SED	0 (-2)	Physical Therapists	2
Autism - Strategies	4 (+1)	School Psychologists	7
		Speech Pathologists	15

Paraprofessionals 112

Special Services Office Staff

Director Administrative Assistant Medicaid Billing Analyst Chief Nurse

Data Manager Transition Coordinator Low Incidence Disability Program Specialist

Behavior and Instruction Intervention Coordinator and Early Childhood Implementation Coach

Student Exit Data

Exit Reason	Total	Percent
Dropout	7 (6)	8.54% (6.25%)
Graduated - Standard	40 (35)	48.78% (36.46%)
Graduated - Adjusted	10(19)	12.20% (19.79%)
Moved -Continuing	18 (21)	21.95% (21.88%)
Aged Out	2 (4)	2.44% (4.17%)
Transfer to Reg. Ed.	5 (11)	6.10% (11.46%)
Total	82 (96)	100%

(indicates 2018-2019 data)

Annual Performance Report: This federally mandated report was not provided to LCSD at the time of this report.

Special Education During Covid-19 School Closure

Special education teachers and related service providers did an outstanding job with providing students with disabilities continued opportunities to access IEP goals and objectives. Many teachers held sessions virtually with their students on a weekly or daily basis. For example, Mrs. Lori Rittenhouse at Silver Springs Elementary School held daily sessions with her 3-4 year old students. She took them on virtual field trips to places such as the bank, post office, farm, and NAS Fallon. She provided a structured program with her

students and families. She also had many guest readers join weekly to read a book to all of the students and families. This is just one example of how amazing teachers adapted to the distance learning mandate.

Students that required devices to access online learning were provided the necessary materials. Related services: Occupational Therapy, Speech and Language, and Physical Therapy were provided virtually with support from families and caregivers. Staff worked diligently to provide services throughout the school closures and worked with families to schedule times that were convenient. Many services took place well outside of the typical school day.

Several schools used this time as an opportunity to access professional development on positive behavior supports and how to work with challenging behaviors. Dr. Ken MacAleese and Dr. Alicia MacAleese conducted these sessions. Many other professional development opportunities were also accessed virtually.

The district Special Services staff met weekly with assigned teams to ensure that teachers and related services providers were getting the support they needed to implement IEPs to the maximum extent possible given the circumstances. Although these meetings weren't mandatory, many staff participated and joined weekly. During this time the team had an opportunity to share ideas with others, ask questions, and collaborate with their peers. This was also a time they could just talk with each other during a time where their social/emotional well-being was important for us to support.

IEP compliance was maintained through virtual IEP meetings and eligibility team meetings. Staff and families became quite proficient in conducting meetings virtually or through phone conferences. Extended School Year has been provided at school sites in all attendance areas following all restrictions and safety mandates.

As we begin to return to in-person services, IEP teams will need to consider the impact of the school closure on student progress. Through this process the students' needs will be considered and services will be adjusted accordingly to ensure that students have access to a free and appropriate public education as outlined in IDEA.

**Lyon County School District
Board Memo**

Date: July 28, 2020
To: Board of School Trustees
From: Wayne Workman, Superintendent
Re: Program of Performance Pay and Enhanced Compensation (AB 483)

Recommendation

That the Board of Trustees approve the changes to the LCSD Program of Performance Pay and Enhanced Compensation as required by Assembly Bill 483.

Background Information

The 2015 Legislature passed Assembly Bill 483 that requires Boards of Trustees to create a program of performance pay and enhanced compensation. Changes are being recommended to include Speech Therapists for eligibility for the incentive pay. Speech Therapists carry a caseload of students and are now evaluated under the Nevada Educational Performance Framework (NEPF) similar to other eligible special education personnel. Other changes include clarification of compliance requirement and clarification of score determination. Please see the attached document containing the program proposal.

Budget Considerations

The law requires a set-aside for the performance pay. This \$150,000 is already budgeted for 2020-21.

Discussed at Previous Meeting:

March 22, 2016

Attachments:

Changes to LCSD Performance Pay and Enhanced Compensation Program Proposal

*Respectfully Submitted,
Wayne Workman, Superintendent*

Lyon County School District Performance Pay and Enhanced Compensation Program

Teacher/Principal Criteria for Receiving Incentive

Criteria:

1. The candidate must be a licensed, full-time employee (not a substitute teacher) in a CLS, SED, ECE, autism, speech therapist, resource classroom or the principal of the school.
2. The candidate must receive a highly effective ranking or be exempt on the NEPF evaluation for the current school year.
3. The candidate must have a Student Learning Goal (SLG) which falls under the following:
 - a. If MAP testing applies to students on the caseload of the candidate, then the following SLG must be used:
 - i. The majority (51%) of IEP students who participate in MAP testing must meet or exceed growth goals (Fall to Spring) in reading and math.
 - ii. Majority is determined by calculating the number of students meeting/exceeding their growth goal in math divided by all students with MAP math scores. The same is done for the MAP reading scores. The percentages for math and reading are then averaged to determine if majority is met
 - b. If MAP testing does not apply to students on the candidate's caseload (CLS, ECE), then the candidate must have a Student Learning Goal (SLG) which:
 - i. Pertains directly to students of the special education population that are served by the teacher/principal.
 - ii. Has multiple sources of growth or achievement data.
 - iii. Is approved by the supervisor.
 - iv. Is monitored by the supervisor at least twice throughout the year to show evidence of growth and impact.
 - v. The candidate must receive a 3 or 4 on the SLG at the end of the school year (see Rubric below from the State NEPF system regarding SLGs).
4. All IEPs must be held annually by due dates, and must be fully implemented, remaining in compliance throughout the entire school year. An IEP out of compliance at any point during the school year is automatic disqualification for the incentive.

STUDENT LEARNING GOAL SCORING RUBRIC	
High-4	Multiple sources of growth or achievement data from at least two points in time show evidence of high growth and high impact for all or nearly all students.
Moderate-3	Multiple sources of growth or achievement data from at least two points in time show clear evidence of growth and impact for most students.
Low-2	Multiple sources of growth or achievement data from at least two points in time show clear evidence of growth and impact for some students.
Unsatisfactory-1	The teacher has not met the expectation described in the SLG and has demonstrated an insufficient impact on student learning.

**The supervisor must submit all qualifying applicants to the Human Resource Director prior to June 10th to receive funding on the July paycheck. The ~~\$3000~~ incentive will be paid to those who meet ALL of the criteria and no partial payouts will be issued for partial qualifications. The total amount funded for this incentive in each year shall be no more than \$150,000. Eligible employees who meet the incentive criteria will receive \$3000 unless the cap is exceeded. Should the number of employees receiving the incentive exceed the cap, the incentive will be prorated proportionately.

**Lyon County School District
Board Memo**

Date: July 28, 2020
To: Board of School Trustees
From: Wayne Workman, Superintendent
Re: The Comprehensive Local Needs Assessment for CTE

Recommendation

That the Board of Trustees approve the Comprehensive Local Needs Assessment for CTE.

Background Information

In 2018 the Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV) was reauthorized and became Strengthening Career and Technical Education for the 21st Century Act (Perkins V).

To be eligible to receive financial assistance under this part, an eligible recipient shall:

(A) conduct a comprehensive local needs assessment related to career and technical education and include the results of the needs assessments in the local application submitted under subsection (a); and

(B) not less than once every 2 years, update such comprehensive local needs assessment.

This Comprehensive Local Needs Assessment is the result of months of collaboration with stakeholders at all levels; from students, teachers, business and industry leaders, administrators and more. This report is a summarization of Lyon County School District's data, our Areas of Strengths and Improvement, Challenges and Strategies, as well as Goals for Improvement. It is an eye opening glimpse into what Lyon County School District has worked so hard for over the years and helps to identify where we need to continue our efforts while trimming back in other areas. Ultimately it enables us to identify that our work is never done and the opportunities we provide our students have lasting impacts that help shape their lives as they pursue college and/or career readiness.

Budget Considerations

N/A

Discussed at Previous Meeting

N/A

Attachment(s)

LCSD Final Report for Perkins V CLNA

*Respectfully Submitted,
Wayne Workman, Superintendent*



Lyon County School District

Perkins V

Final Report

Comprehensive Local Needs Assessment



Summary of Findings & Action Steps for 2020-2022

- 1) Adjust programs of study to align to workforce needs
- 2) Provide supports for underrepresented students
 - a. Integrate career planning and preparation beginning in elementary school
 - b. Continue to provide supports for students with special needs and NTACT Program
- 3) Focus on the perseverance and achieving CTE completion and certificate earnings
- 4) Focus on improved recruitment and retention of CTE Instructors

Introduction

In 2018 the Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV) was reauthorized and became Strengthening Career and Technical Education for the 21st Century Act (Perkins V). To be eligible to receive financial assistance under this part, an eligible recipient shall (A) conduct a comprehensive local needs assessment related to career and technical education and includes the results of the needs assessments in the local application submitted under subsection (a); and (B) not less than once every 2 years, update such comprehensive local needs assessment. This report is a summarization of Lyon County School District’s data, our Areas of Strengths and Improvement, Challenges and Strategies and Goals for Improvement.

Section 1: Student Performance

(See appendix A - CLNA Data Pages, Perkins Performance Indicator)

Perkins V Section 134(c)(2)(A):

“(A) An evaluation of the performance of the students served by the eligible recipient with respect to State determined and local levels of performance established pursuant to section 113, including an evaluation of performance for special populations and each subgroup described in section 1111(h)(1)(C)(ii) of the Elementary and Secondary Education Act of 1965.”

Perkins Performance Indicators are a federal accountability framework associated with the Carl D. Perkins Act. These requirements were established to assess state effectiveness in achieving progress in career and technical education, as well as to optimize the return on investment of federal funding. Each year, states are required to report on eight secondary core indicators, disaggregated by performance of students in special populations, gender, race and ethnicity. They are:

- 1S1: Attainment of Academic Skills – Reading/Language Arts
- 1S2: Attainment of Academic Skills – Mathematics
- 2S1: Technical Skill Attainment
- 3S1: Secondary School Completion
- 4S1: Student Graduation Rates
- 5S1: Placement
- 6S1: Nontraditional Participation
- 6S2: Nontraditional Completion



Annually, the U.S. Department of Education’s Office of Vocational and Adult Education (OVAE) negotiates performance levels with each individual state and then holds the state accountable to meet 90% achievement on each indicator.

In Nevada, 1S1 and 1S2 have not been reported since 2015 as a result of changes in requirements and assessment tools to provide consistent data. Under the new Perkins V: Strengthening Career and Technical Education for the 21st Century, these indicators will be measured using the state administered ACT results for English/Language Arts and Mathematics. A third indicator will be added to measure Science proficiency, using the Nevada Science Exam.

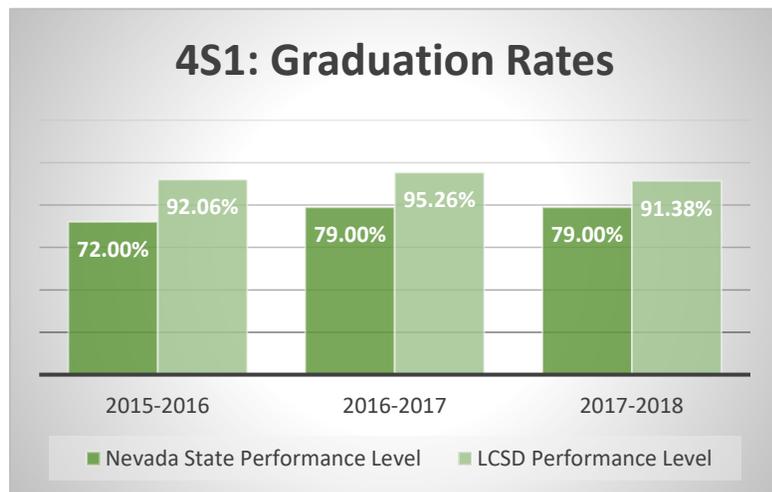
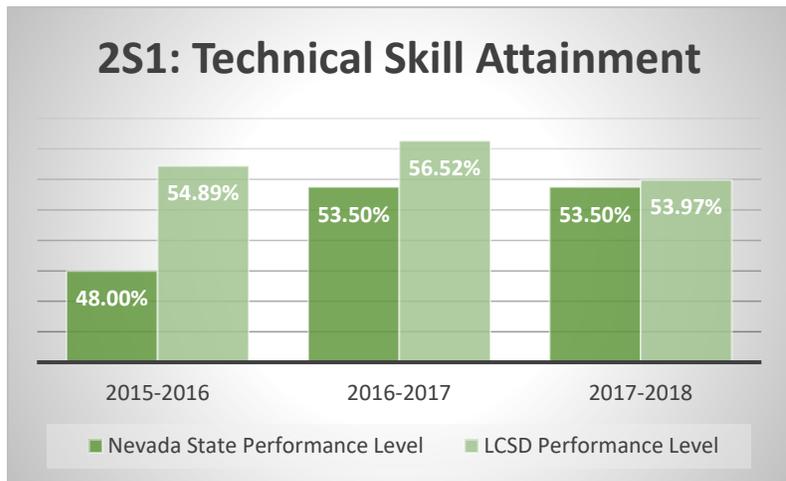
These new measures, along with an indicator to measure Attained Postsecondary Credit (to include College & Career Ready Diploma attainment and/or earning dual credit or CTE college credit) will be reported by school districts beginning in the 2020-2021 school year. The state will establish baseline data from the 2019-2020 school year.

District Findings

Areas of Strength and Improvement

In reviewing three years of performance indicator data for Lyon County School District (LCSD), starting in the 2015-2016 school year, LCSD has consistently met and/or exceeded the state indicators for 2S1: Technical Skill Attainment, 3S1: Secondary School Completion, 4S1: Student Graduation Rates, 5S1: Secondary Positive Placement, and 6S2: Nontraditional Completion.

In the area of 2S1: Technical Skill Attainment, LCSD has exceeded the state indicator overall, with



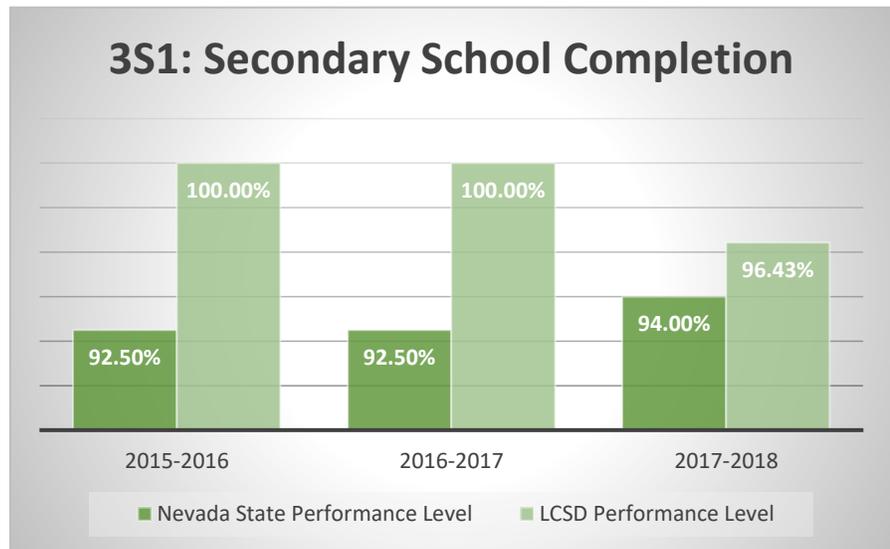
significant data showing from our male populations (+6.32%), hispanic students (+1.12%), as well as non-traditional enrollees (+.94%). It is evident that while exceeding the indicators for Technical Skill Attainment, added emphasis is needed and work around increasing skill attainment will continue.

Of particular note, LCSD is also exceeding the indicators for 4S1: Student Graduation Rates. This data



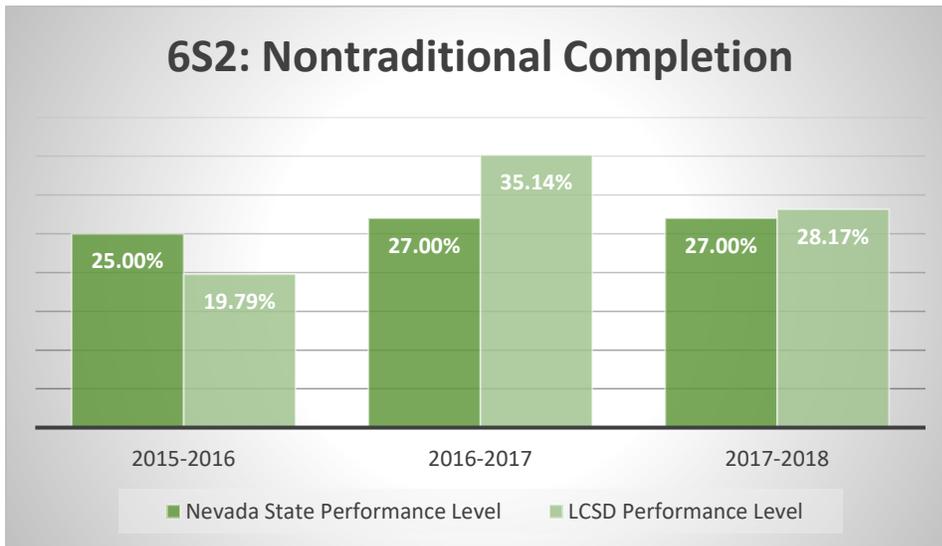
truly highlights the reality that students who participate in CTE graduate at higher rates than those who are not enrolled in CTE coursework.

Graduation rates among our female population (+3.82%), Hispanic students (+7.36%), students of two or more races (+11.11%), and our American Indian/Alaskan Native populations (+24.44%) all showed marked improvement. The most significant change in graduation rate has been among our English Language (EL) population with an increase of 193.91%. It is expected that this rate will continue to rise as the 2018-2019 data becomes available in the coming months.



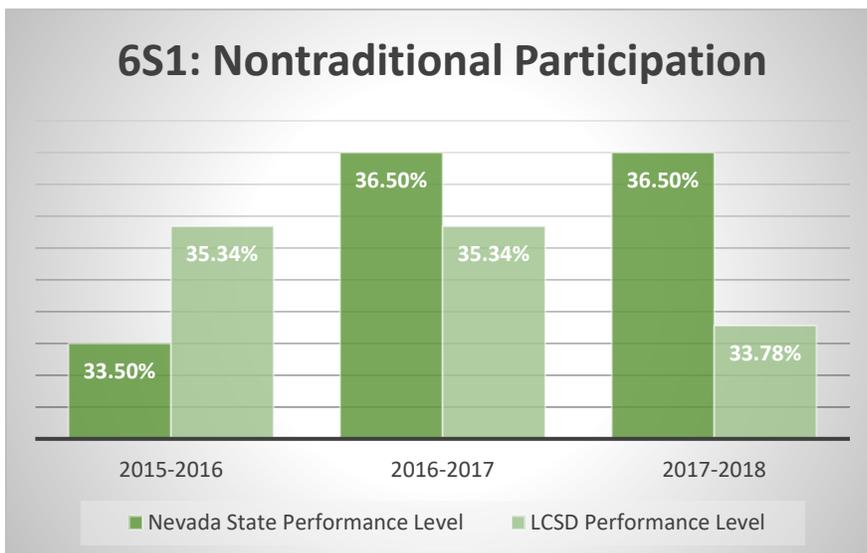
To further illustrate the significance of CTE participation of our students is the data surrounding the indicator 3S1: Secondary School Completion. This indicator differs from 4S1: Graduation Rates because it focuses only on CTE Seniors who COMPLETED a CTE program of study and earned a diploma. (4S1 considers all students who completed a program of study during high school and were considered “graduated” in the reporting year.) While there was a bit of a drop in the 2017-2018 school year, LCSD consistently shows significant strength in our minority and underrepresented populations.

Nontraditional program completion measures the number of CTE completers from underrepresented gender groups in programs that lead to employment in non-traditional fields. While LCSD demonstrates growth in this particular indicator (+42.34%) over the three years, there are some troubling figures that require attention. In particular the drop in performance from our male population. Meanwhile, Hispanic (+71.89%) and economically disadvantaged students show promising growth in this particular indicator.



Challenges

While there is certainly a great deal to celebrate in Lyon County School District, one of the greatest challenges is that of underrepresented populations participating in CTE programs. While LCSD was exceeding indicators in the 2015-2016 school year, there was a significant drop in 2017-2018. Of particular note is the small number of males taking part in programs that are traditionally female dominated. There are some highlights, however, as the percentage of Hispanic participation (+3.8%) and the number of students with disabilities (+11.11%) has increased over the three year period.



Strategies and Goals for Improvement

As a result of these findings, LCSD will continue to focus on improved graduation rates among all students and populations as well as technical skill attainment, as students work to obtain their certificate. Additionally, LCSD will increase efforts to encourage nontraditional students to pursue



pathways that may not have been considered (i.e. males to pursue nursing or females to study construction tech.). We believe that this can be achieved through the following long term and short term actions/strategies:

1. Integration of career planning and preparation beginning in elementary school
2. Continued support of students with special needs in pursuit of Career and Technical Education
3. Increased College and Career planning in middle school, highlighting opportunities for students in CTE pathways starting in middle school and continuing into high school.

Section 2: Labor Market Alignment

(See appendix A - CLNA Data Pages, CTE Programs Worksheet Tab)

PERKINS v Section 134(c)(2)(B)(ii):

“(ii)(I) aligned to State, regional, Tribal, or local in-demand industry sectors or occupations identified by the State workforce development board described in section 101 of the Workforce Innovation and Opportunity Act (29 U.S.C. 3111) (referred to in this section as the ‘State Board’) or local workforce development board, including career pathways, where appropriate; or (II) designed to meet local education or economic needs not identified by State boards or local workforce development boards.”

Multiple data sources were used to complete an evaluation of labor market alignment between Lyon County School District CTE programs of study and occupational demand (local, regional and statewide). These included the Nevada Pathways to Employment Report (WestEd, October 2019); Nevada Labor Market Information (LMI) for the state and northern region (Governor’s Office of Economic Development (GOED), July 2019); results from the Western Nevada Development District (WNDD) regional SWOT Analysis (June 2019); GOED’s EMSI 2020 Quarter 1 Data (www.economicmodeling.com) and input from industry representatives gathered from workforce development gatherings.

Beginning in November, 2019, Lyon County School District began meeting with district staff, students, counselors, administrators and other stakeholders to discuss the critical needs of local and statewide employers. In February, 2020, Lyon County School District also engaged in a Work Based Learning Advisory Group that intends to meet monthly in order to discuss the critical needs of area employers, how to better create equitable access to career exploration for students, and support the transition of high school students to high quality post-secondary education or living-wage career pathways. This advisory group includes representatives from government, economic development, industry, health care and educational entities. The long-term goal of this group is to guide the development of a sustainable career pathway pipeline for students, beginning in elementary school.

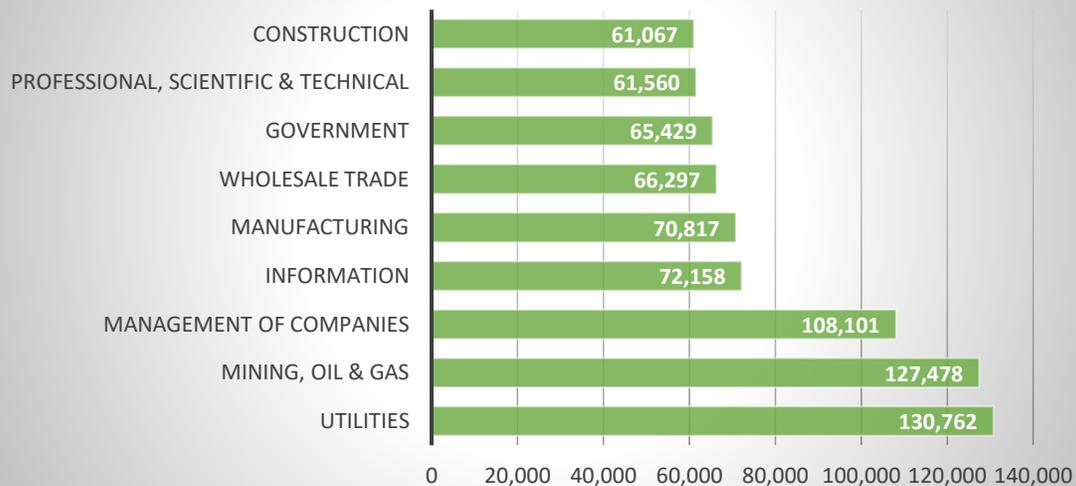
Employment data for Lyon County, released in January 2020, showed a 1.9% increase in the number of jobs available from 2014 to 2019 (an addition of 262 jobs). Continued year-over-year growth of approximately 1.8% is predicted to continue through 2024 (an overall addition of approximately 1,389 jobs). The charts below show the largest industries in the county, industries of highest earning, and top growth industries.

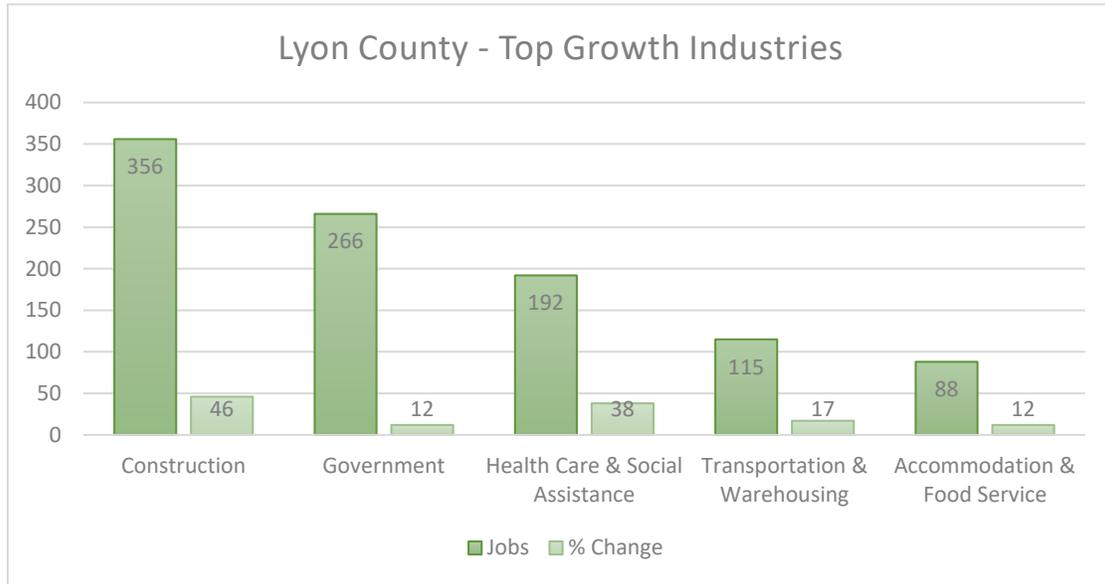


Lyon County - Largest Employment Industries



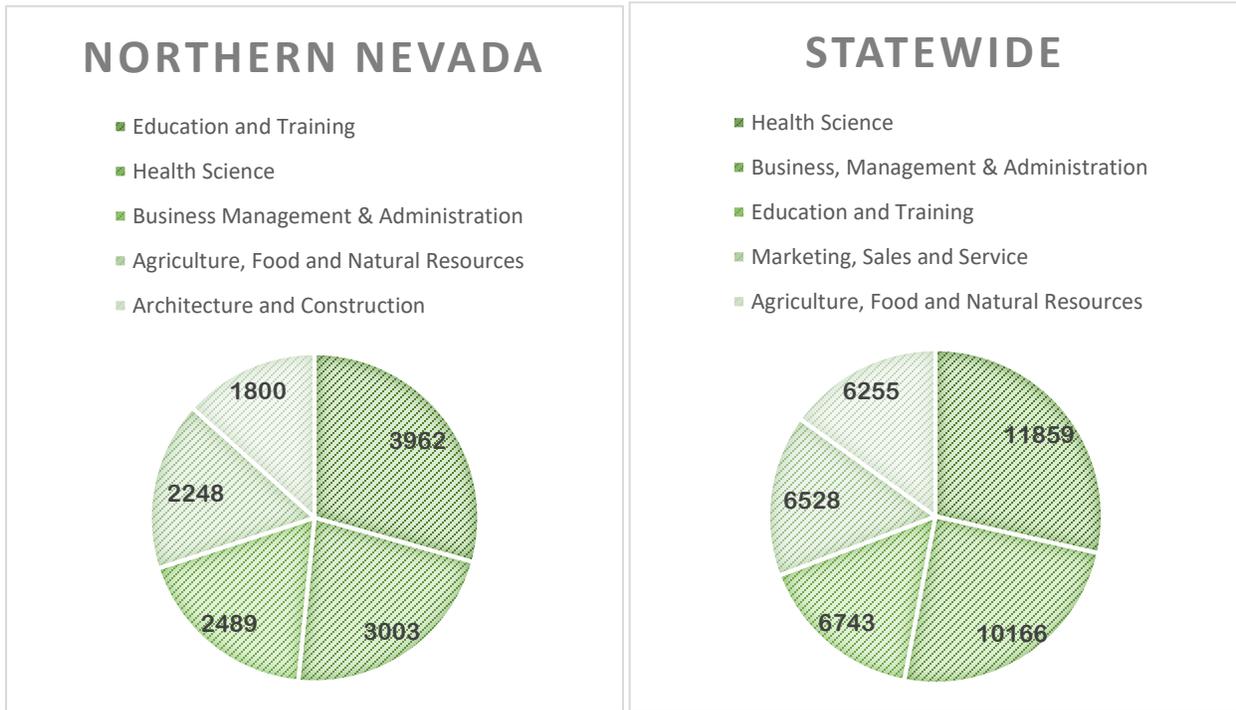
Lyon County - Industries by Top Earnings





When considering where LCSD students may look for employment and/or postsecondary educational options (without leaving Nevada), it is important to take into account Lyon County’s location in the state. The county is located to the east of the second largest urban region in Nevada (Washoe and Carson Counties) and west of the Northeastern region, where Elko is the largest urban area. For the purposes of this report, labor market data across all of Northern Nevada is considered as well as data statewide. However, Lyon County School District is unique in that it encompasses 2,024 square miles and has five distinctly different communities that it serves. With one high school in each community and each varying in size, the offerings for Career and Technical Education vary with the needs of the community.

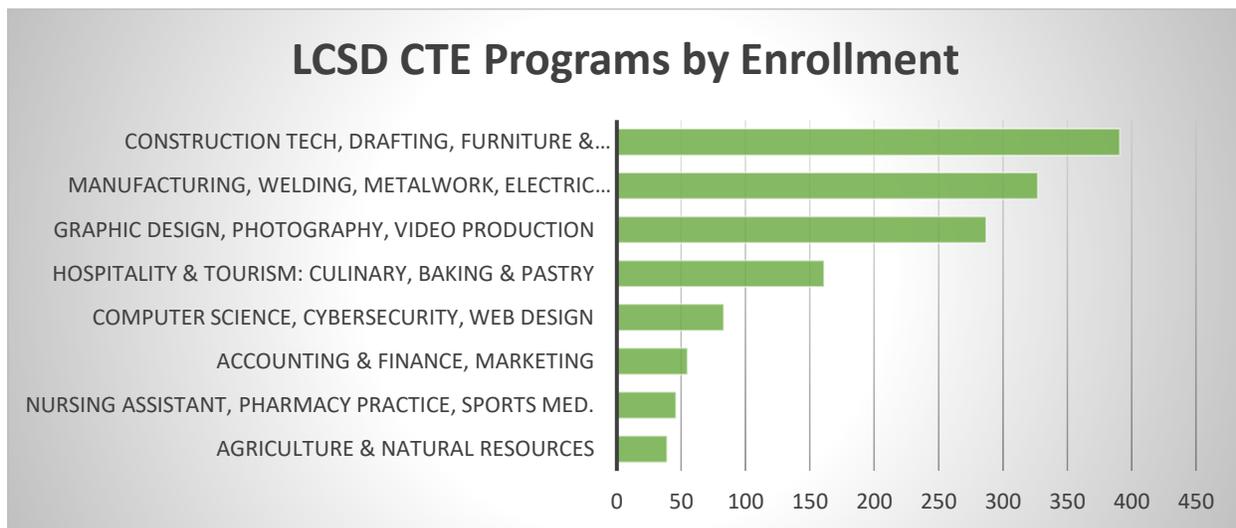
The Nevada Pathways to Employment Report (WestEd, October 2019), which is aligned to CTE career clusters, was evaluated by stakeholder groups. Consideration was given to data from the Northern Region as well as statewide to identify the largest number of job opportunities in the state and region by career clusters:



(See appendix A – CLNA Data Pages, CTE Programs Worksheet)

The stakeholder group, as well as the Work Based Learning Advisory Group identified the following employment areas as the greatest need for Lyon County: Education and Training, Information Technology, Health Care and Manufacturing.

LCSD currently offers 24 CTE programs of study in different levels of implementation. These are represented below by numbers of enrollment. Please keep in mind that some pathways are offered at one site and not another due to local interest and staffing.





District Findings

Areas of Strength and Improvement

Based on labor market data and regional job demands, when considering LCSD program offerings, the programs offered in areas such as Agriculture, Construction, Information Technology, Health Science, Business & Marketing, and Manufacturing all appear to be well aligned with industry needs or demands.

2019 Top Ten Occupations and Labor Market Overview (Listed in Order)

SOC	Description	2018 Jobs	Jobs Above or Below National Average	Avg. Hourly Earnings	Typical Entry Level Education
15-1132	Software Developers, Applications	3,890	(4,428)	\$48.07	Bachelor's degree
17-2141	Mechanical Engineers	992	(1,778)	\$42.20	Bachelor's degree
15-1121	Computer Systems Analysts	2,278	(3,368)	\$39.26	Bachelor's degree
25-1099	Postsecondary Teachers	9,094	(4,649)	\$31.48	Doctoral or professional degree
29-2018	Clinical Laboratory Technologists and Technicians	1,823	(1,209)	\$28.51	Associate's degree
17-2112	Industrial Engineers	691	(1,816)	\$41.27	Bachelor's degree
41-4011	Sales Representatives, Wholesale and Manufacturing, Technical and Scientific Products	1,460	(1,721)	\$39.00	Bachelor's degree
29-1069	Physicians and Surgeons, All Other	2,610	(1,009)	\$113.21	Doctoral or professional degree
29-2061	Licensed Practical and Licensed Vocational Nurses	2,950	(3,737)	\$26.48	Postsecondary nondegree award
25-2031	Secondary School Teachers, Except Special and Career/Technical Education	5,616	(3,792)	\$27.50	Bachelor's degree

2019 Top Occupations and Labor Market Overview

Challenges

Program Over-Representation: Arts, A/V Technology and Communication, which consists of Graphic Design, Photography and Video Production in LCSD, is over-represented, comprising 21% of our high school CTE enrollment compared to a workforce demand of 5% which is consistent with WestEd’s statewide findings.

Currently Fernley High, Silver Stage High, Dayton High, Yerington High and Smith Valley High offer programs in Graphic Design, Video Production and Photography depending on site and in varying numbers. While these programs are popular with students and offer transferrable digital skills, we must be aware of the lack of employment demand versus the amount of course offerings and students enrolled. The same can be said of the Furniture and Cabinetmaking classes offered at Fernley High School and Silver Stage High School. While very successful and popular among students, employer demand is higher in the area of Construction. There definitely are transferrable skills, however many skills that are needed by employers for construction are not addressed in a Furniture and Cabinetmaking course. Additionally, no articulated agreements are in place for Furniture and Cabinetmaking at the postsecondary level, making it even more difficult for students to bridge the gap between secondary and post-secondary education and high-skill, high-wage, in demand careers.



Program Under-Representation: Education and Training as well as Health Sciences pathways are extremely underrepresented in LCSD as they are statewide.

Fernley High School, Dayton High, Yerington High and Smith Valley Schools offer Health Science pathways. Fernley High and Yerington High School are the only sites with Nursing Assistant (CNA) programs currently, due to demand and staffing. However, these CNA programs only account for 0.8% of the CTE enrollment with only 11 students enrolled in the CNA course currently. LCSD has a number of students who begin the Health Sciences pathway, but the numbers fall off dramatically as we look at concentrators and completers (approximately 6% and 2% respectively in 2019-2020). Seeing that health sciences are one of the largest sectors of the economy and an area of large growth (38% in Lyon County). LCSD would serve their students well by providing more offerings districtwide and supporting students as they progress in the pathway.

Education and Training as a pathway is not one that LCSD has offered throughout the years, however this is one of the largest areas of need regionally, statewide and across the nation as a whole. LCSD is currently exploring an Education and Training pathway at each of our high schools as there are efforts underway to "Grow Our Own". The district utilizes grant funding to assist those pursuing education degrees as well as pays high school students to be trained as tutors to our elementary school students.

LCSD offers pathways in the Business and Marketing education program area, but has a weak showing across the board with only 3% of our students participating in those pathways. With a large number of high-skill, high-wage and in-demand occupations both regionally (third highest demand in the Northern region) as well as statewide that are ranked in the top 100, these programs are currently underrepresented.

For Education & Training, Healthcare and Business & Marketing there are strong pathways to a post-secondary degree(s), ultimately leading to living-wage careers, providing strong futures to our students.

Workforce/Wage Misalignment: One of the programs in LCSD, the third largest, is in the area of culinary arts. The Culinary Arts Program along with Baking and Pastry is only offered at Dayton High School and continues to gain in popularity and enrollments. One important consideration is the fact that while locally/regionally there is a demand for workers with a culinary background (ranked within the top 100 regionally) there is not a larger demand in the top 100 outside of our region. The WestEd report clearly shows a correlation between the amount of schooling and wages as well as wage progression. Projected wages for these local positions are not high enough to support an individual's basic standard of living and when looking at high demand sectors for employment, no post-secondary education is required for this labor market, limiting students' ability to earn a living wage upon employment.

Workforce Predictions for Growth: Computer Science and Information Technology is one of the fastest growing industries and an area that Nevada has committed a great deal of resources to for increased education (see SB200).

Strategies and Goals for Improvement



Short Term Strategies and Goals include exploring career pathways at earlier stages in the elementary schools, resulting in the addition of CTE programs at the middle school level, ultimately engaging in career pathway conversations before students enter the high school. LCSD is also exploring ways to expand Health Science programs as they partner with WNC in an attempt to collaborate more closely with our Nursing Assistant program.

LCSD is also in the process of adding Education as a pathway for students to become teachers as we “grow our own” in the school district. This is also a collaborative effort with WNC as we will use our own staff as affiliate teachers so students have increased opportunity for dual credit offerings.

Information Technology is also an area of exponential growth in the state of Nevada. While LCSD is offering Computer Science at middle school and an entry level course at high school, this pathway needs to be explored and expanded in the near future. Current expansions are taking place at Dayton High, Fernley High and Yerington High.

Accounting & Finance and Marketing are pathways that are aligned to a large number of high-skill, high-wage and in-demand occupations both regionally as well as statewide that are ranked in the top 100. Unfortunately only 55 (or 3%) students in CTE programs districtwide, are enrolled in these pathways. Support for these programs and efforts to increase enrollment will be explored.

Long Term Strategies and Goals include expansion of current programs and adjusting programs based on workforce needs/demands. For example, Accounting and Finance programs as well as Marketing programs in LCSD are ones that lack enrollment and perseverance of students to complete. LCSD will explore ways to improve the enrollment in these programs and continue to encourage those enrolled to persevere and complete their skill attainment.

LCSD will explore ways to increase the expansion of programs and adjust with workforce needs. Making curricular improvements and exploring means to engage students and retain them in CTE pathways is always a priority.

One pathway that LCSD has attempted to open is that of JROTC. While there is a growing interest in Lyon County, the availability of chapters is limited and would be a considerable investment in facilities to allow LCSD to host a program. This is a long term goal and one that we will continue to explore.

Section 3: Program Implementation

Perkins V Section 134(c)(2)(B)(i):

“(B) A description of how career and technical education programs offered by the eligible recipient are-(i) sufficient in size, scope and quality to meet the needs of all students served by the eligible recipient and...”

Lyon County School District values career and technical education, as demonstrated by a history of offering high interest, relevant and rigorous vocational courses that are engaging to students and get them on a path to employment upon graduation. Changes over time have required LCSD to add and



adjust programs to meet the needs of learners as well as the community at large. While Agriculture is still a large need in our county and region, other program areas have increasingly become relevant and we have grown and expanded programs to meet the ever changing needs of the job market.

While Career and Technical Education (CTE) has transformed from what was traditionally Vocational Education programs, we now see students with higher graduation rates, increased grade point averages, articulated credit in post-secondary institutions, and a greater sense of pride in the programs of study they pursue. At the time of this report 52% of students in Lyon County High Schools participate in CTE programs.

Program Size

(See appendix A – CLNA Data Pages, District - Enrollment by Year tab)

Enrollment: LCSD currently offers 24 programs of study for CTE. In those programs there are 1696 students, enrolled in one or more courses making up 64%, and 27 full-time educators employed and 1 under contract for CNA coursework. There are 442 students enrolled in level II coursework (referred to as **concentrators**), and 201 students enrolled in a level III (**completion**) course. The average class size is approximately 25 students, however enrollment in concentrator and completer coursework is in decline, much of which is attributed to the school district's dual credit opportunities. (See appendix A – CLNA Data Pages, School-Perseverance by Year) Recent efforts, however, are being made to offer dual credit for CTE coursework as well, the first of which is Welding in the Fernley area.

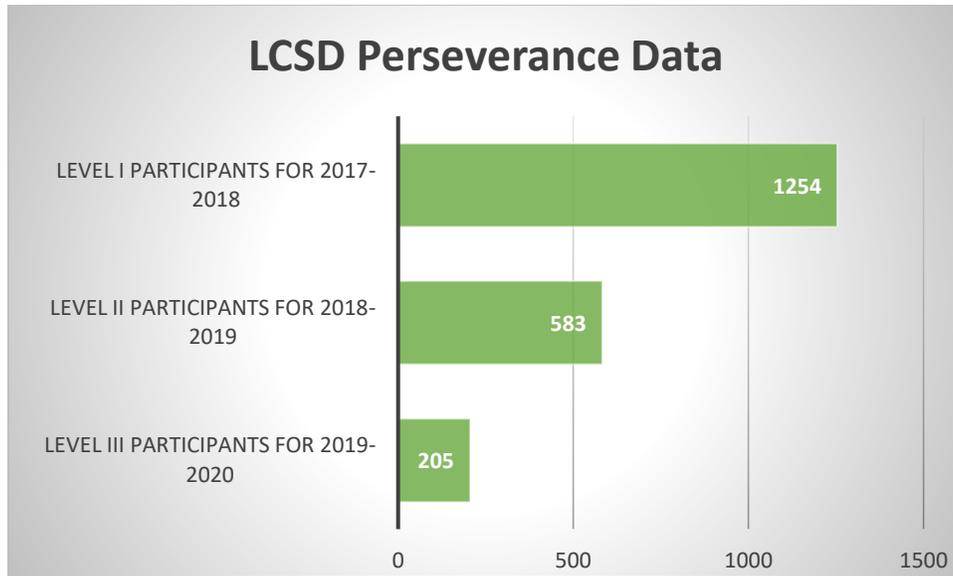
Capacity: LCSD offers a total of 171 sections of CTE courses with a total seat capacity of 4,275. These figures are misleading however, as these figures are being calculated based on a 25 seat average per section. Many of the sections offered for level III and Advanced Study courses run parallel to other sections within the same class period when possible. As of the writing of this report, 1643 seats were filled across all sections, which equates to 39% overall capacity (again, making note that many of the sections are combined into one class period).

One must keep in mind that capacity in CTE courses is not as simple or direct as just a number of seats. Considering that each program of study is a sequence, students start in a level one course and then progress through the next two levels. Currently the capacity at level one becomes paramount for our freshman and sophomores who are typically at an entry level for those pathways. As of the start of the second semester in the 2019-2020 school year LCSD has a total of 1,382 students in grades 9 and 10 with 1,604 seats across 64 sections of level one courses. Demonstrating that there is more than enough capacity in LCSD for all students to enter into a CTE course if so desired.

It is a goal for LCSD to have students complete at minimum, two levels of a program to be considered a **concentrator**, but more preferably three levels of a pathway to become a **completer**. In order to reach the level of a completer, we must determine student perseverance from level to level as they progress in a given pathway. In order to increase the number of students enrolled in a completer course, we must determine what factors may be contributing to the decreased enrollment in level III courses and address those accordingly.



To determine student perseverance one must consider the number of sections at each level and the students that continue from the level I course to the level II course, and from the level II course to the level III (completer) course in each program area in a given year.



Program Scope

(See appendix A – CLNA Data Pages, CTE – CC Alignment Data for Postsecondary Alignment, Completion and Certificate Earners)

County Educational Attainment: When considering the scope and value of current programs, as well as priorities for the future, it is important to consider both industry demand and the educational attainment trends among county residents. As shown here, more than 47% of the population has a high school diploma or less and another 38.5% have some college or an Associate’s degree. (Lyon County Economic Development Report)



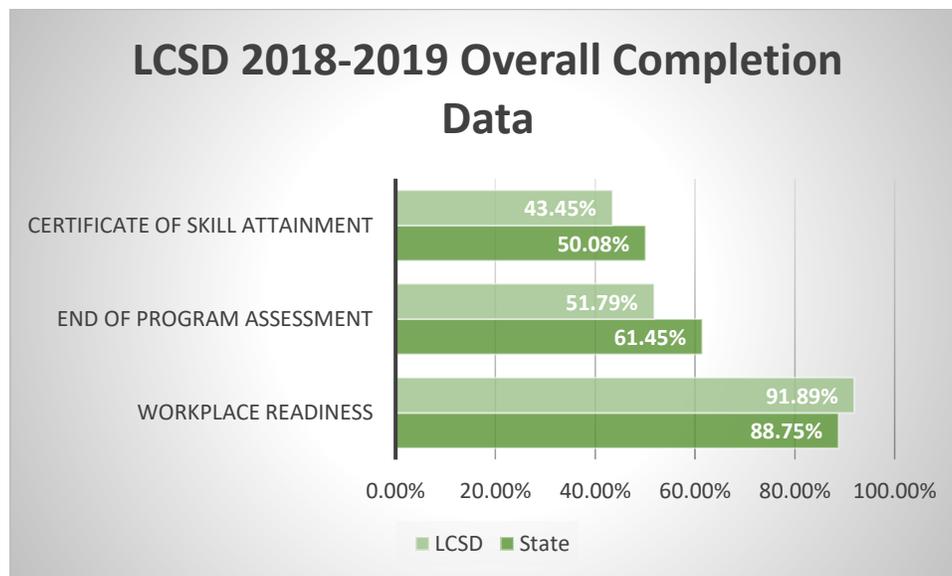


Knowing this, high school CTE programs can be tailored to:

1. Prepare all students to enter into and succeed in a living-wage career upon graduation
2. Encourage continuation into a postsecondary program by accessing CTE College credits and dual credit courses while in high school, and
3. Ensure alignment between CTE programs and postsecondary programs, as well as CTE and high demand occupations, to ensure a seamless transition from high school to a positive postsecondary placement.

Program Completion & Credentialing: CTE programs provide an opportunity for students to complete a 3-course/year sequence that culminates with a technical skills assessment and a workplace readiness assessment. Some programs of study offer opportunities to earn an industry-recognized credential issued by a third-party provider such as the American Welding Society (AWS) or CompTIA. Successfully completing the sequence and earning the Nevada Skill Attainment Certificate is a significant step toward being prepared to enter into a living-wage career or continuing educational opportunities after high school.

In 2018-2019, LCSD had 189 students eligible to participate in the end-of-program assessments. Of those, 148 participated in the workplace readiness assessment and achieved a 91.89% pass rate; 160 participated in the technical assessment and achieved a 51.79% pass rate; 73 students earned a passing score on both and a 3.0+ GPA to be awarded the Nevada Skill Attainment Certificate. Below is a graphic representation of LCSD results compared to the state.



To see the number of completers by program area and the number of certificates earned, please refer to appendix A – CLNA Data Pages, Test Data by Year.

College Credit: With over two-thirds of jobs requiring education and training beyond high school, embedding opportunities to earn college credits while in high school is now a necessary part of a student’s career pathway. Earning college credit in high school also helps to ease the transition from

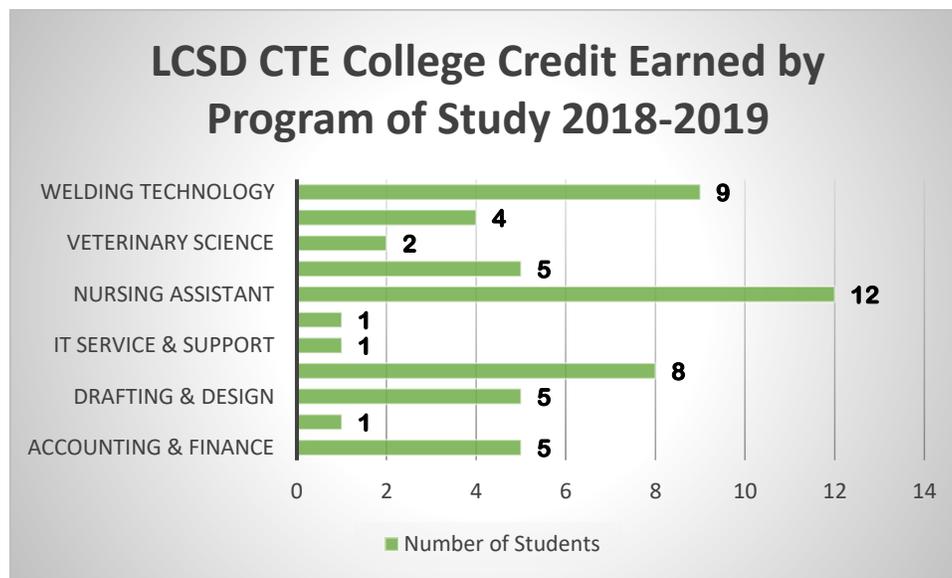


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secondary to postsecondary education for most students. LCSD offers several opportunities for students to earn college credits.

CTE College Credit is earned by completing a program of study, passing both the workplace readiness and the end-of-program assessments and achieving a 3.0 GPA in the six-semester sequence. 21 of the 24 current CTE programs are aligned to community college pathways at Western Nevada College, Great Basin College or Truckee Meadows Community College. Agriculture Leadership, Communication and Policy, Animal Sciences, Digital Game Development, Furniture and Cabinetmaking, Natural Resources & Wildlife Management, as well as Pharmacy Practice do not have a direct alignment to community college certificates or degree, though Animal Science has a direct correlation to the University of Nevada Agricultural Science Program. Available credits vary by postsecondary institution, as do certificate and degree pathways.

In the 2018-2019 school year, 73 students earned the Nevada Skills Certificate and 53 were eligible for CTE College Credit. See below for the breakdown of the programs for which these students earned college credit:



(See appendix A – CLNA Data Pages, Test Data by Year)

Dual Enrollment students participate in a college course, typically taught by a college instructor, while in high school. In CTE, this is often an extension of the program of study featuring courses that lead to a community college certificate or degree. LCSD currently has a Dual Enrollment program known as Jump Start, which is a collaborative endeavor with Western Nevada College (WNC) and currently has 103 students enrolled in the program.

Concurrent Enrollment college courses are those taught by the high school teacher alongside or in addition to coursework offered at the high school. Currently Welding Technology is the only program that offers this type of credit opportunity in CTE.

Program Quality



Program quality can be measured in a variety of ways using a variety of anecdotal and quantitative measures. In 2016, the Nevada Department of Education (NDE) developed a set of eight components designed to validate CTE programs in public and charter schools. These CTE Quality Program Standards (QPS) are intended to be used to design, implement, assess and improve CTE programs. They present rigorous and relevant expectations for program delivery and illustrate the collective responsibilities of the student, teacher, counselor and school administrator to establish and maintain highly effective programs.

LCSD high schools have been asked to conduct an annual self-assessment for each program of study to ensure continued progress toward highly effective programs of study. The Office of Career Readiness, Adult Learning & Education Options (CRALEO) in the NDE has conducted official reviews of three out of five of our high schools (Dayton High School, Fall of 2017 and both Fernley High and Yerington High School, Fall of 2018). These Quality Program Reviews (QPR) have resulted in a series of recommendations at each school for each of their programs.

(See appendix B - Quality Program Standards Summary and copies of QPR results)

Areas of Strength and Improvement

As a result of the QPR’s from the CRALEO office, there are a number of commendations that apply across the district such as “student CTE guidance services start during middle school” as well as “all students have academic plans which are revised annually”. While only three of our high schools have undergone a QPR from the CRALEO office, the other two sites have performed their own review process utilizing the QPR – Self Assessment. As a result, each site defines areas for improvement and establishes a process for accomplishing those improvements. Clearly, the advisement and academic planning for students in CTE pathways are done with intention and in an effort to provide students with appropriate pathways moving forward. CTE teachers in LCSD are “appropriately licensed and endorsed”, they are provided with necessary professional development plans and student-teacher ratios are appropriate for all programs. For a complete list of commendations, please refer to appendix B.

QPR Commendations for Dayton High School 2018:

QPS Summary of Commendations
<ul style="list-style-type: none"> • Student CTE guidance services start in the middle school. • Students have academic plans which are revised annually. • All programs maintain a student-teacher ratio that promotes effective instruction and safe working conditions. • CTE Teachers utilize a variety of instructional Methods. • Students have the opportunity to participate in CTSOs that are aligned with their program of study. • All CTE teachers are appropriately licensed and endorsed.



QPR Commendations for Fernley High School 2019:

QPS Summary of Commendations
<ul style="list-style-type: none"> • Student CTE guidance services start during middle school. • All Students have academic plans which are revised annually. • Students have access to a career center that includes current and relevant resources to support individualized college and career readiness planning. • FHS provides equal access for all students by having various CTE programs of study. • All programs are appropriately sequenced to encourage students to complete the POS. • All programs maintain a student-teacher ratio that promotes effective instruction and safe working conditions. • Teachers utilize student feedback and performance data to guide instructional improvement. • The overall learning environment is positive, safe, and organized to accommodate all students. • Current technology is available to deliver instruction and simulate work-based learning activities. • All CTE teachers are appropriately licensed and endorsed. • All CTE teachers have a professional development plan. • Facilities are accessible to students. • Inventory is maintained and updated annually • Classrooms and lab areas are safe, organized, and clean. • The instructional tools, equipment, and supplies are industry standard. • The facility, tools, and equipment are inspected to ensure a safe learning environment. • Storage space is adequate and securable. • FHS WRS pass rate was above the state average, with six programs with 100% pass rate.

QPR Commendations for Yerington High School 2019:

QPS Summary of Commendations
<ul style="list-style-type: none"> • Student CTE guidance services start during middle school. • All Students have academic plans which are revised annually. • Collaboration occurs between all stakeholders to assist students with their career goals. • All programs are appropriately sequenced to encourage students to complete the POS. • All programs maintain a student-teacher ratio that promotes effective instruction and safe working conditions. • CTE Teachers utilize a variety of instructional methods. • The overall learning environment is positive, safe, and organized to accommodate all students. • Students are obtaining industry recognized credentials. • The students are provided opportunities to earn postsecondary credit. • All CTE teachers are appropriately licensed and endorsed. • Annual budgets are development collaboratively with the local administration and district CTE coordinator. • Facilities are accessible to students. • Classrooms and lab areas are safe, organized, and clean. • Inventory is maintained and updated annually • The District Advisory Technical Skills Committee membership includes all necessary representatives. • Teachers are involved with the Advisory Technical Skills Committee's meetings and recommendations.

Areas of Challenge

As we review the Quality Program Ratings for Dayton High School, Fernley High School and Yerington High School, it is apparent that there are a number of needs. The greatest issue faced by schools across LCSD is that of Career and Technical Student Organizations (CTSO). LCSD falls short on student



membership in CTSO’s and simply does not offer them across the board. Despite the fact that they are required in statute (NAC 389.800), many schools struggle to find teachers willing to accept those extra duty contracts.

QPR Recommendations for Dayton High School 2018:

QPS Summary of Recommendations
<ul style="list-style-type: none"> • Hire a licensed Nursing Assistant teacher to utilize the existing CTE equipment or make plans to relocate the equipment to another CTE program or location. • Establish a Career Center that includes current and relevant resources to support individualized college and career readiness planning. • Documentation of course components should include all seven elements and be easily accessible to all stakeholders. • All teachers must have a working knowledge of the definition of work-based learning activities. • Increase student membership in CTSOs. • Increase awareness of the Professional Development Plan. • All CTE teachers should be members of a professional educational organization. • Program promotional information needs to be shared with internal and external stakeholders. • A local equipment enhancement plan needs to be developed. • Business and industry partnerships should be developed for all programs. • The collecting of student feedback is necessary for program evaluation and improvement. • The student follow-up system needs to have a better return rate and be utilized for program improvement. • Increase student enrollment in completion level courses of all CTE programs of study. • Participation rates need to increase on CTE assessments. • Pass rates need to increase on CTE assessments. • The percentage of completion level students earning the Certificate of Skill Attainment needs to increase.

QPR Recommendations for Fernley High School 2019:

QPS Summary of Recommendations
<ul style="list-style-type: none"> • All teachers must have a working knowledge of the definition of work-based learning activities. • Review with staff and students’ the deference between work experience and work-based learning opportunities. • CTE program teachers should be active advisors and members of their affiliated CTSO. • Increase student membership in CTSOs. • Increase student membership participation in CTSOs activities. • Relevant CTSO instructional activities should be integrated into the local curriculum. • Program promotional information needs to be shared with internal and external stakeholders. • A local equipment enhancement plan needs to be developed. • CTE teachers should implement District Advisory Technical Skills Committee recommendations to the extent possible. • Business and industry partnerships should be developed for all programs. • The collection of student feedback is necessary for program evaluation and improvement. • The student follow-up system needs to have a better return rate and be utilized for program improvement. • Student retention into completion level courses needs to be increased. • Participation rates need to increase on CTE assessments. • Pass rates need to increase on CTE assessments.



QPR Recommendations for Yerington High School 2019:

QPS Summary of Recommendations
<ul style="list-style-type: none"> • Investigate scheduling options to ensure students have access to complete programs of study. • Establish a Career Center that includes current and relevant resources to support individualized college and career readiness planning. • Documentation of course components should include all seven elements and be easily accessible to all stakeholders. • Overall use of student performance data (local, state, and federal) should be utilized at the local level. • Review with staff and students’ the deference between work experience and work-based learning opportunities. • Increase student membership in CTSOs. • A variety of promotion materials need to be utilized for promotion and recruitment. • Program promotional information needs to be shared with internal and external stakeholders. • A local equipment enhancement plan needs to be developed. • Classroom storage of instructional supplies and equipment needs to be securable. • Business and industry partnerships should be developed for all programs. • The collection of student feedback is necessary for program evaluation and improvement. • The student follow-up system needs to have a better return rate and be utilized for program improvement. • Student retention into completion level courses needs to be increased. • Participation rates need to increase on CTE assessments. • Pass rates need to increase on CTE assessments. • The percentage of completion level students earning the Certificate of Skill Attainment needs to increase.

Strategies & Goals for Improvement

The number one goal for improvement is to increase offerings and membership in CTSO’s districtwide. Establishing CTSO’s will allow more opportunities for career exploration and guidance for each student involved. Additionally, CTSO’s enhance engagement and rigor, providing students with opportunities they may/will not receive in a classroom setting. While the four C’s of Communication, Collaboration, Critical Thinking and Creativity should be an element in every classroom learning experience, these can be emphasized and extended through a CTSO. Students gain valuable presentation and collaboration experiences, working with others across regions, the state, and nation. Students learn valuable lessons at conferences and workshops that help build confidence, leadership skills and lead to employment opportunities that course completion alone may not provide.

Section 4: Progress Toward Implementing Programs of Study

Perkins V Section 134(c)(2)(C)

“(C) An evaluation of progress toward the implementation of career and technical education programs and programs of study.”

CTE Programs of Study are of paramount importance for student success. From all data points collected and analyzed it is evident that students, on average, who participate in CTE Programs demonstrate increased achievement. Considering that in order to earn a CTE Seal upon graduation students must have a 3.0 GPA overall in their pathway of study, the expectations are set in a manner that requires student success. While LCSD’s skill attainment earner numbers are not where we want them, nor the



percent of students who are considered “completers”, those who do obtain a skills certificate and complete a program of study typically demonstrate increased achievement.

Not all of our students are intent on attending a four year college or university. As of the writing of this report, 74.5% of those surveyed indicated that they wanted to attend college and approximately 20% of those surveyed indicate that they wish to attend a community college or technical school. This would indicate that the remaining numbers would enter the workforce. It is for these students that CTE pathways are imperative, not only because it assists them in a pursuit of high-skill/high-wage careers, but it also allows them to make necessary connections to the curriculum taught in other core classes. One must still keep in mind that not all of our students participated in the survey and the reality may still vary from what student’s desires are.

The quality of implementation of CTE programs in LCSD can be measured by examining the alignment of programs as well as their articulation. The majority of programs of study in LCSD are articulated with post-secondary institutions statewide with the exception of a small number of programs (see appendix A – CLNA Data Pages, CTE-CC Alignment). LCSD is striving to ensure that more of their CTE programs of study are aligned and articulated to post-secondary programs, which may require LCSD to phase out some programs or enact changes to programs, allowing for increased articulation.

The level of instruction that takes place in LCSD CTE programs can be measured by the number of completers in a pathway, as well as the success of those completers on their end of program assessment. Additionally, the perseverance of students through programs can also be used to analyze quality, however one must consider the number of students that are faced to choose between a CTE pathway and a dual credit Jumpstart program. All of this is impacted with academic planning and counseling. LCSD surveys students each year in an attempt to provide offerings that students find interesting or would like to pursue. In the process of conducting this needs assessment, stakeholders also provided feedback to indicate necessary changes in order to meet the demands of the workforce and statewide shifts in industry.

Work Based Learning (WBL) is also a program that can benefit our CTE students, and while not specifically tied to CTE programs of study, an effective WBL program can enhance a program while more effectively engaging them in workplace readiness skills. LCSD is relatively new to the party when considering Work Based Learning, but is engaging in a partnership with JOIN to increase opportunities for students in the workplace. LCSD continues to explore these avenues and will continue to enhance its plan moving forward. In the fall of 2020, LCSD will be working collaboratively with Renown to offer internships to students in the health sciences. While limited in number in this start up, we hope the partnership can flourish and more opportunities may arise. LCSD is also looking at an Education and Training pathway so that we may begin to grow our own teachers, getting them started in their studies while high school students with the hope that they pursue education degrees and return to Lyon County School District to teach.

Areas of Strength & Improvement

The implementation of programs of study in LCSD has been, and continues to be successful across the board. In the process of conducting this needs assessment and looking at the demands of the



workforce, LCSD looks forward to making changes and adjustments to their programs of study to meet the needs of our students and communities at large. The shift towards more computer science programs, the addition of education and training programs, the addition of manufacturing technology and engineering programs all indicate a shift in our priorities. There is still demand for programs in the arts, which is understandable, but as we attempt to provide students with skills that lead to high skill, high wage employment, these programs may become more of an elective offering as opposed to a CTE pathway.

Areas of Challenge

Some of the more rural and smaller high schools in LCSD struggle to ensure a consistent path for a number of programs. This is due to the fact that not all courses can be offered each semester, each year due to numbers and limited staff. This is seen mostly in pathways where multiple paths can be chosen after taking an introductory course such as in health sciences or agriculture.

Career planning for all can be a challenge as well, particularly at our larger high schools. With so many students and the limited number of counselors available to provide guidance, among all of the other duties placed on staff, career planning tends to be done in a more generic or standardized manner.

Proposed Strategies

LCSD needs to focus on life ready programs of study for all K-12 students. This must include the elevation of the value of CTE and career preparation starting in elementary school and continuing on throughout their career in Lyon County. While changes in the programs of study are taking place, an increased partnership with WNC and other institutions of higher learning are being explored so that students may earn dual credit and articulated credit in other areas.

LCSD will continue to monitor perseverance and completion data to determine the most effective pathways/programs as well as those that need to be revamped or discontinued. This progress monitoring will allow us to make mid-course corrections and adjust practices to ensure the success of all students.

Section 5: Recruitment, Retention and Training of CTE Educators

Perkins V Section 134(c)(2)(D)

“(D) A description of how the eligible recipient will improve recruitment, retention, and training of career and technical education teachers, faculty, specialized instructional support personnel, paraprofessionals, and career guidance and academic counselors, including individuals in groups underrepresented in such professions.”

The recruitment, retention and training of Career and Technical Educators is a difficult matter to address. Currently there is a shortage of teachers nationwide and LCSD is no stranger to that shortage. There have been a number of sites districtwide that have had to depend on long-term substitutes to fill positions as teachers are in high demand. Teachers are difficult to find and LCSD’s rural nature can make it even more difficult to recruit teachers. LCSD is a high poverty district where all schools are Title I eligible. It is well documented that high poverty school have more difficulty filling teaching positions. To



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exacerbate the issue, we have an aging workforce. A growing number of LCSD teachers are approaching retirement age. As the baby boomer generation retire in greater numbers, so too are the CTE teachers that have built effective programs of study for our students.



Retirement risk is high in Lyon County, NV. The national average for an area this size is 16,155 people 55 or older, while there are 20,057 here.

And while teacher shortages plague the districts, the wages offered, to highly skilled individuals that have the qualifications to teach CTE coursework are paid higher wages in the private sector

In LCSD, recruitment for new teaching staff begins early in the spring. Teachers planning to retire are offered an incentive to declare their retirement early in order to allow LEAs to begin their search early. There are alternative routes to licensure (ARL) programs for professionals with the needed experience to teach CTE coursework, and teachers have been hired with Business and Industry (B&I) licenses. However, with those licenses, certain challenges exist as those instructors are not necessarily trained as CTE trained teachers. As a last resort, LCSD has declared CTE teachers as a critical need for the District so that retired teachers may return to teaching without affecting their PERS benefit. The critical need designation permitted under NRS 286.523 was approved by the Board of Trustees on June 18, 2019 for the 2019-20 and 2020-21 school years.

LCSD offers a signing bonus to new hires to our District. We provide a \$3000 stipend to new teachers as a recruitment strategy. However, even when candidates with CTE knowledge and experience are found, there can be difficulties in obtaining licenses for these individuals, even if they are licensed for CTE in other states. This continues to be a barrier to obtaining highly effective teachers. LCSD will continue to work with the Nevada Department of Education on CTE licensure.

We are in talks now with WNC as a joint partnership to have more courses available to students who are interested in nursing. This partnership will potentially provide for a licensed nursing instructor who will teach students in four Lyon County schools. It is a work in progress, and if this comes to fruition, it will open doors to students interested in nursing and, upon completion of a CNA certificate, allows for students to enter the workforce at a livable wage or a pathway in postsecondary education to further their studies.

LCSD's Grow Your Own program is expanding to include high school students. Fernley High School will have a new class in the master schedule for 2020-21. An introduction to education course will be taught



for students interested in learning about teaching and helping professions. As another part of LCSD's Grow Your Own program, 39 high school students were trained in LLI interventions to assist elementary age students in reading comprehension. For the 2020-21 school year, these students may be eligible for work-based learning credits as paid tutors.

Professional development is also lagging in many respects, as the unique needs of CTE teachers are often not met in traditional professional development offerings. CTE teachers require specific training, addressing current industry standards so that staff can remain current with what the industry demands.

(See appendix A – CLNA Data Pages, Teacher Licensing)

Areas of Strength and Improvement

LCSD has a great deal of strengths to take note of. The hiring incentive that is offered new teachers is a commitment that leadership has made in an effort to bring talented professionals to our district.

The Grow Your Own Initiative is also an incredible strength of the district and shows commitment to the teaching profession as a whole. Additionally, the commitment made to Grow Your Own and putting in place an education pathway is also an improvement to the offerings of CTE as a whole.

Areas of Challenge

The number one challenge is the attrition rate in LCSD and the loss of education professionals to retirement and the lack of talent that is willing to commit to the teaching profession.

Proposed Strategies

LCSD will continue to work with the Nevada Department of Education on CTE licensure. Addressing the issues faced and struggles to fill positions in LCSD.

Continue to pursue the joint partnership with WNC in order to fill vacancies for the CNA programs districtwide.

Proceed and strengthen LCSD's Grow Your Own Program, not only training students with the hope that they will pursue a pathway in education, but also in hopes of training staff members that are close to completing coursework in becoming teachers themselves.

Develop and improve professional development programs and opportunities for CTE teachers to gain needed training and development in their particular pathways.

The exploration and possibility of creating a mentorship program for CTE teacher's needs to be a priority as our teachers reach retirement age and replacements are found.

Section 6: Progress Toward Improving Equity and Access

Perkins V Section 134(c)(2)(E)

“(E) A description of progress toward implementation of equal access to high-quality career and technical education courses and programs of study for all students, including-



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- (i) *Strategies to overcome barriers that result in lower rates of access to, or performance gaps in, the courses and programs for special populations;*
- (ii) *Providing programs that are designed to enable special populations to meet the local levels of performance; and*
- (iii) *Providing activities to prepare special populations for high-skill, high-wage, or in-demand industry sectors or occupations in competitive, integrated settings that will lead to self-sufficiency.”*

LCSD Programs of study are open and available to all students. Students with Special Needs are of particular focus as LCSD has partnered with the NDE and the National Technical Assistance Center for Transition since 2016 to determine barriers and challenges to increasing the access of students with disabilities in CTE programs. In analyzing our data, we found that students with disabilities who participate in CTE courses graduate with standard diplomas at rates that exceed the overall graduation rate for Nevada’s students.

Beginning in the 2017-2018 school year, the Lyon County School District, using CTE competitive grant funding, was able to hire 6 paraprofessionals dedicated to the CTE programs within their 3 major high schools (Fernley High, Dayton High, and Yerington High). The implementation of these paraprofessionals resulted in measured success for many of the CTE programs and students with disabilities. For instance, the Dayton High School Culinary program saw an average failure rate of 30% drop to low single digits for all students, not just those with disabilities.

However, as funding from the State CTE office was no longer provided, and in an effort to support continued successes and expand the use of dedicated CTE paraprofessionals beyond Lyon County, the Office of Special Education at the Nevada Department of Education committed funding to support the ongoing implementation in LCSD through the 2021-2022 school year. These paraprofessionals will continue to provide support at the high schools listed above.

LCSD has a Transition Coordinator that works directly with high schools regarding CTE programs to ensure that students with disabilities are accessing these classrooms. The NDE office that oversees CTE has provided funding that supports a portion of this position that was also matched by the NDE Office of Special Education.

We have regularly scheduled meeting with Dayton High School to assist with our efforts in rolling out innovative and accessible practices to all CTE programs in LCSD. This team is made up of all special education staff, counselor, CTE culinary teacher, CTE paraprofessional, administration, district transition coordinator, special education director, and the director that oversees CTE in LCSD. This multi-disciplinary team has done some extensive work over the past 4 years including the crosswalk done between the CTE courses and the Pre-Employment Training Skills (Pre-ETS) as required by the Workforce Innovation Opportunity Act (WIOA). This work is continuing to take place, and our goal is to have all CTE programs in LCSD cross-walked so that students with disabilities are gaining access to those necessary employment skill sets.

We are offering professional development activities to staff regarding inclusive CTE programs, and how to effectively utilize the paraprofessionals in these programs. CTE teachers and administrators from all



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LCSD high schools attended a professional development opportunity through the NDE with Dr. George Tilson, a national researcher and leader in transition programs and CTE.

(See appendix A – CLNA Data Pages, Perkins Indicator Data & Nevada Report Card Data)

Areas of Strength and Improvement

A definite strength for LCSD is the vision that the leadership team has for students with special needs. The passion of the special education director and her willingness to work collaboratively with those at the state and local level in order to benefit all students in Lyon County is of paramount importance in making progress toward equity and access for all. The work done with NDE Office of Special Education and the office of CRALEO, have helped to improve programs of study for students with special needs in three of our highest enrollment high schools. Ultimately increasing the percent of students accessing CTE with special needs is a priority.

Areas of Challenge

While listed as a strength above, the work done to ensure that students with special needs have equal and improved opportunities to gain valuable work skills in CTE programs as well as others continues to need funding and resources not only to keep it going, but to improve it as well. As LCSD and other districts face budgetary issues ahead, this will continue to be a need that must be met in order to ensure continued effectiveness. Braided funding through the department of special education and CTE may be the best way to get this done.

Proposed Strategies

LCSD has plans to continue the work that was started at Dayton High, spreading to the other two highest enrollment high schools. The professional development that was planned for this spring will take place at a later date, where CTE teachers and administrators from all LCSD high schools will attend a professional development opportunity through the NDE with Dr. George Tilson, a national researcher and leader in transition programs and CTE. This will allow for the more effective use of the paraprofessionals in a more inclusive CTE program.

Findings and Conclusion

Overall, LCSD has remarkable CTE programs and pathways available for its students given the rural settings of our schools and the unique geography of our district. While challenges are evident, there is much more to take pride in and make note of. To summarize our findings, we will focus on the following as our priorities:

1. LCSD will continue to focus on improved data with our CTE programs, that includes graduation rates among all students and populations as well as technical skill attainment, as students work to obtain their certificate. Additionally, LCSD will increase efforts to encourage nontraditional students to pursue pathways that may not have been considered.
2. Integration of career planning and preparation beginning in elementary school
3. Continued support of students with special needs in pursuit of Career and Technical Education



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4. Increased College and Career planning in middle school, highlighting opportunities for students in CTE pathways starting in middle school and continuing into high school.
5. Increased emphasis on particular programs of study:
 - a. LCSD is also exploring ways to expand Health Science programs as they partner with WNC in an attempt to collaborate more closely with our Nursing Assistant program.
 - b. LCSD is also in the process of adding Education as a pathway for students to become teachers as we “grow our own” in the school district. This is also a collaborative effort with WNC as we will use our own staff as affiliate teachers so students have increased opportunity for dual credit offerings.
 - c. Information Technology is also an area of exponential growth in the state of Nevada. While LCSD is offering Computer Science at middle school and an entry level course at high school, this pathway needs to be explored and expanded in the near future. Current expansions are taking place at Dayton High, Fernley High and Yerington High.
 - d. Accounting & Finance and Marketing are pathways that are aligned to a large number of high-skill, high-wage and in-demand occupations both regionally as well as statewide that are ranked in the top 100. Unfortunately only 55 (or 3%) students in CTE programs districtwide, are enrolled in these pathways. Support for these programs and efforts to increase enrollment will be explored.
6. LCSD will explore ways to increase the expansion of programs and adjust with workforce needs. Making curricular improvements and exploring means to engage students and retain them in CTE pathways is always a priority.
7. Increase offerings and membership in CTSO’s districtwide. Establishing CTSO’s will allow more opportunities for career exploration and guidance for each student involved.
8. Develop and improve professional development programs and opportunities for CTE teachers to gain needed training and development in their particular pathways. The exploration and possibility of creating a mentorship program for CTE teacher’s needs to be a priority as our teachers reach retirement age and replacements are found.
9. CTE teachers and administrators from all LCSD high schools will attend professional development to allow for the more effective use of the paraprofessionals in more inclusive CTE programs district wide.
10. Include all of these items in a plan that will encompass all of our programs to strategically lead us down the path for the next two years, where we will revisit and revise this needs assessment for the next two years.

This endeavor is no small task, but one that will benefit students in the long run. It will enlist the help of many in the district as well as others in the business sectors. As we engage others in these tasks and seek their counsel, our students will continue to grow and benefit from all of our hard work. The ultimate goal is to assist those on a path to college as well as those who seek to enter the workforce upon graduation from any of our district’s high schools, ensuring that they are able to secure high wage/high skill professions and showcase the successes of Lyon County School District.



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Appendix A: CLNA Data Pages – CTE Programs Worksheet

Rank (Regional Statewide)	CTE Program of Study/Career Pathway Name	# Enrolled (Most recent year)	High-Skill, High-Wage, or In-Demand Occupations and Industry Sectors (Local/Regional)	# of Openings (Over last year)	Average Wage	High-Skill, High-Wage, or In-Demand Occupations and Industry Sectors	# of Openings (Over last year)	Average Wage	Education Level
54/53	Accounting & Finance	41	Accountants	2375	\$32.88	Accountants and Auditors	9,674	\$30.55	Bachelor's degree
65/59			Financial Analysts	325	\$42.31	Financial Analysts	1,021	\$39.31	Bachelor's degree
103/112			Financial Managers	1434	\$55.95	Financial Managers	6,031	\$57.14	Bachelor's degree
8/16	Agriculture Leadership, Communication and Policy	10	Farmworkers and Laborers, Crop, Nursery, and Greenhouse	606	\$15.09	Farmworkers and Laborers, Crop, Nursery, and Greenhouse	2,090	\$13.41	No formal educational credential
13/16			Animal Scientists	477	\$21.94	Farmers, Ranchers, and Other Agricultural Managers	1,693	\$25.28	High school diploma or equivalent
55/59	Baking & Pastry	25	Food Batchmakers	166	\$11.93	Farmers, Ranchers, and Other Agricultural Managers	1,693	\$25.28	High school diploma or equivalent
1/1			Computer Science	60	Software Developers, Applications	908	\$42.91	Software Developers, Applications	3,890
2/3	Computer Science	60	Computer Systems Analysts	414	\$34.17	Computer Systems Analysts	2,278	\$39.26	Bachelor's degree
7/11			Software Developers, Systems Software	226	\$43.26	Software Developers, Systems Software	1,243	\$44.54	Bachelor's degree
34/35			Computer and Information Systems Managers	505	\$56.85	Computer and Information Systems Managers	2,013	\$63.29	Bachelor's degree
103			Computer Programmers	1,780	\$36.73	Computer Programmers	7,800	\$36.73	Bachelor's degree
39/57	Cybersecurity	17	Information Security Analysts	101	\$40.16	Information Security Analysts	583	\$42.45	Bachelor's degree
44/51			Computer Network Architects	199	\$48.61	Computer Network Architects	799	\$49.43	Bachelor's degree
10/21			Network and Computer Systems Administrators	434	\$38.05	Network and Computer Systems Administrators	1,847	\$39.50	Bachelor's degree
16/12	Construction Technology	71	Heating, Air Conditioning, and Refrigeration Mechanics and Installers	613	\$24.42	Heating, Air Conditioning, and Refrigeration Mechanics and Installers	2,296	\$24.53	Postsecondary nondegree award
18/41			First-Line Supervisors of Mechanics, Installers, and Repairers	761	\$32.12	First-Line Supervisors of Mechanics, Installers, and Repairers	3,862	\$34.46	High school diploma or equivalent
40/45			Construction Laborers	2,713	\$17.37	Construction Laborers	11,514	\$17.10	No formal educational credential
50/73			First-Line Supervisors of Construction Trades and Extraction Workers	1,235	\$30.37	First-Line Supervisors of Construction Trades and Extraction Workers	5,866	\$31.04	High school diploma or equivalent
53/82			Plumbers, Pipefitters, and Steamfitters	1,125	\$25.34	Plumbers, Pipefitters, and Steamfitters	5,726	\$25.62	High school diploma or equivalent
57/68			Electricians	1,519	\$26.25	Electricians	6,894	\$29.28	High school diploma or equivalent
77/88			Maintenance and Repair Workers, General	3,754	\$18.65	Maintenance and Repair Workers, General	16,134	\$21.60	High school diploma or equivalent
88	Construction Managers	1,110	\$38.38	Construction Managers	5,110	\$38.38	Bachelor's degree		
61	Culinary Arts	136	Combined Food Preparation and Serving Workers, Including Fast Food	5,896	\$10.04	Combined Food Preparation and Serving Workers, Including Fast Food	24,896	\$10.04	No formal educational credential
93			Food Preparation Workers	1,594	\$10.20	Food Preparation Workers	6,594	\$10.20	No formal educational credential
95			First-Line Supervisors of Food Preparation and Serving Workers	2,042	\$15.93	First-Line Supervisors of Food Preparation and Serving Workers	8,042	\$15.93	High school diploma or equivalent
69	Drafting & Design	71	Food Batchmakers	166	\$11.93	Food Batchmakers	166	\$11.93	High school diploma or equivalent
5/26			Engineers, All Other	165	\$34.65	Engineers, All Other	698	\$42.88	Bachelor's degree
6/6			Industrial Engineers	347	\$42.22	Industrial Engineers	691	\$41.27	Bachelor's degree
17/2			Mechanical Engineers	510	\$41.69	Mechanical Engineers	992	\$42.20	Bachelor's degree
43			Industrial Engineering Technicians	207	\$23.65	Industrial Engineering Technicians	207	\$23.65	Associate's degree
53/29	PLTW: L1 & L2 *Coming SY20-21	-	Civil Engineers	798	\$42.52	Civil Engineers	2,367	\$44.25	Bachelor's degree
76/80			Architects, Except Landscape and Naval	176	\$27.72	Architects, Except Landscape and Naval	732	\$29.55	Bachelor's degree
82/88		-	Engineering Technicians, Except Drafters, All Other	139	\$27.33	Engineering Technicians, Except Drafters, All Other	400	\$32.30	Associate's degree
20/14			Architectural and Engineering Managers	290	\$62.74	Architectural and Engineering Managers	876	\$68.74	Bachelor's degree
5/26		-	Engineers, All Other	165	\$34.65	Engineers, All Other	698	\$42.88	Bachelor's degree
6/6			Industrial Engineers	347	\$42.22	Industrial Engineers	691	\$41.27	Bachelor's degree
43		-	Industrial Engineering Technicians	207	\$23.65	Industrial Engineering Technicians	207	\$23.65	Associate's degree
27/15			Electrical Engineers	335	\$46.87	Electrical Engineers	876	\$46.25	Bachelor's degree
67/72	PLTW: Electrical *Coming SY20-21	-	Electronics Engineers, Except Computer	242	\$53.85	Electronics Engineers, Except Computer	940	\$45.99	Bachelor's degree
86			Electrical and Electronics Engineering Technicians	307	\$27.17	Electrical and Electronics Engineering Technicians	940	\$45.99	Associate's degree
17/2	PLTW: Mechanical *Coming SY20-21	-	Mechanical Engineers	510	\$41.69	Mechanical Engineers	992	\$42.20	Bachelor's degree
33			Industrial Machinery Mechanics	1,868	\$29.54	Industrial Machinery Mechanics	1,868	\$29.54	High school diploma or equivalent
69	Electronic Technology	6							
8/16	Food Science Technology	6	Farmworkers and Laborers, Crop, Nursery, and Greenhouse	606	\$15.09	Farmworkers and Laborers, Crop, Nursery, and Greenhouse	2,090	\$13.41	No formal educational credential
169	Furniture & Cabinetmaking	249							
169	Graphic Design	169							
9/7	Marketing	14	Sales Representatives, Wholesale and Manufacturing, Technical and Scientific Products	416	\$36.42	Sales Representatives, Wholesale and Manufacturing, Technical and Scientific Products	1,460	\$39.00	Bachelor's degree
21/34			Market Research Analysts and Marketing Specialists	766	\$26.47	Market Research Analysts and Marketing Specialists	3,703	\$28.53	Bachelor's degree
35/49			Buyers and Purchasing Agents	705	\$29.17	Buyers and Purchasing Agents	2,892	\$28.73	Bachelor's degree
68/83			Sales Engineers	103	\$51.81	Sales Engineers	435	\$50.50	Bachelor's degree
74/50			Sales Representatives, Wholesale and Manufacturing, Except Technical and Scientific Products	2,611	\$31.32	Sales Representatives, Wholesale and Manufacturing, Except Technical and Scientific Products	9,466	\$30.42	High school diploma or equivalent
99			Sales Managers	812	\$61.51	Sales Managers	3,073	\$61.51	Bachelor's degree
108			Marketing Managers	378	\$54.38	Marketing Managers	1,460	\$54.38	Bachelor's degree
34	Metalworking	108	Market Research Analysts and Marketing Specialists	766	\$26.47	Market Research Analysts and Marketing Specialists	3,703	\$28.53	Bachelor's degree
30/17			Machinists	617	\$30.33	Machinists	996	\$20.82	High school diploma or equivalent
66/102			Tool and Die Makers	75	\$23.94	Tool and Die Makers	130	\$27.97	Postsecondary nondegree award
81/40	Nursing Assistant	11	Welders, Cutters, Solderers, and Brazers	825	\$20.59	Welders, Cutters, Solderers, and Brazers	2,154	\$23.91	High school diploma or equivalent
3/9			Licensed Practical and Licensed Vocational Nurses	618	\$25.17	Licensed Practical and Licensed Vocational Nurses	2,950	\$26.48	Postsecondary nondegree award
14/20	Nursing Assistant	11	Registered Nurses	5,202	\$37.93	Registered Nurses	22,068	\$40.79	Bachelor's degree
19/13			Nurse Practitioners	227	\$52.28	Nurse Practitioners	770	\$50.72	Master's degree
23/37			Personal Care Aides	2,820	\$10.99	Personal Care Aides	13,560	\$11.32	High school diploma or equivalent
29/31			Medical and Health Services Managers	543	\$59.70	Medical and Health Services Managers	2,220	\$53.75	Bachelor's degree
48/58	Pharmacy Practice	5	Home Health Aides	498	\$13.09	Home Health Aides	1,880	\$13.77	High school diploma or equivalent
15/55			Nursing Assistants	1,594	\$15.75	Nursing Assistants	7,008	\$16.58	Postsecondary nondegree award
73	Pharmacists	378	\$59.37	Pharmacists	2,530	\$60.74	Doctoral or professional degree		
83	Pharmacy Technicians	641	\$17.30	Pharmacy Technicians	2,530	\$17.30	High school diploma or equivalent		
8/16	Photography	83							
57/54	Natural Resources & Wildlife Management	7	Farmworkers and Laborers, Crop, Nursery, and Greenhouse	606	\$15.09	Farmworkers and Laborers, Crop, Nursery, and Greenhouse	2,090	\$13.41	No formal educational credential
72/54			Sports Medicine	30	Physical Therapists	391	\$41.39	Physical Therapists	1,693
96	Sports Medicine	7	Occupational Therapists	210	\$49.90	Occupational Therapists	798	\$49.48	Master's degree
8/16			Veterinary Science	0	Physical Therapist Assistants	132	\$22.77	Physical Therapist Assistants	500
89/77	Video Production	35	Farmworkers and Laborers, Crop, Nursery, and Greenhouse	606	\$15.09	Farmworkers and Laborers, Crop, Nursery, and Greenhouse	2,090	\$13.41	No formal educational credential
81/40			Web Design and Development	6	Web Developers	295	\$25.69	Web Developers	1,169
81/40	Welding Technology	150	Welders, Cutters, Solderers, and Brazers	825	\$20.59	Welders, Cutters, Solderers, and Brazers	2,154	\$23.91	High school diploma or equivalent



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Appendix A – CLNA Data Pages – District-Enrollment by Year

Pathway Name	2019-2020											2018-2019					2017-2018				
	1	# sections offered	Unfilled Seats	2	# sections offered	Unfilled Seats	3	# sections offered	Unfilled Seats	AS	Total	1	2	3	AS	Total	1	2	3	AS	Total
Accounting & Finance	27	2	23	7	2	43	5	3	70	2	41	32	11	4	2	49	29	6	4		39
Agriculture Business Systems											0					0			1		1
Agriculture Leadership, Communication and Policy							10	1	15		10			3		3			6		6
Agriculture Science I & II	75	4	27	59	5	66					134	99	59			158	109	24			133
Animal Science							12	2	38	4	16			9		9			4		4
Baking & Pastry				25	1	0					25		40			40		19			19
Computer Science	60	5	65								60					0					0
Construction Technology	49	5	76	16	4	84	5	4	95	1	71	38	6	3	2	49	40	6	4	1	51
Culinary Arts	92	4	8	25	1	0	16	1	9	3	136	46	41	7	2	96	90	19	5	1	115
Cybersecurity	15	1	10	1	1	24	1	1	24		17					0					0
Digital Game Development											0		1			1	1	2	3		6
Drafting & Design	41	3	34	18	3	57	9	4	88	3	71	49	18	15		82	60	24	3		87
Electronic Technology	45	3	30	16	3	59	8	3	67	0	69	48	17	2		67	39	4	5		48
Food Science Technology							6	1	19		6			1		1			7		7
Furniture & Cabinetmaking	151	9	74	54	8	146	26	7	149	18	249	131	46	23	16	216	179	44	33	6	262
Graphic Design	120	7	55	24	7	151	20	7	155	5	169	81	39	20	3	143	93	36	9	3	141
Health Science I & II	102	5	24	25	1	0					127	137	25			162	166	29			195
IT - Service & Support											0	13	2		1	16	8				8
Marketing	3	2	47	5	3	70	5	2	45	1	14	33	12		1	46	21	6			27
Medical Terminology				46	3	29					46		57			57		37			37
Metalworking	60	4	40	28	4	72	15	4	85	5	108	45	22	5		72	19	5	3		27
Natural Resources & Wildlife Management											0			3		3			2		2
Nursing Assistant							11	1	14		11		15			15			8		8
Pharmacy Practice							5	3	70		5			4		4			4		4
Photography	64	4	37	12	4	88	5	2	45	2	83	61	17	11		89	46	20	6		72
Plant Science and Ornamental Horticulture				7	1	18					7					0					0
Sports Medicine				16	2	34	14	2	36		30		22			22		8	3		11
Veterinary Science											0		4			4					0
Video Production	19	2	31	10	2	40	4	1	21	2	35	39	10	7		56	41	15	4		60
Web Design and Development	6	1	19								6					0					0
Welding Technology	71	3	4	48	2	2	24	1	1	7	150	69	53	21	5	148	83	35	17	3	138
	1000	64	604	442	57	983	201	50	1046		1696			157		1608			131		1508

**does not match school enrollment



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Appendix A – CLNA Data Pages-District Trends

Pathway Name	Enrollment Trend %				Concentrator Enrollment %				Completer Trend %				# Earning Dual Enrollment Credit				# Certs/Credentials Earned				Passage %'s on Credential / Degree				# Completing Work-based Learning			
	YR1	2	3	Trend	YR1	2	3	Trend	YR1	2	3	Trend	YR1	2	3	Trend	YR1	2	3	Trend	1	2	3	Trend	1	2	3	Trend
Accounting & Finance	39	49	41	5.1%	6	11	7	16.7%	4	4	5	25.0%																
Agriculture Business Systems (L3C ONLY)	1			-100.0%					1			-100.0%																
Agriculture Leadership, Communication and Policy (L3C ONLY)	6	3	10	66.7%					6	3	10	66.7%															43	
Agriculture Science I & II (L1 & L2 ONLY)	133	158	134	0.8%	24	59	59	145.8%																			31	
Animal Science (L3C ONLY)	4	9	16	77.8%					4	9	12	200.0%																
Baking & Pastry (L1 is Culinary Arts I) NO L3C in place	19	40	25	31.6%	19	40	25	31.6%																				
Computer Science	60																											
Construction Technology	51	49	71	39.2%	6	6	16	166.7%	4	3	5	25.0%																
Culinary Arts	115	96	136	18.3%	19	41	25	-39.0%	5	7	16	220.0%																
Cybersecurity			17				1				1																	
Digital Game Development	6	1		-100.0%	2	1		-100.0%	3			-100.0%																
Drafting & Design	87	82	71	-18.4%	24	18	18	-25.0%	3	15	9	200.0%																
Electronic Technology	48	67	69	43.8%	4	17	16	300.0%	5	2	8	60.0%																
Food Science Technology (L1 is Agriculture Science I & L2 is Agriculture Science II)	7	1	6	-14.3%					7	1	6	-14.3%																
Furniture & Cabinetmaking	262	216	249	-5.0%	44	46	54	22.7%	33	23	26	13.0%																
Graphic Design	141	143	169	19.9%	36	39	24	-38.5%	9	20	20	0.0%																
Health Science I & II (L1 & L2 ONLY)	195	162	127	-34.9%	29	25	25	0.0%																				
IT - Service & Support	8	16		-100.0%		2																						
Marketing	27	45	14	-68.9%	6	12	5	-16.7%			5																18	
Medical Terminology (L2 ONLY)	37	57	46	24.3%	37	57	46	24.3%																				
Metalworking	27	72	108	300.0%	5	22	28	460.0%	3	5	15	400.0%																
Natural Resources & Wildlife Management/NRWMM	2	3		-100.0%					2	3		-100.0%																
Nursing Assistant (L3C ONLY)	8	15	11	37.5%					8	15	11	37.5%					8	14	11	10%								
Pharmacy Practice (L3C ONLY)	4	4	5	25.0%					4	4	5	25.0%																
Photography	72	89	83	15.3%	20	17	12	-40.0%	6	11	5	-16.7%															7	
Plant Science and Ornamental Horticulture (L2 ONLY) NO L3C in place			7				7																					
Sports Medicine (L2 & L3C ONLY)	11	22	30	172.7%	8	22	16	100.0%	3		14	366.7%																
Veterinary Science (L3C ONLY)		4								4																		
Video Production	60	56	35	-41.7%	15	10	10	-33.3%	4	7	4	-42.9%																
Web Design and Development			6																									
Welding Technology	138	148	150	8.7%	35	53	48	37.1%	17	21	24	41.2%																
			1696				442				201																	
					*Year's Total enrollment				*L2 enrollment #'s ONLY																			



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Appendix A – CLNA Data Pages-School-Enrollment by Year

School	Pathway Name	2019-2020										2018-2019					2017-2018					
		1	# sections offered	Unfilled Seats	2	# sections offered	Unfilled Seats	3	# sections offered	Unfilled Seats	AS	Total Enrollm	1	2	3	AS	Total	1	2	3	AS	Total
Dayton	Baking & Pastry			25	1	0					25		40				40		19			19
Dayton	Computer Science	9	1	16						9						0						0
Dayton	Construction Technology	8	1	17						8						0						0
Dayton	Culinary Arts	92	4	8	25	1	0	16	1	9	3	136	46	41	7	2	96	90	19	5	1	115
Dayton	Drafting & Design	10	1	15	5	1	20	3	2	44	18	12	4	2			18	15	3	1		19
Dayton	Furniture & Cabinetmaking	21	1	4	2	1	23	2	1	23	1	26	13	8	1	3	25	32	4	3		39
Dayton	Graphic Design	17	1	8	3	1	22	4	1	21		24	12	5	6		23	10	12	1		23
Dayton	Health Science (L1 & L2 for Pharmacy Practice)	15	1	10	25	1	0				40	49	25				74	70	29			99
Dayton	Marketing	2	1	23	4	2	46	2	1	23	1	9	13	2		1	16	4	3			7
Dayton	Medical Terminology (Alternate L2 for Pharmacy Practice)			8	1	17					8		28				28		15			15
Dayton	Pharmacy Practice						4	2	46		4			2			2			2		2
Dayton	Video Production	16	1	9	8	1	17	4	1	21	28	31	10	4			45	38	12	4		54
Fernley	Accounting & Finance	15	1	10	4	1	21	3	1	22	2	24	17	6	3	2	28	12	5	3		20
Fernley	Agriculture Business Systems										0						0				1	1
Fernley	Agriculture Science (L1 & L2 for Agriculture Business Systems & Animal Science)	27	1	0	17	1	8				44	28	12				40	31	12			43
Fernley	Animal Science						7	1	18	4	11		9				9					0
Fernley	Drafting & Design	24	1	1	11	1	14	3	1	22	1	39	27	11	11		49	36	16	2		54
Fernley	Electronic Technology	40	2	10	14	2	36	6	2	44	60	36	13	1			50	32	3	5		40
Fernley	Furniture & Cabinetmaking	86	4	14	24	2	26	13	2	37	14	137	75	26	13	5	119	80	21	15	3	119
Fernley	Graphic Design	48	3	27	11	4	89	10	4	90	5	74	33	16	7	3	59	30	12	5	2	49
Fernley	Health Science (L1 for nursing Assistant/L2 for Sports Medicine)	51	2	0							51	51					51	55				55
Fernley	Medical Terminology (L2 for Nursing Assistant)				23	1	2				23		21				21		13			13
Fernley	Nursing Assistant						11	1	14		11		9				9		8			8
Fernley	Photography	51	2	0	8	1	17	4	1	21	2	65	52	15	6		73	43	13	3		59
Fernley	Sports Medicine				10	1	15	6	1	19		16		11			11		8			8
Fernley	Welding Technology	71	3	4	48	2	2	24	1	1	7	150	69	53	21	5	148	83	35	17	3	138
Silver Stage	Computer Science	13	1	12							13						0					0
Silver Stage	Construction Technology	35	2	15	11	2	39	5	4	95	1	52	30	6	3		39	28	5	1		34
Silver Stage	Cybersecurity	15	1	10	1	1	24	1	1	24		17					0					0
Silver Stage	Drafting & Design	7	1	18	2	1	23	3	1	22	2	14	10	3	2		15	9	5			14
Silver Stage	Electronic Technology	5	1	20	2	1	23	2	1	23		9	12	4	1		17	7	1			8
Silver Stage	Furniture & Cabinetmaking	44	4	56	28	5	97	11	4	89	3	86	43	12	9	8	72	36	14	14	3	67
Silver Stage	Graphic Design	22	1	3	4	1	21	2	1	23		28	14	4	4		22	16	3			19
Silver Stage	IT - Service & Support										0	13	2				15	8				8
Silver Stage	Marketing	1	1	24	1	1	24	3	1	22		5	20	10			30	17	3			20
Smith Valley	Agriculture Science (L1 & L2 for Animal Science, Food Science, NRWM, and Veterinary Science)	11	1	14	9	1	16				20	17	9				26	13	7			20
Smith Valley	Animal Science (Alternates years with Veterinary Science)						5	1	20		5						0		4			4
Smith Valley	Computer Science	4	1	21							4						0					0
Smith Valley	Construction Technology	6	2	44	5	2	45				11	8			2		10	12	1	3	1	17
Smith Valley	Digital Game Development							6	1	19		0					1	1	2	3		6
Smith Valley	Food Science Technology										6		1				1		7			7
Smith Valley	Graphic Design	12	1	13							12						0					0
Smith Valley	Health Science I (No Health Science II offered)	14	1	11							14	12					12	26				26
Smith Valley	IT - Service & Support										0				1		1					0
Smith Valley	Natural Resources & Wildlife Management (NRWM)										0			3			3					0
Smith Valley	Photography	13	2	37	4	3	71	1	1	24	18	9	2	5			16	3	7	3		13
Smith Valley	Plant Science and Ornamental Horticulture (L2 for Ornamental Horticulture/Greenhouse Management & Floriculture Design and Management)				7	1	18				7						0					0
Smith Valley	Sports Medicine (L1 is Health Science II)				6	1	19	8	1	17	14		11				11		3			3
Smith Valley	Veterinary Science (Alternates years with Animal Science)										0			4			4					0
Smith Valley	Video Production	3	1	22	2	1	23			2	7	8		3			11	3	3			6
Smith Valley	Web Design and Development	6	1	19							6						0					0
Yerington	Accounting & Finance	12	1	13	3	1	22	2	2	48	17	15	5	1			21	17	1	1		19
Yerington	Agriculture Leadership, Communication and Policy							10	1	15	10						3		6			6
Yerington	Agriculture Science (L1 & L2 for Agriculture Leadership & NRWM)	37	2	13	33	3	42				70	54	38				92	65	5			70
Yerington	Computer Science	34	2	16							34						0					0
Yerington	Furniture & Cabinetmaking										0						0	31	5	1		37
Yerington	Graphic Design	21	1	4	6	1	19	4	1	21	31	22	14	3			39	37	9	3	1	50
Yerington	Health Science	22	1	3							22	25					25	15				15
Yerington	Medical Terminology				15	1	10				15		8				8		9			9
Yerington	Metalworking	60	4	40	28	4	72	15	4	85	5	108	45	22	5		72	19	5	3		27
Yerington	Natural Resources & Wildlife Management (NRWM)										0						0				2	2
Yerington	Nursing Assistant										0						6					0
Yerington	Pharmacy Practice (L1 - Health Science I & L2 Medical Terminology)						1	1	24		1						2				2	2
		1000	64	604	442	57	983	201	50	1046	53	1696	921	498	157	32	1608	1024	339	131	14	1508

*does not match district enrollment



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Appendix A – CLNA Data Pages-School-Perseverance by Year

School	Pathway Name	2018/19					2019/20					2020/21					2021/22					
		L1	L2	L3	Goal	%	L1	L2	L3	Goal	%	L1	L2	L3	Goal	%	1	2	3	AS	Total	
Dayton	Baking & Pastry	46	25	54.3%	40	0	0.0%	90	40	44.4%	19	0	0.0%	90	19	0	0	0	0	0	109	*L1 is a duplicate of Culinary I, as this is the L1 for Baking & Pastry as well
Dayton	Computer Science																					*New program in SY19-20
Dayton	Construction Technology																					*New program in SY19-20
Dayton	Culinary Arts	46	25	54.3%	41	16	39.0%	90	41	45.6%	19	7	36.8%	90	19	5	1				115	
Dayton	Drafting & Design	12	5	41.7%	4	3	75.0%	15	4	26.7%	3	2	66.7%	15	3	1					19	
Dayton	Furniture & Cabinetmaking	13	2	15.4%	8	2	25.0%	32	8	25.0%	4	1	25.0%	32	4	3					39	
Dayton	Graphic Design	12	3	25.0%	5	4	80.0%	10	5	50.0%	12	6	50.0%	10	12	1					23	
Dayton	Marketing	13	4	30.8%	2	2	100.0%	4	2	50.0%	3		0.0%	4	3						7	
Dayton	Pharmacy Practice	49	11	22.4%	53	4	7.5%	70	53	75.7%	44	2	4.5%	70	44	2					116	*L2 is the combined enrollments for Health Science I & Medical Terminology as they are both L2 classes for the L3C Pharmacy Practice
Dayton	Video Production	31	8	25.8%	10	4	40.0%	38	10	26.3%	12	4	33.3%	38	12	4					54	
Fernley	Accounting & Finance	17	4	23.5%	6	3	50.0%	12	6	50.0%	5	3	60.0%	12	5	3					20	
Fernley	Agriculture Business Systems	17	4	23.5%	6	3	50.0%	12	6	50.0%	5	3	60.0%	12	5	3					20	*L1 & L2 are enrollments for Ag Science I & II
Fernley	Animal Science	28	17	60.7%	12	7	58.3%	31	12	38.7%	12	9	75.0%	31	12	1					43	*L1 & L2 are enrollments for Ag Science I & II and are duplicated numbers from Agriculture Business Systems
Fernley	Drafting & Design	27	11	40.7%	11	3	27.3%	36	11	30.6%	16	11	68.8%	36	16	2					54	
Fernley	Electronic Technology	36	14	38.9%	13	6	46.2%	32	13	40.6%	3	1	33.3%	32	3	5					40	
Fernley	Furniture & Cabinetmaking	75	24	32.0%	26	13	50.0%	80	26	32.5%	21	13	61.9%	80	21	15	3				119	
Fernley	Graphic Design	33	11	33.3%	16	10	62.5%	30	16	53.3%	12	7	58.3%	30	12	5	2				49	
Fernley	Nursing Assistant	51	23	45.1%	21	11	52.4%	55	21	38.2%	13	9	69.2%	55	13	8					76	*L1 is Health Science I enrollment and L2 is Medical Terminology
Fernley	Photography	52	8	15.4%	15	4	26.7%	43	15	34.9%	13	6	46.2%	43	13	3					59	
Fernley	Sports Medicine	51	10	19.6%	11	6	54.5%	55	11	20.0%	8		0.0%	55	8						63	*L1 is a duplicate of the L1 for Nursing Assistant as they both use Health Science I
Fernley	Welding Technology	69	48	69.6%	53	24	45.3%	83	53	63.9%	35	21	60.0%	83	35	17	3				138	
Silver Stage	Computer Science																					
Silver Stage	Construction Technology	30	11	36.7%	6	5	83.3%	28	6	21.4%	5	3	60.0%	28	5	1					34	
Silver Stage	Cybersecurity	0	1		0	1															0	*New program in SY19-20
Silver Stage	Drafting & Design	10	2	20.0%	3	3	100.0%	9	3	33.3%	5	2	40.0%	9	5						14	
Silver Stage	Electronic Technology	12	2	16.7%	4	2	50.0%	7	4	57.1%	1	1	100.0%	7	1						8	
Silver Stage	Furniture & Cabinetmaking	43	28	65.1%	12	11	91.7%	36	12	33.3%	14	9	64.3%	36	14	14	3				67	
Silver Stage	Graphic Design	14	4	28.6%	4	2	50.0%	16	4	25.0%	3	4	133.3%	16	3						19	
Silver Stage	IT - Service & Support	13	0	0.0%	2	0	0.0%	8	2	25.0%				8							8	*Phased out into Computer Science and Cybersecurity in SY19-20
Silver Stage	Marketing	20	1	5.0%	10	3	30.0%	17	10	58.8%	3		0.0%	17	3						20	
Smith Valley	Animal Science	17	9	52.9%	9	5	55.6%	13	9	69.2%	7		0.0%	13	7	4					24	*L1 & L2 are enrollments for Ag Science I & II and are duplicates of the L1 & L2 enrollments for L3C Food Science, NRW and Veterinary Science
Smith Valley	Computer Science																				0	
Smith Valley	Construction Tech	8	5	62.5%				12		0.0%	1		0.0%	12	1	3	1				17	
Smith Valley	Digital Game Development				1	0	0.0%	1	1	100.0%	2		0.0%	1	2	3					6	
Smith Valley	Food Science	0	6		0	6		13	9	69.2%	7	1	14.3%	13	7	7					27	
Smith Valley	Graphic Design																				0	*New program in SY19-20
Smith Valley	IT - Service & Support							13	9	69.2%	7	3	42.9%	13	7						0	
Smith Valley	Natural Resources and Wildlife Management																				20	*L1 & L2 are enrollments for Ag Science I & II and are duplicates of the L1 & L2 enrollments for L3C Food Science, NRW and Veterinary Science
Smith Valley	Photography	9	4	44.4%	2	1	50.0%	3	2	66.7%	7	5	71.4%	3	7	3					13	
Smith Valley	Sports Medicine	12	6	50.0%	11	8	72.7%	26	11	42.3%				26	3						29	*L1 is Health Science I enrollments
Smith Valley	Veterinary Science	17	9	52.9%	9	4	44.4%	13	9	69.2%	7	4	57.1%	13	7						20	*L1 & L2 are enrollments for Ag Science I & II and are duplicates of the L1 & L2 enrollments for L3C Food Science, NRW and Veterinary Science
Smith Valley	Video Production	8	2	25.0%				3		0.0%	3	3	100.0%	3	3						6	
Smith Valley	Web Design and Development																				0	
Yerington	Accounting & Finance	15	3	20.0%	5	2	40.0%	17	5	29.4%	1	1	100.0%	17	1	1					19	
Yerington	Agriculture Leadership, Communication and Policy	54	33	61.1%	38	10	26.3%	65	38	58.5%	5	3	60.0%	65	5	6					76	*L1 & L2 are Ag Science enrollment numbers
Yerington	Computer Science																				0	
Yerington	Furniture & Cabinetmaking							31		0.0%	5		0.0%	31	5	1					37	
Yerington	Graphic Design	22	6	27.3%	14	4	28.6%	37	14	37.8%	9	3	33.3%	37	9	3	1				50	
Yerington	Metalworking	45	28	62.2%	22	15	68.2%	19	22	115.8%	5	5	100.0%	19	5	3					27	
Yerington	Natural Resources and Wildlife Management							65	38	58.5%	5		0.0%	65	5	2					2	
Yerington	Nursing Assistant	25	15	60.0%	8	0	0.0%	15	8	53.3%	9	6	66.7%	15	9						24	*L1 is Health Science I enrollments and L2 is Medical Terminology enrollments
Yerington	Pharmacy Practice	25	15	60.0%	8	1	12.5%	15	8	53.3%	9	2	22.2%	15	9	2					26	*L1 is Health Science I enrollments and L2 is Medical Terminology enrollments and are duplicates of the L1 & L2 enrollments for Nursing Assistant



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Appendix A – CLNA Data Pages-School Trends

YR1=17/18; YR2=18/19; YR3=19/20		Enrollment Trend %				Concentrator Enrollment %				Completer Trend %				# Earning Dual Enrollment Credit				# Certs/Credentials Earned				# Passing 3's on Content Area Exams				# Completing Work-based Learning									
School	Pathway Name	YR1	2	3	Trend	YR1	2	3	Trend	YR1	2	3	Trend	YR1	2	3	Trend	YR1	2	3	Trend	YR1	2	3	Trend	YR1	2	3	Trend	YR1	2	3	Trend		
Dayton	Baking & Pastry (L2 ONLY) NO L3C in place	19	40	25	31.6%	19	40	25	31.6%																										
Dayton	Computer Science			9																															
Dayton	Construction Technology			8																															
Dayton	Culinary Arts	115	96	136	18.3%	19	41	25	31.6%	5	7	16	220.0%																						
Dayton	Drafting & Design	19	18	18	-5.3%	3	4	5	66.7%	1	2	3	200.0%																						
Dayton	Furniture & Cabinetmaking	39	25	26	-33.3%	4	8	2	-50.0%	3	1	2	-33.3%																						
Dayton	Graphic Design	23	23	24	4.3%	12	5	3	-75.0%	1	6	4	300.0%																						
Dayton	Health Science I & II (L1 & L2 ONLY)	99	74	40	-59.6%	29	25	25	-13.8%																										
Dayton	Marketing	7	16	9	28.6%	3	2	4	33.3%			2																						18	
Dayton	Medical Terminology (L2 ONLY)	15	28	8	-46.7%	15	28	8	-46.7%																										
Dayton	Pharmacy Practice (L3C ONLY)	2	2	4	100.0%							2	2	4	100.0%																				
Dayton	Video Production	54	45	28	-48.1%	12	10	8	-33.3%	4	4	4	0.0%																						
Fernley	Accounting & Finance	20	28	24	20.0%	5	6	4	-20.0%	3	3	3	0.0%																						
Fernley	Agriculture Business Systems (L3C ONLY)	1			-100.0%							1																							
Fernley	Agriculture Science I & II (L1 & L2 ONLY)	43	40	44	2.3%	12	12	17	41.7%																										
Fernley	Animal Science (L3C ONLY)		9	11								9	7																						
Fernley	Drafting & Design	54	49	39	-27.8%	16	11	11	-31.3%	2	11	3	50.0%																						
Fernley	Electronic Technology	40	50	60	50.0%	3	13	14	366.7%	5	1	6	20.0%																						
Fernley	Furniture & Cabinetmaking	119	119	137	15.1%	21	26	24	14.3%	15	13	13	-13.3%																						
Fernley	Graphic Design	49	59	74	51.0%	12	16	11	-8.3%	5	7	10	100.0%																						
Fernley	Health Science I (L1 ONLY)	55	51	51	-7.3%																														
Fernley	Medical Terminology (L2 ONLY)	13	21	23	76.9%	13	21	23	76.9%																										
Fernley	Nursing Assistant (L3C ONLY)	8	9	11	37.5%							8	9	11	37.5%																				
Fernley	Photography	59	73	65	10.2%	13	15	8	-38.5%	3	6	4	33.3%																						
Fernley	Sports Medicine (L2 & L3C ONLY)	8	11	16	100.0%	8	11	10	25.0%																										
Fernley	Welding Technology	138	148	150	8.7%	35	53	48	37.1%	17	21	24	14.3%																						
Silver Stage	Computer Science			13																															
Silver Stage	Construction Technology	34	39	52	52.9%	5	6	11	120.0%	1	3	5	66.7%																						
Silver Stage	Cybersecurity			17				1				1																							
Silver Stage	Drafting & Design	14	15	14	0.0%	5	3	2	-60.0%		2	3	50.0%																						
Silver Stage	Electronic Technology	8	17	9	12.5%	1	4	2	100.0%		1	2	100.0%																						
Silver Stage	Furniture & Cabinetmaking	67	72	86	28.4%	14	12	28	100.0%	14	9	11	-21.4%																						
Silver Stage	Graphic Design	19	22	28	47.4%	3	4	4	33.3%		4	2	-50.0%																						
Silver Stage	IT - Service & Support	8	15		-100.0%			2																											
Silver Stage	Marketing	20	30	5	-75.0%	3	10	1	-66.7%			3																							
Smith Valley	Agriculture Science I & II (L1 & L2 ONLY)	20	26	20	0.0%	7	9	9	28.6%																										31
Smith Valley	Animal Science (L3C ONLY)	4		5								4																							
Smith Valley	Computer Science			4																															
Smith Valley	Construction Technology	17	10	11	-35.3%	1		5	400.0%	3			-100.0%																						
Smith Valley	Digital Game Development	6	1		-100.0%	2	1		-100.0%																										
Smith Valley	Food Science Technology (L3C ONLY)	7	1	6	-14.3%							7	1	6	-14.3%																				
Smith Valley	Graphic Design			12																															
Smith Valley	Health Science I (L1 ONLY)	26	12	14	-46.2%																														
Smith Valley	IT - Service & Support		1																																
Smith Valley	Natural Resources & Wildlife Management (L3C ONLY)		3									3																							
Smith Valley	Photography	13	16	18	38.5%	7	2	4	100.0%	3	5	1	-66.7%																						7
Smith Valley	Plant Science & Ornamental Horticulture (L2 ONLY) NO L3C in place			7																															
Smith Valley	Sports Medicine (L2 & L3C ONLY)	3	11	14	366.7%		11	6	-45.5%	3		8	166.7%																						
Smith Valley	Veterinary Science (L3C ONLY)		4									4																							
Smith Valley	Video Production	6	11	7	16.7%	3		2	-33.3%			3																							
Smith Valley	Web Design and Development			6																															
Yerington	Accounting & Finance	19	21	17	-10.5%	1	5	3	200.0%	1	1	2	100.0%																						
Yerington	Agriculture Leadership, Communication and Policy (L3C ONLY)	6	3	10	66.7%							6	3	10	233.3%																				43
Yerington	Agriculture Science I & II (L1 & L2 ONLY)	70	92	70	0.0%	5	38	33	560.0%																										
Yerington	Computer Science																																		



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Appendix A – CLNA Data Pages-CTE CC Alignment

CTE Program of Study & Course Sequence	LCSD # Enrolled (Most recent year)	Articulated College Credit Degrees/Certificate Pathways GBC	# of College Credits	Articulated College Credit Degrees/Certificate Pathways TMCC	# of College Credits	Articulated College Credit Degrees/Certificate Pathways WNC	# of College Credits
Accounting & Finance	41	ACC 201 Financial Accounting	3	ACC 135: Bookkeeping I	3		In Progress
Accounting & Finance I		BUS 110 Human Relations for Employment	3	ACC 136: Bookkeeping II	3		
Accounting & Finance II				CE 201: Workplace Readiness	3		
Accounting & Finance III		CA Business Administration		Skills Certificate: Certified Professional Bookkeeper			
		AAS Business Administration		CA Bookkeeping			
		CA Accounting		CA Business			
		AAS Accounting		AAS Business			
Agriculture Business Systems	0	MGT 103 Introduction to Small Business Management	3				
Agriculture Science I		BUS 110 Human Relations for Employment	3				
Agriculture Science II		AAS Business Administration					
Agriculture Business Systems		CA Human Resources					
		CA Accounting Technician					
		CA Entrepreneurship					
Agriculture Leadership, Communication and Policy	10						
Animal Science	16						
Baking & Pastry	25	CE 201 - Workplace Readiness	3				
Culinary Arts I		CUL 105 - Basic Skills Development	3				
Baking and Pastry I		Certificate of Achievement - Culinary Arts, Baking and Pastry					
Baking and Pastry II							
Computer Science	60	CIT 110 A + Hardware	3	CE 201: Workplace Readiness			
Computer Science I		CIT 112 Network +	3	CIT 130: Beginning Java			
Computer Science II		CIT 151 Beginning Web Development	3	CIT 134: Beginning C# Programming			
Computer Science III		BUS 110 Human Relations for Employment	3				
		AAS Computer Programming		AAS Computer Information Technology, Computer Programming			
		AAS Network Specialist					
Construction Technology	71	Circuit Design	1	CE 201: Workplace Readiness	3	CEM 100 – Fundamentals of Construction Management	3
Construction Technology I		BUS 110 Human Relations for Employment	3	CONS 120: Print Reading and Specification	3	CONS 108 – Construction Methods and Materials I	4
Construction Technology II				CONS 205: Construction Site Safety	3	CONS 109 – Construction Methods and Materials II	4
Construction Technology III		CA Electrical Systems Technology		Skills Certificate: Construction Estimating		AAS Degree – Construction Technology	
		AAS Electrical Systems Technology		Skills Certificate: Construction Project Management		CA – NCCER	
			AAS Construction and Design, Construction Management Emphasis		Industry Credential		
Culinary Arts	136			CE 201 - Workplace Readiness (3 Credits)	3		
Culinary Arts I				CUL 105 - Basic Skills Development (3 Credits)	3		
Culinary Arts II				CUL 106 - Understanding Culinary Techniques	6		
Culinary Arts III				Certificate of Achievement - Culinary Arts			
			Associate of Applied Science Degree - Culinary Arts				



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Appendix A – CLNA Data Pages-CTE CC Alignment Continued

Cybersecurity	17			CE 201: Workplace Readiness (3 Credits)	3		
Cybersecurity I				CIT 112: Network + (3 Credits)	3		
Cybersecurity II				CIT 114: IT Essentials (4 Credits)	4		
Cybersecurity III				CS 151: Introduction to Cybersecurity	3		
				Skills Certificate - Cybersecurity Skills Preparation			
				AAS Computer Information Technology - Cybersecurity			
Digital Game Development	0						
Drafting & Design	71			CADD 100 - Introduction to Computer-Aided Drafting	3		
Drafting and Design I				CE 201 - Workplace Readiness	3		
Drafting and Design II				DFT 100 - Basic Drafting Principles	3		
Drafting and Design III				Skills Certificate - CAD Technician			
				Certificate of Achievement - Drafting Technologies			
				AAS - Manufacturing Technologies, Drafting Emphasis			
Electronic Technology	69	Priority entrance into the Electrical Systems Technology program				ET 131 – DC for Electronics	4
Electronic Technology I		BUS 110 Human Relations for Employment	3			ET 132 – AC for Electronics	4
Electronic Technology II						AAS Degree – General Industrial Technology	
Electronic Technology III						AAS Degree – Automated Systems Technology	
						CA – Industrial Electronics Technology	
						CA – General Industrial Technology	
Food Science Technology	6			CE 201 - Workplace Readiness	3		
Agriculture Science I				CUL 100 - Sanitation/HACCP (Must earn national sanitation certification for CUL 100 credit.)	2		
Agriculture Science II				NUTR 222 - Principles of Food Science	3		
Food Science Technology				AAS - Manufacturing Technologies, Food Processing Technology Emphasis			
Furniture & Cabinetmaking	249						
Graphic Design	169	GRC 103 Introduction to Computer Graphics	3	CE 201: Workplace Readiness	3	GRC 103 – Introduction to Computer Graphics	3
Graphic Design I		GRC 156 Computer Illustration	3	GRC 100: Introduction to Graphic Arts and Media Technologies	3	GRC 156 – Computer Illustration I	3
Graphic Design II		GRC 183 Design with Photoshop	3	GRC 116: Introduction to Digital Art & Design	3	GRC 183 – Electronic Imaging	3
Graphic Design III		BUS 110 Human Relations for Employment	3				
		AAS Graphic Communications		Associate of Applied Science Degree: Graphic Communications		AAS Degree – Graphic Design	
				Associate of Arts Degree: Graphic Arts & Media Technology		CA – Graphic Design	
				Certificate of Achievement: Graphic Communications			
IT - Service & Support	0	CIT 110 A + Hardware	3	CE 201 - Workplace Readiness	3		
IT Essentials I		CIT 112 Network +	3	CIT 112 - Network+	3		
IT Essentials II		BUS 110 Human Relations for Employment	3	CIT 114 - IT Essentials	4		
		AAS Computer Programming		Certificate of Achievement - Computer Technologies			
		AAS Network Specialist		AAS - CIT, Computer Programming Emphasis			



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Appendix A – CLNA Data Pages-CTE CC Alignment Continued

Marketing	14	BUS 101 Introduction to Business	3			BUS 101 – Introduction to Business (3 Credits)	3
Principles of Business & Marketing		MKT 210 Marketing Principles	3			MKT 210 – Marketing Principles	None Listed
Marketing I		BUS 110 Human Relations for Employment	3				
Marketing II						AAS Degree – Business Management	
		CA Business Administration				AAS Degree – Business Accounting	
		AAS Business Administration				AAS Degree – General Business	
		CA Retail Management				CA – Business	
Metalworking	108	WELD 110 Basic Arc Welding Principles and Practices	3	CE 201 - Workplace Readiness	3	WELD 211 – Welding I	3
Metalworking I		BUS 110 Human Relations for Employment	3	MTT 101 - Introduction to Machine Shop	3	WELD 212 – Welding I Practice	2
Metalworking II		WELD 133 Welding for the Maintenance Technician I	None Listed	MTT 105 - Machine Shop I	3	WELD 221 – Welding II	3
Metalworking III		BUS 110 Human Relations for Employment	3	OSH 222 - General Industry Safety	1	WELD 222 – Welding II Practice	2
				WELD 101 - Basic Metals	3		
				WELD 211 - Welding I	3		
				WELD 212 - Welding I Practice	2		
		CA Welding Technology		Skills Certificate - Welding: SMAW & GMAW		AAS Degree – General Industrial Technology	
		AAS Welding Technology		Certificate of Achievement - Welding Technology		AAS Degree – Welding Technology	
		CA Diesel Technology		AAS - Manufacturing Technologies, Welding Emphasis		CA – Welding Technology	
		AAS Diesel Technology				CA – General Industrial Technology	
		CA Industrial Millwright Technology				Industry Credential	
		AAS Industrial Millwright Technology					
Natural Resources & Wildlife Management	0						
Nursing Assistant		NURS 130 - Nursing Assistant	6	CE 201 - Workplace Readiness	3	NURS 130 – Nursing Assistant	6
Health Science I				NURS 130 - Nursing Assistant	6		
Health Science II or Medical Terminology		Point Award: Students choosing to pursue the GBC AAS					
Nursing Assistant		Nursing program will be awarded 1 point in the Nursing or					
		Radiology program's Limited Entry Admission Application.					
		AAS Nursing		Skills Certificate - Nursing Assistant		AAS Degree – Nursing	
		AAS Radiology Technology				CA – Nursing Assistant	
Pharmacy Practice	5						
Photography				ART 141: Introduction to Digital Photography	3	ART 141 – Introduction to Digital Photography	3
Photography I				Associate of Arts Degree: Fine Arts		AAS Degree – Graphic Design	
Photography II							
Photography III							
Sports Medicine	30			CHS 101: Introduction to Community Health Sciences	3		
Health Science I				CHS 102: Foundations of Personal Health and Wellness	3		
Sports Medicine I				PEX 174: Fitness and Principles and Practices	2		
Sports Medicine II				Associate of Science Degree - Community Health Science Emphasis			
Veterinary Science	0			CE 201 - Workplace Readiness	3		
Agriculture Science I							
Agriculture Science II				Point Award: Students choosing to pursue the TMCC			
Veterinary Science				Veterinary Technician program will be awarded 0.5			
				point for Previous Education in the program's Limited			
				Entry Admission Application			
				Associate of Applied Science Degree - Veterinary Technology			



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Appendix A – CLNA Data Pages-CTE CC Alignment Continued

Video Production	35			CE 201: Workplace Readiness	3		
Video Production I				GRC 182: Digital Video Production	3		
Video Production II				Associate of Applied Science Degree: Graphic Communications, Motion Graphics Track			
Video Production III				Associate of Arts Degree: Graphic Arts & Media Technology, Motion Graphics Track			
				Certificate of Achievement: Graphic Communications			
Web Design and Development	6	CIT 151 Beginning Web Development	3	CE 201: Workplace Readiness	3	GRC 175 – Web Design and Publishing I	3
Web Design and Development I		BUS 110 Human Relations for Employment	3	GRC 175: Web Design	3		
Web Design and Development II		AAS Graphic Communications		Certificate of Achievement: Graphic Communications		AAS Degree – Graphic Design	
Web Design and Development III		AAS Network Specialist		Associate of Applied Science Degree: Graphic Communications, Graphic Design Track		CA – Graphic Design	
				Associate of Applied Science Degree: Graphic Communications, WEB/UI Development Track			
				Associate of Arts Degree: Graphic Arts & Media Technology, Graphic Design Track			
				Associate of Arts Degree: Graphic Arts & Media Technology, WEB/UI Development Track			
Welding Technology	150	WELD 110 Basic Arc Welding Principles and Practices	3	CE 201 - Workplace Readiness	3	WELD 211 – Welding I	3
Welding Technology I		BUS 110 Human Relations for Employment	3	MTT 101 - Introduction to Machine Shop	3	WELD 212 – Welding I Practice	2
Welding Technology II		WELD 136 Welding I	1	OSH 222 - General Industry Safety	1	WELD 221 – Welding II	3
Welding Technology III		BUS 110 Human Relations for Employment	3	WELD 101 - Basic Metals	3	WELD 222 – Welding II Practice	2
				WELD 211 - Welding I	3		
				WELD 212 - Welding I Practice	2		
		CA Welding Technology		Skills Certificate - Welding: SMAW & GMAW		AAS Degree – General Industrial Technology	
		AAS Welding Technology		Certificate of Achievement - Welding Technology		AAS Degree – Welding Technology	
		CA Diesel Technology		AAS - Manufacturing Technologies, Welding Emphasis		CA – Welding Technology	
		AAS Diesel Technology				CA – General Industrial Technology	
		CA Industrial Millwright Technology				Industry Credential	
		AAS Industrial Millwright Technology					



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Appendix A – CLNA Data Pages-Perkins Indicator Data

	1S1: Secondary Academic Attainment - Reading/LA				1S2: Secondary Academic Attainment - Math				2S1: Technical Skill Attainment <small>The number of CTE completers who passed the state technical exam divided by the total number of CTE completers who took the exam.</small>				3S1: Secondary Diploma <small>Seniors who are CTE completers and earn a diploma divided by the total number of seniors who are CTE completers.</small>				4S1: Graduation Rates <small>Number of students who completed a CTE program and were considered "graduated" in the reporting year divided by the total number of students who completed a CTE program in that year and were part of the state data used to calculate graduation rate.</small>				5S1: Secondary Positive Placement <small>Number of CTE completers who graduated and were placed in higher education, advanced training, military or employer 6 months after graduation divided by the total number of graduated CTE completers who responded to the survey or could be identified through state data sources.</small>				6S1: Participation in Secondary Programs leading to Nontraditional Training/Employ <small>Number of CTE participants from underrepresented gender groups who enrolled in a program that leads to employment in non-traditional fields divided by the total number enrolled in these programs.</small>				6S2: Completion of Secondary Programs leading to Nontraditional Training/Employ <small>Number of CTE completers from underrepresented gender groups in programs that lead to employment in non-traditional fields divided by total number of CTE concentrators from underrepresented groups who were enrolled.</small>			
	Year 1	Year 2	Year 3	Trend	Year 1	Year 2	Year 3	Trend	Year 1	Year 2	Year 3	Trend	Year 1	Year 2	Year 3	Trend	Year 1	Year 2	Year 3	Trend	Year 1	Year 2	Year 3	Trend	Year 1	Year 2	Year 3	Trend	Year 1	Year 2	Year 3	Trend
	15-16	16-17	17-18		15-16	16-17	17-18		15-16	16-17	17-18		15-16	16-17	17-18		15-16	16-17	17-18		15-16	16-17	17-18		15-16	16-17	17-18		15-16	16-17	17-18	
Adjusted Level of Performance	85.00%	85.00%	85.00%		0.845	85.00%	84.50%		48.00%	53.50%	53.50%		92.50%	92.50%	94.00%		72.00%	79.00%	79.00%		95.50%	95.50%	95.50%		33.50%	36.50%	36.50%		25.00%	27.00%	27.00%	
GRAND Total									54.89%	56.52%	53.97%	-1.68%	100.00%	100.00%	96.43%	-3.57%	92.06%	95.26%	91.38%	-0.74%	100.00%	100.00%	100.00%	0.00%	35.34%	35.34%	33.78%	-4.41%	19.79%	35.14%	28.17%	-42.34%
Gender																																
Male									49.38%	47.17%	52.50%	6.32%	100.00%	100.00%	97.22%	-2.78%	91.55%	93.48%	87.17%	-4.78%	100.00%	100.00%	100.00%	0.00%	5.31%	3.66%	3.36%	-36.72%	12.96%	7.02%	6.67%	-48.53%
Female									63.46%	69.23%	56.52%	-10.94%	100.00%	100.00%	95.00%	-5.00%	92.73%	97.39%	96.27%	3.82%	100.00%	100.00%	100.00%	0.00%	84.86%	88.80%	92.64%	9.17%	28.57%	64.81%	65.38%	128.84%
Race/Ethnicity																																
American Indian/Alaska Native									100.00%	0.00%	66.67%	-33.33%	100.00%	100.00%	100.00%	0.00%	71.43%	91.67%	88.89%	24.44%		100.00%	100.00%	#DIV/0!	45.16%	41.94%	40.74%	-9.79%	0.00%	33.33%	50.00%	#DIV/0!
Asian									50.00%	50.00%	50.00%	0.00%	100.00%	100.00%	100.00%	0.00%	100.00%	100.00%	100.00%	0.00%				#DIV/0!	50.00%	16.67%	0.00%	-100.00%	50.00%	100.00%	0.00%	-100.00%
Black or African American									100.00%	0.00%	-100.00%	100.00%	100.00%	100.00%	100.00%	0.00%	100.00%	100.00%	100.00%	0.00%	100.00%	100.00%	100.00%	-100.00%	40.00%	0.00%	33.33%	-16.68%	0.00%	n/a	0.00%	#DIV/0!
Hispanic/Latino									53.57%	69.57%	54.17%	1.12%	100.00%	100.00%	100.00%	0.00%	87.50%	93.44%	93.94%	7.36%	100.00%	100.00%	100.00%	0.00%	37.89%	36.36%	39.33%	3.80%	18.18%	29.41%	31.25%	71.89%
Native Hawaiian or Other PI									0.00%			0.00%		#DIV/0!		#DIV/0!	100.00%	100.00%	100.00%	0.00%				#DIV/0!	33.33%	40.00%	0.00%	-100.00%	100.00%	n/a	n/a	#VALUE!
White									54.17%	54.69%	53.49%	-1.26%	100.00%	100.00%	95.24%	-4.76%	94.87%	95.81%	89.81%	-5.33%	100.00%	100.00%	100.00%	0.00%	33.10%	35.11%	31.57%	-4.62%	16.42%	37.88%	28.26%	72.11%
Two or More Races									66.67%	0.00%	50.00%	-25.00%		0.00%		#DIV/0!	90.00%	100.00%	100.00%	11.11%	100.00%	100.00%	100.00%	0.00%	38.71%	28.57%	37.50%	-3.13%	100.00%	0.00%	0.00%	-100.00%
Special Pops																																
Disabled									0.00%	0.00%	40.00%	#DIV/0!	100.00%	100.00%	100.00%	0.00%	70.59%	93.55%	63.64%	-9.85%				#DIV/0!	21.43%	11.54%	23.81%	11.11%	0.00%	22.22%	0.00%	#DIV/0!
Economically Disadvantaged (Low SES)										40.00%	60.00%	#DIV/0!	0.00%	100.00%	#DIV/0!	90.00%	92.81%	87.33%	-2.97%	100.00%	100.00%	100.00%	0.00%		31.67%	33.03%	#DIV/0!	26.09%	28.57%	#DIV/0!	#DIV/0!	
Limited English (ELL)												#DIV/0!	0.00%	#DIV/0!		#DIV/0!	33.33%	82.35%	97.96%	193.91%				#DIV/0!	35.00%	35.71%	34.78%	-0.63%		42.86%		#DIV/0!
Nontraditional Enrollees									54.37%	60.56%	54.88%	0.94%	100.00%	100.00%	100.00%	0.00%	92.38%	95.10%	92.44%	0.06%	100.00%	100.00%	100.00%	0.00%				#DIV/0!				#DIV/0!



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Appendix A - CLNA Data Pages, Test Data by Year

	2019-2020						2018-2019					2017-2018						
	# L3	Tech Part	Tech Pass	WRS Part	WRS Pass	NVCert	#L3	Tech Part	Tech Pass	WRS Part	WRS Pass	NV Cert	#L3	Tech Part	Tech Pass	WRS Part	WRS Pass	NV Cert
LYON OVERALL	228						189	160	87	148	146	73	165	134	75	120	112	54
							98.77%	51.79%	99.30%	91.89%	43.45%		95.04%	55.22%	100%	92.50%	38.30%	
State Averages							96.42%	61.45%	96.37%	88.75%	50.08%		96.66%	65.47%	96.86%	92.03%	52.77%	
Accounting & Finance	5						5	4	5			5	4	4	0			
Agriculture Business Systems													1	1	0			
Agriculture Leadership, Communication and Policy	15						4	3	2			1	7	6	3			2
Animal Science	13						9	7	4			3	7	4	3			3
Baking & Pastry																		
Computer Science																		
Construction Technology	5						4	3	1				7	6	2			1
Culinary Arts	18						9	7	1			1	5	4	2			1
Cybersecurity	1																	
Digital Game Development													3	2	0			
Drafting & Design	9						16	15	5			5	4	3	2			2
Electronic Technology	8						2	2	0				5	5	0			
Food Science Technology	7												12	7	6			6
Furniture & Cabinetmaking	30						30	25	19			14	41	37	26			13
Graphic Design	23						23	20	8			8	10	9	6			5
IT - Service & Support							2	2	1			1	2	1	0			
Marketing	6																	
Metalworking	18						7	5	1			1	3					
Natural Resources & Wildlife Management							3	3	3			1	3	3	0			
Nursing Assistant	12						18	15	15			12	10	8	8			8
Pharmacy Practice	5						6	5	1			1	4	3	1			1
Photography	6						12	11	5			5	7	5	3			2
Sports Medicine	14						1						4	3	2			2
Veterinary Science							4	4	3			2						
Video Production	5						7	6	4			4	4	4	4			4
Web Design and Development																		
Welding Technology	28						27	23	9			9	22	19	7			4
		0	0	0	0	0		160	87	0	0	73		134	75	0	0	54



Appendix A – CLNA Data Pages, Stakeholder Plan Checklist

Stakeholder Planning Checklist					
Group	Specific Reqs	Who	Where	When	
K-12 CTE	CTE teachers	Charmayne Mitchell, Al Morrison, John Grace, Rachelle Hall, Michael Seal	CTE Advisory Committee	Nov. 19, 2019	
	Academic teachers				
	Counselors	Jeremy Batten, Renae Oliver, Marie DuFresne, Cindy Owings, Tanya Edmonson, Stephanie Paterson, Ryan Shea, Stacey Miguel, Elise Johnson, Jeremy Elsmore, Melissa Hoover, Karen Adamson, Vickie Payne, Marla Gleason, Eric Ozolins, Christine Mayes, Malinda Pope, Todd Hunt,	Lyon CSD Leadership Meeting	Dec. 11, 2019	
	School Admin	Kent Jones, Steve Henderson, Rob Jacobson, Billiejo Hogan, Cory Sandberg, Chanan Cross, Patrick Peters, Amber Taylor, Mindi Hammill, Laura Malkovich, Michael Walker, Leslie Peters, Kevin Kranjcec, Ryan Cross, Desoto Dickson, Sean Moyle, Blake Cooper, Duane Mattice	Lyon CSD Leadership Meeting	Dec. 11, 2019	
	District Admin	Wayne Workman, Tim Logan, Jim Gianotti, Heather Moyle, Marva Cleven, Dawn Huckaby	Lyon CSD Leadership Meeting	Dec. 11, 2019	
	Support Personnel	Sam Felix, Spencer Winward	Lyon CSD Leadership Meeting	Dec. 11, 2019	
	Paraprofessionals		Lyon CSD Leadership Meeting	Dec. 11, 2019	
	PS CTE	CC CTE Faculty			
		CC Admin	Georgia White	Lyon County AG Meeting	Feb. 26, 2019
		State/Local Workforce Dev	NNDA	Lyon County AG Meeting	Feb. 26, 2019
Workforce	Employers	Peri & Sons Farms, Cassinelli Landscape & Construction, Nevada Cement, South Lyon Medical, Nevada Builders Alliance, Lyon County Health and Human Services, JOIN, City of Fernley	Lyon County AG Meeting	Feb. 26, 2019	
Educational Recipients	Parents	Mark Knodell	Lyon County AG Meeting	Feb. 26, 2019	
	Students	Nick Selb, Liam McBroome	CTE Advisory Committee	Nov. 19, 2019	
Special Populations	Special Education	Jacob Kersey, Marva Cleven	Lyon CSD Leadership Meeting, Lyon County AG Meeting	Dec. 11, 2019, Feb. 26, 2019	
	ESL	Heather Moyle	Lyon CSD Leadership Meeting,	Dec. 11, 2019	
	Low SES	Cathy Turos, Lise Coudriet	CTE Advisory Committee	Nov. 19, 2019	
	Non-traditional	James Ruff	CTE Advisory Committee	Nov. 19, 2019	
Local/Regional Agencies for Special Pops	Out-of-School Youth	James Ruff	CTE Advisory Committee	Nov. 19, 2019	
	Homeless Youth	Cathy Turos, Lise Coudriet	CTE Advisory Committee	Nov. 19, 2019	
	At-Risk Youth	Cathy Turos, Lise Coudriet	CTE Advisory Committee	Nov. 19, 2019	
Indian/Tribal Organizations	Tribal				
Others (Required)					
Others (Optional)					



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Appendix A – CLNA Data Pages, Teacher Licensing

CTE Teachers & License Information									
Name	School	CTE Program	CTE HQ	License #	Kind	Type	Endorsement	Expiration	Outstanding Provisions
Cameron Childers	DHS	Baking & Pastry (L2); Culinary Arts (L1, L2, L3C, A.S.)	Y	202963	B&I	Provisional	Culinary Arts	9/18/2021	All CTE coursework (15 credits), Praxis
Al Morrison	DHS	Construction Technology (L1)	Maybe						*correlation directory assignmt code 00502 under 5196 Cabinetmaking & Millwork
Al Morrison	DHS	Drafting and Design (L1, L2, L3C)	N						
Al Morrison	DHS	Furniture and Cabinetmaking (L1, L2, L3C, A.S.)	Y	206923	B&I	Provisional	Furn/Cab	7/30/2022	All CTE coursework (15 credits), Praxis
Alan Watts	DHS	Marketing (L1, L2, L3C, A.S.)	Y	6992	Secondary/CTE	Professional	Business Mgmt/Mktg	8/1/2024	none
Amy Morrison	DHS	HS (L1, L2), Med Term (L2), Pharmacy (L3C)	Y	202820	Secondary	Provisional	Health Education	1/10/2022	none
William Bumgardner	DHS	Computer Science (L1)	Y	52357	Secondary	Standard	Computer Science/Math	1/30/2023	none
William Bumgardner	DHS	Graphic Design (L1, L2, L3C)	N						
William Bumgardner	DHS	Video Productions (L1, L2, L3C)	N						
Tina Cordes	Fernley	Accounting and Finance (L1, L2, L3C, A.S.)	Y	42920	Special OCC	Professional	Business Mgmt Computer Programming Business & Office Occup	7/22/2023	none
Anna Estill	Fernley	Ag Science (L1, L2), Animal Science (L3C, A.S.)	N	204147	Substitute			8/16/2023	
Candy (Diana) Borda	Fernley	Medical Terminology (L2)	Y	55878	Secondary	Professional	PE & Health, Speech & Drama, Dance	3/14/2021	None
Chris Ward	Fernley	Health Science I (L1)	Y	26762	Secondary	Standard	PE & Health	2/21/2022	none
David Trujillo	Fernley	Sports Medicine (L2, L3C)	Y	56398	Secondary	Professional	PE & Health	11/3/2025	none
Jackie Kingston	Fernley	Photography (L1, L2, L3C, A.S.)	N	26754	Secondary	Standard	Business Mgmt, Computer	3/7/2021	none
John Grace	Fernley	Furniture and Cabinetmaking (L1, L2, L3C, A.S.)	Y	26157	Secondary CTE	Professional	Industrial Arts	3/28/2026	none
Junie (Joe) Estrada	Fernley	Welding Technology (L1, L2, L3C, A.S.)	Y	40908	Secondary CTE	Standard	Industrial Arts	6/4/2022	none
Tina Cordes	Fernley	Graphic Design (L1, L2, L3C, A.S.)	N	42920	Special/Spec	Professional	Business Management, English, Math With Calculus, Computer Programming, Business & Office Occup		
Tom Kingston	Fernley	Drafting and Design (L1, L2, L3C, A.S.)	Y	26742	Secondary CTE	Standard	Industrial Arts	12/5/2021	none
Tom Kingston	Fernley	Electronic Technology (L1, L2, L3C)	Y						
Windi Altemeyer	Fernley	Nursing Assistant (L3C)	??	51686	Substitute			12/7/2023	
Cody Von Linsowe	Siver Stage	Construction Technology (L1, L2, L3C, A.S.)	N	94948	Secondary	Provisional	English	8/28/2020	none
Cody Von Linsowe	Siver Stage	Furniture and Cabinetmaking (L1, L2, L3C, A.S.)	N						
Mike Seal	Siver Stage	Computer Science (L1)	Y	49863	Secondary CTE	Professional	Business Education Occ Computer Science	3/8/2022	none
Mike Seal	Siver Stage	Cybersecurity (L1, L2, L3C)	Maybe						*Not really defined in correlation directory
Mike Seal	Siver Stage	Electronic Technology (L1, L2, L3C)	N						
Mike Seal	Siver Stage	Graphic Design (L1, L2, L3C)	N						
Mike Seal	Siver Stage	Marketing (L1, L2, L3C)	Y						
Steve Rieger	Siver Stage	Drafting and Design (L1, L2, L3C, A.S.)	Y	53849	Secondary	Standard	Industrial Arts Technology Education	4/23/2023	none
Charmayne Pommerening	Smith Valley	Ag Science (L1, L2), Animal Science (L3C Alternate Yrs	Y	93854	Secondary CTE	Standard	Health Education Agriculture Education	12/29/2020	none
Charmayne Pommerening	Smith Valley	Food Science (L3C) <i>Alternating Years SY19-20</i>	Y						
Charmayne Pommerening	Smith Valley	Natural Resources & Wildlife Management (L3) <i>Alternating Years</i>	Y						
Charmayne Pommerening	Smith Valley	Plant Science Ornamental Horticulture (L2)	Y						
Charmayne Pommerening	Smith Valley	Veterinary Science (L3C) <i>Alternating Years</i>	Y						
Darrell Smith	Smith Valley	Computer Science (L1)	N	118941	Secondary CTE	Provisional	Business Education	10/12/2020	none
Darrell Smith	Smith Valley	Web Design & Development (L1)	N						
Dave Vick	Smith Valley	Construction Technology (L1, L2)	Y	42557	B&I	Standard	Welding/Braze/Solder Construction Tech	7/19/2021	none
Heather Rogaczewski	Smith Valley	Health Science (L1), Sports Med (L2, L3C)	Y	56270	Secondary	Standard	PE & Health	9/9/2020	none
Laura Smith-Fillmore	Smith Valley	Graphic Design (L1)	Y	68868	B&I	Professional	Communications Media Graphic Digital Art Photography	9/24/2023	none
Laura Smith-Fillmore	Smith Valley	Photography (L1, L2, L3C)	Y						
Laura Smith-Fillmore	Smith Valley	Video Productions (L1, L2, A.S.)	Y						
Cody Neville	Yerington	Metalworking (L1, L2, L3C, A.S.)	Y	26776	Secondary CTE	Professional	Technology Ed Industrial Arts	6/6/2025	
Crystal Mattice	Yerington	Health Sci (L1), Med Term (L2)	Y	35265	Secondary	Standard	Health Education	4/27/2025	none
Crystal Mattice	Yerington	Pharmacy Practice (L3C)	Maybe						*correlation directory Assignmt Code 00449 Health Occupations
Gale Kehres	Yerington	Nursing Assistant (L3C)	Y & N	201086	School Nurse	Standard		5/14/2024	none
Jenifer Sexson	Yerington	Ag Sci (L1, L2), Ag Leadership (L3C)	Y-AgSc N-Leader	119591	B&I	Provisional	Animal Science	1/3/2021	All CTE coursework (12 credits), Praxis
Rachele Hall	Yerington	Accounting and Finance (L1, L2, L3C)	Y	28453	Special	Professional	Business Management Computer Program	1/23/2023	none
Rachele Hall	Yerington	Computer Science (L1)	Y						
Rachele Hall	Yerington	Graphic Design (L1, L2, L3C)	Y						*correlation directory Assignmt Code 00506 Graphic Arts



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Appendix A – CLNA Data Pages, Nevada Report Card

Retrieved from Nevada Report Card								
	2019-20	CTE Data	2018-19	CTE Data	2017-18	CTE Data	2016-17	CTE Data
Enrollment			2536	1395	2404		2338	
CTE Program Completers				164				
Grad Rate			84.8%		83.6%		81.3%	
Avg ACT Composite			17.60		17.72		17.64	
ELA Proficiency			43.2%		44.4%		78.2%	
Math Proficiency			24.8%		29.1%		64.4%	
9th			27.4%		26.3%			
10th			25.0%		26.5%			
11th			25.5%		23.6%			
12th			21.4%		22.9%			
School Demographics								
Male			48.2%	42.0%	47.7%		48.6%	
Female			48.7%	58.0%	49.0%		51.4%	
Am Indian/Native Alaskan			4.1%	3.9%	3.9%		3.8%	
Asian			1.4%	1.9%	0.6%		0.8%	
Hispanic			26.1%	25.8%	25.3%		26.4%	
Black			0.8%	0.9%	0.0%		0.0%	
White			60.8%	63.2%	62.1%		65.3%	
Pacific Islander			0.6%	0.9%	0.0%		0.0%	
2+			3.0%	3.3%	1.5%		1.7%	
IEP			12.2%	9.5%	11.7%		10.6%	
ELL			3.7%	3.4%	4.0%		4.9%	
FRL Eligible			43.3%	45.9%	46.2%		44.1%	
Migrant			0.0%		0.0%		0.0%	



Appendix B - Quality Program Standards Summary and copies of QPR results

QUALITY PROGRAM STANDARDS



This document was prepared by:

Office of Career Readiness, Adult Learning & Education Options
Nevada Department of Education
755 N. Roop Street, Suite 201
Carson City, NV 89701

www.doe.nv.gov

Adopted by the State Board of Education /
State Board for Career and Technical Education on
October 6, 2016

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All Nevadans ready for success in the 21st century

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To improve student achievement and educator effectiveness by ensuring opportunities, facilitating learning, and promoting excellence



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ACKNOWLEDGEMENTS

The Office of Career Readiness, Adult Learning & Education Options at the Department of Education developed the Nevada Career and Technical Education (CTE) *Quality Program Standards*. The standards development process included multiple input sessions with key stakeholders to guide the writing and rewriting of the standards. The final goal is to ensure the standards reflect a highly effective CTE program.

In 2016, on-site program reviews were initiated at selected schools to pilot a standards-based system for program improvement. The pilot phase involved a limited program review process, where three (3) CTE programs were reviewed to determine the level of implementation of the Quality Program Standards. To further support the pilot on-site review process, a follow-up summary report was developed with recommendations and commendations. The purpose of the on-site program reviews and the summary report is twofold: one, to provide tangible feedback to the participating schools and school districts and, two, to enable the Department of Education to gain valuable feedback about the process.

A special thank you goes to those counselors, teachers, administrators, and school personnel who put many extra hours in preparation for the onsite visits. The four schools were:

- Churchill County High School, Churchill County School District
 - Culinary Arts - Drafting & Design - Video Production
- Douglas High School, Douglas County School District
 - Ornamental Horticulture/Greenhouse Management - Photography - Graphic Design
- Academy of Arts, Careers and Technology, Washoe County School District
 - Culinary Arts - Emergency Medical Technician - Video Production
- Southwest Career & Technical Academy, Clark County School District
 - Digital Game Development - Fashion, Textiles & Design - Respiratory Therapy

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Office of Career Readiness, Adult Learning & Education Options
Nevada Department of Education

INTRODUCTION

The Nevada CTE Quality Program Standards (QPS) include eight components designed to validate the career and technical education (CTE) programs in public and charter schools. The program standards identified in this document are listed as a model for school districts and charter schools to design, implement, assess, and improve CTE programs. The standards represent rigorous and relevant expectations for program organization and delivery. The standards illustrate the common responsibilities of the student, teacher, counselor, and school administration that are needed to establish and maintain highly effective CTE programs.

The CTE Quality Program Standards include the following areas:

- QPS 1.0: Career Guidance
- QPS 2.0: Program and Instruction
- QPS 3.0: Leadership Development
- QPS 4.0: Educational Personnel
- QPS 5.0: Program Planning and Promotion
- QPS 6.0: Facilities, Equipment, and Instructional Materials and Supplies
- QPS 7.0: Community, Business and Industry Partnerships
- QPS 8.0: Evaluation Systems and Accountability

Each CTE Quality Program Standard includes multiple performance standards, as listed in this document. The performance standards are further defined by performance indicators (measurable criteria) in the site-based self-assessment instrument and the on-site monitoring instrument.

QUALITY PROGRAM STANDARD 1.0**QPS 1.0: CAREER GUIDANCE**

Career guidance services support students in making informed decisions regarding career pathways. Career and technical education (CTE) teachers, guidance counselors, and other resource personnel provide career guidance services to ensure that students enroll in CTE courses/programs consistent with their aptitudes, interests, abilities, and career-path goals.

- ***QPS 1.1 : Initiation of Guidance Services***
 - Individual assessments, counseling, college and career planning, and support services are initiated at the beginning of the 9th grade for all students.
- ***QPS 1.2 : Academic Plan***
 - Students create, annually review, and modify their high school academic plan.
- ***QPS 1.3 : Collaboration of Stakeholders***
 - Collaboration occurs between all stakeholders to assist the student in making informed choices that align their high school academic plan with their career goals.
- ***QPS 1.4 : Integration of Career Development***
 - The CTE program integrates career planning, employability skills instruction, and postsecondary education and training options that provide students with information and opportunities relevant to their career goals.
- ***QPS 1.5 : Career Center***
 - All students have access to a career center that includes current and relevant resources to support individualized college and career readiness planning.

QUALITY PROGRAM STANDARD 2.0**QPS 2.0: PROGRAM AND INSTRUCTION**

Each CTE program must be developed according to a comprehensive program of study and follow state standards that guide students to program completion. A variety of instructional methods are utilized to integrate academic knowledge, employability skills, technical skills, and leadership development.

- ***QPS 2.1 : Program Accessibility***
 - The CTE program provides equal access for all students.
- ***QPS 2.2 : CTE Program Course Sequence***
 - The CTE courses are appropriately sequenced to create an approved CTE program of study and guide students to program completion.
- ***QPS 2.3 : Student Enrollment***
 - The CTE courses maintain a student-teacher ratio that ensures effective instruction and safe working conditions.
- ***QPS 2.4 : CTE Program Elements***
 - The CTE program elements include: (1) program description, (2) program goals, (3) course syllabi, (4) course objectives, (5) student learning outcomes, (6) description of major instructional methodologies/strategies, and (7) student evaluation procedures.
- ***QPS 2.5 : CTE Course Curriculum***
 - The CTE course curriculum is aligned with and based on the appropriate state standards.
- ***QPS 2.6 : Instructional Methods***
 - A variety of instructional methods are used to integrate academic knowledge, employability skills, technical skills, and leadership development.
- ***QPS 2.7 : Instructional Improvement***
 - Student feedback and performance data are utilized to guide instructional improvement.
- ***QPS 2.8 : Learning Environment***
 - The learning environment is positive, safe, and organized to accommodate all students.
- ***QPS 2.9 : Availability of Technology***
 - Current technology is available to deliver instruction and simulate work-based learning activities.

- ***QPS 2.10 : Work-based Learning***
 - Students have access to work-based learning activities aligned with the program content standards.
- ***QPS 2.11 : Industry Certifications***
 - Students are prepared to acquire industry-recognized credentials, if applicable, which demonstrate skills to meet industry accepted standards.
- ***QPS 2.12 : Work Experience***
 - Work experience opportunities are collaboratively planned, developed, and managed by students, teachers, and employers.
- ***QPS 2.13 : Postsecondary Credit***
 - The program provides students with opportunities to earn postsecondary credit.
- ***QPS 2.14 : Program Accreditation/Certification***
 - The program is accredited or certified, if applicable, by a national or state recognized organization or agency.

QUALITY PROGRAM STANDARD 3.0**QPS 3.0: LEADERSHIP DEVELOPMENT**

Career and technical student organizations (CTSOs) are an integral part of the CTE program. Students develop leadership, citizenship, interpersonal, and employability skills through involvement in the following CTOS: DECA; FBLA; FCCLA; FFA; HOSA; and SkillsUSA.

- ***QPS 3.1 : CTSO Chapter Establishment***
 - Students have an opportunity to participate in a student organization related to the program of study in which the student is enrolled.
- ***QPS 3.2 : CTSO Advisor Participation***
 - The teacher is an active CTSO advisor and is a member of the respective state and national organization.
- ***QPS 3.3 : CTSO Student Membership***
 - Students enrolled in the CTE program are members of a related CTSO.
- ***QPS 3.4 : CTSO Student Member Participation***
 - Student members of the related CTSO participate in CTSO activities.
- ***QPS 3.5 : CTSO Integration***
 - Relevant CTSO instructional activities are integrated into the local curriculum.

QUALITY PROGRAM STANDARD 4.0**QPS 4.0: EDUCATIONAL PERSONNEL**

All CTE teachers are qualified with the appropriate degree and/or industry experience and participate in ongoing professional development.

- ***QPS 4.1 : Teacher Licensing***
 - The teacher has the appropriate endorsement to teach the program they are assigned.
- ***QPS 4.2 : Professional Development Plan***
 - The teacher has a professional development plan.
- ***QPS 4.3 : Professional Development Participation***
 - The teacher participates in professional development specific to their program area.
- ***QPS 4.4 : Professional Memberships***
 - The teacher is a member of a professional organization(s) related to the teaching discipline.

QUALITY PROGRAM STANDARD 5.0**QPS 5.0: PROGRAM PLANNING AND PROMOTION**

There is a systematic plan for program planning and management to ensure sustainability. Program promotion informs students, parents/legal guardians, guidance counselors, other subject-matter teachers, administrators, board members, community members, and business and industry representatives of the availability, advantages, and accomplishments of CTE programs.

- ***QPS 5.1 : Budgeting***
 - An annual program budget is developed collaboratively by the teacher and school/district administration to provide adequate funding for professional development, career and technical student organization activities, equipment, maintenance, supplies, and materials.
- ***QPS 5.2 : Uses of Funds***
 - Funding sources for programs/courses are clearly identified and guidelines for use of these funds are provided to the instructional staff for program budget development.
- ***QPS 5.3 : Student Recruitment and Sustainability***
 - A student recruitment and program sustainability plan is developed, implemented, and updated annually for prospective and current students that include the recruitment of special populations and middle school students.
- ***QPS 5.4 : Promotional Strategies and Materials***
 - Promotional strategies and materials have been developed to publicize the CTE program.
- ***QPS 5.5 : Program Promotion***
 - Program promotion activities are planned and conducted during the year to inform students, parents/legal guardians, guidance counselors, and community members about the achievements of the CTE students and merits of the CTE program.

QUALITY PROGRAM STANDARD 6.0**QPS 6.0: FACILITIES, EQUIPMENT, AND INSTRUCTIONAL MATERIALS AND SUPPLIES**

Facilities, equipment, instructional materials and supplies comply with health and safety standards, reflect and/or simulate current and emerging technologies and applications, and are of sufficient quantity and quality to meet the individual instructional needs of all students.

- ***QPS 6.1 : Accessibility***
 - The facility is accessible to meet the needs of all students.
- ***QPS 6.2 : Safety***
 - The classroom and lab areas are safe, organized, and clean to ensure the effective delivery of program curriculum.
- ***QPS 6.3 : Instructional Tools, Equipment, and Supplies***
 - The availability of instructional tools, equipment, and supplies are sufficient to meet the instructional needs of all students.
- ***QPS 6.4 : Inspection and Maintenance***
 - The facility, tools, and equipment are inspected and maintained to provide a safe learning environment.
- ***QPS 6.5 : Program and Equipment Enhancement***
 - A local plan is in place for program and equipment enhancement/expansion.
- ***QPS 6.6 : Storage Space***
 - Adequate and secure storage space is provided for materials, supplies, equipment, and essential files.
- ***QPS 6.7 : Inventory***
 - An inventory of equipment and instructional tools is on file and updated annually.

QUALITY PROGRAM STANDARD 7.0**QPS 7.0: COMMUNITY, BUSINESS AND INDUSTRY PARTNERSHIPS**

Community members and local business and industry representatives serve on advisory committees to provide support and guidance in the development, operation, and evaluation of the CTE programs.

- ***QPS 7.1 : Advisory Technical Skills Committee Membership***
 - The district advisory technical skills committee membership includes, but is not limited to, representatives from business and industry, students, parents/legal guardians, staff, postsecondary representatives, and other individuals having knowledge of the occupation(s) for which instruction is provided.
- ***QPS 7.2 : Advisory Technical Skills Committee Input***
 - The district advisory technical skills committee provides input related to curriculum, design, content, and operation of the CTE programs.
- ***QPS 7.3 : Advisory Technical Skills Committee Actions***
 - The district advisory technical skills committee helps develop work-based experiences for CTE students.
- ***QPS 7.4 : Advisory Technical Skills Committee Recommendations***
 - The local program teacher implements the district advisory technical skills committee's recommendations.
- ***QPS 7.5 : Joint Technical Skills Advisory Committee***
 - The local program teacher participates, if applicable, in the related joint technical skills advisory committee.
- ***QPS 7.6 : Program-Level Industry Committees***
 - A program-level industry committee, if applicable, provides input and support.
- ***QPS 7.7 : Business and Industry Partnerships***
 - Business and industry partners are actively engaged with program or school activities.

QUALITY PROGRAM STANDARD 8.0**QPS 8.0: EVALUATION SYSTEMS AND ACCOUNTABILITY**

There is a systematic means of evaluation that ensures the program's overall scope, instructional content, and organization meets the instructional objectives and goals. The evaluation process and accountability measures are used to develop short- and long-range improvement plans.

- ***QPS 8.1 : Program Evaluation***
 - There is an annual program evaluation using input from key stakeholders and student performance reports that ensure the program's overall scope, design, instructional content, and organization meet the instructional objectives and goals.
- ***QPS 8.2 : Student Feedback***
 - Student feedback is collected and used in program planning, evaluation, and improvement.
- ***QPS 8.3 : Student Follow-up***
 - A student follow-up system is used to determine student placement and the effectiveness of the CTE programs.
- ***QPS 8.4 : Retention and Completion***
 - Students complete a program of study.
- ***QPS 8.5 : Workplace Readiness Skills Assessment Participation Rate***
 - Completion level students take the workplace readiness skills assessment to measure their proficiency in employability skills knowledge.
- ***QPS 8.6 : Workplace Readiness Skills Assessment Pass Rate***
 - Completion level students pass the workplace readiness skills assessment.
- ***QPS 8.7 : End-of-Program Technical Assessment Participation Rate***
 - Completion level students take the related end-of-program technical assessment to measure technical skill attainment.
- ***QPS 8.8 : End-of-Program Technical Assessment Pass Rate***
 - Completion level students pass the related end-of-program technical assessment.
- ***QPS 8.9 : Certificate of Skill Attainment***
 - Completion level students earn the Certificate of Skill Attainment.

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GLOSSARY

Academic Plan (4-year)

The academic plan must set forth the specific educational goals that the pupil intends to achieve before graduation from high school. The plan may include, without limitation, the designation of a career pathway and enrollment in dual credit courses, career and technical education courses, advanced placement courses, and honors courses.

Accessibility

The direct or indirect access of products, devices, services, or environment to serve people with disabilities and/or special needs.

Advisory Technical Skills Committee (ATSC)

A district level committee that: (1) reviews the curriculum, design, content and operation of the program of career and technical education to determine its effectiveness in preparing students to enter the workforce to meet the needs of supplying an appropriately trained workforce; (2) advises the school district regarding the curriculum, design, content, and operation of the career and technical education program(s); and (3) works in cooperation with businesses, industries, employer associations, and employee organizations in the community to develop work-based experiences for CTE students. Refer to the CTE Advisory Committee Handbook for specific information.

Articulation

The process of mutually agreeing that the content of the secondary program aligns with the postsecondary course work. This process allows students to earn college credit for the completion of the course work at the secondary level.

Business and Industry Partners

Individual businesses or industry professionals that actively support various local program activities and work-based learning experiences for CTE students.

Career and Technical Student Organizations (CTSOs)

To further the development of leadership and technical skills, students must have opportunities to participate in one or more of the Career and Technical Student Organizations (CTSOs). CTSOs develop character, citizenship, and the technical, leadership and teamwork skills essential for the workforce and their further education. Their activities are considered a part of the instructional day when they are directly related to the competencies and objectives in the course.

Career Center

Career Centers provide a framework of career awareness, career exploration, and career preparation activities for students to make the connection between school and career. They learn to prepare for this transition by exploring occupations, post-secondary programs and institutions, and learn to make informed decisions about college and careers.

Career Development Plan

A tool that assists CTE students in career planning, goal setting, and outlines their career objectives and educational needs.

Career Guidance

A program that guides students to: (1) implement strategies and activities to support and maximize each student's ability to learn (academic development); (2) provide the foundation for the acquisition of skills, attitudes, and knowledge that enable students to make a successful transition from school to the world of work (career development); and (3) provide the foundation for personal and social growth as students progress through school and into adulthood (personal/social development).

Certificate of Skill Attainment

Each student who completes a course of study must be awarded a certificate which states that they have attained specific skills in the industry being studied and meets the following criteria: A student must maintain a 3.0 grade point average in their approved course of study, pass the workplace readiness skills assessment, and pass the end-of-program technical assessment.

Core Course Sequence

Identifies the courses listed in sequential order required for the complete delivery of the state standards for that program and to lead students to program completion. Refer to the CTE Course Catalog for the core course sequencing for each program.

CTE College Credit

CTE College Credit is awarded to students based on articulation agreements established by each college for the CTE program. Colleges will determine the credit value of a full high school CTE program based on course alignment. An articulation agreement will be established for each CTE program designating the number of articulated credits each college will award to students who complete the program.

Curriculum

The methods and instructional materials which students interact with for the purpose of achieving identified educational outcomes.

Curriculum Guide

A teaching aide that includes course syllabi, course descriptions, course goals and objectives, course content, description of instructional methods, timelines, student evaluation procedures, and student learning outcomes.

Employability Skills for Career Readiness (ESCR)

Employability skills, often referred to as "soft skills," have for many years been a recognizable component of the standards and curriculum in career and technical education programs. The twenty-one standards are organized into three areas: (1) Personal Qualities and People Skills; (2) Professional Knowledge and Skills; and (3) Technology Knowledge and Skills. The standards are designed to ensure students graduate high school properly prepared with skills employers prioritize as the most important. Instruction on all twenty-one standards must be integrated into the CTE program.

End-of-Program Technical Assessment (EOP)

An end-of-program technical assessment has been developed to align with the Nevada CTE Skill Standards for each program. The assessment provides a measurement of student technical skill attainment. Students who complete a program will be assessed on their skill attainment during the completion level course.

Industry Certification

A nationally recognized credential that is issued based upon predetermined standards of knowledge, skills, and competencies.

Instructional Methods

The approaches a teacher utilizes to actively engage students in learning. These strategies drive instruction as they work to meet specific learning objectives and learning styles.

Integrated Curriculum

The organization of curricula to include various subject matters, academic theoretical knowledge, CTSO activities, and workplace concepts, through classroom and laboratory activities.

Joint Technical Skills Advisory Committee (JTSC)

Committees established by the local school district in which a college located within their district provides CTE programs for careers and occupations similar to the CTE programs provided by the school district. These joint technical skills committees must meet annually to review the “tasks, duties and competency levels to be taught.” Refer to the CTE Advisory Committee Handbook for specific information.

Professional Development Plan

An individual plan that outlines the advancement and enhancement of skills and expertise in the educational profession through continued education.

Program Accreditation

The process of program evaluation ensuring that individual programs meet industry standards in the areas of curriculum, teacher qualifications, lab specifications, equipment, and industry involvement.

Program-Level Industry Committee (PLIC)

Program-level industry committees are specialized enough to provide instructional and curricular input in the program, including identifying and promoting work-based learning opportunities for students. These advisory committees are often needed for schools and colleges to maintain any type of industry certification or accreditation for individual CTE programs. Refer to the CTE Advisory Committee Handbook for specific information.

Program of Study

The program of study illustrates the sequence of academic and career and technical education coursework that is recommended for the student to successfully transition into postsecondary educational opportunities and employment in their chosen career path.

Site Administrator

The local high school administrator who directly supervises the CTE program(s).

State Skill Standards

The state skill standards are designed to clearly state what the student should know and be able to do upon completion of an advanced high school career and technical education (CTE) program. The standards are designed for the student to complete all standards through their completion of a program of study. The standards are designed to prepare the student for the end-of-program technical assessment directly aligned to the standards.

Sustainability

The school district's or charter school's ability to maintain CTE programs.

Work Experience

A course designed to expand the students' opportunities for applied learning. It provides an in-depth work experience that applies the processes, concepts, and principles as described in the classroom instruction. This course allows students to earn secondary credit to explore and develop advanced skills through a supervised work-based learning opportunity (internship) directly related to the program of study. The course must follow NAC 389.562, 389.564, 389.566 regulations.

Work-Based Learning

The alignment between what students are learning in the classroom to industry workforce concepts and skills. Work-based learning experiences include but are not limited to simulations, field trips, job shadowing opportunities, internships, and school-based enterprises.

Workplace Readiness Skills Assessment (WRS)

The workplace readiness skills assessment has been developed to align with the Nevada CTE Employability Skills for Career Readiness Standards. This assessment provides a measurement of student employability skills attainment. Students who complete a program will be assessed on their skill attainment during the completion level course.

BRIAN SANDOVAL
Governor

STEVE CANAVERO, Ph.D.
Superintendent
of Public Instruction

STATE OF NEVADA



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June 20, 2018

Julie Bumgardner, Principal
Dayton High School
335 Dayton Valley Rd
Dayton, NV 89403

Dear Ms. Bumgardner:

The corrective action plan and continuous improvement plans submitted by Dayton High School in response to the Quality Program Review Summary Report have been received and filed. This completes the on-site quality program review requirements for Dayton High School.

Please continue to utilize the Quality Program Standards for program improvement. We look forward to a future on-site visit to review the improvements and continued successes of all CTE programs at Dayton High School.

If you have any questions or require further assistance, please contact me at (775) 687-7290 or akyser@doe.nv.gov or Anne Willard at (775) 687-7281 or awillard@doe.nv.gov or Kristine Nelson at (775) 687-7283 or knelson@doe.nv.gov.

Sincerely,

A handwritten signature in black ink that reads "Alex Kyser". The signature is fluid and cursive.

Alex Kyser, Education Programs Professional
Office of Career Readiness, Adult Learning & Education Options

c: Keri Pommerening, CTE Coordinator
File Copy

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BRIAN SANDOVAL
Governor

STEVE CANAVERO, Ph.D.
Superintendent
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April 27, 2018

Julie Bumgardner, Principal
Dayton High School
335 Dayton Valley Rd
Dayton, NV 89403

Dear Ms. Bumgardner:

On February 15, 2018, the Department of Education conducted the on-site program review visit at Dayton High School for nine CTE programs.

The program review process involves three phases: (1) the self-assessment and submission of evidence completed by the local school staff, (2) an on-site visit and report completed by the Department of Education staff, and (3) a final response and submission of any required action items completed by the local school staff.

The enclosed report includes the following sections: (1) an introduction, rationale, and QPS rating definitions, (2) a comprehensive overview of each Quality Program Standard, (3) individual CTE program of study performance scoring, (4) summary of commendations and recommendations, (5) required actions, and (6) the individual program of study scoring sheets.

To complete the program review process, please submit the required action items listed in the report on the appropriate state forms. All corrective action plan items should be submitted on one form. Each identified program of study should be submitted on an individual continuous improvement plan, if required. All required action item descriptions should be a brief explanation of how a "Needs Improvement" rating will be addressed. If the district or school believes a "Needs Improvement" rating is the result of a lack of evidence versus a lack of implementation, please respond accordingly. Please submit the response and action items by June 1, 2018, before 5:00 pm.

The intent of the program review process is to stimulate comprehensive program improvement for CTE at the site. That is, the expectations in meeting the Quality Program Standards are that all programs "Meets Standard." All QPS performance standards reviewed that received a "Meets Standard" are at an acceptable level according to the evidence provided and the opinion of the on-site review team.

On behalf of the Department of Education, I sincerely appreciate you and your staff's willingness to engage in this process. Again, thank you for your support and please contact me at (775) 687-7290 or akyser@doe.nv.gov if you have any questions.

Sincerely,

A handwritten signature in blue ink that reads "Alex Kyser".

Alex Kyser, Education Programs Professional
Office of Career Readiness, Adult Learning & Education Options

c: Keri Pommerening, CTE Coordinator
File

CTE Quality Program Standards Program Review Summary Report

School District: LYON COUNTY SCHOOL DISTRICT
High School: DAYTON HIGH SCHOOL
School Year: 2017-2018
On-site Visit Date: FEBRUARY 15, 2018
CTE Administrator: MS. KERI POMMERENING
School Administrator: MS. JULIE BUMGARDNER
DOE Review Team Members: MS. ANNE WILLARD, DR. PATRICK BELL
Summary Report Date: APRIL 27, 2018

Introduction, Rationale, and QPS Rating Definitions

The Office of Career Readiness, Adult Learning & Education Options (OCRALEO) at the Nevada Department of Education (NDE) developed the Nevada Career and Technical Education (CTE) Quality Program Standards (QPS). The program standards are to be used as a model for school districts and charter schools to design, implement, assess, and improve CTE programs. The standards represent rigorous and relevant expectations for program organization and delivery. The standards illustrate the common responsibilities of the student, teacher, counselor, and school administrators that are needed to establish and maintain highly effective CTE programs.

The summary report of the on-site visit identifies the performance rating of each Program of Study determined by the Department of Education review team based upon the on-site visit interviews and evidence provided.

Rating	Definitions
Highly Effective (Rating = 5)	<ul style="list-style-type: none"> • Ensures extremely effective program performance. • Significantly above criteria for a successful program. • Surpasses the expectation.
Meets Standard (Rating = 3)	<ul style="list-style-type: none"> • Adequate for effective program performance. • Meets criteria relative to quality and quantity of behavior required for a successful program. • Is the expectation.
Needs Improvement (Rating = 1)	<ul style="list-style-type: none"> • Insufficient for performance requirements. • Does not meet criteria relative to quality and quantity of behavior required for a successful program. • Is below the expectation.
Not Applicable	<ul style="list-style-type: none"> • No criterion is obtainable for effective performance.

The local district is encouraged to utilize this report for the CTE program’s improvement. This report and recognition system does not affect the Nevada School Performance Framework evaluation.

Quality Program Standards Program Review Summary Report

On February 15, 2018, Dayton High School (DHS) participated in the on-site visit as part of the Nevada CTE Program Review process. CTE programs at DHS reviewed on this visit: Baking & Pastry, Culinary Arts, Drafting & Design, Furniture & Cabinetmaking, Graphic Design, Marketing, Nursing Assistant, Pharmacy Practice, and Video Production. During this visit, administrators, counselors, and teachers that are involved with the nine listed programs were interviewed. Each interview lasted approximately 60 minutes to verify the completed materials previously submitted to the Nevada Department of Education to ensure accuracy and accountability. A facility tour was also part of the process to review accessibility, safety, and the use of instructional materials.

During the visit the DHS staff was extremely accommodating and made the review team feel very welcome. All personnel interviewed were gracious and willing to share what DHS is providing their students. All stakeholders were positive and expressed excitement for outside feedback on their CTE programs.

Overall DHS CTE Quality Program Standards

QPS 1.0: Career Guidance

Career Guidance services are initiated in middle school. The eighth grade students tour the high school and CTE programs prior to registration during the second semester to register for CTE courses. During the spring semester the guidance counselors visit Dayton Intermediate School to speak with the 8th grade classes in the classrooms. An academic plan is kept in an electronic file system for each student beginning in the 9th grade and updated annually. Parents have access to the academic plan and are required to sign off on the plan. Career Fairs are held every other year and guest speakers come in to the classroom to discuss career opportunities.

QPS 2.0: Program and Instruction

Evidence supports all programs are following state standards and all students are provided equal access to programs. Generally, all levels of the Program of Study (POS) are offered and course sequencing encourages students to complete the programs of study. Scheduling conflicts do create barriers for students completing the program of study. The overall learning environment is positive, safe, and organized to accommodate all students. Instructional tools and materials are appropriate for the class enrollment numbers and size of facility.

QPS 3.0: Leadership Development

Some students have the opportunity to participate in a student organization related to their program of study. The SkillsUSA and DECA chapters are active and students have the opportunity to participate at the local, state, and national levels.

QPS 4.0: Educational Personnel

All teachers are appropriately licensed and endorsed. The teachers participate in district and program area professional development activities. Some, but not all, teachers are members of their respective professional organizations. All CTE teachers are involved in the development of a professional plan following NEPF requirements.

QPS 5.0: Program Planning and Promotion

Budget and funding is adequate to support the CTE programs and recruitment efforts, including special populations and middle school students. Program planning and promotion is done collaboratively with the District CTE Coordinator/Assistant Principal and Guidance Department personnel. Each teacher has their own site budget, guided by business and industry standards and recommendations provided by the Advisory Technical Skills Board. Teachers have control over their own site budget, however, equipment and consumables are purchased at the district level. Various strategies are used to promote the CTE program through the implementation of an annual recruitment and sustainability plan which includes recruiting special populations.

QPS 6.0: Facilities, Equipment, and Instructional Materials and Supplies

The facilities are accessible to all students. Classrooms and lab areas are safe, organized, and clean to ensure the effective delivery of program curriculum. The facility, tools, and equipment are properly tagged, inspected, and maintained. The instructional tools, equipment, and supplies are sufficient and industry standard. Evacuation plans are posted in the classrooms and labs. An annual site inspection is conducted by the Fire Marshal and the Health Department. An ADA ramp has been installed to allow accessibility for all students to CTE outbuildings and classrooms. There is adequate storage space for materials, supplies, equipment, and essential files. Inventory is kept up to date and is accessible.

QPS 7.0: Community, Business and Industry Partnerships

The District Advisory Technical Skills Committee is aligned with all requirements listed in the Advisory Committee Handbook. CTE teachers are involved and implement the committee's suggestions to the extent possible. Local business and industry partnerships are involved with several programs of study supporting CTE activities throughout the school year. The Advisory Technical Skills Committee (ATSC) meets quarterly and minutes are kept. Members from business and industry, Western Nevada College, and high school students are included on the ATSC Board. Partnerships support some work-based learning activities. Dayton High School plans to formalize and offer credit-bearing internships beginning in FY19.

QPS 8.0: Evaluation Systems and Accountability

DHS conducts student program evaluations and student feedback is used to inform stakeholders and support course and program improvement. End-of-year program evaluations are conducted through student surveys and performance reports, and assessments. The school climate report is used to assist with planning, evaluation, and improvement. Teacher/Student surveys are conducted and reviewed by various stakeholders; however, student follow-up data is not collected. For DHS both the Workplace Readiness Skills Assessment and the End-of-Program Assessment pass rates are above the state averages.

CTE Program of Study Performance Scoring

The following table lists the overall performance rating for each Program of Study. The individual performance score is based upon total points earned by the CTE program reviewed during the on-site visit. Please refer to the *QPS Guidance Handbook* for the complete recognition system requirements. After the commendation, recommendation, corrective action, and continuous improvement section of this report, the individual scoring reports are included for each CTE program reviewed.

CTE Program of Study	Performance Score	Recognition Level
Baking & Pastry	146	N/A
Culinary Arts	158	Excellence
Drafting and Design	149	N/A
Furniture & Cabinetmaking	147	N/A
Graphic Design	114	N/A
Marketing	145	N/A
Nursing Assistant	71	N/A
Pharmacy Practice	108	N/A
Video Production	130	N/A

Summary of Commendations and Recommendations

QPS Summary of Commendations

- Student CTE guidance services start in the middle school.
- Students have academic plans which are revised annually.
- All programs maintain a student-teacher ratio that promotes effective instruction and safe working conditions.
- CTE Teachers utilize a variety of instructional Methods.
- Students have the opportunity to participate in CTSOs that are aligned with their program of study.
- All CTE teachers are appropriately licensed and endorsed.

QPS Summary of Recommendations

- Hire a licensed Nursing Assistant teacher to utilize the existing CTE equipment or make plans to relocate the equipment to another CTE program or location.
- Establish a Career Center that includes current and relevant resources to support individualized college and career readiness planning.
- Documentation of course components should include all seven elements and be easily accessible to all stakeholders.
- All teachers must have a working knowledge of the definition of work-based learning activities.
- Increase student membership in CTSOs.
- Increase awareness of the Professional Development Plan.
- All CTE teachers should be members of a professional educational organization.
- Program promotional information needs to be shared with internal and external stakeholders.
- A local equipment enhancement plan needs to be developed.
- Business and industry partnerships should be developed for all programs.
- The collecting of student feedback is necessary for program evaluation and improvement.
- The student follow-up system needs to have a better return rate and be utilized for program improvement.
- Increase student enrollment in completion level courses of all CTE programs of study.
- Participation rates need to increase on CTE assessments.
- Pass rates need to increase on CTE assessments.
- The percentage of completion level students earning the Certificate of Skill Attainment needs to increase.

Required Actions

The following tables list the corrective action plan (CAP) and Continuous Improvement Plan (CIP) items that need to be submitted by **June 1, 2018**. Please submit one CAP that includes all items and submit one CIP for each identified Program of Study. Utilize the *Self-Assessment Tool* to guide the completion of the CAP and CIP. The included state forms must be used for this submission.

Some “Needs Improvement” rankings were due to *no* evidence submitted by the submission deadline or provided during the on-site interview.

Required Corrective Action Plans (CAPs)

- Hire a Licensed CTE Teacher and follow the Quality Program Standards for the Nursing Assistant Program of Study.

Required Continuous Improvement Plans (CIPs)

- Complete a CIP for the Baking and Pastry POS – address all “Needs Improvement” rankings by QPS area.
- Complete a CIP for the Culinary Arts POS – address all “Needs Improvement” rankings by QPS area.
- Complete a CIP for the Furniture & Cabinetmaking POS – address all “Needs Improvement” rankings by QPS area.
- Complete a CIP for the Graphic Design POS – address all “Needs Improvement” rankings by QPS area.
- Complete a CIP for the Marketing POS – address all “Needs Improvement” rankings by QPS area.
- Complete a CIP for the Pharmacy Practice POS – address all “Needs Improvement” rankings by QPS area.
- Complete a CIP for the Video Production POS – address all “Needs Improvement” rankings by QPS area.

Quality Program Standards

CTE Program Scoring Report

District Name: Lyon County **School Name:** Dayton High School
School Year: 2017-2018 **Program Name:** Baking & Pastry
DOE CTE EPP: Patrick Bell

	Highly Effective	Meets Standard	Needs Improvement	N/A
QPS 1.0: Career Guidance				
1.1 Initiation of Guidance Services	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
1.2 Academic Plan	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
1.3 Collaboration of Stakeholders	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
1.4 Integration of Career Development	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
1.5 Career Center	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
QPS 2.0: Program and Instruction				
2.1 Program Accessibility		<input checked="" type="checkbox"/>	<input type="checkbox"/>	
2.2 CTE Program Course Sequence		<input checked="" type="checkbox"/>	<input type="checkbox"/>	
2.3 Student Enrollment	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2.4 CTE Program Elements	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
2.5 CTE Course Curriculum	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
2.6 Instructional Methods	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2.7 Instructional Improvement	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
2.8 Learning Environment	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
2.9 Availability of Technology	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2.10 Work-based Learning	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
2.11 Industry Certifications	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.12 Work Experience	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2.13 Postsecondary Credit	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.14 Program Accreditation/Certification	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
QPS 3.0: Leadership Development				
3.1 CTSO Chapter Establishment	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3.2 CTSO Advisor Participation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
3.3 CTSO Student Membership	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
3.4 CTSO Student Member Participation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
3.5 CTSO Integration	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
QPS 4.0: Educational Personnel				
4.1 Teacher Licensing		<input checked="" type="checkbox"/>	<input type="checkbox"/>	
4.2 Professional Development Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4.3 Professional Development Participation	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
4.4 Professional Memberships	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	

	Highly Effective	Meets Standard	Needs Improvement	N/A
QPS 5.0: Program Planning and Promotion				
5.1 Budgeting	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
5.2 Use of Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5.3 Student Recruitment and Sustainability	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
5.4 Promotional Strategies and Materials	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
5.5 Program Promotion	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
QPS 6.0: Facilities, Equipment, and Instructional Materials and Supplies				
6.1 Accessibility	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
6.2 Safety	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6.3 Instructional Tools, Equipment, and Supplies	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6.4 Inspection and Maintenance	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6.5 Program and Equipment Enhancement		<input type="checkbox"/>	<input checked="" type="checkbox"/>	
6.6 Storage Space		<input checked="" type="checkbox"/>	<input type="checkbox"/>	
6.7 Inventory		<input checked="" type="checkbox"/>	<input type="checkbox"/>	
QPS 7.0: Community, Business and Industry Partnerships				
7.1 Advisory Technical Skills Committee Membership	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
7.2 Advisory Technical Skills Committee Input	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
7.3 Advisory Technical Skills Committee Actions	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
7.4 Advisory Technical Skills Committee Recommendations	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
7.5 Joint Skills Technical Advisory Committee	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
7.6 Program Level Industry Committees	<input type="checkbox"/>	<input type="checkbox"/>		<input checked="" type="checkbox"/>
7.7 Business and Industry Partnerships	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
QPS 8.0: Evaluation Systems and Accountability				
8.1 Program Evaluation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
8.2 Student Feedback	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
8.3 Student Follow-up	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
8.4 Retention and Completion	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
8.5 Workplace Readiness Assessment Participation Rate	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
8.6 Workplace Readiness Assessment Pass Rate	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
8.7 End-of-Program Assessment Participation Rate	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8.8 End-of-Program Assessment Pass Rate	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8.9 Certificate of Skill Attainment	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Highly Effective = 5 pts Meets Standards = 3 pts Need Improvement = 1 pt N/A = 0 pts

Total Points: **146**

All Six Triggers Met: Yes No

Program of Excellence: Yes No N/A
(150 Points)

Program of Distinction: Yes No N/A
(180 Points)


Education Programs Professional

02/15/18
Date

Quality Program Standards

CTE Program Scoring Report

District Name: Lyon County **School Name:** Dayton High School
School Year: 2017-2018 **Program Name:** Culinary Arts
DOE CTE EPP: Patrick Bell

	Highly Effective	Meets Standard	Needs Improvement	N/A
QPS 1.0: Career Guidance				
1.1 Initiation of Guidance Services	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
1.2 Academic Plan	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
1.3 Collaboration of Stakeholders	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
1.4 Integration of Career Development	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
1.5 Career Center	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
QPS 2.0: Program and Instruction				
2.1 Program Accessibility		<input checked="" type="checkbox"/>	<input type="checkbox"/>	
2.2 CTE Program Course Sequence		<input checked="" type="checkbox"/>	<input type="checkbox"/>	
2.3 Student Enrollment	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2.4 CTE Program Elements	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
2.5 CTE Course Curriculum	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
2.6 Instructional Methods	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2.7 Instructional Improvement	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
2.8 Learning Environment	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
2.9 Availability of Technology	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2.10 Work-based Learning	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
2.11 Industry Certifications	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.12 Work Experience	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2.13 Postsecondary Credit	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.14 Program Accreditation/Certification	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
QPS 3.0: Leadership Development				
3.1 CTSO Chapter Establishment	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3.2 CTSO Advisor Participation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
3.3 CTSO Student Membership	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
3.4 CTSO Student Member Participation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
3.5 CTSO Integration	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
QPS 4.0: Educational Personnel				
4.1 Teacher Licensing		<input checked="" type="checkbox"/>	<input type="checkbox"/>	
4.2 Professional Development Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4.3 Professional Development Participation	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
4.4 Professional Memberships	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	

	Highly Effective	Meets Standard	Needs Improvement	N/A
QPS 5.0: Program Planning and Promotion				
5.1 Budgeting	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
5.2 Use of Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5.3 Student Recruitment and Sustainability	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
5.4 Promotional Strategies and Materials	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
5.5 Program Promotion	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
QPS 6.0: Facilities, Equipment, and Instructional Materials and Supplies				
6.1 Accessibility	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
6.2 Safety	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6.3 Instructional Tools, Equipment, and Supplies	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6.4 Inspection and Maintenance	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6.5 Program and Equipment Enhancement		<input type="checkbox"/>	<input checked="" type="checkbox"/>	
6.6 Storage Space		<input checked="" type="checkbox"/>	<input type="checkbox"/>	
6.7 Inventory		<input checked="" type="checkbox"/>	<input type="checkbox"/>	
QPS 7.0: Community, Business and Industry Partnerships				
7.1 Advisory Technical Skills Committee Membership	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
7.2 Advisory Technical Skills Committee Input	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
7.3 Advisory Technical Skills Committee Actions	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
7.4 Advisory Technical Skills Committee Recommendations	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.5 Joint Skills Technical Advisory Committee	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
7.6 Program Level Industry Committees	<input type="checkbox"/>	<input type="checkbox"/>		<input checked="" type="checkbox"/>
7.7 Business and Industry Partnerships	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
QPS 8.0: Evaluation Systems and Accountability				
8.1 Program Evaluation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
8.2 Student Feedback	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
8.3 Student Follow-up	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
8.4 Retention and Completion	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
8.5 Workplace Readiness Assessment Participation Rate	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
8.6 Workplace Readiness Assessment Pass Rate	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
8.7 End-of-Program Assessment Participation Rate	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.8 End-of-Program Assessment Pass Rate	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8.9 Certificate of Skill Attainment	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Highly Effective = 5 pts Meets Standards = 3 pts Need Improvement = 1 pt N/A = 0 pts

Total Points: **158**

All Six Triggers Met: Yes No

Program of Excellence: Yes No N/A
(150 Points)

Program of Distinction: Yes No N/A
(180 Points)



Education Programs Professional

02/15/18

Date

Quality Program Standards

CTE Program Scoring Report

District Name: Lyon County **School Name:** Dayton High School
School Year: 2017-2018 **Program Name:** Drafting & Design
DOE CTE EPP: Anne Willard

	Highly Effective	Meets Standard	Needs Improvement	N/A
QPS 1.0: Career Guidance				
1.1 Initiation of Guidance Services	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
1.2 Academic Plan	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
1.3 Collaboration of Stakeholders	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
1.4 Integration of Career Development	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
1.5 Career Center	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
QPS 2.0: Program and Instruction				
2.1 Program Accessibility		<input checked="" type="checkbox"/>	<input type="checkbox"/>	
2.2 CTE Program Course Sequence		<input checked="" type="checkbox"/>	<input type="checkbox"/>	
2.3 Student Enrollment	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2.4 CTE Program Elements	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
2.5 CTE Course Curriculum	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
2.6 Instructional Methods	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2.7 Instructional Improvement	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
2.8 Learning Environment	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
2.9 Availability of Technology	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
2.10 Work-based Learning	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2.11 Industry Certifications	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2.12 Work Experience	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2.13 Postsecondary Credit	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.14 Program Accreditation/Certification	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
QPS 3.0: Leadership Development				
3.1 CTSO Chapter Establishment	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3.2 CTSO Advisor Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3.3 CTSO Student Membership	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
3.4 CTSO Student Member Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3.5 CTSO Integration	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
QPS 4.0: Educational Personnel				
4.1 Teacher Licensing		<input checked="" type="checkbox"/>	<input type="checkbox"/>	
4.2 Professional Development Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4.3 Professional Development Participation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
4.4 Professional Memberships	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

	Highly Effective	Meets Standard	Needs Improvement	N/A
QPS 5.0: Program Planning and Promotion				
5.1 Budgeting	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
5.2 Use of Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5.3 Student Recruitment and Sustainability	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
5.4 Promotional Strategies and Materials	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
5.5 Program Promotion	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
QPS 6.0: Facilities, Equipment, and Instructional Materials and Supplies				
6.1 Accessibility	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
6.2 Safety	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
6.3 Instructional Tools, Equipment, and Supplies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
6.4 Inspection and Maintenance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
6.5 Program and Equipment Enhancement		<input type="checkbox"/>	<input checked="" type="checkbox"/>	
6.6 Storage Space		<input checked="" type="checkbox"/>	<input type="checkbox"/>	
6.7 Inventory		<input checked="" type="checkbox"/>	<input type="checkbox"/>	
QPS 7.0: Community, Business and Industry Partnerships				
7.1 Advisory Technical Skills Committee Membership	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
7.2 Advisory Technical Skills Committee Input	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
7.3 Advisory Technical Skills Committee Actions	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
7.4 Advisory Technical Skills Committee Recommendations	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.5 Joint Skills Technical Advisory Committee	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
7.6 Program Level Industry Committees	<input type="checkbox"/>	<input type="checkbox"/>		<input checked="" type="checkbox"/>
7.7 Business and Industry Partnerships	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
QPS 8.0: Evaluation Systems and Accountability				
8.1 Program Evaluation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
8.2 Student Feedback	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
8.3 Student Follow-up	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
8.4 Retention and Completion	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
8.5 Workplace Readiness Assessment Participation Rate	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
8.6 Workplace Readiness Assessment Pass Rate	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
8.7 End-of-Program Assessment Participation Rate	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8.8 End-of-Program Assessment Pass Rate	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8.9 Certificate of Skill Attainment	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Highly Effective = 5 pts Meets Standards = 3 pts Need Improvement = 1 pt N/A = 0 pts

Total Points: **149**

All Six Triggers Met: Yes No

Program of Excellence: Yes No N/A
 (150 Points)

Program of Distinction: Yes No N/A
 (180 Points)

Chris J. Willard
 Education Programs Professional

02/15/18
 Date

Quality Program Standards

CTE Program Scoring Report

District Name: Lyon County **School Name:** Dayton High School
School Year: 2017-2018 **Program Name:** Furniture & Cabinetmaking
DOE CTE EPP: Anne Willard

	Highly Effective	Meets Standard	Needs Improvement	N/A
QPS 1.0: Career Guidance				
1.1 Initiation of Guidance Services	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
1.2 Academic Plan	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
1.3 Collaboration of Stakeholders	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
1.4 Integration of Career Development	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
1.5 Career Center	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
QPS 2.0: Program and Instruction				
2.1 Program Accessibility		<input checked="" type="checkbox"/>	<input type="checkbox"/>	
2.2 CTE Program Course Sequence		<input checked="" type="checkbox"/>	<input type="checkbox"/>	
2.3 Student Enrollment	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2.4 CTE Program Elements	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
2.5 CTE Course Curriculum	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
2.6 Instructional Methods	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2.7 Instructional Improvement	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
2.8 Learning Environment	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
2.9 Availability of Technology	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
2.10 Work-based Learning	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2.11 Industry Certifications	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2.12 Work Experience	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2.13 Postsecondary Credit	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.14 Program Accreditation/Certification	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
QPS 3.0: Leadership Development				
3.1 CTSO Chapter Establishment	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3.2 CTSO Advisor Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3.3 CTSO Student Membership	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
3.4 CTSO Student Member Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3.5 CTSO Integration	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
QPS 4.0: Educational Personnel				
4.1 Teacher Licensing		<input checked="" type="checkbox"/>	<input type="checkbox"/>	
4.2 Professional Development Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4.3 Professional Development Participation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
4.4 Professional Memberships	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Highly Effective Meets Standard Needs Improvement N/A

QPS 5.0: Program Planning and Promotion

5.1	Budgeting	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5.2	Use of Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.3	Student Recruitment and Sustainability	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5.4	Promotional Strategies and Materials	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5.5	Program Promotion	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

QPS 6.0: Facilities, Equipment, and Instructional Materials and Supplies

6.1	Accessibility	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
6.2	Safety	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6.3	Instructional Tools, Equipment, and Supplies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6.4	Inspection and Maintenance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6.5	Program and Equipment Enhancement		<input type="checkbox"/>	<input checked="" type="checkbox"/>
6.6	Storage Space		<input checked="" type="checkbox"/>	<input type="checkbox"/>
6.7	Inventory		<input checked="" type="checkbox"/>	<input type="checkbox"/>

QPS 7.0: Community, Business and Industry Partnerships

7.1	Advisory Technical Skills Committee Membership	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
7.2	Advisory Technical Skills Committee Input	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
7.3	Advisory Technical Skills Committee Actions	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
7.4	Advisory Technical Skills Committee Recommendations	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
7.5	Joint Skills Technical Advisory Committee	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
7.6	Program Level Industry Committees	<input type="checkbox"/>	<input type="checkbox"/>		<input checked="" type="checkbox"/>
7.7	Business and Industry Partnerships	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	

QPS 8.0: Evaluation Systems and Accountability

8.1	Program Evaluation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
8.2	Student Feedback	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
8.3	Student Follow-up	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
8.4	Retention and Completion	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
8.5	Workplace Readiness Assessment Participation Rate	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
8.6	Workplace Readiness Assessment Pass Rate	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
8.7	End-of-Program Assessment Participation Rate	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8.8	End-of-Program Assessment Pass Rate	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8.9	Certificate of Skill Attainment	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Highly Effective = 5 pts Meets Standards = 3 pts Need Improvement = 1 pt N/A = 0 pts

Total Points: **147**

All Six Triggers Met: Yes No

Program of Excellence: Yes No N/A
(150 Points)

Program of Distinction: Yes No N/A
(180 Points)

Anne J. Willard
Education Programs Professional

02/15/18
Date

Quality Program Standards

CTE Program Scoring Report

District Name: Lyon County **School Name:** Dayton High School
School Year: 2017-2018 **Program Name:** Graphic Design
DOE CTE EPP: Patrick Bell

	Highly Effective	Meets Standard	Needs Improvement	N/A
QPS 1.0: Career Guidance				
1.1 Initiation of Guidance Services	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
1.2 Academic Plan	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
1.3 Collaboration of Stakeholders	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
1.4 Integration of Career Development	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
1.5 Career Center	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
QPS 2.0: Program and Instruction				
2.1 Program Accessibility		<input checked="" type="checkbox"/>	<input type="checkbox"/>	
2.2 CTE Program Course Sequence		<input checked="" type="checkbox"/>	<input type="checkbox"/>	
2.3 Student Enrollment	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
2.4 CTE Program Elements	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
2.5 CTE Course Curriculum	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
2.6 Instructional Methods	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
2.7 Instructional Improvement	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
2.8 Learning Environment	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
2.9 Availability of Technology	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
2.10 Work-based Learning	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
2.11 Industry Certifications	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2.12 Work Experience	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2.13 Postsecondary Credit	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.14 Program Accreditation/Certification	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
QPS 3.0: Leadership Development				
3.1 CTSO Chapter Establishment	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
3.2 CTSO Advisor Participation	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
3.3 CTSO Student Membership	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
3.4 CTSO Student Member Participation	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
3.5 CTSO Integration	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
QPS 4.0: Educational Personnel				
4.1 Teacher Licensing		<input checked="" type="checkbox"/>	<input type="checkbox"/>	
4.2 Professional Development Plan	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
4.3 Professional Development Participation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
4.4 Professional Memberships	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

	Highly Effective	Meets Standard	Needs Improvement	N/A
QPS 5.0: Program Planning and Promotion				
5.1 Budgeting	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
5.2 Use of Funds	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
5.3 Student Recruitment and Sustainability	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
5.4 Promotional Strategies and Materials	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
5.5 Program Promotion	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
QPS 6.0: Facilities, Equipment, and Instructional Materials and Supplies				
6.1 Accessibility	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
6.2 Safety	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
6.3 Instructional Tools, Equipment, and Supplies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
6.4 Inspection and Maintenance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
6.5 Program and Equipment Enhancement		<input type="checkbox"/>	<input checked="" type="checkbox"/>	
6.6 Storage Space		<input checked="" type="checkbox"/>	<input type="checkbox"/>	
6.7 Inventory		<input checked="" type="checkbox"/>	<input type="checkbox"/>	
QPS 7.0: Community, Business and Industry Partnerships				
7.1 Advisory Technical Skills Committee Membership	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
7.2 Advisory Technical Skills Committee Input	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
7.3 Advisory Technical Skills Committee Actions	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
7.4 Advisory Technical Skills Committee Recommendations	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
7.5 Joint Skills Technical Advisory Committee	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7.6 Program Level Industry Committees	<input type="checkbox"/>	<input type="checkbox"/>		<input checked="" type="checkbox"/>
7.7 Business and Industry Partnerships	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
QPS 8.0: Evaluation Systems and Accountability				
8.1 Program Evaluation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
8.2 Student Feedback	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
8.3 Student Follow-up	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
8.4 Retention and Completion	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
8.5 Workplace Readiness Assessment Participation Rate	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
8.6 Workplace Readiness Assessment Pass Rate	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
8.7 End-of-Program Assessment Participation Rate	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8.8 End-of-Program Assessment Pass Rate	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8.9 Certificate of Skill Attainment	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Highly Effective = 5 pts Meets Standards = 3 pts Need Improvement = 1 pt N/A = 0 pts

Total Points: **114**

All Six Triggers Met: Yes No

Program of Excellence: Yes No N/A
(150 Points)

Program of Distinction: Yes No N/A
(180 Points)


Education Programs Professional

02/15/18
Date

Quality Program Standards

CTE Program Scoring Report

District Name: Lyon County **School Name:** Dayton High School

School Year: 2017-2018 **Program Name:** Marketing

DOE CTE EPP: Patrick Bell

	Highly Effective	Meets Standard	Needs Improvement	N/A
QPS 1.0: Career Guidance				
1.1 Initiation of Guidance Services	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
1.2 Academic Plan	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
1.3 Collaboration of Stakeholders	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
1.4 Integration of Career Development	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
1.5 Career Center	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
QPS 2.0: Program and Instruction				
2.1 Program Accessibility		<input checked="" type="checkbox"/>	<input type="checkbox"/>	
2.2 CTE Program Course Sequence		<input checked="" type="checkbox"/>	<input type="checkbox"/>	
2.3 Student Enrollment	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
2.4 CTE Program Elements	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
2.5 CTE Course Curriculum	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
2.6 Instructional Methods	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
2.7 Instructional Improvement	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
2.8 Learning Environment	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
2.9 Availability of Technology	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
2.10 Work-based Learning	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
2.11 Industry Certifications	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2.12 Work Experience	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2.13 Postsecondary Credit	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.14 Program Accreditation/Certification	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
QPS 3.0: Leadership Development				
3.1 CTSO Chapter Establishment	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
3.2 CTSO Advisor Participation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
3.3 CTSO Student Membership	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
3.4 CTSO Student Member Participation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
3.5 CTSO Integration	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
QPS 4.0: Educational Personnel				
4.1 Teacher Licensing		<input checked="" type="checkbox"/>	<input type="checkbox"/>	
4.2 Professional Development Plan	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
4.3 Professional Development Participation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
4.4 Professional Memberships	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	

Highly Effective Meets Standard Needs Improvement N/A

QPS 5.0: Program Planning and Promotion

5.1	Budgeting	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
5.2	Use of Funds	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
5.3	Student Recruitment and Sustainability	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
5.4	Promotional Strategies and Materials	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
5.5	Program Promotion	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

QPS 6.0: Facilities, Equipment, and Instructional Materials and Supplies

6.1	Accessibility	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
6.2	Safety	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
6.3	Instructional Tools, Equipment, and Supplies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
6.4	Inspection and Maintenance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
6.5	Program and Equipment Enhancement		<input type="checkbox"/>	<input checked="" type="checkbox"/>	
6.6	Storage Space		<input checked="" type="checkbox"/>	<input type="checkbox"/>	
6.7	Inventory		<input checked="" type="checkbox"/>	<input type="checkbox"/>	

QPS 7.0: Community, Business and Industry Partnerships

7.1	Advisory Technical Skills Committee Membership	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
7.2	Advisory Technical Skills Committee Input	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
7.3	Advisory Technical Skills Committee Actions	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
7.4	Advisory Technical Skills Committee Recommendations	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
7.5	Joint Skills Technical Advisory Committee	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
7.6	Program Level Industry Committees	<input type="checkbox"/>	<input type="checkbox"/>		<input checked="" type="checkbox"/>
7.7	Business and Industry Partnerships	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

QPS 8.0: Evaluation Systems and Accountability

8.1	Program Evaluation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
8.2	Student Feedback	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
8.3	Student Follow-up	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
8.4	Retention and Completion	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
8.5	Workplace Readiness Assessment Participation Rate	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
8.6	Workplace Readiness Assessment Pass Rate	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
8.7	End-of-Program Assessment Participation Rate	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.8	End-of-Program Assessment Pass Rate	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.9	Certificate of Skill Attainment	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Highly Effective = 5 pts Meets Standards = 3 pts Need Improvement = 1 pt N/A = 0 pts

Total Points: **145**

All Six Triggers Met: Yes No

Program of Excellence: Yes No N/A
(150 Points)

Program of Distinction: Yes No N/A
(180 Points)


Education Programs Professional

02/15/18
Date

Quality Program Standards

CTE Program Scoring Report

District Name: Lyon County **School Name:** Dayton High School

School Year: 2017-2018 **Program Name:** Nursing Assistant

DOE CTE EPP: Anne Willard

	Highly Effective	Meets Standard	Needs Improvement	N/A
QPS 1.0: Career Guidance				
1.1 Initiation of Guidance Services	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
1.2 Academic Plan	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
1.3 Collaboration of Stakeholders	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
1.4 Integration of Career Development	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
1.5 Career Center	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
QPS 2.0: Program and Instruction				
2.1 Program Accessibility		<input checked="" type="checkbox"/>	<input type="checkbox"/>	
2.2 CTE Program Course Sequence		<input type="checkbox"/>	<input checked="" type="checkbox"/>	
2.3 Student Enrollment	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
2.4 CTE Program Elements	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
2.5 CTE Course Curriculum	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
2.6 Instructional Methods	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
2.7 Instructional Improvement	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
2.8 Learning Environment	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
2.9 Availability of Technology	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
2.10 Work-based Learning	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
2.11 Industry Certifications	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2.12 Work Experience	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2.13 Postsecondary Credit	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2.14 Program Accreditation/Certification	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
QPS 3.0: Leadership Development				
3.1 CTSO Chapter Establishment	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
3.2 CTSO Advisor Participation	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
3.3 CTSO Student Membership	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
3.4 CTSO Student Member Participation	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
3.5 CTSO Integration	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
QPS 4.0: Educational Personnel				
4.1 Teacher Licensing		<input type="checkbox"/>	<input checked="" type="checkbox"/>	
4.2 Professional Development Plan	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
4.3 Professional Development Participation	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
4.4 Professional Memberships	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

Highly Effective Meets Standard Needs Improvement N/A

QPS 5.0: Program Planning and Promotion

5.1	Budgeting	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
5.2	Use of Funds	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
5.3	Student Recruitment and Sustainability	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
5.4	Promotional Strategies and Materials	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
5.5	Program Promotion	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

QPS 6.0: Facilities, Equipment, and Instructional Materials and Supplies

6.1	Accessibility	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
6.2	Safety	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
6.3	Instructional Tools, Equipment, and Supplies	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
6.4	Inspection and Maintenance	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
6.5	Program and Equipment Enhancement		<input type="checkbox"/>	<input checked="" type="checkbox"/>	
6.6	Storage Space		<input type="checkbox"/>	<input checked="" type="checkbox"/>	
6.7	Inventory		<input type="checkbox"/>	<input checked="" type="checkbox"/>	

QPS 7.0: Community, Business and Industry Partnerships

7.1	Advisory Technical Skills Committee Membership	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
7.2	Advisory Technical Skills Committee Input	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
7.3	Advisory Technical Skills Committee Actions	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
7.4	Advisory Technical Skills Committee Recommendations	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
7.5	Joint Skills Technical Advisory Committee	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
7.6	Program Level Industry Committees	<input type="checkbox"/>	<input type="checkbox"/>		<input checked="" type="checkbox"/>
7.7	Business and Industry Partnerships	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

QPS 8.0: Evaluation Systems and Accountability

8.1	Program Evaluation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
8.2	Student Feedback	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
8.3	Student Follow-up	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
8.4	Retention and Completion	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
8.5	Workplace Readiness Assessment Participation Rate	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
8.6	Workplace Readiness Assessment Pass Rate	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
8.7	End-of-Program Assessment Participation Rate	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8.8	End-of-Program Assessment Pass Rate	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8.9	Certificate of Skill Attainment	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Highly Effective = 5 pts Meets Standards = 3 pts Need Improvement = 1 pt N/A = 0 pts

Total Points: 71

All Six Triggers Met: Yes No

Program of Excellence: Yes No N/A
(150 Points)

Program of Distinction: Yes No N/A
(180 Points)

Aimee J. Willard

Education Programs Professional

02/15/18

Date

Quality Program Standards

CTE Program Scoring Report

District Name: Lyon County **School Name:** Dayton High School

School Year: 2017-2018 **Program Name:** Pharmacy Practice

DOE CTE EPP: Anne Willard

	Highly Effective	Meets Standard	Needs Improvement	N/A
QPS 1.0: Career Guidance				
1.1 Initiation of Guidance Services	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
1.2 Academic Plan	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
1.3 Collaboration of Stakeholders	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
1.4 Integration of Career Development	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
1.5 Career Center	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
QPS 2.0: Program and Instruction				
2.1 Program Accessibility		<input checked="" type="checkbox"/>	<input type="checkbox"/>	
2.2 CTE Program Course Sequence		<input checked="" type="checkbox"/>	<input type="checkbox"/>	
2.3 Student Enrollment	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
2.4 CTE Program Elements	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
2.5 CTE Course Curriculum	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
2.6 Instructional Methods	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
2.7 Instructional Improvement	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
2.8 Learning Environment	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
2.9 Availability of Technology	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2.10 Work-based Learning	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
2.11 Industry Certifications	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2.12 Work Experience	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2.13 Postsecondary Credit	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2.14 Program Accreditation/Certification	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
QPS 3.0: Leadership Development				
3.1 CTSO Chapter Establishment	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
3.2 CTSO Advisor Participation	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
3.3 CTSO Student Membership	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
3.4 CTSO Student Member Participation	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
3.5 CTSO Integration	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
QPS 4.0: Educational Personnel				
4.1 Teacher Licensing		<input checked="" type="checkbox"/>	<input type="checkbox"/>	
4.2 Professional Development Plan	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
4.3 Professional Development Participation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
4.4 Professional Memberships	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

	Highly Effective	Meets Standard	Needs Improvement	N/A
QPS 5.0: Program Planning and Promotion				
5.1 Budgeting	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
5.2 Use of Funds	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
5.3 Student Recruitment and Sustainability	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
5.4 Promotional Strategies and Materials	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
5.5 Program Promotion	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
QPS 6.0: Facilities, Equipment, and Instructional Materials and Supplies				
6.1 Accessibility	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
6.2 Safety	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
6.3 Instructional Tools, Equipment, and Supplies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
6.4 Inspection and Maintenance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
6.5 Program and Equipment Enhancement		<input type="checkbox"/>	<input checked="" type="checkbox"/>	
6.6 Storage Space		<input checked="" type="checkbox"/>	<input type="checkbox"/>	
6.7 Inventory		<input type="checkbox"/>	<input checked="" type="checkbox"/>	
QPS 7.0: Community, Business and Industry Partnerships				
7.1 Advisory Technical Skills Committee Membership	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
7.2 Advisory Technical Skills Committee Input	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
7.3 Advisory Technical Skills Committee Actions	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
7.4 Advisory Technical Skills Committee Recommendations	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
7.5 Joint Skills Technical Advisory Committee	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
7.6 Program Level Industry Committees	<input type="checkbox"/>	<input type="checkbox"/>		<input checked="" type="checkbox"/>
7.7 Business and Industry Partnerships	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
QPS 8.0: Evaluation Systems and Accountability				
8.1 Program Evaluation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
8.2 Student Feedback	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
8.3 Student Follow-up	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
8.4 Retention and Completion	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
8.5 Workplace Readiness Assessment Participation Rate	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
8.6 Workplace Readiness Assessment Pass Rate	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
8.7 End-of-Program Assessment Participation Rate	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8.8 End-of-Program Assessment Pass Rate	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8.9 Certificate of Skill Attainment	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Highly Effective = 5 pts Meets Standards = 3 pts Need Improvement = 1 pt N/A = 0 pts

Total Points: **108**

All Six Triggers Met: Yes No

Program of Excellence: Yes No N/A
(150 Points)

Program of Distinction: Yes No N/A
(180 Points)


Education Programs Professional

02/15/18
Date

Quality Program Standards

CTE Program Scoring Report

District Name: Lyon County **School Name:** Dayton High School

School Year: 2017-2018 **Program Name:** Video Production

DOE CTE EPP: Patrick Bell

		Highly Effective	Meets Standard	Needs Improvement	N/A
QPS 1.0: Career Guidance					
1.1	Initiation of Guidance Services	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
1.2	Academic Plan	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
1.3	Collaboration of Stakeholders	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
1.4	Integration of Career Development	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
1.5	Career Center	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
QPS 2.0: Program and Instruction					
2.1	Program Accessibility		<input checked="" type="checkbox"/>	<input type="checkbox"/>	
2.2	CTE Program Course Sequence		<input checked="" type="checkbox"/>	<input type="checkbox"/>	
2.3	Student Enrollment	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
2.4	CTE Program Elements	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
2.5	CTE Course Curriculum	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
2.6	Instructional Methods	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
2.7	Instructional Improvement	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
2.8	Learning Environment	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
2.9	Availability of Technology	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
2.10	Work-based Learning	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
2.11	Industry Certifications	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2.12	Work Experience	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2.13	Postsecondary Credit	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.14	Program Accreditation/Certification	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
QPS 3.0: Leadership Development					
3.1	CTSO Chapter Establishment	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
3.2	CTSO Advisor Participation	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
3.3	CTSO Student Membership	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
3.4	CTSO Student Member Participation	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
3.5	CTSO Integration	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
QPS 4.0: Educational Personnel					
4.1	Teacher Licensing		<input checked="" type="checkbox"/>	<input type="checkbox"/>	
4.2	Professional Development Plan	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
4.3	Professional Development Participation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
4.4	Professional Memberships	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

Highly Effective Meets Standard Needs Improvement N/A

QPS 5.0: Program Planning and Promotion

5.1	Budgeting	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
5.2	Use of Funds	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
5.3	Student Recruitment and Sustainability	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
5.4	Promotional Strategies and Materials	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
5.5	Program Promotion	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

QPS 6.0: Facilities, Equipment, and Instructional Materials and Supplies

6.1	Accessibility	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
6.2	Safety	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
6.3	Instructional Tools, Equipment, and Supplies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
6.4	Inspection and Maintenance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
6.5	Program and Equipment Enhancement		<input type="checkbox"/>	<input checked="" type="checkbox"/>	
6.6	Storage Space		<input checked="" type="checkbox"/>	<input type="checkbox"/>	
6.7	Inventory		<input checked="" type="checkbox"/>	<input type="checkbox"/>	

QPS 7.0: Community, Business and Industry Partnerships

7.1	Advisory Technical Skills Committee Membership	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
7.2	Advisory Technical Skills Committee Input	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
7.3	Advisory Technical Skills Committee Actions	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
7.4	Advisory Technical Skills Committee Recommendations	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
7.5	Joint Skills Technical Advisory Committee	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7.6	Program Level Industry Committees	<input type="checkbox"/>	<input type="checkbox"/>		<input checked="" type="checkbox"/>
7.7	Business and Industry Partnerships	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

QPS 8.0: Evaluation Systems and Accountability

8.1	Program Evaluation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
8.2	Student Feedback	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
8.3	Student Follow-up	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
8.4	Retention and Completion	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
8.5	Workplace Readiness Assessment Participation Rate	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
8.6	Workplace Readiness Assessment Pass Rate	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
8.7	End-of-Program Assessment Participation Rate	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.8	End-of-Program Assessment Pass Rate	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.9	Certificate of Skill Attainment	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Highly Effective = 5 pts Meets Standards = 3 pts Need Improvement = 1 pt N/A = 0 pts

Total Points: **130**

All Six Triggers Met: Yes No

Program of Excellence: Yes No N/A
(150 Points)

Program of Distinction: Yes No N/A
(180 Points)


Education Programs Professional

02/15/18
Date

Steve Sisolak
Governor

Jhone Ebert
Superintendent of
Public Instruction



Southern Nevada Office
9890 S. Maryland Parkway,
Suite 221
Las Vegas, Nevada 89183
(702) 486-6458
Fax: (702) 486-6450

STATE OF NEVADA
DEPARTMENT OF EDUCATION
700 E. Fifth Street | Carson City, Nevada 89701-5096
Phone: (775) 687-9200 | www.doe.nv.gov | Fax: (775) 687-9101
May 28, 2019

Robert K. Jones, Principal
Fernley High School
1300 US Highway, 95a South
Fernley, NV 89408

Dear Mr. Jones:

On January 23, 2019, the Department of Education conducted the on-site program review visit at Fernley High School for eleven CTE programs.

The program review process involves three phases: (1) the self-assessment and submission of evidence completed by the local school staff, (2) an on-site visit and report completed by the Department of Education staff, and (3) a final response and submission of any required action items completed by the local school staff.

The enclosed report includes the following sections: (1) an introduction, rationale, and QPS rating definitions, (2) a comprehensive overview of each Quality Program Standard, (3) individual CTE program of study performance scoring, (4) summary of commendations and recommendations, (5) required actions, and (6) the individual program of study scoring sheets.

To complete the program review process, please submit the required action items listed in the report on the appropriate state forms. All corrective action plan items should be submitted on one form. Each identified program of study should be submitted on an individual continuous improvement plan, if required. All required action item descriptions should be a brief explanation of how a "Needs Improvement" rating will be addressed. If the district or school believes a "Needs Improvement" rating is the result of a lack of evidence versus a lack of implementation, please respond accordingly. Please submit the response and action items by September 1, 2019, before 5:00 pm.

The intent of the program review process is to stimulate comprehensive program improvement for CTE at the site. That is, the expectations in meeting the Quality Program Standards are that all programs "Meets Standard." All QPS performance standards reviewed that received a "Meets Standard" are at an acceptable level according to the evidence provided and the opinion of the on-site review team.

On behalf of the Department of Education, I sincerely appreciate you and your staff's willingness to engage in this process. Again, thank you for your support and please contact me at (775) 687-7290 or akyser@doe.nv.gov if you have any questions.

Sincerely,

A handwritten signature in blue ink that reads "Alex Kyser".

Alex Kyser, Education Programs Professional
Office of Career Readiness, Adult Learning & Education Options

c: Jim Gianotti, Director Secondary Curriculum Instruction and Assessment
File

CTE Quality Program Standards Program Review Summary Report

School District: LYON COUNTY SCHOOL DISTRICT
High School: FERNLEY HIGH SCHOOL
School Year: 2018-2019
On-site Visit Date: JANUARY 23, 2019
CTE Administrator: MR. JIM GIANOTTI
School Administrator: MR. KENT JONES, MR. CORY SANFORD
DOE Review Team Members: MR. ALEX KYSER, MS. MARINA MCHATTON AND DR. PATRICK BELL
Summary Report Date: MAY 28, 2019

Introduction, Rationale, and QPS Rating Definitions

The Office of Career Readiness, Adult Learning & Education Options (OCRALEO) at the Nevada Department of Education (NDE) developed the Nevada Career and Technical Education (CTE) Quality Program Standards (QPS). The program standards are to be used as a model for school districts and charter schools to design, implement, assess, and improve CTE programs. The standards represent rigorous and relevant expectations for program organization and delivery. The standards illustrate the common responsibilities of the student, teacher, counselor, and school administrators that are needed to establish and maintain highly effective CTE programs.

The summary report of the on-site visit identifies the performance rating of each Program of Study determined by the Department of Education review team based upon the on-site visit interviews and evidence provided.

Rating	Definitions
Highly Effective (Rating = 5)	<ul style="list-style-type: none"> • Ensures extremely effective program performance. • Significantly above criteria for a successful program. • Surpasses the expectation.
Meets Standard (Rating = 3)	<ul style="list-style-type: none"> • Adequate for effective program performance. • Meets criteria relative to quality and quantity of behavior required for a successful program. • Is the expectation.
Needs Improvement (Rating = 1)	<ul style="list-style-type: none"> • Insufficient for performance requirements. • Does not meet criteria relative to quality and quantity of behavior required for a successful program. • Is below the expectation.
Not Applicable	<ul style="list-style-type: none"> • No criterion is obtainable for effective performance.

The local district is encouraged to utilize this report for the CTE program's improvement. This report and recognition system does not affect the Nevada School Performance Framework evaluation.

Quality Program Standards Program Review Summary Report

On January 23, 2019, Fernley High School (FHS) participated in the on-site visit as part of the Nevada CTE Program Review process. CTE programs at FHS reviewed on this visit: Accounting & Finance, Agricultural Leadership, Communication & Policy, Animal Science, Drafting & Design, Electronic Technology, Furniture & Cabinetmaking, Graphic Design, Nursing Assistant, Photography, Sports Medicine, and Welding Technology. During this visit, administrators, counselors, and teachers that are involved with the 11 listed programs were interviewed. Each interview lasted approximately 60 minutes to verify the completed materials previously submitted to the Nevada Department of Education to ensure accuracy and accountability. A facility tour was also part of the process to review accessibility, safety, and the use of instructional materials.

During the visit the FHS staff was extremely accommodating and made the review team feel very welcome. All personnel interviewed were gracious and willing to share what FHS is providing their students. All stakeholders were positive and expressed an interest in receiving outside feedback on their CTE programs.

Overall FHS CTE Quality Program Standards

QPS 1.0: Career Guidance

Career Guidance services for academic planning are initiated in middle school. A parent meeting is held in the spring for 8th grade students and followed by the counselors meeting with students to develop individual academic plans. All student academic plans are on file and updated and/or modified each spring and shared with all stakeholders. Students have access to a career center to support individualized college and career planning. Integration of Career development activities for most students primarily occurs in the classroom.

QPS 2.0: Program and Instruction

FHS provides equal access for all students including recruitment of special populations. All levels of the Programs of Study (POS) are offered and course sequencing is organized to accommodate all students. CTE programs are following state standards. Class enrollments generally average 25 students. A variety of instructional methods are used to integrate academic knowledge, employability skills, technical skills and leadership development. Instructional tools and materials are appropriate for the class enrollment numbers and size of facility. CTE students have the opportunity to earn post-secondary credit through the state articulation system. Industry certifications or credentials are offered for student attainment in many of the programs areas such as Adobe, American Welding Society, Autodesk, CASE, and Nursing Assistant for example.

QPS 3.0: Leadership Development

Career and Technical Student organizations CTSOs are an integral part of CTE, however many students at FHS do not have the opportunity to participate in a CTSO aligned with their program area. Teacher participation in CTSOs may be attributed to a reported lack of student interest but also low adviser participation is noted. Some teachers at FHS are affiliated with the respective CTSO and provide opportunities for their students to participate in CTSO career development and leadership activities. All CTE educators/advisers are encouraged to promote and support the CTSO associated within the particular program area.

QPS 4.0: Educational Personnel

CTE teachers are appropriately licensed. CTE teachers participate in district and program area professional development activities, but not all CTE teachers have a professional development plan on file. Most CTE teachers at FHS are members of their respective professional organizations and many are members of ACTE and/or NACTE.

QPS 5.0: Program Planning and Promotion

The budgeting process includes the collaboration between school administration, teachers, and the CTE district coordinator. Teachers report that they are familiar with the uses of funds. Annual recruitment activities are developed and implemented including the recruitment of special populations and middle school students. There is an "8th Grade Day" and an annual STEM Festival when middle school students learn more about CTE courses and program offerings at the high school. Promotional strategies and materials include flyers, pamphlets, display boards, and the school website. Student recognitions and achievements are celebrated at an awards assembly toward the end of the school year.

QPS 6.0: Facilities, Equipment, and Instructional Materials and Supplies

The facilities are clean, safe and accessible to all students. Instructional tools, equipment, and supplies are sufficient to meet the instructional needs of all students. Equipment is visually inspected by the teachers and students before use and defective or equipment in need of repair are removed from use. There is sufficient secure storage space for materials, supplies and equipment at the present time. An inventory of equipment and instructional tools is on file and updated annually.

QPS 7.0: Community, Business and Industry Partnerships

The District Advisory Technical Skills Committee is aligned with requirements listed in the Advisory Committee Handbook. The ATSC meets at least three times a year and provides input and support for all CTE programs of study in the Lyon County School District. Business and industry partnerships are available to provide input and support for some, but not all, of the CTE programs. Guest speakers from the community periodically make classroom visits and business and industry partnerships support some of the CTE programs.

QPS 8.0: Evaluation Systems and Accountability

Annual program evaluation is conducted and reviewed. The annual collection of student feedback is an important part of a continuous improvement process and Lyon County School District is encouraged to collect student feedback. A student interest survey is distributed to assist with schedule planning and placement. Providing student performance data to the CTE teachers will help guide instructional improvement. Student retention and completion levels at FHS need improvement. The overall participation rate for 2017-2018 FHS Workplace Readiness Skills Assessment is 91.8% (State Rate 96.86%) with a pass rate of 94.6% (State Rate 92.03%). The End of Program participation rate is 95.1% (State Rate 96.6%) with a pass rate of 56.9% (State Rate 65.47). There were 25 Certificate of Skill Attainment earned by FHS students.

CTE Program of Study Performance Scoring

The following table lists the overall performance rating for each Program of Study. The individual performance score is based upon total points earned by the CTE program reviewed during the on-site visit. Please refer to the *QPS Guidance Handbook* for the complete recognition system requirements. After the commendation, recommendation, corrective action, and continuous improvement section of this report, the individual scoring reports are included for each CTE program reviewed.

CTE Program of Study	Performance Score	Recognition Level
Accounting & Finance	139	N/A
Agricultural Leadership, Communication & Policy	145	N/A
Animal Science	145	N/A
Drafting & Design	154	N/A
Electronic Technology	148	N/A
Furniture & Cabinetmaking	147	N/A
Graphic Design	143	N/A
Nursing Assistant	161	N/A
Photography	137	N/A
Sports Medicine	124	N/A
Welding Technology	144	N/A

Summary of Commendations and Recommendations

QPS Summary of Commendations

- Student CTE guidance services start during middle school.
- All Students have academic plans which are revised annually.
- Students have access to a career center that includes current and relevant resources to support individualized college and career readiness planning.
- FHS provides equal access for all students by having various CTE programs of study.
- All programs are appropriately sequenced to encourage students to complete the POS.
- All programs maintain a student-teacher ratio that promotes effective instruction and safe working conditions.
- Teachers utilize student feedback and performance data to guide instructional improvement.
- The overall learning environment is positive, safe, and organized to accommodate all students.
- Current technology is available to deliver instruction and simulate work-based learning activities.
- All CTE teachers are appropriately licensed and endorsed.
- All CTE teachers have a professional development plan.
- Facilities are accessible to students.
- Inventory is maintained and updated annually
- Classrooms and lab areas are safe, organized, and clean.
- The instructional tools, equipment, and supplies are industry standard.
- The facility, tools, and equipment are inspected to ensure a safe learning environment.
- Storage space is adequate and securable.
- FHS WRS pass rate was above the state average, with six programs with 100% pass rate.

QPS Summary of Recommendations

- All teachers must have a working knowledge of the definition of work-based learning activities.
- Review with staff and students' the deference between work experience and work-based learning opportunities.
- CTE program teachers should be active advisors and members of their affiliated CTSO.
- Increase student membership in CTSOs.
- Increase student membership participation in CTSOs activities.
- Relevant CTSO instructional activities should be integrated into the local curriculum.
- Program promotional information needs to be shared with internal and external stakeholders.
- A local equipment enhancement plan needs to be developed.
- CTE teachers should implement District Advisory Technical Skills Committee recommendations to the extent possible.
- Business and industry partnerships should be developed for all programs.
- The collection of student feedback is necessary for program evaluation and improvement.
- The student follow-up system needs to have a better return rate and be utilized for program improvement.
- Student retention into completion level courses needs to be increased.
- Participation rates need to increase on CTE assessments.
- Pass rates need to increase on CTE assessments.

Required Actions

The following tables list the corrective action plan (CAP) and Continuous Improvement Plan (CIP) items that need to be submitted by **September 1, 2019**. Please submit **one** CAP that includes all items and submit one CIP for **each** identified Program of Study. Utilize the **Self-Assessment Tool** to guide the completion of the CAP and CIP. The included state forms must be used for this submission.

Some “Needs Improvement” rankings were due to **no** evidence submitted by the submission deadline or provided during the on-site interview.

Required Corrective Action Plans (CAPs)

- Wood in the storage room for the Furniture & Cabinetmaking POS needs to be no closer than 24 inches from the ceiling.

Required Continuous Improvement Plans (CIPs)

- Complete a CIP for the Accounting & Finance POS – address all “Needs Improvement” rankings by Quality Program Standard area.
- Complete a CIP for the Agricultural Leadership, Communication & Policy POS – address all “Needs Improvement” rankings by Quality Program Standard area.
- Complete a CIP for the Animal Science POS – address all “Needs Improvement” rankings by Quality Program Standard area.
- Complete a CIP for the Drafting & Design POS – address all “Needs Improvement” rankings by Quality Program Standard area.
- Complete a CIP for the Electronic Technology POS – address all “Needs Improvement” rankings by Quality Program Standard area.
- Complete a CIP for the Furniture & Cabinetmaking POS – address all “Needs Improvement” rankings by Quality Program Standard area.
- Complete a CIP for the Graphic Design POS – address all “Needs Improvement” rankings by Quality Program Standard area.
- Complete a CIP for the Nursing Assistant POS – address all “Needs Improvement” rankings by Quality Program Standard area.
- Complete a CIP for the Photography POS – address all “Needs Improvement” rankings by Quality Program Standard area.
- Complete a CIP for the Sports Medicine POS – address all “Needs Improvement” rankings by Quality Program Standard area.
- Complete a CIP for the Welding Technology POS – address all “Needs Improvement” rankings by Quality Program Standard area.

Quality Program Standards

CTE Program Scoring Report

District Name: Lyon County School District **School Name:** Fernley High School

School Year: 2018-2019 **Program Name:** Accounting & Finance

DOE CTE EPP: Patrick Bell

	Highly Effective	Meets Standard	Needs Improvement	N/A
QPS 1.0: Career Guidance				
1.1 Initiation of Guidance Services	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
1.2 Academic Plan	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
1.3 Collaboration of Stakeholders	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
1.4 Integration of Career Development	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
1.5 Career Center	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
QPS 2.0: Program and Instruction				
2.1 Program Accessibility		<input checked="" type="checkbox"/>	<input type="checkbox"/>	
2.2 CTE Program Course Sequence		<input checked="" type="checkbox"/>	<input type="checkbox"/>	
2.3 Student Enrollment	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
2.4 CTE Program Elements	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
2.5 CTE Course Curriculum	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
2.6 Instructional Methods	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
2.7 Instructional Improvement	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
2.8 Learning Environment	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
2.9 Availability of Technology	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
2.10 Work-based Learning	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
2.11 Industry Certifications	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2.12 Work Experience	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2.13 Postsecondary Credit	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.14 Program Accreditation/Certification	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
QPS 3.0: Leadership Development				
3.1 CTSO Chapter Establishment	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
3.2 CTSO Advisor Participation	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
3.3 CTSO Student Membership	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
3.4 CTSO Student Member Participation	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
3.5 CTSO Integration	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
QPS 4.0: Educational Personnel				
4.1 Teacher Licensing		<input checked="" type="checkbox"/>	<input type="checkbox"/>	
4.2 Professional Development Plan	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
4.3 Professional Development Participation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
4.4 Professional Memberships	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	

	Highly Effective	Meets Standard	Needs Improvement	N/A
QPS 5.0: Program Planning and Promotion				
5.1 Budgeting	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
5.2 Use of Funds	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
5.3 Student Recruitment and Sustainability	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
5.4 Promotional Strategies and Materials	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
5.5 Program Promotion	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
QPS 6.0: Facilities, Equipment, and Instructional Materials and Supplies				
6.1 Accessibility	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6.2 Safety	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
6.3 Instructional Tools, Equipment, and Supplies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
6.4 Inspection and Maintenance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
6.5 Program and Equipment Enhancement		<input type="checkbox"/>	<input checked="" type="checkbox"/>	
6.6 Storage Space		<input checked="" type="checkbox"/>	<input type="checkbox"/>	
6.7 Inventory		<input checked="" type="checkbox"/>	<input type="checkbox"/>	
QPS 7.0: Community, Business and Industry Partnerships				
7.1 Advisory Technical Skills Committee Membership	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
7.2 Advisory Technical Skills Committee Input	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
7.3 Advisory Technical Skills Committee Actions	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
7.4 Advisory Technical Skills Committee Recommendations	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
7.5 Joint Skills Technical Advisory Committee	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
7.6 Program Level Industry Committees	<input type="checkbox"/>	<input type="checkbox"/>		<input checked="" type="checkbox"/>
7.7 Business and Industry Partnerships	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
QPS 8.0: Evaluation Systems and Accountability				
8.1 Program Evaluation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
8.2 Student Feedback	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
8.3 Student Follow-up	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
8.4 Retention and Completion	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
8.5 Workplace Readiness Assessment Participation Rate	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
8.6 Workplace Readiness Assessment Pass Rate	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
8.7 End-of-Program Assessment Participation Rate	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.8 End-of-Program Assessment Pass Rate	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8.9 Certificate of Skill Attainment	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Highly Effective = 5 pts Meets Standards = 3 pts Need Improvement = 1 pt N/A = 0 pts

Total Points: **139**

All Six Triggers Met: Yes No

Program of Excellence: Yes No N/A
(150 Points)

Program of Distinction: Yes No N/A
(180 Points)


Education Programs Professional

05/24/19
Date

Quality Program Standards

CTE Program Scoring Report

District Name: Lyon County School District **School Name:** Fernley High School

School Year: 2018-2019 **Program Name:** Agricultural Leadership, Communication & Policy

DOE CTE EPP: Marina McHatton

	Highly Effective	Meets Standard	Needs Improvement	N/A
QPS 1.0: Career Guidance				
1.1 Initiation of Guidance Services	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
1.2 Academic Plan	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
1.3 Collaboration of Stakeholders	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
1.4 Integration of Career Development	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
1.5 Career Center	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
QPS 2.0: Program and Instruction				
2.1 Program Accessibility		<input checked="" type="checkbox"/>	<input type="checkbox"/>	
2.2 CTE Program Course Sequence		<input type="checkbox"/>	<input type="checkbox"/>	
2.3 Student Enrollment	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2.4 CTE Program Elements	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
2.5 CTE Course Curriculum	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
2.6 Instructional Methods	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
2.7 Instructional Improvement	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
2.8 Learning Environment	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
2.9 Availability of Technology	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
2.10 Work-based Learning	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2.11 Industry Certifications	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2.12 Work Experience	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2.13 Postsecondary Credit	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2.14 Program Accreditation/Certification	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
QPS 3.0: Leadership Development				
3.1 CTSO Chapter Establishment	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3.2 CTSO Advisor Participation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
3.3 CTSO Student Membership	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3.4 CTSO Student Member Participation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
3.5 CTSO Integration	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
QPS 4.0: Educational Personnel				
4.1 Teacher Licensing		<input checked="" type="checkbox"/>	<input type="checkbox"/>	
4.2 Professional Development Plan	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
4.3 Professional Development Participation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
4.4 Professional Memberships	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	

	Highly Effective	Meets Standard	Needs Improvement	N/A
QPS 5.0: Program Planning and Promotion				
5.1 Budgeting	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
5.2 Use of Funds	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
5.3 Student Recruitment and Sustainability	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
5.4 Promotional Strategies and Materials	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
5.5 Program Promotion	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
QPS 6.0: Facilities, Equipment, and Instructional Materials and Supplies				
6.1 Accessibility	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6.2 Safety	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
6.3 Instructional Tools, Equipment, and Supplies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
6.4 Inspection and Maintenance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
6.5 Program and Equipment Enhancement		<input type="checkbox"/>	<input checked="" type="checkbox"/>	
6.6 Storage Space		<input type="checkbox"/>	<input checked="" type="checkbox"/>	
6.7 Inventory		<input checked="" type="checkbox"/>	<input type="checkbox"/>	
QPS 7.0: Community, Business and Industry Partnerships				
7.1 Advisory Technical Skills Committee Membership	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
7.2 Advisory Technical Skills Committee Input	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
7.3 Advisory Technical Skills Committee Actions	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
7.4 Advisory Technical Skills Committee Recommendations	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
7.5 Joint Skills Technical Advisory Committee	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
7.6 Program Level Industry Committees	<input type="checkbox"/>	<input type="checkbox"/>		<input checked="" type="checkbox"/>
7.7 Business and Industry Partnerships	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
QPS 8.0: Evaluation Systems and Accountability				
8.1 Program Evaluation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
8.2 Student Feedback	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
8.3 Student Follow-up	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
8.4 Retention and Completion	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
8.5 Workplace Readiness Assessment Participation Rate	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
8.6 Workplace Readiness Assessment Pass Rate	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
8.7 End-of-Program Assessment Participation Rate	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8.8 End-of-Program Assessment Pass Rate	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8.9 Certificate of Skill Attainment	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Highly Effective = 5 pts Meets Standards = 3 pts Need Improvement = 1 pt N/A = 0 pts

Total Points: **145**

All Six Triggers Met: Yes No

Program of Excellence: Yes No N/A
 (150 Points)

Program of Distinction: Yes No N/A
 (180 Points)

M. McHatten

Education Programs Professional

05/24/19
Date

Quality Program Standards

CTE Program Scoring Report

District Name: Lyon County School District **School Name:** Fernley High School

School Year: 2018-2019 **Program Name:** Animal Science

DOE CTE EPP: Marina McHatton

	Highly Effective	Meets Standard	Needs Improvement	N/A
QPS 1.0: Career Guidance				
1.1 Initiation of Guidance Services	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
1.2 Academic Plan	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
1.3 Collaboration of Stakeholders	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
1.4 Integration of Career Development	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
1.5 Career Center	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
QPS 2.0: Program and Instruction				
2.1 Program Accessibility		<input checked="" type="checkbox"/>	<input type="checkbox"/>	
2.2 CTE Program Course Sequence		<input checked="" type="checkbox"/>	<input type="checkbox"/>	
2.3 Student Enrollment	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2.4 CTE Program Elements	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
2.5 CTE Course Curriculum	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
2.6 Instructional Methods	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
2.7 Instructional Improvement	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
2.8 Learning Environment	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
2.9 Availability of Technology	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
2.10 Work-based Learning	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2.11 Industry Certifications	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2.12 Work Experience	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2.13 Postsecondary Credit	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2.14 Program Accreditation/Certification	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
QPS 3.0: Leadership Development				
3.1 CTSO Chapter Establishment	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3.2 CTSO Advisor Participation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
3.3 CTSO Student Membership	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3.4 CTSO Student Member Participation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
3.5 CTSO Integration	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
QPS 4.0: Educational Personnel				
4.1 Teacher Licensing		<input checked="" type="checkbox"/>	<input type="checkbox"/>	
4.2 Professional Development Plan	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
4.3 Professional Development Participation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
4.4 Professional Memberships	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	

	Highly Effective	Meets Standard	Needs Improvement	N/A
QPS 5.0: Program Planning and Promotion				
5.1 Budgeting	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
5.2 Use of Funds	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
5.3 Student Recruitment and Sustainability	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
5.4 Promotional Strategies and Materials	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
5.5 Program Promotion	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
QPS 6.0: Facilities, Equipment, and Instructional Materials and Supplies				
6.1 Accessibility	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6.2 Safety	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
6.3 Instructional Tools, Equipment, and Supplies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
6.4 Inspection and Maintenance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
6.5 Program and Equipment Enhancement		<input type="checkbox"/>	<input checked="" type="checkbox"/>	
6.6 Storage Space		<input checked="" type="checkbox"/>	<input type="checkbox"/>	
6.7 Inventory		<input checked="" type="checkbox"/>	<input type="checkbox"/>	
QPS 7.0: Community, Business and Industry Partnerships				
7.1 Advisory Technical Skills Committee Membership	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
7.2 Advisory Technical Skills Committee Input	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
7.3 Advisory Technical Skills Committee Actions	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
7.4 Advisory Technical Skills Committee Recommendations	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
7.5 Joint Skills Technical Advisory Committee	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
7.6 Program Level Industry Committees	<input type="checkbox"/>	<input type="checkbox"/>		<input checked="" type="checkbox"/>
7.7 Business and Industry Partnerships	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
QPS 8.0: Evaluation Systems and Accountability				
8.1 Program Evaluation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
8.2 Student Feedback	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
8.3 Student Follow-up	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
8.4 Retention and Completion	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
8.5 Workplace Readiness Assessment Participation Rate	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
8.6 Workplace Readiness Assessment Pass Rate	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
8.7 End-of-Program Assessment Participation Rate	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8.8 End-of-Program Assessment Pass Rate	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8.9 Certificate of Skill Attainment	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Highly Effective = 5 pts Meets Standards = 3 pts Need Improvement = 1 pt N/A = 0 pts

Total Points: **145**

All Six Triggers Met: Yes No

Program of Excellence: Yes No N/A
(150 Points)

Program of Distinction: Yes No N/A
(180 Points)

M. McHatten

Education Programs Professional

05/24/19

Date

Quality Program Standards

CTE Program Scoring Report

District Name: Lyon County School District **School Name:** Fernley High School

School Year: 2018-2019 **Program Name:** Drafting & Design

DOE CTE EPP: Marina McHatton

	Highly Effective	Meets Standard	Needs Improvement	N/A
QPS 1.0: Career Guidance				
1.1 Initiation of Guidance Services	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
1.2 Academic Plan	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
1.3 Collaboration of Stakeholders	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
1.4 Integration of Career Development	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
1.5 Career Center	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
QPS 2.0: Program and Instruction				
2.1 Program Accessibility		<input checked="" type="checkbox"/>	<input type="checkbox"/>	
2.2 CTE Program Course Sequence		<input checked="" type="checkbox"/>	<input type="checkbox"/>	
2.3 Student Enrollment	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
2.4 CTE Program Elements	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
2.5 CTE Course Curriculum	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
2.6 Instructional Methods	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
2.7 Instructional Improvement	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
2.8 Learning Environment	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
2.9 Availability of Technology	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2.10 Work-based Learning	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2.11 Industry Certifications	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.12 Work Experience	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2.13 Postsecondary Credit	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.14 Program Accreditation/Certification	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
QPS 3.0: Leadership Development				
3.1 CTSO Chapter Establishment	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
3.2 CTSO Advisor Participation	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
3.3 CTSO Student Membership	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
3.4 CTSO Student Member Participation	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
3.5 CTSO Integration	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
QPS 4.0: Educational Personnel				
4.1 Teacher Licensing		<input checked="" type="checkbox"/>	<input type="checkbox"/>	
4.2 Professional Development Plan	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
4.3 Professional Development Participation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
4.4 Professional Memberships	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	

	Highly Effective	Meets Standard	Needs Improvement	N/A
QPS 5.0: Program Planning and Promotion				
5.1 Budgeting	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
5.2 Use of Funds	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
5.3 Student Recruitment and Sustainability	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
5.4 Promotional Strategies and Materials	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
5.5 Program Promotion	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
QPS 6.0: Facilities, Equipment, and Instructional Materials and Supplies				
6.1 Accessibility	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6.2 Safety	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
6.3 Instructional Tools, Equipment, and Supplies	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6.4 Inspection and Maintenance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
6.5 Program and Equipment Enhancement		<input type="checkbox"/>	<input checked="" type="checkbox"/>	
6.6 Storage Space		<input checked="" type="checkbox"/>	<input type="checkbox"/>	
6.7 Inventory		<input checked="" type="checkbox"/>	<input type="checkbox"/>	
QPS 7.0: Community, Business and Industry Partnerships				
7.1 Advisory Technical Skills Committee Membership	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
7.2 Advisory Technical Skills Committee Input	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
7.3 Advisory Technical Skills Committee Actions	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
7.4 Advisory Technical Skills Committee Recommendations	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
7.5 Joint Skills Technical Advisory Committee	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
7.6 Program Level Industry Committees	<input type="checkbox"/>	<input type="checkbox"/>		<input checked="" type="checkbox"/>
7.7 Business and Industry Partnerships	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
QPS 8.0: Evaluation Systems and Accountability				
8.1 Program Evaluation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
8.2 Student Feedback	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
8.3 Student Follow-up	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
8.4 Retention and Completion	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
8.5 Workplace Readiness Assessment Participation Rate	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
8.6 Workplace Readiness Assessment Pass Rate	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
8.7 End-of-Program Assessment Participation Rate	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.8 End-of-Program Assessment Pass Rate	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8.9 Certificate of Skill Attainment	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Highly Effective = 5 pts Meets Standards = 3 pts Need Improvement = 1 pt N/A = 0 pts

Total Points: **154**

All Six Triggers Met: Yes No

Program of Excellence: Yes No N/A
(150 Points)

Program of Distinction: Yes No N/A
(180 Points)

M. McArthur

Education Programs Professional

05/24/19
Date

Quality Program Standards

CTE Program Scoring Report

District Name: Lyon County School District **School Name:** Fernley High School

School Year: 2018-2019 **Program Name:** Electronic Technology

DOE CTE EPP: Marina McHatton

	Highly Effective	Meets Standard	Needs Improvement	N/A
QPS 1.0: Career Guidance				
1.1 Initiation of Guidance Services	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
1.2 Academic Plan	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
1.3 Collaboration of Stakeholders	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
1.4 Integration of Career Development	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
1.5 Career Center	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
QPS 2.0: Program and Instruction				
2.1 Program Accessibility		<input checked="" type="checkbox"/>	<input type="checkbox"/>	
2.2 CTE Program Course Sequence		<input checked="" type="checkbox"/>	<input type="checkbox"/>	
2.3 Student Enrollment	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
2.4 CTE Program Elements	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
2.5 CTE Course Curriculum	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
2.6 Instructional Methods	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
2.7 Instructional Improvement	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
2.8 Learning Environment	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
2.9 Availability of Technology	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2.10 Work-based Learning	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2.11 Industry Certifications	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.12 Work Experience	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2.13 Postsecondary Credit	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.14 Program Accreditation/Certification	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
QPS 3.0: Leadership Development				
3.1 CTSO Chapter Establishment	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
3.2 CTSO Advisor Participation	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
3.3 CTSO Student Membership	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
3.4 CTSO Student Member Participation	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
3.5 CTSO Integration	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
QPS 4.0: Educational Personnel				
4.1 Teacher Licensing		<input checked="" type="checkbox"/>	<input type="checkbox"/>	
4.2 Professional Development Plan	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
4.3 Professional Development Participation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
4.4 Professional Memberships	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	

	Highly Effective	Meets Standard	Needs Improvement	N/A
QPS 5.0: Program Planning and Promotion				
5.1 Budgeting	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
5.2 Use of Funds	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
5.3 Student Recruitment and Sustainability	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
5.4 Promotional Strategies and Materials	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
5.5 Program Promotion	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	

QPS 6.0: Facilities, Equipment, and Instructional Materials and Supplies				
6.1 Accessibility	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6.2 Safety	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
6.3 Instructional Tools, Equipment, and Supplies	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6.4 Inspection and Maintenance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
6.5 Program and Equipment Enhancement		<input type="checkbox"/>	<input checked="" type="checkbox"/>	
6.6 Storage Space		<input checked="" type="checkbox"/>	<input type="checkbox"/>	
6.7 Inventory		<input checked="" type="checkbox"/>	<input type="checkbox"/>	

QPS 7.0: Community, Business and Industry Partnerships				
7.1 Advisory Technical Skills Committee Membership	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
7.2 Advisory Technical Skills Committee Input	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
7.3 Advisory Technical Skills Committee Actions	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
7.4 Advisory Technical Skills Committee Recommendations	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
7.5 Joint Skills Technical Advisory Committee	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
7.6 Program Level Industry Committees	<input type="checkbox"/>	<input type="checkbox"/>		<input checked="" type="checkbox"/>
7.7 Business and Industry Partnerships	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	

QPS 8.0: Evaluation Systems and Accountability				
8.1 Program Evaluation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
8.2 Student Feedback	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
8.3 Student Follow-up	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
8.4 Retention and Completion	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
8.5 Workplace Readiness Assessment Participation Rate	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
8.6 Workplace Readiness Assessment Pass Rate	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
8.7 End-of-Program Assessment Participation Rate	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.8 End-of-Program Assessment Pass Rate	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8.9 Certificate of Skill Attainment	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Highly Effective = 5 pts Meets Standards = 3 pts Need Improvement = 1 pt N/A = 0 pts

Total Points: **148**

All Six Triggers Met: Yes No

Program of Excellence: Yes No N/A
(150 Points)

Program of Distinction: Yes No N/A
(180 Points)

M. McHatten
Education Programs Professional

05/24/19
Date

Quality Program Standards

CTE Program Scoring Report

District Name: Lyon County School District **School Name:** Fernley High School

School Year: 2018-2019 **Program Name:** Furniture & Cabinetmaking

DOE CTE EPP: Marina McHatton

	Highly Effective	Meets Standard	Needs Improvement	N/A
QPS 1.0: Career Guidance				
1.1 Initiation of Guidance Services	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
1.2 Academic Plan	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
1.3 Collaboration of Stakeholders	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
1.4 Integration of Career Development	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
1.5 Career Center	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
QPS 2.0: Program and Instruction				
2.1 Program Accessibility		<input checked="" type="checkbox"/>	<input type="checkbox"/>	
2.2 CTE Program Course Sequence		<input checked="" type="checkbox"/>	<input type="checkbox"/>	
2.3 Student Enrollment	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2.4 CTE Program Elements	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
2.5 CTE Course Curriculum	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
2.6 Instructional Methods	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
2.7 Instructional Improvement	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
2.8 Learning Environment	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
2.9 Availability of Technology	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2.10 Work-based Learning	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
2.11 Industry Certifications	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2.12 Work Experience	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2.13 Postsecondary Credit	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.14 Program Accreditation/Certification	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
QPS 3.0: Leadership Development				
3.1 CTSO Chapter Establishment	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
3.2 CTSO Advisor Participation	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
3.3 CTSO Student Membership	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
3.4 CTSO Student Member Participation	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
3.5 CTSO Integration	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
QPS 4.0: Educational Personnel				
4.1 Teacher Licensing		<input checked="" type="checkbox"/>	<input type="checkbox"/>	
4.2 Professional Development Plan	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
4.3 Professional Development Participation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
4.4 Professional Memberships	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	

	Highly Effective	Meets Standard	Needs Improvement	N/A
QPS 5.0: Program Planning and Promotion				
5.1 Budgeting	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
5.2 Use of Funds	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
5.3 Student Recruitment and Sustainability	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
5.4 Promotional Strategies and Materials	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
5.5 Program Promotion	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	

QPS 6.0: Facilities, Equipment, and Instructional Materials and Supplies				
6.1 Accessibility	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6.2 Safety	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
6.3 Instructional Tools, Equipment, and Supplies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
6.4 Inspection and Maintenance	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6.5 Program and Equipment Enhancement		<input type="checkbox"/>	<input checked="" type="checkbox"/>	
6.6 Storage Space		<input checked="" type="checkbox"/>	<input type="checkbox"/>	
6.7 Inventory		<input checked="" type="checkbox"/>	<input type="checkbox"/>	

QPS 7.0: Community, Business and Industry Partnerships				
7.1 Advisory Technical Skills Committee Membership	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
7.2 Advisory Technical Skills Committee Input	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
7.3 Advisory Technical Skills Committee Actions	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
7.4 Advisory Technical Skills Committee Recommendations	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
7.5 Joint Skills Technical Advisory Committee	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
7.6 Program Level Industry Committees	<input type="checkbox"/>	<input type="checkbox"/>		<input checked="" type="checkbox"/>
7.7 Business and Industry Partnerships	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

QPS 8.0: Evaluation Systems and Accountability				
8.1 Program Evaluation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
8.2 Student Feedback	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
8.3 Student Follow-up	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
8.4 Retention and Completion	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
8.5 Workplace Readiness Assessment Participation Rate	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
8.6 Workplace Readiness Assessment Pass Rate	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
8.7 End-of-Program Assessment Participation Rate	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.8 End-of-Program Assessment Pass Rate	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.9 Certificate of Skill Attainment	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Highly Effective = 5 pts Meets Standards = 3 pts Need Improvement = 1 pt N/A = 0 pts

Total Points: **147**

All Six Triggers Met: Yes No

Program of Excellence: Yes No N/A
(150 Points)

Program of Distinction: Yes No N/A
(180 Points)

M. McArthur

Education Programs Professional

05/24/19

Date

Quality Program Standards

CTE Program Scoring Report

District Name: Lyon County School District **School Name:** Fernley High School
School Year: 2018-2019 **Program Name:** Graphic Design
DOE CTE EPP: Patrick Bell

	Highly Effective	Meets Standard	Needs Improvement	N/A
QPS 1.0: Career Guidance				
1.1 Initiation of Guidance Services	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
1.2 Academic Plan	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
1.3 Collaboration of Stakeholders	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
1.4 Integration of Career Development	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
1.5 Career Center	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
QPS 2.0: Program and Instruction				
2.1 Program Accessibility		<input checked="" type="checkbox"/>	<input type="checkbox"/>	
2.2 CTE Program Course Sequence		<input checked="" type="checkbox"/>	<input type="checkbox"/>	
2.3 Student Enrollment	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
2.4 CTE Program Elements	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
2.5 CTE Course Curriculum	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
2.6 Instructional Methods	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
2.7 Instructional Improvement	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
2.8 Learning Environment	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
2.9 Availability of Technology	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
2.10 Work-based Learning	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
2.11 Industry Certifications	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2.12 Work Experience	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2.13 Postsecondary Credit	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.14 Program Accreditation/Certification	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
QPS 3.0: Leadership Development				
3.1 CTSO Chapter Establishment	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
3.2 CTSO Advisor Participation	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
3.3 CTSO Student Membership	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
3.4 CTSO Student Member Participation	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
3.5 CTSO Integration	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
QPS 4.0: Educational Personnel				
4.1 Teacher Licensing		<input checked="" type="checkbox"/>	<input type="checkbox"/>	
4.2 Professional Development Plan	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
4.3 Professional Development Participation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
4.4 Professional Memberships	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	

	Highly Effective	Meets Standard	Needs Improvement	N/A
QPS 5.0: Program Planning and Promotion				
5.1 Budgeting	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
5.2 Use of Funds	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
5.3 Student Recruitment and Sustainability	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
5.4 Promotional Strategies and Materials	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
5.5 Program Promotion	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
QPS 6.0: Facilities, Equipment, and Instructional Materials and Supplies				
6.1 Accessibility	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6.2 Safety	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
6.3 Instructional Tools, Equipment, and Supplies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
6.4 Inspection and Maintenance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
6.5 Program and Equipment Enhancement		<input type="checkbox"/>	<input checked="" type="checkbox"/>	
6.6 Storage Space		<input checked="" type="checkbox"/>	<input type="checkbox"/>	
6.7 Inventory		<input checked="" type="checkbox"/>	<input type="checkbox"/>	
QPS 7.0: Community, Business and Industry Partnerships				
7.1 Advisory Technical Skills Committee Membership	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
7.2 Advisory Technical Skills Committee Input	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
7.3 Advisory Technical Skills Committee Actions	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
7.4 Advisory Technical Skills Committee Recommendations	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
7.5 Joint Skills Technical Advisory Committee	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
7.6 Program Level Industry Committees	<input type="checkbox"/>	<input type="checkbox"/>		<input checked="" type="checkbox"/>
7.7 Business and Industry Partnerships	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
QPS 8.0: Evaluation Systems and Accountability				
8.1 Program Evaluation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
8.2 Student Feedback	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
8.3 Student Follow-up	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
8.4 Retention and Completion	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
8.5 Workplace Readiness Assessment Participation Rate	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
8.6 Workplace Readiness Assessment Pass Rate	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
8.7 End-of-Program Assessment Participation Rate	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.8 End-of-Program Assessment Pass Rate	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.9 Certificate of Skill Attainment	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Highly Effective = 5 pts Meets Standards = 3 pts Need Improvement = 1 pt N/A = 0 pts

Total Points: **143**

All Six Triggers Met: Yes No

Program of Excellence: Yes No N/A
(150 Points)

Program of Distinction: Yes No N/A
(180 Points)



Education Programs Professional

05/24/19
Date

Quality Program Standards

CTE Program Scoring Report

District Name: Lyon County School District **School Name:** Fernley High School

School Year: 2018-2019 **Program Name:** Nursing Assistant

DOE CTE EPP: Patrick Bell

	Highly Effective	Meets Standard	Needs Improvement	N/A
QPS 1.0: Career Guidance				
1.1 Initiation of Guidance Services	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
1.2 Academic Plan	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
1.3 Collaboration of Stakeholders	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
1.4 Integration of Career Development	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
1.5 Career Center	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
QPS 2.0: Program and Instruction				
2.1 Program Accessibility		<input checked="" type="checkbox"/>	<input type="checkbox"/>	
2.2 CTE Program Course Sequence		<input checked="" type="checkbox"/>	<input type="checkbox"/>	
2.3 Student Enrollment	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
2.4 CTE Program Elements	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
2.5 CTE Course Curriculum	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
2.6 Instructional Methods	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2.7 Instructional Improvement	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
2.8 Learning Environment	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
2.9 Availability of Technology	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
2.10 Work-based Learning	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2.11 Industry Certifications	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.12 Work Experience	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2.13 Postsecondary Credit	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.14 Program Accreditation/Certification	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
QPS 3.0: Leadership Development				
3.1 CTSO Chapter Establishment	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
3.2 CTSO Advisor Participation	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
3.3 CTSO Student Membership	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
3.4 CTSO Student Member Participation	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
3.5 CTSO Integration	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
QPS 4.0: Educational Personnel				
4.1 Teacher Licensing		<input type="checkbox"/>	<input checked="" type="checkbox"/>	
4.2 Professional Development Plan	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
4.3 Professional Development Participation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
4.4 Professional Memberships	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	

	Highly Effective	Meets Standard	Needs Improvement	N/A
QPS 5.0: Program Planning and Promotion				
5.1 Budgeting	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
5.2 Use of Funds	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
5.3 Student Recruitment and Sustainability	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
5.4 Promotional Strategies and Materials	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
5.5 Program Promotion	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	

QPS 6.0: Facilities, Equipment, and Instructional Materials and Supplies				
6.1 Accessibility	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6.2 Safety	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
6.3 Instructional Tools, Equipment, and Supplies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
6.4 Inspection and Maintenance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
6.5 Program and Equipment Enhancement		<input type="checkbox"/>	<input checked="" type="checkbox"/>	
6.6 Storage Space		<input checked="" type="checkbox"/>	<input type="checkbox"/>	
6.7 Inventory		<input checked="" type="checkbox"/>	<input type="checkbox"/>	

QPS 7.0: Community, Business and Industry Partnerships				
7.1 Advisory Technical Skills Committee Membership	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
7.2 Advisory Technical Skills Committee Input	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
7.3 Advisory Technical Skills Committee Actions	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
7.4 Advisory Technical Skills Committee Recommendations	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
7.5 Joint Skills Technical Advisory Committee	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
7.6 Program Level Industry Committees	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
7.7 Business and Industry Partnerships	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	

QPS 8.0: Evaluation Systems and Accountability				
8.1 Program Evaluation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
8.2 Student Feedback	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
8.3 Student Follow-up	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
8.4 Retention and Completion	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
8.5 Workplace Readiness Assessment Participation Rate	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
8.6 Workplace Readiness Assessment Pass Rate	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
8.7 End-of-Program Assessment Participation Rate	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.8 End-of-Program Assessment Pass Rate	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.9 Certificate of Skill Attainment	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Highly Effective = 5 pts Meets Standards = 3 pts Need Improvement = 1 pt N/A = 0 pts

Total Points: **161**

All Six Triggers Met: Yes No

Program of Excellence: Yes No N/A
(150 Points)

Program of Distinction: Yes No N/A
(180 Points)



Education Programs Professional

05/24/19
Date

Quality Program Standards

CTE Program Scoring Report

District Name: Lyon County School District **School Name:** Fernley High School

School Year: 2018-2019 **Program Name:** Photography

DOE CTE EPP: Alex Kyser

	Highly Effective	Meets Standard	Needs Improvement	N/A
QPS 1.0: Career Guidance				
1.1 Initiation of Guidance Services	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
1.2 Academic Plan	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
1.3 Collaboration of Stakeholders	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
1.4 Integration of Career Development	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
1.5 Career Center	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
QPS 2.0: Program and Instruction				
2.1 Program Accessibility		<input checked="" type="checkbox"/>	<input type="checkbox"/>	
2.2 CTE Program Course Sequence		<input checked="" type="checkbox"/>	<input type="checkbox"/>	
2.3 Student Enrollment	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
2.4 CTE Program Elements	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
2.5 CTE Course Curriculum	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
2.6 Instructional Methods	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
2.7 Instructional Improvement	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
2.8 Learning Environment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2.9 Availability of Technology	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
2.10 Work-based Learning	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
2.11 Industry Certifications	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2.12 Work Experience	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2.13 Postsecondary Credit	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.14 Program Accreditation/Certification	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
QPS 3.0: Leadership Development				
3.1 CTSO Chapter Establishment	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
3.2 CTSO Advisor Participation	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
3.3 CTSO Student Membership	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
3.4 CTSO Student Member Participation	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
3.5 CTSO Integration	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
QPS 4.0: Educational Personnel				
4.1 Teacher Licensing		<input type="checkbox"/>	<input checked="" type="checkbox"/>	
4.2 Professional Development Plan	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
4.3 Professional Development Participation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
4.4 Professional Memberships	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	

	Highly Effective	Meets Standard	Needs Improvement	N/A
QPS 5.0: Program Planning and Promotion				
5.1 Budgeting	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
5.2 Use of Funds	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
5.3 Student Recruitment and Sustainability	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
5.4 Promotional Strategies and Materials	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
5.5 Program Promotion	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	

QPS 6.0: Facilities, Equipment, and Instructional Materials and Supplies				
6.1 Accessibility	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
6.2 Safety	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
6.3 Instructional Tools, Equipment, and Supplies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
6.4 Inspection and Maintenance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
6.5 Program and Equipment Enhancement		<input type="checkbox"/>	<input checked="" type="checkbox"/>	
6.6 Storage Space		<input checked="" type="checkbox"/>	<input type="checkbox"/>	
6.7 Inventory		<input checked="" type="checkbox"/>	<input type="checkbox"/>	

QPS 7.0: Community, Business and Industry Partnerships				
7.1 Advisory Technical Skills Committee Membership	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
7.2 Advisory Technical Skills Committee Input	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
7.3 Advisory Technical Skills Committee Actions	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
7.4 Advisory Technical Skills Committee Recommendations	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
7.5 Joint Skills Technical Advisory Committee	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
7.6 Program Level Industry Committees	<input type="checkbox"/>	<input type="checkbox"/>		<input checked="" type="checkbox"/>
7.7 Business and Industry Partnerships	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

QPS 8.0: Evaluation Systems and Accountability				
8.1 Program Evaluation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
8.2 Student Feedback	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
8.3 Student Follow-up	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
8.4 Retention and Completion	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
8.5 Workplace Readiness Assessment Participation Rate	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
8.6 Workplace Readiness Assessment Pass Rate	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
8.7 End-of-Program Assessment Participation Rate	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.8 End-of-Program Assessment Pass Rate	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8.9 Certificate of Skill Attainment	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Highly Effective = 5 pts Meets Standards = 3 pts Need Improvement = 1 pt N/A = 0 pts

Total Points: **137**

All Six Triggers Met: Yes No

Program of Excellence: Yes No N/A
 (150 Points)

Program of Distinction: Yes No N/A
 (180 Points)


 Education Programs Professional

05/24/19
 Date

Quality Program Standards

CTE Program Scoring Report

District Name: Lyon County School District **School Name:** Fernley High School

School Year: 2018-2019 **Program Name:** Sports Medicine

DOE CTE EPP: Alex Kyser

	Highly Effective	Meets Standard	Needs Improvement	N/A
QPS 1.0: Career Guidance				
1.1 Initiation of Guidance Services	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
1.2 Academic Plan	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
1.3 Collaboration of Stakeholders	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
1.4 Integration of Career Development	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
1.5 Career Center	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
QPS 2.0: Program and Instruction				
2.1 Program Accessibility		<input checked="" type="checkbox"/>	<input type="checkbox"/>	
2.2 CTE Program Course Sequence		<input type="checkbox"/>	<input checked="" type="checkbox"/>	
2.3 Student Enrollment	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2.4 CTE Program Elements	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
2.5 CTE Course Curriculum	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
2.6 Instructional Methods	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
2.7 Instructional Improvement	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
2.8 Learning Environment	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2.9 Availability of Technology	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
2.10 Work-based Learning	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
2.11 Industry Certifications	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2.12 Work Experience	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2.13 Postsecondary Credit	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2.14 Program Accreditation/Certification	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
QPS 3.0: Leadership Development				
3.1 CTSO Chapter Establishment	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
3.2 CTSO Advisor Participation	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
3.3 CTSO Student Membership	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
3.4 CTSO Student Member Participation	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
3.5 CTSO Integration	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
QPS 4.0: Educational Personnel				
4.1 Teacher Licensing		<input checked="" type="checkbox"/>	<input type="checkbox"/>	
4.2 Professional Development Plan	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
4.3 Professional Development Participation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
4.4 Professional Memberships	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	

	Highly Effective	Meets Standard	Needs Improvement	N/A
QPS 5.0: Program Planning and Promotion				
5.1 Budgeting	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
5.2 Use of Funds	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
5.3 Student Recruitment and Sustainability	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
5.4 Promotional Strategies and Materials	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
5.5 Program Promotion	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	

QPS 6.0: Facilities, Equipment, and Instructional Materials and Supplies				
6.1 Accessibility	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6.2 Safety	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
6.3 Instructional Tools, Equipment, and Supplies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
6.4 Inspection and Maintenance	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6.5 Program and Equipment Enhancement		<input type="checkbox"/>	<input checked="" type="checkbox"/>	
6.6 Storage Space		<input checked="" type="checkbox"/>	<input type="checkbox"/>	
6.7 Inventory		<input checked="" type="checkbox"/>	<input type="checkbox"/>	

QPS 7.0: Community, Business and Industry Partnerships				
7.1 Advisory Technical Skills Committee Membership	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
7.2 Advisory Technical Skills Committee Input	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
7.3 Advisory Technical Skills Committee Actions	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
7.4 Advisory Technical Skills Committee Recommendations	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
7.5 Joint Skills Technical Advisory Committee	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
7.6 Program Level Industry Committees	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
7.7 Business and Industry Partnerships	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	

QPS 8.0: Evaluation Systems and Accountability				
8.1 Program Evaluation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
8.2 Student Feedback	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
8.3 Student Follow-up	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
8.4 Retention and Completion	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
8.5 Workplace Readiness Assessment Participation Rate	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
8.6 Workplace Readiness Assessment Pass Rate	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
8.7 End-of-Program Assessment Participation Rate	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8.8 End-of-Program Assessment Pass Rate	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8.9 Certificate of Skill Attainment	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Highly Effective = 5 pts Meets Standards = 3 pts Need Improvement = 1 pt N/A = 0 pts

Total Points: **124**

All Six Triggers Met: Yes No

Program of Excellence: Yes No N/A
 (150 Points)

Program of Distinction: Yes No N/A
 (180 Points)


 Education Programs Professional

05/24/19
 Date

Quality Program Standards

CTE Program Scoring Report

District Name: Lyon County School District **School Name:** Fernley High School

School Year: 2018-2019 **Program Name:** Welding Technology

DOE CTE EPP: Patrick Bell

	Highly Effective	Meets Standard	Needs Improvement	N/A
QPS 1.0: Career Guidance				
1.1 Initiation of Guidance Services	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
1.2 Academic Plan	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
1.3 Collaboration of Stakeholders	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
1.4 Integration of Career Development	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
1.5 Career Center	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
QPS 2.0: Program and Instruction				
2.1 Program Accessibility		<input checked="" type="checkbox"/>	<input type="checkbox"/>	
2.2 CTE Program Course Sequence		<input checked="" type="checkbox"/>	<input type="checkbox"/>	
2.3 Student Enrollment	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
2.4 CTE Program Elements	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
2.5 CTE Course Curriculum	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
2.6 Instructional Methods	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
2.7 Instructional Improvement	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
2.8 Learning Environment	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
2.9 Availability of Technology	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
2.10 Work-based Learning	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2.11 Industry Certifications	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.12 Work Experience	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2.13 Postsecondary Credit	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.14 Program Accreditation/Certification	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
QPS 3.0: Leadership Development				
3.1 CTSO Chapter Establishment	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
3.2 CTSO Advisor Participation	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
3.3 CTSO Student Membership	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
3.4 CTSO Student Member Participation	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
3.5 CTSO Integration	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
QPS 4.0: Educational Personnel				
4.1 Teacher Licensing		<input checked="" type="checkbox"/>	<input type="checkbox"/>	
4.2 Professional Development Plan	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
4.3 Professional Development Participation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
4.4 Professional Memberships	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	

Highly Effective Meets Standard Needs Improvement N/A

QPS 5.0: Program Planning and Promotion

5.1	Budgeting	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5.2	Use of Funds	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5.3	Student Recruitment and Sustainability	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5.4	Promotional Strategies and Materials	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5.5	Program Promotion	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

QPS 6.0: Facilities, Equipment, and Instructional Materials and Supplies

6.1	Accessibility	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6.2	Safety	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6.3	Instructional Tools, Equipment, and Supplies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6.4	Inspection and Maintenance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6.5	Program and Equipment Enhancement		<input type="checkbox"/>	<input checked="" type="checkbox"/>
6.6	Storage Space		<input checked="" type="checkbox"/>	<input type="checkbox"/>
6.7	Inventory		<input checked="" type="checkbox"/>	<input type="checkbox"/>

QPS 7.0: Community, Business and Industry Partnerships

7.1	Advisory Technical Skills Committee Membership	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
7.2	Advisory Technical Skills Committee Input	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
7.3	Advisory Technical Skills Committee Actions	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
7.4	Advisory Technical Skills Committee Recommendations	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
7.5	Joint Skills Technical Advisory Committee	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
7.6	Program Level Industry Committees	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
7.7	Business and Industry Partnerships	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	

QPS 8.0: Evaluation Systems and Accountability

8.1	Program Evaluation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
8.2	Student Feedback	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
8.3	Student Follow-up	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
8.4	Retention and Completion	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
8.5	Workplace Readiness Assessment Participation Rate	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
8.6	Workplace Readiness Assessment Pass Rate	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
8.7	End-of-Program Assessment Participation Rate	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.8	End-of-Program Assessment Pass Rate	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8.9	Certificate of Skill Attainment	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

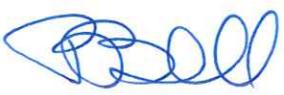
Highly Effective = 5 pts Meets Standards = 3 pts Need Improvement = 1 pt N/A = 0 pts

Total Points: **144**

All Six Triggers Met: Yes No

Program of Excellence: Yes No N/A
 (150 Points)

Program of Distinction: Yes No N/A
 (180 Points)


 Education Programs Professional

05/24/19
 Date

Steve Sisolak
Governor

Jhone Ebert
Superintendent of
Public Instruction



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STATE OF NEVADA
DEPARTMENT OF EDUCATION

700 E. Fifth Street | Carson City, Nevada 89701-5096
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May 28, 2019

Duane Mattice, Principal
Yerington High School
114 Pearl St.
Yerington, NV 89447

Dear Mr. Mattice:

On January 24, 2019, the Department of Education conducted the on-site program review visit at Yerington High School for seven CTE programs.

The program review process involves three phases: (1) the self-assessment and submission of evidence completed by the local school staff, (2) an on-site visit and report completed by the Department of Education staff, and (3) a final response and submission of any required action items completed by the local school staff.

The enclosed report includes the following sections: (1) an introduction, rationale, and QPS rating definitions, (2) a comprehensive overview of each Quality Program Standard, (3) individual CTE program of study performance scoring, (4) summary of commendations and recommendations, (5) required actions, and (6) the individual program of study scoring sheets.

To complete the program review process, please submit the required action items listed in the report on the appropriate state forms. All corrective action plan items should be submitted on one form. Each identified program of study should be submitted on an individual continuous improvement plan, if required. All required action item descriptions should be a brief explanation of how a "Needs Improvement" rating will be addressed. If the district or school believes a "Needs Improvement" rating is the result of a lack of evidence versus a lack of implementation, please respond accordingly. Please submit the response and action items by September 1, 2019, before 5:00 pm.

The intent of the program review process is to stimulate comprehensive program improvement for CTE at the site. That is, the expectations in meeting the Quality Program Standards are that all programs "Meets Standard." All QPS performance standards reviewed that received a "Meets Standard" are at an acceptable level according to the evidence provided and the opinion of the on-site review team.

On behalf of the Department of Education, I sincerely appreciate you and your staff's willingness to engage in this process. Again, thank you for your support and please contact me at (775) 687-7290 or akyser@doe.nv.gov if you have any questions.

Sincerely,

A handwritten signature in blue ink that reads "Alex Kyser".

Alex Kyser, Education Programs Professional
Office of Career Readiness, Adult Learning & Education Options

c: Jim Gianotti, Director Secondary Curriculum Instruction and Assessment
File

CTE Quality Program Standards Program Review Summary Report

School District: LYON COUNTY SCHOOL DISTRICT
High School: YERINGTON HIGH SCHOOL
School Year: 2018-2019
On-site Visit Date: JANUARY 24, 2019
CTE Administrator: MR. JIM GIANOTTI
School Administrator: MR. DUANE MATTICE
DOE Review Team Members: MS. ANNE WILLARD AND DR. PATRICK BELL
Summary Report Date: MAY 28, 2019

Introduction, Rationale, and QPS Rating Definitions

The Office of Career Readiness, Adult Learning & Education Options (OCRALEO) at the Nevada Department of Education (NDE) developed the Nevada Career and Technical Education (CTE) Quality Program Standards (QPS). The program standards are to be used as a model for school districts and charter schools to design, implement, assess, and improve CTE programs. The standards represent rigorous and relevant expectations for program organization and delivery. The standards illustrate the common responsibilities of the student, teacher, counselor, and school administrators that are needed to establish and maintain highly effective CTE programs.

The summary report of the on-site visit identifies the performance rating of each Program of Study determined by the Department of Education review team based upon the on-site visit interviews and evidence provided.

Rating	Definitions
Highly Effective (Rating = 5)	<ul style="list-style-type: none"> • Ensures extremely effective program performance. • Significantly above criteria for a successful program. • Surpasses the expectation.
Meets Standard (Rating = 3)	<ul style="list-style-type: none"> • Adequate for effective program performance. • Meets criteria relative to quality and quantity of behavior required for a successful program. • Is the expectation.
Needs Improvement (Rating = 1)	<ul style="list-style-type: none"> • Insufficient for performance requirements. • Does not meet criteria relative to quality and quantity of behavior required for a successful program. • Is below the expectation.
Not Applicable	<ul style="list-style-type: none"> • No criterion is obtainable for effective performance.

The local district is encouraged to utilize this report for the CTE program's improvement. This report and recognition system does not affect the Nevada School Performance Framework evaluation.

Quality Program Standards Program Review Summary Report

On January 24, 2019, Yerington High School (YHS) participated in the on-site visit as part of the Nevada CTE Program Review process. CTE programs at YHS reviewed on this visit: Accounting & Finance, Administrative Services, Agricultural Leadership, Communication & Policy, Graphic Design, Metalworking, Pharmacy Practice, and Nursing Assistant. During this visit, administrators, counselors, and teachers that are involved with the 7 listed programs were interviewed. Each interview lasted approximately 60 minutes to verify the completed materials previously submitted to the Nevada Department of Education to ensure accuracy and accountability. A facility tour was also part of the process to review accessibility, safety, and the use of instructional materials. The Accounting & Finance, Administrative Services, and Graphic Design teacher was unavailable to participate in the on-site interview, so evidence with some standards in those programs could not be validated.

During the visit the YHS staff was extremely accommodating and made the review team feel very welcome. All personnel interviewed were gracious and willing to share what YHS is providing their students. All stakeholders were positive and expressed an interest in receiving outside feedback on their CTE programs.

Overall YHS CTE Quality Program Standards

QPS 1.0: Career Guidance

Career Guidance services are initiated in middle school with freshman orientation. All students have a completed academic plan on file which is updated and/or modified annually and shared with all stakeholders. Career development activities are collaboratively reviewed with the student's counselor and CTE teacher. CTE students may also participate in career development tours and guest speakers with a focus on career options in the local area. Developing a sustainability plan in addition to the annual recruitment plan will ensure that all students have the opportunity to pursue Career & Technical Education programs of study if desired. There are some barriers to taking certain CTE program coursework for example in Pharmacy students have to be a senior to be eligible.

QPS 2.0: Program and Instruction

All programs provide equal access for all students including recruitment of special populations. All levels of the Program of Study (POS) are offered and course sequencing encourages students to complete the POS. The programs are following state standards. Class enrollments average 25 or fewer students per class. A district employee is provided when there is a need for additional supervision for classes with more than 25 students. The overall learning environment is positive, safe, and organized to accommodate all students. Project based instruction with an emphasis for 'hands on learning' in small groups are typically used in CTE classrooms at YHS. Instructional tools and materials are appropriate for class enrollment numbers and size of facility. Students have access to work based learning activities from simulated experiences. Specific CTE program areas, such as Nursing Assistant prepare students to earn industry certifications after graduation. CTE students have the opportunity to earn post-secondary credit through the state articulation system.

QPS 3.0: Leadership Development

Students have the opportunity to participate in a student organization (CTSO) related to the program of study in which the student is enrolled. Active Advisor participation varies depending on the program area. Most advisors are members of the respective state and national organizations (FFA, HOSA, and SkillsUSA).

QPS 4.0: Educational Personnel

Teachers are appropriately licensed and participate in district and program area professional development activities. All CTE teachers maintain a professional development plan in order to support improved instructional methods and student performance results related to their content area(s). Teachers are members of their respective professional organizations.

QPS 5.0: Program Planning and Promotion

The budgeting process includes collaboration between the school site and the CTE office. Recruitment efforts are directed toward middle school students and special populations. A plan to recruit and support special populations will increase accessibility to CTE programming for all students. Planning and promotion is done collaboratively under direction of the District CTE Coordinator however there was no mention of a formal plan to promote student achievements and program recognitions.

QPS 6.0: Facilities, Equipment, and Instructional Materials and Supplies

The facilities are safe and accessible to all students. Most classrooms and lab areas are organized and clean to ensure the effective delivery of program curriculum. The facility, tools, and equipment are properly tagged, inspected, and maintained. The instructional tools, equipment, and supplies are mostly sufficient and are industry standard. Equipment is visually inspected by the teachers and students each time before use. The Nursing Assistant program needs new beds with current technology and blood pressure machine in order to follow the program standards and to prepare students for real life experience. All CTE programs require additional lockable storage for materials and equipment. An inventory of equipment and instructional tools is on file and updated annually.

QPS 7.0: Community, Business and Industry Partnerships

The District Advisory Technical Skills Committee is aligned with requirements listed in the Advisory Committee Handbook. The ATSC meets at least three times a year and provides input and support for all CTE programs of study in the Lyon County School District. Business and industry partnerships are available to provide input and support for some, but not all, of the CTE programs. Guest speakers from the community periodically make classroom visits and business and industry partnerships support some of the CTE programs.

QPS 8.0: Evaluation Systems and Accountability

Collection of student feedback annually is an important part of a continuous improvement process as well as providing student performance data to CTE teachers to guide instructional improvement. Retention and completion levels at YHS are average to below average. Goals to improve student performance include increasing the number of students advancing to the completer level and to improve End of Program (EOP) passing rates. YHS Workplace Readiness Skills Assessment participation rate is 79% (State Rate 96.86%) with a passing rate of 87% (State Rate 92.03%). The End of Program participation rate is 90% (State Rate 96.6%) with a passing rate of 44% (State Rate 65.47). The Certificate of Skill Attainment Award rate for YHS is 15% compared to the state average of 52.77%.

CTE Program of Study Performance Scoring

The following table lists the overall performance rating for each Program of Study. The individual performance score is based upon total points earned by the CTE program reviewed during the on-site visit. Please refer to the *QPS Guidance Handbook* for the complete recognition system requirements. After the commendation, recommendation, corrective action, and continuous improvement section of this report, the individual scoring reports are included for each CTE program reviewed.

CTE Program of Study	Performance Score	Recognition Level
Accounting & Finance	138	N/A
Administrative Services	129	N/A
Agricultural Leadership, Communication & Policy	141	N/A
Graphic Design	137	N/A
Metalworking	118	N/A
Nursing Assistant	147	N/A
Pharmacy Practice	135	N/A

Summary of Commendations and Recommendations

QPS Summary of Commendations

- Student CTE guidance services start during middle school.
- All Students have academic plans which are revised annually.
- Collaboration occurs between all stakeholders to assist students with their career goals.
- All programs are appropriately sequenced to encourage students to complete the POS.
- All programs maintain a student-teacher ratio that promotes effective instruction and safe working conditions.
- CTE Teachers utilize a variety of instructional methods.
- The overall learning environment is positive, safe, and organized to accommodate all students.
- Students are obtaining industry recognized credentials.
- The students are provided opportunities to earn postsecondary credit.
- All CTE teachers are appropriately licensed and endorsed.
- Annual budgets are development collaboratively with the local administration and district CTE coordinator.
- Facilities are accessible to students.
- Classrooms and lab areas are safe, organized, and clean.
- Inventory is maintained and updated annually
- The District Advisory Technical Skills Committee membership includes all necessary representatives.
- Teachers are involved with the Advisory Technical Skills Committee's meetings and recommendations.

QPS Summary of Recommendations

- Investigate scheduling options to ensure students have access to complete programs of study.
- Establish a Career Center that includes current and relevant resources to support individualized college and career readiness planning.
- Documentation of course components should include all seven elements and be easily accessible to all stakeholders.
- Overall use of student performance data (local, state, and federal) should be utilized at the local level.
- Review with staff and students' the deference between work experience and work-based learning opportunities.
- Increase student membership in CTSOs.
- A variety of promotion materials need to be utilized for promotion and recruitment.
- Program promotional information needs to be shared with internal and external stakeholders.
- A local equipment enhancement plan needs to be developed.
- Classroom storage of instructional supplies and equipment needs to be securable.
- Business and industry partnerships should be developed for all programs.
- The collection of student feedback is necessary for program evaluation and improvement.
- The student follow-up system needs to have a better return rate and be utilized for program improvement.
- Student retention into completion level courses needs to be increased.
- Participation rates need to increase on CTE assessments.
- Pass rates need to increase on CTE assessments.
- The percentage of completion level students earning the Certificate of Skill Attainment needs to increase.

Required Actions

The following tables list the corrective action plan (CAP) and Continuous Improvement Plan (CIP) items that need to be submitted by **September 1, 2019**. Please submit one CAP that includes all items and submit one CIP for each identified Program of Study. Utilize the *Self-Assessment Tool* to guide the completion of the CAP and CIP. The included state forms must be used for this submission.

Some “Needs Improvement” rankings were due to *no* evidence submitted by the submission deadline or provided during the on-site interview.

Required Corrective Action Plans (CAPs)

- N/A

Required Continuous Improvement Plans (CIPs)

- Complete a CIP for the Accounting & Finance POS – address all “Needs Improvement” rankings by Quality Program Standard area.
- Complete a CIP for the Administrative Services POS – address all “Needs Improvement” rankings by Quality Program Standard area.
- Complete a CIP for the Agricultural Leadership, Communication & Policy POS – address all “Needs Improvement” rankings by Quality Program Standard area.
- Complete a CIP for the Graphic Design POS – address all “Needs Improvement” rankings by Quality Program Standard area.
- Complete a CIP for the Metalworking POS – address all “Needs Improvement” rankings by Quality Program Standard area.
- Complete a CIP for the Nursing Assistant POS – address all “Needs Improvement” rankings by Quality Program Standard area.
- Complete a CIP for the Pharmacy Practice POS – address all “Needs Improvement” rankings by Quality Program Standard area.

Quality Program Standards

CTE Program Scoring Report

District Name: Lyon County School District **School Name:** Yerington High School
School Year: 2018-2019 **Program Name:** Accounting & Finance
DOE CTE EPP: Patrick Bell

	Highly Effective	Meets Standard	Needs Improvement	N/A
QPS 1.0: Career Guidance				
1.1 Initiation of Guidance Services	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
1.2 Academic Plan	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
1.3 Collaboration of Stakeholders	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
1.4 Integration of Career Development	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
1.5 Career Center	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
QPS 2.0: Program and Instruction				
2.1 Program Accessibility		<input checked="" type="checkbox"/>	<input type="checkbox"/>	
2.2 CTE Program Course Sequence		<input checked="" type="checkbox"/>	<input type="checkbox"/>	
2.3 Student Enrollment	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2.4 CTE Program Elements	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
2.5 CTE Course Curriculum	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
2.6 Instructional Methods	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2.7 Instructional Improvement	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
2.8 Learning Environment	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
2.9 Availability of Technology	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
2.10 Work-based Learning	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
2.11 Industry Certifications	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2.12 Work Experience	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2.13 Postsecondary Credit	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.14 Program Accreditation/Certification	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
QPS 3.0: Leadership Development				
3.1 CTSO Chapter Establishment	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3.2 CTSO Advisor Participation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
3.3 CTSO Student Membership	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
3.4 CTSO Student Member Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3.5 CTSO Integration	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
QPS 4.0: Educational Personnel				
4.1 Teacher Licensing		<input checked="" type="checkbox"/>	<input type="checkbox"/>	
4.2 Professional Development Plan	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
4.3 Professional Development Participation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
4.4 Professional Memberships	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	

	Highly Effective	Meets Standard	Needs Improvement	N/A
QPS 5.0: Program Planning and Promotion				
5.1 Budgeting	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
5.2 Use of Funds	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
5.3 Student Recruitment and Sustainability	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
5.4 Promotional Strategies and Materials	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
5.5 Program Promotion	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

QPS 6.0: Facilities, Equipment, and Instructional Materials and Supplies

6.1 Accessibility	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
6.2 Safety	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
6.3 Instructional Tools, Equipment, and Supplies	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
6.4 Inspection and Maintenance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
6.5 Program and Equipment Enhancement		<input type="checkbox"/>	<input checked="" type="checkbox"/>	
6.6 Storage Space		<input type="checkbox"/>	<input checked="" type="checkbox"/>	
6.7 Inventory		<input checked="" type="checkbox"/>	<input type="checkbox"/>	

QPS 7.0: Community, Business and Industry Partnerships

7.1 Advisory Technical Skills Committee Membership	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
7.2 Advisory Technical Skills Committee Input	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
7.3 Advisory Technical Skills Committee Actions	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
7.4 Advisory Technical Skills Committee Recommendations	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
7.5 Joint Skills Technical Advisory Committee	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
7.6 Program Level Industry Committees	<input type="checkbox"/>	<input type="checkbox"/>		<input checked="" type="checkbox"/>
7.7 Business and Industry Partnerships	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

QPS 8.0: Evaluation Systems and Accountability

8.1 Program Evaluation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
8.2 Student Feedback	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
8.3 Student Follow-up	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
8.4 Retention and Completion	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
8.5 Workplace Readiness Assessment Participation Rate	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
8.6 Workplace Readiness Assessment Pass Rate	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
8.7 End-of-Program Assessment Participation Rate	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.8 End-of-Program Assessment Pass Rate	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8.9 Certificate of Skill Attainment	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Highly Effective = 5 pts Meets Standards = 3 pts Need Improvement = 1 pt N/A = 0 pts

Total Points: **138**

All Six Triggers Met: Yes No

Program of Excellence: Yes No N/A
(150 Points)

Program of Distinction: Yes No N/A
(180 Points)



Education Programs Professional

05/28/19

Date

Quality Program Standards

CTE Program Scoring Report

District Name: Lyon County School District **School Name:** Yerington High School
School Year: 2018-2019 **Program Name:** Administrative Services
DOE CTE EPP: Patrick Bell

	Highly Effective	Meets Standard	Needs Improvement	N/A
QPS 1.0: Career Guidance				
1.1 Initiation of Guidance Services	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
1.2 Academic Plan	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
1.3 Collaboration of Stakeholders	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
1.4 Integration of Career Development	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
1.5 Career Center	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
QPS 2.0: Program and Instruction				
2.1 Program Accessibility		<input checked="" type="checkbox"/>	<input type="checkbox"/>	
2.2 CTE Program Course Sequence		<input checked="" type="checkbox"/>	<input type="checkbox"/>	
2.3 Student Enrollment	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2.4 CTE Program Elements	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
2.5 CTE Course Curriculum	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
2.6 Instructional Methods	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2.7 Instructional Improvement	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
2.8 Learning Environment	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
2.9 Availability of Technology	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
2.10 Work-based Learning	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
2.11 Industry Certifications	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2.12 Work Experience	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2.13 Postsecondary Credit	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.14 Program Accreditation/Certification	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
QPS 3.0: Leadership Development				
3.1 CTSO Chapter Establishment	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3.2 CTSO Advisor Participation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
3.3 CTSO Student Membership	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
3.4 CTSO Student Member Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3.5 CTSO Integration	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
QPS 4.0: Educational Personnel				
4.1 Teacher Licensing		<input checked="" type="checkbox"/>	<input type="checkbox"/>	
4.2 Professional Development Plan	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
4.3 Professional Development Participation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
4.4 Professional Memberships	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	

Highly Effective Meets Standard Needs Improvement N/A

QPS 5.0: Program Planning and Promotion

5.1	Budgeting	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
5.2	Use of Funds	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
5.3	Student Recruitment and Sustainability	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
5.4	Promotional Strategies and Materials	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
5.5	Program Promotion	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

QPS 6.0: Facilities, Equipment, and Instructional Materials and Supplies

6.1	Accessibility	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
6.2	Safety	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
6.3	Instructional Tools, Equipment, and Supplies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
6.4	Inspection and Maintenance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
6.5	Program and Equipment Enhancement		<input type="checkbox"/>	<input checked="" type="checkbox"/>	
6.6	Storage Space		<input type="checkbox"/>	<input checked="" type="checkbox"/>	
6.7	Inventory		<input checked="" type="checkbox"/>	<input type="checkbox"/>	

QPS 7.0: Community, Business and Industry Partnerships

7.1	Advisory Technical Skills Committee Membership	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
7.2	Advisory Technical Skills Committee Input	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
7.3	Advisory Technical Skills Committee Actions	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
7.4	Advisory Technical Skills Committee Recommendations	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
7.5	Joint Skills Technical Advisory Committee	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
7.6	Program Level Industry Committees	<input type="checkbox"/>	<input type="checkbox"/>		<input checked="" type="checkbox"/>
7.7	Business and Industry Partnerships	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

QPS 8.0: Evaluation Systems and Accountability

8.1	Program Evaluation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
8.2	Student Feedback	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
8.3	Student Follow-up	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
8.4	Retention and Completion	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
8.5	Workplace Readiness Assessment Participation Rate	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
8.6	Workplace Readiness Assessment Pass Rate	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
8.7	End-of-Program Assessment Participation Rate	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8.8	End-of-Program Assessment Pass Rate	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8.9	Certificate of Skill Attainment	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Highly Effective = 5 pts Meets Standards = 3 pts Need Improvement = 1 pt N/A = 0 pts

Total Points: **129**

All Six Triggers Met: Yes No

Program of Excellence: Yes No N/A
(150 Points)

Program of Distinction: Yes No N/A
(180 Points)



Education Programs Professional

05/28/19

Date

Quality Program Standards

CTE Program Scoring Report

District Name: Lyon County School District **School Name:** Yerington High School

School Year: 2018-2019 **Program Name:** Agricultural Leadership, Communication & Policy

DOE CTE EPP: Patrick Bell

	Highly Effective	Meets Standard	Needs Improvement	N/A
QPS 1.0: Career Guidance				
1.1 Initiation of Guidance Services	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
1.2 Academic Plan	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
1.3 Collaboration of Stakeholders	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
1.4 Integration of Career Development	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
1.5 Career Center	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
QPS 2.0: Program and Instruction				
2.1 Program Accessibility		<input checked="" type="checkbox"/>	<input type="checkbox"/>	
2.2 CTE Program Course Sequence		<input checked="" type="checkbox"/>	<input type="checkbox"/>	
2.3 Student Enrollment	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
2.4 CTE Program Elements	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
2.5 CTE Course Curriculum	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
2.6 Instructional Methods	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
2.7 Instructional Improvement	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
2.8 Learning Environment	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
2.9 Availability of Technology	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
2.10 Work-based Learning	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
2.11 Industry Certifications	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2.12 Work Experience	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2.13 Postsecondary Credit	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.14 Program Accreditation/Certification	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
QPS 3.0: Leadership Development				
3.1 CTSO Chapter Establishment	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3.2 CTSO Advisor Participation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
3.3 CTSO Student Membership	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3.4 CTSO Student Member Participation	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
3.5 CTSO Integration	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
QPS 4.0: Educational Personnel				
4.1 Teacher Licensing		<input checked="" type="checkbox"/>	<input type="checkbox"/>	
4.2 Professional Development Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4.3 Professional Development Participation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
4.4 Professional Memberships	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Highly Effective Meets Standard Needs Improvement N/A

QPS 5.0: Program Planning and Promotion

5.1	Budgeting	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
5.2	Use of Funds	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
5.3	Student Recruitment and Sustainability	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
5.4	Promotional Strategies and Materials	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
5.5	Program Promotion	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

QPS 6.0: Facilities, Equipment, and Instructional Materials and Supplies

6.1	Accessibility	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
6.2	Safety	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
6.3	Instructional Tools, Equipment, and Supplies	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
6.4	Inspection and Maintenance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
6.5	Program and Equipment Enhancement		<input type="checkbox"/>	<input checked="" type="checkbox"/>	
6.6	Storage Space		<input type="checkbox"/>	<input checked="" type="checkbox"/>	
6.7	Inventory		<input checked="" type="checkbox"/>	<input type="checkbox"/>	

QPS 7.0: Community, Business and Industry Partnerships

7.1	Advisory Technical Skills Committee Membership	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
7.2	Advisory Technical Skills Committee Input	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
7.3	Advisory Technical Skills Committee Actions	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
7.4	Advisory Technical Skills Committee Recommendations	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
7.5	Joint Skills Technical Advisory Committee	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
7.6	Program Level Industry Committees	<input type="checkbox"/>	<input type="checkbox"/>		<input checked="" type="checkbox"/>
7.7	Business and Industry Partnerships	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

QPS 8.0: Evaluation Systems and Accountability

8.1	Program Evaluation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
8.2	Student Feedback	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
8.3	Student Follow-up	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
8.4	Retention and Completion	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
8.5	Workplace Readiness Assessment Participation Rate	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
8.6	Workplace Readiness Assessment Pass Rate	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
8.7	End-of-Program Assessment Participation Rate	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.8	End-of-Program Assessment Pass Rate	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8.9	Certificate of Skill Attainment	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Highly Effective = 5 pts Meets Standards = 3 pts Need Improvement = 1 pt N/A = 0 pts

Total Points: **141**

All Six Triggers Met: Yes No

Program of Excellence: Yes No N/A
(150 Points)

Program of Distinction: Yes No N/A
(180 Points)



Education Programs Professional

05/28/19

Date

Quality Program Standards

CTE Program Scoring Report

District Name: Lyon County School District **School Name:** Yerington High School

School Year: 2018-2019 **Program Name:** Graphic Design

DOE CTE EPP: Patrick Bell

	Highly Effective	Meets Standard	Needs Improvement	N/A
QPS 1.0: Career Guidance				
1.1 Initiation of Guidance Services	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
1.2 Academic Plan	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
1.3 Collaboration of Stakeholders	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
1.4 Integration of Career Development	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
1.5 Career Center	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
QPS 2.0: Program and Instruction				
2.1 Program Accessibility		<input checked="" type="checkbox"/>	<input type="checkbox"/>	
2.2 CTE Program Course Sequence		<input checked="" type="checkbox"/>	<input type="checkbox"/>	
2.3 Student Enrollment	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2.4 CTE Program Elements	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
2.5 CTE Course Curriculum	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
2.6 Instructional Methods	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2.7 Instructional Improvement	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
2.8 Learning Environment	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
2.9 Availability of Technology	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2.10 Work-based Learning	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
2.11 Industry Certifications	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2.12 Work Experience	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2.13 Postsecondary Credit	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.14 Program Accreditation/Certification	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
QPS 3.0: Leadership Development				
3.1 CTSO Chapter Establishment	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3.2 CTSO Advisor Participation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
3.3 CTSO Student Membership	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
3.4 CTSO Student Member Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3.5 CTSO Integration	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
QPS 4.0: Educational Personnel				
4.1 Teacher Licensing		<input checked="" type="checkbox"/>	<input type="checkbox"/>	
4.2 Professional Development Plan	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
4.3 Professional Development Participation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
4.4 Professional Memberships	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	

Highly Effective Meets Standard Needs Improvement N/A

QPS 5.0: Program Planning and Promotion

5.1	Budgeting	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5.2	Use of Funds	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5.3	Student Recruitment and Sustainability	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
5.4	Promotional Strategies and Materials	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
5.5	Program Promotion	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

QPS 6.0: Facilities, Equipment, and Instructional Materials and Supplies

6.1	Accessibility	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6.2	Safety	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6.3	Instructional Tools, Equipment, and Supplies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6.4	Inspection and Maintenance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6.5	Program and Equipment Enhancement		<input type="checkbox"/>	<input checked="" type="checkbox"/>
6.6	Storage Space		<input type="checkbox"/>	<input checked="" type="checkbox"/>
6.7	Inventory		<input checked="" type="checkbox"/>	<input type="checkbox"/>

QPS 7.0: Community, Business and Industry Partnerships

7.1	Advisory Technical Skills Committee Membership	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
7.2	Advisory Technical Skills Committee Input	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
7.3	Advisory Technical Skills Committee Actions	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
7.4	Advisory Technical Skills Committee Recommendations	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
7.5	Joint Skills Technical Advisory Committee	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
7.6	Program Level Industry Committees	<input type="checkbox"/>	<input type="checkbox"/>		<input checked="" type="checkbox"/>
7.7	Business and Industry Partnerships	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

QPS 8.0: Evaluation Systems and Accountability

8.1	Program Evaluation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
8.2	Student Feedback	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
8.3	Student Follow-up	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
8.4	Retention and Completion	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
8.5	Workplace Readiness Assessment Participation Rate	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
8.6	Workplace Readiness Assessment Pass Rate	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
8.7	End-of-Program Assessment Participation Rate	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.8	End-of-Program Assessment Pass Rate	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8.9	Certificate of Skill Attainment	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Highly Effective = 5 pts Meets Standards = 3 pts Need Improvement = 1 pt N/A = 0 pts

Total Points: **137**

All Six Triggers Met: Yes No

Program of Excellence: Yes No N/A
(150 Points)

Program of Distinction: Yes No N/A
(180 Points)



Education Programs Professional

05/28/19

Date

Quality Program Standards

CTE Program Scoring Report

District Name: Lyon County School District **School Name:** Yerington High School
School Year: 2018-2019 **Program Name:** Metalworking
DOE CTE EPP: Patrick Bell

	Highly Effective	Meets Standard	Needs Improvement	N/A
QPS 1.0: Career Guidance				
1.1 Initiation of Guidance Services	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
1.2 Academic Plan	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
1.3 Collaboration of Stakeholders	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
1.4 Integration of Career Development	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
1.5 Career Center	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
QPS 2.0: Program and Instruction				
2.1 Program Accessibility		<input checked="" type="checkbox"/>	<input type="checkbox"/>	
2.2 CTE Program Course Sequence		<input checked="" type="checkbox"/>	<input type="checkbox"/>	
2.3 Student Enrollment	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
2.4 CTE Program Elements	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
2.5 CTE Course Curriculum	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
2.6 Instructional Methods	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
2.7 Instructional Improvement	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
2.8 Learning Environment	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
2.9 Availability of Technology	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
2.10 Work-based Learning	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
2.11 Industry Certifications	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2.12 Work Experience	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2.13 Postsecondary Credit	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.14 Program Accreditation/Certification	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
QPS 3.0: Leadership Development				
3.1 CTSO Chapter Establishment	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
3.2 CTSO Advisor Participation	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
3.3 CTSO Student Membership	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
3.4 CTSO Student Member Participation	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
3.5 CTSO Integration	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
QPS 4.0: Educational Personnel				
4.1 Teacher Licensing		<input checked="" type="checkbox"/>	<input type="checkbox"/>	
4.2 Professional Development Plan	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
4.3 Professional Development Participation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
4.4 Professional Memberships	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

	Highly Effective	Meets Standard	Needs Improvement	N/A
QPS 5.0: Program Planning and Promotion				
5.1 Budgeting	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
5.2 Use of Funds	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
5.3 Student Recruitment and Sustainability	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
5.4 Promotional Strategies and Materials	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
5.5 Program Promotion	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

QPS 6.0: Facilities, Equipment, and Instructional Materials and Supplies				
6.1 Accessibility	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
6.2 Safety	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
6.3 Instructional Tools, Equipment, and Supplies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
6.4 Inspection and Maintenance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
6.5 Program and Equipment Enhancement		<input type="checkbox"/>	<input checked="" type="checkbox"/>	
6.6 Storage Space		<input checked="" type="checkbox"/>	<input type="checkbox"/>	
6.7 Inventory		<input checked="" type="checkbox"/>	<input type="checkbox"/>	

QPS 7.0: Community, Business and Industry Partnerships				
7.1 Advisory Technical Skills Committee Membership	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
7.2 Advisory Technical Skills Committee Input	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
7.3 Advisory Technical Skills Committee Actions	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
7.4 Advisory Technical Skills Committee Recommendations	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
7.5 Joint Skills Technical Advisory Committee	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
7.6 Program Level Industry Committees	<input type="checkbox"/>	<input type="checkbox"/>		<input checked="" type="checkbox"/>
7.7 Business and Industry Partnerships	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

QPS 8.0: Evaluation Systems and Accountability				
8.1 Program Evaluation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
8.2 Student Feedback	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
8.3 Student Follow-up	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
8.4 Retention and Completion	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
8.5 Workplace Readiness Assessment Participation Rate	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
8.6 Workplace Readiness Assessment Pass Rate	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
8.7 End-of-Program Assessment Participation Rate	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8.8 End-of-Program Assessment Pass Rate	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8.9 Certificate of Skill Attainment	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Highly Effective = 5 pts Meets Standards = 3 pts Need Improvement = 1 pt N/A = 0 pts

Total Points: **118**

All Six Triggers Met: Yes No

Program of Excellence: Yes No N/A
(150 Points)

Program of Distinction: Yes No N/A
(180 Points)


Education Programs Professional

05/28/19
Date

Quality Program Standards

CTE Program Scoring Report

District Name: Lyon County School District **School Name:** Yerington High School
School Year: 2018-2019 **Program Name:** Nursing Assistant
DOE CTE EPP: Anne Willard

	Highly Effective	Meets Standard	Needs Improvement	N/A
QPS 1.0: Career Guidance				
1.1 Initiation of Guidance Services	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
1.2 Academic Plan	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
1.3 Collaboration of Stakeholders	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
1.4 Integration of Career Development	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
1.5 Career Center	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
QPS 2.0: Program and Instruction				
2.1 Program Accessibility		<input checked="" type="checkbox"/>	<input type="checkbox"/>	
2.2 CTE Program Course Sequence		<input checked="" type="checkbox"/>	<input type="checkbox"/>	
2.3 Student Enrollment	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
2.4 CTE Program Elements	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
2.5 CTE Course Curriculum	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
2.6 Instructional Methods	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2.7 Instructional Improvement	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
2.8 Learning Environment	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
2.9 Availability of Technology	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
2.10 Work-based Learning	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
2.11 Industry Certifications	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.12 Work Experience	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2.13 Postsecondary Credit	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.14 Program Accreditation/Certification	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
QPS 3.0: Leadership Development				
3.1 CTSO Chapter Establishment	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3.2 CTSO Advisor Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3.3 CTSO Student Membership	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
3.4 CTSO Student Member Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3.5 CTSO Integration	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
QPS 4.0: Educational Personnel				
4.1 Teacher Licensing		<input checked="" type="checkbox"/>	<input type="checkbox"/>	
4.2 Professional Development Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4.3 Professional Development Participation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
4.4 Professional Memberships	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	

	Highly Effective	Meets Standard	Needs Improvement	N/A
QPS 5.0: Program Planning and Promotion				
5.1 Budgeting	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
5.2 Use of Funds	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
5.3 Student Recruitment and Sustainability	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
5.4 Promotional Strategies and Materials	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
5.5 Program Promotion	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
QPS 6.0: Facilities, Equipment, and Instructional Materials and Supplies				
6.1 Accessibility	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
6.2 Safety	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
6.3 Instructional Tools, Equipment, and Supplies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
6.4 Inspection and Maintenance	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
6.5 Program and Equipment Enhancement		<input type="checkbox"/>	<input checked="" type="checkbox"/>	
6.6 Storage Space		<input type="checkbox"/>	<input checked="" type="checkbox"/>	
6.7 Inventory		<input type="checkbox"/>	<input checked="" type="checkbox"/>	
QPS 7.0: Community, Business and Industry Partnerships				
7.1 Advisory Technical Skills Committee Membership	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
7.2 Advisory Technical Skills Committee Input	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
7.3 Advisory Technical Skills Committee Actions	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
7.4 Advisory Technical Skills Committee Recommendations	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
7.5 Joint Skills Technical Advisory Committee	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
7.6 Program Level Industry Committees	<input type="checkbox"/>	<input type="checkbox"/>		<input checked="" type="checkbox"/>
7.7 Business and Industry Partnerships	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
QPS 8.0: Evaluation Systems and Accountability				
8.1 Program Evaluation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
8.2 Student Feedback	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
8.3 Student Follow-up	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
8.4 Retention and Completion	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
8.5 Workplace Readiness Assessment Participation Rate	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
8.6 Workplace Readiness Assessment Pass Rate	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
8.7 End-of-Program Assessment Participation Rate	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8.8 End-of-Program Assessment Pass Rate	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8.9 Certificate of Skill Attainment	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Highly Effective = 5 pts Meets Standards = 3 pts Need Improvement = 1 pt N/A = 0 pts

Total Points: **147**

All Six Triggers Met: Yes No

Program of Excellence: Yes No N/A
(150 Points)

Program of Distinction: Yes No N/A
(180 Points)

Anne G. Willard

Education Programs Professional

05/28/19

Date

Quality Program Standards

CTE Program Scoring Report

District Name: Lyon County School District **School Name:** Yerington High School
School Year: 2018-2019 **Program Name:** Pharmacy Practice
DOE CTE EPP: Patrick Bell

	Highly Effective	Meets Standard	Needs Improvement	N/A
QPS 1.0: Career Guidance				
1.1 Initiation of Guidance Services	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
1.2 Academic Plan	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
1.3 Collaboration of Stakeholders	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
1.4 Integration of Career Development	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
1.5 Career Center	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
QPS 2.0: Program and Instruction				
2.1 Program Accessibility		<input checked="" type="checkbox"/>	<input type="checkbox"/>	
2.2 CTE Program Course Sequence		<input checked="" type="checkbox"/>	<input type="checkbox"/>	
2.3 Student Enrollment	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
2.4 CTE Program Elements	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
2.5 CTE Course Curriculum	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
2.6 Instructional Methods	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
2.7 Instructional Improvement	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
2.8 Learning Environment	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
2.9 Availability of Technology	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
2.10 Work-based Learning	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
2.11 Industry Certifications	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.12 Work Experience	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2.13 Postsecondary Credit	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.14 Program Accreditation/Certification	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
QPS 3.0: Leadership Development				
3.1 CTSO Chapter Establishment	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3.2 CTSO Advisor Participation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
3.3 CTSO Student Membership	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
3.4 CTSO Student Member Participation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
3.5 CTSO Integration	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
QPS 4.0: Educational Personnel				
4.1 Teacher Licensing		<input checked="" type="checkbox"/>	<input type="checkbox"/>	
4.2 Professional Development Plan	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
4.3 Professional Development Participation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
4.4 Professional Memberships	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	

	Highly Effective	Meets Standard	Needs Improvement	N/A
QPS 5.0: Program Planning and Promotion				
5.1 Budgeting	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
5.2 Use of Funds	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
5.3 Student Recruitment and Sustainability	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
5.4 Promotional Strategies and Materials	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
5.5 Program Promotion	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
QPS 6.0: Facilities, Equipment, and Instructional Materials and Supplies				
6.1 Accessibility	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
6.2 Safety	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
6.3 Instructional Tools, Equipment, and Supplies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
6.4 Inspection and Maintenance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
6.5 Program and Equipment Enhancement		<input type="checkbox"/>	<input checked="" type="checkbox"/>	
6.6 Storage Space		<input checked="" type="checkbox"/>	<input type="checkbox"/>	
6.7 Inventory		<input checked="" type="checkbox"/>	<input type="checkbox"/>	
QPS 7.0: Community, Business and Industry Partnerships				
7.1 Advisory Technical Skills Committee Membership	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
7.2 Advisory Technical Skills Committee Input	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
7.3 Advisory Technical Skills Committee Actions	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
7.4 Advisory Technical Skills Committee Recommendations	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
7.5 Joint Skills Technical Advisory Committee	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
7.6 Program Level Industry Committees	<input type="checkbox"/>	<input type="checkbox"/>		<input checked="" type="checkbox"/>
7.7 Business and Industry Partnerships	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
QPS 8.0: Evaluation Systems and Accountability				
8.1 Program Evaluation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
8.2 Student Feedback	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
8.3 Student Follow-up	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
8.4 Retention and Completion	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
8.5 Workplace Readiness Assessment Participation Rate	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
8.6 Workplace Readiness Assessment Pass Rate	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
8.7 End-of-Program Assessment Participation Rate	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8.8 End-of-Program Assessment Pass Rate	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8.9 Certificate of Skill Attainment	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Highly Effective = 5 pts Meets Standards = 3 pts Need Improvement = 1 pt N/A = 0 pts

Total Points: **135**

All Six Triggers Met: Yes No

Program of Excellence: Yes No N/A
(150 Points)

Program of Distinction: Yes No N/A
(180 Points)



Education Programs Professional

05/28/19

Date

**Lyon County School District
Board Memo**

Date: July 28, 2020
To: Board of School Trustees
From: Wayne Workman, Superintendent
Re: DES Septic Project

Requested by:

Harman Bains, Director of Business Services
Jim Gleason, Operations and Maintenance Supervisor

Recommendation

That the Board of Trustees approve an update on the DES Septic Project. Waters Vacuum Truck Service has quoted \$3,720 for locating the underground distribution box, pumping/flushing current leach field lines and making the distribution box easily accessible for future needs. Allied Sanitation will be used for routine maintenance which would cost approximately \$1,400 annually.

Background Information

The work conducted, summer 2019, on the DES Septic was sufficient for the 2019-20 school year. This additional project LCSD believes will allow the DES Septic to continue working for the next 1-5 years. A routine maintenance schedule has been developed to ensure DES Septic is closely monitored and pumped if necessary.

Lyon County Rolling "A" sewer plant servicing the Dayton area is over capacity and therefore making it difficult for new hook ups. This DES Septic project would allow Dayton Utilities the time necessary to increase capacity.

Budget Considerations

Project is to be paid from the "Series 2020A School Improvement Bond".

Discussed at Previous Meeting

January 28, 2020
June 23, 2020

Attachment(s)

DES Septic – Waters Quote

*Respectfully Submitted,
Harman Bains, Director of Business Services*



PO Box 18160 | Reno, NV 89511
775-825-1595 | WatersVacuum.com



RECIPIENT:

LYON COUNTY SCHOOL DISTRICT

Attn: Accounts Payable
25 East Goldfield Avenue
Yerington, Nevada 89447

Phone: 775-302-7008 DARREL BLUHM

SERVICE ADDRESS:

285 Dayton Valley Road
Dayton, Nevada 89403

Quote #1915	
Sent on	07/06/2020
Quote Prepared By	Dan Martin
Job Description	Locate and dig up distribution box to investigate leach fields
Price Match	Waters is happy to offer a Price Match Guarantee to our loyal customers. Certain limitations or exclusions may apply.
Total	\$3,720.00

PRODUCT / SERVICE	DESCRIPTION	QTY.	UNIT COST	TOTAL
Locate and dig up distribution box to investigate leach fields	<ul style="list-style-type: none"> - Saw cut asphalt over distribution box - Dig down to expose distribution box - Pump out distribution box and hydro flush leach field lines - Camera/locate leach field lines to verify pipe is in satisfactory condition - Install traffic rated risers and cast iron manhole over distribution box - Backfill, compact, and patch asphalt back to existing grade 	1	\$3,720.00	\$3,720.00

Total **\$3,720.00**

Waters Vacuum Truck Service ("Waters") hereby proposes to furnish the materials, equipment, and labor necessary to perform work as detailed on page 1 of quote on behalf of customer. Payment terms are Net 30 unless otherwise stated. Failure to pay balance in full within 90 days of completion of work may result in collections proceedings. Customer agrees to pay all costs of collection, including reasonable attorney's fees. Customer agrees to give Waters written notice in advance of any service if they wish to cancel service. This quote is valid for the next 30 days, after which pricing and terms may be subject to change. Waters will not be held responsible for damage to, or damage resulting from, the breaking or damaging of any unmarked utilities. Waters is not responsible for delays in work progress due to adverse weather conditions or permitting delays. If work requires Waters equipment to drive onto landscaped areas or driveways to access work area customer understands that Waters utilizes heavy equipment which may cause damage to



PO Box 18160 | Reno, NV 89511
775-825-1595 | WatersVacuum.com

VACUUM TRUCK SERVICE



Notes Continued...

lawns, sprinklers, trees, fences, driveways, and other landscaping and agrees to hold Waters harmless for any such damage. Any alteration or deviation from the work specifications may result in additional charges. By signing below customer agrees with and accepts all terms, conditions, and pricing stated on this quote and wishes to have work performed as detailed on page 1.

Signature: _____ Date: _____

**Lyon County School District
Board Memo**

Date: July 28, 2020
To: Board of School Trustees
From: Wayne Workman, Superintendent
Re: LCSD Policy revision GCAB: Resignation of Classified Personnel

Recommendation

That the Board of Trustees approves the changes to LCSD Policy GCAB: Resignation of Classified Personnel as a second and final reading.

Background Information

A change to this policy is recommended to adhere to the language in the Lyon County Classified School Employees' Association (LCCSEA) negotiated agreement.

Budget Considerations

None

Discussed at Previous Meeting

June 23, 2020 first reading

Attachment(s)

Policy GCAB Resignation of Classified Personnel
LCCSEA Article IX

Respectfully Submitted,

Wayne Workman, Superintendent

RESIGNATION OF CLASSIFIED PERSONNEL

A regular employee may resign their position by giving written notice of the effective resignation date to the administrator or manager/supervisor. The requested minimum amount of written notice is fourteen (14) days unless stated differently in the collective bargaining agreement. However, the District, at its discretion, may waive the normal notice requirement and accept a resignation in good standing immediately upon receipt.

To resign in good standing, an employee must return all District property, including District ID, credit cards, clothing, keys, tools, equipment, and other items of value prior to the last day of employment.

At the sole discretion of the District, an employee may withdraw a resignation at any time prior to its effective date.

Failure to give appropriate notice of resignation as required by this section may constitute cause for denying re-employment with the District unless there are extenuating circumstances relating to the failure to give timely notice.

Job Abandonment

The District may consider employees who are absent from work without approved leave for a period of three (3) consecutive work days to have abandoned their position and, thus, to have resigned. ~~The District is required to follow due process procedures if the employee has completed their probationary period.~~

Administrator or Manager/Supervisor Responsibilities

Following receipt of notification of an employee's resignation, the administrator or manager/supervisor will initiate the following actions:

- a. As soon as possible, but not later than the last day of employment, forward the letter of resignation, completed employee's timesheet, and the appropriate payroll change form to the Human Resources Department.
- b. When practicable and circumstances allow for it, the Superintendent/designee is encouraged to conduct an exit interview with the employee.

Final Paycheck

The District shall issue a paycheck by the next payday following the effective date of resignation if sufficient notice was given by the employee and may issue a paycheck sooner when the employee resigns in good standing.

Policy #GCAB
Adopted 10/12/10
Revised 06/23/2020

ARTICLE IX

DISCIPLINE, SUSPENSION, DEMOTION AND DISCHARGE

A. DISCIPLINARY ACTION:

1. If there is an issue which may be cause for disciplinary action, the supervisor shall address the issue with the employee in a timely manner. A good faith effort will be made to provide at least 24 hours written notice prior to the meeting. Personnel matters and proceedings are to be kept confidential at any level of the disciplinary process. Violation of confidentiality shall be cause for disciplinary action. All investigations and proceedings associated with the possible discipline action will be concluded in a timely manner. If the investigation extends beyond 10 days, administration must communicate the status of the investigation to the employee and the association representative.

REVISED 2019

2. The District shall not suspend without pay, demote, or discharge a post probationary permanent employee as a disciplinary action without just cause.
3. Discipline shall be dependent upon an individual's offense of federal, state, or District laws, regulations, guidelines and policies, and shall result in disciplinary measures up to and including termination.

Cause for discipline includes:

- a) Negligence in the performance of assigned duties
- b) Insubordination
- c) Inappropriate conduct while on the job or representing the District
- d) Unauthorized absence, excessive absence or the abuse of leave privileges
- e) Reporting on duty while under the influence of alcohol or drugs
- f) Dishonesty
- g) Activity that violates policies, rules or regulations of the District

APPROVED 2003

4. No District evaluation more than three (3) years old shall be considered valid nor shall an employee present any evaluation from a previous employer in a disciplinary or termination case.

APPROVED 1996

5. However, a reprimand, letter of concern or admonition issued to an employee who has met expected standards and who has received no subsequent letters or reprimand(s) shall be removed from the employee's personnel file any time after thirty-six (36) months have lapsed from the original date of issue.

APPROVED 1996

B. AUTHORIZED / UNAUTHORIZED ABSENCE:

1. Any authorized absence is an absence for which the employee has received prior approval. However, it is the prerogative of the District to make an exception for an extenuating circumstance beyond the power and control of the employee whereby the employee could not have received prior approval.

APPROVED 1996

2. Absence without authorization shall be grounds for disciplinary action.

APPROVED 1996

3. Unauthorized absence for three (3) consecutive work days constitutes abandonment of position and the District shall move to terminate the employee. Neither Article IV nor Section A of Article IX shall apply. However, the employee shall have the right to a hearing with the Superintendent and may appeal the Superintendent's decision to the Board.

APPROVED 1996