

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, November 17, 2020, beginning at 6:30 PM at the VIRTUAL - No physical location for this meeting.

This meeting will be held via ZOOM and live streamed on YouTube. The link to YouTube will be posted on the LCSD website just before the meeting begins.

Email Public Comment to Boardmeeting@lyoncsd.org.

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
2. PLEDGE OF ALLEGIANCE
3. WELCOME OF GUESTS
4. APPROVAL OF AGENDA
5. APPROVAL OF MINUTES 4
6. BOARD MEMBER REPORTS: Opportunity for Board members to report items of interest.
7. ATTITUDE OF GRATITUDE 14
8. SUPERINTENDENT REPORT: Opportunity for Superintendent to report items of interest
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.
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.
 - A. Requests for Exemption from Immunization. (confidential)
 - B. Request for Early Graduation/HSE (confidential)
 - C. Personnel Reports 22

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F. LCSD Small Vehicle Acquisition	162
G. District Financial Report	168
Dated 10/23/2020 -11/5/2020; Vouchers 1088, 1089, 1090, 1091, 1092;	
Total \$958,039.29	
11. END OF CONSENT AGENDA: MOTION TO APPROVE	
12. ACCEPTANCE OF DONATIONS	220
13. (For Possible Action) Discussion and possible action regarding extra-curricular activities and community use of LCSD facilities during the Nevada State of Emergency. This item is being presented by Board President, Neal McIntyre and Superintendent, Wayne Workman.	224
14. (For Possible Action) Discussion and possible action regarding the resolutions amending the FY21 budget to include revisions for certified enrollment, audited fund balance, carry forward amounts and recommended amendments to specific funds. This item is being presented by Director of Business Services, Harman Bains and Finance Manager/Comptroller, Spencer Winward.	265
15. (For Possible Action) Discussion and possible action regarding a new position in the LCSD Grants Department necessitated by and to be paid from the recently acquired 21st Century Grant. This item is being presented by Grants Manager, Cindy Routh and Director of Business Services, Harman Bains.	371
16. (For Possible Action) Discussion and possible action to provide the Superintendent informal feedback per LCSD Board Policy BDC: Board-Superintendent Relationship. This item is being presented by Board President, Neal McIntyre.	373
17. (For Possible Action) Discussion and possible action regarding the 2022-2023 Academic School Year Master Calendar. This item is being presented by Director of Human Resources, Dawn Huckaby.	377
18. (For Possible Action) Discussion and possible action regarding new LCSD Policy ID: Student Activities as a first reading. This item is being presented by Deputy Superintendent, Tim Logan.	379
19. (For Possible Action) Discussion and possible action regarding new LCSD Policy JFCD: Suicide Prevention as a first reading. This item is being presented by Director of Elementary CIA, Heather Moyle.	385
20. (For Possible Action) Discussion and possible action regarding revisions to LCSD Policy EBCD: Extreme Environmental Conditions and Emergency School Closures as a second and final reading. This item is being presented by Superintendent, Wayne Workman.	390
21. 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.

22. ADJOURN:

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

LYON COUNTY SCHOOL DISTRICT STATEMENT OF NONDISCRIMINATION AND ACCESSIBILITY

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

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

Minutes

Lyon County School District Board of Trustees

A meeting of the Board of Trustees of Lyon County School District was held October 27, 2020, at 6:30 PM at the Professional Learning Center (PLC) on the SSMS Campus, 3800 W. Spruce St., Silver Springs, NV 89429.

1. CALL TO ORDER

President McIntyre brought the meeting to order at 6:30 pm.

2. PLEDGE OF ALLEGIANCE

3. WELCOME OF GUESTS

Board Members Present

President Neal McIntyre

Clerk Holly Villines

Member Kimber Crabtree via Zoom

Member Sherry Parsons

Member Bridget Peterson

Member John Stevens

Absent Board Members

Member Barbara Jones

Staff Present

Deputy Superintendent Tim Logan

Director of Human Resources, Dawn Huckaby

Director of Special Services, Marva Cleven

Director of Elementary Curriculum, Instruction and Assessment, Heather Moyle

Director of Secondary Curriculum, Instruction and Assessment, Jim Gianotti

Director of Business Services, Harman Bains

Finance Manager/Comptroller, Spencer Winward

Benefits and Safety Risk Manager, Blake Smith

PIO, Erika Cowger

Grants Manager, Cindy Routh

LCEA President, Cindy Darden

PD Manager, Amber Westmoreland

LCCSEA Rep, Joy Hanssen

Absent Staff

Superintendent Wayne Workman

Public

County Manager, Jeff Page

Oasis Online, Dan Slentz

4. APPROVAL OF AGENDA

Trustee Peterson made a motion that the Board of Trustees approve the agenda as presented. This motion was seconded by Trustee Stevens and passed, 6-0.

5. APPROVAL OF MINUTES

Trustee Stevens made a motion that the Board of Trustees approve the minutes as presented. This motion was seconded by Clerk Villines and passed, 6-0.

6. BOARD MEMBER REPORTS: Opportunity for Board members to report items of interest.

Trustee Peterson presented the *NASB Individual School Board Member of the Year* to Trustee Stevens. She read the requirements for those nominated and spoke on the qualities he brought to the board, students and communities in Lyon County.

Trustee Parsons had no report

Trustee Stevens expressed his gratitude for the NASB award. He spoke about attending the LCSD District office End-of-Year awards. The Nutrition Services and Transportation departments were recognized for keeping the meals going when schools closed due to COVID-19.

Trustee Crabtree spoke about working with Trustee Stevens and thanked him for his experience and gifts which cohered the board.

Clerk Villines had no report.

President McIntyre thanked Trustee Stevens for his service saying it was an honor to work with him during these years together on the board. He felt he was very deserving of the NASB award.

7. ATTITUDE OF GRATITUDE

The trustees read notes written by students across the district.

8. SUPERINTENDENT REPORT: Superintendent Workman was absent. Deputy

Superintendent, Tim Logan recognized Trustee Stevens' years of service to LCSD. He added that Superintendent Workman was ill and was disappointed that he could not be present.

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).

There was no public comment.

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.

- A. Requests for Exemption from Immunization. (confidential)
- B. Request for Leave (confidential)
- C. Personnel Reports
- D. Quarterly CSR Report
- E. Enrollment
- F. School Performance Plans

11. District Financial Report:

Paybill Dated 9/16, 9/17,9/21, 9/30, 10/7, 10/16/2020; Checks #200146-200515;
Vouchers #1043, 1044, 1046, 1056, 1057, 1058, 1059; Total \$1,400,442.86

12. END OF CONSENT AGENDA: MOTION TO APPROVE

Clerk Villines made a motion that the Board of Trustees approve the consent agenda as presented. This motion was seconded by Trustee Peterson and passed, 6-0.

13. ACCEPTANCE OF DONATIONS

Trustee Peterson read each of the donations and recognized the generosity of the contributors.

Trustee Peterson made a motion that the Board of Trustees accept the generous donations. This motion was seconded by Clerk Villines and passed, 6-0.

14. **(For Possible Action)** Discussion and possible action regarding the population growth in Lyon County and the possible impact on the LCSD. This item is being presented by Board Trustee, John Stevens.

Mr. Stevens thanked County Manager, Jeff Page, and the Lyon County staff for the supplemental documents and information they provided. He spoke on our 5 Year Capital Improvement Plan and the past tracking of data and growth in the county. He explained that we continually review our own internal data regarding capacity, but it is beneficial to reach out to see what other indicators are out there to look at future growth. He suggested doing this more often as well.

Mr. Page referred to the information in the report, noting that Lyon County was the fastest going county in the nation between 2000-2010 with a 50.4% increase in population. Due to a variety of factors, like COVID-19 and changes in immigration, he does not believe we will have the same kind of growth in the next decade. He spoke about the status of mining in Yerington and Mason Valleys and their various timelines of operations. The near future will see single miners being employeed and much later there will be families coming in. He predicts the county and school district competing for jobs with the mines, as the mines offer higher salaries. Agriculture will bring migrant families which will affect our school capacity and ELL programs. The Silver Springs area has challenges with water supply which will slow growth, although the county has ideas to address this issue. USA parkway has planned developments in progress, already approved, that will increase activity in the next 2 years and there are land owners, not active presently, that will have plans for development. These will eventually bring jobs and since the cost of living continues to rise in Washoe, they will come to Lyon County to live and work.

Dayton will continue to grow and this will increase once the sewer treatment plant issue is resolved. He touched on developments that were not approved, due to not being in service utility areas, while others have been approved that are in service areas. He said it takes some time to build up the developments and because of the lack of skilled laborers in construction, developments are slow to be built. This works in the county's favor, allowing time for planning.

Fernley is its own city, with its own planning and community development department. Permits are presented for approval on a consistent basis, much more than the rest of the county. He explained that "Affordable Housing" means attainable housing for families that can sustain payments and not potentially go into foreclosure. He said one of the biggest challenges is that our legislature has not dealt with the tax and revenue system in the state to help the counties. He says we will continue to struggle if the revenue stream is not improved.

He said that Fernley and Dayton will be the areas where schools will need to be built, with Yerington coming in behind. He is aware that the schools are full.

Trustee Stevens thanked him for the data and summary, saying this confirmed what the board already knew. He believes we are going in the right direction.

President McIntyre thanked Mr. Page and agreed that this report confirms where we are going and what needs to be done. He said infrastructure must be able to handle the growth; it all depends on the infrastructure keeping up.

Mr. Page stated that Fernley is growing in families, but the rest of the county sees the 55 and over population as growing. He said there is a real challenge with the public who have moved in to the county, enjoying the lower taxes but also expecting the same services as where they came from.

Trustee Peterson thanked him and quoted from the Rural Housing Needs Assessment Annual Report that the 65 and over population was presumed to be about 40% between 2019-2024, whereas it was 7.2% for those aged 19 and under.

Mr. Page said that there will be grant funds that the county and school district may be competing for in the future.

Trustee Stevens noted that the average age is 60 and will need services that address that age group.

Mr. Page applauded Trustee Stevens for continuing to serve through 12 years as a public official, saying that he admired those who run for office in spite of the negative aspects. He thanked him for his service.

Trustee Stevens made a motion to accept the presentation on the growth in Lyon County. This motion was seconded by Trustee Parsons and passed, 6-0.

15. **(For Possible Action)** Discussion and possible action regarding extra-curricular activities and community use of LCSD facilities during the Nevada State of Emergency. This item is being presented by Board President, Neal McIntyre and Superintendent, Wayne Workman.

President McIntyre spoke on the use of the facilities in all of our attendance areas by external clubs and activities. He reported that COVID-19 and the liability it brings will pose a problem if someone contracted the virus at a school and sued the district.

Deputy Superintendent Logan explained that legislation passed Senate Bill 4 (SB4) providing protection against lawsuits from employees who contracted the virus while at

work. Just before the bill was passed, school districts were excluded from this protection, exposing them to lawsuits if the virus was traced back to a school facility. He explained that this item is intended to start a conversation with the board to help them be aware of the risks of allowing clubs, groups, and athletic teams to use our facilities. By December the board will need to have a plan in place for sporting events, bands and other functions. Mr. Logan explained that some districts, like Clark County, are shut down completely so they have not addressed this issue. Others, mostly rural districts, are not as concerned with the risks and have their facilities open. He said our legal counsel, Don Lattin confirmed that, due to SB4, LCSD is at risk.

Trustee Stevens explained that SB4 was intended to protect industry that had essential workers. There needed to be precautions for those companies that were told to stay open and this bill gave them protection from lawsuits by employees who became sick. At the last minute, schools were excluded. The question is, do we take precautions to protect the district.

President McIntyre requested to have Don Lattin attend the next meeting and get more information. He asked if signing a waiver would protect the district.

Clerk Villines recalled at a past meeting, Don Lattin explaining that even if they signed a waiver, the district would still have some liability. She added that the expense of one lawsuit or multiple lawsuits would have a negative impact.

Mr. Logan added that POOLPACT has implied that this would not be eligible for coverage, and there has always been some risk with external groups, athletics, and clubs. President McIntyre understood that NIAA may require officials to be tested after every game and the officials would not want to pay for that testing, therefore they may not want to officiate the games.

Mrs. Parsons asked if we were deciding to limit parents at activities, adding that she thought sports events were already approved and students are planning to play.

It was explained that that is what needs to be decided.

Trustee Peterson commented that many students apply themselves at school in order to participate in sports. She said it will be difficult to balance what is best for the students. She mentioned that NIAA may come out with new information and though the board wants the students to have activities and the community have facilities to use, they also have to be fiscally responsible.

Trustee Stevens stated that holding athletic games gives the same risks that we have with kids in the classroom already. It is different having other people; fans, parents, other teams, or other clubs coming to the schools. School sanctioned activities are different than extracurricular activity, though there are risks either way.

President McIntyre said something to consider is the required limit of 250 people at any event. He requested having this on the agenda next month.

Mr. Logan spoke on the minimal amount of cases in the district to date, nine students and four staff out of about 9000 students. None of these were contracted within the schools. He said that there were requests to use our facilities as soon as the governor announced it was okay to play sports. LCSD has not allowed community use of the facilities at this time.

There was discussion regarding high risk and low risk sports, high school and middle school sports, and the idea to wait for the vaccine before allowing the high risk ones.

NIAA will govern some of these decisions. The discussion has begun and will continue at the next few meetings.

No motion was made.

16. **(For Possible Action)** Discussion and possible action regarding the District budget in preparation for the amended FY21 budget to be presented at the November 17, 2020 and December 15, 2020 Board of School Trustees meetings. This item was presented by Director of Business Services and Finance Manager/Comptroller, Spencer Winward. Mr. Winward reported that the changes were due to enrollment numbers. They don't anticipate any other changes to the augmented budget for next month. President McIntyre thanked him for the conservative way the budget was done. Trustee Stevens made a motion that the Board of Trustees accept the report on the augmented budget that will be presented in December as an information item. It was seconded by Clerk Villines and passed, 6-0.

17. **(For Possible Action)** Discussion and possible action regarding a report from the LCSD Grants Department. This item is being presented by Grants Manager, Cindy Routh and Director of Business Services, Harman Bains. Mr. Bains officially introduced Ms. Cynthia Rough, LCSD's Grants Manager. She spoke on her background and shared some of her experience. Ms. Routh reported on two newly acquired grants, the William Pennington Foundation Grant, \$385,087 that will go toward sanitizing and disinfecting supplies and new water fountains. The redistributed CARES funds from Lyon County, \$640,000 will go toward PPE, cleaning supplies, tech, and buildings for social distancing. Both are to minimize the spread of COVID and other viruses and bacteria. The 21st Century Grant, \$1,157,880 will go to all of the LCSD Elementary Schools and Silver Stage Middle School to enhance our partnership with Boys and Girls Clubs to increase Reading and Math proficiency. The program has already shown great outcomes for students with higher testing scores. This includes funding for afterschool tutoring, enrichment activities and transportation for any student needing it, to ensure access to the program. Trustee Parsons asked about Ms. Routh's qualification as a grant writer. Ms. Routh is a grant writer and has many other qualifications. Trustee Peterson thanked her for the update and spoke on the significant increase of the 21st Century grant, going from \$150,000 per year to 1.1 million. She was pleased to hear about the tutoring after school, saying that is key for student success. Mr. Bains stated that the state noticed the success of the program and increased it to reach more of LCSD students. President McIntyre expressed his appreciation for the work to get the grants that help our students. Trustee Peterson made a motion that the Board of Trustees approve the report from the LCSD Grants Department. It was seconded by Trustee Stevens and passed, 6-0.

18. **(For Possible Action)** Discussion and possible action regarding a report on how to understand and interpret the various assessments administered to LCSD students. This item is being presented by Director of Elementary CIA, Heather Moyle, Director of

Secondary CIA, Jim Gianotti and Curriculum, Assessment and Data Specialist, Amber Westmoreland.

Mr. Gianotti referred to the presentation displayed on the board. He explained that they wanted to show the board the *why* behind the assessments given to the students.

Mrs. Westmoreland highlighted the two types of tests required to be administered:

- Norm-Referenced Tests compare student performance to other students' performance of same age range. They aim for 50%, the average score that a student would earn. The purpose of the Norm-Referenced Test is to rank students compared to peers, looking at a wide range of skills and standards, in relation to the whole group.
- Criterion-Reference Tests, not comparing to other students, looks at a student's individual knowledge or competency against a set of set standards. The purpose of the Criterion-Referenced Test is to identify individual proficiency and mastery of skills and standards.

Mrs. Moyle spoke on the specific assessments:

- The Measure of Academic Progress (MAPs) is a computer based, Norm-Referenced, K-12 assessment on Reading, Language, Math and Science. It is given 3 times; Fall, Winter and Spring. The results are used to form instruction, and plan growth goals and student achievement goals, and in Nevada it is used as an identifier in the Read by Grade 3 program. Students are identified with this assessment for needing, or not needing, a Reading Acceleration Plan (RAP).
They use the information to predict success on future assessments like the ACT.
- The Smarter Balanced Assessment (SBAC) is a computer adaptive, Criterion-Referenced assessment, given to grades 3-8th, in ELA and Math once a year. It shows what the student knows in regards to expectations at their grade level. Results are included on the Nevada Report Card.

Mrs. Parsons asked about the scores on the MAPs that was just administered. She wondered if the score is carried over to start the next year with. There was discussion on scores, how they are used individually, and how they change. Each student knows, through their teacher, what growth goal they need to meet.

Mr. Gianotti went on to explain other assessments:

- The End of Course (EOC) exams are High School, Criterion-Referenced exams and are administered at the end of every course as a final. They are used to determine how well a student understands the subject and the effectiveness of the course material to cover the set standards. They are state written exams and they take place after English 1 and 2, Algebra 1 and Geometry and Biology.
- The ACT is required of all Juniors in High School and is the state's college and career readiness assessment. It is a Criterion-Referenced assessment, used as a college entrance exam, although all 11th graders take it, regardless of going to college. It covers English, Math, Reading Writing and Science, and students may retake it if they choose to, to better their score. For college bound students in LCSD last year, 25% of students scored 20 or better. (UNR requires a score of 18).
ACT now allows students to take a section, a specific subject tests to improve their grade, while leaving the other subjects' scores alone. Benchmarks on the ACT can predict student success in college courses. It is interesting to note that Juniors taking

the ACT are tested on 12th grade Math that they have not yet taken. High School teachers may take the results and compare it to what they are teaching.

- There are two types of CTE High School assessments.
 - The Workplace Readiness Skills Assessment. This measures skills needed by any student entering the work force. In LCSD students normally score over 90%, as shown in past years.
 - The Technical assessments are geared toward the specific class they take. The teacher receives the data and can use the benchmarks missed and reteach the students for remediation. The State is looking at starting certifications for students to earn which could be used to obtain a job.
- WIDA is the English language proficiency assessment taken annually by English language learners identified as Limited English Proficient, K-12. Students use headphones/headsets, and computers for the Listening, Reading, Writing and Speaking portions. LCSD teachers were able to give this test before the COVID shut down in March. To be considered proficient the student needs a composite score of 4.5. This is also reported for the Nevada Report Card.

Trustee Crabtree asked about the timing of this assessment. Mrs. Moyle explained that the testing window begins in February and LCSD tries to have students take it toward the end of that window. For Kinders it is in January. It is generally taken on computers unless a student needs accommodations.

- NAA is a 3-8th grade and 11th grade assessment for students with special needs. About 1% of students in Nevada meet the criteria to take this assessment. Students do specific tasks which indicate an academic skill. Teachers administer the test and observe the student, it is video taped and sent to the state to ensure accuracy of results.

Trustee Peterson recalled a document that was shared with the board in the past which showed whether tests were state or federally mandated. She would like to see this on the website as a reference to parents to help them understand.

Trustee Stevens praised the presentation. He stated that benchmarking in any industry is a positive way to establish improvement, areas of weakness and areas of growth. He was pleased to see this being done, where students are measured on how well they are receiving the material. In regards to the ACT, he remembered that counselors used to guide students to take the right classes to score higher on the ACT. Students who don't choose to go to college may not give the same effort to score well. He complimented Amber Westmoreland on her impact on peers and students.

There was more discussion on the scores students receive. There are target scores for each student to shoot for at each grade level. The student doesn't start with the old score, they get a new score every time they are assessed.

Trustee Peterson made a motion that the Board of Trustees approve the report on understanding and interpreting the various assessments. It was seconded by Trustee Stevens and passed, 6-0.

19. **(For Possible Action)** Discussion and possible action regarding a report on the Nevada Educator Performance Framework (NEPF) results including the annual review of Student Learning Goals (SLG). This item is presented by Director of Human Resources, Dawn Huckaby and Deputy Superintendent, Tim Logan.
- Mrs. Huckaby explained that the NEPF looked somewhat different due to COVID but still very similar to what the state showed overall. The data showed LCSD had fewer teachers than the state that were rated highly effective-to-effective, but our scores are higher than the rest of the state. LCSD uses evaluation as a tool for improvement. There are conversations between administrators and teachers regarding improving instruction and student learning, which she feels is the most important thing about evaluations. Trustee Peterson noted there are more highly effective teachers in the district than last year. Though this framework is state mandated, she said it looks *50-50* whether the evaluation helps with student learning and teacher growth.
- Mrs. Huckaby stated that evaluation is important for improvement but it is cumbersome to follow all the standards. The way we apply it is important, the conversation with administrators and teachers, talking about what is really happening in the classroom in the moment.
- Trustee Peterson made a motion that the Board of Trustees approve the report on the NEPF results. It was seconded by Trustee Stevens and passed, 6-0.
20. **(For Possible Action)** Discussion and possible action regarding revisions to LCSD Policy EBCD: Extreme Environmental Conditions and Emergency School Closures as a first reading. This item is being presented by Superintendent, Wayne Workman.
- Mr. Logan explained that this policy was based on snow days and it was necessary to revise it to include issues on air quality and the process of closures.
- Trustee Stevens made a motion that the Board of Trustees approve the revisions to LCSD Policy EBCD: Extreme Environmental Conditions and Emergency School Closures as a first reading. It was seconded by Trustee Peterson.
- Trustee Parsons announced that she would vote no. She reasoned that the policy says we are not going to close down when smoke is in the air and she feels it would be better to close. She explained that the students don't have the N95 masks that filter the particles and other districts closed because it is better to button up to keep the smoke out.
- Trustee Stevens suggested that having a discussion to disagree is more appropriate than announcing how one is going to vote, as it could be considered influencing the vote. He added that the air filtered in the schools is better quality than in most homes and this was part of the conversation to keep the schools open.
- Trustee Parsons expressed her opinion that buttoning down would be better and there should be more care in making decisions like this.
- Trustee Crabtree said she liked where the policy reads that exceptions for staff could be made by the principals. She appreciated the Inclement Weather Conditions Process Chart, but asked what the process would be for closures later in the day. She would like verbiage added to streamline the process in that situation.
- Mr. Logan noted the section on early release from school and administration's preference to not having students sent home early in case of empty homes. He said we would follow a similar process as the morning process and transportation is a significant part, since buses would need to drive students home.

Trustee Crabtree mentioned that during the recent smokey days, parents reached out to her in appreciation that schools were open, where there was better air quality while they were at work. Arrangements need to be made when the kids stay home and having them at school made sense.

Trustee Stevens made a motion to approve the revisions to LCSD Policy EBCD: Extreme Environmental Conditions and Emergency School Closures as a first reading. It was seconded by Trustee Peterson and passed, 5-1. Trustee Parsons voted nay.

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

Next meeting November 17th at the PLC
Informal evaluation of the Superintendent
Item 15, Community use of facilities, will be brought back with Mr. Lattin present
Item 20, second reading

22. PUBLIC PARTICIPATION: There was no public participation.

23. ADJOURN: Adjourn at 8:28



Attitude of Gratitude

My name is Luke Santos and I am successful at my school, Yerington
Elementary because of Ms. Kellogg.

I want to thank him/her for

helping me when math was hard, helping me with my punctuation,
and always cheering me up when I was sad. I had wonderful time
when you were my teacher. Thank you Ms. Kellogg!



Attitude of Gratitude

My name is Tania Flores and I am successful at

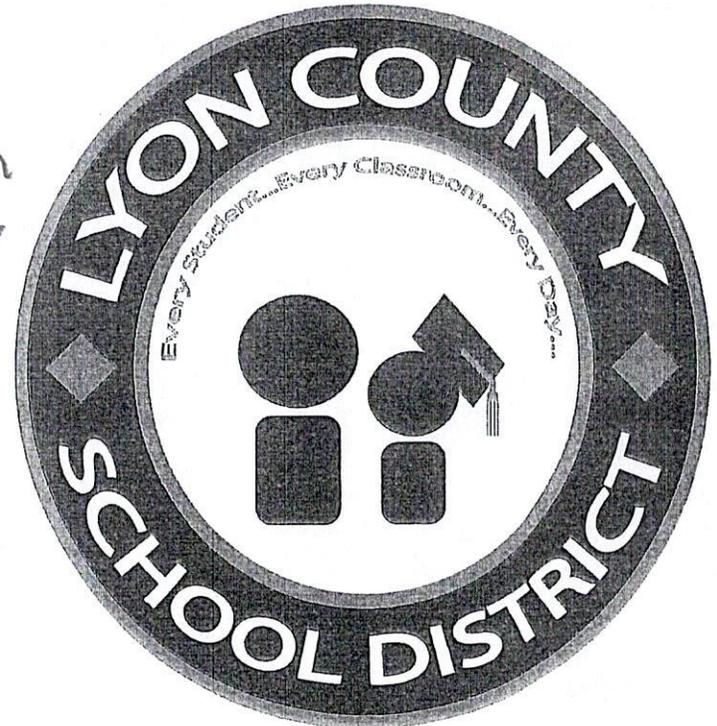
student name

F.I.S because of Ms. Johnson

school name

teacher/staff member's name

I want to thank him/her for you are a helper
because you help kids when
they get hurt and when they
are sick.



Signed: Tania Flores

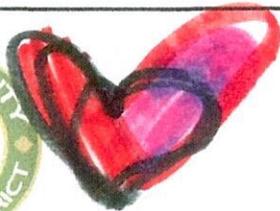
student signature

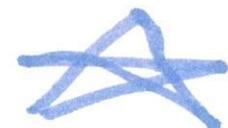


Attitude of Gratitude

My name is Bernadette and I am successful at my school, Yerington Elementary because of Miss Valerie.

I want to thank him/her for Teaching me
the abcs. she is a
nice teacher. I love you.



Be e  

ATTITUDE OF GRATITUDE

My name is Abraham and I am successful at Riverview
Elementary School because of Mrs. Craft.

I want to thank him/her for helping me in math
and reading and
writing.



Signed: Abraham

Attitude of Gratitude

My name is Matt Batistiana and I am successful at
student name

Math because of Mrs Coplan.
school name teacher/staff member's name

I want to thank him/her for teaching me more easy, and effective
methods in Math because without those methods, I would be
failing Math right now. I also want to thank her for showing
me my mistakes in my work and showing me an easier way
to find a solution. The last thing I want to thank
her for are her sweet comments about me. She can be very
strict sometimes but that's because she wants me and my
peers to get better and mature.



Signed: Matthew Cole S. Batistiana

student signature

○ ○ ○ ○

Sutro Elementary



Attitude of Gratitude

My name is ADYA L Dornsize and I am successful at Sutro Elementary School
because of Ms. Simkins.

I want to thank ~~him~~/her for

I thank Ms. Simkins because she makes me happy.

And helps me with my under bite. Ms. Simkins

also makes me laugh. I have a lot of fun

with her!



Attitude of Gratitude

My name is Fayden and I am successful at
student name

Cottownwood elementary because of Miss Bunyard.
school name School teacher/staff member's name

I want to thank him/her for helping me
be at The reading
level I am at today

Signed: Fayden (Young)
student signature



Attitude of Gratitude

My name is Ryker-Jay Cummins and I am successful at
student name

Silver Land because of Ms. Kaheema
school name teacher/staff member's name

I want to thank him/her for teaching me to
be not as nervous on stage.

Signed: Ryker - Jay Cummins
student signature



**LYON COUNTY SCHOOL DISTRICT
LICENSED**

PERSONNEL REPORT LIC1101 – November 17, 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
District Office	Teacher	X		Increased distance learning enrollment LyOnline funded	11/2/20	Megan Palmer
Silverland Middle	Teacher		X	(M. Burns)	8/12/20	Jacqueline Tortorello

SEPARATIONS:

SCHOOL/SITE	POSITION	EFF. DATE	EMPLOYEE
Riverview Elementary	Teacher	9/17/20	Christine Corbin

OTHER CONSIDERATIONS:

SCHOOL/SITE	POSITION	REQUEST	REASON	EFF. DATE	EMPLOYEE

LYON COUNTY SCHOOL DISTRICT

CLASSIFIED

PERSONNEL REPORT CL1101- November 17, 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
Dayton Elementary	Custodian		X	(M. Carrillo)	11/5/20	John Lawver
Dayton High	College & Career Readiness Coach		X	(D. Perry)	9/23/20	Stephanie Seitz
Fernley High	Paraprofessional		X	(C. Mayer)	11/6/20	Daryl Frazetti
Silverland Middle	Paraprofessional	X		IEP Requirement Special Education funded	10/12/20	Sarai Banuelos
Smith Valley Schools	Paraprofessional	X		IEP Requirement Special Education funded	10/19/20	Judie Cleary
Transportation	Bus Driver		X	(C. Pierson)	9/21/20	Joseph Lappin
Yerington Intermediate	Library Aide		X	(S. Dal Porto)	11/2/20	Mary Jackson

SEPARATIONS:

SCHOOL/SITE	POSITION	EFF. DATE	EMPLOYEE
Food Service	Cashier	10/14/20	Jacque Turner
Food Service	FS Assistant	11/6/20	Leah Guerin

OTHER CONSIDERATIONS:

SCHOOL/SITE	POSITION	REQUEST	REASON	EFF. DATE	EMPLOYEE
Silverland Middle	Paraprofessional	From FHS Parapro	Open position	10/19/20	Cathy Mayer
Silverland Middle	Paraprofessional	From FHS Parapro	Open position	10/19/20	Maria March
Yerington High	Paraprofessional	From YES Parapro	Open position	11/16/20	Maria Zambrano

	DAC	Description	Name
1	DAYTON HIGH SCHOOL	Xduty - Basketball Girls Head	WILCOX, RANDALL
2	DAYTON INTERMEDIATE SCHOOL	Multiple Positions	ETTER, LINDSAY
3	DAYTON INTERMEDIATE SCHOOL	Xduty - A.D. Middle School	HOUK, DUSTI
4	DAYTON INTERMEDIATE SCHOOL	Xduty - Activity Director Middle School	ETTER, LINDSAY
5	DAYTON INTERMEDIATE SCHOOL	Xduty - MTSS Program Facilitator	ELLIS, RENAE
6	DAYTON INTERMEDIATE SCHOOL	Xduty - School Tech	HOUK, DUSTI
7	DAYTON INTERMEDIATE SCHOOL	Xduty - Webmaster Site	HOUK, DUSTI
8	FERNLEY ELEMENTARY SCHOOL	Xduty - Academic Fair Elementary	GEIL, ERIN
9	FERNLEY ELEMENTARY SCHOOL	Xduty - MTSS Program Facilitator .5FTE	ANDERS-GARCIA, KRISTEN
10	FERNLEY ELEMENTARY SCHOOL	Xduty - MTSS Program Facilitator .5FTE	LITTLE, JESSIE A
11	FERNLEY ELEMENTARY SCHOOL	Xduty - School Tech - .5 FTE	PETERSON, TEY'ANA
12	FERNLEY ELEMENTARY SCHOOL	Xduty - School Tech - .5 FTE	VAN FLEET, DONNA
13	FERNLEY ELEMENTARY SCHOOL	Xduty - Webmaster Site	WRIGHT, TODD
14	FERNLEY ELEMENTARY SCHOOL	Xduty - Yearbook Elementary	GEIL, ERIN
15	RIVERVIEW ELEMENTARY SCHOOL	Xduty - School Tech	HOWERTON, JUDITH
16	SILVER STAGE MIDDLE SCHOOL	Xduty - Basketball Boys 7	WILEY, JOSHUA M
17	SILVER STAGE MIDDLE SCHOOL	Xduty - Basketball Boys 8	WUNGNEMA, ERNEST
18	SILVER STAGE MIDDLE SCHOOL	Xduty - Basketball Girls 7	MARCINIAK, JED
19	SILVER STAGE MIDDLE SCHOOL	Xduty - Basketball Girls 8	WASS, JUSTIN
20	SILVER STAGE MIDDLE SCHOOL	Xduty - Volleyball 7	JOHNSON, MELISSA S
21	SILVER STAGE MIDDLE SCHOOL	Xduty - Volleyball 8	STANTON, ELIZABETH B
22	SILVER STAGE MIDDLE SCHOOL	Xduty - Wrestling 7	MARTIN, NATASHA L
23	SILVER STAGE MIDDLE SCHOOL	Xduty - Wrestling 8	GULA, JOHN BRIAN
24	SILVERLAND MIDDLE SCHOOL	Xduty - A.D. Middle School	BURNS, DAVID
25	SILVERLAND MIDDLE SCHOOL	Xduty - Activity Director Middle School	VALENTINE, TAMMI
26	SILVERLAND MIDDLE SCHOOL	Xduty - Band Director Middle School	CAUSEY, LISA
27	SILVERLAND MIDDLE SCHOOL	Xduty - Choir Director Middle School	CAUSEY, LISA
28	SILVERLAND MIDDLE SCHOOL	Xduty - MTSS Program Facilitator	FILLMORE, JILLIAN M
29	SILVERLAND MIDDLE SCHOOL	Xduty - MTSS Program Facilitator	FILLMORE, JILLIAN M
30	SILVERLAND MIDDLE SCHOOL	Xduty - School Tech	BOYD, AMBER
31	SILVERLAND MIDDLE SCHOOL	Xduty - Webmaster Site	QUAM, MONICA
32	SILVERLAND MIDDLE SCHOOL	Xduty - Yearbook Middle School	STARLING-BAUMANN, ELIZABETH
33	SMITH VALLEY SCHOOLS	Xduty - Class Advisor 10,11& 12 - .5 FTE	LAFLEUR, NICOLE
34	SMITH VALLEY SCHOOLS	Xduty - School Tech	ERQUIAGA, LINNELL K
35	SUTRO ELEMENTARY SCHOOL	Xduty - MTSS Program Facilitator .5FTE	BURNS, CORINNE
36	SUTRO ELEMENTARY SCHOOL	Xduty - MTSS Program Facilitator .5FTE	BOLTON, TAMI J
37	YERINGTON HIGH SCHOOL	Xduty - Academic Team High School	FARINA, MICHELLE
38	YERINGTON HIGH SCHOOL	Xduty - Department Head	FARINA, MICHELLE
39	YERINGTON HIGH SCHOOL	Xduty - MTSS Program Facilitator	CHILDS, CARA
40	YERINGTON INTERMEDIATE SCHOOL	Xduty - Yearbook Middle Sch - .5 FTE	DAL PORTO, SARAH E
41	YERINGTON INTERMEDIATE SCHOOL	Xduty - Yearbook Middle Sch - .5 FTE	NICHOLAS, DENA

Lyon County School District
Volunteer Report

November 17, 2020

	School Site	Volunteer Position	Name
1	Fernley High	Cheer	Deluvena Fuentes

**Information Technology
Service Ticket Report
10/1/2020 - 10/31/2020**

Created 10/1/2020 - 10/31/2020

Ticket Type	DO	Adult	PDC	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	0
High	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Medium	4	1	0	0	0	0	1	7	0	4	5	0	0	0	0	0	0	3	1	2	1	0	1	2	32
Normal	33	27	0	0	1	27	36	19	35	33	82	19	26	26	38	41	6	26	40	36	27	26	34	36	674
Project	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	3
Total	39	28	0	0	1	27	37	26	35	37	87	19	26	26	38	41	6	29	41	38	29	26	35	38	709

Closed 10/1/2020 - 10/31/2020

Ticket Type	DO	Adult	PDC	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	0	
	Canceled	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
	Resolved	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
	Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
High	Closed	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
	Canceled	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
	Resolved	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
	Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Medium	Closed	3	1	0	0	0	1	1	7	0	5	6	0	0	0	0	0	3	2	2	1	1	1	2	36	
	Canceled	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
	Resolved	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
	Total	3	1	0	0	0	1	1	7	0	5	6	0	0	0	0	0	3	2	2	1	1	1	2	36	
Normal	Closed	54	30	0	0	0	29	38	23	30	31	73	19	26	31	38	43	4	29	40	31	28	41	34	47	726
	Canceled	1	0	0	0	0	0	2	0	0	0	0	0	0	0	1	0	0	0	0	3	0	0	0	7	
	Resolved	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
	Total	55	30	0	0	0	29	40	23	30	31	73	19	26	31	39	43	4	29	40	34	28	41	34	47	733
Project	Closed	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	3	
	Canceled	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
	Resolved	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
	Total	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	3	
Total	Closed	58	31	0	0	0	30	39	30	30	36	79	19	26	31	38	43	4	32	42	33	29	42	35	49	765
	Canceled	1	0	0	0	0	0	2	0	0	0	0	0	0	0	1	0	0	0	3	0	0	0	0	7	
	Resolved	0	0	0	0	0	0	0	0	0	0	26	0	0	0	0	0	0	0	0	0	0	0	0	0	
	Total	59	31	0	0	0	30	41	30	30	36	79	19	26	31	39	43	4	32	42	36	29	42	35	49	772

**Information Technology
Service Ticket Report
10/1/2020 - 10/31/2020**

Closed by Site/District Tech

Technician Type		DO	Adult	PDC	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	2	4	2	2	3	9	4	11	3	6	0	0	4	1	4	7	7	9	9	87
I. T. Tech		43	30	0	0	0	26	35	26	24	30	56	14	13	28	25	35	4	26	27	34	19	29	25	35	595
Oasis Support		25	1	0	0	0	2	1	2	4	3	14	1	2	0	8	8	0	2	7	5	3	6	1	5	100

Open as of 10/31/20

Ticket Type		DO	Adult	PDC	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	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	2
	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	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	2
Normal	Open	4	0	0	0	1	0	0	0	1	3	6	1	0	0	1	2	1	1	1	3	3	2	5	4	39
	Pending	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	1	0	0	0	0	2
	On Hold	0	0	0	0	0	0	0	0	2	1	4	0	1	0	0	0	0	0	0	0	0	0	0	1	9
	Total	4	0	0	0	1	0	0	0	3	4	10	1	1	0	1	3	1	1	1	4	3	2	5	5	50
Project	Open	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	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	1	0	0	0	1
	Total	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	Open	5	0	0	0	1	0	0	0	1	3	6	1	0	0	1	2	1	1	1	3	4	2	5	4	41
	Pending	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	1	0	0	0	0	2
	On Hold	0	0	0	0	0	0	0	0	2	1	4	0	1	0	0	0	0	0	0	0	1	0	0	1	10
	Total	5	0	0	0	1	0	0	0	3	4	10	1	1	0	1	3	1	1	1	4	5	2	5	5	53

**Information Technology
Service Ticket Report
9/1/2020 - 9/30/2020**

Created 9/1/2020 - 9/30/2020

Ticket Type	DO	Adult	IT	PDC	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	0	0
High	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Medium	2	0	0	0	0	0	2	0	16	3	4	13	2	1	2	2	3	2	3	5	4	0	7	2	5	87
Normal	84	0	0	0	0	0	74	53	29	81	62	185	39	51	50	37	49	0	29	32	43	49	47	32	103	1150
Project	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	3
Total	88	0	0	0	0	0	76	53	45	84	66	198	41	52	52	39	53	2	32	37	47	49	54	34	108	1240

Closed 9/1/2020 - 9/30/2020

Ticket Type	DO	Adult	IT	PDC	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	0	0	0
	Canceled	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Resolved	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	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	0
High	Closed	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Canceled	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Resolved	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	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	0
Medium	Closed	4	2	0	0	0	3	0	17	3	3	17	2	2	2	2	4	2	3	5	5	0	6	2	7	96	
	Canceled	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	
	Resolved	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
	Total	4	2	0	0	0	3	0	17	3	3	17	2	2	2	2	4	2	3	5	5	0	6	2	7	97	
Normal	Closed	62	28	6	0	0	86	50	31	92	96	203	41	69	85	50	50	0	28	48	35	57	42	35	106	1300	
	Canceled	5	0	0	0	0	0	0	0	0	0	5	2	1	1	1	1	0	4	0	0	3	1	0	0	24	
	Resolved	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
	Total	67	28	6	0	0	86	50	31	92	96	208	43	70	86	51	51	0	32	48	35	60	43	35	106	1324	
Project	Closed	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	2	0	0	0	0	0	0	0	0	3	
	Canceled	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	
	Resolved	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
	Total	0	0	2	0	0	0	0	0	0	0	0	0	0	0	0	2	0	0	0	0	0	0	0	0	4	
Total	Closed	71	30	7	0	0	89	50	48	95	99	220	43	71	87	52	56	2	31	53	40	57	48	37	113	1399	
	Canceled	6	0	1	0	0	0	0	0	0	0	5	2	1	1	1	1	0	4	0	0	3	1	0	0	26	
	Resolved	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
	Total	77	30	8	0	0	89	50	48	95	99	225	45	72	88	53	57	2	35	53	40	60	49	37	113	1425	

**Information Technology
Service Ticket Report
9/1/2020 - 9/30/2020**

Closed by Site/District Tech

Technician Type		DO	Adult	IT	PDC	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	1	0	0	0	0	9	3	4	5	6	33	3	10	8	9	6	0	8	0	3	14	14	9	44	189
I. T. Tech		96	29	11	0	0	0	63	47	33	67	93	115	40	62	80	44	50	2	27	40	19	45	35	28	69	1095
Oasis Support		7	0	0	0	0	0	17	0	13	23	0	77	2	0	0	0	1	0	0	0	0	1	0	0	0	141

Open as of 9/30/20

Ticket Type		DO	Adult	IT	PDC	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	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	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	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	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	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	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	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	0	0
Medium	Open	0	0	0	0	0	0	0	0	1	0	1	1	0	0	0	0	0	0	0	1	0	0	1	0	0	0	5
	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	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	0	0
	Total	0	0	0	0	0	0	0	0	1	0	1	1	0	0	0	0	0	0	0	1	0	0	1	0	0	0	5
Normal	Open	8	0	0	0	0	0	2	3	3	3	0	1	1	1	3	1	5	0	4	1	4	8	12	7	13	82	
	Pending	1	0	0	0	0	0	0	0	2	0	0	2	1	2	1	1	0	0	0	1	0	0	1	0	0	12	
	On Hold	3	0	0	0	0	0	1	0	0	2	0	1	0	0	0	1	0	0	0	1	0	0	0	0	1	10	
	Total	12	0	0	0	0	0	3	3	5	5	0	4	2	3	4	3	5	0	4	3	4	8	13	7	14	104	
Project	Open	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	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	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	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	0	
Total	Open	8	0	0	0	0	0	2	3	4	3	1	2	1	1	3	1	5	0	4	2	4	8	13	7	13	87	
	Pending	1	0	0	0	0	0	0	0	2	0	0	2	1	2	1	1	0	0	0	1	0	0	1	0	0	12	
	On Hold	3	0	0	0	0	0	1	0	0	2	0	1	0	0	0	1	0	0	0	1	0	0	0	0	1	10	
	Total	12	0	0	0	0	0	3	3	6	5	1	5	2	3	4	3	5	0	4	4	4	8	14	7	14	109	

**Lyon County School District
Board Memo**

Date: November 17, 2020
To: Board of School Trustees
From: Wayne Workman, Superintendent
Re: A report by the Northwest Regional Professional Development Program (NWRPDP) regarding their work during the 2019-2020 School Year.

Recommendation

That the board approves a report by the Northwest Regional Professional Development Program (NWRPDP) regarding their work during the 2019-2020 School Year.

Background Information

Each year the NWRPDP provides districts with a report of the work that they completed throughout the region as well as within districts specifically.

Budget Considerations

N/A

Discussed at Previous Meeting

N/A

Attachment(s)

NWRPDP 19-20 Annual Report

*Respectfully Submitted,
Wayne Workman, Superintendent*



NWRPDP

Northwestern Nevada Regional Professional Development Program

2019-2020 Annual Report
August 2020

Sara Cunningham
Program Director

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NWRPDP

Northwestern Nevada Regional Professional Development Program

Introduction

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

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

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

1. When professional learning is standards-based, it has greater potential to change what educators know, are able to do, and believe.
2. When educators' knowledge, skills, and dispositions change, they have a broader repertoire of effective strategies to use to adapt their practices to meet performance expectations and student learning needs.
3. When educator practice improves, students have a greater likelihood of achieving results.
4. When student results improve, the cycle repeats for continuous improvement (p. 16).

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

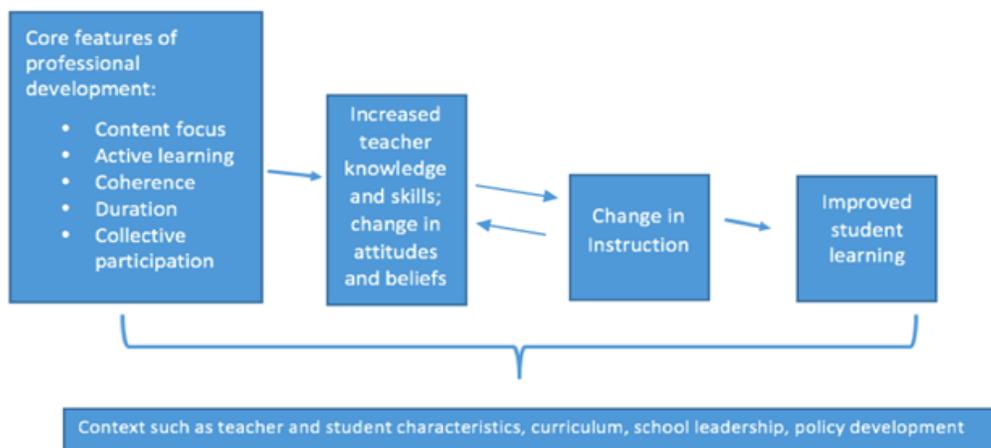


Figure 1: Conceptual Framework for Studying Effects of Professional Development on Teachers and Students

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

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

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

After conversations with our service requestor to establish the outcome(s) of the professional learning and alignment with the standards for professional development adopted by the State Board, a training model that is best matched to the work is chosen. Training models may include, without limitation, action research, critical friends/professional learning communities, personal learning networks, coaching, mentoring, instructional rounds, lesson study, and educational courses.

391A.175 (b) Assess the training needs of teachers and administrators who are employed by the school districts within the primary jurisdiction of the regional training program and adopt priorities of training for the program based upon the assessment of needs. The board of trustees

of each school district may submit recommendations to the appropriate governing body for the types of training that should be offered by the regional training program.

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

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

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

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

Table 1: RPDP State Approved Evaluation

RPDP State Approved Evaluation (5-point scale)	2019-20
1. The training matched my needs.	4.55
2. The training provided opportunities for interactions and reflections.	4.73
3. The presenter’s/facilitator’s experience and expertise enhanced the quality of the training.	4.78
4. The presenter/facilitator efficiently managed time and pacing of activities.	4.78

RPDP State Approved Evaluation (5-point scale)	2019-20
5. The presenter/facilitator modeled effective teaching strategies.	4.72
6. This training added to my knowledge of standards and/or my subject matter content.	4.59
7. This training will improve my teaching skills.	4.60
8. I will use the knowledge and skills from this training in my classroom or professional duties.	4.70
9. This training will help me meet the needs of diverse student populations.	4.49

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

Table 2: Type of Training by Number and Percentage

	<i>Aggregate</i>	<i>Carson</i>	<i>Churchill</i>	<i>Douglas</i>	<i>Lyon</i>	<i>Storey</i>	<i>Washoe</i>
Total Trainings	495	75	78	50	35	45	132
<i>Instructional</i>	176 (36%)	11 (15%)	16 (21%)	39 (78%)	18 (51%)	3 (7%)	55 (42%)
<i>Observation and Mentoring</i>	96 (19%)	12 (16%)	11 (14%)	1 (2%)	8 (23%)	33 (73%)	26 (20%)
<i>Consulting</i>	222 (45%)	52 (69%)	51 (65%)	10 (20%)	9 (26%)	9 (20%)	50 (38%)

Note: Aggregate total trainings equals the total of all 2019-2020 NWRPDP trainings. Because some trainings are offered to charter schools, multiple counties, or statewide, the aggregate total will exceed the total of all the six districts shown.

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

Table 3: Number of Teachers and Administrators Who Received Training

	<i>Aggregate</i>	<i>Carson</i>	<i>Churchill</i>	<i>Douglas</i>	<i>Lyon</i>	<i>Storey</i>	<i>Washoe</i>
<i>Total Regional Teachers</i>	5,807	498	187	349	553	36	4,184
<i>Unduplicated Teachers</i>	1817	246	140	402	292	37	700
<i>Duplicated Teachers</i>	3588	428	360	1035	536	109	1120
<i>Total Regional Administrators</i>	536	36	11	28	47	5	409
<i>Unduplicated Administrators</i>	133	23	16	20	39	4	31
<i>Duplicated Administrators</i>	326	52	72	36	81	17	68

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

Table 4: Number of Administrators Receiving Training

	<i>Aggregate</i>	<i>Carson</i>	<i>Churchill</i>	<i>Douglas</i>	<i>Lyon</i>	<i>Storey</i>	<i>Washoe</i>
<i>Unduplicated Administrators</i>	133	23	16	20	39	4	31
<i>Duplicated Administrators</i>	326	52	72	36	81	17	68

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

Table 5: Number of Teachers, Administrators, and OLEP

	<i>Aggregate</i>	<i>Carson</i>	<i>Churchill</i>	<i>Douglas</i>	<i>Lyon</i>	<i>Storey</i>	<i>Washoe</i>
<i>Teachers, Admin, OLEP</i>	1	0	0	1	0	0	0

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

Table 6: Teacher Training in Family Engagement

	<i>Aggregate</i>	<i>Carson</i>	<i>Churchill</i>	<i>Douglas</i>	<i>Lyon</i>	<i>Storey</i>	<i>Washoe</i>
<i>Unduplicated Teachers</i>	163	12	3	0	30	0	115
<i>Duplicated Teachers</i>	168	12	4	0	31	0	118

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

Table 7: Paraprofessional Training

	<i>Aggregate</i>	<i>Carson</i>	<i>Churchill</i>	<i>Douglas</i>	<i>Lyon</i>	<i>Storey</i>	<i>Washoe</i>
<i>Para-professionals</i>	38	1	0	20	5	1	8

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

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

	<i>Aggregate</i>	<i>Carson</i>	<i>Churchill</i>	<i>Douglas</i>	<i>Lyon</i>	<i>Storey</i>	<i>Washoe</i>
<i>Total Trainings</i>	495	75	78	50	35	45	132
<i>NVACS</i>	385 (78%)	61 (81%)	49 (63%)	43 (86%)	33 (94%)	25 (56%)	108 (82%)
<i>NEPF</i>	296 (60%)	33 (44%)	57 (73%)	31 (62%)	28 (80%)	22 (49%)	82 (62%)
<i>Culturally Relevant Pedagogy</i>	98 (20%)	2 (3%)	13 (17%)	12 (24%)	10 (29%)	8 (18%)	35 (27%)

Note: Aggregate total trainings equals the total of all 2019-2020 NWRPDP trainings. Because some trainings are offered to charter schools, multiple counties, or statewide, the aggregate total will exceed the total of all the six districts shown. The proportions of NVACS, NEPF, and Culturally Relevant Pedagogy will not add to an even 100% because there were other types of trainings included in the total. The percentages may also exceed 100% since some trainings covered both NEPF and NVACS content.

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



NWRPDP

Northwestern Nevada Regional Professional Development Program

Five Year Plan Establishment

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

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

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

Service Area

The NWRPDP serves over 6,343 teachers and administrators in schools across six counties in Northwestern Nevada. The NWRPDP services Carson City, Churchill, Douglas, Lyon, Storey, and Washoe County School Districts. Among districts there is considerable disparity in the number of students, ranging from approximately 460 in Storey County to 64,000 in Washoe County.

Measurement

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

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

Northwest Regional Professional Development Five-Year Plan

2017-22

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

Vision and Mission

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

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

Professional Development Standards

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

Goals

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

Goal 1:

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

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

Goal 2:

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

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

Goal 3:

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

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

Goal 4:

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

- Solicit partnerships to enhance the resources and services of the NWRPDP with teacher and administrator support.
- Identify common services, actions, and practices of the six districts in Northwestern Nevada as well as with the remaining districts and RPDPs across the state.
- Continue collaboration with systems of higher education and the Nevada Department of Education.
- Where appropriate, develop partnerships to secure financial resources to support expanded work of the NWRPDP.

A Two-Year Focus (2019-21)

NRS 391A.175 section 1

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

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

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

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

Biennial Budget for the NWRPDP for 2019-21: \$2,271,342.00

NWRPDP Sponsored Training Programs

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

- NVACS K-12 Computer Science Standards implementation to include:
 - With support from SB313, face to face classes including teacher practice with and use of Code.org and other computer science materials and resources, teacher planning, materials development, and classroom observation.
 - In collaboration with NDE, NWRPDP hosted a Computer Science Summit in February 2020.
- NVACS Social Studies implementation and instructional resource support:
 - Teachers attend face to face training and participate in standards study, lesson planning, and materials development K-12.
- (NELIP) Early Literacy Cadre/Literacy Cohort continuation:
 - Offerings through five levels of cadres focused on face to face collaborative learning for PreK-third grade teachers.
- Deepening Literacy Instruction at the secondary level:
 - Teachers engage in face to face workshops with self-guided practice in the classroom in between meetings. Content to include: Advanced strategies for literacy, Notice and Note, Expository writing, Thinking Maps, assessment.
- Math professional learning opportunities
 - Math support will include a variety of models
 - Site-based supports based on school data and needs. This could include a 6-week intensive on-site math team geared to supporting specific grade levels, a math-leaders PLC model, and/or classroom walk-throughs.
 - A two-credit course was led by RPDP staff on the implementation of the Mathematical Practices to elementary teachers and two administrators.
 - Math leaders in each grade level attend professional development opportunities to increase their knowledge and gain leadership skills through a professional learning community model. Math leaders lead the on-demand professional learning at their individual sites. Classroom observation, collaborative lesson planning, materials development are

included. A select group of math leaders presented at the Middle School Math conference along with RPDP staff.

- Middle school math focus on mathematical practices and standards.
 - High school math supported through on-site collaboration with school administration and math departments to include study of standards, math discourse, high-level collaborative problem solving, and differentiation.
 - Participation in district math benchmark implementation and analysis of results. Supported grade level team implementation through coaching, planning, and data analysis.
- Master Lead Teacher Project
 - Collaboration with Washoe County School District and the University of Nevada Reno in a new model for the student teaching experience.
 - This program partnered university student interns with district teacher leaders to provide a comprehensive and supportive field experience in order to address teacher retention rates. The teacher leaders were identified through the district's teacher leadership pool, National Boards Certification, and/or engaging in the two-year teacher leader professional learning cohort offered by NWRPDP.
 - STEM Program continuation – focus on primary grades
 - Teachers engage in expanding knowledge of STEM strategies by using computer science concepts in a face to face cohort model. Teachers use BeeBots (programmable robots), Spheros, Hummingbirds, and other tools to develop expertise with coding. Teachers develop lesson plans, materials, and assessment techniques to use with students. Student data is collected by the teachers and analyzed with colleagues during the face to face workshops.
 - Teacher Leadership Cohort (TLC) – continuation
 - Teachers engage in a two-year program based on teacher leadership competencies. Teachers engage in workshops to learn the competencies and to develop action research plans. By developing and acting upon action research, teachers practice the competencies and self-assess their efficacy. A professional learning community model is practiced and teachers learn to give and receive highly effective feedback. Content includes but is not limited to: Reflective practice, personal effectiveness, interpersonal effectiveness, communication, continuing learning and education, group processes, adult learning, technological facility, coaching, resistance, research, and assessment, among others.
 - National Board Certification (NBC) - continuation
 - Teachers meet throughout the year in a cohort model to learn the NBC process, work on submissions, receive feedback from facilitators and colleagues, as well as provide feedback and support to other candidates. Teachers are responsible for practicing the NBC expectations in their classrooms and bringing student samples

to share and analyze. Classroom observation, peer observation, and video analysis are included.

- NVACS Science training for three content areas: Life, Earth, and Physical
 - Teachers receive training in science standards, cross-cutting concepts, science and engineering practices, and disciplinary core ideas. Hands-on science will be practiced through workshops using standards-based materials.
 - Supports for all areas of science standards are provided on an ongoing basis. Integrated opportunities will be provided as follow up.

Professional Development Standards Recommendations

Nevada State Board of Education Adopted 7/19/18

Recommendation 1(a):

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

Recommendation 1(b):

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

Standard #1 (Learning Communities):

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

Standard #2 (Leadership):

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

Standard #3 (Resources):

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

Standard #4 (Data):

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

Standard #5 (Learning Designs):

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

Standard #6 (Implementation):

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

Standard #7 (Outcomes):

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

Standard #8 (Equity):

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

Standard #9 (Cultural Competency):

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

Part Two: Individual RPDP Information

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

For the 2019-20 school year, NWRPDP was awarded the Great Teaching and Leading Fund (GTLF) grant funds on January 30, 2020 by the Nevada State Board of Education. A total amount of \$77,762.00 was granted to the NWRPDP to provide extended support for Teacher Leaders Development and National Board Certification (NBC) project. Although NWRPDP was granted this award, the funds were not released prior to the COVID-19 pandemic. The money could not be used and was held within the Department of Education.

The NWRPDP also utilized funds from Senate Bill 313 to support the 2020 Computer Science Summit. This event was a collaborative effort between the Nevada Department of Education and NWRPDP. The event took place over two days, with approximately 127 educators from across the region participating.

Regional Projects: NWRPDP Case Studies

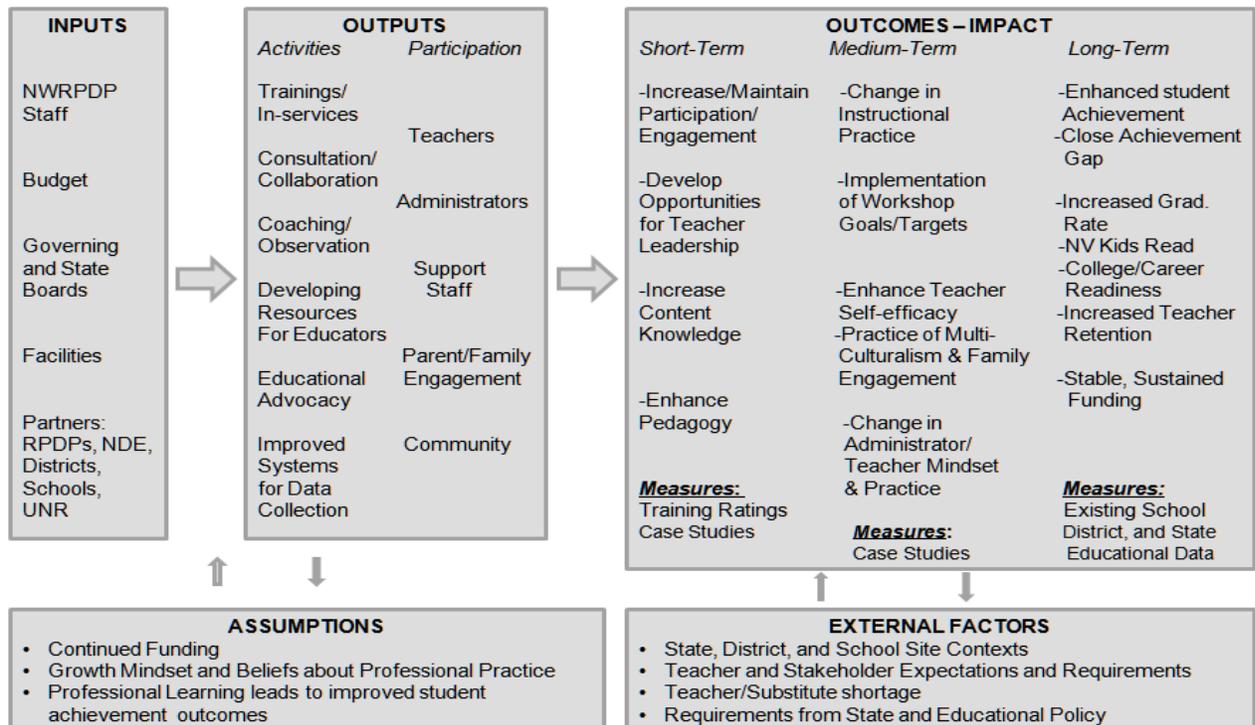
Self-Evaluation Procedures

As outlined in NRS 391A.190, Director Sara Cunningham, directs the in-house evaluation, assisted by support staff who coordinate data collection and compilation. The Director and an outside consultant, Dr. Bill Evans from UNR, provide support for the rest of the team as they develop logic models, design instruments to gather and analyze data, and create, implement, and write their evaluative case studies. The case studies, based on the Killion (2002) staff development evaluation model, and aligned with prominent teacher professional development frameworks (Desimone, 2009; Guskey, 2012), provide in-depth analysis of specific professional development projects, while showcasing the diversity and scope of the support provided by the NWRPDP to schools and educators in the region. These evaluation projects employ both qualitative and quantitative designs and incorporate mixed-methods data collection strategies to assess training outcomes. Collectively, they help to ‘tell the story’ and document the impacts of the diverse NWRPDP professional development activities this past year. An inclusive logic model depicting overall NWRPDP activities is shown in Figure 2. This conceptual model presents the overall professional development resources (inputs) and training activities (outputs), and links them to the short, medium, and long-term outcome objectives of the NWRPDP.

Figure 2. NWRPDP Logic Model 2017-2022

NWRPDP Logic Model 2017 – 2022

Situation: The Northwest Regional Professional Development Program supports the professional learning of teachers and administrators in a variety of content areas across the region’s six school districts. *Updated 4.11.19*



Key Findings from 2019-20 NWRPDP Evaluation Activities:

- Professional development services were conducted in all six districts that comprise the NWRPDP, reaching a total of 2,333 unique educators during 2019-20. Because professional development covers varied training topics and consulting services, and educators often attend multiple trainings, the total number of duplicated educators receiving services was 4,436. Elementary teachers (unique total served = 1,035) again were the largest educator group served this past year; followed by High school teachers (409); Others, which include substitutes, counselors and district personnel (383); Middle school teachers (373); and Administrators (133). Overall, 37% of the approximate 6,343 educators employed in the region (as reported by each district) participated in programs provided by the NWRPDP during 2019-20. Remarkably, these numbers are all higher than 2018-19 participant numbers despite the COVID-19 pandemic and ensuing shift to remote learning in the spring of 2020.
- Case study evaluation data reveal a variety of positive outcomes across the 12 NWRPDP 2019-20 case study projects. The diverse foci of case studies this past year included creating instructional change among middle school teachers through the implementation of mathematical mindsets in math classrooms; NVACSS trainings in Computer Science and Integrated Technology; using student diagnostic data to increase student goal setting and achievement; fostering teacher retention through enhancing the student teaching experience; improving teacher civic efficacy through NVACSS trainings in Social Studies; enhancing parent involvement and family engagement through the development of a 3-credit graduate course for teachers; and boosting teacher retention and efficacy through National Board Certification. Evaluation results revealed significant increases in English Learner specialists knowledge, co-teaching strategies, and assessment strategies of student language development ($<.006$); improvements in NVACSS computer science knowledge, pedagogy, and student engagement strategies among teachers in four districts ($<.002$); increased self-efficacy regarding National Board Certification and knowledge of research-based pedagogy among members of the National Board Certification training cohort; and improved teacher subject matter knowledge, confidence in designing civic instruction, and integrating NVACS Social Studies standards into classroom pedagogy. The COVID-19 pandemic disrupted all public educational activities during the spring of 2020—including NWRPDP professional development and trainings. NWRPDP facilitators, however, flexibly completed their ongoing case study and training activities. Specific pandemic related adjustments to professional development projects and evaluation activities can be found in the case study section of this report.
- Professional services this past year were predominately delivered at school sites or professional learning sites in the form of in-service classes and workshops. Thirty-six percent of NWRPDP activities were delivered as instructional training opportunities,

45% provided via consultation, and almost 20% within an observation/mentoring format. Content focused primarily on the Nevada Academic Content Standards (NVACS) in the areas of Mathematics, Literacy/English, Computer Science, Social Studies, Science and STEM. The remaining areas of focus were diverse, and included PreK-Third Grade support, Computer Education and Tech, Leadership Development, Mindset/SEL, and Parent/Family Engagement.

The Case Study Model

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

References

- Desimone, L. (2009). Improving impact studies of teachers' professional development: Toward better conceptualizations and measures. *Educational Researcher*, 38(3), 181-199.
- Guskey, T. R. (2012). The rules of evidence: Focus on key points to develop the best strategy to evaluate professional learning. *Journal of Staff Development*, 33(4), 40-43.
- Killion, J. (2002). *Assessing impact: Evaluating staff development*. Thousand Oaks, CA: Corwin.

NWRPDP Case Studies

Case Study 1: Nevada Computer Science Application

Introduction

Computational thinking is foundational to computer science education. Although a consistent definition of computation thinking has not been established, concepts of abstraction, decomposition, programming, and algorithmic thinking is often included (Dong, et al., 2019; Cabrera, 2019). The Computer Science Teachers Association (CSTA) and International Society of Technology Education (ISTE) suggest that problem solving of complex scenarios and persistence are also essential in computational thinking (2011). These skills are essential for K-12 computer education in Nevada.

The nature of K-8 educator licensure creates a gap in teacher perception, experience, and understanding of computational thinking skills and pedagogy. Computer science professional learning opportunities have been provided by NWRPDP since the drafting of the Nevada Academic Content Standards in Computer Science, beginning in January 2018. The focus of training centered on overall computer science concepts, standards, and pedagogy. While this initial training continues to be offered to fill the gap in teacher preparation, a new need to build teacher expertise in computational thinking application surfaced.

Computational thinking is not a replacement for generic problem solving in all aspects, as some teachers perceive (Cabrera, 2019). Instead, it is an approach for problem solving that can include an integration with technology, but technology is not always a requirement. Building educator confidence in understanding, using, and teaching computational thinking emerged as the focus for this computer science professional learning opportunity.

Instructional Context

Two year-long courses focused on computational thinking application were offered to educators in the six counties served by the Northwest Regional Professional Development Program (NWRPDP). Each course had a different platform but centered on the same concepts and skills. *Learn, Make, Teach with Raspberry Pi* utilized the Raspberry Pi and Python-based coding program that blends physical computing with programming. *Scratch Creative Computing* used the free Scratch programming platform created at MIT, which uses block-based coding. Although each course used different programs and tools, the training involved application of the same computational thinking skills.

Learn, Make, Teach with Raspberry Pi included sixteen teachers, ranging from K-5 teachers to Advanced Placement teachers at the high school level. Four school districts were represented by teachers in this group. Fifteen teachers representing three school districts completed the Scratch Creative Computing course. Eight teachers completed both courses.

Tables 1, 2, and 3 below shows the number of teachers, by county and grade level, who completed the *Learn, Make, and Teach with Raspberry Pi* course, the *Scratch Creative Computing* course, or both courses.

Table 1: Training Participants by County (Learn, Make, Teach with Raspberry Pi)

<u>County</u>	<u>K-5 Teachers</u>	<u>6-8 Teachers</u>	<u>9-12 Teachers</u>	<u>Other (TOSA)</u>	<u>TOTAL (District)</u>
Carson	2	3	1	1	7
Churchill	0	2	1	0	3
Douglas	1	1	2	0	4
Lyon	0	4	11	1	15
TOTAL (Grade Band)	3	10	15	1	29

Table 2: Training Participants by County (Scratch Creative Computing)

<u>County</u>	<u>K-5 Teachers</u>	<u>6-8 Teachers</u>	<u>9-12 Teachers</u>	<u>Other (TOSA)</u>	<u>TOTAL (District)</u>
Carson	3	1	0	1	4
Churchill	0	2	1	0	3
Douglas	4	1	2	0	7
Lyon	0	0	0	0	0
TOTAL (Grade Band)	7	4	3	1	15

Table 3: Training Participants by County (Both Courses)

<u>County</u>	<u>K-5 Teachers</u>	<u>6-8 Teachers</u>	<u>9-12 Teachers</u>	<u>Other (TOSA)</u>	<u>TOTAL (District)</u>
Carson	1	1	0	1	3
Churchill	0	2	0	0	2
Douglas	0	1	2	0	3
Lyon	0	0	0	0	0
TOTAL (Grade Band)	1	4	2	1	8

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

Table 4 below shows the demographic information for each county. (Nevada Report Card, 2019)

Table 4: Demographic Data for Participating Counties

County	Total Enrollment	Ethnicities other than White	Individualized Education Plans	English Language Learners	Free and Reduced Lunch
Carson	7850	53.08%	14.38%	13.76%	60.08%
Churchill	3396	36.72%	15.49%	6.98%	46.82%
Douglas	5834	33.49%	13.4%	5.21%	35.46%
Lyon	9066	37.8%	13.8%	5.45%	59.68%

Initial Data and Planning

Some participants completed previous computer science training either through NWRPDP or other organizations. Six participants had not completed computer science training before these courses. Hence, a range of experience from beginner to novice was present and required strategic planning and instruction.

The *Learn, Make, Teach with Raspberry Pi* course had two major components other than general problem solving and application. The course required instruction in physical computing with such elements as current (electricity), circuits (open and closed), diodes, resistors, capacitors, LEDs, motors, and circuit boards. Once the foundation of physical computing was established the focus shifted to Python coding using the Thony interface included in Raspberry Pi preloaded software. Sessions included guided activities that allowed scaffolding of learning with blended tasks of physical computing along with coding in Python. This course had two strong components of learning, physical computing and Python coding, and thus required more training days than the Scratch course.

The *Scratch Creative Computing* course focused on block coding through Scratch. Participants learned how to code in Scratch while collaborating on the variety of applications across grade level curriculum. Connections were made to the various grade level standards for computer science. Proof of learning and application was demonstrated when participants created a game using Scratch with some of the elements and tools to have a running score.

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

Delivery of Services

Due to complexities in combining physical computing with coding, the *Learn, Make, and Teach with Raspberry Pi* course included more training days than *Scratch Creative Computing*. The Raspberry Pi course began with a full day training where participants were introduced to physical computing concepts, including basic electrical principles and circuitry. Five four-hour sessions following the initial training day focused on blending physical computing and programming and were held in both Carson City and Fallon to minimize travel time. The last two sessions included supported work time for participants to complete a self-selected project that solves a real-world problem, incorporating physical computing and coding and troubleshooting support from the instructors. The final full-day training was project finalization and showcase.

Scratch Creative Computing included four full-day trainings. Training began with a focus on basic coding concepts as applied through block-based coding programs. Three subsequent trainings built on basic knowledge to create computational artifacts including integration of images, movement, music, and variables. Participants created videos, games, and simulations, as well as an on-going reflective journal.

Due to COVID-19 restrictions, both the Raspberry Pi and Scratch courses required modification. The last two four-hour trainings and project showcase for Raspberry Pi were held via Zoom

video conferencing. This was not an ideal training situation, as it made troubleshooting and supporting participants challenging for the instructors. Modifications to training plans, such as providing additional physical computing information, were necessary, although it did not prevent participants from completing their projects.

The final Scratch training was also held via Zoom video conferencing. Like the Raspberry Pi class, this created challenges in facilitating learning and extended the time necessary to collaborate and problem solve participants’ projects.

Results and Reflection

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

Table 5: Teacher Post-Reflective Mean Results

<u>Question</u>	<u>Before attending</u>	<u>After attending</u>	<u>Difference</u>	<u>t-score</u>	<u>Significance (p-value)</u>
Nevada Computer Science Standards	3.41	4.24	+0.82	-3.489	0.002
Coding and/or Programming	2.71	3.88	+1.18	-6.99	<.001
Computational Thinking Skills (Abstraction, Decomposition, Problem Solving, Algorithms)	3.12	4.24	+1.12	-5.688	<.001
Creating Prototypes and Simulations	1.71	3.82	+2.12	-12.903	<.001
Computer Science Iterative Process	2.76	4.35	+1.59	-7.092	<.001
Incorporating Computer Science into Projects	2.47	4.18	+1.71	-7.468	<.001
Student Engagement	3.35	4.24	+0.88	-7.025	<.001

*All questions show significant growth at the $p<.001$ value, except the item on NCS standards which almost reached this significance level.

Participants were also asked to rate themselves on implementation of information received during the two-day training. Teachers ranked themselves on a scale ranging from 1 (very unlikely) to 5 (very likely). The results shown in Table 6 indicate a high probability of computer science implementation in future years.

Table 6: Classroom Implementation

<i>Question</i>	<i>Mean</i>
I intend to use the information from this training in the future within my classroom	4.18

Conclusion

Computer Science professional learning has unique challenges. Aside from individual computer science knowledge and experiences, school districts have individual requirements, expectations, and restrictions. The participants in these trainings included teachers of kindergarten through high school, including some advanced placement course teachers. Secondary teachers' content included math, science, art, and special education. The wide range in teaching assignment, content knowledge, and computer science knowledge created some challenges; however, it provided different perspectives during collaborative activities and in transfer of new knowledge to participants' students.

The demand for these types of courses is high in this region and will continue to increase as more computer science resources become available to teachers. Limited time, space, funding, and management allowed only 30 teachers in the Raspberry Pi course and 15 teachers in the Scratch Creative Computing course. Participant enrollment and feedback indicate that these courses should continue to be offered, in addition to other computer science courses focused on computational thinking skills.

Giving teachers dedicated time and opportunity in a collaborative setting has proved to be an ideal environment for learning and growth. Learning within context is a strong model for educators who are not native to or highly trained in computer science. There is a strong need and desire for additional hands-on applied computer science learning that is relevant, accessible, and aligned to the Nevada Academic Content Standards in Computer Science.

References

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Case Study 1: K-12 Computer Science Application-Logic Model

Situation: Teachers need professional learning opportunities to effectively teach the K-12 Nevada Academic Content Standards in Computer Science. The professional learning focus should include standards alignment, pedagogy, and application of computer science concepts in multiple content areas.

Inputs	Outputs		Outcomes – Impact		
	Activities	Participation	Short	Medium	Long
Budget Course Instructor NWRPDP Facilitators K-12 teachers in the Carson City School District, Douglas County School District, and Churchill County School District Administration Expectations	Computer Science Courses: Scratch Creative Computing Learn, Make, Teach with Raspberry Pi Training on Computer Science standards and concepts Optional Training opportunities	K-12 teachers & Instructional Coaches in Scratch Creative Computing: Carson City School District (5) Douglas County School District (8) Churchill County School District (3) K-12 teachers & Instructional Coaches in Learn, Make, Teach with Raspberry Pi: Carson City School District (7) Douglas County School District (6) Churchill County School District (3) Teachers registered for both courses (included in totals above): Carson City School District (2) Douglas County School District (3) Churchill County School District (2)	Increased understanding of new NV Computer Science Standards (teachers) Increased frequency of Computer Science lessons Increased understanding of Computer Science concepts Increased pedagogical knowledge Increased teacher confidence in content knowledge and instructional strategies Measures: RPDP Feedback Form, Post Reflective Survey	Enhanced instructional practice (e.g., computational artifacts, rigor, collaboration, communication) Increased implementation of training goals/objectives Increased collaborative matching at school and district level Increased teacher efficacy Measures: Observation of implementation level Post Reflective Survey	Increased student application of concepts Increased student enrollment in Computer Science electives, including underrepresented minorities in CS field Increased participation rates of AP Computer Science Exam Increased pass rates of AP Computer Science Exam Increased teacher retention Measures: Existing school, district, state, and College Board data

Assumptions:

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

External Factors: Competing district initiatives, District resources, Funding, Teacher burn out. Covid-19 pandemic disruptions.

Case Study 2: Strategic Partnerships: Reimagining Student Teaching-Logic Model

Introduction

Nevada ranked fifth in the nation for teacher turnover (Carver-Thomas & Darling-Hammond, 2017). According to the human resources department in the school district where the Master Lead Teacher Program launched, 17% of student teachers from the University of Nevada, Reno resign within two to four years of teaching in the district. Also, the district's placement of student teachers has been based solely on principal recommendations for lead teachers without clear criteria for the coaching and mentoring skills required to support a student teachers' transition to the education profession. The Master Lead Teacher Program was designed to strategically place university student interns with identified teacher leaders in the district.

Instructional Context

The Master Lead Teacher Program partnered university student interns with district teacher leaders to provide a comprehensive and supportive field experience in order to address teacher retention rates. The teacher leaders were identified through the district's teacher leader pool, National Boards Certification, and/or engaging in the two-year teacher leader professional learning cohort.

The university had 90 interns apply to student teach during the spring semester 2020. For the Master Lead Teacher Program launch interns were randomly selected for participation, but selection did not include interns who were seeking dual licensure (i.e., elementary and special education). The district's professional growth department identified district teacher leaders and sent emails to administrators to confirm their readiness for program participation; 70 teacher leaders were identified. In addition, four informational meetings were held to introduce the structure of the pilot program and professional learning to teacher leader participants. Ultimately 25 master lead teachers were paired with university interns.

Seven schools had more than one pairing of a master lead teacher and a student teacher. Six high school teachers, three middle school teachers, and 16 elementary school teachers joined the Master Lead Teacher Program. At one elementary school a student intern worked with three teacher leaders during the student teaching semester.

Initial Data and Planning

The structure of the course for master lead teachers included six face-to-face class meetings and twenty hours of online professional learning. The first of these face-to-face meetings occurred in December prior to the start of the student teaching semester. This meeting allowed trainers to survey participants to determine a scope and sequence for the professional learning during the student teaching experience.

Teacher leaders completed a survey of their experience with mentoring, collaboration, observation and feedback, and the evaluation framework. Participants were also given an opportunity to describe their lesson planning process and use of assessment during instruction. Trainers utilized the DuFour questions for professional learning communities and the evaluation framework as the foundation of the professional learning.

Delivery of Services

Master Lead Teacher Program participants met for four of the scheduled five face-to-face meetings for a total of 10 professional learning hours. The final two face-to-face class meetings were cancelled due to the COVID-19 pandemic and subsequent school closures. In February, trainers observed eight of the strategic partnerships during instruction to assess the co-teaching aspect of the program and conduct coaching conversations framed around the evaluation rubric and university field observation form. The eight observed participants shared their experience and highlights of the coaching conversations at our final face-to-face meeting before spring break, which incentivized eight more participants to schedule observations for the week after spring break. Unfortunately, COVID-19 changed the trajectory of the remainder of the course.

In addition to the face-to-face meetings, participants engaged in instructional video analysis and coaching conversations with their student teachers independently. Using reflection prompts participants shared their experiences on the university's online discussion platform. These assignments were originally designed for 20 hours of professional learning outside of class time, but with the schools' closure and notification of the university continuing student teaching placements, the trainers had to increase the virtual learning hours to meet the course requirements. It was determined that participants would work with student teachers to create lesson plans, scope and sequence documents, and communication guidelines for the beginning of the 2020-21 school year. This was very beneficial to three of the student teachers who had already been hired for the new school year. The other student teachers crafted plans for the grade level and/or subject matter in which they completed their student teaching semester. Providing time to for student teachers to work with their master lead teachers in creating plan for starting a new school year proved to be an optimal use of time. All class participants suggested this be an included part of the coursework in the future.

Results and Reflection

A questionnaire was given to the program participants in December 2019 and again in February 2020. Participants were asked to assess the rate themselves on their comfort levels in the skills listed from a 1 (Strongly Agree) to 6 (Strongly Disagree) scale. As seen in Table 1, as teacher leaders, the participants rated themselves as being strongly comfortable or moderately comfortable engaging in the identified skills and supporting their student teacher's growth.

Table 1: Master Lead Teacher Questionnaire

Themes	December Mean	February Mean
Collaboration	1	1.3
Observation Feedback	2	1.6
Self-Reflection	1.6	1.4
Building Relationships	1.6	1.8
Using Data	1.6	1.7
Engage in New Learning	1.5	1.6
Model Lesson Planning	1.1	1.4
Coaching Conversations	1.3	1.6

The decrease in the mean for observation feedback and self-reflection from December to February was highlighted in some of the comments from participants.

“I think sometimes I struggle with the “communicating to my student teacher” part. Sometimes I forget to do this, or I assume my student teacher knows more than she may actually know.”

“I don’t always share observation feedback, because I feel it can overwhelm her when she is just relieved to be finished with the lesson. I don’t think she’s ready to hear what I have to say.”

“I plan to try to teach my student teacher in the upcoming weeks to reflect on every lesson with a simple ‘What went well? What didn’t? and Why?’”

This data was somewhat surprising to the trainers, but in hindsight it shows how the lead teachers perceived their skill level prior to working with their student teachers and compared it to the reality of their interactions with their student teachers in February. Due to the nature of the student teacher and master lead teachers' interactions with students during COVID-19, the trainers did not reassess participants using the same questionnaire in April. Instead, the trainers

asked participants to reflect on how they would use their pandemic teaching experience to prepare for the new school year.

Participants remarked on the need to have accurate student contact information, know what access they may or may not have, and teach accessing online resources explicitly along with the norms for engagement. One participant remarked that distance learning gave her the “opportunity to get to know students on a different, deeper level.”

Conclusion

The Master Lead Teacher Project is scheduled to resume in the fall semester. At this time, the continuation of the project will depend on allotted funds and any university adjustments to the student teaching semester schedule. Predicting the effectiveness of the program launch is not without its challenges given the circumstances under which the program ended, however, 100% of the participants said they would like to participate in the Master Lead Teacher Project in the future, and they would recommend the program to their colleagues.

The human resources department will track the student teachers who were placed in these strategic partnerships with teacher leaders in the district. It is hoped that these mentor relationships helped better prepare the student teachers for a long-lasting, successful career in education.

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Case Study 2: Master Lead Teacher Project Pilot Program- Logic Model

Situation: Teacher retention is at an all-time low with more than 60% of new teachers leaving the profession within their first three years. The Master Lead Teacher Pilot Program seeks to enhance the student teaching experience by creating a unique collaboration between lead teachers and their interns during the student teaching semester.

Inputs	Outputs		Outcomes -- Impact		
	Activities	Participation	Short	Medium	Long
Title II Funding Instructors University Partnership HR Participation Site Administrators Master Lead Teachers Student Teachers	Nine Weeks of Student Teaching during Spring 2020 Semester Master Lead Teachers participate in 15 hours of face-to-face professional learning and 20 hours on-line. Field Observations Lesson Planning Classroom Management Assessment Reflection Intervention and Enrichment	4 Instructors 24 Master Lead Teachers 24 Student Teachers Field Observers	Master Lead Teachers report an increased satisfaction with their student teaching experience. Student teachers' field observations indicate growth over the student teaching semester. Students in classrooms with a Master Lead Teacher and a student teacher report a positive relationship with both educators. Measures: RPDP Feedback Form Evaluation Survey	Spring 2020 student teachers who participate in this program are hired to the district within a semester of completing the program. Measures: RPDP Feedback Form Evaluation Survey District Hiring Data	University/District data sharing agreement shows student teachers who participate in this program have better evaluations and job satisfaction than their counterparts. Master Lead Teachers continue to participate in this program when mentoring a student teacher. Student teachers from this program become highly effective teachers who increase student learning and achievement. Measures: Existing school, and district data

Assumptions: Master Lead Teachers are highly efficacious educators who exemplify effective teaching practices and are skilled in adult mentoring.

External Factors: Readiness of student teachers, availability of field supervisors to calibrate observation forms. Covid-19 pandemic disruptions.

Case Study 3: Parent Involvement and Family Engagement Graduate Course through Southern Utah University- Logic Model

Introduction

“Parent participation is the leading predictor that supports students’ academic success, regardless of race, socioeconomic status, ethnicity, or cultural background.”

– Dr. Karen Mapp, Harvard University

The Office of Parental Involvement and Family Engagement was created in 2011 to actively promote and support the participation and engagement of families and communities in a child’s education. Family engagement is a shared responsibility between schools, families, and communities where all receive equitable access to tools and supports needed to successfully work together toward the development of children and youth for college, career, and lifelong learning. AB 224 of the 2011 Legislative Session required that school districts and school communities incorporate effective family engagement practices and strategies

Over 50 years of research confirms that family engagement in a child’s education matters. Many studies have found that family engagement in a child’s education, regardless of income or background, leads to higher grades and test scores, enrollment in advanced programs, improvement in school attendance, better social-emotional skills, increased graduation rates, and higher college persistence rates (Mapp 2020).

The objective of this case study is to develop a rigorous and relevant three credit graduate course that would fulfill the family engagement requirement for initial teacher licenses. Nevada has included family engagement in its state education plan under *Every Student Succeeds Act* and its five-year state improvement plan because of the positive impact it has on student outcomes.

Instructional Context

Because of the legislative requirement to participate in a three-credit semester family engagement course, there are large numbers of teachers, counselors, social workers, and other educators across the Northwestern Nevada region who needed the course to remove the provision on their teaching license. The course quickly filled up and a second section was added. The two sections were divided into elementary and secondary educators. The groups met face-

to-face over three Saturdays during the spring semester and completed the rest of the coursework online through Southern Utah University.

Initial Data and Planning

A NWRPDP trainer collaborated with the professional development coordinator in Carson City School District to develop a learning model and process for teachers and administrators that would fulfill the NRS requirements. The resulting course resources provided research-based best practices, tools, and supports needed to create partnerships between school and families.

One of the primary goals was to first develop a positive climate, build rapport, and respect amongst the participants and establish a feeling of urgency to engage families and develop successful partnerships. The course was designed around strategies to build relationships, communication skills, and knowledge in the area of family engagement and parent involvement. The textbook used for the course was *Home, school, and community collaboration: Culturally responsive family engagement 4th edition* by Kathy B. Grant. This text focuses on understanding different models of family engagement, appreciating diverse families, and putting knowledge and skills into action. The Dual Capacity-Building Framework for Family-School Partnerships model was employed as a guide to lay out the goals and conditions necessary to chart a path toward effective family engagement efforts that are linked to student achievement and school improvement. The National Standards for Family-School Partnerships also were used to structure the content of the course.

Delivery of Services

There were 49 participants comprising of elementary and secondary teachers, speech pathologists, and other educators from Washoe, Churchill, Lyon, and Carson Counties. Educators participated in two full days of in-person training, Zoom meetings, and on-line assignments totaling 45 hours. Areas of foci included: defining family engagement, overcoming challenges, improving communication skills, welcoming families, home visits, cultural responsiveness, district and community resources, and creating partnerships with families. Connections were made to the Nevada Educator Performance Framework and the Charlotte Danielson Evaluation Protocol. Dates of service were 2/15-3/19/20. To conclude each day of training, instructors asked participants for feedback to guide and modify subsequent trainings.

Schedule of Assignments and Activities- Spring 2020:

Week 1 February 15th, 2020 8:30am-3:30pm (7 hours) in person

Topics Covered/In-class Activities/Resources Used: Family Engagement Policies and Laws, Teacher Responsibilities for family engagement, Dual-Capacity Framework, WestEd's Academic Parent Teacher Teams, home visits, positive communication with parents
Text: Chapter 10: Teacher as Family Communication Facilitator
Speakers: Family-Schools Partnerships and representative from Home Visits will present.

Assignment Outside of Class: Nevada Revised Statutes-reading and response reflection, positive phone calls home script, compliment sandwich phone calls

Text: Section I: Understanding Family Engagement: Building a Knowledge Base for Culturally Responsive Family Engagement

Chapter 1: Family Engagement and the Responsive Educator
Chapter 2: Theories and Models for Family Engagement in Schools
Chapter 3: Supporting Families as They Parent Today's Children

Weeks 2-3 On-line (assignments to be posted and turned in via Canvas) Approximately 15 hours

Topics Covered/In-class Activities/Resources Used: Family engagement survey, conferencing and data nights with families, home visits, building relationships with families, academic and community resources, knowledge of different family structures.

Assignment Outside of Class: Create and administer a family survey/analyze responses with a reflection template, interview community resources, home visit reading and reflection, Parents As Teachers Activities

TED Talk on Single Parent Families

Text: Section II: Appreciating Families- Today's Diverse Families

Chapter 4: Structurally Diverse Families
Chapter 5: Culturally Diverse Families
Chapter 6: Students of Families in Transition

Week 4 March 7th, 2020 8:30am-3:30pm (7 hours)

Topics Covered/In-class Activities/Resources Used: Social Emotional Learning, Culturally Responsive Teaching, honoring family culture and names, Children in Transition

Speakers: Director of Children and Transition will present.

Assignment Outside of Class: Readings, lesson plans, parent night, mock parent interviews, presentation planning, ACES Quiz

Text: Section II: Appreciating Families- Today's Diverse Families

Chapter 7: Families Overcoming Obstacles

Chapter 8: Families in Abusive Situations

Week 5,6,7 On-line (assignments to be posted and turned in via Canvas) Approximately 15 hours

Topics Covered/In-class Activities/Resources Used: Social Emotional Learning continued, family-school partnerships, policy and regulation regarding district-wide family engagement.

Assignment Outside of Class: Presentation planning, lesson plans, readings & reflections

Text: Section III: Family Engagement- Putting Knowledge and Skills into Action

Chapter 9: Engaging Families in Their Children's Learning at School and at Home

Chapter 11: Working with Families of Children with Special Needs

Week 8 March 7th, 2020 9:00AM-10:00PM

Week 8 (cont.) April 11th, 2020 9:00-10:00 (1 hours)

Topics Covered/In-class Activities/Resources Used: Final Class, Final assignment- PIFE Toolkit

Text: Section III: Family Engagement- Putting Knowledge and Skills into Action

Chapter 12: Teacher as a Resource and Advocate

Chapter 13: Schoolwide Family Engagement Activities

Speakers: Director Equity and Diversity and Director of Regional Professional Development Program

Assignment Outside of Class: Speakers, presentations

45 Hours total- Earn 3 Southern Utah University Credits

(To qualify for credit, Southern Utah University requires that learners must complete 15 hours of contact time per credit hour in any given course.)

Results and Reflection

Data were collected in the form of survey ratings and question responses. The teacher survey results in the table below reflect the effectiveness of the training.

Evaluation of the Effectiveness of the Training

Participants were asked to evaluate the overall effectiveness of the training on a 1-5 scale (1- Not Effective, 5- Very Effective).

<i>Evaluation Questions</i>	<i>Mean</i>
1. The activity matched my needs	4.5
2. The activity provided opportunities for interactions and reflections.	4.7
3. The presenter/facilitator's experience and expertise enhanced the quality of the activity.	4.6
4. The presenter/facilitator's efficiently managed time and pacing of activities.	4.6
5. The presenter/facilitator modeled effective teaching strategies.	4.6
6. The activity added to my knowledge of standards and subject matter content.	4.5
7. The activity will improve my teaching skills.	4
8. I will use the knowledge and skills from this activity in my classroom or professional duties.	4.6
9. The activity will help me meet the needs of diverse student populations (e.g., gifted and talented, ELL, special ed., at-risk students).	4.5

Data from the overall evaluation indicates that participants viewed the course as very effective in all areas of the training, especially providing opportunities for interactions and reflections. This likely reflects the positive response to the organization of content and efforts of the facilitators in modifying and adjusting instruction to meet the needs of participants.

Pre- and post-assessment feedback about specific areas of family engagement were collected to gauge perceived knowledge and skills acquired after completing the course.

Pre- and Post- Assessment Feedback Table

Please rate your knowledge of the following topics BEFORE attending the course and AFTER attending the course using a 1-5 scale (1= Poor, 5= Excellent)

	Knowledge Before	Knowledge After	Change	*p Value
1. Dual-Capacity Framework	2.29	4.12	+1.83	< .001
2. Family Home Visits	2.52	4.19	+1.67	< .001
3. Effective Communication with Families- Ex. Positive phone Scripts/Compliment Sandwiches	3.5	4.55	+1.05	< .001
4. National P.T.A. Standards	1.80	4.05	+2.25	< .001
5. Culturally Responsive Teaching Practices	3.28	4.43	+1.15	< .001
6. Ideas to support Family Engagement at your school site	3.05	4.54	+1.49	< .001

*p values show significant growth in all areas.

Results from the pre and post reflection survey reveal that all areas measured had statistically significant improvements as a result of the trainings. The greatest area of growth was shown in knowledge gained about the National Parent Teacher Association’s Parent Involvement and Family Engagement Standards and the Dual Capacity Framework. Coursework and discussions incorporated the importance of the PTA Standards and the Dual Capacity Framework and educators were enthusiastic about taking their ideas back to their school sites. Qualitative data was also collected in the form of responses to the following question:

Which aspect of the trainings was most helpful to you?

“It has helped me learn new ways to engage parents. It also taught me the needed skills to “clear” my Nevada State Teaching License. I just moved from CA and have been out of the classroom for many years. I feel like I am now up to speed as to the family engagement expectations in my new District.”

“I did appreciate meeting with other educators across different districts. It was interesting to hear their views/experiences that have been different than mine. I appreciate that this course has caused me to question many things and to adjust personal practices moving forward.”

“I realized that my bias was based a lot on what my ideas were. I knew that we needed to consider everyone, and I’ve always thought I was open-minded but my mind set is changing because I took this class to truly have equity for all.”

“Awareness of family diversity and importance of including their views support and improving communication with our families.”

“It was very comprehensive and to the point. Great ideas and lots of insight to how things (family engagement) can done more effectively. Great class to reflect on my current practices as well.”

“How it was based on our needs and provided an opportunity for quality discourse with peers in which we shared our ideas, experiences, insights, etc.”

“I appreciated the new viewpoint of the importance of family engagement for the child themselves and for their academic experience/success.”

“The final project being shared at the end was really valuable to see all of the different resources and research my peers have suggested.”

The teachers were also surveyed about the effectiveness of the trainings using the NWRPDP training evaluation. The teachers were asked to rate each of the statements on a Likert scale of 1= Very unlikely to 5= Very likely on the following statements and questions.

NWRPDP Training Evaluation

Questions	Mean
I intend to use the information from this training now and in the future within my classroom.	4.7
Do you feel this training was valuable to you?	4.6

Responses on the survey provide evidence that the quality of the course was excellent and that teachers found the instructional and material valuable. Teachers wrote the following comments about the quality of the class:

“Instructors were very well versed on the subject and helped me to develop new skills to work with families.”

“Thank you for finding a way to provide this class in an affordable and meaningful way! I truly appreciate it”

“I really enjoyed learning/listening to the guest speakers. I sincerely got a lot out of this course!”

“The class was necessary for me even though I felt at the beginning it was a hardship, but I’m glad I took it and have learned so much.”

“I hope you continue to offer this class because I feel I got more from it than had I taken it completely online.”

“I was very grateful that you created a new norm for this course that was sensitive to flexibility while still having high expectations.”

Conclusion

It is evident from the data collected that the Parent Involvement and Family Engagement course had a significant impact on educator mindset and confidence in working with families. Teachers felt that the course requirements had a positive effect on their instruction and relationships with families. Participants appreciated the style and delivery of the course and reflecting on material with their peers. Written responses indicated that teachers intended to use the information from the trainings within their classrooms and to engage families in the school community. Teachers requested further training in the areas of culturally responsive teaching strategies and working with diverse families.

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Case Study 3: Parent Involvement and Family Engagement Graduate Course- Logic Model

Situation: Regional Parent Engagement Course. Course will explore the expectations of teachers in regards to state and district requirements and expectations for parent engagement and family involvement; working with parents and families to promote and strengthen communication and collaboration; to develop equal partnerships; and to empower parents and families to advocate for both their children’s learning and school decision making in school policies, practices and programs.

Inputs	Outputs		Outcomes -- Impact		
	Activities	Participation	Short	Medium	Long
Use of Canvas on-line forum for assignments and discussion Home, School, and Community Collaboration: Culturally Responsive Family Engagement by Kathy B. Grant and Julie A. Ray 45 hours of instructional time Three graduate credits from SUU	Teachers discuss assigned text Teachers practice positive phone scripts, meetings, strategies/ideas during the collaboration Teachers brainstorm and have dialogue about implementation Teachers actively listen to guest speakers and reflect on message Teachers Assessment of Teacher Growth and Understanding	Secondary teachers from Carson School District, Churchill School District, Washoe County School District, Carson School District Social Workers Librarians Substitute Teachers	Increased learning of course content Increased Pedagogical Knowledge Emphasizing the importance of family engagement Increased Teacher Confidence and Efficacy Three graduate credits that remove provision on teacher license Measures: Case Study Workshop Ratings	Increased classroom implementation Increased use of culturally relevant communication practices Increased Teacher Collaboration/ Development of Family Engagement ideas Measures: Coaching Case Studies	Increased Student Graduation rates Increased Family Partnerships Measures: Parent and Student Climate Data

Assumptions

Training will increase student achievement and be evident to the administration during the evaluation process; Continued Funding

External Factors

Time and student ability; Administrator Expectations; State, District, and Social Site Contexts; Covid-19 pandemic disruption

Case Study 4: Increasing Science Teachers' Self-Efficacy through Content Specific Professional Learning Aligned to Current Practices in Science Teacher Learning- Logic Model

Introduction

A Nation at Risk, reported by the National Commission on Excellence in Education (1983), outlined the risks to the nation if education, specifically science education, neglected to make the changes necessary to improve the teaching occurring across the public education system. Needless to say, the United States education system failed to make systemic changes towards improving science education in its public schools, affecting the nation's standing nationally and decreasing its ability to compete in a global market place. Almost thirty years later, with increased demands for scientific literacy affecting our nation, A Framework for K-12 Science Education (Framework; National Research Council, 2012) reported results of research suggesting how to address the needs of students in k-12 science education, calling for all student to engage in practices that promote scientific literacy through opportunities aligned to how STEM professionals conduct their work (National Research Council, 2012). The Next Generation Science Standard (NGSS) were developed as a result of this work, aligning what students should be doing in classrooms to the research outlined in the Framework with the ultimate goal of not only increasing the number of students who will choose careers in STEM, but more so addressing the need that all students "...are careful consumers of scientific and technological information related to their everyday lives..." (NRC, 2012; 1). Although the NGSS address student outcomes, the ultimate task of realizing this vision rests with teachers in the classroom (National Academies of Sciences, Engineering, and Medicine, 2015). This research details the professional learning experience developed for eleven third through fifth grade teachers, aligning current research in science teachers learning to the self-reported needs across the region in the hopes of increasing self-efficacy in teaching science, and developing systemic changes to how the participants teach science in their classrooms.

Instructional Context

Making systemic changes to teacher practice in science education requires that professional learning include specific stimuli to make lasting changes. The National Academies of Sciences, Engineering, and Medicine (2015) identified thirteen considerations for planning professional learning for educators of science. These include the need for teachers to alter the way they teach science based on the NGSS and related research, district level, ongoing, required, professional learning needs to be a priority, not just optional, and that teaching abilities are the result of many things including content knowledge, pedagogical content knowledge, NGSS knowledge, current

grade level, and others. Ultimately, research suggests professional learning is most effective when teachers are active participants who engage in lessons as students and the analysis of the lesson, engaged in learning that has a specific content focus, aligns with district practices and policies, and is of sufficient duration to allow for practice and reflection (National Academies of Sciences, Engineering, and Medicine, 2015). Previous research also indicates due to the lack of professional learning experiences aligned with current research practices, teachers lack self-efficacy in teaching science (National Academies of Sciences, Engineering, and Medicine, 2015). This research explores the alignment of self-reported needs of science educators with current research surrounding effective professional learning designed to instructional shifts in science education.

Results of recent assessment data (released by the Nevada Department of Education in December, 2019) for fifth, eighth, and high school students in Washoe indicate only 28.3% of students were proficient in science at the fifth-grade level based on the annual state science assessment. This increases to 43.1% for middle school and decreases again to 28.5% for the High School exam. According to the Nevada Department of Education, to be proficient at a fifth-grade level means “the student has met the expectations as defined by the grade level and course content standards. The student is prepared for future coursework.” In Washoe County School District, 240 minutes per week for third through fifth grade classrooms are supposed to be allocated for science instruction. Taught five days a week that number is equivalent to 48 minutes of instruction per day. To determine the professional learning needs of the region in science education, a selected-response needs survey was developed to determine the greatest barriers to implementing science education in Northwestern Nevada. Ninety-two teachers from the region’s six districts completed the survey with results indicating teachers’ greatest needs were content knowledge and alignment with the NGSS, time to teach and plan science, and pedagogical content knowledge. Results also indicated kindergarten through fifth grade teachers across Washoe County reported teaching less than 120 minutes per week, half of the allotted time for instruction. There is a close connection between teacher professional development and student achievement.

The focus question of this research is: Does teacher self-efficacy increase when professional learning aligns the reported needs of educators of science with current research meant to change teacher practices? In order to address this question, a professional learning course was designed to address the needs reported by teachers for science professional learning opportunities from the needs survey with the criteria outlined by the National Academies of Sciences, Engineering, and Medicine (2015). This research included the following steps: (1) Collect needs data, (2) narrow data to a certain grade level and select needs to address, (3) plan course aligned to NVACS-S (4) align course to professional learning research, (5) Advertise and implement course, and (6) evaluate course objectives at last meeting.

Initial Data and Planning

Of those who responded to the needs survey, the third through fifth grade band and the middle school grade band had the highest respondents with 27.2% each. With these results, the course for this study was aligned to the third through fifth grade band, and the middle school grade band would be addressed in other courses. Respondents in the third through fifth grade band reported the specific needs outlined above, which were combined with the specific content area of *energy*. The content area was chosen as a result of the major core ideas addressed in the standards for these grades. The NGSS for each grade level, third through fifth, were identified down to the elemental level for each of the three dimensions (Science and Engineering Practices, Disciplinary Core Ideas, and Crosscutting Concepts) as well as the performance expectation and evidence statements for each grade and standard. Next, goals and objectives were aligned to the standards. Teacher goals included “Teachers will identify each dimension of the NGSS for their grade level while engaging in the lesson” and “Teachers will discuss the reason constructivist approaches are utilized in science education.” Goals written specific to the lesson included “students will identify the source and load of a circuit by developing a model the flow of energy” and “students will use their knowledge of energy and patterns to develop and test a model of a wind turbine.” Having both student and teacher objectives listed allows participants to think more about the planning components and instructional components aligned to teaching science. Next, instruction was planned utilizing a 5E instructional model. This is a common planning structure that originated more than fifty years ago. The current model was modified with a shift away from just hands on activities towards utilizing the knowledge gained in the hands-on activities in new situations; one goal of the NGSS. This structure still aligns with current research-based practices in science education. Although it is not the only planning structure, it is the most user friendly, especially for those who do not have a strong grasp of pedagogical content knowledge aligned to science education. During the planning phase of the course, specific attention was paid to the need of participants to engage in the content as if they were students, ensuring they would be able to experience the phenomenon of the content (energy) and then be able to place why those practices were used, thus wearing both a ‘teacher hat’ and ‘student hat’ throughout the lesson. This aligns with the research from the National Academies of Sciences, Engineering, and Medicine, (2015), requiring a very specific content focus to shift instruction. The eight-hour course was broken up over two days in December 2019 to ensure teachers had time to process and practice the information between classes, again aligning to research suggesting professional learning takes place over time.

Once the course outline was complete, advertising the course could occur. As in many places, science professional learning is self-selected, and rarely required by a school or district. The same is true in Northern Nevada. Although eight hours only occurring in one month is not ideal, retention of participants over more time for science education becomes a problem. The course description and outline were sent out through email to individuals in all six districts who selected

to be placed on the science email list, and the course was submitted to Washoe's professional growth system for Washoe County School District teachers to sign up through. Eleven teachers enrolled in the course, all from Washoe County School District. Three teachers taught third grade, two from fourth grade, two from fifth grade, one participant was a special education teacher for k-5 grades, one teacher was a middle school math teacher, one was a high school chemistry teacher, and one teacher was a substitute teacher for the district. This indicates only 55% of the participants were from the advertised grade band. The teachers who taught in elementary schools were self-described science teachers, meaning they intentionally taught science at least four days per week, although for different amounts of time. The participants in secondary schools taught science as their course work and indicated they wanted to see what and how teachers in elementary schools taught science. All participants in the course had taken courses from NWRPDP before, and all of them had taken advertised NWRPDP Science courses before.

Delivery of Services

The course was taught in person for both sessions. The in person setting allowed for teachers to communicate with others about their ideas throughout the lesson, both as a learner and as a teacher. Each session included the following components (1) introduction of goals and objectives for teachers, which included strategies for instruction, standards alignment and shifts, and lesson organization, (2) engagement in a learning cycle, requiring the teachers to engage in the lesson as if they were a student, (3) debrief of each section of the learning cycle to explicitly describe the cognitive components being capitalized upon, as well as the planning and instructional strategies to get students to that understanding, (4) deep dive into the NVACS-S for the learning cycle components, and (5) assessment of student learning aligned to the three-dimensions of the NGSS.

Results and Reflection

At the end of the last class, participants were asked to anonymously complete a Science Teaching Inventory based on the science teaching self-efficacy survey developed by Hodges, Gale, and Meng (2016). The instrument consisted of fourteen statements set up as a semantics survey with a negative statement on the left, the equivalent positive statement on the right, and eight sections in between. Participants select the point on the continuum where they feel they relate to the statement. Due to the short time frame teachers were asked to select two options for each statement: the first being their ideas from the beginning of the course (here labeled as *pre*), and the second being where they were at the end of the course (labeled as *post*). This format allows participants to reflect on their learning and what truly changed over their time in the course. A paired samples t-test was applied to the data. The results indicate a significant increase in self-efficacy from the pre to post data with a large effect size ($p < 0.001$, $d = 5.489$). Due to the small sample size a power of 0.32 is only obtainable with a paired samples *t*-test. In order to

maintain an acceptable power of 0.95 a sample size of 54 is required to apply a paired samples *t*-test. Therefore, a nonparametric equivalent, the Wilcoxon Signed Rank test was also applied to the data thus eliminating the requirements for normality and sample size needed for its parametric counterpart. The results of the Wilcoxon also indicate a significant increase in teacher self-efficacy from *pre* to *post* scores ($p < 0.001$).

Descriptive Results

	N	Mean	SD	SE
AVG pre	11	5.344	2.124	0.640
AVG post	11	15.370	1.983	0.598

Significance Testing: Paired Samples T-Test and Wilcoxon

		Test	Statistic	df	p	Effect Size
AVG pre	- AVG post	Student	-18.205	10	< .001	-5.489
		Wilcoxon	0.000		< .001	-1.000

Note. For the *t*-test, effect size is given by Cohen's *d*; for the Wilcoxon test, effect size is given by the matched rank biserial correlation.

Conclusion

It is imperative professional development in science meet the needs described by teachers and be aligned to current research surrounding science teacher learning. Results indicate teachers who engage in practices aligned to these professional development strategies increase their self-efficacy in teaching science. Although this course did not address all the barriers reported by teachers in the needs survey developed for this study, it did address the needs of teachers to engage in professional development that aligns to a specific content area with specific alignment the three dimensions outlined in the NGSS. Further work to engage teachers in developing and aligning lessons aligned to the NGSS is still needed, as are formats to reach a wider audience are necessary to continue making progress towards increasing performance in science education across the state.

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Case Study 4: Using Claims, Evidence, and Reasoning to Engage Students in Energy Education- Logic Model

Situation: Teachers lack deep understanding of current research-based strategies in science education as it includes adjustments from the Next Generation Science Standards. Increasing pedagogical content knowledge, best practices in science, and understanding of the Next Generation Science Standards will increase teacher abilities to implement meaningful science instruction in classrooms across northern Nevada.

Inputs	Outputs		Outcomes -- Impact		
	Activities	Participation	Short	Medium	Long
NWRPDP professional development provider (me) Budget for materials Time for classes (8 hours total)	Professional Development in standards Professional Development in pedagogy and pedagogical content knowledge Course work focusing on content acquisition	16 teachers ranging from 3-12 grade 2 participants from local non-profits 8 hours of in person training	Increased ability to teach science using research-based methods Increase teacher efficacy Increase knowledge of the three-dimensions of the Next Generation Science Standards Decreased content knowledge deficits Measures: Pre/Post surveys	Increased student attitudes towards science in classroom settings Decreased negative behaviors in classroom contexts More on-task time during science instruction. Measures: Teacher discussion Teacher self-reflections	Increased teacher efficacy Increased student performance based on science tests in 5 th , 8 th , and high school Increased enrollment in science courses in high school and post-secondary institutions Measures: student enrollment numbers for upper level science coursework Standardized test results

Assumptions: Teachers learn as students in their classes do – through inquiry-based instruction based in constructivism. Providing experiences to teachers that can be mirrored within a classroom will increase self-efficacy and PCK, leading to better instruction in a classroom setting. Better instruction surrounding science will lead to increases in student performance on standardized tests as well as an increase in students selecting higher level science in secondary and post-secondary education settings.

External Factors: Weather! Variety of knowledge and ability levels. Diversity of participants. Covid-19 pandemic disruption

Case Study 5: Improving Teacher Civic Efficacy and Developing a Framework for *Taking Informed Action*

Introduction

Beginning in the 2018-2019 school year, teachers were required to implement the revised Nevada Academic Standards for Social Studies (NVACS-SS). These standards included a shift towards *Taking Informed Action* in which students would be asked to take the content of their social studies course, connect their learning to a current issue, and take action to address that issue. These standards ask teachers to expand their civic curriculum outside of their classrooms but do not indicate how this is to be done, the frequency, or any information about how teachers can connect this skill to the content they already teach. Teachers throughout Northern Nevada expressed discomfort and confusion when implementing the *Taking Informed Action* standards. Teachers in Washoe County requested more guidance on how to frame these standards in their classrooms. As a result, we developed a course titled *Democracy in Action* that was rooted in studying the rights and responsibilities we have as citizens and how to utilize these concepts in order to act. The goal of this course was both to educate participants on the various ways that students could take civic action while pilot testing our newly developed *Taking Informed Action* framework in their own classrooms. The guiding logic model developed for this case study can be found at the conclusion of the study.

Instructional Context

At the Social Studies Kickoff day in August, teachers met within their departments to discuss the new *Taking Informed Action* standards. They provided feedback about their interpretations of the standards and their concerns about implementation. Based on their feedback, the *Democracy in Action* cohort was developed. All social studies teachers in the Washoe County School District were encouraged to apply. The six participants included four high school teachers (representing 2 schools), and two middle school teachers (representing 2 schools). The participating teachers represent one suburban and one urban high school as well as one urban and one suburban middle school. Participating teachers taught a variety of subjects including: World History, U.S. History, AP U.S. History, A.P. European History, American Government, and Global Studies.

Initial Data and Planning

The social studies coordinator for Washoe County School District, a facilitator from NWRPDP, and a high school social studies teacher collaborated on this project. The cohort used material

focused on rights and responsibilities from the *We the People* program as well as the C3 Inquiry Framework. Over a period of three-months teachers engaged in learning on civic opportunities and responsibilities, worked on developing plans that utilized the *Taking Informed Action* framework, implemented the framework in their classrooms where facilitators of the cohort observed, and then came back to reflect on their students’ learning as well as their own.

Delivery of Services

Sessions of *Democracy in Action* were held beginning in November and ran through February. Courses included two all day sessions and four, 2-hour after school sessions. For each session, participants engaged in learning around what *Taking Informed Action* could look like in their classrooms through reading about real-life examples. They would then be asked to connect these examples to rights and responsibilities. Participants then planned their projects implementing the *Taking Informed Action* standards using the framework developed by the social studies coordinator. Throughout the process, participants and the facilitator would circle back to the framework and make edits or additions based on discussions among the group and experiences in the classroom. The course culminated with the implementation of the participant’s projects. The facilitator from NWRPDP observed this process. Participants came back to reflect on how well their students performed and how competent they felt in teaching the framework after having participated in the cohort.

Results and Reflection

At the final session in February, participants completed a retrospective survey. Using a Likert scale rating of 1 to 5, teachers assessed their knowledge of *rights and responsibilities* and confidence in implementing *Taking Informed Action* before and after their participation in the cohort on the following topics: NVACS-Taking Informed Action Standards, Instructional Design Model/Inquiry Arc with the inclusion of *Taking Informed Action*, Integration of *Taking Informed Action* Standards and the C3 Framework, Civic Rights and Responsibilities, How to Develop a Student’s Civic Identity, and Designing *Taking Informed Action Instruction*.

Table 1. Pre-and Post-Training Results (Rating Scale of 1 to 5 where 1 is Poor and 5 is Excellent)

Topic	Pre-Training Average	Post-Training Average	Average Change
Knowledge of Taking-Informed Action Standards	2.2	4.4	+2.2
Knowledge of the Instructional Design	2.8	4.8	+2.0

Topic	Pre-Training Average	Post-Training Average	Average Change
Model/Inquiry Arc with Inclusion of <u>Taking Informed Action</u>			
Confidence in Integrating the <u>Taking Informed Action Standards</u> & the C3 Framework	2.0	4.2	+2.2
Knowledge of Civic Rights & Responsibilities	2.4	4.4	+2.2
Confidence in Developing a Student’s Civic Identity	1.8	4.2	+2.4
Confidence in Designing <u>Taking Informed Action</u> Instruction	1.2	4.6	+3.4

According to survey results, participants experienced the most growth when it came to their confidence in designing instruction for *Taking Informed Action* (Table 1). The second largest gain was connected to confidence in developing a student’s civic identity. Overall, participants indicated that they experienced growth in all areas in the survey specified.

Additionally, participants were asked to give reflective responses on their participation in the cohort. Below are several of the comments in response to the following question: Did the lesson(s) you developed from this training increase your student’s knowledge of their civic capacity?

- “Yes, students were able to see how they could use their voice to inform their own communities”.
- “Yes, because we were able to talk about using our voices ourselves which deepened my own understanding and made it easier to teach students how they can do the same”.

In addition to the survey, four of the six participants were observed implementing their lessons in their classrooms. Three of the teachers worked collaboratively to put on a community fair at their school’s library that focused on problems in the Reno area caused by increased urbanization. Students discussed the issue and offered solutions. Members of the community were invited to attend.

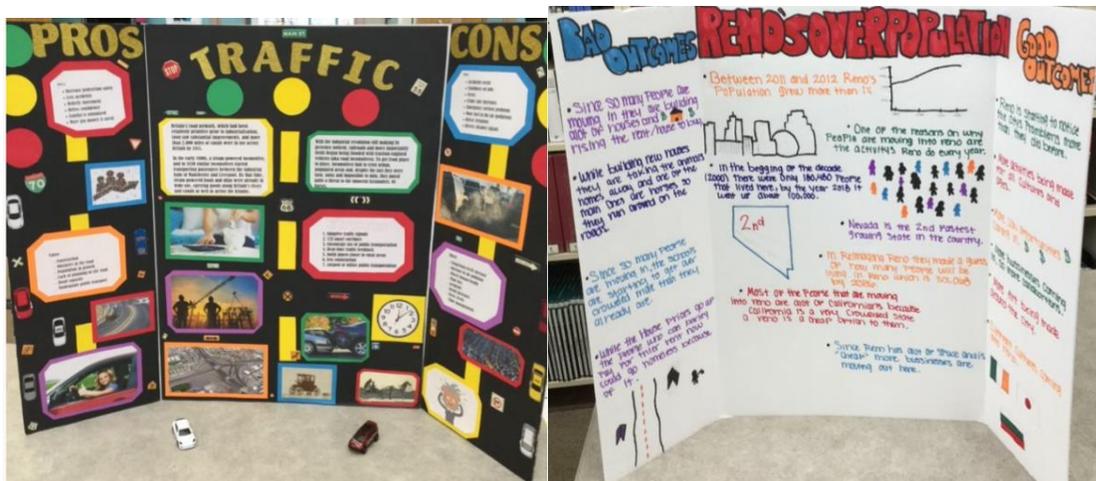


Figure 1: Two examples of student projects at the community fair. One project focused on traffic in Reno while the other focused on Reno’s population problem.



Figure 2: The picture on the left shows a brochure a group of students made on the lack of affordable housing in their community. The right picture shows the directions students and community fair attendees were given to interact with the projects.

These three participants also presented their projects and student results at our annual Northern Nevada Council for the Social Studies Conference in February. During the conference EdCamp, several attendees pulled out the materials from the participants’ session and talked about ways they could implement the *Taking Informed Action* Framework in their own classrooms. Having an example of what this could look like in the classroom was very helpful to other teachers. Their session was one of the highest rated of the conference.



Figure 3: Participants present their project at the Northern Nevada Council for Social Studies Conference on February 22nd, 2020.

Another participant's AP US History students connected the immigration crisis during the Holocaust to the current situation at the U.S.-Mexican Border. Her students conducted research and then created PSAs about the border crisis. This participant had her students reflect on the process in a survey with free response questions. Some of the student's statements are below. Many indicated that they were able to find solutions and ways to make a difference when confronting this issue.

- "I feel a lot more educated then before about the US-Mexico border crisis and I'm glad I do because now I have facts when people want to debate with me."
- "I worked very hard to find a solution and facts to increase the chance of getting more help/involvement from others."
- "I think we did a pretty good job at coming up with a solution because there's a lot of people out there that want to help with these kinds of problems and thanks to them there's great organizations that people can support we just need to bring more awareness to them."
- "Anybody in the world can help support people in many ways even by saying something and going to a website."

Additionally, participants completed the standard NWRPDP evaluation at the end of the training. Using a Likert scale rating of 1 to 5, teachers evaluated the impact and efficiency of the training. Overall, the ratings illustrated that participants were positively impacted by the training and helped to improve their overall effectiveness.

Table 2. NWRPDP Training Evaluation Averages. Scale 1-5 (1=Not at All, 5= To a great extent).

	Characteristics of Training	Average Score
1	The activity matched my needs.	5
2	The activity provided opportunities for interactions and reflections.	5
3	The presenter/facilitator’s experience and expertise enhanced the quality of the activity.	5
4	The presenter/facilitator’s efficiently managed time and pacing of activities.	4.6
5	The presenter/facilitator modeled effective teaching strategies.	4.6
6	The activity added to my knowledge of standards and subject matter content.	5
7	The activity will improve my teaching skills.	5
8	I will use the knowledge and skills form this activity in my classroom or professional duties.	5
9	The activity will help me meet the needs of diverse student populations (e.g., gifted and talented, ELL, special ed., at-risk students).	4.6

Conclusion

It is important for social studies teachers in Northern Nevada to be confident in teaching *Taking Informed Action* and to understand the connection of those standards to building a civically efficacious community. These standards represent a significant shift in skill sets for both teachers and students. The intent of this training was to educate participants on civic rights and responsibilities, provide them with a framework for Taking Informed Action in their classrooms, and provide space and opportunity for them to implement their *Taking Informed Action* projects in order to receive helpful feedback. This training attained those goals but also provided participants with a variety of ideas and strategies of how students could use their voices as citizens to take on issues not only within their classrooms but in a public space. This is evidenced by the student work that was a result of the work of the participants and the survey responses that showcased a growth in both knowledge and confidence in implementing Taking Informed Action.

Next school year, the Social Studies coordinator for Washoe County School District is taking teachers through “A Year of Action”. We will be taking the work we have accomplished this year and expanding it to more schools and possibly more districts.

References and Resources

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Case Study 5: Democracy in Action- Logic Model

Situation: Nevada has adopted new NVACS Social Studies Standards. These standards are modeled on the C3 Inquiry Design Model and therefore include Taking Informed Action. There is a lack of resources and training available for teachers and how to implement these new standards.

Inputs	Outputs		Outcomes -- Impact		
	Activities	Participation	Short	Medium	Long
NVACS-Social Studies C3 Inquiry Design Model Articles and Instructional resources to support professional learning for participants RPDP, C & I, and classroom teacher facilitators Substitutes-two sub days (Nov. 4 th , 2019 & Feb. 24 th , 2020) for each of the 8 participants and 1 for the classroom facilitator Site for training	Two full days plus 3, 2-hour sessions of professional learning for participants Teachers will engage in activities that will increase their own civic capacity and will engage in Taking Informed Action themselves. Creation of “A Framework for Taking Informed Action” template to design instructional resources to support K-12 educators in teaching the Inquiry Design Model Vetting and feedback on TIA Framework through use of teacher designed lessons Posting instructional resources to ProjectTahoe.org	3 Facilitators (RPDP, C&I, and one classroom teacher) Eight K-12 teachers	Increased knowledge of how to develop student’s civic identity and various means of taking civic action. Increased professional knowledge of IDM strategies that help teachers develop compelling questions, engage their students in inquiry, assess student understanding of a contemporary issue, and guide their students through civic action. Measures: Pre-Post Evaluations	Increased instructional efficacy in designing instruction for Taking Informed Action Increased number of NVACS-Social Studies instructional resources focused on Taking Informed Action openly available for Nevada Educators. Increased teacher use of NVACS-Social Studies resources Measures: Teacher feedback/self-reflections	Increased teacher efficacy and utilization of the C3 Inquiry Arc and it’s lead up to Taking Informed Action Increase in participants self-efficacy in teaching NVACS-Social Studies for Taking Informed Action Increase in students’ knowledge of their civic capacity and ways to engage in their communities. Increased student civic action. Measures: District Data Standardized Student Assessments

Assumptions: Training will increase teacher efficacy. Teachers participating in the same activities as their students will increase effective implementation. Teachers will attend training. **External Factors:** Availability of substitutes. Ongoing COVID-19 pandemic disruptions

Case Study 6: Routines for Reasoning

Introduction

“The math practices live not in the final answer a student gets for a math problem, but in the thinking and reasoning the student uses to arrive at a solution.” Kelemanik, G., Lucenta, A., and Creighton, S. (2016).

In 2018, a need for math professional development was determined by administrators at two elementary schools in rural Nevada based on classroom observation and student test data. During the 2018-2019 school year, two NWRPDP trainers provided professional learning on mathematical content to all teachers in Kindergarten through sixth grade specific to their grade levels. As the school year ended, most teachers indicated in a post-reflective survey that the learning had been beneficial. In order to keep the momentum going, the administrators felt the need to continue with additional professional learning for the upcoming 2019-2020 school year. Plans were developed to provide a more in-depth training around the math practices where teachers could receive credit for participation.

Instructional Context

The two elementary schools are located in a rural district in Nevada with approximately 9000 students. During the 2018-2019 school year, School One had 508 students, and 32.7% scored proficient on mathematics portion of the Smarter Balanced assessment. School Two had 430 students, and 37.7% of students scored proficient on the Mathematics portion of the Smarter Balanced assessment. Both schools had teachers with teaching experience along a continuum of within the first few years of teaching through teachers who had worked 20 years or more within the profession.

Initial Data and Planning

The two trainers and the administrators from each school met at the end of the 2018-2019 to reflect upon goals that had been set for that year and to determine new goals for the upcoming school year. Based on observational data and student test data, the team discussed the possibility of focusing on the eight Standards for Mathematical Practice contained within the Nevada Academic Content Standards (2010) in order to create a shift in instructional practice by the teachers. After reviewing many resources, the team felt that the book *Routines for Reasoning: Fostering the Mathematical Practices in All Students* (Kelemanik, Lucenta, & Creighton, 2016)

would be a useful tool to assist teachers with strategies for engaging all students in utilizing the practices. The Standards for Mathematical Practice set forth expectations for how students engage with mathematical content. Built from National Council of Teachers of Mathematics process standards and the five strands of mathematical proficiency, the eight Standards for Mathematical Practice outline ways in which children can develop and demonstrate a deep understanding of and capacity to do mathematics (Van de Walle, Lovin, Karp, & Bay-Williams, 2014). The focus of the upcoming training would be based on implementation of the principles and instructional routines recommended in the book.

Delivery of Services

Teachers were surveyed at the end of the academic year 2018-2019 regarding their preferences for how the training would be offered. The majority were interested in taking a course that would provide them with graduate credit for the time spent in class. One NWRPDP trainer had an affiliation with Southern Utah University so a two-credit course was created, applied for and granted from that institution.

To generate interest and create a common understanding, all teachers from both schools participated in a full day training with the two NWRPDP trainers introducing all eight Standards for Mathematical practice and their importance during one of the professional development days prior to the start of the 2019-2020 school year. There were about eight teachers that had participated in this training the previous year so content was differentiated to create the opportunity for these teachers to take a leadership role to support those to which the training was new information. At the end of that day, details were shared about the graduate course to focus on the math practice standards taught by both NWRPDP trainers and participants had the option to sign up. At that time 29 people indicated interest including both administrators from both schools.

The course was setup with six whole group meetings to discuss the readings, to learn about and practice the routines, and to begin planning and refining the use of the routines in the classroom. In addition, there were smaller group meetings to collaboratively plan and revise lessons based on the core elements of the instructional routines. As a graduate level course, participants were to do required readings, participate in observations, and complete related tasks as part of the course. Twenty-six participants attended the first class and began the course. As an instructional tool, each student received a copy of the book *Routines for Reasoning: Fostering the Mathematical Practices in All Students*. The first three class sessions focused on understanding the Core elements of instructional routines (articulation of a math practice goal, individual think time, partner work, full group discussion of ideas, final math practice reflection, access through multiple modalities and multiple representations, liberal use of math practice focused prompts) and how they support the Standards for Mathematical Practice. The initial three sessions also

introduced a routine called the Three Reads which focused on Math Practice One: Make sense of problems and persevere in solving them. This routine allows students the opportunities to enter a problem and sustain the thinking by reading it three times with a different purpose for each reading: to make sense of the context, to interpret the question, and to identify important information. The course was structured for participants to share their successes and collaboratively discuss their work. All participants participated in a classroom observation and follow-up coaching session around their work with the Three Reads routine at the end of the first three course sessions. In addition, all participants created presentations to showcase their work around the Three Reads routine after the first three classes. The presentations were viewed by peers from both schools at a session prior to the start of the school day. The final three course sessions were focused on adding an additional routine to teachers' repertoires called Capturing Quantities which focuses on Math Practice Two: Reason abstractly and quantitatively. During the small group meetings, participants collaborated on lesson planning and making sense of the routine. To assist with common understanding of the routine, six teachers opened their classrooms during March to share their collaboratively planned lessons in a lesson study fashion where the collaborators were able to observe the lesson being implemented. The other thirteen participants were scheduled to have observations and feedback at a later date. Unfortunately, schools were closed Mid-March due to COVID-19 and the observations could not occur. Nineteen participants completed the course, while seven others dropped the class near the start of the course citing a heavy workload as the reason.

Results and Reflection

All of the participants who were enrolled in the Routines for Reasoning course were observed by the NWRPDP trainers as they were implementing the Three Reads routine during November. After the observation, the trainer and participant discussed elements of the routine that had been observed as well as what had gone well and if the participants felt additional support was needed. The trainers were looking for evidence of some of the key elements of the routines such as the purpose of each read during three readings of a problem as well as having a math practice goal, individual think time, partner think time, full group discussion, and a final reflection. While most participants were going through three readings of the problems, many of the teachers indicated they were still learning to incorporate all of the elements concisely. Six of the teachers were observed again in March after a second routine, Capturing Quantities had been introduced. These six teachers were observed not only by NWRPDP trainers, but also other members of the course that they had collaborated with to plan the lesson. The number of elements of the routine that were observed increased with many of the elements of the being observed in 100% of the classrooms. Unfortunately, this data is incomplete due to less than one-third of the participants being observed.

At the completion of the course, all participants were given a post-reflective survey to show how they felt they had grown in six areas related to The Nevada Academic Content Standards from the beginning of the course to the completion of the course. The areas were general knowledge of the eight standards for mathematical practice, routines as a predictable frame for engaging with mathematical content, Math Practice One, Math Practice Two, deeper content knowledge around the standards, and strategies and resources to use with the standards. Teachers rated themselves on these six statements on a scale of one to five with one being poor and five being excellent. The results are shown in the Table 1 and in the narrative following.

Table 1. Results of Post-reflective Evaluation Results.

	Before	After	Increase	t-score	p-value
General Knowledge of the 8 standards for mathematical practice	2.38	4.06	1.69	-11.211	< .001
Routines as a predictable frame for engaging with mathematical content	2.44	4.31	1.88	-12.114	< .001
Math Practice 1	2.93	4.40	1.59	-6.205	< .001
Math Practice 2	2.00	3.69	1.69	-11.211	< .001
Deeper content knowledge around NVACS for math	2.88	3.94	1.06	-7.408	< .001
Strategies and Resources related to NVACS	2.33	3.93	1.56	-8.411	< .001

The self-rating for “general knowledge of the eight Standards for Mathematical Practice” changed from a mean of 2.38 before the class to 4.06 after the class, which was an increase of 1.69. This has a t-score of -11.211 with a corresponding p-value of $< .001$. The self-rating for “routines as a predictable frame for engaging with mathematical content” changed from a mean of 2.44 before the class to 4.31 after the class which was an increase of 1.88. This has a t-score of -12.144 with a corresponding p-value of $< .001$. The self-rating for “Math Practice One--Make sense of problems and persevere in solving them” changed from a mean of 2.81 before the class to 4.40 after the class which was an increase of 1.59. This has a t-score of -6.205 with a corresponding p-value of $< .001$. The self-rating for “Math Practice Two—Reason abstractly and quantitatively changed from a mean of 2.00 before the class to 3.69 after the class which was an increase of 1.69. This has a t-score of -11.211 with a corresponding p-value of $< .001$. The self-rating for “deeper content knowledge around the Nevada Academic Content Standards” changed from a mean of 2.88 before the class to 3.94 after the class which was an increase of 1.06. This has a t-score of -7.408 with a corresponding p-value of $< .001$. The self-rating for “strategies and resources in support of curricula for Nevada Academic Content Standards in Mathematics

changed from a mean of 2.38 before the class to 3.93 after the class which was an increase of 1.56. This has a t-score of -8.411 with a corresponding p-value of $< .001$. These results indicate statistically significant improvements in all areas.

Teachers were also surveyed about the effectiveness of the training, future use of the knowledge from the training, and improved student problem solving abilities as a result of the training by rating these categories from 1 (not effective) to 5 (very effective). Results are shown in Table 2 and in the narrative below.

Table 2. Training Evaluation Results

Elements of Training	Mean
Organization and Preparation	4.94
Style and Delivery	4.75
Responsiveness to Participants	4.88
Creating a Learning Environment	4.94
Content of the training	4.88
I intend to use the information from this training now and in the future within my classroom.	4.50
Do you feel your students improved their problem-solving abilities using the routines learned?	4.38

For “Organization and Preparation” participants indicated an average of 4.94 with five being the highest score possible. The category of “Style and Delivery” was rated an average score of 4.75. “Responsiveness to Participants” was rated an average of 4.88. “Creating a Learning Environment” was rated an average of 4.94, and “Content of the Training” was rated an average of 4.88. Teachers were also asked if they intended to use the information from this class with an average response of 4.50 and if they felt their students’ problem-solving abilities had improved

with an average response of 4.38 indicating that most of teachers would continue to use this information and that students' problem-solving abilities had increased.

Conclusion

The results show that participants in the Routines for Reasoning course felt that it was valuable and by creating changes in instruction, the students' problem-solving abilities through use of the math practices improved. All of the participants who completed the course indicated that they would or would consider continuing with a similar course for the future. The NWRPDP trainers felt that there were dramatic changes in teacher beliefs about math instruction that were not necessarily captured with the survey questions or observational data. As teachers practiced the routines, classroom instruction shifted to include more student discussion of ideas and understanding of the concepts behind the problems. The students also became more independent as problem-solvers. Some teacher comments regarding this include, "My students are now comfortable, and quite independent with a graphic organizer we use to 'tackle' word problems. They have also learned new skills in working with partners during math tasks, discussing ideas, etc." and "My students LOVE using the 3 reads protocol and capturing quantities and relationships with math problems. They also understand and can explain the practices that we have focused on during this training. The biggest obstacle right now is school closure [due to COVID-19], however my students have asked to do the 3 reads problems during our Zoom meetings." Another comment to support a more student-centered classroom was [students are] "realizing that the most important part of solving a problem is not just the knowledge of the numbers and the questions, but being able to stretch what they know to other situations and think deeper about the question."

The NWRPDP trainers observed dramatic changes in instructional practice and beliefs about math teaching that is only partially captured through teacher comments. Some of the components of the course intended to support change were implementation of new instructional strategies along with collaborative planning groups, observation by trainers, peer observation, and presentation of the strategies to others. The participants who completed the course indicated that they had felt challenged but that it was worth it with comments such as "I really love the opportunity it gave me to explore the mathematical practices and what they can look like in the classroom. I learned tremendous amount about how to get the students thinking like a mathematician while applying the practices. This class pushed me outside of my comfort zone at times, and while that isn't an easy feeling, I grew and no longer have the initial anxiety I had at times. Yay!" and "We [the participants] were also very challenged and did activities that our students would be doing which allowed us to better be able to teach the strategies."

Student assessment data that may have shown improvement of student understanding of problem solving will, unfortunately, be unavailable as testing did not occur due to school closure.

However, additional benefits to the training, not specifically related to mathematics, were noted by the participants. The administrators from both schools participated in the trainings and taught the routines strategies to students at their schools. This impacted teacher change at both schools. As one teacher stated, “I appreciate that [our administrators] were a part of our class. It helps that leadership is engaged in trying what they’re asking the teachers to use.” Another benefit that several teachers noted was participating in a PLC group to collaboratively plan and discuss progress with the implementation of the routines. As one teacher commented, “I ... really enjoyed my time with my school PLC. It was cross-discipline and ended up being a very valuable tool, not only for the class, but for future planning as well.” Another indicated that she liked “opportunities to collaborate with peers and present together.” The administrator at one of the schools indicated that there were changes in the culture of the school. She noted that teachers were talking to each other about the Three Reads and Capturing Quantities routines in the hallways and office before and after school and during recess breaks. Teachers volunteered to help each other in the implementation of the routines and one teacher had her students work with students from another grade level to learn to use the routines. The administrator was excited about the collegiality that she was observing.

Participants in the course recognized that they had made important changes in their classrooms, that students were persevering while problem solving, and were enjoying the complexities of doing mathematics. As stated above, the average participant rating of the likelihood of using these strategies now and in the future was a 4.5 on a scale of one to five. All of the participants indicated that they would consider a continuation of the course for the future and some were adamant that they wanted to learn more. One participant who will be starting a master’s program said that she will definitely be doing both the master’s work plus whatever NWRPDP can offer for math. Both site administrators stated that they would also like to continue this work in the future. Some areas to focus on for future learning would be to expand this learning to other schools and teachers, and to expand teacher knowledge of the routines to incorporate additional math practices. For many of the teachers, this course shifted their focus to including the math practices as an important component of quality math instruction.

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Case Study 6: Integrating Eight Mathematical Practices through Instructional Routines- Logic Model

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

Inputs	Outputs		Outcomes -- Impact		
	Activities	Participation	Short	Medium	Long
RPDP Trainers Students Curriculum Administrative Expectations Budget Instructional Videos Resources --Professional Books --Standards Documents --Manipulatives	(6) two- or three-hour trainings utilizing Routines for Reasoning 15 hours collaborative planning times focusing on implementation of Routines for Reasoning Observation and feedback and/or coaching Presentation of work to colleagues	Teachers from three schools	Increased familiarity of Nevada Academic Content Standards in Mathematics Implementation of instructional routines designed to develop student use of the math practices Increased student use of mathematical practices Measures: Teacher Feedback Post-reflective Survey	Enhanced teacher efficacy in teaching elementary mathematics Increased use of best practice pedagogy Increased student self-reflection enjoyment of math Measures: Teacher Feedback	Increased student achievement Increased passing rates in secondary math Increased graduation rates Measures: Existing District Data

Assumptions: Teacher training will lead to increased teacher efficacy.

External Factors: Teachers have had little opportunity for school-driven professional learning in mathematics in recent years. Covid-19 pandemic disruptions.

Case Study 7: Student Goal Setting

Introduction

Student disengagement during diagnostic testing can be an obstacle for teachers in obtaining valid test results. Essentially, the more accurate student data is, the better prepared teachers can be for instructing students. But when validity is compromised, it becomes more difficult for teachers to truly know where individual students are, educationally. We give diagnostic assessments, three times yearly, but the accuracy of those assessments is highly dependent upon how seriously students take the opportunity to 'show what they know.' There are many possible reasons for this lack of engagement and motivation during testing, though research has supported that low student efficacy, due in part to students not being shown diagnostic results, or not being given the opportunity to work toward self-improvement, can often be a driving factor.

Additionally, there is a general trend towards students' MAP and i-Ready diagnostic scores to decline between the fall and winter, and/or the winter and spring, diagnostic assessments. Therefore, the hypothesis of this case study is: If students are provided the opportunity to review past assessment results with their teachers, and exposed to appropriate goal setting, they will improve their individual educational goals and increase learning efficacy. This will result in reduced winter and spring declines in assessment scores.

Instructional Context

Storey is a small rural county in Northern Nevada. There are four schools: two PK-5, one 6-8, and one 9-12. The overall student population of Storey County Schools is 540, with 128 at the high school, 116 at the middle school, and 193 total preK-5 elementary students. This study focuses on grades 1-5, and includes all teachers and students from both of the district's elementary schools. The breakdown of student and teacher numbers, per grade included in this study, is in Table 1 below.

Table 1: Teachers and Student Number by Grade Level

Grades	Teachers	Students
1	1	21
2	1	25
1/2	1	10/6
3	1	19
4	1	21
5	1	27
3/4/5	1	7/9/9
TOTAL	7	154

Initial Data and Planning

The MAP diagnostic results were to be used as the quantitative data initially, but a roadblock to doing this quickly arose: not all students in grades 1-5 are currently administered that diagnostic. That made the sample group much too small to get any really valid and reliable results. Specifically: 1st to 4th grades do MAP diagnostics, and 1st to 5th grades do i-Ready diagnostics. Additionally, the MAP diagnostic changes from the program being given orally in 1st grade throughout the entire year, to requiring independent student reading in the fall for 2nd grade. Due to that, there is a major drop in the fall scores for 2nd grade, giving an inaccurate depiction of where the students are in their learning. Consequently, nearly all students show growth in winter, from the fall drop. This results in most 2nd grade students not following the trend of scores dropping during winter. Additionally, 1st grade does not do i-Ready diagnostics in the fall. Due to the small numbers of teachers and students in rural Storey county, it was determined to be necessary to include all grades and teachers, from both schools in this study, so adjustments to the initial direction of this study needed to be made. It was finally decided to use MAP data for 1st & 3rd grades, and i-Ready data for grades 2nd, 4th & 5th grades.

At first, due to the logistical implications of our small district, it wasn't clear whether incorporating results from different diagnostics would give any valuable and useful results. But after consideration of the different needs and make-up of our district, as well as changing curriculum and assessment practices, it was determined that the findings will highlight scores and trends with two different diagnostics; in itself, this might yield a better understanding of the extent of results that support with goal setting, over more than one particular company's product, will produce.

The data that was incorporated in this study included the Fall 2019 and Winter 2020 diagnostic scores for the applicable MAP or i-Ready diagnostics and pre- and post- goal setting consultation surveys for both teachers and students. The initial and the first subsequent diagnostics were examined to determine growth or non-growth for students. Those results were then compared to the teacher and student perception surveys. This was done to recognize the presence, or lack of presence, of a correlation between setting a goal to improve personal effort, teacher support to help with that goal setting, and that effort helping to reverse a common phenomenon in diagnostic assessment results. The original planning of this study included both the diagnostic results and goal setting for the Spring 2020 assessments as well, but the COVID-19 pandemic prohibited the Spring diagnostics from occurring. As a result, this study was shortened. Therefore, the full implications from student setting of personal goals, that had been anticipated to be realized, were not able to be met.

Delivery of Services

In late Fall 2019, all seven teachers attended one pre-goal setting workshop focused on the research behind goal setting with students, and another specific to facilitation of student goal setting in respect to the diagnostic tool they use and the available data.

All teachers were asked to rate on a Likert scale of 1-5 their own beliefs about goal setting, by completing a pre-goal setting implementation survey as well as a post implementation survey, following the winter diagnostics. (Table 2)

Teachers also attended a pre-diagnostic goal setting meeting with the focus on individual student facilitation and the examination of different available tools. Included in this workshop was facilitator support in giving the students a pre and post metacognition Likert scale survey (1-3), in reference to the students' individual beliefs about goal setting. (Table 3)

Additionally, teachers attended a post-Winter diagnostic workshop, in February, where they looked at data, made initial conclusions, and discussed results and experiences with others. Teachers also created implementation plans for the Spring diagnostics, based on what had worked well for them previously and what they felt needed to be modified. Due to the Covid-19 pandemic, the Spring diagnostics were not conducted.

Results and Reflection

Teachers were asked to fill out a survey prior to the first professional development facilitation, and then again right after their individual consults with students. Students were asked to complete surveys prior to goal setting consults with their teachers, and then after they completed both the goal setting consult and the winter diagnostic assessment. As well, growth/non-growth data between the fall and winter student diagnostic assessments were collected. The following tables reflect those findings. In addition to the Likert scale surveys, teachers were asked to give comments. Those comments are also listed below.

Table 2 shows that the teachers' perceptions of goal setting were positively enhanced after the professional development facilitation. Additionally, after student goal setting consults with students, teachers' beliefs about their own abilities to successfully conduct those consults were also positive. Due to the small population group (seven teachers) statistical significance of the survey growth results was not able to be determined.

Table 2: Teacher Pre and Post Reflective Goal Setting Training Survey (Scale 1-5)

Rating	Pre	Post	Change
Do you believe that pre-assessment goal setting affects students' effort during the diagnostic?	3.00	4.14	+1.14
I make student goal setting a priority before diagnostics	2.57	4.14	+1.57
I know how to facilitate student goal setting affectively	2.29	4.29	+2.00

Table 3 reflects that the students' understanding of what a goal is and how to set one was also positively enhanced. As well, the students' beliefs that setting goals will support them to do their best showed positive results. As a note of caution, these surveys were given to students from grades 1 to 5. Though the students in grades 3-5 were able to complete the survey. Grades 1-2 had more difficulty, and their understanding of what was being asked was not entirely clear to the teachers who gave the surveys. Due to this, statistical significance of the growth that is shown in this perception survey, was not figured.

Table 3: Student Pre and Post Reflective Goal Setting Facilitation Survey (Scale 1-3)

Rating	Pre	Post	Change
I know what a personal goal is	1.73	2.64	+0.91
I know how to set a personal goal	1.61	2.71	+1.10
I think if I set goals before diagnostic tests it would help me to try my best	2.16	2.72	+0.56

To determine whether student goal setting had any effect on growth between the fall and winter diagnostics student results, all growth was considered, and was not dependent upon a certain level of growth. Diagnostic results from fall to winter 2018-19 and 2019-20 were collected. For grades 2, 4, and 5 i-Ready was reviewed, and for grades 1 and 3, MAP was reviewed. All grade levels showed a positive average increase between the two years. The original intent of this growth comparison was to be between fall/winter and winter/spring of each year. The pandemic did not allow for the winter/spring diagnostic assessments. Due to the ability to compare one set of data, rather than two, the validity of these results is lessened. Added to the ability to conduct valid comparisons, is that the student populations between the two years and the two diagnostics does not allow for the same student populations being compared. Therefore, though there is an

increase of the number of students at each grade level who showed growth, this indicates a possible trend, rather than statistical significance of positive results.

Table 4: Percent of Students Who Showed Growth Between Fall and Winter Diagnostics

Grade	Number of Students 2018-2019	% of Growth 2018-2019	Number of Students 2019-2020	% of Growth 2019-2020	Change in % of Student Growth
1	28	85.71	29	89.66	+03.95
2	24	70.83	31	87.10	+16.27
3	32	68.75	22	90.91	+22.16
4	32	81.25	37	86.49	+05.24
5	35	74.29	31	83.88	+09.59

Conclusion

The following hypothesis was tested in this case study: If students are provided the opportunity to review past assessment results with their teachers, and exposed to appropriate goal setting, they will improve their individual educational goals and increase learning efficacy. This will result in reduced winter and spring declines in assessment scores.

In order to test this hypothesis, it was necessary to provide professional development to teachers, in the form of expanding their knowledge base for both the why and the how of goal setting with students. The results from the data collected, albeit not what was fully envisioned due to the COVID-19 pandemic, do show a positive response to the professional development facilitation of goal setting with students, prior to diagnostic assessments. These positive responses give support for further professional development in goal setting and investigations into whether this strategy continues to provide more accurate results from diagnostics assessments, and allows for teacher benefit for student effort.

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Case Study 7: Student Goal Setting with MAP and i-ready Diagnostics - Logic Model

Situation: There is a general trend towards students' MAP and i-ready diagnostic scores on assessments dropping between the fall and winter, and/or the winter and spring. Research has supported that this is due to low student efficacy, due in part to students not being shown or reviewing diagnostic results, and thus not being given the opportunity for self-improvement based on assessment results. Student goal setting is one method of enhancing students' self-reflection and metacognition of their educational progress.

Inputs	Outputs		Outcomes -- Impact		
	Activities	Participation	Short	Medium	Long
<p>RPDP Facilitator</p> <p>7 Teachers total, at 2 Elementary Schools in Storey County</p> <p>Grade 1-5 students</p> <p>2019-20 Fall, Winter, and Spring data from MAP (NWEA) and i-ready (Curriculum Associates) diagnostics</p> <p>Support of Storey County School District</p>	<p>One Pre-goal setting Workshop, with the focus on the research relating to the importance of student goal setting in educational settings</p> <p>One Pre-goal setting Workshop with the focus on goal setting with students, with teachers using MAP diagnostics for data</p> <p>One Pre-goal setting Workshop with the focus on goal setting with students, with teachers using i-ready diagnostics for data</p> <p>One Pre-goal setting meeting with all teachers prior to Winter and Spring diagnostics facilitation with students</p> <p>One Post-goal setting meeting with all teachers following Winter and Spring diagnostics facilitation with students</p>	<p><u>Three – Grade 1-2 Teachers:</u></p> <p>One 1st & 2nd grade</p> <p>One 1st/2nd grade Combo</p> <p><u>Four – Grade 3-5 Teachers:</u></p> <p>One 3rd, 4th & 5th grade</p> <p>One 3rd/4th/5th grade Combo</p> <p>31 - 1st grade students</p> <p>31 - 2nd grade students</p> <p>24 - 3rd grade students</p> <p>25 - 4th grade students</p> <p>35 - 5th grade students</p>	<p>Teachers increase knowledge of educational benefits of goal setting with students prior to facilitating diagnostic assessments</p> <p>Students increase knowledge of educational benefits of goal setting prior to taking diagnostic assessments</p> <p>Teachers and students increased knowledge of setting realistic and attainable educational goals based on diagnostic assessments</p> <p>Measures: Post-reflective surveys of teachers and student diagnostic assessments</p> <p>Goal sheets</p>	<p>Increased teacher goal setting efficacy in MAP diagnostic assessments with students</p> <p>Increased student educational goal setting based on assessment results</p> <p>Reduced Winter and Spring declines in assessment data</p> <p>Measures: Post-reflective surveys of teachers and student diagnostic assessments</p> <p>MAP and i-ready Diagnostic Data (Trends)</p>	<p>Increased GPA and graduation rates of students exposed to MAP and i-ready Diagnostics</p> <p>Increase in student/teacher use of goal setting in all areas of education</p> <p>Measures: Existing school, district, state, and College Board student data</p>

Assumptions: Positive attitudes and beliefs about Professional Practice. Changes in teachers' pedagogy leads to increased student awareness and effort. Students take assessments more seriously when they have a self-selected and realistic goal. **External Factors:** Fall diagnostics were already given before the start of this project. Time availability in the classrooms to participate in goal settings with students. Teacher efficacy in the practice. Fatigue in having another task to do with students. Covid-19 pandemic disruptions

Case Study 8- Building Learner Agency with Middle School Staff

Introduction

The structures and habits which have dominated public schools have changed very little for decades. Within these are traditional teaching methods which have placed the teacher as a point of focus in the classroom. In this type of structure, curriculum, pacing, and evaluation are determined by that teacher with the student as a receiver of information who eventually is asked to prove his or her learning to the instructor. In the past, reliance on the expert, or teacher was a necessity as they were the main source of energy. Advances in our modern society, however, have made this focus inefficient and even irrelevant. An urgent need to shift from a teacher centered, to a learner centered focus is now not an idea to consider, but an essential change that must occur.

The field of innovations and most effective ways to lead current, and train new educators are developing worldwide. The importance of this work cannot be understated.

“...if we are not obsessed with who learners are, how to best serve them, and how to partner with them to move forward, we can fail to make the impact that we desire and are working so hard to achieve.” (Martin, 51)

The cost of continuing to focus as before and continue as before will be costly in economic and social measures. For this reason, work must begin now in earnest in areas that have not already taken serious steps towards creating personalized, student centered learning for all in our schools.

“If our schools aren’t working for those we serve, we can no longer accept that they need to change. We must consider how we can change to best serve them.” (Martin, 73)

Part of this shift is a focus on building learner agency, or building the needed mindsets, knowledge, and taking the appropriate actions to become the owners and drivers of their own learning, rather than relying only on a teacher. A shift to change to a student driven educational setting is beneficial for students as it helps them truly be prepared for modern challenges which exist now, and will yet develop. Teachers are still needed in this process, however, their roles have changed from distributors of knowledge to mentors and guides. Part of that mentoring is the training of learners to be agents of their own learning.

The focus of this case study revolves around the efforts to help teachers of a middle school learn about the benefits of, and the steps needed to build learner agency in their classes. It is an example of one effort which should be replicated throughout the state.

Instructional Context

Participating teachers in this case study were all from Churchill County School District. At the request of the superintendent and the principal of the middle school, a plan was developed to help the staff develop awareness and skills to begin fostering learner agency within the school. There was a wide variety of experience levels and roles of those who participated, although the majority were currently teaching middle school children. A group of 36 middle school teachers were joined by three administrators and four high school teachers for this study.

Demographics of the students served within the Churchill County School District are summarized below. It is a good representation of rural Nevada and a valuable group to study.

Table 1: Demographics of Churchill County School District

	Total Enrollment	Ethnicities other than White	Individualized Education Plans	English Language Learners	Free and Reduced Lunch
Churchill	3,379	41.0%	16.9%	7.0%	53.7%

Initial Data and Planning

Initial planning for this effort came from a request from the superintendent of Churchill County School District and principal of Churchill County Middle School. As part of the district strategic plan, this district continues to focus on moving from a very teacher centered, to a student-centered learning environment. The development of more learner agency was identified as a strategy which the superintendent requested be pursued. Previous observations had revealed that there was a strong propensity towards a teacher centered form of instruction, especially in the secondary levels. Planning was conducted to create a course that would give staff the ability to gradually consider and develop knowledge about and skills to build learner agency with their students. Six pre-learning modules were created and each were followed up with a collaborative workshop where staff could discuss and plan for implementation of what they learned.

Delivery of Services

The work summarized in this document was a long term and continuous effort throughout the majority of the 2019-2020 school year. Each pre-learning module and workshop pair were spaced about a month apart. The modules and workshops included the topics to help build an environment supportive of learner agency including basic principles of learner agency, creating a learner centered environment, increasing effectiveness as a facilitator, and mindsets needed of adults to foster learner agency. Additional modules focused on student mindsets, know-how, and skills that staff could help students develop for their success.

As mentioned previously, each module was distributed to participants through a Google Classroom. These learning modules included articles, activities, and reflection topics to help the staff build basic knowledge of each topic previous to attending the collaborative workshop. Following a period of individual study and reflection, staff would come together in a collaborative workshop. In the workshops, a variety of activities provided the staff the ability to compare ideas and plans with one another in preparation to experiment and implement in their classrooms. These collaborative workshops were also designed to build a sense of community and teamwork in building learner agency schoolwide.

Results and Reflection

As the work began it was apparent that a general understanding of learner agency and its principles was underdeveloped in the staff. When asked in the first module pre learning if they felt they were developing learner agency in their classes responses mistakenly identified basic choices with learner agency. Some of the responses that reflect this include, “I allow my students to make choices in their learning, they can choose to sit where they wish.” and “My students have the freedom to get a drink or use the restroom whenever they want, I feel this shows that I give them learner agency.”

The continuing modules however offered the chance for the participants to learn about what the basic principles of learner agency actually meant, and they took small steps in making plans to start changing their practice to help students be more active in their learning. Mindset self-assessments, student planning activities, and goal setting with students were just some of the collaboration points of focus.

Towards the end of the course staff were asked to reflect on their learning from the year. First, teachers were invited to reflect on their learning. They responded to reflective questions to express their agreement or disagreement with a few thoughtful responses. The opinions of the educators can be seen on Table 2.

Teachers and students were then asked questions which proved useful in comparing adult and student impressions of the beginning implementation of the basic principles related to learner agency. All responses were weighted with a 1-5 scale. 5=Strongly Agree and 1=Strongly Disagree with intermediate scores corresponding to responses disagree, neutral, and agree. The mean of these scores was calculated to quantify comparisons between student and adult views. Some of the results include responses to questions which can be seen on Table 3.

Table 2: Teacher learner agency growth of attitudes and skills self-evaluation.

Reflective Statement	Teacher Self Score Mean Response
My knowledge about the basic elements of building an environment that supports learner agency has increased because of this course.	3.63
My skills in building a learner-centered environment have increased because of this	3.68

Reflective Statement	Teacher Self Score Mean Response
course.	
I am better at developing the attributes needed in an environment that supports learner agency because of this course.	3.61

Table 3: Teacher and student comparison of learner agency growth.

Opinion Statement	Teacher Mean Response	Student Mean Response	Difference (Higher opinion of teacher compared to student.)
Teachers treat everyone equally.	4.03	3.31	+.72
Teachers care about constant improvement, not just a grade.	3.45	3.10	+.30
Teachers care about constant improvement, not just a grade.	4.03	3.56	+.47
Teachers give me a lot of opportunities to reflect on how my learning is going.	3.74	3.42	+.32
Teachers listen more than they talk.	3.16	2.87	+.29
Teachers ask questions that let me express my opinions, not what they want to hear.	3.37	3.11	+.26
Teachers create opportunities to learn, not just force me to learn certain lessons.	3.24	3.33	-.09
Teachers care more about me than about	3.63	3.29	+.34

Opinion Statement	Teacher Mean Response	Student Mean Response	Difference (Higher opinion of teacher compared to student.)
'getting through the classwork.'			

Although these questions seem to demonstrate in a majority confidence that they were beginning to learn what was needed, further questions seemed to reveal a difference in the opinions of their students when considering the ability to implement what was learned. These findings were drawn from the staff and 99 random students grades 6-9 answering questions about the same topic. Table 4 presents summaries of some of the responses which demonstrate the gap in perception most clearly.

Table 4: A further analysis of the data

Student question	Student mean (N = 99)	Teacher question	Teacher mean (N = 38)	<i>t</i> -score	<i>p</i> -value
My teachers treat everyone equally.	3.31	My students feel my class is equitable.	4.03	-4.179	< .001*
My classes are centered around the students.	3.10	My students believe that my class is learner-centered.	3.45	-2.405	.018*
My teachers care about constant improvement, not just a grade.	3.56	My students know that I value continuous improvement and not just a grade.	4.03	-2.571	.011*
My teachers give me a lot of opportunities to reflect on how my learning is going.	3.42	I create frequent opportunities for my students to reflect on their own learning.	3.74	-1.847	.067
My teachers listen more than they talk.	2.87	My students would say that when we learn together, I listen more than I speak.	3.16	-1.763	.080
My teachers ask questions that let me express my opinions, not what they want to hear.	3.11	My students would say that I ask questions that do not have pre-determined answers.	3.37	-1.538	.127

Student question	Student mean (N = 99)	Teacher question	Teacher mean (N = 38)	t-score	p-value
My teachers create opportunities to learn, not just force me to learn certain lessons.	3.33	My students would say that I do not force their learning, but create opportunities for them to learn naturally.	3.24	0.519	.605
My teachers care more about me than about 'getting through the classwork.'	3.29	My students would say that I care more about them than 'getting through the material.'	3.63	-1.608	.112

**Statistically significant differences. In all other areas, there were no statistically significant differences between students' and teachers' responses.*

This data reveals there was growth by the staff in their confidence in moving towards learner agency, but that their learning on implementation is not yet complete.

Conclusion

When considering the growth in the staff throughout the year, it is positive to remember the starting point from where they began. Many members of the staff have come from a non-existent understanding of what learner agency is, to a point where they can now continue growing together and implementing for a change in the school from teacher to learner centered.

This work was a good first step in a process that will need to continue in its development. The staff are effectively showing literacy in what learner agency is at this point, but they are not effective yet at implementation. This is to be expected and with the positive attitudes shown by the participants it is likely that continued growth will be evident over time.

It should be noted that there will be a need to allow for students to grow as well. They have developed in a system which has focused on the teacher, doing what they request and being compliant. They will also continue to grow and develop the skills they need as they are guided by the newly trained staff to help them in their journey. It is hoped that other schools will see the value in this effort and choose to have their staff participate in similar learning.

In light of the new challenges we have uncovered through the COVID-19 learning from a distance time in the Spring of 2020, it is clear that a further development of learner agency will be an essential part of any plan for the future. This study served as an effective introduction to the principles of learner agency and methods of developing it. Principals, teachers, and other administrators of Churchill County School District have come to recognize the value of this introduction, as well as further in-depth learning will have in their schools. The topic of learner agency has become a common topic mentioned in the planning of improvements in learning for the students of Churchill County School District.

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Case Study 8: Building Teacher Understanding and Implementation of Learner Agency- Logic Model

Situation: Churchill CSD is in the process of taking another look at innovative and effective revisions to the way we help students. Building Learner Agency is an important part of the transition from a teacher-centered, to a learner-centered environment. My goals is to build staff and student efficacy in using learner agency to help move towards becoming a learner-centered district.

Inputs	Outputs		Outcomes -- Impact		
	Activities	Participation	Short	Medium	Long
Budget NWRPDP Facilitators 6-8 Teacher sin Churchill CSD Administration Expectations Churchill CSD Strategic Plan	6 Online Pre-Learning Units 6 Collaborative Workshops Follow up coaching visits	Grade 6-8 Teachers in Churchill CSD (approximately 40)	Increase in teacher’s ability to define the basic elements of building an environment that supports learner agency in their classes. Increased teacher knowledge in specific areas in which they can help students develop the skills and attributes needed to grow learner agency. Measures: Individual teacher goal setting Building level goals RPDP Feedback form, Post Reflective surveys	Enhanced instructional practice. Increased implementation of training goals/objectives Increased collaborative matching at school and district level Increased teacher efficacy Measures: Observation of implementation level Post Reflective surveys	Student self-guided learning and evaluation Increased student achievement. Student demonstration of learning through multiple learning pathways. Increased graduation rates Increased teacher reported job satisfaction. Measures: Existing school, district, and state data Teacher post reflective surveys

Assumptions: Teacher training will lead to teacher efficacy and a shift to a more learner-centered environment. All participants will be actively engaged in all units of professional learning. **External Factors-** Competing district initiatives. Teacher burn out. Schedul conflicts for collaborative workshop dates. COVID-19 pandemic disruptions.

Case Study 9: How COVID-19 Impacted a Year-Long Professional Learning Group

Introduction

This case study focused on the K-12 English Language Learner teacher specialists in one rural Nevada School District who have participated in a monthly year-long professional learning during the 2019-2020 school year. The professional learning initially had three planned foci: Co-teaching to meet the needs of ELs, formative assessment of language and content, and participating in a PLC in order to both address day to day challenges and to define and work toward district goals. When districts went to distance learning in March due to the impacts of COVID-19, the professional learning for the group changed in both focus and structure. The co-teaching and formative assessment topics were suspended. The focus of the meeting times shifted to addressing the specific challenges of our English Language Learners during distance teaching. This case study evaluated the planned professional learning and examined the impacts of COVID19 on professional learning.

Instructional Context

The K-12 district had one English Language Learner specialist at each school. The teachers worked directly with students on English language development and content area support, with other teachers in a co-teaching context, and with assistants. The EL specialists were also integral in the scheduling and assessing of students especially for the ACCESS test (state English proficiency assessment). They were also often called upon for providing and/or organizing interpreting and translation services for families. They also played a key role in supporting family engagement. The EL Specialists responsibilities reached far beyond classroom or small group instruction. Professional learning for the EL specialists needed to reflect the multifaceted nature of their jobs. In collaboration with district administration the focus for the professional was decided on based on multiple factors. The EL Specialists were all co-teaching to some level. The teachers had had some co-teaching professional learning in the past, but it was not specifically focused on English Learners. In order to support their current co-teaching work, the district requested professional learning that focused on co-teaching focused on supporting the needs of English Learners. Using a new resource, *Co-Teaching for English Learners: A Guide to Collaborative Planning, Instruction, Assessment, and Reflection* year-long professional learning was planned. The teachers took a one-day WIDA course during the 2018-2019 school year focused on formative assessment of language. As a result of that class, the teachers requested additional professional learning on formative assessment for language and content. This year

WIDA offered another more extensive course on Formative Assessment and the course was used as the foundation for the content of the professional learning. This became the second professional learning focus. The third focus was to function as a professional learning community to address day to day challenges, address cross-school issues, and to define and do the work of addressing district goals.

Initial Data Planning

The following considerations were made during the planning of the professional learning. One of the district goals was to incorporate more co-teaching for English Learners. In direct support of that goal, co-teaching with ELs in mind became a priority focus. Research indicated that teacher choice could be a powerful tool for the effectiveness of professional learning (Bill and Melinda Gates Foundation, 2014, Darling-Hammond, et. al. 2017 & Calvert, 2016). The teachers had identified formative language and content assessment as an area that they would like to work on and felt as though it would be highly impactful for student learning. Similarly to co-teaching, the teachers had had professional learning focused on formative assessment, and they wanted to continue that professional study. In addition to the pedagogical topics, the teachers and facilitator requested time to be able to address day to day challenges, clarifying district policy and procedure, and establishing a consistent support system across the district. This time was conducted in a professional learning community and was internally referred to as problem solving time. A combination of teacher surveys, teacher discussions, and established district goals were used to focus the topics covered in the professional learning and to determine the formats for delivery.

Delivery of Services

The training from August to February was a monthly three-hour meeting. One hour was spent in a PLC (Professional Learning Community). One hour was spent on co-teaching, and the last hour was spent on formative assessment. The exact times at each meeting varied some depending on need determined by exit tickets, turned in agenda items, and email communications. From March to May the teachers met virtually for one hour each week. The focus was on addressing the challenges of distance learning.

Results and Reflection

Part 1: August 2019 to March 2020

Teachers were asked to complete exit tickets, an evaluation about the quality and usefulness of the professional learning in December, and a post-reflective survey on what they learned as a result of the professional learning. These were used to evaluate the professional learning before

schools moving to distance learning. Teachers were also asked to fill out an end of year survey asking them to evaluate the changes in the professional learning in response to the impacts of COVID-19 changes and to determine potential needs for the 2020-2021 school year.

The evaluation for the professional learning from August to December that focused on co-teaching, formative assessment, and professional learning community work indicated that teachers felt the professional learning matched their needs, added to their knowledge, would lead to improvement in teaching skills, and the knowledge and skills they learned would be used.

Teachers were asked to evaluate by Likert score the following statements: *The activity matched my needs; This activity added to my knowledge of standards and/or subject matter content; The activity will improve my teaching skills; and I will use the knowledge and skills from this activity in my classroom or professional duties.* The Likert score is defined as follows. A score of one on the Likert score indicated not at all, a three indicated to some extent, and a five indicated to a great extent. One hundred percent of teachers indicated a level five. Teachers indicated that the content of the professional learning met their needs, expanded their knowledge and skills, and would be used in their teaching. Teacher comments at the end of the evaluation supported the Likert scale results. One teacher’s comment on the evaluation stated, “I appreciate Diana’s expertise and vast knowledge in the area of second language instruction and students. She continues to increase my professional knowledge and instructional practices.” Another teacher commented, “There are excellent tips and tricks we can use immediately.”

The post-reflective survey focused on increase of knowledge for co-teaching and formative assessment for language and content. All areas on the survey were statistically significant in the direction of learning by the teachers. See Table 1 below.

Table 1: Post Reflective Professional Learning Results

Question	Mean before	Mean after	t-score	p value
Knowledge of co-teaching formats, structures, and strategies	1.75	4.00	9.00	<.003
Knowledge of process and strategies for formatively assessing student language for both ELD and content area language development	2.00	3.75	7.00	<.006

All measures of evaluating the professional learning indicate that teacher knowledge and skills were increased and teachers were implementing what they were learning. One teacher wrote on the COVID-19 before and after survey when asked what was valuable about the professional learning from the August 2019 to March 2020, “Everything about co-teaching; problem solving with both Diana and fellow EL Specialists. Helping to make our district screening policy better. Diana’s knowledge of state and federal guidelines, to be sure our district complied. Everything was valuable; I wish all PD meetings were as valuable/relevant as these are.” Another teacher

wrote, “I really appreciate that we cover timely topics, i.e., testing, formative assessment, our extra duties, district policy, EL files and a host of other things we have clarified for our collaborative group.” Strategically determining the focus of the professional learning in collaboration with all stakeholders, prioritizing teacher choice when possible, and addressing day to day challenges and questions about district policy and procedure led to successful professional learning.

Part 2: March 2020 to May 2020

Any other year the case study would have been complete with the above. This year due to the response to COVID-19 to keep students and educators safe school buildings were closed and educators and students moved to distance learning. The unprecedented circumstances required changes big and small to both teaching and professional learning. Part 2 of this case study focuses on capturing the changes to teaching and learning and professional learning and determining their impact on teaching and professional learning for the 2020-2021 school year. Teachers were asked the following questions:

- What were the major changes in teaching that happened with the move to distance learning?
- Did the change in professional learning content and structure to weekly meetings focused on problem solving meet your needs? If so how? If not, how could it have been changed to better meet your needs?
- In thinking about next school year, is there anything in the March to May professional learning that you would like to continue next year?
- What professional learning topics do you think will be important for us to consider next year?

Conclusion

The following will summarize the thinking of the K-12 EL Specialists in one small school district in Northern Nevada.

The major changes included the amount of participation, the type of interaction with students, and their ability to oversee the educational opportunities of their students. When school was in session, the EL Specialists would interact with students and their general education teachers regularly in order to determine and address their educational needs. Facilitating family engagement could be done through multiple formats for example, catching a parent at pick up time or doing a home visit, not just phone calls. In both their written reflections and during the virtual meeting times teachers indicated that their ability to interact with their students and student participation was also less. There were many proactive measures taken to remove barriers for students and families. The district made sure that students had access to devices and Internet and there were paper and pencil options for students. Even when those barriers were

removed, there were some challenges in getting initial contact and maintaining that contact over time. The EL Specialists reached out to families through multiple means including phone calls, reaching out to extended family, through email and Google Classroom, and even in some cases through home visits that maintained social distancing guidelines. The EL Specialists reached out to the appropriate general education teachers in order to mitigate barriers and support the English Learners in their general education classes because some students were not completing their general education assignments. The EL Specialists also provided online English Language Development instruction. They worked together to find and build a webpage that had resources for teaching English Learners and English language development online and then used the resources that best match their students' needs for online learning through Google Classroom. Over time it became clear that the barriers for students and families were not limited to devices and connectivity. Students and families also needed socioemotional learning and support. Students and their families also needed more information about how the technology works and how to support the student through the online platform. For example, how the lessons are structured and how to see if assignments have been turned in. In addition, general education teachers also needed more knowledge about how to adapt online learning to the needs of the English Learners.

In March, the dedicated professional learning time for the EL Specialists shifted from set content to responsive problem solving. Instead of meeting monthly for three hours the EL Specialists met weekly for an hour virtually and focused on the question, how do we continue to meet the needs of our students? The main focus of the time was on the work described in the paragraph above. When the specialists were asked if the change in the professional learning met their needs, they responded positively. One educator wrote in the survey, "We really needed or PL content to change with the times and the issues we faced. I got so many great ideas and strategies to enhance and improve my distance teaching. The time not only focused on student learning, but also on their socio/emotional well-being." Another teacher wrote, "We all shared ideas and had great input and validation from you. We are doing all we can." When asked about what they thought was important to consider for professional learning next year, they generating to following list of professional learning needs. They also generated a list of what they would like to put into place for students and families at the beginning of next year both just in case school is impacted by COVID-19 again as ways to improve the quality of education for the English Learners in their district.

Professional learning needs related to distance learning:

- Distance learning – pedagogy, resources, and platform
- Distance learning compatible resources for: project-based learning projects, social/emotional learning, formatively assessing online, high quality English Language Development resources especially, speaking and listening
- Co-teaching while distance teaching
- Ways to include and engage families in distance learning

The final professional learning plan for this group of teachers will be developed with all stakeholders and be placed in the context of the overall district goals. The content will be developed using the Nevada Professional Learning Standards. The following is what the EL Specialists would like to contribute to that plan for the 2020-2021 school year to support students and families and their own professional learning. One of the barriers for families was knowledge about how to navigate the online learning platform and to check on their child's work. The EL Specialists would like to develop a multi-part support for families that includes face to face teaching about the platform and utilizing existing videos. Teachers are also planning on utilizing the online platform from the beginning of the year, so that if instruction moves to distance learning again the students will have foundational skills using the platform, experience with the online resources, and already know the expectations for online learning. The EL Specialists would like further professional learning on both incorporating English Language Development instruction into general online learning and on teaching English Language Development through distance learning. Through collaborative work, addressing immediate challenges, the teachers identified not only relevant work to be done to support students and families, they identified their own professional learning needs to be able to most effectively do that work.

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- WIDA-Cultivating Practices for Formative Assessment Online Course

Case Study 9: How COVID-19 Impacted a Year-Long Professional Learning Group- Logic Model

Situation: English Language Learner Specialists professional learning before and after Covid-19.

Inputs	Outputs		Outcomes -- Impact		
	Activities	Participation	Short	Medium	Long
<p>Monthly 3-hour professional learning meetings</p> <p>NWRPDP – Facilitator/Coach</p> <p>WIDA Formative Assessment Course</p> <p>Co-teaching with English Learners book</p> <p>K-12 EL Specialists in one rural county</p> <p>NWRPDP budget for supplies and book</p>	<p>District based professional learning</p> <p>Professional learning for co-teaching, formative assessment for ELs, and professional learning communities</p>	<p>5 teachers participate in the following professional learning:</p> <p>Seven three-hour professional learning sessions focused on: Co-teaching Formative Assessment Professional Learning Communities</p>	<p>Teachers increase their knowledge of co-teaching, formative assessment for ELs, and professional learning communities.</p> <p>Measures: Teacher post reflective survey Teacher self-assessment Exit tickets</p>	<p>Increased use of co-teaching for English Learners</p> <p>Increased use of formative assessment for English learners</p> <p>Measures: Teacher extended survey</p>	<p>Increased student achievement.</p> <p>Increased graduation rates.</p> <p>Measures: Existing district/school data</p>

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

External Factors: Individual teacher differences, competing initiatives, attendance due to inclement weather. COVID-19 pandemic disruptions.

Case Study 10: Computer Programming, STEAM and Creativity with Hummingbird Robotics

Introduction

The focus of introducing and training on the newly adopted Nevada Academic Content Standards for Computer Science and Integrated Technology (NVACSCSIT), are of great importance for Nevada teachers. From the Nevada Department of Education K-12 Computer Science website: “These skills strengthen local community, national innovation, and opportunities for youth. Computer Science - not computer literacy - underlies most innovation today, from biotechnology to cinematography to national security. Yet, the majority of U.S. schools require only that students use computers. Seldom do schools prepare students to innovate and create the new technologies that drive local and national economies. This ability to innovate with technology is also important for students’ future success and ability to make a difference in a global society.” (NCWIT.org) Since the NVACSCSIT standards are new, and with Nevada’s current emphasis and investment in Science Technology Engineering and Math (STEM) education, the NWRPDP PreK-12 STEM trainer worked to design, prepare and implement an upper elementary class focusing on computer science, programming, engineering, technology, problem solving and math. The 6 participating teachers come from Churchill, Carson, Douglas and Washoe counties. These teachers received four evening classes (5:00-9:00pm) of instruction. The teachers received their training October 2019 through April 2020. The goal of the trainings was to provide teachers the instruction, practice and support required to engage students in quality computer science and STEM learning that incorporate the NVACSCSIT. Teachers gained an understanding of what computer science and STEM education are, and how they could utilize them in their classrooms.

Instructional Context

Nevada’s Northwest Regional Professional Development Program (NWRPDP) serves six Northern Nevada counties; Carson, Churchill, Douglas, Lyon, Storey, and Washoe. NWRPDP provides support with implementing the NVACSCSIT for teachers in the Northwest region of Nevada. Based on information from district personnel, teachers in this region lacked the training, materials and expertise to implement the NVACSCSIT without intervention from specialists. The participants from each county served were: 2 Churchill, 2 Washoe, 1 Douglas and 1 Carson (total participants 6). The participants were 4th – 5th elementary school teachers. Experience level of teacher participants ranged from 3 to 35 years.

The Nevada State Legislature has mandated by its adoption of the NVACSCSIT in 2019, and Nevada law requiring adopted standards to be implemented in schools within two years, that

teachers receive the professional development necessary to implement them in their classrooms. One of RPDPs tasks is to train teachers on the new standards and help teachers implement them into their classrooms.

Initial Data and Planning

Section 3 of Nevada State Senate Bill 200 states: “Before beginning 6th grade, all students are to receive instruction in computer education and technology ...” Section 4 of Nevada State Senate Bill 313 states: “Each RPDP must provide training in computer science and integrated technology to all teachers in Nevada.”

- Nevada currently has 2,157 open computing jobs (3.2 times the average demand rate in Nevada).
- The average salary for a computing occupation in NV is \$76,681, which is significantly higher than the average salary in the state (\$45,040). The existing open jobs alone represent a \$165,400,572 opportunity in terms of annual salaries.
- Nevada had only 163 computer science graduates in 2017; only 25% were female.
- In Nevada, only 67% of all public high schools teach computer science (18-19 data).
- Only 877 exams were taken in AP Computer Science by high school students in Nevada in 2018 (131 took AP CS A and 746 took AP CSP).
- Only 33% were female (15% for AP CS A and 36% for AP CSP); only 272 exams were taken by Hispanic or Latino students (24 took AP CS A and 248 took AP CSP); only 47 exams were taken by Black students (9 took AP CS A and 38 took AP CSP); only 2 exams were taken by American Indian or Alaska Native students (1 took AP CS A and 1 took AP CSP); only 4 exams were taken by Native Hawaiian or Pacific Islander students (1 took AP CS A and 3 took AP CSP).
- Only 31 schools in NV (25% of NV schools with AP programs) offered an AP Computer Science course in 2017-2018 (14% offered AP CS A and 27% offered AP).

Based on this information the NWRPDP K-12 STEM trainer planned this new class.

The NWRPDP Pre-K-12 STEM trainer successfully taught an upper elementary computer science, STEM class using Birdbrain Tech Hummingbird Robotics materials. The participants were 6 elementary school teachers. The trainings took place October 2019 through April 2020. Each teacher received instruction that consisted of training for the implementation of the NVACSCSIT. Participants received 4 evening trainings (5:00pm – 9:00pm) that included instruction on the NVACSCSIT and the NVACS in science engineering standards. The teachers learned and practiced computer programming and using motors, LED lights, motion, light, temperature and other detectors as well as cutters, glue guns, specialized whole punchers and more required to implement Hummingbird Robotics in their classrooms with students. Each participating teacher received classroom sets of materials and support.

Participant teachers received access to resources including an online component that includes curriculum aligned to the standards, assessments, video collections, tutorials and troubleshooting.

Delivery of Services

The NWRPDP trainer successfully implemented 16 hours of training for six elementary school teachers in Nevada’s Northwest Region.

Results and Reflection

The results of the RPDP training post-evaluation are listed in Table 1. The results of this case study post-reflective evaluation can be seen in Table 2.

Table 1. Program Activity Evaluation (1 =Not at all, 3 =To some extent, 5 =To a great extent).

<i>Evaluation Question</i>	<i>Mean</i>
1. The activity matched my needs.	5.0
2. The activity provided opportunities for interactions and reflections	5.0
3. The presenter/facilitator’s experience and expertise enhanced the quality of the activity.	4.8
4. The presenter/facilitator efficiently managed time and pacing of activities.	4.8
5. The presenter/facilitator modeled effective teaching strategies.	5.0
6. This activity added to my knowledge of standards and/or subject matter content.	5.0
7. This activity will improve my teaching skills.	5.0
8. I will use the knowledge and skills from this activity in my classroom or professional duties.	5.0
9. This activity will help me meet the needs of diverse student populations (e.g. gifted and talented, ELL, special ed., at-risk students).	5.0

Table 2. Computer Programming, STEAM and Creativity with Hummingbird Robotics 2019-20 (n=6; On a scale of 1 to 5 where 1 is Poor and 5 is Excellent).

	Mean before	Mean after
I feel comfortable in my general knowledge of computer programming.	2.5	4.16*
I feel comfortable with my knowledge of using Hummingbird robotics with my students to promote and learn problem solving strategies.	1.5	4.0*
I feel comfortable with my knowledge of using Hummingbird robotics with my students to	1.66	3.66*

	Mean before	Mean after
promote, learn and practice computer programming/coding		
Integrating Hummingbird robotics in language arts, math and other curriculum areas (science, art, social studies, other)	1.83	3.83*
Activities to design, build and problem solve a working robot from various materials, switches, sensors, LED's, gears, wheels, wires and more.	1.66	3.5*
Wiring switches, sensors, servos, LED's, to a microprogramming board and then programming them to build a working robot from scratch.	1.83	3.83*
Teaching strategies that are aligned to the Nevada K-12 Computer Science Standards.	2.5	4.16*

Note: *indicates statistically significant positive gains.

Additional evaluation results reveal the effectiveness of this training with participants (n=6):

- I intend to use the information from this training in the future within my classroom = 4.91 (1=not at all to 5=very valuable).
- Do you feel this training was valuable for you? = 4.91 (1=not at all to 5=to a great extent).
- Do you feel your students enjoyed and learned quality NVACSS Physical science from using the Hummingbird Robotics Kits? = 4.91 (1=not at all to 5=to a great extent).
- Would you be interested in participating in additional professional development trainings and workshops? Yes 5 No 1
- Approximately how many students will you be using this information and training skills with each school year? Total Students = 253

Conclusion

Having the opportunity to offer a grade level specific program that provided all participating teachers the materials and resources required to implement the new Nevada Academic Content Standards for Computer Science and Integrated Technology (NVACSCSIT), along with follow-up support sessions was critical to the overall success of this project. The main goal was to increase teacher knowledge of the standards and to facilitate them in successfully implementing the NVACSCSIT in their classrooms. The data and teacher reflections indicated that this goal was met.

Examples of final comments from participating teachers:

“What I liked best was the ability to share ideas and collaborate with other educators in the class and having Brian’s experience and understanding and support throughout the class.”

“The training provided materials and plenty of time to play around with the tools.”

“I liked all the hands-on time.”

“Hands-on and peers there to share ideas.”

“There were plenty of new ideas and tons of materials that we were able to take and utilize in our classroom.”

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Case Study 10: Computer Programming, STEAM and Creativity with Hummingbird Robotics Logic Model

Situation: Teachers lack the materials and experience required to implement quality NVACSS/NGSS science and STEM learning.

Inputs	Outputs		Outcomes – Impact		
	Activities	Participation	Short	Medium	Long
4 th and 5 th Grade Elementary Teachers Budget 5 Hummingbird Bit Robotics Kits Social Media Supports Wiki, Flickr, YouTube, others as needed. NWRPDP Pre-K – 12 STEM Learning Facilitator 5 th Grade Teacher	Training in planning, designing, building, and programming robots and facilitating students in doing so, as well as the NGSS and Nevada Computer Science Standards 4 Sessions @ 4 hours each session. 16 hours.	7 teachers, 16 hours of training and class support as needed. 5 Schools 180 – 210 students 4 School districts	Increased teacher effectiveness in implementing STEM inquiry projects, computer science and computer programming and curriculum integration with students. Teachers implement computer programming and robotics into classroom instruction. Increased teacher knowledge of Next Generation Science Standards and implementing them. Measures: Pre/Post Survey	Increased the number of students participating and promoting interest in STEM and computer Science/Programming. Teachers increasingly are aware of resources available to support them. Sessions focus on feedback, further support to increase successful implementation of the NVACSS/NGSS towards student learning and sharing ideas from participating teachers. Measures: Teacher feedback interviews / debriefs of progress during sessions including Exit Tickets. Pre/Post Reflective Survey	Increase in 4 th /5 th grade student's science and computer science scores of cohort teachers. Measures: 5 th Grade Science scores Pre/Post Survey

Assumptions: Teacher training will increase teacher efficacy. Teachers participating in the same activities as their students will increase effective implementation. Teachers will be supported by administration to implement activities.

External Factors: Teacher attendance, weather issues, COVID-19 pandemic disruptions.

Case Study 11: Creating Teacher Change by Developing Mathematical Mindsets

Introduction

According to Jo Boaler, Stanford Professor and founder of youcubed.org, “There are 2 ways to engage students in learning mathematics: 1) Show students methods and they repeat them. This approach is used in most schools, but the methods often lack meaning, and students reasonably ask: when are we going to use this? Additionally, students only ever get to use what they were shown, not select a method themselves, one of the most important mathematical acts. 2) Engage students in rich, open, visual and creative tasks. They use their intuition and thinking, and choose methods that can be useful in the task. When they need to learn new methods, teachers teach them inside the task. Students immediately see how important they are and learn them more deeply. They engage in the important acts of choosing and making connections between ideas. The second approach is much more effective; however, teachers tell us that they do not have time to use open, rich tasks that students take in different directions. They see the lists of methods set out in curriculum standards and in text books and decide they only have time to show them briefly to students then move on” (youcubed.org).

In Douglas County School District (DCSD), sixth through eighth grade teachers have been working diligently to shift their math instruction away from a series of methods for students to follow to open, rich tasks that engage students in mathematical thinking. While teachers have been implementing the Nevada Academic Content Standards in Math since 2010 and have become familiar with the standards for their grade levels, they are still developing their skills in learner-centered instruction. Middle school math standardized test scores continue to show a steep decline at the school, district, state, and national levels. The need for teacher change in the area of mathematics instruction has never been greater.

Instructional Context

Douglas County School District is a rural school district located in Northern Nevada. DCSD comprises 13 schools, including 7 elementary schools, 2 middle schools and 4 high schools. Approximately 5834 students were enrolled in DCSD during the 2018-2019 school year. The student population consists of 66.51% white students, 22.35% Hispanic students, 3.02% American Indian students and 5.93% students who are more than one race. DCSD has an Average Daily Attendance rate of greater than 95%. It has a cohort graduation rate of 88.6% as reported in the Nevada Report Card (2019).

According to the Nevada School Performance Framework, Douglas County School District has 1 five-star school, 6 four-star schools, 4 three-star schools, 1 two-star schools, and 1 one-star school. Table 1 shows a summary of the standards-based Criterion-Referenced Test (CRT) mathematics performance for grades six through eight based over the past three years, 2016-2017, 2017-2018, and 2018-2019. Students scoring ED (emerging development) and AS (approaching standard) do not meet proficiency. Students scoring MS (meets standard) and ES (exceeds standard) meet or exceed the standard.

Table 1: Standards-based Test Performance Grades 6-8 Mathematics

Grade Level	Mathematics 2016-2017	Mathematics 2017-2018	Mathematics 2018-2019
6	ED 27.4% AS 41.8% MS 21.2% ES 9.6%	ED 31.7% AS 38.0% MS 21.1% ES 9.3%	ED 35.8% AS 30.0% MS 19.3% ES 14.9%
7	ED 28.9% AS 35.8% MS 22.6% ES 12.7%	ED 25.4% AS 34.7% MS 25.2% ES 14.7%	ED 39.2% AS 28.4% MS 19.0% ES 13.4%
8	ED 28.7% AS 30.5% MS 21.1% ES 19.7%	ED 35.5% AS 33.1% MS 18.6% ES 12.5%	ED 44.2% AS 25.5% MS 15.1% ES 15.2%

Initial Data and Planning

Mathematics achievement data across the country shows a decline in student performance in grades six through eight. The same is true for Douglas County School District. Elementary math scores show an increase in proficiency from grades three through five, then students begin to show a decline as they progress through middle school. Over the past several years, middle school teachers have engaged in cohort professional development on improving their instruction; however, as the CRT results became available, the need for a more organized structure to foster changes in middle school math classrooms became apparent. The decision was made to focus on mindset mathematical practices, researched and developed by Jo Boaler at Stanford University, during the 2018-2019 school year and to continue that work during the 2019-2020 school year (Anderson, Boaler, and Diekmann, 2018).

Delivery of Services

Sixth through eighth grade math teachers each attended two half-day professional development sessions, during the 2018-2019 school year, with a focus on teaching using the mathematical mindset practices. In the first training teachers learned about the five mathematical mindset

teaching practices and explored classroom examples of each one. They assessed themselves on their implementation of these practices in their classrooms and used their assessment to set goals for the school year. Teachers were also given the opportunity to design their own half-day long professional development based on the goals they set for themselves. In most cases, teachers chose to focus their personalized professional development on finding and using rich math tasks. The five mathematical mindset teaching practices were also used as criteria for two sets of classroom walk-throughs; one in the fall and one in the spring. During these twenty-minute walk-throughs, four of the practices were scored as beginning, developing, or expanding.

During the 2019-2020 school year, sixth through eighth grade teachers attended one half day professional development session focusing on the implementation of the mathematical mindset practices in classroom instruction. The second professional development day was cancelled due to school closures. A fall walk-through of all sixth through eighth grade classrooms also took place, once again scoring four of the practices as beginning, developing, or expanding. Classroom teachers were also given specific written feedback following the walk-through, noting which practices were observed. Due to school closures due to COVID-19, a spring walk-through did not take place.

In addition to this focus on mathematical mindset teaching as a whole group, individual teachers engaged in self-selected options to best meet their own needs. Some teachers requested lessons to be modeled by a math professional learning facilitator. Nine middle school math teachers attended the MidSchoolMath Conference held in Santa Fe, New Mexico in March 2020, where three teachers and two professional learning facilitators presented on their work engaging students with math through the mathematical mindset practices.

Results and Reflection

School closures due to COVID-19 impacted walk-through data collection. Since spring scores for 2020 were not able to be collected, scores from fall 2018 to fall 2019 were analyzed. T-scores and significance were looked at using both fall data points. Table 2 shows the data from all walk-throughs in 2018-2019 and 2019-2020.

Table 2: Walk-through Data Fall 2018 to Fall 2019

Question	Fall 2018 mean	Spring 2019 mean	Fall 2019 mean	Spring 2020 mean	T-score	p value
Practice 1: Growth Mindset Culture [mindset messages]	2.43	3.00	3.15	N/A	-1.357	0.217
Practice 1: Growth Mindset Culture [praising effort and learning process]	3.00	3.18	3.621	N/A	-1.250	0.247

Question	Fall 2018 mean	Spring 2019 mean	Fall 2019 mean	Spring 2020 mean	T-score	p value
Practice 1: Growth Mindset Culture [student's mindset]	2.71	3.86	3.77	N/A	-1.000	0.363
Practice 2: Nature of Mathematics [open tasks]	2.33	3.50	3.78	N/A	-1.996	0.069
Practice 2: Nature of Mathematics [reasoning and multiple perspectives]	2.59	3.50	3.5	N/A	-1.674	0.120
Practice 2: Nature of Mathematics [depth over speed]	2.67	3.50	3.75	N/A	-1.737	0.108
Practice 3: Challenges and Struggle [mistakes]	2.50	2.50	3.00	N/A	1.524	0.170
Practice 3: Challenges and Struggle [struggle and persistence]	2.27	3.36	3.15	N/A	-1.406	0.193
Practice 3: Challenges and Struggle [questioning]	2.45	3.73	3.13	N/A	-1.148	0.273
Practice 4: Connections and Collaborations [mathematical connections]	2.83	3.50	3.40	N/A	-1.318	0.214
Practice 4: Connections and Collaborations [connecting in small groups]	2.67	3.67	3.53	N/A	-1.449	0.175
Practice 4: Connections and Collaborations [connecting as a whole class]	2.14	3.29	2.5	N/A	0.000	1.000

There were no practices that showed significant change from fall 2019 to fall 2020. However, all practices showed an improvement from fall to fall indicating lasting implementation of the practices from year to year. This improvement is also important because several of the teachers in fall 2019 were new and had not yet received training in the practices. It is worth mentioning that five principles showed improvement from spring 2019 to fall 2019. This appears to show that those practices are firmly embedded in classroom instruction.

All sixth through eighth grade math teachers were given the opportunity to complete a post-reflective survey in spring of 2020 on their implementation of the mathematical mindset practices. Table 3 summarizes the data collected in the post-reflective survey. Statistically significant gains were found in all areas. These gains show that teachers perceive changes in their own knowledge and skills in mathematics instruction. Unfortunately, we were unable to observe classroom practices during spring 2020 walk-throughs to see if these gains were reflected in classroom instruction.

Table 3: Post-reflective Data Fall to Spring.

Questions	Fall 2018 Mean	Spring 2020 Mean	T-score	p value
Practice 1: Growth Mindset Culture [mindset messages]	2.5	4.17	-4.022	.002*

Questions	Fall 2018 Mean	Spring 2020 Mean	T-score	p value
Practice 1: Growth Mindset Culture [praising effort and learning process]	2.67	4.33	-5.000	<.001*
Practice 1: Growth Mindset Culture [students' mindsets]	1.83	3.5	-5.000	<.001*
Practice 2: Nature of Mathematics [open tasks]	2.17	3.33	-3.924	.002*
Practice 2: Nature of Mathematics [reasoning and multiple perspectives]	2.33	3.5	-3.924	.002*
Practice 2: Nature of Mathematics [depth over speed]	2.5	3.5	-3.317	.007*
Practice 3: Challenges and Struggle [mistakes]	2.67	4.33	-4.022	.002*
Practice 3: Challenges and Struggle [struggle and persistence]	2.5	3.83	-3.546	.005*
Practice 3: Challenges and Struggle [questioning]	2.33	3.67	-4.690	.001*
Practice 4: Connections and Collaborations [mathematical connections]	2.5	4	-5.745	<.001*
Practice 4: Connections and Collaborations [connecting in small groups]	2.83	4.17	-3.546	.005*
Practice 4: Connections and Collaborations [connecting as a whole class]	2.67	3.83	-3.023	.012*
Practice 5: Assessment [nature of feedback]	2.83	3.67	-2.803	.017*
Practice 5: Assessment [frequency of testing/grading]	2.17	3.33	-3.924	.002*
Practice 5: Assessment [multiple forms of assessment]	2.5	3.5	-3.317	.007*

*indicates significant change.

As part of the post-reflective survey, teachers were asked which practice they focused on most during the school year. Practice 3: Challenges and Struggle and Practice 4: Connections and Collaboration were the most popular with five teachers selecting each one. When asked about how they changed their instruction in that area, one teacher said, “I am using standing whiteboards, challenging students to question each other and respectfully either agree or disagree with their supportive arguments. I have also had discussions as a whole class where students can share how they solved problems sometimes giving classes 3-5 different approaches to finding solutions.” Another said, “I worked on language routines. Students are owning math language and really getting into proving things right or wrong. They are freely sharing their opinions and refining their language. They also seem to be more in tune with their answers and the clarity of their explanations.” These are the exact classroom practices that should help students own their learning in math and that should show an improvement in student achievement data. Teachers also commented on the barriers they found when trying to shift their instruction. Common barriers included finding the time to slow down and adjusting their pacing. Others felt that student’s mindsets and engagement in productive struggle were a challenge. Finally, teachers

were asked to share their biggest successes when using mathematical mindset practices in their teaching. Most teachers reported that the response of their students was their biggest success. One teacher stated, “Students love it! They hate worksheets and love tasks.” Another noted that students are “more comfortable and confident.” Several teachers felt like their biggest success was that “more” students were actually getting math and if more students understand math, chances are good there will be improvement in standardized test scores.

Conclusion

For the past two school years, middle school math teachers have been focusing on improving their teaching practices to focus on the mathematical mindset practices. Teachers are owning the practices in their classroom instruction from year to year. Both teachers and students are enjoying math more as a result of these shifts. In her research, Jo Boaler and her team found that when teachers shifted their instruction and their own mindsets about student learning and when students developed a growth mindset about themselves as mathematicians, standardized test scores on the Smarter Balanced assessment improved (Anderson, Boaler, Dieckmann, 2018). Due to school closures, standardized test scores will not be available from the 2019-2020 school year. However, walk-through data and post-reflective data will be tracked again during the 2020-2021 school year in order to continue focusing on mathematical mindset practices as guidelines for high quality math instruction.

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Case Study 11: Mathematical Mindsets in Middle School Math- Logic Model

Situation: Middle school math scores show a steady decline from sixth through eighth grade. Creating instructional change through the implementation of mathematical mindsets in math classrooms grades 6-8.

Inputs	Outputs		Outcomes -- Impact		
	Activities	Participation	Short	Medium	Long
RPDP trainer Teacher access to youcubed.org & 5 Mathematical Mindset Practices 6-8 Grade Math Teachers Students Administrative Expectations Substitutes Budget Training room facilities Support from Douglas County School District Resources: youcubed.org website	6-8 math cohorts with focus on shifts in math instruction, including mathematical mindsets One half day in fall One half day in spring One half day for personalized PD, chosen and scheduled by each teacher Lesson planning Modeling lessons in classrooms Classroom walkthroughs twice per year In-service classes for credit MidSchoolMath Conference attendance by 4 middle school math teachers and two professional learning facilitator Mathematical Mindset 5 Practices post-reflective survey	6-8 teachers, specialists, administrators	Increased knowledge of the mathematical mindset materials and their organization Increased understanding of best practices in math instruction Increased understanding of the NVACS in math Measures: Training Ratings Case Study Post-reflective survey Qualitative Feedback (goal setting) Student mindset survey	Increased self-efficacy in teaching using mathematical mindset practices Improvement in instructional practice in math Increased use of open tasks Increased collaboration student to student and whole class Increased growth mindset for students in math class Measures: Case study Walkthrough observational data	Increased student achievement in math, including Increased graduation rate Increased passing rate in middle school math courses Increased student engagement in mathematics Measures: School, District, and State data

Assumptions: Attendance at math cohorts, customization of math cohorts, shifting instructional practices, developing mathematical mindset shifts, theory of change that teacher training will lead to teacher efficacy and improved pedagogy.

External Factors: District math scores, budget constraints, district and site initiatives, Ongoing COVID-19 pandemic disruption

Case Study 12: National Board Certification Cohort: Increasing Teacher Efficacy Through the National Board Cohort

Introduction

With decades of research, National Board-Certified teachers continue to elevate the teaching profession and demonstrate a commitment to excellence. “Schools with National Board-Certified Teachers are characterized by better teacher morale, retention and increased community involvement. Districts and schools that want to drive student learning, recognize the power of Board certification and are taking steps to empower and raise the status of accomplished teachers” (NBPTS). The National Board process sanctions teachers to undergo a highly rigorous certification requirements “through standards-based evidence, the positive impact they have on student learning as a result of their deep and abiding understanding of students, content knowledge, pedagogical practice, ongoing reflection, and participation in learning communities” (NBPTS). Becoming a National Board-Certified teacher, creates a foundation for teacher leadership opportunities which allows teachers to have a profound impact within the education system at the school site, district, state or national level.

Instructional Context

TNTP’s 2018 study around the Opportunity Myth states that schools across the country have a professional responsibility to provide students with “consistent opportunities to work on grade-appropriate assignments, strong instruction where students do most of the thinking in a lesson, deep engagement in what they’re learning and teachers who hold high expectations for students and believe they can meet grade-level standards” (TNTP). As a result, there is an increasingly focus on quality instruction and the role of teacher quality. In pursuance of successful certification, candidates engage in reflection of their content and pedagogical knowledge as well as their students’ achievement. There is proven impact that Board Certified teachers increase student achievement. “The positive impact of having a Board-certified teacher is even greater for minority and low-income students. This improvement in student outcomes is mirrored by NBCTs achieving stronger results in leading measures of teacher effectiveness, including robust classroom observations and value-added scores. (NBPTS)” Horoi and Bhai’s 2018 study reveal that there are “several potential pathways for linkages to teacher quality and within schools, teachers are of the most important factors linked to students’ outcomes, and identifying superior teachers is an important priority for schools and districts.”

Data

Nationally, there are 125,914 teachers who are Nationally Board Certified, making up 3% of our nation's teachers. California, Florida, North Carolina, and Washington have the most Board-Certified teachers. Across the state of Nevada, there are currently 1,086 National Board-Certified teachers. This year (2019), 176 teachers became National Board Certified in Nevada. Washoe County had 38 teachers certify in 2019, with a total of 337 teachers that are board certified. Carson City added 2 more National Board-Certified teachers to their total of 15. Douglas County has a total of 18 National Board teachers with 1 just certifying this year. Lyon County has a total of 19 Board certified Teachers, Churchill has a total of 9 certified teachers with 2 certifying this year and Storey County has 1 National Board-Certified teacher. With the positive outcomes for teachers and increased student achievement related to the NBCTs, recruitment within these districts has been a priority in order to retain and lesson the attrition rate of accomplished teachers, especially in the smaller districts.

The National Board for Professional Teaching Standards certification as a voluntary credential offers several potential pathways for linkages to teacher quality. Notable work on teacher quality illustrates that within schools, teachers are one of the most important factors linked to student outcomes, and identifying superior teachers is an important priority for schools and districts.

Initial Data and Planning

The Nevada National Board Cohort continues to adjust its structure according to the data and needs of the teachers at the end of each cycle. The evaluation data was collected from the 2018-2019 participants using the NWRPDP evaluation form in conjunction with an evaluation designed by the Cohort leaders. According to the data, 76% of teachers who consistently attended the cohort meetings became National Board-Certified Teachers. Teachers reported that the cohort provided them with a tremendous amount of support and the tools they needed to be successful through the process.

Cohort One Details

For the 2019-2020 school year, Cohort One started with 30 new candidates from Washoe County School District and 25 Candidates from Lyon County, Carson City, and Douglas County. To obtain a spot in the cohort, Teachers were required to pay the \$75 NB registration fee and complete an assignment that required them to familiarize themselves with their certificate area standards.

In January, seven new teachers (2 from Carson City and 5 from Washoe County) joined the cohort, stating that the second semester was a better time for them to participate in the cohort due to clubs and sporting events they led in the Fall. Two of the teachers registered for all four

components and the other five teachers registered for Components 1 and 2. Throughout the year, five teachers have discontinued their cohort participation, recognizing they did not have time to complete the component requirements or unforeseen family/health events.

Cohort Two Details

Cohort Two began with 36 returning educators. Cohort attendance for this group was low given that most of the candidates were reimbursed (2018-2019 year) up to \$950 for at least two components due to the GTLF grant/scholarships, which required them to have 100% attendance. This year, we did not have the GTLF funding to provide reimbursements for the components, so attendance for this group dropped dramatically. Many of the candidates indicated that they had participated in all ten cohort meetings last year and felt comfortable to complete portfolio work outside of the cohort.

Delivery of Services

The Cohort met monthly starting in August and ending late-May. The entire portfolio submission was originally due to National Board on May 13, 2020 and teachers who were taking the Component 1 assessment had a window of time from mid-April till mid-June. However, with COVID-19, National Board extended the portfolio submission deadline to teachers and provided them with 3 options to finish their portfolio work (June 12th, October 16th and defer into the 2020/2021 school year). Component 1 was extended with the window of time from June 1st-October 18th. The structure of the cohort ensured that candidates had support throughout the year. There were ten cohort meetings scheduled across the year. Three of the meetings were full day Jumpstarts to go in depth on Components 2, 3 and 4. Jumpstarts were designed by the National Education Association and modified to meet the needs of the candidates. The other seven cohort meetings were 3-hour Saturday meetings (2 were via zoom, after COVID-19), which focused on collaboration amongst candidates, trouble shooting, sharing resources, and providing feedback to each other.

There were six Candidate Support Providers (CSP's) to facilitate cohort meetings/jumpstarts and support candidates through the process. Candidates were encouraged to upload their work to the Northern Nevada Weebly site to receive feedback around their written commentary, forms or videos. Recognizing that candidates needed additional support, CSP's also met with candidates individually and in small group settings.

Groupings for the cohort were structured to allow candidates working on the same certificate areas to be grouped together. Throughout the year, groups ranged from 12-20 teachers. Teachers commented that they appreciated that the groups were smaller, and they were able to build relationships with other candidates. We partnered with a local high school, which allowed for

candidates to have space to meet in rooms with teachers in like-certificate areas and also a space for teachers to work. Candidates also had the opportunity to participate in three optional all-day mentor days. Mentor days were designed to provide valuable content to candidates and also provided time for teachers to trouble shoot and receive differentiated support for their diverse needs.

- *The mentor day gave me time away from everyone in my family to try and get work done without any distractions.*
- *I found the subbed mentor day very helpful for getting writing done!!!*

Supporting Teachers

Outcome one: Candidates felt supported while working through the component requirements. Each Jumpstart and support session concluded with time for participants to complete a questionnaire to address whether participants felt supported through the process.

Candidates commented that emails were very informative, the cohort meetings helped them grasp the overall big picture and it also provided tools such as graphic organizers and professional articles with meaningful information that guided their work.

Instructional practice

Outcome two: participants will change their instructional practice according to component requirements. During each session participants completed a written reflection questionnaire related to the given component. The questionnaire asked teachers to report if they had refined an existing instructional practice or tried a new instructional practice related to component requirements. They also reflected on what they might do differently if they used the given tool or approach again.

- *I have definitely focused more recently, since the boards process, on more frequent self-assessment for the students and better use of formative assessments. I also benefitted by looking closely at my practices with engaging families, and I think it would be beneficial for all departments to encourage the practice of recording their lessons periodically for reflection of their teaching practices*
- *I realized my students will rise to my expectations; NBs helps me increase my teaching expectations for my students.*
- *I plan to be more aware of student data and diversity in order to ensure a safe and engaging learning environment*
- *Data driven insight on my students coupled with my daily insight builds a stronger picture for each student. Supports my planning.*
- *I really enjoyed Component 4 because I had to look at the data, see where the students were lacking, identify the need they had, and professionally improve my practice by completing some PD. I had never done that before.*

- *I now have more practice considering multiple perspectives on learning, the importance of the classroom climate, and of the collaboration with parents and other educators.*

Results and Reflection

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

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

- *I plan to be more aware of student data and diversity in order to ensure a safe and engaging learning environment!*
- *The National Board process has helped me be more reflective on the why and the how of my teaching.*
- *The collaboration between everyone was the serious icing on the cake, and the process itself made me reflect on my own personal teaching practices in a way different than I ever had before.*
- *I think this process gave me a greater insight into how I teach and what works well and what doesn't. I feel like I made great progress connecting with families and providing my students with better instruction throughout the year.*
- *I loved creating a self-sufficient class that could work together, speak politely, and engage in rigorous conversation- as if I wasn't even there.*
- *Most teachers claim they believe all kids can learn, but this process has confirmed that when a student is provided what **THEY NEED**, they will learn and be equipped with the skills to succeed in a global community.*
- *During this process I have analyzed and reflected in ways not possible in any other situation. This has impacted who I am both professionally and personally and has confirmed why education is my passion.*
- *This experience impacted me as an educator in building my self-esteem. This is a challenging process, but I feel like I will see it through to the end.*
- *Absolutely. I cringe when I look at things, I was doing only a year or two ago. Lessons were not tied to standards and assessments were not streamlined toward goals.*
- *This experience has helped me to think differently about how I communicate with my students in terms of being sure all are engaged rather than relying on the few who often participate.*
- *YES!! Every lesson I plan, I think about how it will impact student learning, and I am more reflective about how to do things differently. I am already thinking about ways to*

restructure my class time to provide more small group discussions, collaborative projects, choices, and conferencing with students.

- *Working through my Boards has reminded me just how important it is to focus on each student in my classroom as an individual, gather/use constant meaningful data, and encourage student interaction with rich conversation.*
- *I realized my students will rise to my expectations; NBs helps me increase my teaching expectations for my students.*
- *I have grown so much over this process. I have been teaching for four years and this process has made me a stronger and better skilled teacher. I know understand how to reflect on my lessons and support my students on a deeper level.*
- *Yes!! It has helped me analyze the way I teach, why I do things and has helped me become more intentional in my instruction.*
- *Yes, I have the students self-reflect more and set goals.*
- *The process has helped me solidify my knowledge and has forced me to dig deeper about my purpose for each lesson. It has increased my confidence and has bolstered my relationships with the teachers I coach because they know I'm continuing my education and striving to be better myself.*
- *I think that the biggest shift I have had is in terms of assessments and evidence of student learning. This has helped me learn that I need to be able to support learning with actual evidence.*
- *While I have always attended to students' ages and developmental levels, I think I will put more focus on how they impact the whole class. I will make more of an effort to include student personal preferences in activities.*
- *This experience has helped me grow TREMENDOUSLY as an educator. I am always stopping to think about what I am doing and how I can better assess my students and their needs because of everything that I have learned this year.*

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

- *The CSP's have been amazing and I think having the cohort is the only way that it will be possible to successfully go through the process.*
- *Overall, I really enjoyed being part of this. Thank you so much for having me and thank you so much for your support! I can't wait to continue next year!*
- *I know there is no way I would complete this process without this cohort and all of this support.*
- *I really liked the in-person classes, they provided a lot of information.*
- *I just really want to say thank you to the Candidate Support Providers (CSPs). They have been IMPERATIVE in my success. It's astonishing that they're so knowledgeable about this process and the details that are required to be a proficient Boards candidate. The CSPs have emailed at all hours, responded so quickly (and politely), and really become a teacher to us in our greatest time of need. I don't think I would've continued without their support!*
- *All of the presentations by my cohort leaders were super helpful. All of the materials provided were great!*

- *I'm glad I did it this year because it was one of the things that stopped me from quitting teaching altogether.*
- *I enjoyed the whole group meetings in Reno with other participants working in the same discipline. I always left these meetings feeling inspired to be the best teacher possible*
- *I appreciated feedback & encouragement from the fabulous mentors.*
- *The overviews of each component, the personal feedback offered by multiple readers, 1-1's as needed to iron out specific difficulties. Also, the constant, "You've got this"*
- *If it had not been for her enthusiasm, support, encouragement, and knowledge I would not have attempted nor completed this process. I would NEVER encourage anyone to undertake this endeavor without the support of this cohort.*
- *This cohort is amazing- so supportive and encouraging!*
- *The camaraderie and support I felt from this cohort were inspirational and essential!*
- *I LOVED the consistent information meetings. They really helped my understanding of the components.*
- *The cohort was INCREDIBLY helpful, and I do NOT know how teachers do this without the extra support. The teachers that lead the groups are helpful and supportive and you just have to pick up what they are setting down. They are available when you need them and give important feedback. They are a huge asset to this journey. Looking forward to next year!*

Teachers also completed a survey about their plans for next year (see Table 1). Due to COVID-19, National Board provided candidates with 3 extension opportunities. The original due date was May 13, 2020. With the extensions, teachers could choose from turning in work on June 12th, October 15th or defer to May 2021. According to the survey results, 60% of the teachers will be continuing with the cohort next year to complete 1-4 components. Survey results also indicated that teachers procrastinated and struggled to finish their portfolio requirements due to the Pandemic and shift in work/life balance. With more teachers continuing into next year, we will not be recruiting as many new candidates and will focus more on refining the structure of the cohort and continuing to support the teachers who are returning.

Table 1. Participant teachers plans for the upcoming academic year.

Components	I plan on turning in a component(s) by June 12th	I plan on turning in a component(s) by October 15th	I plan on turning in my component(s) next year (2021)
Component 1	25%	19%	23%
Component 2	25%	19%	29%
Component 3	25%	8%	33%
Component 4	27%	18%	23%

Conclusion

In conclusion, despite ending our year with school shutdowns, the majority of teachers who participated in our cohort reported that it improved their overall teacher efficacy. Participants also shared that they enjoyed the supportive and collaborative environment that the cohort experience provided for them. In moving forward, we will recruit roughly 20-30 new teachers for next year's cohort on top of the 35 candidates who will be continuing with us. In addition, we will continue providing support and feedback with 6-7 CSP's. As we move forward in our current Pandemic, we will also plan and be prepared for a blended style cohort with both face-to-face and virtual meetings. Throughout the year, we will also encourage more collaboration (PLC style) with like certificate area groups and provide timelines with due dates, so candidates can manage their time more efficiently.

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Case Study 12: National Board Certification Cohort: Increasing Teacher Efficacy Through the National Board Cohort- Logic Model.

Situation: Through a variety of supports, CSP's will decrease the attrition rate of National Board Candidates, so more teachers become Nationally Board Certified.

Inputs	Outputs		Outcomes -- Impact		
	Activities	Participation	Short	Medium	Long
CSP's- Candidate Support Providers Bobbie Faulkner Materials 5 Core Propositions book Certificate area binder with printed materials Northern Nevada National Board Weebly National Board website Bobbie Faulkner webinars Support emails and newsletters with tips for candidates.	CSP's will conduct 3 all day Jumpstarts to help candidates see whole picture of each National Board Component CSP's will conduct 3 Mentor Days for candidates to provide extra support CSP's will meet with teachers 1-on-1 to meet their specific needs CSP's will provide support to certificate area (homogenous) groups.	NB Candidates will attend Cohort Meetings and all-day Jumpstarts to gain a better understanding of the NB process and collaborate with other teachers who are going through the process Teachers will create a timeline and upload written commentary or video for feedback Teachers will provide feedback on exit tickets, which will determine the need of each cohort meeting	Teachers develop an overall efficacy for the National Board Process Increased number of teachers pay for and commit to the components they are doing by February 28 th Increased number of teachers who network with other teachers going through the NB process Methods: Participant evaluation survey RPDP training survey	Teachers increase their understanding of their students, content knowledge, use of data, assessments and teaching practices CSP's will support teachers and help to decrease attrition rates Methods: Longitudinal tracking of training participants	Increased number of teachers become Nationally Board Certified Recognition of accomplished teachers increases Methods: Existing district data on board certified teachers

Assumptions: With multiple supports in place, there will be a decrease in attrition rates of National Board Candidates in Northern Nevada.

External Factors: Extra responsibilities put on teachers (Teacher burnout/feeling overwhelmed). Financial Limitations put on teachers. COVID-19 pandemic disruptions.

Appendices

Appendix A: Overview of Regional Services 2019-20

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

Table 1: Unduplicated Number of Educators Trained by the NWRPDP

District	ES Teachers	MS Teachers	HS Teachers	Administrators	Others*	Total by District
Carson	159	31	56	23	27	296
Churchill	47	59	34	16	24	180
Douglas	192	91	119	20	65	487
Lyon	180	72	40	39	24	355
Storey	16	11	10	4	9	50
Washoe	441	109	150	31	234	965
Totals	1035	373	409	133	383	2333

Table 2: Duplicated Number of Educators Trained by the NWRPDP

District	ES Teachers	MS Teachers	HS Teachers	Administrators	Others*	Total by District
Carson	292	45	91	52	53	533
Churchill	76	209	75	72	43	475
Douglas	608	183	244	36	97	1168
Lyon	361	101	74	81	30	647
Storey	77	18	14	17	10	136
Washoe	692	164	264	68	289	1477
Totals	2106	720	762	326	522	4436

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

A total of 2,333 educators, or 36% of the approximate 6,396 educators employed in the region (as reported by each district), participated in programs provided by the NWRPDP during 2019-20 (unduplicated count). In terms of how NWRPDP participants are broken down by district, in 2019-20, 13% of participating teachers and administrators were from Carson City, 7% were from Churchill County, 21% were from Douglas County, 15% were from Lyon County, 2% from Storey County, and 41% from Washoe County. Many educators attended programs on more than one occasion, resulting in a total of 4,436 contacts between the NWRPDP and educators during the year (duplicated count).

Type and Focus of Services - Regional Overview

The NWRPDP provides a variety of services for the six counties in the region. Figure 1 shows the breakdown in a visual format of the three broad types of services provided by regional trainers throughout the districts. For the 2019-20 school year, these were Consulting (45%), Instructional Training (36%), and Observation/Mentoring (19%).

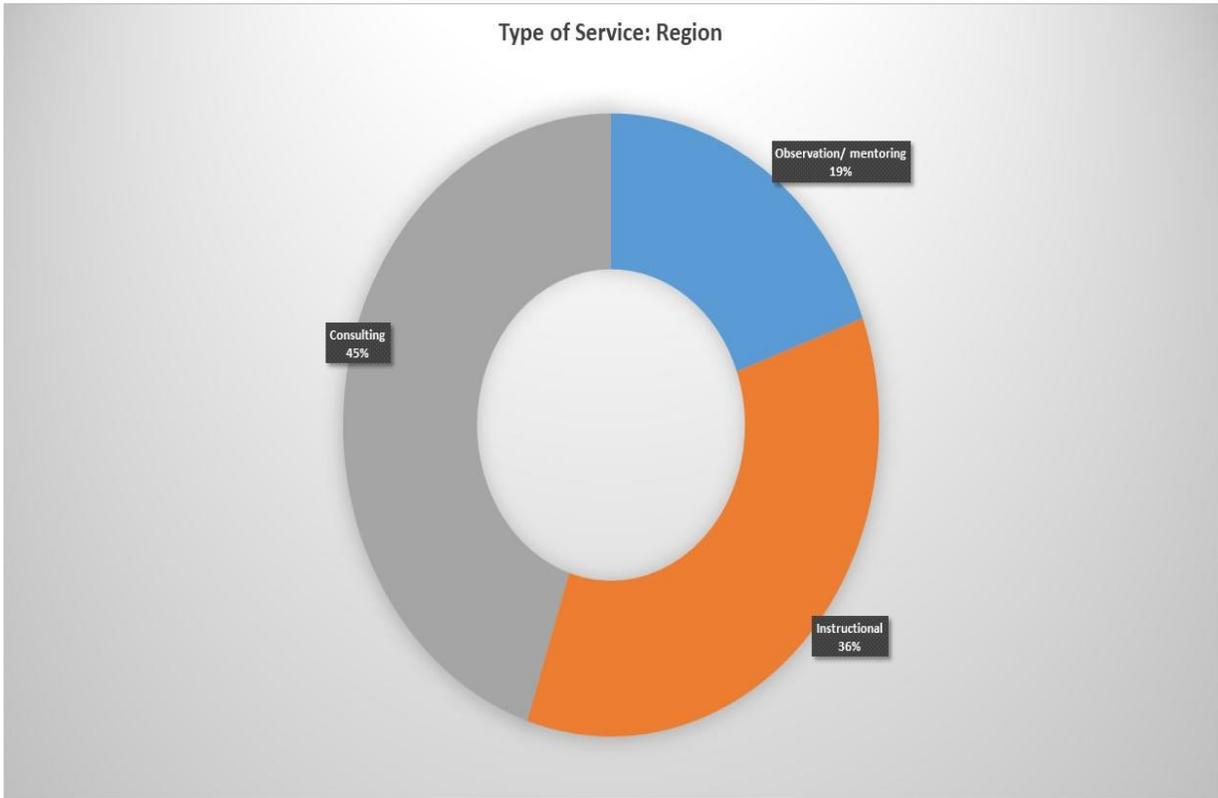


Figure 1: Types of Services Provided by the NWRPDP

Another measure of services is the focus of the services provided. This measure looks at the content of the services offered in the region (See Figure 2). The major areas of services provided in the region for the 2019-20 school year were NVACS trainings in areas of NVACS Literacy/English, Nevada Educator Performance Framework (NEPF), Computer Science, and Computer Education and Technology . The remaining areas of focus were diverse, and included professional learning opportunities in Parent/Family Engagement, PreK-Third Grade (NELIP), Science and STEM, Computer Education and Tech, English Language Learners, and Mindset/SEL. There was also a larger percent of services in the “other” category due to supports provided during the COVID-19 pandemic. This included consultign ith district leaders, providing support with virtual teaching, and support in distance/remotre learning.

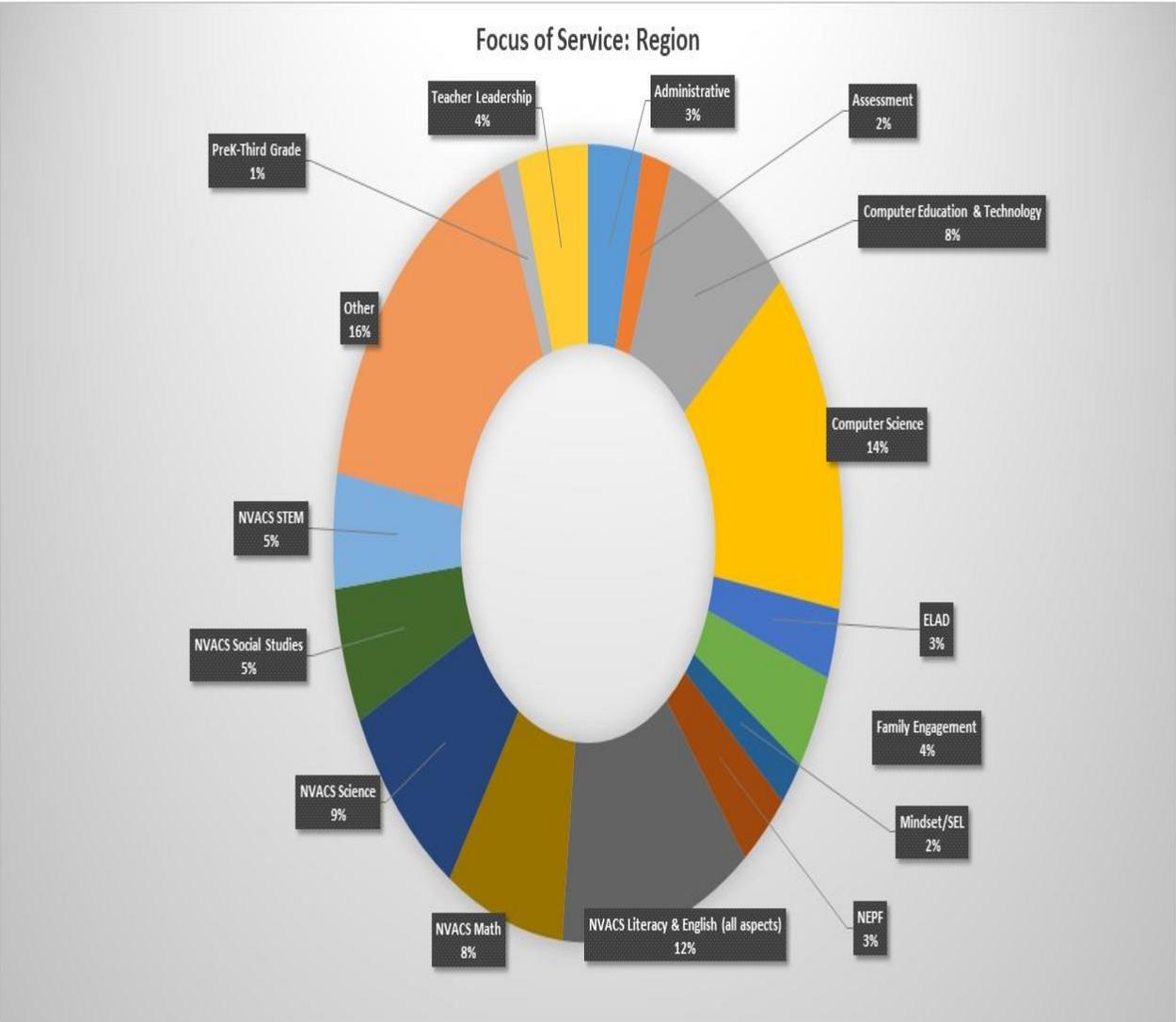


Figure 2: Focus of Services of the NWRPDP

Appendix B: Carson City School District Services Summary 2019-20

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

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

Participant Mean Ratings on Quality of RPDP Trainings

<i>(Scale: 1 = not at all, 3 = to some extent, 5 = to a great extent)</i>	CCSD	Region
The activity matched my needs	4.62	4.55
The activity provided opportunities for interactions and reflections	4.69	4.73
The presenter/facilitator's experience and expertise enhanced the quality of the activity.	4.66	4.78
The presenter/facilitator efficiently managed time and pacing of activities.	4.69	4.78
The presenter/facilitator modeled effective teaching strategies.	4.54	4.72
This activity added to my knowledge of standards and/or subject matter content.	4.54	4.59
The activity will improve my teaching skills.	4.50	4.60
I will use the knowledge and skills from this activity in my classroom or professional duties.	4.66	4.70
This activity will help me meet the needs of diverse student populations (e.g., gifted and talented, ELL, special education, at-risk students).	4.55	4.49

Number of Educators Trained by NWRPDP

	Unduplicated	Duplicated
ES Teachers	159	292
MS Teachers	31	45
HS Teachers	56	91
Administrators	23	52
Others	27	53
Totals	296	533

Carson educators were 13% of the educators served in the region (Using the unduplicated regional count of 2,333 educators).

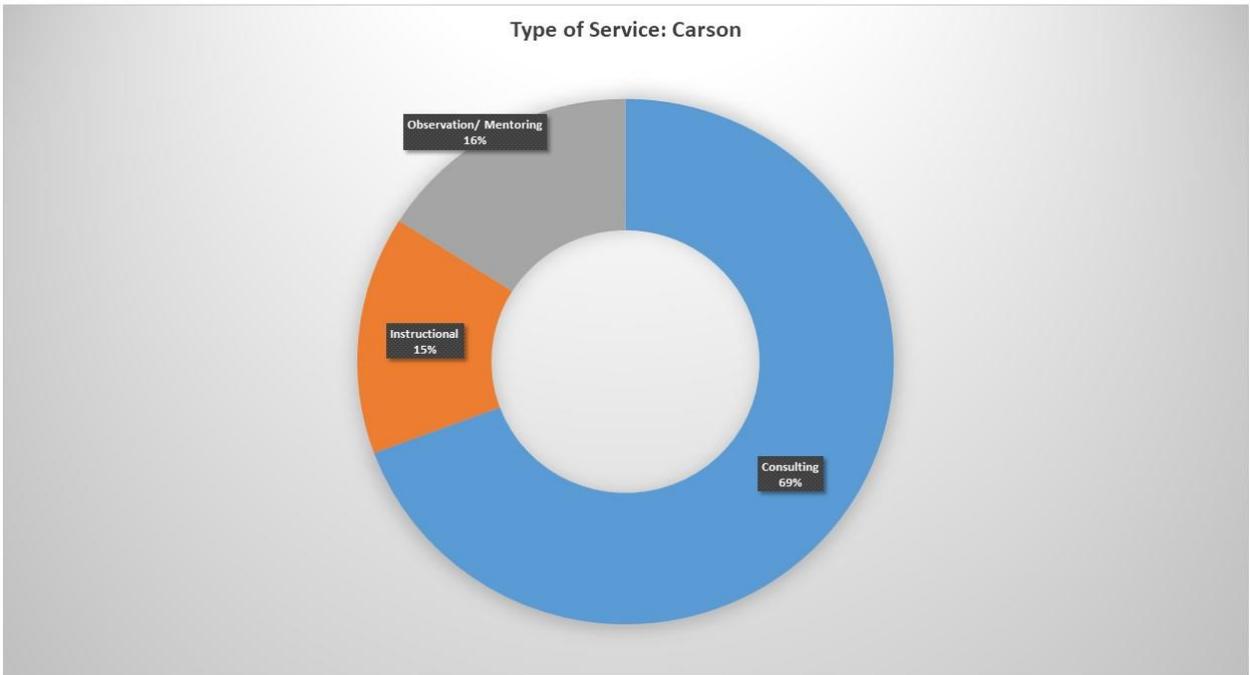


Figure 1: Types of Services Provided

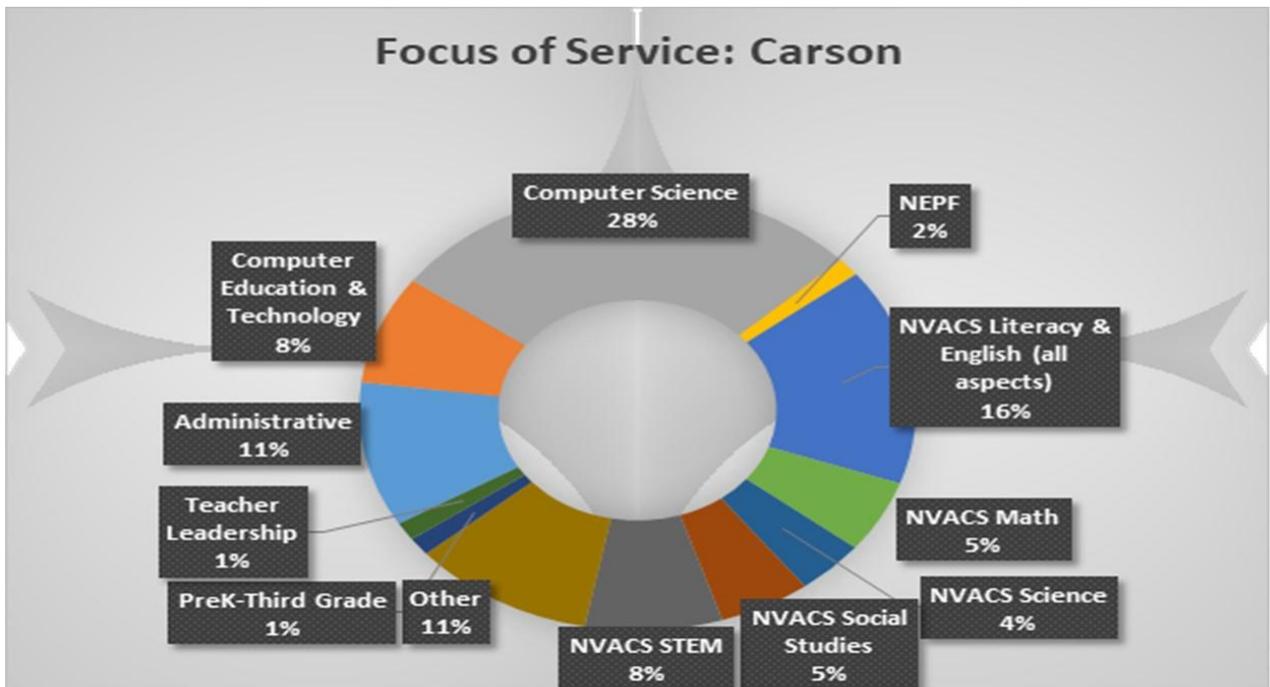


Figure 2: Focus of Services

Appendix C: Churchill County School District Services Summary 2019-20

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

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

Participant Mean Ratings on Quality of RPDP Trainings

<i>(Scale: 1 = not at all, 3 = to some extent, 5 = to a great extent)</i>	ChCSD	Region
The activity matched my needs	4.31	4.55
The activity provided opportunities for interactions and reflections	4.51	4.73
The presenter/facilitator's experience and expertise enhanced the quality of the activity.	4.41	4.78
The presenter/facilitator efficiently managed time and pacing of activities.	4.56	4.78
The presenter/facilitator modeled effective teaching strategies.	4.39	4.72
This activity added to my knowledge of standards and/or subject matter content.	4.23	4.59
The activity will improve my teaching skills.	4.36	4.60
I will use the knowledge and skills from this activity in my classroom or professional duties.	4.33	4.70
This activity will help me meet the needs of diverse student populations (e.g., gifted and talented, ELL, special education, at-risk students).	4.36	4.49

Number of Educators Trained by NWRPDP

	Unduplicated	Duplicated
ES Teachers	47	76
MS Teachers	59	209
HS Teachers	34	75
Administrators	16	72
Others	24	43
Totals	180	475

Churchill educators were 7% of the educators trained in the region (Using the Unduplicated regional count of 2,333 educators).

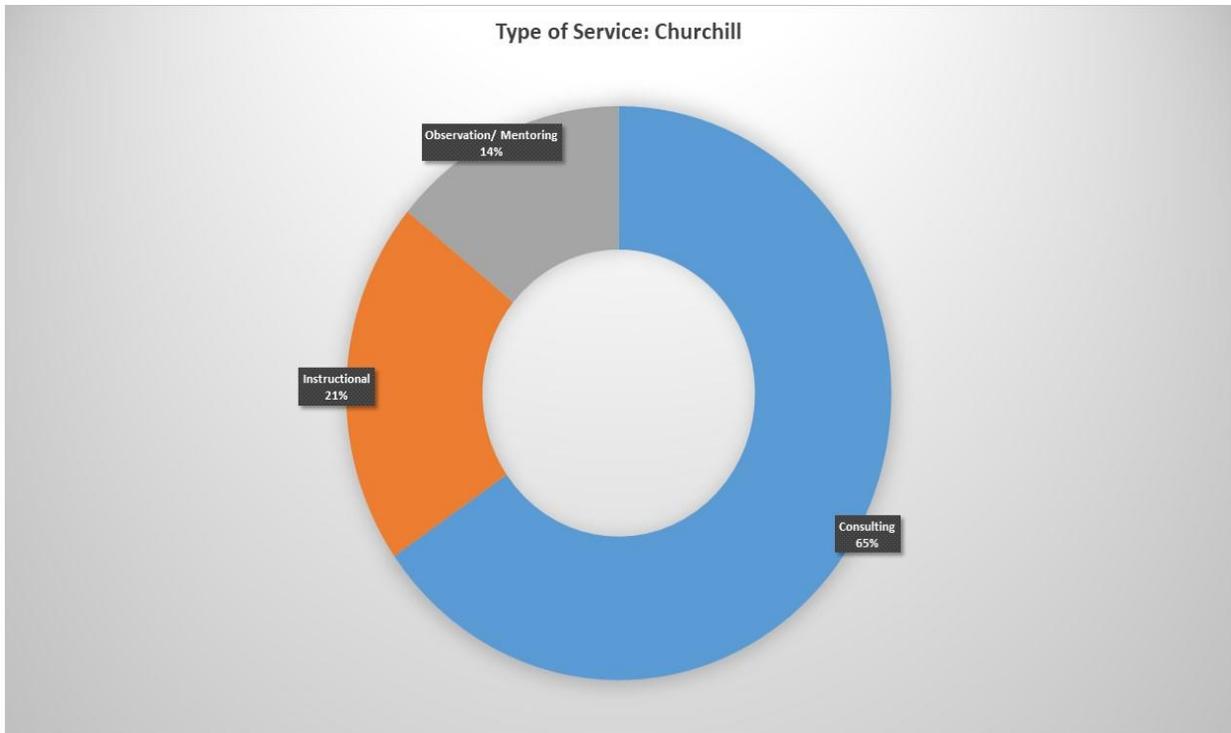


Figure 1: Types of Services Provided

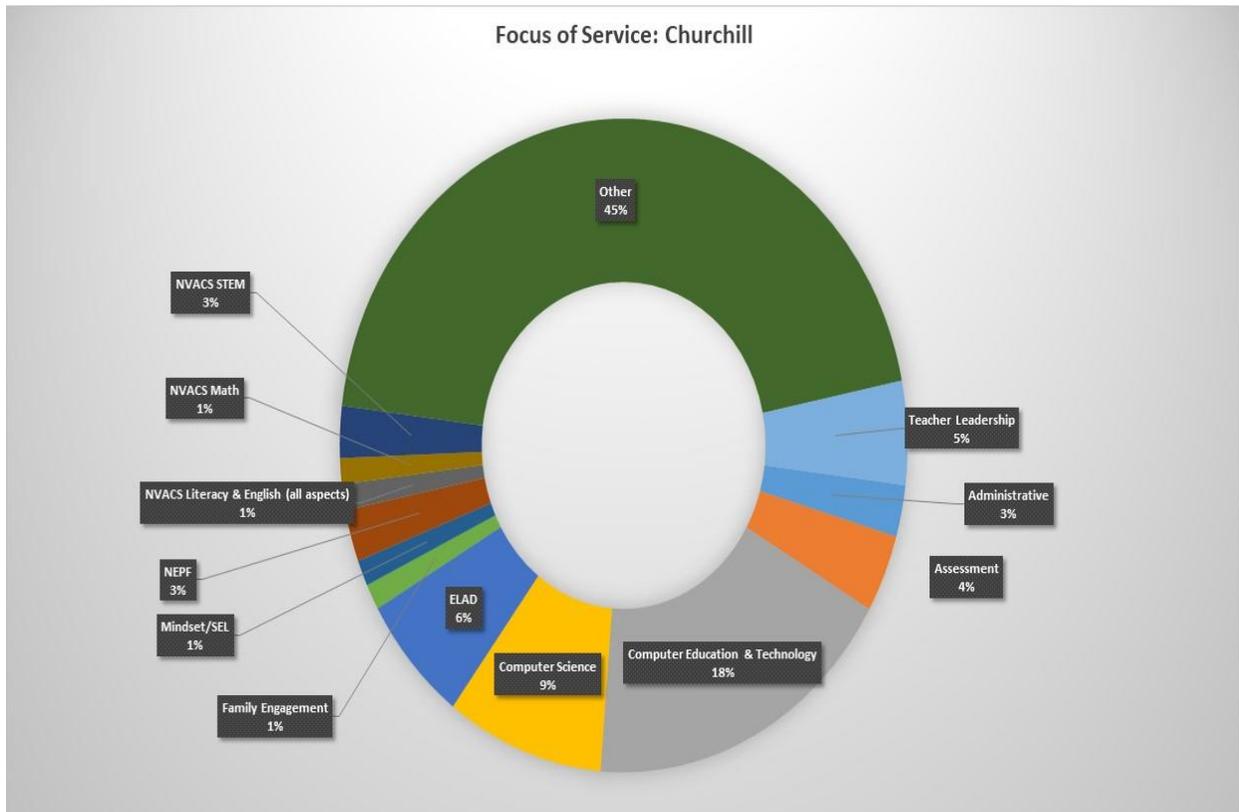


Figure 2: Focus of Services

Appendix D: Douglas County School District Services Summary 2019-20

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

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

Participant Mean Ratings on Quality of RPDP Trainings

<i>(Scale: 1 = not at all, 3 = to some extent, 5 = to a great extent)</i>	DCSD	Region
The activity matched my needs	4.65	4.55
The activity provided opportunities for interactions and reflections	4.81	4.73
The presenter/facilitator's experience and expertise enhanced the quality of the activity.	4.84	4.78
The presenter/facilitator efficiently managed time and pacing of activities.	4.88	4.78
The presenter/facilitator modeled effective teaching strategies.	4.86	4.72
This activity added to my knowledge of standards and/or subject matter content.	4.58	4.59
The activity will improve my teaching skills.	4.73	4.60
I will use the knowledge and skills from this activity in my classroom or professional duties.	4.77	4.70
This activity will help me meet the needs of diverse student populations (e.g., gifted and talented, ELL, special education, at-risk students).	4.61	4.49

Number of Educators Trained by NWRPDP

	Unduplicated	Duplicated
ES Teachers	192	608
MS Teachers	91	183
HS Teachers	119	244
Administrators	20	36
Others	65	97
Totals	487	1168

Douglas educators were 21% of the educators trained in the region (Using the Unduplicated regional count of 2,333 educators).

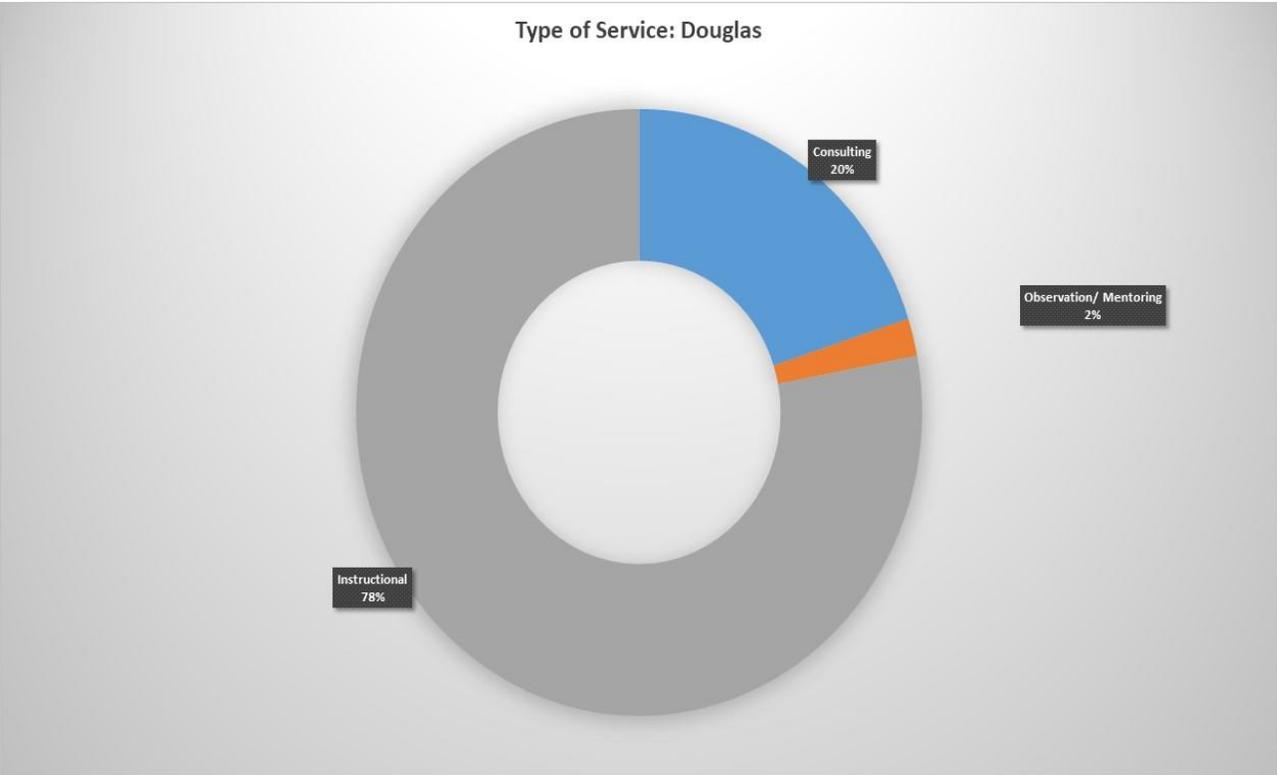


Figure 1: Types of Services Provided

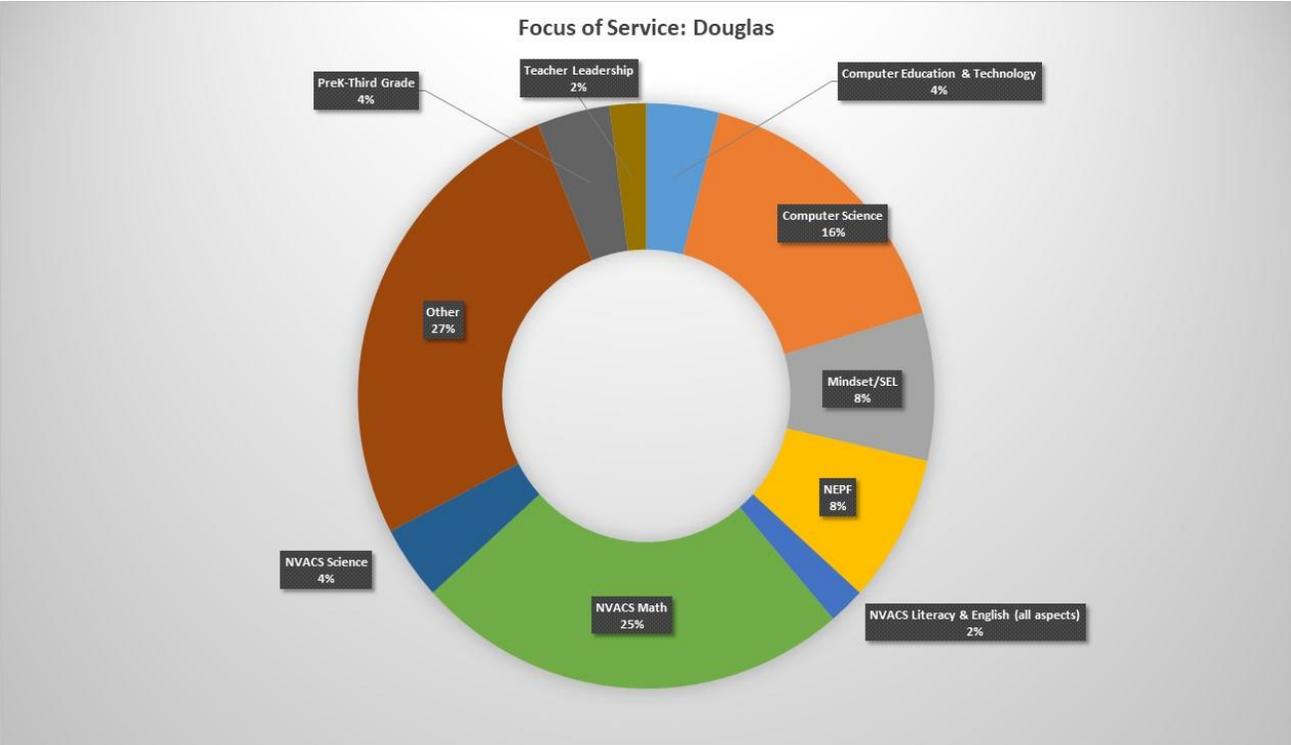


Figure 2: Focus of Services

Appendix E: Lyon County School District Services Summary 2019-20

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

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

Participant Mean Ratings on Quality of RPDP Trainings

<i>(Scale: 1 = not at all, 3 = to some extent, 5 = to a great extent)</i>	LCSD	Region
The activity matched my needs	4.67	4.55
The activity provided opportunities for interactions and reflections	4.78	4.73
The presenter/facilitator's experience and expertise enhanced the quality of the activity.	4.75	4.78
The presenter/facilitator efficiently managed time and pacing of activities.	4.74	4.78
The presenter/facilitator modeled effective teaching strategies.	4.70	4.72
This activity added to my knowledge of standards and/or subject matter content.	4.64	4.59
The activity will improve my teaching skills.	4.58	4.60
I will use the knowledge and skills from this activity in my classroom or professional duties.	4.69	4.70
This activity will help me meet the needs of diverse student populations (e.g., gifted and talented, ELL, special education, at-risk students).	4.66	4.49

Number of Educators Trained by NWRPDP

	Unduplicated	Duplicated
ES Teachers	180	361
MS Teachers	72	101
HS Teachers	40	74
Administrators	39	81
Others	24	30
Totals	355	647

Lyon educators were 15% of the educators trained in the region (Using the Unduplicated regional count of 2,333 educators).

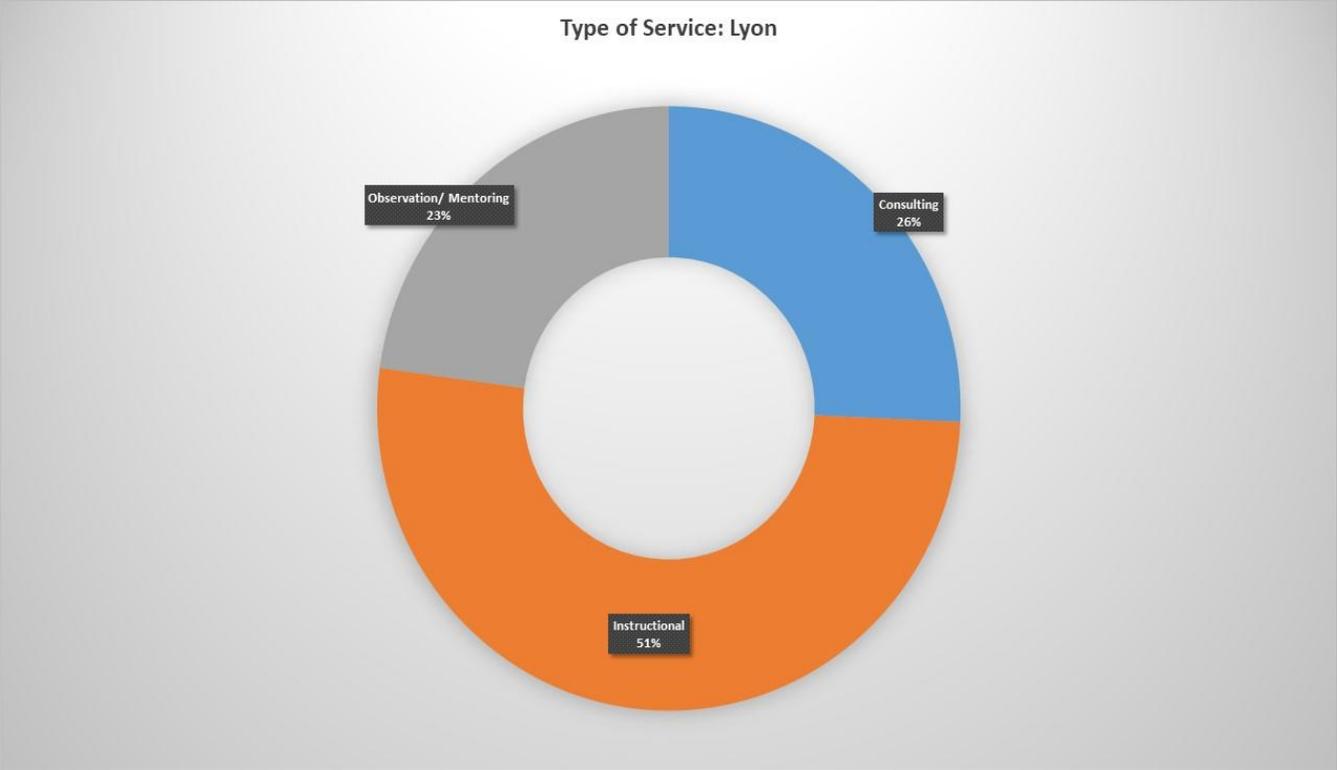


Figure 1: Types of Services Provided

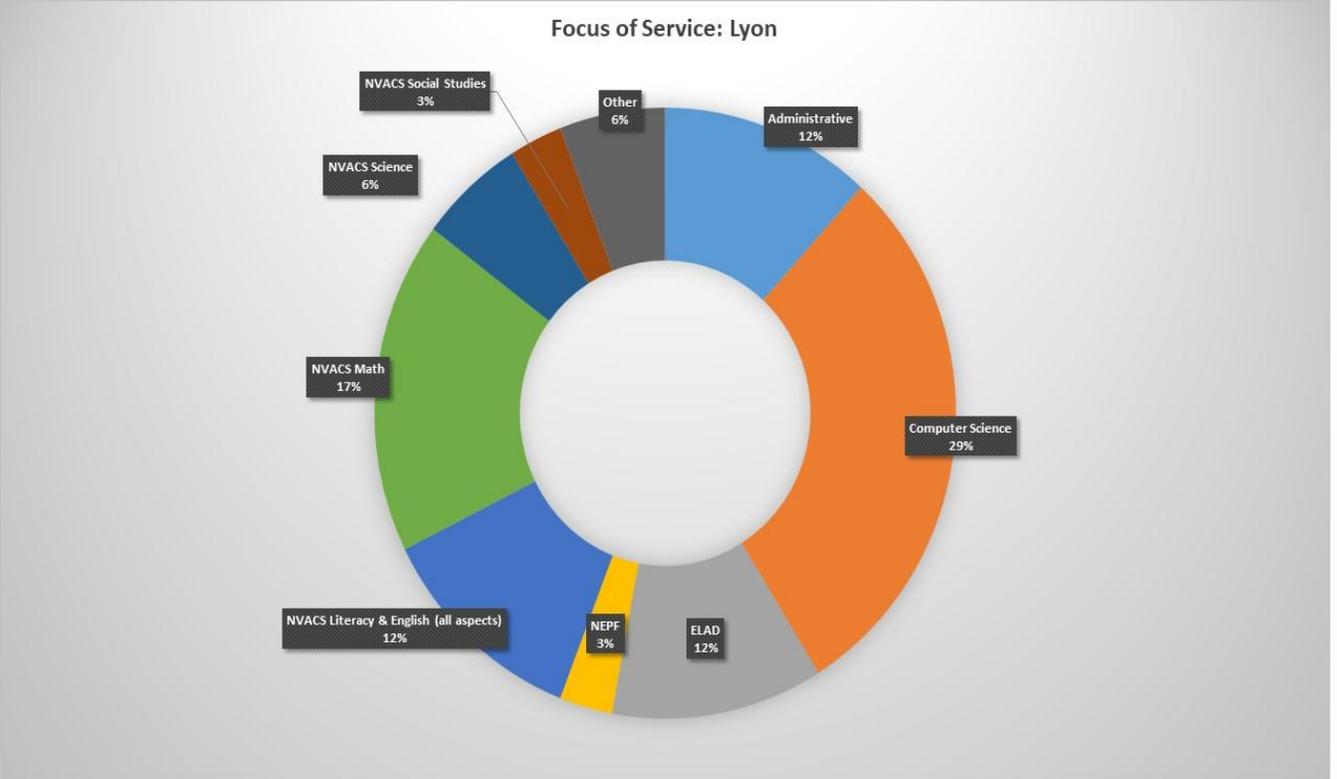


Figure 2: Focus of Services

Appendix F: Storey County School District Services Summary 2019-20

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

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

Participant Mean Ratings on Quality of RPDP Trainings

<i>(Scale: 1 = not at all, 3 = to some extent, 5 = to a great extent)</i>	SCSD	Region
The activity matched my needs	5.00	4.55
The activity provided opportunities for interactions and reflections	5.00	4.73
The presenter/facilitator's experience and expertise enhanced the quality of the activity.	5.00	4.78
The presenter/facilitator efficiently managed time and pacing of activities.	5.00	4.78
The presenter/facilitator modeled effective teaching strategies.	5.00	4.72
This activity added to my knowledge of standards and/or subject matter content.	4.00	4.59
The activity will improve my teaching skills.	4.00	4.60
I will use the knowledge and skills from this activity in my classroom or professional duties.	4.00	4.70
This activity will help me meet the needs of diverse student populations (e.g., gifted and talented, ELL, special education, at-risk students).	4.00	4.49

Number of Educators Trained by NWRPDP

	Unduplicated	Duplicated
ES Teachers	16	77
MS Teachers	11	18
HS Teachers	10	14
Administrators	4	17
Others	9	10
Totals	50	136

Storey educators were 2% of the educators trained in the region (Using the Unduplicated regional count of 2,333 educators).

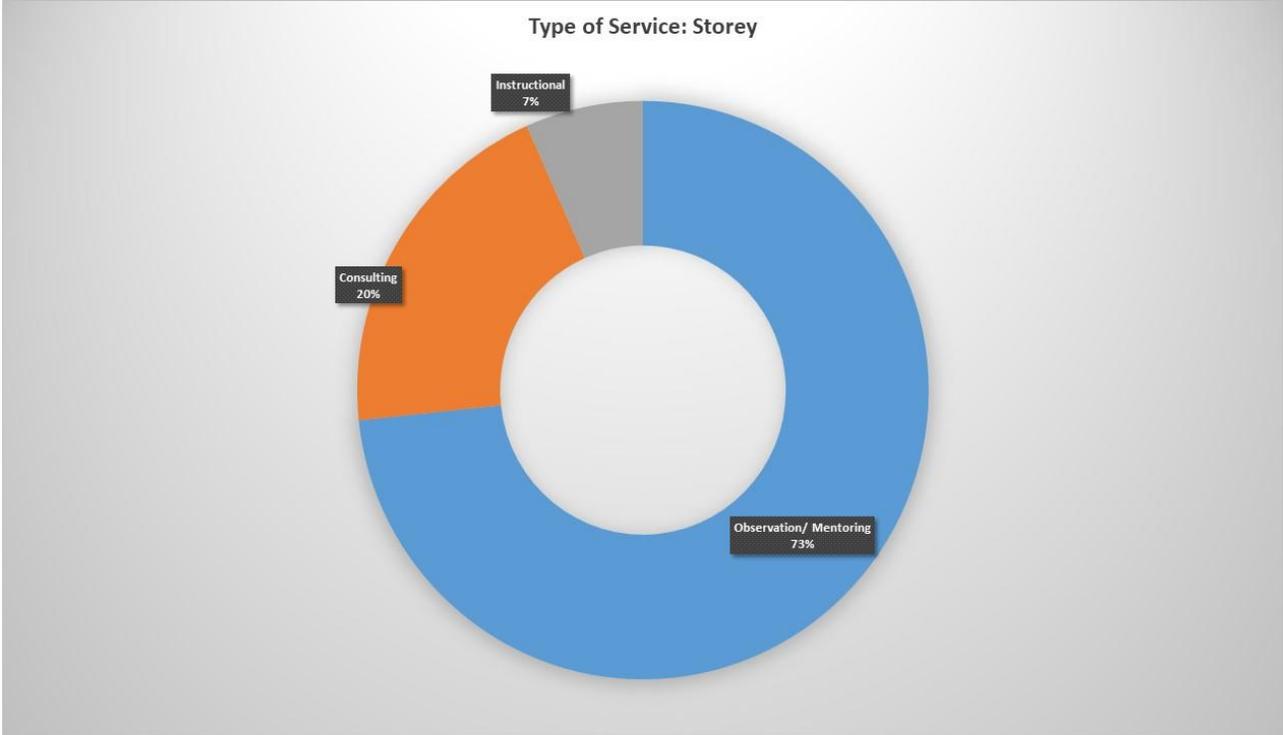


Figure 1: Types of Services Provided

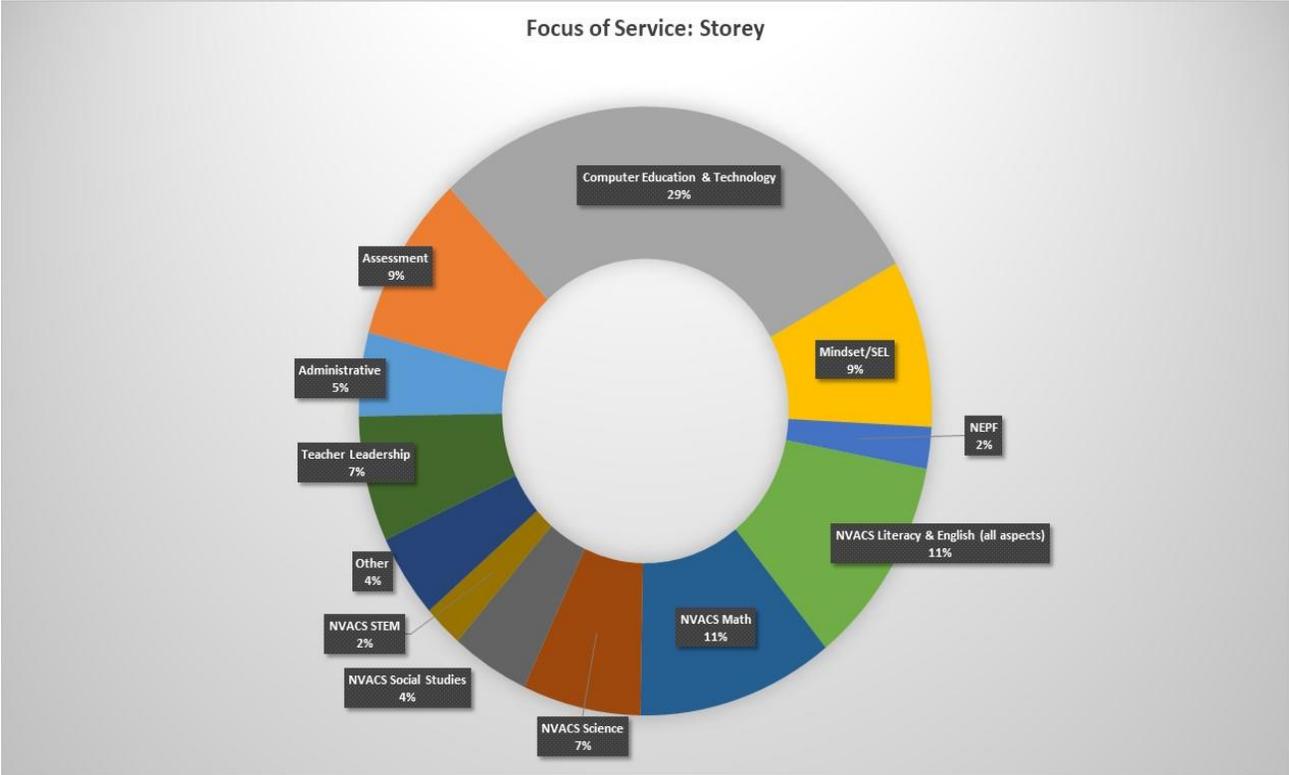


Figure 2: Focus of Services

Appendix G: Washoe County School District Services Summary 2019-20

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

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

Participant Mean Ratings on Quality of RPDP Trainings

<i>(Scale: 1 = not at all, 3 = to some extent, 5 = to a great extent)</i>	WCSD	Region
The activity matched my needs	4.62	4.55
The activity provided opportunities for interactions and reflections	4.81	4.73
The presenter/facilitator's experience and expertise enhanced the quality of the activity.	4.81	4.78
The presenter/facilitator efficiently managed time and pacing of activities.	4.76	4.78
The presenter/facilitator modeled effective teaching strategies.	4.75	4.72
This activity added to my knowledge of standards and/or subject matter content.	4.70	4.59
The activity will improve my teaching skills.	4.69	4.60
I will use the knowledge and skills from this activity in my classroom or professional duties.	4.78	4.70
This activity will help me meet the needs of diverse student populations (e.g., gifted and talented, ELL, special education, at-risk students).	4.63	4.49

Number of Educators Trained by NWRPDP

	Unduplicated	Duplicated
ES Teachers	441	692
MS Teachers	109	164
HS Teachers	150	264
Administrators	31	68
Others	234	289
Totals	965	1477

Washoe educators were 41% of the educators trained in the region (Using the Unduplicated regional count of 2,333 educators).

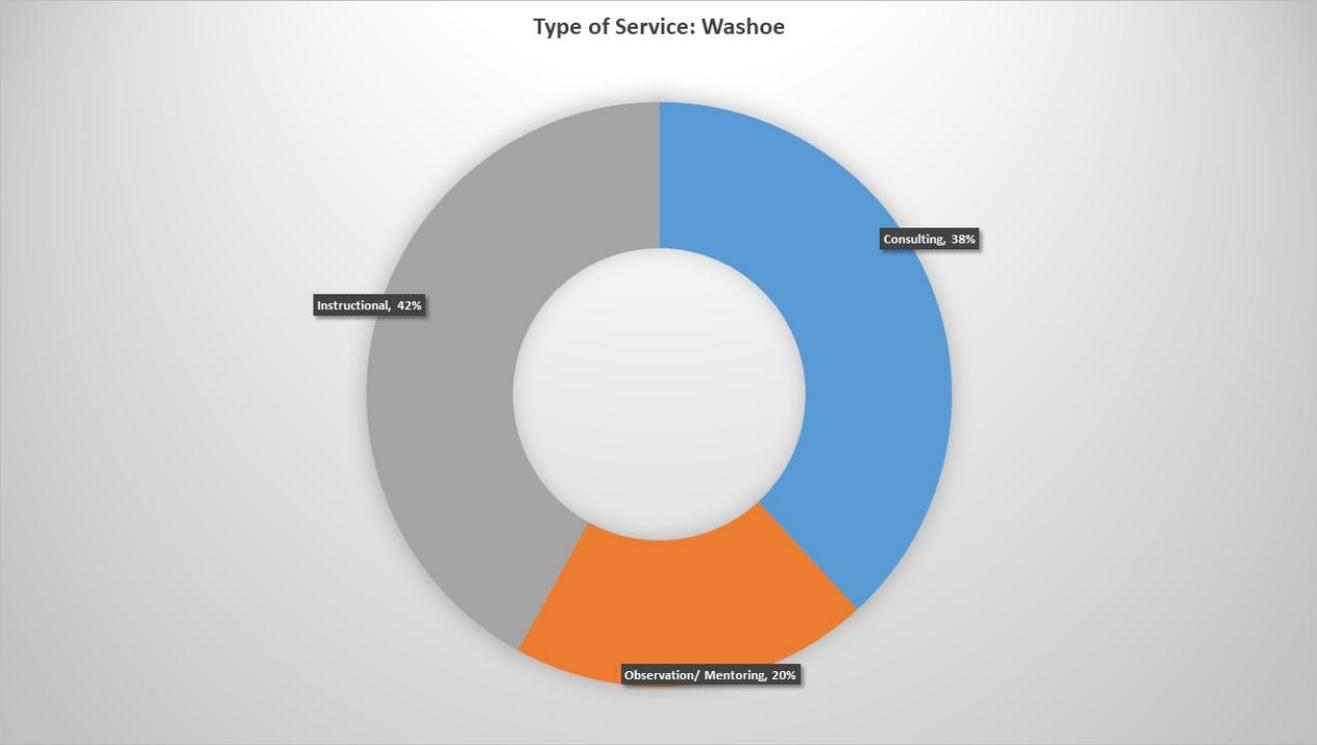


Figure 1: Types of Services Provided

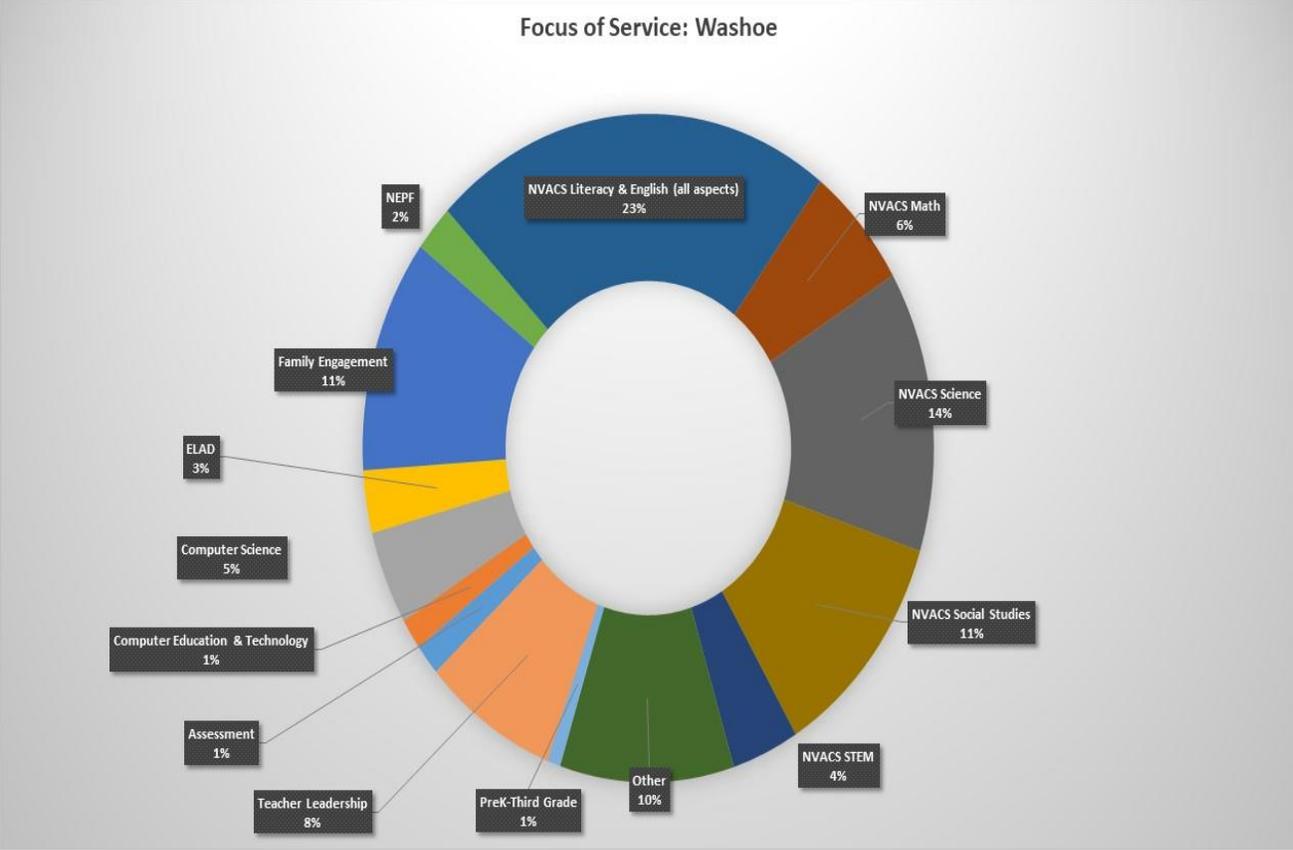


Figure 2: Focus of Services

**Lyon County School District
Consent Agenda Item**

Date: November 17, 2020
To: Board of School Trustees
From: Wayne Workman, Superintendent
Re: Small Vehicle Purchase

Requested by:

Harman Bains, Director of Business Services
Bonita Stevens, Transportation Supervisor

Recommendation

That the Board of School Trustees approve the acquisition of three small vehicles in the amount of \$69,905.61 to be paid from the FY21 General Fund.

The Board of School Trustees adopted Lyon County School District Board Policy DJ to ensure the timely replacement of district vehicles, including maintenance trucks, to lower operation costs, increase safety, improve efficiency, reduce emissions and permit for financial planning.

Based on the expertise of the District Transportation management and mechanics, the decision has been made to purchase Toyota Camrys. The District has had great success with Toyota Camrys. The closest located Toyota dealer to Lyon County is Carson City Toyota.

State of Nevada Purchasing Contracts, NRS 332.195, specifies that local governments (including school districts) may join or use the contracts of the State of Nevada, other local governments or another state with the authorization of the contracting vendor. This statute is designed to allow smaller entities to benefit from the buying power of larger governmental entities. The State of Nevada Purchasing Division solicits bids every two years for fleet vehicles. This is open to all dealers who choose to participate and meet the requirements established by the State of Nevada Purchasing Division.

To take advantage of these purchasing contracts, District Transportation management goes to <http://purchasing.nv.gov/Contracts/Vehicle/Fleet-8475/> and selects a dealer. The dealer provides a quote to the District based on the State of Nevada agreement.

Budget Considerations

The projected cost of the three Toyota Camrys is \$69,905.61 to be paid from FY21 General Fund.

Attachments:

LCSD Policy DJ – Bus and District Vehicle Acquisition and Liquidation
Carson City Toyota vehicle quote

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

BUS AND DISTRICT VEHICLE ACQUISITION AND LIQUIDATION

The Lyon County School District will provide for the timely replacement of school buses and district vehicles. The Board of Trustees and District administration recognizes that timely replacement of school buses and district vehicles lowers operational costs, increases safety, improves efficiency, reduces emissions and permits for financial planning. The District will follow the industry standards of The National Association of State Directors of Pupil Transportation Services (NASDPTS) when considering replacement options.

The Board of Trustees reserves the right to modify, freeze, cancel or make other changes to the policy as economic realities or uncertainties may dictate a lack of resources to fund the replacement options.

BUS AND DISTRICT VEHICLE PURCHASES AND LIQUIDATION – ADMINISTRATIVE REGULATIONS

A replacement schedule will be developed based on NASDPTS industry standards and the schedule will be reviewed on an annual basis by the Transportation Supervisor and Director of Finance with ultimate approval by the Board of Trustees as part of the budget process. The Transportation Supervisor will be responsible for determining which buses/district vehicles in the fleet will be replaced. The decision to replace will be determined in accordance with industry standards, including an analysis of the vehicle's mechanical worthiness, total miles, age and operating and maintenance costs. Other best practices will also be implemented including route rotation plans to ensure buses accrue mileage evenly and to reduce unequal bus wear.

15-Year Bus Replacement Option

Replacing buses every 15 years would meet the high end of the NASDPTS industry standard. A 15 – year plan requires purchasing eight (8) buses per year (one (1) for growth and seven (7) for replacement).

Modified 15-Year Bus Replacement Option

The financial burden of a bus replacement plan can be smoothed if the number of buses required for a 15-year plan was partially funded with bond funds every 5 years. With this plan, six (6) buses are purchased each year instead of eight (8). In the 5th year of the cycle, an additional nine (9) buses would be purchased with bond funds bringing the total number of buses purchased that year to fifteen (15).

District Vehicle Replacement

District vehicles will be acquired and liquidated as needed and determined by the Director of Finance and Transportation Supervisor in accordance with the aforementioned provisions. The same industry standards used for buses will be used for district vehicles.

Liquidation of Buses and District Vehicles

Buses and district vehicles may be liquidated at the discretion of the Director of Finance and Transportation Supervisor.



CARSON CITY TOYOTA

CAMPAGNI AUTO GROUP

2590 S. CARSON ST. CARSON CITY, NV 89701 CARSONCITYTOYOTA.COM 775-882-8211

October 14, 2020

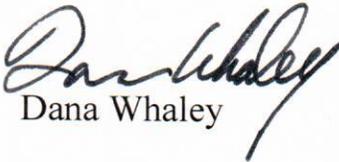
Please accept this quote for
 Three 2020 Toyota Camry LE Sedan
 Model 2532
 Color White

Price	\$75,143.31	Price	\$ 25,047.77each
State Title Fee	\$ 87.75	Title Fee	\$ 29.25
<hr/>		<hr/>	
Total	\$75,231.06	Total	\$ 25,077.02
Rebate	\$ <6,000.00 >	Rebate	\$ 2,000.00
Total	\$ 69,231.06	Total	\$ 23,077.02
Three Extra Keys & Programmed	\$ 674.55	1 Key	\$ 224.85
Total	\$ 69,905.61	Total	\$ 23,301.87

*Factory rebate good thru November 2nd 2020

* Delivered to Dayton, Nevada.

Thank you for you're the opportunity to earn your business, subject to 2020 availability.


 Dana Whaley

A.



TOYOTA

Carson City Toyota

2590 South Carson Street,
Carson City, NV 89701
(775) 882-8211

2020 CAMRY 4-DOOR LE SEDAN



Model: 2532C
 Year: 2020
 Interior Color: ASH
 Exterior Color: SUPER WHITE
 Number of Cylinders: 4
 VIN: 4T1C11AK7LU401098
 Stock No.: 64143

Total MSRP*:

\$26,293.00

28	CITY	39	HWY
	MPG		MPG

Standard Equipment

MECHANICAL & PERFORMANCE

2.5L 4-Cyl Engine
 203 hp @ 6600 rpm / 184 lb-ft @ 5000 rpm
 8-Speed Transmission

Steering Assist, Automatic High Beams
 Star Safety System: VSC, TRAC, ABS,
 Elect Brake-Force Distribution, Brake
 Assist(BA) & Smart Stop Technology (SST)
 Backup Camera

SAFETY & CONVENIENCE

Toyota Safety Sense P: Pre-Collision Sys
 w/Pedestrian Detection, Dynamic Radar
 Cruise Control, Lane Departure Alert w/

EXTERIOR

17" Alloy Wheels
 Bi-LED Combination Headlights

* 2020 Manufacturer's Suggested Retail Price, excludes the Delivery, Processing and Handling Fee, taxes, license, title and available or regionally required equipment. Actual Dealer price may vary. Pricing, specifications, standard features and available equipment are based on information available when this page was produced and subject to change without notice.

Disclaimer: This document is only representative of some of the information contained on an actual window sticker, and is not meant to replace or substitute for the actual window sticker on the vehicle. Please see your retailer for further information.

A.



TOYOTA

Carson City Toyota

2590 South Carson Street,
Carson City, NV 89701
(775) 882-8211

2020 CAMRY 4-DOOR LE SEDAN

w/Auto On/Off Feature

LED DRLs w/On/Off Feature

INTERIOR

Audio - 7" Touch Screen, 6 Speakers,

HandsFree Bluetooth Phone/Music,

USB Media Port, 2 USB Charge-Ports

SiriusXM w/3-Month All Access Trial

Android Auto & Apple CarPlay Compatible

4.2" TFT Multi-Information Display

Power Driver Seat w/Lumbar Support

Remote Keyless Entry System

Optional Equipment

50 State Emissions

\$0.00

All Weather Floor Liners/Cargo Tray

\$259.00

PREFERRED OWNER'S PORTFOLIO

\$0.00

Rear Bumper Applique

\$69.00

Total Optional Equipment

\$328.00

Vehicle Base Model

\$24,970.00

Delivery Processing and Handling

\$995.00

Total MSRP*

\$26,293.00

LYON COUNTY SCHOOL DISTRICT VOUCHER

Voucher No: 1088

Voucher Date: 10/23/2020

Prepared By: _____

Printed: 11/06/2020 02:17:54 PM

LYON COUNTY SCHOOL DISTRICT is hereby authorized to draw warrants against LYON COUNTY SCHOOL DISTRICT funds for the sum of \$177,911.28 on account of obligations incurred for value received in services and for materials as shown below for period July 1, 2020 to June 30, 2021 (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	\$82,051.65
230	Adult Education	\$0.96
240	State Grants	\$1,092.74
250	Special Education	\$67.34
260	Gifts and Donations	\$6,300.00
273	Insurance Loss	\$11,393.74
280	Federal Funds	\$56,883.20
285	Medicaid Funds	\$5,214.27
290	Food Service Funds	\$1.80
360	Bond Issues	\$10,405.00
703	Workers Compensation	\$2,645.00

Voucher No: 1088

Voucher Date: 10/23/2020

Fund		Amount
830	Private-Purpose Trust Funds	\$1,855.58
		<hr/> <hr/>
		\$177,911.28

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1088

10/23/2020

Fiscal Year: 2020-2021

Vendor Remit Name	Vendor #	Account	Description	Amount
A T & T LONG DISTANCE	18214	100.108.0000.000.2620.532.10000.00.00	Voice/Voicemail Check #: 200516	\$7.49
		100.121.0000.000.2410.533.10201.10.00	Telephone – Land Line phone services Check #: 200516	\$0.76
		100.122.0000.000.2410.533.10202.10.00	Telephone – Land Line phone services Check #: 200516	\$6.21
		100.123.0000.000.2410.533.10203.10.00	Telephone – Land Line phone services Check #: 200516	\$1.22
		100.125.0000.000.2410.533.10205.10.00	Telephone – Land Line phone services Check #: 200516	\$0.64
		100.126.0000.000.2410.533.10206.10.00	Telephone – Land Line phone services Check #: 200516	\$0.70
		100.127.0000.000.2410.533.10210.10.00	Telephone – Land Line phone services Check #: 200516	\$0.84
		100.128.0000.000.2410.533.10211.10.00	Telephone – Land Line phone services Check #: 200516	\$0.52
		100.129.0000.000.2410.533.10209.10.00	Telephone – Land Line phone services Check #: 200516	\$0.39
		100.132.0000.000.2410.533.10302.20.00	Telephone – Land Line phone services Check #: 200516	\$0.00
		100.133.0000.000.2410.533.10303.10.00	Telephone – Land Line phone services Check #: 200516	\$0.85
		100.135.0000.000.2410.533.10305.31.00	Telephone – Land Line phone services Check #: 200516	\$0.80
		100.136.0000.000.2410.533.10208.31.00	Telephone – Land Line phone services Check #: 200516	\$0.75
		100.161.0000.000.2410.533.10601.32.00	Telephone – Land Line phone services Check #: 200516	\$1.49
		100.162.0000.000.2410.533.10602.50.00	Telephone – Land Line phone services Check #: 200516	\$2.85
		100.163.0000.000.2410.533.10603.32.00	Telephone – Land Line phone services Check #: 200516	\$10.55

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1088

10/23/2020

Fiscal Year: 2020-2021

Vendor Remit Name	Vendor #	Account	Description	Amount
		100.164.0000.000.2410.533.10604.32.00	Telephone – Land Line phone services	\$6.92
		Check #: 200516		
		100.165.0000.000.2410.533.10605.32.00	Telephone – Land Line phone services	\$1.29
		Check #: 200516		
		100.170.0000.000.2710.533.10000.00.00	Telephone – Land Line phone services	\$0.18
		Check #: 200516		
		230.231.0000.610.1000.533.10907.41.00	Telephone – Land Line phone services	\$0.22
		Check #: 200516		
		230.231.0000.610.1000.533.10909.41.00	Telephone – Land Line phone services	\$0.74
		Check #: 200516		
		290.182.0000.000.3100.533.10000.00.00	Telephone – Land Line phone services	\$0.85
		Check #: 200516		
		290.183.0000.000.3100.533.10000.00.00	Telephone – Land Line phone services	\$0.95
		Check #: 200516		
			Vendor Total:	\$47.21
A T & T MONTHLY STATEMENT	99712			
		100.126.0000.000.2410.533.10206.10.00	Telephone – Land Line phone services	\$164.54
		Check #: 200517		
			Vendor Total:	\$164.54
ACE HARDWARE	200			
		100.108.0000.000.2620.610.10000.00.00	General Supplies	\$3.23
		Check #: 200518		
		100.108.0000.000.2620.610.10205.10.00	General Supplies	\$9.44
		Check #: 200518		
		100.108.0000.000.2620.610.10304.20.00	General Supplies	\$39.06
		Check #: 200518		
			Vendor Total:	\$51.73
ADVANCED CLASSROOM TECH	102814			
		280.633.0000.000.2100.652.10209.10.00	Inventoried Supplies/Equipment – IT Related	\$14,019.00
		Check #: 200519	<\$5000	
			Vendor Total:	\$14,019.00
AMAZON---FIS				

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1088

10/23/2020

Fiscal Year: 2020-2021

Vendor Remit Name	Vendor #	Account	Description	Amount
		100.133.0000.000.2120.610.10303.10.00	General Supplies	\$202.19
		Check #: 200520		
		100.133.0000.000.2410.610.10303.10.00	General Supplies	\$105.99
		Check #: 200520		
		100.133.0000.100.1000.610.10303.00.00	General Supplies	\$380.59
		Check #: 200520		
		100.133.0000.100.1000.610.10303.10.00	General Supplies	\$167.83
		Check #: 200520		
			Vendor Total:	\$856.60
AMAZON.COM	99456			
		100.101.0000.000.2510.610.10000.00.00	General Supplies	\$1,175.35
		Check #: 200521		
		100.122.0000.000.2410.610.10202.10.00	General Supplies	\$25.95
		Check #: 200521		
		100.122.0000.100.1000.610.10202.10.00	General Supplies	\$88.08
		Check #: 200521		
		100.125.0000.000.2410.610.10205.10.00	General Supplies	\$119.98
		Check #: 200521		
		100.125.0000.000.2620.610.10205.10.00	General Supplies	\$578.00
		Check #: 200521		
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		Check #: 200521		
		100.134.0000.000.2410.610.10304.20.00	General Supplies	\$166.42
		Check #: 200521		
		100.134.0000.000.2620.430.10304.20.00	Repairs and Maintenance Services	\$1,505.00
		Check #: 200521		
		100.134.0000.000.2620.610.10304.20.00	General Supplies	\$93.48
		Check #: 200521		
		100.134.0000.100.1000.610.10304.20.00	General Supplies	\$110.11
		Check #: 200521		
		100.136.0000.000.2410.610.10208.31.00	General Supplies	\$151.97
		Check #: 200521		
		100.136.0000.000.2620.610.10208.31.00	General Supplies	\$222.00
		Check #: 200521		

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Vendor Remit Name	Vendor #	Account	Description	Amount
		100.136.0000.100.1000.610.10208.31.00	General Supplies	\$313.37
		Check #: 200521		
		100.136.0000.100.1000.650.10208.31.00	Supplies-Information Technology-related	\$38.97
		Check #: 200521		
		100.136.0000.100.1000.651.10208.31.00	Supplies - Technology - Software	\$40.98
		Check #: 200521		
		100.161.0000.194.1000.610.10601.32.00	General Supplies	\$76.71
		Check #: 200521		
		100.163.0000.000.2620.430.10603.32.00	Repairs and Maintenance Services	\$48.99
		Check #: 200521		
		250.129.0000.200.1000.610.10209.10.00	General Supplies	\$67.34
		Check #: 200521		
		280.633.0000.000.2100.610.10209.10.00	General Supplies	\$858.40
		Check #: 200521		
		280.633.0000.000.2100.610.10304.20.00	FY18 Title IA SSMS Budget Load	\$152.31
		Check #: 200521		
		280.658.0000.000.2100.610.10000.00.00	General Supplies	\$365.00
		Check #: 200521		
			Vendor Total:	\$6,265.75
APEX CYBER SYSTEMS				
		280.633.0000.000.2100.652.10603.32.00	Inventoried Supplies/Equipment - IT Related	\$18,684.29
		Check #: 200522	<\$5000	
			Vendor Total:	\$18,684.29
ARAMARK UNIFORM SERVICES				
		100.170.0000.000.2730.619.10000.00.00	Uniforms	\$255.54
		Check #: 200523		
			Vendor Total:	\$255.54
BIG R FERNLEY				
		100.123.0000.000.2620.610.10203.10.00	General Supplies	\$25.97
		Check #: 200524		
		100.133.0000.000.2620.610.10303.10.00	General Supplies	\$9.25
		Check #: 200524		

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Vendor Remit Name	Vendor #	Account	Description	Amount
		100.161.0000.000.2620.610.10601.32.00	General Supplies	\$55.12
		Check #: 200524		
			Vendor Total:	\$90.34
BRADY INDUSTRIES				
		100.121.0000.000.2620.610.10201.10.00	General Supplies	\$4,898.19
		Check #: 200525		
		100.129.0000.000.2620.610.10209.10.00	General Supplies	\$105.26
		Check #: 200525		
			Vendor Total:	\$5,003.45
BROWN MILBERY INC	2280			
		100.108.0000.000.2620.610.10208.31.00	General Supplies	\$786.06
		Check #: 200526		
			Vendor Total:	\$786.06
BRYSON SALES & SERVICE	2380			
		100.170.0000.000.2730.614.10000.00.00	Parts	\$1,341.37
		Check #: 200527		
			Vendor Total:	\$1,341.37
CAPITAL GLASS, INC.	2879			
		100.128.0000.000.2620.610.10211.10.00	General Supplies	\$575.00
		Check #: 200528		
			Vendor Total:	\$575.00
CARSON VALLEY OIL	3380			
		100.170.0000.000.2730.626.10000.00.00	Gasoline	\$1,703.53
		Check #: 200529		
			Vendor Total:	\$1,703.53
CCMSI				
		703.102.0000.000.2310.340.10000.00.00	Other Professional Services	\$2,645.00
		Check #: 200530		
			Vendor Total:	\$2,645.00
CUMMINS ROCKY MOUNTAIN LLC	99462			
		100.170.0000.000.2730.651.10000.00.00	Supplies - Technology - Software	\$4,320.00
		Check #: 200531		

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Vendor Remit Name	Vendor #	Account	Description	Amount
				Vendor Total:
DAYTON AUTO PART-NAPA				\$4,320.00
		100.170.0000.000.2730.614.10000.00.00	Parts	\$96.40
		Check #: 200532		
				Vendor Total:
DAYTON ELEMENTARY SCHOOL--STUDENT				\$96.40
		100.121.0000.000.2410.610.10201.10.00	General Supplies	\$52.41
		Check #: 200533		
		100.121.0000.000.2410.615.10201.10.00	Snacks, Food & Beverages	\$89.31
		Check #: 200533		
		100.121.0000.100.1000.610.10201.10.00	General Supplies	\$500.00
		Check #: 200533		
				Vendor Total:
DIGITAL DOLPHIN SUPPLIES				\$641.72
		100.164.0000.100.1000.610.10604.32.00	General Supplies	\$109.96
		Check #: 200534		
				Vendor Total:
EARTHWALK				\$109.96
		100.107.0000.000.2580.650.10210.10.00	Supplies--Information Technology--related	\$303.75
		Check #: 200535		
				Vendor Total:
EDITORIAL PROJECTS IN EDUCATION INC.				\$303.75
		100.102.0000.000.2570.540.10000.00.00	Advertising	\$3,550.00
		Check #: 200536		
				Vendor Total:
EDUCATION WEEK	6200			\$3,550.00
		100.104.0000.000.2210.810.10000.00.00	Dues and Fees	\$79.00
		Check #: 200537		
				Vendor Total:
EDUCATIONAL AND COMMUNITY SUPPORTS				\$79.00

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Vendor Remit Name	Vendor #	Account	Description	Amount
		280.633.0000.000.2100.610.10201.10.00	General Supplies	\$240.00
		Check #: 200538		
			Vendor Total:	\$240.00
FERNLEY CHAMBER OF COMMERCE	7160			
		100.126.0000.000.2410.810.10206.10.00	Dues and Fees	\$60.00
		Check #: 200539		
		100.129.0000.000.2410.810.10209.10.00	Dues and Fees	\$60.00
		Check #: 200539		
			Vendor Total:	\$120.00
FIREFLY COMPUTERS				
		280.633.0000.000.2100.652.10000.00.00	Inventoried Supplies/Equipment – IT Related	\$659.00
		Check #: 200540	<\$5000	
			Vendor Total:	\$659.00
FLYERS ENERGY, LLC	102216			
		100.170.0000.000.2730.626.10000.00.00	Gasoline	\$1,795.79
		Check #: 200541		
			Vendor Total:	\$1,795.79
HOME DEPOT	9654			
		100.128.0000.000.2620.610.10211.10.00	General Supplies	\$132.94
		Check #: 200542		
			Vendor Total:	\$132.94
INLAND SUPPLY CO., INC.	10000			
		100.122.0000.000.2620.610.10202.10.00	General Supplies	\$9,057.90
		Check #: 200543		
		100.123.0000.000.2620.610.10203.10.00	General Supplies	\$816.30
		Check #: 200543		
		100.133.0000.000.2620.610.10303.10.00	General Supplies	\$416.50
		Check #: 200543		
		100.161.0000.000.2620.610.10601.32.00	General Supplies	\$1,725.24
		Check #: 200543		
		260.099.0000.000.2620.612.10000.00.00	Inventoried Supplies/Equipment <\$5000	\$6,300.00
		Check #: 200543		

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Vendor Remit Name	Vendor #	Account	Description	Amount
				Vendor Total:
				\$18,315.94
INNOVATIVE COMMUNICATIONS SYSTEMS, 10058 LLC		100.121.0000.000.2620.430.10201.10.00	Repairs and Maintenance Services	\$1,093.35
		Check #: 200544		
				Vendor Total:
				\$1,093.35
INTEGRITY PEST MANAGEMENT, LLC		100.108.0000.000.2630.340.10604.32.00	Other Professional Services	\$250.00
		Check #: 200545		
				Vendor Total:
				\$250.00
INTERSTATE OIL COMPANY	10210	100.170.0000.000.2730.626.10000.00.00	Gasoline	\$2,854.79
		Check #: 200546		
				Vendor Total:
				\$2,854.79
JAY BETZ MD CONSULTING CORP	3972	100.170.0000.000.2710.810.10000.00.00	Dues and Fees	\$875.00
		Check #: 200547		
				Vendor Total:
				\$875.00
JIM MENESINI PETROLEUM		100.170.0000.000.2730.613.10000.00.00	Oil & Lubricants	\$50.12
		Check #: 200548		
				Vendor Total:
				\$50.12
KARGES, INGRID		280.633.0000.000.2100.610.10205.10.00	General Supplies	\$202.83
		Check #: 200549		
				Vendor Total:
				\$202.83
KORF, ERIN		280.633.0000.000.2100.610.10205.10.00	General Supplies	\$177.49
		Check #: 200550		
				Vendor Total:
				\$177.49
LAMBSON, JULIANN				

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Vendor Remit Name	Vendor #	Account	Description	Amount
		100.126.0000.100.1000.653.10206.10.00	Web-based and similar programs	\$20.00
		Check #: 200551		
			Vendor Total:	\$20.00
LAWSON PRODUCTS				
		100.170.0000.000.2730.614.10000.00.00	Parts	\$277.30
		Check #: 200552		
			Vendor Total:	\$277.30
LOWE'S BUSINESS ACCOUNT	11835			
		100.108.0000.000.2620.610.10000.00.00	General Supplies	\$325.40
		Check #: 200553		
		100.108.0000.000.2620.610.10206.10.00	General Supplies	\$83.36
		Check #: 200553		
		100.126.0000.000.2620.610.10206.10.00	General Supplies	\$12.40
		Check #: 200553		
		100.133.0000.000.2620.610.10303.10.00	General Supplies	\$30.19
		Check #: 200553		
		240.300.0000.380.1000.610.10605.32.00	General Supplies	\$1,092.74
		Check #: 200553		
			Vendor Total:	\$1,544.09
LUMOS AND ASSOCIATES, INC	11860			
		360.021.0000.000.2660.340.10601.32.00	Other Professional Services	\$10,405.00
		Check #: 200554		
			Vendor Total:	\$10,405.00
MAGLIOCCHETTI, ALEXANDRA				
		830.054.0000.000.2410.890.10000.00.00	Miscellaneous Expenditures	\$855.58
		Check #: 200555		
		830.056.0000.000.2410.890.10000.00.00	Miscellaneous Expenditures	\$1,000.00
		Check #: 200555		
			Vendor Total:	\$1,855.58
MAKING MATHEMATICIANS LLC				
		280.633.0000.000.2213.330.10201.10.00	Professional Employee Training & Development Serv	\$500.00
		Check #: 200556		

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Vendor Remit Name	Vendor #	Account	Description	Amount
			Vendor Total:	\$500.00
MARENEM INC.		100.126.0000.100.1000.640.10206.10.00	Books and Periodicals	\$346.50
		Check #: 200557		
			Vendor Total:	\$346.50
MASON VALLEY TIRE		100.170.0000.000.2730.611.10000.00.00	Tires/Flooring	\$107.00
		Check #: 200558		
			Vendor Total:	\$107.00
MOUND HOUSE HARDWARE & STORAGE	96223	100.121.0000.000.2620.610.10201.10.00	General Supplies	\$91.96
		Check #: 200559		
		100.128.0000.000.2620.610.10211.10.00	General Supplies	\$353.32
		Check #: 200559		
			Vendor Total:	\$445.28
NAPA AUTO & TRUCK PARTS_99614	99614	100.170.0000.000.2730.614.10000.00.00	Parts	\$1,167.59
		Check #: 200560		
			Vendor Total:	\$1,167.59
NATIONAL SCHOOL FORMS		100.136.0000.000.2410.610.10208.31.00	General Supplies	\$118.82
		Check #: 200561		
			Vendor Total:	\$118.82
NEVADA DRUG & ALCOHOL TESTING INC	101753	100.170.0000.000.2710.810.10000.00.00	Dues and Fees	\$1,058.04
		Check #: 200562		
			Vendor Total:	\$1,058.04
NEVADA PUBLIC AGENCY INSURANCE POOL	97141	273.101.0000.000.2310.890.10000.00.00	Miscellaneous Expenditures	\$11,393.74
		Check #: 200563		
			Vendor Total:	\$11,393.74

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Vendor Remit Name	Vendor #	Account	Description	Amount
NEVADA SPEEDOMETER SERVIC	14452	100.170.0000.000.2730.614.10000.00.00	Parts Check #: 200564	\$226.91
				Vendor Total: \$226.91
NOBLE INDUSTRIAL SUPPLY CORP.		100.170.0000.000.2710.610.10000.00.00	General Supplies Check #: 200565	\$1,482.34
				Vendor Total: \$1,482.34
OFFICE DEPOT	15366	100.101.0000.000.2320.610.10000.00.00	General Supplies Check #: 200566	\$163.22
		100.126.0000.100.1000.610.10206.10.00	General Supplies Check #: 200566	\$847.90
		100.128.0000.100.1000.610.10211.10.00	General Supplies Check #: 200566	\$221.08
		100.132.0000.100.1000.610.10302.20.00	General Supplies Check #: 200566	\$5,299.79
		100.163.0000.000.2410.610.10603.32.00	General Supplies Check #: 200566	\$70.02
				Vendor Total: \$6,602.01
PACIFIC STATES COMMUNICATIONS OF NV, INC		100.161.0000.000.2410.610.10601.32.00	General Supplies Check #: 200567	\$702.84
				Vendor Total: \$702.84
PBIS REWARDS		100.165.0000.100.1000.610.10605.32.00	General Supplies Check #: 200568	\$1,085.00
				Vendor Total: \$1,085.00
PITNEY BOWES INC	98355	100.121.0000.000.2410.531.10201.10.00	Postage Check #: 200569	\$45.00

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Vendor Remit Name	Vendor #	Account	Description	Amount
		100.126.0000.000.2410.531.10206.10.00	Postage	\$69.00
		Check #: 200569		
			Vendor Total:	\$114.00
PITSCO, INC.	102866			
		100.135.0000.100.1000.610.10305.31.00	General Supplies	\$339.74
		Check #: 200570		
			Vendor Total:	\$339.74
PRO ED	100494			
		280.639.0000.200.2140.610.10000.00.00	General Supplies	\$160.60
		Check #: 200571		
			Vendor Total:	\$160.60
PROCARE THERAPY				
		285.781.0000.200.2150.340.10211.10.00	Other Professional Services	\$5,214.27
		Check #: 200572		
			Vendor Total:	\$5,214.27
READ NATURALLY				
		100.129.0000.100.1000.640.10209.10.00	Books and Periodicals	\$2,079.00
		Check #: 200573		
			Vendor Total:	\$2,079.00
REFRIGERATION SUPPLIES DISTRIBUTOR	96586			
		100.108.0000.000.2620.610.10209.10.00	General Supplies	\$248.54
		Check #: 200574		
		100.108.0000.000.2620.610.10605.32.00	General Supplies	\$75.29
		Check #: 200574		
			Vendor Total:	\$323.83
RENNER EQUIPMENT COMPANY	17400			
		100.165.0000.000.2620.430.10605.32.00	Repairs and Maintenance Services	\$45.00
		Check #: 200575		
		100.165.0000.000.2620.610.10605.32.00	General Supplies	\$1.80
		Check #: 200575		
			Vendor Total:	\$46.80
RICOH AMERICAS CORP	102825			

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Vendor Remit Name	Vendor #	Account	Description	Amount
		100.136.0000.000.2410.430.10208.31.00 Check #: 200576	Repairs and Maintenance Services	\$472.40
		100.170.0000.000.2710.430.10000.00.00 Check #: 200576	Repairs and Maintenance Services	\$6.50
		100.170.0000.000.2710.442.10000.00.00 Check #: 200576	Rental of Equipment and Vehicles	\$29.00
			Vendor Total:	\$507.90
SCHOOL SPECIALTY_103213	103213			
		100.126.0000.100.1000.610.10206.10.00 Check #: 200577	General Supplies	\$1,862.61
			Vendor Total:	\$1,862.61
SCIENTIFIC LEARNING	96934			
		280.633.0000.000.2100.653.10211.10.00 Check #: 200578	Web-based and similar programs	\$12,690.00
			Vendor Total:	\$12,690.00
SMART FOODSERVICE				
		100.164.0000.320.1000.610.10604.32.00 Check #: 200579	General Supplies	\$328.44
			Vendor Total:	\$328.44
SOLIANT HEALTH, LLC				
		280.639.0000.200.2140.340.10000.00.00 Check #: 200580	Other Professional Services	\$4,128.50
		280.639.0000.200.2140.340.10601.32.00 Check #: 200580	Other Professional Services	\$3,562.50
			Vendor Total:	\$7,691.00
STICKS & STONES BLDG. MATERIALS				
		100.122.0000.000.2620.430.10202.10.00 Check #: 200581	Repairs and Maintenance Services	\$121.98
			Vendor Total:	\$121.98
SUMMIT COMPANIES				
		100.108.0000.000.2620.430.10208.31.00 Check #: 200582	Repairs and Maintenance Services	\$444.50

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Vendor Remit Name	Vendor #	Account	Description	Amount
		100.108.0000.000.2620.490.10201.10.00	Other Purchased Property Services Check #: 200582	\$270.00
		100.108.0000.000.2620.490.10202.10.00	Other Purchased Property Services Check #: 200582	\$270.00
		100.108.0000.000.2620.490.10203.10.00	Other Purchased Property Services Check #: 200582	\$270.00
		100.108.0000.000.2620.490.10206.10.00	Other Purchased Property Services Check #: 200582	\$270.00
		100.108.0000.000.2620.490.10208.31.00	Other Purchased Property Services Check #: 200582	\$270.00
		100.108.0000.000.2620.490.10209.10.00	Other Purchased Property Services Check #: 200582	\$270.00
		100.108.0000.000.2620.490.10210.10.00	Other Purchased Property Services Check #: 200582	\$270.00
		100.108.0000.000.2620.490.10211.10.00	Other Purchased Property Services Check #: 200582	\$270.00
		100.108.0000.000.2620.490.10303.10.00	Other Purchased Property Services Check #: 200582	\$810.00
		100.108.0000.000.2620.490.10304.20.00	Other Purchased Property Services Check #: 200582	\$270.00
		100.108.0000.000.2620.490.10305.31.00	Other Purchased Property Services Check #: 200582	\$270.00
		100.108.0000.000.2620.490.10601.32.00	Other Purchased Property Services Check #: 200582	\$1,350.00
		100.108.0000.000.2620.490.10602.50.00	Other Purchased Property Services Check #: 200582	\$270.00
		100.108.0000.000.2620.490.10603.32.00	Other Purchased Property Services Check #: 200582	\$540.00
		100.108.0000.000.2620.490.10604.32.00	Other Purchased Property Services Check #: 200582	\$1,080.00
		100.108.0000.000.2620.490.10605.32.00	Other Purchased Property Services Check #: 200582	\$270.00
		100.108.0000.000.2620.610.10208.31.00	General Supplies Check #: 200582	\$82.50

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Vendor Remit Name	Vendor #	Account	Description	Amount
				Vendor Total:
SWANK MOVIE LICENSING USA				\$7,547.00
		100.162.0000.103.1000.810.10602.50.00	Dues and Fees	\$270.50
		Check #: 200583		
		100.162.0000.170.1000.810.10602.50.00	Dues and Fees	\$270.50
		Check #: 200583		
				Vendor Total:
TEACHER INNOVATIONS, INC.				\$541.00
		100.126.0000.100.1000.653.10206.10.00	Web-based and similar programs	\$229.50
		Check #: 200584		
				Vendor Total:
TERESITA TIBBETTS	103085			\$229.50
		280.639.0000.200.2190.340.10000.00.00	Other Professional Services	\$483.28
		Check #: 200585		
				Vendor Total:
TRUE VALUE HARDWARE_21030	21030			\$483.28
		100.163.0000.000.2620.610.10603.32.00	General Supplies	\$6.99
		Check #: 200586		
				Vendor Total:
TYRES INTERNATIONAL INC	101998			\$6.99
		100.170.0000.000.2730.611.10000.00.00	Tires/Flooring	\$666.24
		Check #: 200587		
				Vendor Total:
WELLS FARGO VENDOR FINANCIAL SERVICES				\$666.24
		100.101.0000.000.2320.430.10000.00.00	Repairs and Maintenance Services	\$1,674.91
		Check #: 200588		
		100.101.0000.000.2320.442.10000.00.00	Rental of Equipment and Vehicles	\$370.79
		Check #: 200588		
		100.121.0000.000.2410.442.10201.10.00	Rental of Equipment and Vehicles	\$1,031.58
		Check #: 200588		

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Vendor Remit Name	Vendor #	Account	Description	Amount
		100.129.0000.000.2410.442.10209.10.00 Check #: 200588	Rental of Equipment and Vehicles	\$592.78
		100.129.0000.100.1000.430.10209.10.00 Check #: 200588	Repairs and Maintenance Services	\$1,765.62
		100.164.0000.000.2410.430.10604.32.00 Check #: 200588	Repairs and Maintenance Services	\$121.71
		100.164.0000.000.2410.442.10604.32.00 Check #: 200588	Rental of Equipment and Vehicles	\$552.50
		100.170.0000.000.2710.442.10000.00.00 Check #: 200588	Rental of Equipment and Vehicles	\$94.89
			Vendor Total:	\$6,204.78
WESTERN EXTERMINATOR COMPANY		100.126.0000.000.2620.430.10206.10.00 Check #: 200589	Repairs and Maintenance Services	\$790.00
			Vendor Total:	\$790.00
WILSON TREE WORKS		100.108.0000.000.2620.430.10604.32.00 Check #: 200590	Repairs and Maintenance Services	\$1,000.00
			Vendor Total:	\$1,000.00
YERINGTON AUTO PARTS	23100	100.170.0000.000.2730.614.10000.00.00 Check #: 200591	Parts	\$1,266.79
			Vendor Total:	\$1,266.79
			Grand Total:	\$177,911.28

End of Report

LYON COUNTY SCHOOL DISTRICT VOUCHER

Voucher No: 1089 Voucher Date: 10/26/2020 Prepared By: _____

Printed: 11/06/2020 02:20:37 PM

LYON COUNTY SCHOOL DISTRICT is hereby authorized to draw warrants against LYON COUNTY SCHOOL DISTRICT funds for the sum of \$75,023.20 on account of obligations incurred for value received in services and for materials as shown below for period July 1, 2020 to June 30, 2021 (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	\$58,050.64
240	State Grants	\$315.00
250	Special Education	\$1,455.44
280	Federal Funds	\$14,915.40
285	Medicaid Funds	\$139.99
290	Food Service Funds	\$146.73
		<hr/>
		\$75,023.20

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1089

10/26/2020

Fiscal Year: 2020-2021

Vendor Remit Name	Vendor #	Account	Description	Amount
CAPITAL CITY AUTO PARTS	102852	P-Card Payee: COMMERCE BANK		
		100.170.0000.000.2730.614.10000.00.00 0	Parts	\$1,080.53
				Vendor Total:
				\$1,080.53
CAROLINA BIOLOGICAL SUPPLY	3000	P-Card Payee: COMMERCE BANK		
		100.165.0000.100.1000.610.10605.32.00 0	General Supplies	\$421.48
				Vendor Total:
				\$421.48
COMMITTEE FOR CHILDREN		P-Card Payee: COMMERCE BANK		
		100.121.0000.100.1000.640.10201.10.00 0	Books and Periodicals	\$3,277.00
		280.633.0000.000.2100.610.10210.10.00 0	General Supplies	\$1,736.00
				Vendor Total:
				\$5,013.00
EWING IRRIGATION	102687	P-Card Payee: COMMERCE BANK		
		100.135.0000.000.2620.610.10305.31.00 0	General Supplies	\$398.60
				Vendor Total:
				\$398.60
GOPHER SPORT	8661	P-Card Payee: COMMERCE BANK		
		100.135.0000.100.1000.610.10305.31.00 0	General Supplies	\$157.25
				Vendor Total:
				\$157.25
HEINEMANN	99284	P-Card Payee: COMMERCE BANK		
		100.121.0000.100.1000.640.10201.10.00 0	Books and Periodicals	\$66.95
		100.125.0000.100.1000.640.10205.10.00 0	Books and Periodicals	\$484.00
				Vendor Total:
				\$550.95
J.W. PEPPER	102488	P-Card Payee: COMMERCE BANK		
		100.161.0000.186.1000.610.10601.32.00 0	General Supplies	\$181.00
				Vendor Total:
				\$181.00
JOSTENS_10600	10600	P-Card Payee: COMMERCE BANK		

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1089

10/26/2020

Fiscal Year: 2020-2021

Vendor Remit Name	Vendor #	Account	Description	Amount
		100.164.0000.100.1000.610.10604.32.00 0	General Supplies	\$21.34
			Vendor Total:	\$21.34
KLOG, INC.	98875	P-Card Payee: COMMERCE BANK		
		100.161.0000.371.1000.610.10601.32.00 0	General Supplies	\$184.14
			Vendor Total:	\$184.14
LEARNING A-Z	100607	P-Card Payee: COMMERCE BANK		
		100.121.0000.100.1000.653.10201.10.00 0	Web-based and similar programs	\$115.44
		100.126.0000.100.1000.653.10206.10.00 0	Web-based and similar programs	\$923.60
		100.127.0000.100.1000.610.10210.10.00 0	General Supplies	\$1,784.15
		250.133.0000.200.1000.650.10303.10.00 0	Supplies-Information Technology-related	\$209.95
		280.633.0000.000.2100.610.10205.10.00 0	General Supplies	\$2,203.95
		280.633.0000.000.2100.640.10202.10.00 0	Books and Periodicals	\$8,754.90
			Vendor Total:	\$13,991.99
LEARNING W/O TEARS	97365	P-Card Payee: COMMERCE BANK		
		100.121.0000.100.1000.640.10201.10.00 0	Books and Periodicals	\$759.00
			Vendor Total:	\$759.00
N2Y	97555	P-Card Payee: COMMERCE BANK		
		250.136.0000.200.1000.653.10208.31.00 0	Web-based and similar programs	\$1,052.51
			Vendor Total:	\$1,052.51
NCS PEARSON, INC	98295	P-Card Payee: COMMERCE BANK		
		100.125.0000.100.1000.610.10205.10.00 0	General Supplies	\$254.40
		100.126.0000.100.1000.653.10206.10.00 0	Web-based and similar programs	\$305.50

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1089

10/26/2020

Fiscal Year: 2020-2021

Vendor Remit Name	Vendor #	Account	Description	Amount
		240.213.0000.200.1000.651.10000.00.00 0	Supplies - Technology - Software	\$315.00
		280.639.0000.200.2140.610.10000.00.00 0	General Supplies	\$163.46
			Vendor Total:	\$1,038.36
ORIENTAL TRADING CO.,INC.	15565	P-Card Payee: COMMERCE BANK		
		100.121.0000.000.2410.610.10201.10.00 0	General Supplies	\$257.44
			Vendor Total:	\$257.44
PETERBILT TRUCK PARTS & EQUIPMENT LLC	21060	P-Card Payee: COMMERCE BANK		
		100.170.0000.000.2710.614.10000.00.00 0	Parts	\$158.40
		100.170.0000.000.2730.614.10000.00.00 0	Parts	\$2,140.15
			Vendor Total:	\$2,298.55
SCHOLASTIC CLASSROOM MAGAZINES	102740	P-Card Payee: COMMERCE BANK		
		100.125.0000.100.1000.640.10205.10.00 0	Books and Periodicals	\$2,346.30
		100.126.0000.100.1000.640.10206.10.00 0	Books and Periodicals	\$1,439.90
		100.129.0000.100.1000.640.10209.10.00 0	Books and Periodicals	\$2,330.04
		100.133.0000.100.1000.640.10303.10.00 0	Books and Periodicals	\$489.19
		100.164.0000.190.1000.640.10604.32.00 0	Books and Periodicals	\$219.78
			Vendor Total:	\$6,825.21
SILVER STATE INTERNATIONAL	19211	P-Card Payee: COMMERCE BANK		
		100.170.0000.000.2730.614.10000.00.00 0	Parts	\$4,639.04
			Vendor Total:	\$4,639.04
STAPLES ADVANTAGE	99736	P-Card Payee: COMMERCE BANK		
		100.101.0000.000.2320.610.10000.00.00 0	General Supplies	\$71.65

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1089

10/26/2020

Fiscal Year: 2020-2021

Vendor Remit Name	Vendor #	Account	Description	Amount
		100.101.0000.000.2510.610.10000.00.00 0	General Supplies	\$38.44
		100.104.0000.000.2213.610.10000.00.00 0	General Supplies	\$80.10
		100.106.0000.000.2515.610.10000.00.00 0	General Supplies	\$503.14
		100.123.0000.000.2410.610.10203.10.00 0	General Supplies	\$421.19
		100.123.0000.100.1000.610.10203.10.00 0	General Supplies	\$712.66
		100.123.0000.103.1000.610.10203.10.00 0	General Supplies	\$15.00
		100.125.0000.000.2620.610.10205.10.00 0	General Supplies	\$512.58
		100.125.0000.100.1000.610.10205.10.00 0	General Supplies	\$2,528.02
		100.126.0000.100.1000.610.10206.10.00 0	General Supplies	\$2,224.14
		100.129.0000.000.2410.610.10209.10.00 0	General Supplies	\$66.26
		100.129.0000.100.1000.610.10209.10.00 0	General Supplies	\$101.07
		100.133.0000.100.1000.610.10303.00.00 0	General Supplies	\$259.47
		100.134.0000.000.2620.610.10304.20.00 0	General Supplies	\$637.56
		100.134.0000.100.1000.610.10304.20.00 0	General Supplies	\$452.03
		100.135.0000.000.2410.610.10305.31.00 0	General Supplies	\$599.74
		100.135.0000.000.2410.612.10305.31.00 0	Inventoried Supplies/Equipment <\$5000	\$5,016.78
		100.135.0000.100.1000.610.10305.31.00 0	General Supplies	\$5,106.69
		100.165.0000.100.1000.610.10605.32.00 0	General Supplies	\$2,126.89
		250.105.0000.000.2321.610.10000.00.00 0	General Supplies	\$35.83

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1089

10/26/2020

Fiscal Year: 2020-2021

Vendor Remit Name	Vendor #	Account	Description	Amount
		250.123.0000.200.1000.610.10203.10.00 0	General Supplies	\$127.25
		250.129.0000.200.1000.610.10209.10.00 0	General Supplies	\$29.90
		280.688.0000.000.2100.610.10000.00.00 0	General Supplies	\$121.04
		285.781.0000.200.2321.610.10000.00.00 0	General Supplies	\$18.99
		290.183.0000.000.3100.610.10000.00.00 0	General Supplies	\$146.73
			Vendor Total:	\$21,953.15
TAHOE SUPPLY CO.	11238	P-Card Payee: COMMERCE BANK		
		100.125.0000.000.2620.610.10205.10.00 0	General Supplies	\$300.00
		100.127.0000.000.2620.610.10210.10.00 0	General Supplies	\$125.70
		100.128.0000.000.2620.610.10211.10.00 0	General Supplies	\$339.56
		100.133.0000.000.2620.610.10303.10.00 0	General Supplies	\$264.00
		100.164.0000.000.2620.610.10604.32.00 0	General Supplies	\$448.50
		100.165.0000.000.2620.610.10605.32.00 0	General Supplies	\$61.80
			Vendor Total:	\$1,539.56
UNITED RENTALS--ALL LOCATIONS	21374	P-Card Payee: COMMERCE BANK		
		100.133.0000.000.2620.430.10303.10.00 0	Repairs and Maintenance Services	\$1,064.71
			Vendor Total:	\$1,064.71
VARSITY SPIRIT FASHIONS	21648	P-Card Payee: COMMERCE BANK		
		100.164.0000.920.1000.610.10604.32.00 0	General Supplies	\$6,339.50
			Vendor Total:	\$6,339.50
WEDCO INC.	22320	P-Card Payee: COMMERCE BANK		
		100.135.0000.000.2620.610.10305.31.00 0	General Supplies	\$163.83

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1089

10/26/2020

Fiscal Year: 2020-2021

Vendor Remit Name	Vendor #	Account	Description	Amount
			Vendor Total:	\$163.83
WESTERN NEVADA KENWORTH	103203	P-Card Payee: COMMERCE BANK		
		100.170.0000.000.2730.614.10000.00.00	Parts	\$664.51
		0		
			Vendor Total:	\$664.51
WESTERN NEVADA SUPPLY	22580	P-Card Payee: COMMERCE BANK		
		100.108.0000.000.2620.610.10000.00.00	General Supplies	\$221.77
		0		
		100.127.0000.000.2620.610.10210.10.00	General Supplies	\$40.96
		0		
		100.136.0000.000.2620.610.10208.31.00	General Supplies	\$559.34
		0		
		100.161.0000.000.2620.610.10601.32.00	General Supplies	\$417.00
		0		
			Vendor Total:	\$1,239.07
WESTERN PSYCHOLOGICAL SERVICIE	22589	P-Card Payee: COMMERCE BANK		
		280.639.0000.200.2140.610.10000.00.00	General Supplies	\$1,936.05
		0		
		285.781.0000.200.2150.610.10000.00.00	General Supplies	\$121.00
		0		
			Vendor Total:	\$2,057.05
WILLIAM V. MACGILL & CO.	22793	P-Card Payee: COMMERCE BANK		
		100.123.0000.000.2130.610.10203.10.00	General Supplies	\$77.45
		0		
		100.129.0000.100.1000.610.10209.10.00	General Supplies	\$55.20
		0		
		100.135.0000.000.2130.610.10305.31.00	General Supplies	\$181.23
		0		
			Vendor Total:	\$313.88
WORTHINGTON DIRECT	22996	P-Card Payee: COMMERCE BANK		
		100.135.0000.100.1000.612.10305.31.00	Inventoried Supplies/Equipment <\$5000	\$817.55
		0		
			Vendor Total:	\$817.55

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1089

10/26/2020

Fiscal Year: 2020-2021

Vendor Remit Name	Vendor #	Account	Description	Amount
				Grand Total: \$75,023.20
End of Report				

LYON COUNTY SCHOOL DISTRICT VOUCHER

Voucher No: 1090 Voucher Date: 10/28/2020 Prepared By: _____

Printed: 11/06/2020 02:21:58 PM

LYON COUNTY SCHOOL DISTRICT is hereby authorized to draw warrants against LYON COUNTY SCHOOL DISTRICT funds for the sum of \$87,000.00 on account of obligations incurred for value received in services and for materials as shown below for period July 1, 2020 to June 30, 2021 (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
240	State Grants	\$64,728.00
280	Federal Funds	\$22,272.00
		<hr/> <hr/>
		\$87,000.00

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1090 10/28/2020

Fiscal Year: 2020-2021

Vendor Remit Name	Vendor #	Account	Description	Amount
FIREFLY COMPUTERS				
		240.043.0000.100.1000.652.10000.00.00 0	Supplies/Equipment-Information Technology Related	\$64,728.00
		280.770.0000.000.2100.652.10000.00.00 0	Inventoried Supplies/Equipment - IT Related <\$5000	\$22,272.00
Vendor Total:				\$87,000.00
Grand Total:				\$87,000.00

End of Report

LYON COUNTY SCHOOL DISTRICT VOUCHER

Voucher No: 1091 Voucher Date: 10/28/2020 Prepared By: _____

Printed: 11/06/2020 02:23:22 PM

LYON COUNTY SCHOOL DISTRICT is hereby authorized to draw warrants against LYON COUNTY SCHOOL DISTRICT funds for the sum of \$20,644.15 on account of obligations incurred for value received in services and for materials as shown below for period July 1, 2020 to June 30, 2021 (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	\$20,644.15
		<hr/>
		\$20,644.15

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1091 10/28/2020

Fiscal Year: 2020-2021

Vendor Remit Name	Vendor #	Account	Description	Amount
CCMSI		703.102.0000.000.2570.270.10000.00.00 0	Workers" Compensation	\$20,644.15
Vendor Total:				\$20,644.15
Grand Total:				\$20,644.15

End of Report

LYON COUNTY SCHOOL DISTRICT VOUCHER

Voucher No: 1092 Voucher Date: 11/05/2020 Prepared By: _____

Printed: 11/06/2020 02:24:31 PM

LYON COUNTY SCHOOL DISTRICT is hereby authorized to draw warrants against LYON COUNTY SCHOOL DISTRICT funds for the sum of \$597,460.66 on account of obligations incurred for value received in services and for materials as shown below for period July 1, 2020 to June 30, 2021 (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	\$415,583.43
240	State Grants	\$66,997.06
250	Special Education	\$1,018.19
260	Gifts and Donations	\$19,950.00
280	Federal Funds	\$90,625.63
290	Food Service Funds	\$749.20
330	Building and Sites (includes teacherages)	\$1,651.00
830	Private-Purpose Trust Funds	\$886.15
		<hr/> <hr/>
		\$597,460.66

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1092

11/05/2020

Fiscal Year: 2020-2021

Vendor Remit Name	Vendor #	Account	Description	Amount
A T & T MONTHLY STATEMENT	99712	100.101.0000.000.2320.533.10000.00.00	Telephone – Land Line phone services Check #: 200592	\$546.55
		100.101.0000.610.1000.533.10907.41.00	Telephone – Land Line phone services Check #: 200592	\$22.27
		100.125.0000.000.2410.533.10205.10.00	Telephone – Land Line phone services Check #: 200592	\$127.78
		100.161.0000.000.2410.533.10601.32.00	Telephone – Land Line phone services Check #: 200592	\$101.05
		100.165.0000.000.2410.533.10605.32.00	Telephone – Land Line phone services Check #: 200592	\$196.12
			Vendor Total:	\$993.77
ACCIARA, LINDA	189	250.163.0000.200.1000.610.10603.32.00	General Supplies Check #: 200593	\$657.19
			Vendor Total:	\$657.19
ACE HARDWARE	200	100.108.0000.000.2620.610.10000.00.00	General Supplies Check #: 200594	\$10.75
		100.108.0000.000.2620.610.10205.10.00	General Supplies Check #: 200594	\$26.84
		100.163.0000.000.2620.610.10603.32.00	General Supplies Check #: 200594	\$128.98
		100.170.0000.000.2710.610.10000.00.00	General Supplies Check #: 200594	\$42.26
			Vendor Total:	\$208.83
ACTE	103262	280.709.0000.000.2213.330.10000.00.00	Professional Employee Training & Development Serv Check #: 200595	\$450.00
			Vendor Total:	\$450.00
ADVANCED INTEGRATED PEST MANAGEMENT				

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1092

11/05/2020

Fiscal Year: 2020-2021

Vendor Remit Name	Vendor #	Account	Description	Amount
		100.136.0000.000.2620.610.10208.31.00	General Supplies	\$150.00
		Check #: 200596		
			Vendor Total:	\$150.00
AIR FILTER SALES AND SERVICE	98789			
		100.127.0000.000.2620.610.10210.10.00	General Supplies	\$238.16
		Check #: 200597		
		100.128.0000.000.2620.610.10211.10.00	General Supplies	\$695.18
		Check #: 200597		
		100.161.0000.000.2620.610.10601.32.00	General Supplies	\$255.96
		Check #: 200597		
			Vendor Total:	\$1,189.30
ALDRIDGE, AMANDA				
		100.163.0000.915.1000.610.10603.32.00	General Supplies	\$114.35
		Check #: 200598		
			Vendor Total:	\$114.35
ALHAMBRA WATER	97540			
		100.101.0000.000.2500.615.10000.00.00	Snacks, Food & Beverages	\$84.33
		Check #: 200599		
			Vendor Total:	\$84.33
AMAZON.COM	99456			
		100.101.0000.000.2510.610.10000.00.00	General Supplies	\$72.98
		Check #: 200600		
		100.101.0000.000.2520.610.10000.00.00	General Supplies	\$47.90
		Check #: 200600		
		100.122.0000.000.2410.610.10202.10.00	General Supplies	\$22.87
		Check #: 200600		
		100.122.0000.000.2620.610.10202.10.00	General Supplies	\$156.98
		Check #: 200600		
		100.125.0000.000.2130.610.10205.10.00	General Supplies	\$23.98
		Check #: 200600		
		100.125.0000.100.1000.610.10205.10.00	General Supplies	\$245.69
		Check #: 200600		

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1092

11/05/2020

Fiscal Year: 2020-2021

Vendor Remit Name	Vendor #	Account	Description	Amount
		100.129.0000.000.2410.610.10209.10.00 Check #: 200600	General Supplies	\$58.96
		100.129.0000.100.1000.610.10209.10.00 Check #: 200600	General Supplies	\$67.00
		100.129.0000.100.1000.640.10209.10.00 Check #: 200600	Books and Periodicals	\$421.74
		100.161.0000.000.2620.610.10601.32.00 Check #: 200600	General Supplies	\$288.63
		100.163.0000.000.2620.610.10603.32.00 Check #: 200600	General Supplies	\$389.97
		100.165.0000.000.2620.610.10605.32.00 Check #: 200600	General Supplies	\$129.98
		100.170.0000.000.2710.610.10000.00.00 Check #: 200600	General Supplies	\$317.16
		240.300.0000.330.1000.610.10601.32.00 Check #: 200600	General Supplies	\$87.90
		240.300.0000.370.1000.610.10601.32.00 Check #: 200600	General Supplies	\$1,156.00
		240.300.0000.380.1000.610.10605.32.00 Check #: 200600	General Supplies	\$5,446.00
		250.129.0000.200.1000.610.10209.10.00 Check #: 200600	General Supplies	\$79.22
		280.633.0000.000.2100.610.10209.10.00 Check #: 200600	General Supplies	\$299.20
			Vendor Total:	\$9,312.16
APEX SAW WORKS		100.161.0000.383.1000.610.10601.32.00 Check #: 200601	General Supplies	\$264.97
			Vendor Total:	\$264.97
ARAMARK UNIFORM SERVICES		100.127.0000.000.2620.430.10210.10.00 Check #: 200602	Repairs and Maintenance Services	\$79.85
			Vendor Total:	\$79.85

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1092

11/05/2020

Fiscal Year: 2020-2021

Vendor Remit Name	Vendor #	Account	Description	Amount
AUDIO ENHANCEMENT, INC	99350	100.132.0000.100.1000.610.10302.20.00	General Supplies Check #: 200603	\$300.00
		100.161.0000.100.1000.610.10601.32.00	General Supplies Check #: 200603	\$780.00
			Vendor Total:	\$1,080.00
BIG R FERNLEY		100.129.0000.000.2620.610.10209.10.00	General Supplies Check #: 200604	\$168.69
			Vendor Total:	\$168.69
BROWN MILBERY INC	2280	100.108.0000.000.2620.430.10605.32.00	Repairs and Maintenance Services Check #: 200605	\$2,060.00
		100.108.0000.000.2620.610.10209.10.00	General Supplies Check #: 200605	\$1,296.25
			Vendor Total:	\$3,356.25
BRYSON SALES & SERVICE	2380	100.170.0000.000.2730.614.10000.00.00	Parts Check #: 200606	\$505.53
			Vendor Total:	\$505.53
CDW-G	100170	100.126.0000.100.1000.650.10206.10.00	Supplies-Information Technology-related Check #: 200607	\$4,795.00
			Vendor Total:	\$4,795.00
CENGAGE LEARNING	100780	100.165.0000.100.1000.640.10605.32.00	Books and Periodicals Check #: 200608	\$100.00
			Vendor Total:	\$100.00
CLARK PEST CONTROL		100.108.0000.000.2630.340.10605.32.00	Other Professional Services Check #: 200609	\$105.00
			Vendor Total:	\$105.00

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Vendor Remit Name	Vendor #	Account	Description	Amount
CONSONUS MUSIC INSTITUTE				
		100.163.0000.100.1000.610.10603.32.00	General Supplies	\$458.90
		Check #: 200610		
			Vendor Total:	\$458.90
CREATIVE LEADERSHIP SOLUTIONS				
		280.624.0000.000.2213.330.10205.10.00	Professional Employee Training & Development Serv	\$35,000.00
		Check #: 200611		
			Vendor Total:	\$35,000.00
D & S WASTE REMOVAL, INC	4960			
		100.163.0000.000.2620.421.10603.32.00	Garbage / Disposal	\$90.00
		Check #: 200612		
			Vendor Total:	\$90.00
DEHNERT, BRITTNEY				
		290.185.1611.000.0000.000.10000.00.00	Daily Sales-School Lunch Program	\$36.55
		Check #: 200613		
			Vendor Total:	\$36.55
DELTA FIRE SYSTEMS, INC.				
		100.108.0000.000.2620.430.10209.10.00	Repairs and Maintenance Services	\$760.50
		Check #: 200614		
			Vendor Total:	\$760.50
DENTER, LINDSAY				
		100.170.0000.000.2710.519.10000.00.00	Student Transportation Purchased From Other Source	\$260.00
		Check #: 200615		
			Vendor Total:	\$260.00
EDUCATION WEEK	6200			
		100.101.0000.000.2320.640.10000.00.00	Books and Periodicals	\$79.00
		Check #: 200616		
			Vendor Total:	\$79.00
EDUCATIONAL TESTING SERV	6385			
		100.101.0000.610.1000.351.10907.41.00	Data Processing and Coding Services	\$204.25
		Check #: 200617		

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Vendor Remit Name	Vendor #	Account	Description	Amount
		100.104.0000.000.2240.351.10000.00.00	Data Processing and Coding Services	\$10.75
		Check #: 200617		
			Vendor Total:	\$215.00
FATBEAM, LLC				
		100.107.0000.000.2580.535.10000.00.00	Data Communications, Internet, Video,	\$298.70
		Check #: 200618	T-lines, etc	
			Vendor Total:	\$298.70
FLINN SCIENTIFIC	7765			
		100.135.0000.100.1000.610.10305.31.00	General Supplies	\$62.95
		Check #: 200619		
			Vendor Total:	\$62.95
FOLLETT BOOKSTORE WNCC				
		280.633.0000.000.2100.810.10605.32.00	Dues and Fees	\$5,194.36
		Check #: 200620		
			Vendor Total:	\$5,194.36
FP MAILING SOLUTIONS				
		100.125.0000.000.2410.531.10205.10.00	Postage	\$86.85
		Check #: 200621		
			Vendor Total:	\$86.85
FRANCO, EMMA				
		290.184.1611.000.0000.000.10000.00.00	Daily Sales-School Lunch Program	\$40.45
		Check #: 200622		
			Vendor Total:	\$40.45
FRONTIER	21702			
		100.101.0000.000.2320.533.10000.00.00	Telephone - Land Line phone services	\$377.22
		Check #: 200623		
		100.162.0000.000.2410.533.10602.50.00	Telephone - Land Line phone services	\$164.69
		Check #: 200623		
		100.163.0000.000.2410.533.10603.32.00	Telephone - Land Line phone services	\$770.14
		Check #: 200623		
			Vendor Total:	\$1,312.05
GENE WATSON	22210			

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Vendor Remit Name	Vendor #	Account	Description	Amount
		100.108.0000.000.2620.422.10000.00.00	Janitorial / Custodial Services	\$1,256.67
		Check #: 200624		
			Vendor Total:	\$1,256.67
GIBBS, YOLANDA		290.185.1611.000.0000.000.10000.00.00	Daily Sales-School Lunch Program	\$77.75
		Check #: 200625		
			Vendor Total:	\$77.75
GLOBAL EQUIPMENT COMPANY_97390	97390	100.165.0000.100.1000.612.10605.32.00	Inventoried Supplies/Equipment <\$5000	\$867.94
		Check #: 200626		
			Vendor Total:	\$867.94
GRAINGER	99826	100.122.0000.000.2620.610.10202.10.00	General Supplies	\$295.02
		Check #: 200627		
		100.162.0000.000.2620.610.10602.50.00	General Supplies	\$207.77
		Check #: 200627		
			Vendor Total:	\$502.79
GREAT MINDS - ORDER MANAGEMENT		100.162.0000.103.1000.610.10602.50.00	General Supplies	\$2,540.00
		Check #: 200628		
			Vendor Total:	\$2,540.00
GREATAMERICA FINANCIAL SERVICES		100.165.0000.000.2410.442.10605.32.00	Rental of Equipment and Vehicles	\$186.71
		Check #: 200629		
			Vendor Total:	\$186.71
HEALTHY COMMUNITIES COALITION		280.715.0000.000.2100.320.10000.00.00	FY21 Grants Budget Loads - Title IVA	\$36,925.00
		Check #: 200630		
			Vendor Total:	\$36,925.00
HEINEMANN	99284	280.633.0000.000.3300.610.10209.10.00	General Supplies	\$445.50
		Check #: 200631		

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Vendor Remit Name	Vendor #	Account	Description	Amount
				Vendor Total:
HIDALGO, NICOLE		100.165.0000.100.1000.610.10605.32.00	General Supplies	\$445.50
		Check #: 200632		\$119.87
				Vendor Total:
HOME DEPOT	9654	100.121.0000.000.2620.610.10201.10.00	General Supplies	\$0.00
		Check #: 200633		\$0.00
		100.127.0000.000.2620.610.10210.10.00	General Supplies	\$0.00
		Check #: 200633		\$7.16
		100.128.0000.000.2620.610.10211.10.00	General Supplies	\$7.16
		Check #: 200633		\$7.16
				Vendor Total:
HUNT, TODD		100.163.0000.000.2120.610.10603.32.00	General Supplies	\$195.00
		Check #: 200634		\$195.00
				Vendor Total:
INLAND SUPPLY CO., INC.	10000	100.108.0000.000.2620.610.10000.00.00	General Supplies	\$324.00
		Check #: 200635		\$1,441.00
		100.126.0000.000.2620.610.10206.10.00	General Supplies	\$1,441.00
		Check #: 200635		\$1,239.59
		100.129.0000.000.2620.610.10209.10.00	General Supplies	\$1,239.59
		Check #: 200635		\$110.06
		100.132.0000.000.2620.610.10302.20.00	General Supplies	\$110.06
		Check #: 200635		\$111.20
		100.162.0000.000.2620.610.10602.50.00	General Supplies	\$111.20
		Check #: 200635		\$550.30
		100.163.0000.000.2620.610.10603.32.00	General Supplies	\$550.30
		Check #: 200635		\$19,950.00
		260.099.0000.000.2620.612.10000.00.00	Inventoried Supplies/Equipment <\$5000	\$19,950.00
		Check #: 200635		

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Vendor Remit Name	Vendor #	Account	Description	Amount
			Vendor Total:	\$23,726.15
JEKA, CHRIS		100.163.0000.189.1000.610.10603.32.00	General Supplies	\$206.85
		Check #: 200636		
			Vendor Total:	\$206.85
JOHNSON, LAUREN		100.134.0000.000.2120.610.10304.20.00	General Supplies	\$209.78
		Check #: 200637		
			Vendor Total:	\$209.78
JUNIOR LIBRARY GUILD	95920	100.165.0000.000.2220.610.10605.32.00	General Supplies	\$1,865.50
		Check #: 200638		
			Vendor Total:	\$1,865.50
KIMMEL, MARY JANE		290.184.1611.000.0000.000.10000.00.00	Daily Sales-School Lunch Program	\$139.00
		Check #: 200639		
			Vendor Total:	\$139.00
KNOWLEDGE MATTERS, INC	100208	240.300.0000.361.1000.651.10601.32.00	Supplies - Technology - Software	\$1,295.00
		Check #: 200640		
			Vendor Total:	\$1,295.00
LINDA K. RHODES	101515	100.108.0000.000.2620.340.10000.00.00	Other Professional Services	\$615.25
		Check #: 200641		
			Vendor Total:	\$615.25
LOPEZ, LOURDES		100.170.0000.000.2710.519.10000.00.00	Student Transportation Purchased From	\$240.00
		Check #: 200642	Other Source	
			Vendor Total:	\$240.00
LYON COUNTY SCHOOL DIST._12000	12000			

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Vendor Remit Name	Vendor #	Account	Description	Amount
		280.688.0000.000.2700.510.10000.00.00	Student Transportation Services	\$2,303.18
		Check #: 200643		
			Vendor Total:	\$2,303.18
LYON COUNTY SCHOOL DIST._99346	99346			
		100.101.0000.000.2310.615.10000.00.00	Snacks, Food & Beverages	\$150.00
		Check #: 200644		
			Vendor Total:	\$150.00
LYON COUNTY SHERIFF	P101			
		240.251.0000.000.2100.340.10000.00.00	FY20 School Resource Officer Budget Load	\$56,612.16
		Check #: 200645		
			Vendor Total:	\$56,612.16
MCCANDLESS, STEVEN				
		290.184.1611.000.0000.000.10000.00.00	Daily Sales-School Lunch Program	\$59.00
		Check #: 200646		
			Vendor Total:	\$59.00
MCINTYRE, NEAL	101102			
		100.101.0000.000.2310.580.10000.00.00	Staff Travel	\$44.62
		Check #: 200647		
			Vendor Total:	\$44.62
MOUNTAIN STATE SCHOOL BOOK DEPOSITORY	13482			
		100.162.0000.170.1000.610.10602.50.00	General Supplies	\$163.59
		Check #: 200648		
			Vendor Total:	\$163.59
N N B O A, INC.	98794			
		100.101.0000.920.1000.340.10208.31.00	Other Professional Services	\$1,364.62
		Check #: 200649		
		100.101.0000.920.1000.340.10304.20.00	Other Professional Services	\$1,016.34
		Check #: 200649		
		100.101.0000.920.1000.340.10602.50.00	Other Professional Services	\$174.76
		Check #: 200649		

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Vendor Remit Name	Vendor #	Account	Description	Amount
		100.101.0000.920.1000.340.10603.32.00 Check #: 200649	Other Professional Services	(\$653.16)
			Vendor Total:	\$1,902.56
NAPA AUTO & TRUCK PARTS_99614	99614	100.161.0000.000.2620.610.10601.32.00 Check #: 200650	General Supplies	\$25.16
			Vendor Total:	\$25.16
NCHSE		100.103.0000.300.1000.810.10603.32.00 Check #: 200651	Dues and Fees	\$45.00
			Vendor Total:	\$45.00
NCTM	97055	100.161.0000.100.1000.610.10601.32.00 Check #: 200652	General Supplies	\$1,192.00
			Vendor Total:	\$1,192.00
NEVADA ACTE		280.709.0000.000.2213.330.10000.00.00 Check #: 200653	Professional Employee Training & Development Serv	\$100.00
			Vendor Total:	\$100.00
NEVADA FFA ASSOCIATION	97581	100.103.0000.300.1000.653.10602.50.00 Check #: 200654	Web-based and similar programs	\$460.00
			Vendor Total:	\$460.00
NEVADA HOSA	101247	100.103.0000.300.2700.519.10000.00.00 Check #: 200655	Student Transportation Purchased From Other Source	\$2,709.00
			Vendor Total:	\$2,709.00
NIELSEN, DORI		100.163.0000.000.2410.610.10603.32.00 Check #: 200656	General Supplies	\$15.69
			Vendor Total:	\$15.69

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Vendor Remit Name	Vendor #	Account	Description	Amount
NUNEZ, KARINA		290.182.1611.000.0000.000.10000.00.00	Daily Sales-School Lunch Program	\$123.20
		Check #: 200657		
			Vendor Total:	\$123.20
OFFICE DEPOT	15366	100.125.0000.100.1000.610.10205.10.00	General Supplies	\$56.66
		Check #: 200658		
		100.128.0000.100.1000.610.10211.10.00	General Supplies	\$285.19
		Check #: 200658		
		100.129.0000.100.1000.610.10209.10.00	General Supplies	\$120.37
		Check #: 200658		
		100.163.0000.000.2120.610.10603.32.00	General Supplies	\$232.59
		Check #: 200658		
		100.164.0000.100.1000.610.10604.32.00	General Supplies	\$1,177.50
		Check #: 200658		
			Vendor Total:	\$1,872.31
PACIFIC STATES COMMUNICATIONS OF NV, INC		100.104.0000.000.2210.610.10000.00.00	General Supplies	\$271.49
		Check #: 200659		
		100.107.0000.000.2580.350.10000.00.00	Technical Services	\$3,023.00
		Check #: 200659		
			Vendor Total:	\$3,294.49
PARSONS, SHERRY		100.101.0000.000.2310.580.10000.00.00	Staff Travel	\$63.07
		Check #: 200660		
			Vendor Total:	\$63.07
PETERS, PATRICK		100.165.0000.000.2410.610.10605.32.00	General Supplies	\$129.76
		Check #: 200661		
		100.165.0000.000.2410.615.10605.32.00	Snacks, Food & Beverages	\$28.00
		Check #: 200661		

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Vendor Remit Name	Vendor #	Account	Description	Amount
		100.165.0000.000.2620.610.10605.32.00	General Supplies	\$10.57
		Check #: 200661		
		100.165.0000.100.1000.430.10605.32.00	Repairs and Maintenance Services	\$45.00
		Check #: 200661		
		100.165.0000.100.1000.610.10605.32.00	General Supplies	\$377.47
		Check #: 200661		
			Vendor Total:	\$590.80
PETERSON, BRIDGET				
		100.101.0000.000.2310.580.10000.00.00	Staff Travel	\$83.08
		Check #: 200662		
		100.101.0000.000.2310.610.10000.00.00	General Supplies	\$400.00
		Check #: 200662		
			Vendor Total:	\$483.08
PITNEY BOWES GLOBAL FINANCIAL SERVICES	101970			
		100.128.0000.000.2410.531.10211.10.00	Postage	\$81.60
		Check #: 200663		
		100.163.0000.000.2410.442.10603.32.00	Rental of Equipment and Vehicles	\$283.62
		Check #: 200663		
		100.165.0000.000.2410.442.10605.32.00	Rental of Equipment and Vehicles	\$322.53
		Check #: 200663		
			Vendor Total:	\$687.75
PITNEY BOWES INC	98355			
		100.163.0000.000.2410.531.10603.32.00	Postage	\$80.74
		Check #: 200664		
			Vendor Total:	\$80.74
POELWIJK, MINDI				
		290.184.1611.000.0000.000.10000.00.00	Daily Sales-School Lunch Program	\$24.30
		Check #: 200665		
			Vendor Total:	\$24.30
PROJECT LEAD THE WAY, INC.				
		240.042.0000.100.1000.610.10304.20.00	General Supplies	\$1,200.00
		Check #: 200666		

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Vendor Remit Name	Vendor #	Account	Description	Amount
		240.042.0000.100.1000.610.10305.20.00 Check #: 200666	FY20 Project Lead the Way Budget (PLTW)- SMS Load	\$1,200.00
			Vendor Total:	\$2,400.00
PURCHASE POWER	16968			
		100.127.0000.000.2410.810.10210.10.00 Check #: 200667	Dues and Fees	\$29.99
			Vendor Total:	\$29.99
RALEY'S				
		100.123.0000.000.2410.615.10203.10.00 Check #: 200668	Snacks, Food & Beverages	\$121.08
			Vendor Total:	\$121.08
RED ROCK SPRING WATER				
		250.129.0000.200.1000.610.10209.10.00 Check #: 200669	General Supplies	\$78.00
			Vendor Total:	\$78.00
REFRIGERATION SUPPLIES DISTRIBUTOR	96586			
		100.108.0000.000.2620.610.10000.00.00 Check #: 200670	General Supplies	\$55.75
		100.108.0000.000.2620.610.10210.10.00 Check #: 200670	General Supplies	\$23.64
		100.108.0000.000.2620.610.10303.10.00 Check #: 200670	General Supplies	\$325.37
		100.161.0000.000.2620.610.10601.32.00 Check #: 200670	General Supplies	\$338.81
		280.631.0000.310.1000.610.10603.32.00 Check #: 200670	General Supplies	\$2,105.54
			Vendor Total:	\$2,849.11
RENNER EQUIPMENT COMPANY	17400			
		100.108.0000.000.2630.610.10000.00.00 Check #: 200671	General Supplies	\$14.60
			Vendor Total:	\$14.60
RICK'S AEC REPROGRAPHICS, INC.				

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Vendor Remit Name	Vendor #	Account	Description	Amount
		100.165.0000.100.1000.430.10605.32.00	Repairs and Maintenance Services	\$269.85
		Check #: 200672		
			Vendor Total:	\$269.85
RICOH AMERICAS CORP	102825			
		100.101.0000.000.2510.430.10000.00.00	Repairs and Maintenance Services	\$41.69
		Check #: 200673		
		100.125.0000.000.2410.430.10205.10.00	Repairs and Maintenance Services	\$1,042.61
		Check #: 200673		
		100.126.0000.100.1000.430.10206.10.00	Repairs and Maintenance Services	(\$976.04)
		Check #: 200673		
		100.133.0000.100.1000.430.10303.10.00	Repairs and Maintenance Services	\$658.36
		Check #: 200673		
			Vendor Total:	\$766.62
RICOH USA, INC				
		100.101.0000.000.2500.442.10000.00.00	Rental of Equipment and Vehicles	\$96.32
		Check #: 200674		
		100.104.0000.000.2210.430.10000.00.00	Repairs and Maintenance Services	\$32.04
		Check #: 200674		
		100.106.0000.000.2515.442.10000.00.00	Rental of Equipment and Vehicles	\$48.16
		Check #: 200674		
		100.107.0000.000.2580.442.10000.00.00	Rental of Equipment and Vehicles	\$29.00
		Check #: 200674		
		100.126.0000.000.2410.442.10206.10.00	Rental of Equipment and Vehicles	\$404.98
		Check #: 200674		
		100.135.0000.000.2410.442.10305.31.00	Rental of Equipment and Vehicles	\$152.58
		Check #: 200674		
		100.165.0000.000.2410.442.10605.32.00	Rental of Equipment and Vehicles	\$36.62
		Check #: 200674		
			Vendor Total:	\$799.70
ROUND UP AWARDS LLC	17901			
		100.163.0000.000.2410.610.10603.32.00	General Supplies	\$1,053.60
		Check #: 200675		
			Vendor Total:	\$1,053.60

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Vendor Remit Name	Vendor #	Account	Description	Amount
SCHOOL DATEBOOKS	103098	100.163.0000.000.2410.550.10603.32.00	Printing and Binding Check #: 200676	\$1,500.64
Vendor Total:				\$1,500.64
SHRED-IT USA		100.101.0000.610.1000.421.10000.00.00	Garbage / Disposal Check #: 200677	\$16.00
		100.133.0000.000.2410.421.10303.10.00	Garbage / Disposal Check #: 200677	\$36.00
		100.134.0000.000.2410.421.10304.20.00	Garbage / Disposal Check #: 200677	\$150.00
		100.161.0000.000.2410.421.10601.32.00	Garbage / Disposal Check #: 200677	\$50.00
		100.163.0000.000.2410.421.10603.32.00	Garbage / Disposal Check #: 200677	\$46.25
		100.165.0000.000.2410.421.10605.32.00	Garbage / Disposal Check #: 200677	\$25.00
Vendor Total:				\$323.25
SIERRA CONTROLS, LLC		100.108.0000.000.2620.610.10602.50.00	General Supplies Check #: 200678	\$765.00
Vendor Total:				\$765.00
SILVER SPRINGS MUTUAL WATER CO	19183	100.108.0000.000.2620.411.10205.10.00	Water / Sewer Check #: 200679	\$2,470.56
		100.108.0000.000.2620.411.10304.20.00	Water / Sewer Check #: 200679	\$943.28
		100.108.0000.000.2620.411.10605.32.00	Water / Sewer Check #: 200679	\$8,599.72
		100.170.0000.000.2730.411.10000.00.00	Water / Sewer Check #: 200679	\$63.00
Vendor Total:				\$12,076.56
SMART FOODSERVICE				

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Vendor Remit Name	Vendor #	Account	Description	Amount
		100.164.0000.320.1000.610.10604.32.00	General Supplies	\$125.36
		Check #: 200680		
			Vendor Total:	\$125.36
SOLIANT HEALTH, LLC		280.639.0000.200.2140.340.10000.00.00	Other Professional Services	\$3,427.00
		Check #: 200681		
		280.639.0000.200.2140.340.10601.32.00	Other Professional Services	\$3,562.50
		Check #: 200681		
			Vendor Total:	\$6,989.50
STAPLES TECHNOLOGY SOLUTIONS		100.107.0000.000.2580.650.10000.00.00	Supplies-Information Technology-related	\$20,312.00
		Check #: 200682		
		100.107.0000.000.2580.652.10000.00.00	Inventoried Supplies/Equipment - IT Related	\$311,498.18
		Check #: 200682	<\$5000	
			Vendor Total:	\$331,810.18
STAPLETON, SHANDALE		100.165.0000.000.2410.610.10605.32.00	General Supplies	\$26.89
		Check #: 200683		
			Vendor Total:	\$26.89
STEVENS, JOHN	101662	100.101.0000.000.2310.580.10000.00.00	Staff Travel	\$35.95
		Check #: 200684		
			Vendor Total:	\$35.95
TRUE VALUE HARDWARE_21030	21030	100.163.0000.000.2620.610.10603.32.00	General Supplies	\$23.97
		Check #: 200685		
			Vendor Total:	\$23.97
TYLER TECHNOLOGIES, INC.	103232	100.102.0000.000.2570.337.10000.00.00	Technology Related Training	\$1,585.95
		Check #: 200686		
		100.102.0000.000.2570.340.10000.00.00	Other Professional Services	\$6,726.00
		Check #: 200686		

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1092

11/05/2020

Fiscal Year: 2020-2021

Vendor Remit Name	Vendor #	Account	Description	Amount
			Vendor Total:	\$8,311.95
VERIZON WIRELESS_21703	21703			
		100.101.0000.000.2310.535.10000.00.00 Check #: 200687	Data Communications, Internet, Video, T-lines, etc	\$202.05
		100.101.0000.000.2320.532.10000.00.00 Check #: 200687	Voice/Voicemail	\$51.35
		100.101.0000.000.2510.534.10000.00.00 Check #: 200687	Telephone - Cell phone services	\$80.88
		100.101.0000.000.2520.534.10000.00.00 Check #: 200687	Telephone - Cell phone services	\$37.56
		100.104.0000.000.2210.534.10000.00.00 Check #: 200687	Telephone - Cell phone services	\$242.52
		100.104.0000.000.2210.535.10000.00.00 Check #: 200687	Data Communications, Internet, Video, T-lines, etc	\$162.70
		100.106.0000.000.2515.534.10000.00.00 Check #: 200687	Telephone - Cell phone services	(\$39.20)
		100.107.0000.000.2580.534.10000.00.00 Check #: 200687	Telephone - Cell phone services	\$590.38
		100.108.0000.000.2620.534.10000.00.00 Check #: 200687	Telephone - Cell phone services	\$927.34
		100.125.0000.000.2410.533.10205.10.00 Check #: 200687	Telephone - Land Line phone services	\$77.97
		100.170.0000.000.2710.534.10000.00.00 Check #: 200687	Telephone - Cell phone services	\$3,786.34
		250.105.0000.000.2321.535.10000.00.00 Check #: 200687	Data Communications, Internet, Video, T-lines, etc	\$161.64
		280.639.0000.200.1000.535.10000.00.00 Check #: 200687	Data Communications, Internet, Video, T-lines, etc	\$40.59
		290.180.0000.000.3100.534.10000.00.00 Check #: 200687	Telephone - Cell phone services	\$137.61
			Vendor Total:	\$6,459.73

VILLINES, HOLLY

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1092

11/05/2020

Fiscal Year: 2020-2021

Vendor Remit Name	Vendor #	Account	Description	Amount
		100.101.0000.000.2310.580.10000.00.00	Staff Travel	\$74.77
		Check #: 200688		
			Vendor Total:	\$74.77
WALKER LAKE DISPOSAL INC.	102157			
		100.108.0000.000.2620.421.10305.31.00	Garbage / Disposal	\$500.00
		Check #: 200689		
			Vendor Total:	\$500.00
WALKER RIVER MECHANICAL				
		330.108.0000.000.2620.430.10000.00.00	Repairs and Maintenance Services	\$1,651.00
		Check #: 200690		
			Vendor Total:	\$1,651.00
WELLS FARGO VENDOR FINANCIAL SERVICES				
		100.101.0000.610.1000.442.10000.00.00	Rental of Equipment and Vehicles	\$206.12
		Check #: 200691		
		100.104.0000.000.2210.442.10000.00.00	Rental of Equipment and Vehicles	\$386.38
		Check #: 200691		
		100.125.0000.000.2410.442.10205.10.00	Rental of Equipment and Vehicles	\$474.72
		Check #: 200691		
		100.126.0000.000.2410.442.10206.10.00	Rental of Equipment and Vehicles	\$309.96
		Check #: 200691		
		100.126.0000.100.1000.430.10206.10.00	Repairs and Maintenance Services	\$17.07
		Check #: 200691		
		100.134.0000.000.2410.442.10304.20.00	Rental of Equipment and Vehicles	\$384.87
		Check #: 200691		
		100.161.0000.000.2120.430.10601.32.00	Repairs and Maintenance Services	\$5.14
		Check #: 200691		
		100.161.0000.000.2120.442.10601.32.00	Rental of Equipment and Vehicles	\$37.00
		Check #: 200691		
		100.161.0000.100.1000.430.10601.32.00	Repairs and Maintenance Services	\$194.96
		Check #: 200691		
		100.161.0000.100.1000.442.10601.32.00	Rental of Equipment and Vehicles	\$216.26
		Check #: 200691		

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1092

11/05/2020

Fiscal Year: 2020-2021

Vendor Remit Name	Vendor #	Account	Description	Amount
		100.161.0000.190.1000.430.10601.32.00 Check #: 200691	Repairs and Maintenance Services	\$12.42
		100.161.0000.190.1000.442.10601.32.00 Check #: 200691	Rental of Equipment and Vehicles	\$142.26
		100.161.0000.191.1000.430.10601.32.00 Check #: 200691	Repairs and Maintenance Services	\$145.38
		100.161.0000.191.1000.442.10601.32.00 Check #: 200691	Rental of Equipment and Vehicles	\$137.90
		100.162.0000.000.2410.430.10602.50.00 Check #: 200691	Repairs and Maintenance Services	\$147.38
		100.162.0000.170.1000.610.10602.50.00 Check #: 200691	General Supplies	\$11.14
		100.163.0000.000.2410.442.10603.32.00 Check #: 200691	Rental of Equipment and Vehicles	\$450.68
		100.163.0000.100.1000.430.10603.32.00 Check #: 200691	Repairs and Maintenance Services	\$554.11
		100.165.0000.000.2410.442.10605.32.00 Check #: 200691	Rental of Equipment and Vehicles	\$221.34
		250.161.0000.200.1000.430.10601.32.00 Check #: 200691	Repairs and Maintenance Services	\$5.14
		250.161.0000.200.1000.442.10601.32.00 Check #: 200691	Rental of Equipment and Vehicles	\$37.00
		280.633.0000.000.2515.442.10000.00.00 Check #: 200691	Rental of Equipment and Vehicles	\$386.38
		280.709.0000.000.2212.442.10000.00.00 Check #: 200691	Rental of Equipment and Vehicles	\$386.38
		290.180.0000.000.3100.430.10000.00.00 Check #: 200691	Repairs and Maintenance Services	\$59.10
		290.180.0000.000.3100.442.10000.00.00 Check #: 200691	Rental of Equipment and Vehicles	\$52.24
			Vendor Total:	\$4,981.33
		100.104.0000.000.2230.651.10000.00.00 Check #: 200692	Supplies – Technology – Software	\$299.00

WEVIDEO

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1092

11/05/2020

Fiscal Year: 2020-2021

Vendor Remit Name	Vendor #	Account	Description	Amount
			Vendor Total:	\$299.00
WILSON LANGUAGE TRAINING	100536	100.121.0000.100.1000.640.10201.10.00	Books and Periodicals	\$270.43
		Check #: 200693		
			Vendor Total:	\$270.43
ZARAZUA, NAYELI		830.051.0000.000.2410.890.10000.00.00	Miscellaneous Expenditures	\$886.15
		Check #: 200694		
			Vendor Total:	\$886.15
ZENDEJAS, FAVIOLA		100.163.0000.000.2120.610.10603.32.00	General Supplies	\$32.30
		Check #: 200695		
			Vendor Total:	\$32.30
			Grand Total:	\$597,460.66

End of Report

**Lyon County School District
Board Memo**

Date: November 17, 2020
To: Board of School Trustees
From: Wayne Workman, Superintendent
Re: Donations

Recommendation

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

- A donation of school supplies for Dayton Elementary, a value of \$500, from Target.
- A donation of reusable youth masks, a value of \$300, from Manpower.

Thank you.

*Respectfully Submitted,
Wayne Workman, Superintendent*



Dayton Elementary School

285 Old Dayton Valley Road, Dayton, NV 89403
Phone 775-246-6262 Fax 775-246-6264

Mrs. Leslie Peters, Principal

Ms. Shawn Romero, Assistant Principal

November 2, 2020

To: Distinguished Lyon County School Board Members

Subject: Donation

Dayton Elementary School is in receipt of a generous donation of school supplies. A donation of school supplies from Target in the amount of \$500.00 was received and will be used to provide students with additional classrooms supplies at Dayton Elementary School.

We would like the Board to approve and accept this donation.

Sincerely,

Leslie Peters
Principal, Dayton Elementary School

Dayton Elementary School will partner with parents and community to foster motivated, independent learners in a safe and integrated learning environment where students can achieve their potential through consistent, high quality instruction.



Dayton Elementary School

285 Old Dayton Valley Road, Dayton, NV 89403
Phone 775-246-6262 Fax 775-246-6264

Mrs. Leslie Peters, Principal

Ms. Shawn Romero, Assistant Principal

November 2, 2020

To: Distinguished Lyon County School Board Members

Subject: Donation

Dayton Elementary School is in receipt of a generous donation of two 3-D printers. A donation of 3-D printers from the Reno Children's Museum was received and will be used to provide students opportunities to incorporate 21st Century skills into their classrooms.

We would like the Board to approve and accept this donation.

Sincerely,

Leslie Peters
Principal, Dayton Elementary School

Dayton Elementary School will partner with parents and community to foster motivated, independent learners in a safe and integrated learning environment where students can achieve their potential through consistent, high quality instruction.



East Valley Elementary

Home of the Panthers

4180 Farm District Road
Fernley, Nevada 89408

(775)575-3332

www.eves.lyoncsd.org

Fax (775)575-3342

Billiejo Hogan
Principal

Jamie Henderson
Vice Principal

Elise Johnson
Counselor

October 21, 2020

Lyon County School Board Members
Lyon County School District
25 E. Goldfield Avenue
Yerington, NV 89447

Dear Distinguished School Board Members,

East Valley Elementary is in receipt of a very generous donation from Manpower consisting of Youth Reusable Masks for our students with an approximate value of \$300.00.

We would like the board to approve and accept this donation.

Thank you for your consideration.

Sincerely,

Billiejo Hogan
Principal

Lyon County School District Board Memo

Date: November 17, 2020
To: Board of School Trustees
From: Wayne Workman, Superintendent
Re: Activities and Community use of LCSD Facilities During the Nevada State of Emergency

Recommendation

At the discretion of the Board of Trustees.

Background Information

The global pandemic from COVID-19 necessitating the Nevada State of Emergency in March 2020 has had a lasting and significant impact on everyone. The Lyon County School District has been required to make very difficult decisions that have altered operations significantly. During the special legislative session of 2020 legislators made the decision-making process even more difficult for districts when law makers intentionally excluded school districts from COVID-19 liability protections that were given to essentially every other institution in the state through SB4. In short, anyone who can prove that they contracted COVID-19 while on district property, regardless of the implementation of precautions and restrictions, may sue the LCSD. This is a precarious and dangerous situation for all school districts in the state. In fact, this board and district administration have already taken a huge risk in reopening schools for in-person instruction because of this law. However, it was determined that the risk was worth it because it was the best thing to do for our students and families.

With the Governor's most recent decisions at the beginning of October to relax gathering restrictions as well as youth/adult activities, there are now even more questions that need answered regarding how the district should proceed with our own extra-curricular activities along with community use of our facilities. Once again, SB4 exacerbates this issue. The following are questions that must be answered in order to provide direction to district administration for future operations during the pandemic:

- 1) Should the LCSD allow community use of district facilities? If the answer is yes, should there be restrictions placed on that use to limit capacity and gatherings?
- 2) Should the LCSD allow school organizations (clubs, student groups, Boosters/PTA, etc.) to use district facilities outside of the regular school day? If the answer is yes, should there be restrictions placed on that use to limit capacity and gatherings?
- 3) Should the LCSD allow school sponsored athletics (High/Middle/Intermediate School Sports) to use district facilities outside of the regular school day? If the answer is yes, should there be restrictions placed on that use to limit capacity and gatherings (please note that the NIAA may also be working on some restrictions/regulations as well).
- 4) Should the LCSD maintain current travel restrictions which essentially does not allow travel to any school/district sanctioned events? Should this change in January when the NIAA has stated that their sanctioned events will resume?
- 5) Are there other questions that need to be answered or considered?

These and other questions must be answered in a manner that best protects the LCSD from potential litigation, but also balances our mission of educating the whole student. The LCSD recognizes the importance of extra-curricular activities in achieving this mission. A final decision is not necessarily required at this meeting, but the conversation needs to begin. We must also consider that this conversation is fluid and will likely be on-going as circumstances continually change with the pandemic and state of emergency. Additionally, any decisions made may be subject to change due to new directives.

Budget Considerations

Unknown, but possibly extreme depending on potential litigation.

Discussed at Previous Meeting

Yes, October 27, 2020.

Attachment(s)

SB4_EN_2020 Special Session-No COVID Liability Protection for Districts.pdf
Declaration-of-Emergency-Directive-033
Declaration-of-Emergency-Directive-034

*Respectfully Submitted,
Wayne Workman, Superintendent*



DECLARATION OF EMERGENCY

DIRECTIVE 033

WHEREAS, in late 2019, the United States Centers for Disease Control and Prevention began monitoring an outbreak of respiratory illness caused by a novel coronavirus first identified in Wuhan, Hubei Province, China; and

WHEREAS, on February 11, 2020, the International Committee on Taxonomy of Viruses named this novel coronavirus "severe acute respiratory syndrome coronavirus 2 (SARS-CoV-2);" and

WHEREAS, on February 11, 2020, the World Health Organization named the disease caused by SARS-CoV-2, "COVID-19;" and

WHEREAS, the World Health Organization advises that the novel coronavirus that causes COVID-19 virus is highly contagious, and spreads through respiratory transmission, and direct and indirect contact with infected persons and surfaces; and

WHEREAS, the World Health Organization advises that transmission occurs through both droplet and airborne transmission, where droplet transmission occurs when a person is in close proximity to someone who is infected with COVID-19; and

WHEREAS, the World Health Organization advises that contact transmission occurs by direct contact with infected people or indirect contact with surfaces contaminated by the novel coronavirus; and

WHEREAS, on March 5, 2020, Clark County and Washoe County both reported the first known cases of COVID-19 in the State of Nevada; and

WHEREAS, on March 11, 2020, the World Health Organization declared COVID-19 a pandemic; and

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, on March 14, 2020, I formed a medical advisory team to provide medical guidance and scientifically based recommendations on measures Nevada could implement to better contain and mitigate the spread of COVID-19; and

WHEREAS, infectious disease and public health experts advised that minimizing interpersonal contact slows the rate at which the disease spreads, and is necessary to avoid overwhelming healthcare systems, commonly referred to as “flattening the curve”; and

WHEREAS, since the March 12, 2020 Declaration of Emergency, I have issued 32 Directives pursuant to that order to provide for the safety, wellbeing, and public health of Nevadans and the administration of the State of Nevada; and

WHEREAS, these Directives were promulgated to reduce interpersonal contact and promote social distancing to flatten the curve; and

WHEREAS, Nevada’s hospitalization rate for suspected and confirmed COVID-19 cases has trended downward since the beginning of August 2020; and

WHEREAS, NRS 414.060 outlines powers and duties delegated to the Governor during the existence of a state of emergency, including without limitation, directing and controlling the conduct of the general public and the movement and cessation of movement of pedestrians and vehicular traffic during, before and after exercises or an emergency or disaster, public meetings or gatherings; and

WHEREAS, NRS 414.070 outlines additional powers delegated to the Governor during the existence of a state of emergency, including without limitation, enforcing all laws and regulations relating to emergency management and assuming direct operational control of any or all forces, including, without limitation, volunteers and auxiliary staff for emergency management in the State; providing for and compelling the evacuation of all or part of the population from any stricken or threatened area or areas within the State and to take such steps as are necessary for the receipt and care of those persons; and performing and exercising such other functions, powers and duties as are necessary to promote and secure the safety and protection of the civilian population; and

WHEREAS, NRS 414.060(3)(f) provides the administrative authority vested to the Governor in times of emergency may be delegated; and

WHEREAS, Article 5, Section 1 of the Nevada Constitution provides: “The supreme executive power of this State, shall be vested in a Chief Magistrate who shall be Governor of the State of Nevada;” and

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

IT IS HEREBY ORDERED THAT:

SECTION 1: The limitations imposed by previous Directives or regulations are hereby superseded by the explicit provisions of this Directive. Any provisions not addressed by this Directive shall remain in force

as provided by previous Directives or regulations promulgated pursuant to the March 12, 2020 Declaration of Emergency.

SECTION 2: For the purposes of this Directive and enforcement thereof, a gathering shall be defined as an activity that draws persons to (1) the same space, (2) at the same time, (3) for the same purpose, and (4) for the same duration.

SECTION 3: For the purposes of this Directive and enforcement thereof, a gathering space shall be defined as a discrete area with defined boundaries separate and apart from adjacent spaces. Such boundaries shall be characterized by rigid wall structures, separate ownership or property interests, separate ventilation systems, or sufficient distance between adjacent occupied spaces that precludes the intermingling of users in a manner that exceeds the gathering limits in this Directive.

A unique indoor gathering space shall additionally be defined by its listed fire code capacity. Spaces lacking a unique maximum capacity may not be deemed a distinct gathering space.

SECTION 4: The phrase "social distancing" references guidance promulgated by the United States Centers for Disease Control and Prevention, including without limitation, maintaining at least six feet of physical distancing from other individuals.

SECTION 5: Effective 12:01 am on October 1, 2020, capacity limitations at venues and events shall not include staff, workers, performers, broadcast personnel, or other personnel necessary to conduct business, perform services, or host events.

SECTION 6: All restrictions imposed by this and any other Directive still in effect shall be deemed statewide baseline mitigation standards. The COVID-19 Mitigation and Management Task Force ("Mitigation Task Force") established by Directive 030 may continue to impose additional restrictions on counties with elevated COVID-19 risks pursuant to Directive 030.

SECTION 7 Section 11 of Directive 021 is hereby terminated. Effective 12:01 am on October 1, 2020, houses of worship, including without limitation, churches, synagogues, mosques, and temples, may conduct indoor in-person services in a manner so that occupancy shall not exceed the lesser of 50% of the listed fire code capacity or 250 persons, and all social distancing requirements are satisfied. This limitation shall not apply to houses of worship offering drive-up services pursuant to Section 10 of Directive 016 which imposes no limitations on number of participants.

Houses of worship offering indoor, in-person services are encouraged to follow the guidelines promulgated by the Nevada Department of Business and Industry or its constituent agencies, as well as the following provisions that are consistent with other Directives on public gatherings:

1. Seating must be arranged to ensure a minimum of six feet of separation between congregants who do not reside in the same household.
2. Participants, including leaders and staff, must wear face coverings as required by Directive 024.
3. Houses of worship are encouraged to stagger services so that the entrance and egress of congregants for different services do not result in a gathering exceeding the lesser of 250 persons or 50% of the listed fire code capacity, and to provide proper sanitation between services.

4. Houses of worship are strongly encouraged to offer online and drive-up services to the greatest extent possible.

Houses of worship with a listed fire code capacity of fewer than 100 persons may conduct indoor services for up to 50 persons if they are able to do so in a manner consistent with social distancing guidelines promulgated by the Nevada Department of Business and Industry, but in no instance may houses of worship exceed their listed fire code capacity.

SECTION 8: Effective 12:01 a.m. on October 5, 2020, all businesses and venues subject to capacity limitations shall post signs at public entrances identifying their COVID-19-adjusted capacity based on the occupancy limitations imposed by this and other Directives. These signs shall conform to guidelines which shall be promulgated by the Nevada Department of Business and Industry or its constituent agencies.

SECTION 9: Section 1 of Directive 007, Section 7 of Directive 018, and Section 10 of Directive 021 are hereby terminated. Effective 12:01 a.m. on October 1, 2020, unless otherwise provided by other Sections of this Directive, public gatherings are restricted to the lesser of 250 persons, or 50% of the listed fire code capacity of the area in which such gathering shall occur. This restriction shall not apply to any area with a listed fire code capacity of less than 100 persons, which may allow up to 50 persons to gather, provided that this may occur without violating social distancing requirements.

This provision shall apply to any area, whether publicly owned or privately owned where the public has access by right or invitation, express or implied, whether by payment of money or not, including without limitation, parks, basketball courts, volleyball courts, baseball fields, football fields, rivers, lakes, beaches, streets, convention centers, libraries, parking lots, and private clubs. This provision shall not be construed to apply to the gathering of persons working at or patronizing businesses operating pursuant to this Directive or providing emergency or medical services to the public.

SECTION 10: Section 20 and Section 21 of Directive 021 are hereby terminated. Effective 12:01 a.m. on October 1, 2020, non-retail indoor and outdoor venues, including without limitation, bowling alleys, arcades, miniature golf facilities, amusement parks, and theme parks may allow access to the public so that occupancy shall not exceed 50% of the listed fire code capacity, and all social distancing requirements are satisfied. Businesses operating pursuant to this Section shall limit food and beverage sales to prepackaged products only.

Businesses operating pursuant to this Section with a listed fire code capacity of fewer than 100 persons may allow access to up to 50 persons if they are able to do so in a manner consistent with social distancing guidelines promulgated by the Nevada Department of Business and Industry or its constituent agencies, but in no instance may they exceed their listed fire code capacity.

SECTION 11: Section 22 of Directive 021 is hereby terminated. Effective 12:01 a.m. on October 1, 2020, musical performances, live entertainment, concerts, competitions, sporting events, and any events with live performances may permit public attendance subject to the provisions of this Directive.

For the purposes of this Directive, fixed seating capacity shall be defined as seats which are not portable or stackable, but which are secured to the floor in some fashion, such as by bolts. Facilities with fixed seating without dividing arms shall calculate seating capacity based on occupant load, but in no instance shall such calculation be based on less than one person for each 18 inches (457 mm) of seating length.

Venues with fixed seating capacity of 2,500 or greater may permit public attendance at live events subject to the following provisions:

1. Attendance by the public may not exceed 10% of fixed seating capacity.
2. All attendees must be assigned seats pursuant to the other provisions of this section. "Standing room only" and "general admission" attendance is prohibited.
3. Venues must clearly delineate discrete sections and assign seating so that the number of attendees in that section do not exceed the lesser of 250 attendees, or 50% of that section's total seating capacity.
4. Event staff may not provide services to more than one section delineated pursuant to subsection 3, above.
5. Each section must be separated from adjacent sections by a minimum of 25 feet.
6. All social distancing requirements shall be maintained. This provision shall not apply to attendees within a single party. No more than six persons may be seated together in a single party.
7. To the greatest extent practicable, attendees in each section should be isolated from attendees in other sections by utilizing separate entrances, exits, and facilities, or staggering entrance and egress by section.
8. Plans for events at facilities regulated by the Gaming Control Board ("GCB") must be submitted to and approved by the GCB prior to the event, pursuant to guidelines that shall be promulgated by the GCB. Prior to submission, plans must be reviewed by the local health authority for confirmation that it complies with all applicable health and safety standards and will not place an unacceptable burden on the local health infrastructure.
9. Plans for events regulated by the Nevada State Athletic Commission ("NSAC") must be submitted to and approved by the NSAC prior to the event, pursuant to guidelines that shall be promulgated by the NSAC. Prior to submission, plans must be reviewed by the applicable local health authority for confirmation that it complies with all applicable health and safety standards and will not place an unacceptable burden on the local health infrastructure.
10. All other events at venues with fixed seating capacity of 2,500 or greater must be submitted to and approved by the Nevada Division of Business and Industry ("B&I") prior to the event, pursuant to guidelines that shall be promulgated by the Division. Prior to submission to the Division, plans must be reviewed by the applicable local health authority for confirmation that it complies with all applicable health and safety standards and will not place an unacceptable burden on the local health infrastructure.

Venues with a listed fire code capacity of fewer than 2,500 may permit public attendance at live events subject to the following provisions:

1. Attendance by the public may not exceed the lesser of 250 attendees or 50% of that gathering space's listed fire code capacity.
2. Attendance by the public at live entertainment performances shall require all attendees to be seated. "Standing room only" attendance is prohibited. Venues hosting live entertainment performances shall maintain a minimum separation of at least 25 feet between the artists and the audience. This provision is applicable to performances subject to live entertainment taxes

pursuant to NRS 368A and shall not extend to ambient music to create or enhance a mood or atmosphere that is incidental or ancillary to the activity or location.

3. For all other events other than live entertainment performances, seating is not required, but social distancing requirements must be maintained at all times.

SECTION 12: Section 10 and Section 11 of Directive 30 are hereby terminated. Effective 12:01 a.m. on October 1, 2020, restaurants, food establishments, breweries, distilleries, and wineries may utilize tables and serve patrons within the bar area. Establishments operating under this provision shall abide by the following provisions:

1. The maximum occupancy of these establishments shall not exceed 50% of the listed fire code capacity at any given time.
2. Tables, booths, or seats must be spaced, or customers seated a minimum of six feet apart from other customers not in the same party. Parties larger than six persons may not be seated together for onsite dining.
3. All standing and open congregation areas that are not necessary for the preparation and service of food or beverages shall be closed, including but not limited to billiards, card playing, pinball games, arcade games, darts, dancing, and standing.
4. Customers sitting at a table or booth must only be served via table service and may not order from the bar top area.
5. Customers may sit at and be served at bar tops only if bar top seating is limited such that barstools are spaced a minimum of six feet apart from other barstools of other customers not in the same party. Establishments are encouraged to limit bar top parties to no more than two persons per party.
6. Customers waiting to dine onsite must wait outside the establishment until they can be seated and must practice social distancing by maintaining a minimum of six feet of separation between customers not residing in the same household or in the same party.
7. Establishments shall require employees to wear face coverings and abide by all other face covering provisions of Directive 024. Patrons must wear face coverings when not seated at tables, booths, or bar tops.
8. Buffets, cafeterias, and self-serve dining facilities shall remain closed until further notice.

SECTION 13: Effective 12:01 a.m. on October 1, 2020, conventions, trade shows, conferences, professional or educational seminars, large business meetings or corporate retreats, and other similar event activities may resume, subject to the limitations of this Section. Events pursuant to this Section are limited to no more than 1,000 attendees per venue or site. Events with greater than 250 attendees are subject to the following additional provisions:

1. Events hosting greater than 250 attendees must provide distinct gathering spaces whereby the occupancy per gathering space shall not exceed the lesser of 250 attendees or 50% of that gathering space's listed fire code capacity.
2. Event planners hosting events at facilities regulated by the Gaming Control Board ("GCB") must submit Preparedness and Safety plans to the GCB for approval prior to the event, pursuant to guidelines and criteria that shall be promulgated by the GCB. Prior to submission to the GCB, plans must be reviewed by the applicable local health authority for confirmation

that it complies with all applicable health and safety standards and will not place an unacceptable burden on the local health infrastructure.

3. Event planners hosting events at facilities not regulated by the GCB must submit Preparedness and Safety plans to the Nevada Department of Business and Industry ("B&I") for approval prior to the event, pursuant to guidelines and criteria that shall be promulgated by B&I. Prior to submission to B&I, plans must be reviewed by the applicable local health authority for confirmation that it complies with all applicable health and safety standards and will not place an unacceptable burden on the local health infrastructure.
4. The guidelines promulgated by the GCB and B&I shall include, at minimum, protocols for arrival procedures, floor plan restrictions, food and beverage limitations, staffing procedures, sanitation procedures, face covering requirements, and signage requirements.

SECTION 14: Section 32 of Directive 021 is hereby terminated. Effective 12:01 a.m. on October 1, 2020, occupancy in classrooms and instructional areas at trade schools, and technical schools operating pursuant to this Section shall be limited to the lesser of 250 persons or 50% of maximum occupancy of based on listed fire code capacity and must abide by all guidelines promulgated by the Nevada Division of Business and Industry or its constituent agencies. These provisions shall not be construed to limit the operation plans of Nevada System of Higher Education institutions, schools under county school districts, charter schools, and the University School for Profoundly Gifted Students.

SECTION 15: Section 32 of Directive 021 is hereby terminated. Effective 12:01 a.m. on October 1, 2020, museums, art galleries, zoos, and aquariums operating pursuant to this Section shall be subjects to the limitations provided in Section 10 of this Directive. Interactive exhibits which encourage touching must remain closed and inaccessible to the public.

SECTION 16: Section 33 of Directive 021 is hereby terminated.

SECTION 17: Section 7 of Directive 30 is hereby amended to strike the provision that the Mitigation Task Force meet on a weekly basis. Effective 12:01 a.m. on October 1, 2020, the Mitigation Task Force shall meet at the call of the Chair. All other duties charged to the Mitigation Task Force shall remain in effect as provided by this Directive and by Directive 030.

SECTION 18: Section 3 of Directive 007 is hereby terminated. Effective 12:01 a.m. on October 1, 2020, local governments may allow public access to playground equipment if, in consultation with their local health authority, they determine it is safe to do so.

SECTION 19: Section 6 of Directive 013 is hereby terminated. Effective 12:01 a.m. on October 1, 2020, in-person showings and open houses of single family and multi-family residences currently occupied and on the market for sale, may resume, subject to the limitations set forth in this Section:

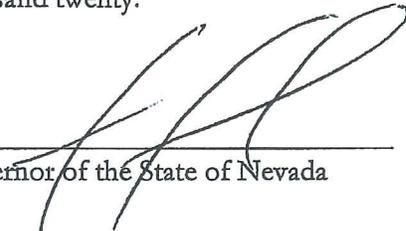
1. Showings and open houses of properties may not take place with the occupant present.
2. Showings of properties are limited to one prospective buyer and one real estate professional for both the seller and prospective buyer at a time. For the purposes of this provision, "a prospective buyer" includes the buyer and the buyer's spouse, domestic partner, business partner, or family members.

3. Sellers conducting an open house are responsible for ensuring that there will not be more than one prospective buyer viewing a property at any given time. This may require having an individual present to properly meter prospective buyers entering an open house.
4. Sellers are encouraged to utilize appointments for in-person showings and open houses to the greatest extent practicable.
5. Real estate professionals are encouraged to utilize three-dimensional interactive property scans, virtual tours, and virtual staging to the greatest extent possible.
6. Real estate professionals are encouraged to avoid in-person transactions and services to the greatest extent practicable.
7. Real estate professionals must require all participants at in-person showings and open houses to wear face coverings at all times pursuant to Directive 024 and must follow CDC guidelines for in-person showings and open houses.

SECTION 20: This Directive shall remain in effect until terminated by a subsequent Directive promulgated pursuant to the March 12, 2020 Declaration of Emergency to facilitate the State's response to the COVID-19 pandemic or upon dissolution or lifting of the Declaration of Emergency.



IN WITNESS WHEREOF, I have hereunto set my hand and caused the Great Seal of the State of Nevada to be affixed at the State Capitol in Carson City, this 30th day of September, in the year two thousand twenty.



Governor of the State of Nevada



Secretary of State



Deputy Secretary of State



DECLARATION OF EMERGENCY

DIRECTIVE 034

WHEREAS, in late 2019, the United States Centers for Disease Control and Prevention began monitoring an outbreak of respiratory illness caused by a novel coronavirus first identified in Wuhan, Hubei Province, China; and

WHEREAS, on February 11, 2020, the International Committee on Taxonomy of Viruses named this novel coronavirus "severe acute respiratory syndrome coronavirus 2 (SARS-CoV-2);" and

WHEREAS, on February 11, 2020, the World Health Organization named the disease caused by SARS-CoV-2, "COVID-19;" and

WHEREAS, the World Health Organization advises that the novel coronavirus that causes COVID-19 virus is highly contagious, and spreads through respiratory transmission, and direct and indirect contact with infected persons and surfaces; and

WHEREAS, the World Health Organization advises that transmission occurs through both droplet and airborne transmission, where droplet transmission occurs when a person is in close proximity to someone who is infected with COVID-19; and

WHEREAS, the World Health Organization advises that contact transmission occurs by direct contact with infected people or indirect contact with surfaces contaminated by the novel coronavirus; and

WHEREAS, on March 5, 2020, Clark County and Washoe County both reported the first known cases of COVID-19 in the State of Nevada; and

WHEREAS, on March 11, 2020, the World Health Organization declared COVID-19 a pandemic; and

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, on March 14, 2020, I formed a medical advisory team to provide medical guidance and scientifically based recommendations on measures Nevada could implement to better contain and mitigate the spread of COVID-19; and

WHEREAS, infectious disease and public health experts advised that minimizing interpersonal contact slows the rate at which the disease spreads, and is necessary to avoid overwhelming healthcare systems, commonly referred to as “flattening the curve”; and

WHEREAS, since the March 12, 2020 Declaration of Emergency, I have issued 33 Directives pursuant to that order to provide for the safety, wellbeing, and public health of Nevadans and the administration of the State of Nevada; and

WHEREAS, these Directives were promulgated to reduce interpersonal contact and promote social distancing to flatten the curve; and

WHEREAS, Nevada’s hospitalization rate for suspected and confirmed COVID-19 cases has trended downward since the beginning of August 2020; and

WHEREAS, the lack of opportunities for social connections and typical life events for our youth, such as interacting with peers in-person during athletic events, increase the risk of isolation, anxiety, depression, substance abuse, and unrecognized distress; and

WHEREAS, youth participation in recreational and competitive sports promotes healthy connections with other caring adults who are trained to detect youth distress and signs of abuse and neglect; and

WHEREAS, re-engaging in sports activity in a balanced way has physical, mental, and psychological benefits for youth and adults, including overall fitness and well-being; reducing isolation; and returning to a more structured routine and healthy interaction.

WHEREAS, NRS 414.060 outlines powers and duties delegated to the Governor during the existence of a state of emergency, including without limitation, directing and controlling the conduct of the general public and the movement and cessation of movement of pedestrians and vehicular traffic during, before and after exercises or an emergency or disaster, public meetings or gatherings; and

WHEREAS, NRS 414.070 outlines additional powers delegated to the Governor during the existence of a state of emergency, including without limitation, enforcing all laws and regulations relating to emergency management and assuming direct operational control of any or all forces, including, without limitation, volunteers and auxiliary staff for emergency management in the State; providing for and compelling the evacuation of all or part of the population from any stricken or threatened area or areas within the State and to take such steps as are necessary for the receipt and care of those persons; and performing and exercising such other functions, powers and duties as are necessary to promote and secure the safety and protection of the civilian population; and

WHEREAS, NRS 414.060(3)(f) provides the administrative authority vested to the Governor in times of emergency may be delegated; and

WHEREAS, Article 5, Section 1 of the Nevada Constitution provides: “The supreme executive power of this State, shall be vested in a Chief Magistrate who shall be Governor of the State of Nevada;” and

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

IT IS HEREBY ORDERED THAT:

SECTION 1: The limitations imposed by previous Directives or regulations are hereby superseded by the explicit provisions of this Directive. Any provisions not addressed by this Directive shall remain in force as provided by previous Directives or regulations promulgated pursuant to the March 12, 2020 Declaration of Emergency.

SECTION 2: The provisions of this Directive shall not be construed to apply to sporting events and activities regulated by professional sports leagues or associations, including without limitation, the National Football League, the National Hockey League, Major League Baseball, or the National Basketball Association.

SECTION 3: The provisions of this Directive shall not be construed to apply to sporting events regulated by the Nevada State Athletic Commission.

SECTION 4: The provisions of this Directive shall not be construed to apply to sporting events regulated by the National Collegiate Athletic Association.

SECTION 5: For the purposes of this Directive, sporting activities shall be categorized as follows:

- (1) **Full-contact and close-contact sports:** Sports that require or are likely to have routine or sustained close proximity or physical contact between participants, and including without limitation, football, rugby, wrestling, cheerleading, basketball, hockey, group dance, group cheer, water polo, lacrosse, boxing, and martial arts.
- (2) **Minimal-contact sports:** Sports that are characterized by some close, sustained contact, but with protective equipment in place between participants, characterized by intermittent close contact, or characterized by its use of equipment that cannot be cleaned between participants, including without limitation, softball, baseball, soccer, volleyball, and flag football.
- (3) **Non-contact sports:** Sports that can be done individually, do not involve person-to-person contact and do not routinely entail individuals interacting within six feet of one another, including without limitation, tennis, pickle ball, swimming, golf, cross-country, track and field, sideline or no-contact cheer and dance, snow skiing, snowboarding, cycling, swimming, diving, disc golf, horseback riding, and figure skating.

SECTION 6: Section 3 and Section 4 of Directive 023 are hereby terminated. Youth and non-professional adult organized minimal-contact and non-contact sporting activities may resume, subject to the limitations set forth in this Directive.

SECTION 7: Full-contact sports may resume only on a limited basis for athletic conditioning, drills, and practices in which dummy players, sleds, punching bags, and similar equipment are used, but athletes do not come into contact with other players.

SECTION 8: Sporting events operating pursuant to this Directive are subject to the gathering restrictions set forth in Section 11 of Directive 033.

SECTION 9: Event organizers shall ensure that all spectators maintain social distancing, as defined by Section 4 of Directive 033.

SECTION 10: Event organizers are subject to Section 6 and Section 9 of Directive 024 and shall ensure that all spectators comply with the facial covering requirements of Directive 024.

SECTION 11: Leagues and associations beginning competition, games, matches, or league play or facilities and venues intending to host games, matches, leagues, or tournaments pursuant to this Directive must adopt a Preparedness and Safety Plan that conforms to guidelines that will be promulgated pursuant to this Directive. Such plans must be approved by the Nevada Department of Business and Industry ("B&I") or a constituent agency prior to the resumption of sporting activities pursuant to this Directive. Teams, coaches and athletes are responsible for abiding by the rules and requirements set forth in their applicable Preparedness and Safety Plan.

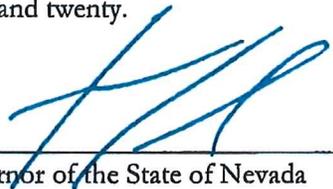
SECTION 12: Organized teams are strongly encouraged to adopt their own team specific Preparedness and Safety Plan that conforms to their applicable league Preparedness and Safety Plan and the guidelines that will be promulgated pursuant to this Directive.

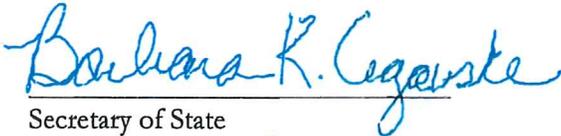
SECTION 13: Section 7 of Directive 028 is hereby amended to allow county school districts, charter schools, and private schools to permit the use of their athletic fields, facilities, and sporting venues as determined by their governing authority. Student athletics training, practices, and competition may reopen in accordance with guidance promulgated by the NIAA and any applicable conditions set forth by this and subsequent Directives regarding allowable sports and athletic events.

SECTION 14: This Directive shall become effective 12:01 a.m. on October 3, 2020, and remain in effect until terminated by a subsequent Directive promulgated pursuant to the March 12, 2020 Declaration of Emergency to facilitate the State's response to the COVID-19 pandemic or upon dissolution or lifting of the Declaration of Emergency.



IN WITNESS WHEREOF, I have hereunto set my hand and caused the Great Seal of the State of Nevada to be affixed at the State Capitol in Carson City, this 2nd day of October, in the year two thousand twenty.


Governor of the State of Nevada


Secretary of State


Deputy Secretary of State

CHAPTER.....

AN ACT relating to public health; providing certain powers and duties in certain circumstances to a district health department in certain larger counties relating to public health in licensed gaming establishments; requiring the Department of Health and Human Services to establish minimum standards for cleaning in public accommodation facilities in certain counties; requiring the Department to adopt regulations requiring such a facility to adopt protocols and plans concerning the prevention of and response to SARS-CoV-2; providing for inspection of such facilities for compliance with such requirements; limiting the civil liability of certain businesses conducted for profit, governmental entities and private nonprofit organizations for personal injury or death resulting from exposure to COVID-19; authorizing the Secretary of State to suspend the state business license of a person that does not comply with certain health standards related to COVID-19; requiring the transfer of certain money to certain health districts for enforcement purposes; making an appropriation; and providing other matters properly relating thereto.

Legislative Counsel’s Digest:

Existing law: (1) creates a health district in a county whose population is 700,000 or more (currently only Clark County); and (2) authorizes the board of county commissioners and the governing bodies of any towns or cities in a smaller county to create a health district. (NRS 439.361, 439.362, 439.370) Existing law provides for the creation of a district health department in a health district. (NRS 439.362, 439.370) **Sections 1 and 2** of this bill: (1) require a district health department in a county whose population is 100,000 or more (currently Clark and Washoe Counties), upon the request of the Nevada Gaming Control Board, to advise the Board concerning public health matters relating to licensed gaming establishments in the health district; and (2) authorize such a district health department, upon the request of the Board, to enforce regulations adopted by the Board concerning matters of public health against such an establishment.

Sections 3-15 of this bill generally: (1) require the Director of the Department of Health and Human Services and district boards of health in a county whose population is 100,000 or more (currently Clark and Washoe Counties) to adopt by regulation requirements to reduce and prevent the transmission of SARS-CoV-2 in public accommodation facilities in those counties which apply only during the duration of a declaration of a public health emergency due to SARS-CoV-2 and during other periods in which conditions concerning the prevalence of SARS-CoV-2 exist; and (2) provide for the enforcement of those regulations.

Section 11 of this bill requires the Director to adopt regulations requiring a public accommodation facility to establish standards for the cleaning of public accommodation facilities that are designed to reduce the transmission of SARS-CoV-2. **Section 12** of this bill requires the Director to adopt regulations requiring each



public accommodation facility to establish protocols to: (1) limit the transmission of SARS-CoV-2; and (2) train staff concerning the prevention and mitigation of SARS-CoV-2 transmission.

Section 13 of this bill requires the Director to adopt regulations requiring each public accommodation facility to establish, implement and maintain a written SARS-CoV-2 response plan that provides testing and time off for employees who have been exposed to SARS-CoV-2 or are experiencing the symptoms of COVID-19. **Section 13** authorizes: (1) the Nevada Gaming Control Board to require a public accommodation facility under its jurisdiction to submit a copy of its written SARS-CoV-2 response plan to the Board; and (2) the health authority to require a public accommodation facility that is not under the jurisdiction of the Board to submit a copy of its written SARS-CoV-2 response plan to the health authority. **Sections 13, 32 and 33** of this bill provide for the confidentiality of those plans. **Section 14** of this bill requires the Director to adopt regulations prohibiting a public accommodation facility from retaliating against an employee for participating in proceedings related to **sections 3-15** or seeking enforcement of those provisions.

Section 31 of this bill exempts the regulations that the Director is required to adopt in **sections 11-14** from the requirements of the Nevada Administrative Procedure Act concerning the adoption, amendment or repeal of regulations. However, **section 10** of this bill requires the Director to allow any interested person to comment on the adoption, amendment or repeal of those regulations. **Section 10** also prohibits the Director from adopting regulations more stringent than necessary to carry out the requirements of this bill. **Section 15** of this bill requires a district board of health of a health district in a county whose population is 100,000 or more to adopt regulations that are substantively identical to the regulations adopted by the Director in **sections 11-14** and to subsequently amend or repeal its regulations in a conforming manner. **Section 14** provides for the enforcement by the health authority and the Nevada Gaming Control Board of the regulations adopted pursuant to and other provisions of **sections 11-15**. **Sections 16-22** of this bill make conforming changes.

Section 29 of this bill provides that certain businesses conducted for profit, governmental entities and private nonprofit organizations are immune from civil liability for personal injury or death resulting from exposure to COVID-19, if the business, governmental entity or private nonprofit organization substantially complied with controlling health standards. **Section 29** also: (1) requires the complaint in any such civil action to be pled with particularity; and (2) provides that such immunity does not apply if the business, governmental entity or private nonprofit organization violated controlling health standards with gross negligence and the gross negligence was the proximate cause of the personal injury or death. **Section 29** requires the court, as a matter of law, to determine substantial compliance with controlling health standards. **Section 34** of this bill provides that these procedures apply to any cause of action or claim that accrues before, on or after the effective date of this bill and before the later of: (1) the date on which the Governor terminates the emergency described in the Declaration of Emergency for COVID-19 issued on March 12, 2020; or (2) July 1, 2023.

Section 30 of this bill authorizes the Secretary of State to suspend the state business license of a person holding a state business license who does not comply with controlling health standards. **Section 30** requires the Secretary of State to provide notice of the suspension to the person. **Section 39** of this bill provides that the authority to suspend a state business license expires by limitation on the later of the following dates: (1) the date on which the Governor terminates the emergency described in the Declaration of Emergency issued on March 12, 2020; or (2) July 1, 2023.



Section 33.5 of this bill makes an appropriation from the State General Fund to the Legislative Fund for the costs of the 32nd Special Session.

Section 35 of this bill transfers certain money to the applicable health districts to enforce **sections 3-15** and the regulations adopted pursuant thereto. **Section 36** of this bill requires the Director and applicable district boards of health to adopt the regulations required by **sections 11-15** by a prescribed date.

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

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

Section 1. NRS 439.366 is hereby amended to read as follows:

439.366 1. The district board of health has the powers, duties and authority of a county board of health in the health district.

2. The district health department has jurisdiction over all public health matters in the health district.

3. *The district health department:*

(a) *Shall, upon the request of the Nevada Gaming Control Board, advise and make recommendations to the Board on public health matters related to an establishment that possesses a nonrestricted gaming license as described in NRS 463.0177 or a restricted gaming license as described in NRS 463.0189 in the health district.*

(b) *May, upon the request of the Nevada Gaming Control Board, enforce regulations adopted by the Board concerning matters of public health against an establishment that possesses a nonrestricted gaming license as described in NRS 463.0177 or a restricted gaming license as described in NRS 463.0189 in the health district.*

4. In addition to any other powers, duties and authority conferred on a district board of health by this section, the district board of health may by affirmative vote of a majority of all the members of the board adopt regulations consistent with law, which must take effect immediately on their approval by the State Board of Health, to:

(a) Prevent and control nuisances;

(b) Regulate sanitation and sanitary practices in the interests of the public health;

(c) Provide for the sanitary protection of water and food supplies;

(d) Protect and promote the public health generally in the geographical area subject to the jurisdiction of the health district; and

(e) Improve the quality of health care services for members of minority groups and medically underserved populations.



~~14.1~~ 5. Before the adoption, amendment or repeal of a regulation, the district board of health must give at least 30 days' notice of its intended action. The notice must:

(a) Include a statement of either the terms or substance of the proposal or a description of the subjects and issues involved, and of the time when, the place where and the manner in which interested persons may present their views thereon;

(b) State each address at which the text of the proposal may be inspected and copied; and

(c) Be mailed to all persons who have requested in writing that they be placed on a mailing list, which must be kept by the board for such purpose.

~~15.1~~ 6. All interested persons must be afforded a reasonable opportunity to submit data, views or arguments, orally or in writing, on the intended action to adopt, amend or repeal the regulation. With respect to substantive regulations, the district board of health shall set a time and place for an oral public hearing, but if no one appears who will be directly affected by the proposal and requests an oral hearing, the district board of health may proceed immediately to act upon any written submissions. The district board of health shall consider fully all written and oral submissions respecting the proposal.

~~16.1~~ 7. The district board of health shall file a copy of all of its adopted regulations with the county clerk.

Sec. 2. NRS 439.410 is hereby amended to read as follows:

439.410 1. The district board of health has the powers, duties and authority of a county board of health in the health district.

2. The district health department has jurisdiction over all public health matters in the health district, except in matters concerning emergency medical services pursuant to the provisions of chapter 450B of NRS.

3. *The district health department in a county whose population is 100,000 or more but less than 700,000:*

(a) Shall, upon the request of the Nevada Gaming Control Board, advise and make recommendations to the Board on public health matters related to an establishment that possesses a nonrestricted gaming license as described in NRS 463.0177 or a restricted gaming license as described in NRS 463.0189 in the health district.

(b) May, upon the request of the Nevada Gaming Control Board, enforce regulations adopted by the Board concerning matters of public health against an establishment that possesses a



nonrestricted gaming license as described in NRS 463.0177 or a restricted gaming license as described in NRS 463.0189 in the health district.

4. In addition to any other powers, duties and authority conferred on a district board of health by this section, the district board of health may by affirmative vote of a majority of all the members of the board adopt regulations consistent with law, which must take effect immediately on their approval by the State Board of Health, to:

- (a) Prevent and control nuisances;
- (b) Regulate sanitation and sanitary practices in the interests of the public health;
- (c) Provide for the sanitary protection of water and food supplies; and
- (d) Protect and promote the public health generally in the geographical area subject to the jurisdiction of the health district.

~~[4.]~~ 5. Before the adoption, amendment or repeal of a regulation, the district board of health must give at least 30 days' notice of its intended action. The notice must:

(a) Include a statement of either the terms or substance of the proposal or a description of the subjects and issues involved, and of the time when, the place where and the manner in which interested persons may present their views thereon.

(b) State each address at which the text of the proposal may be inspected and copied.

(c) Be mailed to all persons who have requested in writing that they be placed on a mailing list, which must be kept by the district board for such purpose.

~~[5.]~~ 6. All interested persons must be afforded a reasonable opportunity to submit data, views or arguments, orally or in writing, on the intended action to adopt, amend or repeal the regulation. With respect to substantive regulations, the district board shall set a time and place for an oral public hearing, but if no one appears who will be directly affected by the proposal and requests an oral hearing, the district board may proceed immediately to act upon any written submissions. The district board shall consider fully all written and oral submissions respecting the proposal.

~~[6.]~~ 7. Each district board of health shall file a copy of all of its adopted regulations with the county clerk of each county in which it has jurisdiction.



Sec. 3. Chapter 447 of NRS is hereby amended by adding thereto the provisions set forth as sections 4 to 15, inclusive, of this act.

Sec. 4. 1. *The provisions of sections 4 to 15, inclusive, of this act apply to a county whose population is 100,000 or more.*

2. The regulations adopted pursuant to sections 11 to 15, inclusive, of this act and, except as otherwise provided in subsection 3, the powers, requirements and prohibitions set forth in provisions of sections 4 to 15, inclusive, of this act apply:

(a) During any period in which a public health emergency due to SARS-CoV-2 has been declared by the Governor and remains in effect; or

(b) Each day on which:

(1) The rate of positive test results for SARS-CoV-2 in the county reported by the Division of Public and Behavioral Health of the Department exceeds 5 percent in any rolling 14-day period in the 90-day period immediately preceding that day; or

(2) The number of new COVID-19 cases in the county reported by the Division of Public and Behavioral Health of the Department exceeds 100 new cases per 100,000 residents in any rolling 14-day period in the 90-day period immediately preceding that day.

3. The provisions of subsection 2 do not apply to the requirements relating to the adoption, amendment or repeal of regulations pursuant to sections 11 to 15, inclusive, of this act.

Sec. 5. *As used in sections 4 to 15, inclusive, of this act, unless the context otherwise requires, the words and terms defined in sections 6 to 9, inclusive, of this act have the meanings ascribed to them in those sections.*

Sec. 6. *“Director” means the Director of the Department of Health and Human Services.*

Sec. 7. *“Employee” means any natural person in the service of an employer operating a public accommodation facility who provides such service under any appointment or contract of hire or apprenticeship, express or implied, oral or written, whether lawfully or unlawfully employed.*

Sec. 8. *“Health authority” means the officers and agents of the district health department or, in a location that is not part of a health district, the officers and agents of the Division of Public and Behavioral Health of the Department of Health and Human Services.*

Sec. 9. *“Public accommodation facility” or “facility” means a hotel and casino, resort, hotel, motel, hostel, bed and breakfast*



facility or other facility offering rooms or areas to the public for monetary compensation or other financial consideration on an hourly, daily or weekly basis.

Sec. 10. *1. Any regulation adopted, amended or repealed by the Director pursuant to sections 11 to 14, inclusive, of this act must not exceed or be inconsistent with the requirements of those sections.*

2. The Director must allow any interested person a reasonable opportunity to submit written or oral comment concerning the amendment or repeal of a regulation pursuant to sections 11 to 14, inclusive, of this act.

Sec. 11. *1. The Director shall adopt regulations requiring a public accommodation facility to establish standards for cleaning that are designed to reduce the transmission of SARS-CoV-2. Those standards must require only the following and with no greater frequency than provided in this section:*

(a) The use of cleaning products that are qualified by the United States Environmental Protection Agency for use against SARS-CoV-2 for the cleaning required by paragraphs (b) to (p), inclusive.

(b) Desks, tabletops, minibars that have been used after the most recent cleaning, interior and exterior handles of doors, faucets, toilets, nonporous headboards of beds, light switches, remote controls, telephones, keyboards, touch screens, bed linens, towels, bed scarves and other decorative items on beds in guest rooms to be cleaned every day that the room is in use unless the guest using the room declines in-room housekeeping.

(c) The following high-contact areas and items in locations used by the public and employees to be cleaned regularly throughout the day while in use:

(1) Fixtures with which guests and employees may be expected to have regular physical contact;

(2) Doors and door handles at exterior entrances;

(3) Door handles at interior entrances regularly accessed by guests and employees;

(4) Regularly used computer keyboards, touch screens, credit card readers, printers, telephones, light switches, ice machines, vending machines and other frequently used instruments and equipment; and

(5) Countertops and desks in entrance areas and other high-usage areas.

(d) Glass surfaces, desks, tabletops, door handles and light switches in public areas to be cleaned regularly throughout the day while in use.



(e) Counters, desks, touch screens, keyboards, credit card readers and desktops in front desk areas to be cleaned regularly throughout the day while in use.

(f) Key cards and other types of keys for accessing rooms to be cleaned before those key cards or other keys are issued to another guest or removed from circulation for at least 24 hours after a guest checks out.

(g) Elevator buttons and rails in guest and service elevators to be cleaned regularly throughout the day if the elevator is in use.

(h) Sinks, faucets, walls, toilets, toilet paper dispensers and door handles in employee and public restrooms to be cleaned regularly throughout the day while in use.

(i) Work surfaces, tables, utensils, counters, touch screens and keyboards in areas used for food preparation to be cleaned regularly throughout the day.

(j) Tables, desks, tabletops, door handles and light switches in shared offices, employee locker rooms and employee cafeterias to be cleaned regularly throughout the day while in use.

(k) Exercise equipment, weights, tables, countertops, chairs, lockers and benches in fitness centers to be cleaned regularly throughout the day while in use.

(l) Tabletops in meeting rooms to be cleaned while in use.

(m) Tables, bartops, menus and check presentation holders in bar and dining facilities to be cleaned after use by a guest.

(n) Touch screens and keyboards in bar and dining facilities to be cleaned regularly while in use.

(o) Soiled laundry to be cleaned as necessary.

(p) Laundry carts and hampers to be cleaned regularly throughout the day while in use.

2. A public accommodation facility shall not advise or incentivize guests to decline daily in-room housekeeping.

3. An employer operating a public accommodation facility shall conspicuously post at each employee entrance and on each bulletin board where the facility regularly posts official communications with employees:

(a) A one-page summary of the standards adopted pursuant to subsection 1; and

(b) A list of key contact persons at public health agencies.

4. An employer operating a public accommodation facility shall make available to employees or their bargaining representative a physical or electronic copy of the standards adopted pursuant to subsection 1 upon request at no cost.



Sec. 12. *The Director shall adopt regulations requiring each public accommodation facility to establish protocols to:*

1. Limit the transmission of SARS-CoV-2. Such protocols, must include only the following:

(a) Methods to encourage, to the extent reasonably possible:

(1) Employees to remain at least 6 feet apart from other employees and guests during their work and while on break.

(2) Guests to remain at least 6 feet apart from employees and other guests.

(b) A requirement that employee breaks must be structured to allow social distancing to the maximum extent recommended by the Centers for Disease Control and Prevention of the United States Department of Health and Human Services.

(c) A requirement that workstations must be separated by physical barriers or structured to allow social distancing where practicable to the maximum extent recommended by the Centers for Disease Control and Prevention of the United States Department of Health and Human Services.

(d) Requirements concerning the frequency of hand cleaning for employees.

(e) A requirement that each employee be provided with access to a sink with soap and water for hand washing or hand sanitizer containing at least 60 percent alcohol within reasonable proximity to the work area of the employee.

(f) Policies providing for the availability of hand sanitizer containing at least 60 percent alcohol near locations where employee meetings are held, breakrooms and cafeterias for employees, front desks, bell desks, lobbies, entrances to food and beverage service and preparation areas, principal entrances to the facility and, in a resort hotel, on the casino floor, if:

(1) Those areas are not near hand washing facilities with soap and water; and

(2) A supply of hand sanitizer containing at least 60 percent alcohol is generally available.

(g) Policies for the distribution, at no cost to the employee, of masks and, where appropriate, gloves, based on public health concerns.

2. Train staff concerning the prevention and mitigation of SARS-CoV-2 transmission in the manner prescribed by the Director.

Sec. 13. *1. The Director shall adopt regulations requiring each public accommodation facility to establish, implement and maintain a written SARS-CoV-2 response plan designed to monitor*



and respond to instances and potential instances of SARS-CoV-2 infection among employees and guests. The plan must include only the following:

(a) The designation of a person or persons responsible for overseeing and carrying out on-site enforcement of the plan. The regulations must not require such a person or persons to be on-site at all times.

(b) A requirement that each new employee and each employee returning to work for the first time after March 13, 2020, must undergo testing for SARS-CoV-2, if such testing is available.

(c) The designation of an area of the public accommodation facility where employees will check in every day to receive contact-free temperature measurement and review questions to screen for exposure to SARS-CoV-2.

(d) Requirements that:

(1) The public accommodation facility must notify each employee who is known to have had close contact with a guest or employee who has been diagnosed with COVID-19 not later than 24 hours or as soon as practicable after the employer learns of the diagnosis; and

(2) Each such employee must undergo testing for SARS-CoV-2 and, in addition to any other leave to which the employee is entitled, be given:

(I) Not more than 3 days of paid time off to await testing and testing results; and

(II) Additional paid time off if the public accommodation facility receives documentation of a delay in testing or receiving testing results that exceeds 3 days.

(e) A requirement that each employee who otherwise has a reasonable belief or has been advised that he or she has been in close contact with a person who has tested positive for SARS-CoV-2 must undergo testing for SARS-CoV-2.

(f) Requirements that each employee who notifies his or her employer that he or she is experiencing symptoms of COVID-19:

(1) Must undergo testing for SARS-CoV-2; and

(2) Must not return to work while awaiting the results of that testing.

(g) Requirements that each employee described in paragraph (e) or (f) must, in addition to any other leave to which the employee is entitled, be given for the first occurrence on which the employee gives the employer such notification:

(1) Not more than 3 days of paid time off to await testing and testing results; and



(2) Additional paid time off if the public accommodation facility receives documentation of a delay in testing or receiving testing results that exceeds 3 days.

(h) A requirement that, except as otherwise provided in subsection 3, each employee who tests positive for SARS-CoV-2 or is otherwise diagnosed with COVID-19 and is working or has been recalled to work at the time of the result or diagnosis must be allowed to take at least 14 days off, at least 10 of which must be paid time off.

(i) A requirement that testing for SARS-CoV-2 required by this section must be:

(1) Provided at no cost to the employee; and

(2) Performed on-site or at a testing facility selected by the public accommodation facility.

(j) A requirement that an employee that is required to be tested pursuant to this section authorize the provision of or provide the testing results to the public accommodation facility;

(k) A requirement that any guest who reports testing positive for SARS-CoV-2 or being diagnosed with COVID-19 must be requested to leave the public accommodation facility if practicable and seek medical attention.

(l) A requirement that information pertaining to employees and guests who test positive for SARS-CoV-2 or who are diagnosed with or report symptoms of COVID-19 must be kept confidential, unless the employee or guest agrees otherwise and except as required to be disclosed to public health officials and for purposes of contact tracing or cleaning.

2. The regulations adopted pursuant to this section must define the term "close contact" to have the meaning most recently ascribed to it by the Centers for Disease Control and Prevention of the United States Department of Health and Human Services for the purpose of determining when a person has been in close contact with another person who has tested positive for SARS-CoV-2.

3. An employer who operates a public accommodation facility may submit a request to the Director to increase or decrease the amount of days off required by paragraph (h) of subsection 1. The Director may grant such a request if it is consistent with the recommendations of the Centers for Disease Control and Prevention of the United States Department of Health and Human Services concerning time off for employees who test positive for SARS-CoV-2 or are otherwise diagnosed with COVID-19.



4. For the purposes of this section, paid time off must be calculated at the base rate of pay for the employee. Paid time off taken pursuant to this section:

(a) Must not be deducted from paid time off provided to the employee pursuant to NRS 608.0197 or a policy or contract of the public accommodation facility.

(b) May be deducted from paid sick leave provided pursuant to section 5102(a)(1)-(3) of the Families First Coronavirus Response Act, P.L. 116-127.

5. The health authority may require a public accommodation facility that is not under the jurisdiction of the Nevada Gaming Control Board to submit a written SARS-CoV-2 response plan to the health authority. Except as otherwise provided in this section and notwithstanding any other law, a written SARS-CoV-2 response plan submitted to the health authority is confidential. The health authority may disclose all or a part of such a plan upon:

(a) The request of an authorized agent of the Federal Government, a foreign government or a state or local governmental entity in this State or any of the several states, territories, possessions and dependencies of the United States, the District of Columbia or Puerto Rico.

(b) The order of a court of competent jurisdiction.

(c) Specific authorization of the chief administrative officer of the health district or, in a location that is not part of a health district, the Chief Medical Officer.

6. The Nevada Gaming Control Board may require a public accommodation facility that is under the jurisdiction of the Board to submit a written SARS-CoV-2 response plan to the Board, either alone or as part of an emergency response plan adopted pursuant to NRS 463.790.

7. The provisions of this section must not be construed to preclude an employee who is exposed to or tests positive for SARS-CoV-2 or is diagnosed with COVID-19 from choosing to perform his or her duties remotely instead of taking time off if the job duties of the employee are conducive to remote work.

Sec. 14. 1. The health authority may, upon receiving a complaint or at any time, inspect a public accommodation facility to ensure compliance with the provisions of sections 4 to 15, inclusive, of this act and the regulations adopted pursuant thereto. The health authority shall inspect for such compliance:

(a) Except as otherwise provided in paragraph (b), each public accommodation facility with more than 200 rooms available for sleeping accommodations at least once every 3 months.



(b) *Each resort hotel at least once every 2 months.*

2. *Upon discovering a violation of the provisions of sections 4 to 15, inclusive, of this act or the regulations adopted pursuant thereto and after notice and the opportunity for a hearing, the health authority:*

(a) *Shall order the public accommodation facility to correct the violation.*

(b) *May impose an administrative fine of not more than \$500 for each initial violation or \$1,000 for each second or subsequent violation.*

(c) *If the violation occurs at a public accommodation facility that is not a resort hotel, may notify any local governmental entity responsible for licensing or regulating the public accommodation facility. Upon receiving such notification, the local governmental entity shall review the violation and may take further action, including, without limitation, suspending or revoking the license of the public accommodation facility, to enforce the provisions of sections 4 to 15, inclusive, of this act and the regulations adopted pursuant thereto. Such action must be taken in accordance with any procedures established by the local governmental entity for actions to enforce statutes or regulations or impose disciplinary action generally.*

(d) *If the violation occurs at a facility subject to the jurisdiction of the Nevada Gaming Control Board, shall notify the Board. Upon receiving such notification, the Board may take further action to enforce the provisions of sections 4 to 15, inclusive, of this act and the regulations adopted pursuant thereto. Such action must be taken in accordance with any procedures established by the Board for actions to enforce statutes or regulations or impose disciplinary action generally.*

3. *The Director shall adopt regulations prohibiting a public accommodation facility from discharging, reducing the compensation of, increasing the workload of, imposing fees or charges on, changing the duties of or otherwise taking adverse action against an employee in retaliation for participating in proceedings related to sections 4 to 15, inclusive, of this act, or seeking enforcement of those provisions.*

4. *As used in this section, "resort hotel" has the meaning ascribed to it in NRS 463.01865.*

Sec. 15. 1. *Within 15 days after the adoption, amendment or repeal of a regulation by the Director pursuant to sections 11 to 14, inclusive, of this act, a district board of health shall, as applicable,*



adopt a substantively identical regulation or amend or repeal its substantively identical regulation in a conforming manner.

2. The provisions of subsections 5 and 6 of NRS 439.366 or subsections 5 and 6 of NRS 439.410, as applicable, do not apply to the adoption, amendment or repeal of a regulation by a district board of health pursuant to subsection 1.

Sec. 16. NRS 447.003 is hereby amended to read as follows:

447.003 As used in ~~[this chapter.]~~ *NRS 447.003 to 447.210, inclusive*, unless the context otherwise requires, the words and terms defined in NRS 447.007 and 447.010 have the meanings ascribed to them in those sections.

Sec. 17. NRS 447.020 is hereby amended to read as follows:

447.020 1. All bedding, bedclothes or bed covering, including mattresses, quilts, blankets, sheets, pillows or comforters, used in any hotel in this state must be kept clean and free from all filth or dirt.

2. No bedding, bedclothes or bed covering, including mattresses, quilts, blankets, sheets, pillows or comforters, shall be used which is worn out or unsanitary for use by human beings according to the true intent and meaning of ~~[this chapter.]~~ *NRS 447.003 to 447.210, inclusive.*

Sec. 18. NRS 447.050 is hereby amended to read as follows:

447.050 It is unlawful for any person to use, or to permit another person to use, any of the following portions of a hotel for living or sleeping purposes:

1. Any kitchen, cellar, hallway, water closet, bath, shower compartment, or slop-sink room.

2. Any other room or place which does not comply with the provisions of ~~[this chapter.]~~ *NRS 447.003 to 447.210, inclusive*, or in which, in the judgment of the health authority, living or sleeping is dangerous or prejudicial to life or health by reason of an overcrowded condition, a want of light, windows, ventilation or drainage, dampness, or offensive or obnoxious odors or poisonous gases in the room or place, or a lack of exits as required by the Uniform Building Code in the form most recently adopted before January 1, 1985, by the International Conference of Building Officials.

Sec. 19. NRS 447.150 is hereby amended to read as follows:

447.150 1. The health authority may exempt any hotel built prior to October 1, 1945, from having the number of water closets, bathtubs or showers required by ~~[this chapter.]~~ *NRS 447.003 to 447.210, inclusive*, for the following reason: The exemption will not result in detriment to the health of the occupants or to the sanitation of the building.



2. The health authority has no authority under this section to exempt any hotel or portion of a hotel built after October 1, 1945, from having the number of water closets, bathtubs or showers required by ~~[this chapter.]~~ *NRS 447.003 to 447.210, inclusive.*

Sec. 20. NRS 447.190 is hereby amended to read as follows:

447.190 The health authority is charged with the enforcement of ~~[this chapter.]~~ *NRS 447.003 to 447.210, inclusive.* The health authority shall keep a record of hotels inspected, and the record or any part thereof may, in the discretion of the health authority, be included in the biennial report to the Director of the Department of Health and Human Services.

Sec. 21. NRS 447.200 is hereby amended to read as follows:

447.200 The health authority shall have access at any time to any hotel in this State for the purpose of making inspections and carrying out the provisions of ~~[this chapter.]~~ *NRS 447.003 to 447.210, inclusive.*

Sec. 22. NRS 447.210 is hereby amended to read as follows:

447.210 1. Every proprietor, owner, manager, lessee or other person in charge of any hotel in this state who fails to comply with the provisions of NRS 447.003 to 447.200, inclusive, or any of the provisions of the regulations hereby established whether through the acts of himself or herself, his or her agent or employees is guilty of a misdemeanor.

2. Every day that any hotel is in violation of any of the provisions of ~~[this chapter]~~ *NRS 447.003 to 447.200, inclusive,* constitutes a separate offense.

Sec. 23. Chapter 41 of NRS is hereby amended by adding thereto the provisions set forth as sections 24 to 29, inclusive, of this act.

Sec. 24. *As used in sections 24 to 29, inclusive, of this act, unless the context otherwise requires, the words and terms defined in sections 25 to 28, inclusive, of this act have the meanings ascribed to them in those sections.*

Sec. 25. 1. *“Business” means a natural person, or a corporation, partnership, association or other business organization, engaging in an activity for profit at a premises located in this State.*

2. *The term does not include a business that operates:*

(a) *An agency to provide nursing in the home as defined in NRS 449.0015;*

(b) *A facility for hospice care as defined in NRS 449.0033;*

(c) *A facility for intermediate care as defined in NRS 449.0038;*

(d) *A facility for skilled nursing as defined in NRS 449.0039;*



- (e) *A hospital as defined in NRS 449.012; or*
- (f) *An independent center for emergency medical care as defined in NRS 449.013.*

Sec. 26. *“COVID-19” means:*

- 1. *The novel coronavirus identified as SARS-CoV-2;*
- 2. *Any mutation of the novel coronavirus identified as SARS-CoV-2; or*
- 3. *A disease or health condition caused by the novel coronavirus identified as SARS-CoV-2.*

Sec. 27. 1. *“Governmental entity” means the State of Nevada or any of its agencies or political subdivisions. As used in this subsection, “political subdivision” includes any organization or entity described in NRS 41.0305.*

2. *The term does not include any public school entity for pupils in preschool, kindergarten, or any grades 1 through 12, including, without limitation, a school district, a charter school or a university school for profoundly gifted pupils.*

Sec. 28. 1. *“Nonprofit organization” means any private organization not operated for profit.*

2. *The term, includes, without limitation, an organization for youth sports or an alumni, charitable, civic, educational, fraternal, patriotic, religious, labor or veterans’ organization, a credit union organized under the provisions of chapter 672 of NRS or the Federal Credit Union Act, or a state or local bar association, that:*

(a) *Has been determined pursuant to NRS 372.326 to be created for religious, charitable or educational purposes; or*

(b) *Qualifies as a tax exempt organization pursuant to 26 U.S.C. § 501(c).*

3. *The term does not include a nonprofit organization that operates:*

(a) *An agency to provide nursing in the home as defined in NRS 449.0015;*

(b) *A facility for hospice care as defined in NRS 449.0033;*

(c) *A facility for intermediate care as defined in NRS 449.0038;*

(d) *A facility for skilled nursing as defined in NRS 449.0039;*

(e) *A hospital as defined in NRS 449.012; or*

(f) *An independent center for emergency medical care as defined in NRS 449.013.*

Sec. 29. 1. *In any civil action where a plaintiff alleges a personal injury or death as a result of exposure to COVID-19 while on a premises owned or operated by an entity, or during an activity conducted or managed by the entity:*

(a) *The complaint must be pled with particularity.*



(b) If the entity was in substantial compliance with controlling health standards, the entity is immune from liability unless the plaintiff pleads sufficient facts and proves that:

(1) The entity violated controlling health standards with gross negligence; and

(2) The gross negligence was the proximate cause of the plaintiff's personal injury or death.

(c) If the entity was not in substantial compliance with controlling health standards:

(1) The plaintiff may pursue any claim recognized at common law or by statute; and

(2) The immunity described in paragraph (b) does not apply to the entity.

2. The court shall determine as a matter of law whether an entity was in substantial compliance with controlling health standards at the time of an alleged exposure to COVID-19. The plaintiff has the burden of establishing the entity was not in substantial compliance with controlling health standards.

3. As used in this section:

(a) "Controlling health standards" means any of the following that are clearly and conspicuously related to COVID-19 and that prescribed the manner in which an entity must operate at the time of the alleged exposure:

(1) A federal, state or local law, regulation or ordinance; or

(2) A written order or other document published by a federal, state or local government or regulatory body.

(b) "Entity" means a business, governmental entity or nonprofit organization and the officers and employees of the business, governmental entity or nonprofit organization.

(c) "Premises" means any real property located in this State.

(d) "Substantial compliance" means the good faith efforts of an entity to help control the spread of COVID-19 in conformity with controlling health standards. The entity may demonstrate substantial compliance by establishing policies and procedures to enforce and implement the controlling health standards in a reasonable manner. Isolated or unforeseen events of noncompliance with the controlling health standards do not demonstrate noncompliance by the entity.

Sec. 30. Chapter 76 of NRS is hereby amended by adding thereto a new section to read as follows:

1. In addition to the grounds for suspension or revocation of a state business license set forth in NRS 76.170, if a person who holds a state business license fails to comply with controlling health



standards, the Secretary of State may suspend the state business license of the person until the person complies, in good faith, with controlling health standards.

2. If the license is suspended, the Secretary of State shall provide written notice of the action to the person who holds the state business license.

3. As used in this section:

(a) "Controlling health standards" means any of the following that are clearly and conspicuously related to COVID-19 and that prescribed the manner in which a business must operate at the time the person allegedly failed to comply:

(1) A federal, state or local law, regulation or ordinance; or

(2) A written order or other document published by a federal, state or local government or regulatory body.

(b) "COVID-19" means:

(1) The novel coronavirus identified as SARS-CoV-2;

(2) Any mutation of the novel coronavirus identified as SARS-CoV-2; or

(3) A disease or health condition caused by the novel coronavirus identified as SARS-CoV-2.

Sec. 31. NRS 233B.039 is hereby amended to read as follows:

233B.039 1. The following agencies are entirely exempted from the requirements of this chapter:

(a) The Governor.

(b) Except as otherwise provided in NRS 209.221, the Department of Corrections.

(c) The Nevada System of Higher Education.

(d) The Office of the Military.

(e) The Nevada Gaming Control Board.

(f) Except as otherwise provided in NRS 368A.140 and 463.765, the Nevada Gaming Commission.

(g) Except as otherwise provided in NRS 425.620, the Division of Welfare and Supportive Services of the Department of Health and Human Services.

(h) Except as otherwise provided in NRS 422.390, the Division of Health Care Financing and Policy of the Department of Health and Human Services.

(i) Except as otherwise provided in NRS 533.365, the Office of the State Engineer.

(j) The Division of Industrial Relations of the Department of Business and Industry acting to enforce the provisions of NRS 618.375.



(k) The Administrator of the Division of Industrial Relations of the Department of Business and Industry in establishing and adjusting the schedule of fees and charges for accident benefits pursuant to subsection 2 of NRS 616C.260.

(l) The Board to Review Claims in adopting resolutions to carry out its duties pursuant to NRS 445C.310.

(m) The Silver State Health Insurance Exchange.

(n) The Cannabis Compliance Board.

2. Except as otherwise provided in subsection 5 and NRS 391.323, the Department of Education, the Board of the Public Employees' Benefits Program and the Commission on Professional Standards in Education are subject to the provisions of this chapter for the purpose of adopting regulations but not with respect to any contested case.

3. The special provisions of:

(a) Chapter 612 of NRS for the distribution of regulations by and the judicial review of decisions of the Employment Security Division of the Department of Employment, Training and Rehabilitation;

(b) Chapters 616A to 617, inclusive, of NRS for the determination of contested claims;

(c) Chapter 91 of NRS for the judicial review of decisions of the Administrator of the Securities Division of the Office of the Secretary of State; and

(d) NRS 90.800 for the use of summary orders in contested cases, ↪ prevail over the general provisions of this chapter.

4. The provisions of NRS 233B.122, 233B.124, 233B.125 and 233B.126 do not apply to the Department of Health and Human Services in the adjudication of contested cases involving the issuance of letters of approval for health facilities and agencies.

5. The provisions of this chapter do not apply to:

(a) Any order for immediate action, including, but not limited to, quarantine and the treatment or cleansing of infected or infested animals, objects or premises, made under the authority of the State Board of Agriculture, the State Board of Health, or any other agency of this State in the discharge of a responsibility for the preservation of human or animal health or for insect or pest control;

(b) An extraordinary regulation of the State Board of Pharmacy adopted pursuant to NRS 453.2184;

(c) A regulation adopted by the State Board of Education pursuant to NRS 388.255 or 394.1694;

(d) The judicial review of decisions of the Public Utilities Commission of Nevada;



(e) The adoption, amendment or repeal of policies by the Rehabilitation Division of the Department of Employment, Training and Rehabilitation pursuant to NRS 426.561 or 615.178;

(f) The adoption or amendment of a rule or regulation to be included in the State Plan for Services for Victims of Crime by the Department of Health and Human Services pursuant to NRS 217.130; ~~for~~

(g) The adoption, amendment or repeal of rules governing the conduct of contests and exhibitions of unarmed combat by the Nevada Athletic Commission pursuant to NRS 467.075 ~~to~~; **or**

(h) The adoption, amendment or repeal of regulations by the Director of the Department of Health and Human Services pursuant to sections 11 to 14, inclusive, of this act.

6. The State Board of Parole Commissioners is subject to the provisions of this chapter for the purpose of adopting regulations but not with respect to any contested case.

Sec. 32. NRS 239.010 is hereby amended to read as follows:

239.010 1. Except as otherwise provided in this section and NRS 1.4683, 1.4687, 1A.110, 3.2203, 41.071, 49.095, 49.293, 62D.420, 62D.440, 62E.516, 62E.620, 62H.025, 62H.030, 62H.170, 62H.220, 62H.320, 75A.100, 75A.150, 76.160, 78.152, 80.113, 81.850, 82.183, 86.246, 86.54615, 87.515, 87.5413, 87A.200, 87A.580, 87A.640, 88.3355, 88.5927, 88.6067, 88A.345, 88A.7345, 89.045, 89.251, 90.730, 91.160, 116.757, 116A.270, 116B.880, 118B.026, 119.260, 119.265, 119.267, 119.280, 119A.280, 119A.653, 119A.677, 119B.370, 119B.382, 120A.690, 125.130, 125B.140, 126.141, 126.161, 126.163, 126.730, 127.007, 127.057, 127.130, 127.140, 127.2817, 128.090, 130.312, 130.712, 136.050, 159.044, 159A.044, 172.075, 172.245, 176.01249, 176.015, 176.0625, 176.09129, 176.156, 176A.630, 178.39801, 178.4715, 178.5691, 179.495, 179A.070, 179A.165, 179D.160, 200.3771, 200.3772, 200.5095, 200.604, 202.3662, 205.4651, 209.392, 209.3923, 209.3925, 209.419, 209.429, 209.521, 211A.140, 213.010, 213.040, 213.095, 213.131, 217.105, 217.110, 217.464, 217.475, 218A.350, 218E.625, 218F.150, 218G.130, 218G.240, 218G.350, 226.300, 228.270, 228.450, 228.495, 228.570, 231.069, 231.1473, 233.190, 237.300, 239.0105, 239.0113, 239.014, 239B.030, 239B.040, 239B.050, 239C.140, 239C.210, 239C.230, 239C.250, 239C.270, 239C.420, 240.007, 241.020, 241.030, 241.039, 242.105, 244.264, 244.335, 247.540, 247.550, 247.560, 250.087, 250.130, 250.140, 250.150, 268.095, 268.0978, 268.490, 268.910, 269.174, 271A.105, 281.195, 281.805, 281A.350, 281A.680, 281A.685, 281A.750, 281A.755, 281A.780, 284.4068, 286.110, 286.118,



287.0438, 289.025, 289.080, 289.387, 289.830, 293.4855, 293.5002, 293.503, 293.504, 293.558, 293.5757, 293.870, 293.906, 293.908, 293.910, 293B.135, 293D.510, 331.110, 332.061, 332.351, 333.333, 333.335, 338.070, 338.1379, 338.1593, 338.1725, 338.1727, 348.420, 349.597, 349.775, 353.205, 353A.049, 353A.085, 353A.100, 353C.240, 360.240, 360.247, 360.255, 360.755, 361.044, 361.2242, 361.610, 365.138, 366.160, 368A.180, 370.257, 370.327, 372A.080, 378.290, 378.300, 379.0075, 379.008, 379.1495, 385A.830, 385B.100, 387.626, 387.631, 388.1455, 388.259, 388.501, 388.503, 388.513, 388.750, 388A.247, 388A.249, 391.033, 391.035, 391.0365, 391.120, 391.925, 392.029, 392.147, 392.264, 392.271, 392.315, 392.317, 392.325, 392.327, 392.335, 392.850, 393.045, 394.167, 394.16975, 394.1698, 394.447, 394.460, 394.465, 396.3295, 396.405, 396.525, 396.535, 396.9685, 398A.115, 408.3885, 408.3886, 408.3888, 408.5484, 412.153, 414.280, 416.070, 422.2749, 422.305, 422A.342, 422A.350, 425.400, 427A.1236, 427A.872, 432.028, 432.205, 432B.175, 432B.280, 432B.290, 432B.407, 432B.430, 432B.560, 432B.5902, 432C.140, 432C.150, 433.534, 433A.360, 437.145, 437.207, 439.4941, 439.840, 439.914, 439B.420, 439B.754, 439B.760, 440.170, 441A.195, 441A.220, 441A.230, 442.330, 442.395, 442.735, 442.774, 445A.665, 445B.570, 445B.7773, 449.209, 449.245, 449.4315, 449A.112, 450.140, 450B.188, 453.164, 453.720, 453A.610, 453A.700, 458.055, 458.280, 459.050, 459.3866, 459.555, 459.7056, 459.846, 463.120, 463.15993, 463.240, 463.3403, 463.3407, 463.790, 467.1005, 480.535, 480.545, 480.935, 480.940, 481.063, 481.091, 481.093, 482.170, 482.5536, 483.340, 483.363, 483.575, 483.659, 483.800, 484A.469, 484E.070, 485.316, 501.344, 503.452, 522.040, 534A.031, 561.285, 571.160, 584.655, 587.877, 598.0964, 598.098, 598A.110, 599B.090, 603.070, 603A.210, 604A.303, 604A.710, 612.265, 616B.012, 616B.015, 616B.315, 616B.350, 618.341, 618.425, 622.238, 622.310, 623.131, 623A.137, 624.110, 624.265, 624.327, 625.425, 625A.185, 628.418, 628B.230, 628B.760, 629.047, 629.069, 630.133, 630.2673, 630.30665, 630.336, 630A.555, 631.368, 632.121, 632.125, 632.3415, 632.405, 633.283, 633.301, 633.4715, 633.524, 634.055, 634.214, 634A.185, 635.158, 636.107, 637.085, 637B.288, 638.087, 638.089, 639.2485, 639.570, 640.075, 640A.220, 640B.730, 640C.580, 640C.600, 640C.620, 640C.745, 640C.760, 640D.190, 640E.340, 641.090, 641.221, 641.325, 641A.191, 641A.262, 641A.289, 641B.170, 641B.282, 641B.460, 641C.760, 641C.800, 642.524, 643.189, 644A.870, 645.180, 645.625, 645A.050, 645A.082, 645B.060, 645B.092, 645C.220, 645C.225, 645D.130, 645D.135, 645G.510,



645H.320, 645H.330, 647.0945, 647.0947, 648.033, 648.197, 649.065, 649.067, 652.228, 653.900, 654.110, 656.105, 657A.510, 661.115, 665.130, 665.133, 669.275, 669.285, 669A.310, 671.170, 673.450, 673.480, 675.380, 676A.340, 676A.370, 677.243, 678A.470, 678C.710, 678C.800, 679B.122, 679B.124, 679B.152, 679B.159, 679B.190, 679B.285, 679B.690, 680A.270, 681A.440, 681B.260, 681B.410, 681B.540, 683A.0873, 685A.077, 686A.289, 686B.170, 686C.306, 687A.110, 687A.115, 687C.010, 688C.230, 688C.480, 688C.490, 689A.696, 692A.117, 692C.190, 692C.3507, 692C.3536, 692C.3538, 692C.354, 692C.420, 693A.480, 693A.615, 696B.550, 696C.120, 703.196, 704B.325, 706.1725, 706A.230, 710.159, 711.600, **and section 13 of this act**, sections 35, 38 and 41 of chapter 478, Statutes of Nevada 2011 and section 2 of chapter 391, Statutes of Nevada 2013 and unless otherwise declared by law to be confidential, all public books and public records of a governmental entity must be open at all times during office hours to inspection by any person, and may be fully copied or an abstract or memorandum may be prepared from those public books and public records. Any such copies, abstracts or memoranda may be used to supply the general public with copies, abstracts or memoranda of the records or may be used in any other way to the advantage of the governmental entity or of the general public. This section does not supersede or in any manner affect the federal laws governing copyrights or enlarge, diminish or affect in any other manner the rights of a person in any written book or record which is copyrighted pursuant to federal law.

2. A governmental entity may not reject a book or record which is copyrighted solely because it is copyrighted.

3. A governmental entity that has legal custody or control of a public book or record shall not deny a request made pursuant to subsection 1 to inspect or copy or receive a copy of a public book or record on the basis that the requested public book or record contains information that is confidential if the governmental entity can redact, delete, conceal or separate, including, without limitation, electronically, the confidential information from the information included in the public book or record that is not otherwise confidential.

4. If requested, a governmental entity shall provide a copy of a public record in an electronic format by means of an electronic medium. Nothing in this subsection requires a governmental entity to provide a copy of a public record in an electronic format or by means of an electronic medium if:

(a) The public record:

(1) Was not created or prepared in an electronic format; and



(2) Is not available in an electronic format; or
(b) Providing the public record in an electronic format or by means of an electronic medium would:

(1) Give access to proprietary software; or
(2) Require the production of information that is confidential and that cannot be redacted, deleted, concealed or separated from information that is not otherwise confidential.

5. An officer, employee or agent of a governmental entity who has legal custody or control of a public record:

(a) Shall not refuse to provide a copy of that public record in the medium that is requested because the officer, employee or agent has already prepared or would prefer to provide the copy in a different medium.

(b) Except as otherwise provided in NRS 239.030, shall, upon request, prepare the copy of the public record and shall not require the person who has requested the copy to prepare the copy himself or herself.

Sec. 33. NRS 463.120 is hereby amended to read as follows:

463.120 1. The Board and the Commission shall cause to be made and kept a record of all proceedings at regular and special meetings of the Board and the Commission. These records are open to public inspection.

2. The Board shall maintain a file of all applications for licenses under this chapter and chapter 466 of NRS, together with a record of all action taken with respect to those applications. The file and record are open to public inspection.

3. The Board and the Commission may maintain such other files and records as they may deem desirable.

4. Except as otherwise provided in this section, all information and data:

(a) Required by the Board or Commission to be furnished to it under chapters 462 to 466, inclusive, of NRS or any regulations adopted pursuant thereto or which may be otherwise obtained relative to the finances, earnings or revenue of any applicant or licensee;

(b) Pertaining to an applicant's or natural person's criminal record, antecedents and background which have been furnished to or obtained by the Board or Commission from any source;

(c) Provided to the members, agents or employees of the Board or Commission by a governmental agency or an informer or on the assurance that the information will be held in confidence and treated as confidential;

(d) Obtained by the Board from a manufacturer, distributor or operator, or from an operator of an inter-casino linked system,



relating to the manufacturing of gaming devices or the operation of an inter-casino linked system; ~~for~~

(e) *Obtained by the Board from a public accommodation facility pursuant to section 13 of this act; or*

(f) Prepared or obtained by an agent or employee of the Board or Commission pursuant to an audit, investigation, determination or hearing,

↪ are confidential and may be revealed in whole or in part only in the course of the necessary administration of this chapter or upon the lawful order of a court of competent jurisdiction. The Board and Commission may reveal such information and data to an authorized agent of any agency of the United States Government, any state or any political subdivision of a state or the government of any foreign country. Notwithstanding any other provision of state law, such information may not be otherwise revealed without specific authorization by the Board or Commission.

5. Notwithstanding any other provision of state law, any and all information and data prepared or obtained by an agent or employee of the Board or Commission relating to an application for a license, a finding of suitability or any approval that is required pursuant to the provisions of chapters 462 to 466, inclusive, of NRS or any regulations adopted pursuant thereto, are confidential and absolutely privileged and may be revealed in whole or in part only in the course of the necessary administration of such provisions and with specific authorization and waiver of the privilege by the Board or Commission. The Board and Commission may reveal such information and data to an authorized agent of any agency of the United States Government, any state or any political subdivision of a state or the government of any foreign country.

6. Notwithstanding any other provision of state law, if any applicant or licensee provides or communicates any information and data to an agent or employee of the Board or Commission in connection with its regulatory, investigative or enforcement authority:

(a) All such information and data are confidential and privileged and the confidentiality and privilege are not waived if the information and data are shared or have been shared with an authorized agent of any agency of the United States Government, any state or any political subdivision of a state or the government of any foreign country in connection with its regulatory, investigative or enforcement authority, regardless of whether such information and



data are shared or have been shared either before or after being provided or communicated to an agent or employee of the Board or Commission; and

(b) The applicant or licensee has a privilege to refuse to disclose, and to prevent any other person or governmental agent, employee or agency from disclosing, the privileged information and data.

7. Before the beginning of each legislative session, the Board shall submit to the Legislative Commission for its review and for the use of the Legislature a report on the gross revenue, net revenue and average depreciation of all licensees, categorized by class of licensee and geographical area and the assessed valuation of the property of all licensees, by category, as listed on the assessment rolls.

8. Notice of the content of any information or data furnished or released pursuant to subsection 4 may be given to any applicant or licensee in a manner prescribed by regulations adopted by the Commission.

9. The files, records and reports of the Board are open at all times to inspection by the Commission and its authorized agents.

10. All files, records, reports and other information pertaining to gaming matters in the possession of the Nevada Tax Commission must be made available to the Board and the Nevada Gaming Commission as is necessary to the administration of this chapter.

11. For the purposes of this section, "information and data" means all information and data in any form, including, without limitation, any oral, written, audio, visual, digital or electronic form, and the term includes, without limitation, any account, book, correspondence, file, message, paper, record, report or other type of document, including, without limitation, any document containing self-evaluative assessments, self-critical analysis or self-appraisals of an applicant's or licensee's compliance with statutory or regulatory requirements.

Sec. 33.5. There is hereby appropriated from the State General Fund to the Legislative Fund created by NRS 218A.150 the sum of \$410,000 for the costs of the 32nd Special Session.

Sec. 34. The provisions of sections 24 to 29, inclusive, of this act apply only to a cause of action or claim arising from a personal injury or death specified in section 29 of this act that accrues before, on or after the effective date of this act and before the later of:

1. The date on which the Governor terminates the emergency described in the Declaration of Emergency for COVID-19 issued on March 12, 2020; or
2. July 1, 2023.



Sec. 35. 1. Within 15 days after the effective date of this act, the Chief of the Budget Division of the Office of Finance created by NRS 223.400 shall transfer from Budget Account 101-1327:

(a) The sum of \$2,000,000 to the Southern Nevada Health District created pursuant to NRS 439.362 to enforce the provisions of sections 4 to 15, inclusive, of this act and the regulations adopted thereto.

(b) The sum of \$500,000 to the Washoe County Health District created pursuant to NRS 439.370 to enforce the provisions of sections 4 to 15, inclusive, of this act and the regulations adopted thereto.

2. All money transferred pursuant to subsection 1 must be expended by the recipient health district on or before December 30, 2020. Any remaining balance of the money must not be committed for expenditure on or after December 30, 2020, by the recipient health district or any entity to which the money is granted or otherwise transferred in any manner, and any portion of the money remaining must not be spent for any purpose after December 30, 2020, by either the recipient health district or the entity to which the money was subsequently granted or transferred, and must be reverted to Budget Account 101-1327 on or before December 30, 2020.

Sec. 36. 1. The Director of the Department of Health and Human Services shall adopt the initial regulations required by sections 11 to 14, inclusive, of this act not later than 20 days after the effective date of this act.

2. Notwithstanding the 15-day requirement set forth in section 15 of this act, a district board of health of a health district, as required by section 15 of this act, shall adopt regulations that are substantively identical to the regulations adopted by the Director pursuant to subsection 1 within 30 days after the effective date of this act or within 10 days after the adoption of the regulations by the Director pursuant to subsection 1, whichever is earlier.

Sec. 37. The provisions of NRS 354.599 do not apply to any additional expenses of a local government that are related to the provisions of this act.

Sec. 38. Notwithstanding the provisions of NRS 218D.430 and 218D.435, a committee may vote on this act before the expiration of the period prescribed for the return of a fiscal note in NRS 218D.475. This section applies retroactively from and after August 1, 2020.

Sec. 39. 1. This act becomes effective upon passage and approval.

2. Section 30 of this act expires by limitation on the later of:



- (a) The date on which the Governor terminates the emergency described in the Declaration of Emergency for COVID-19 issued on March 12, 2020; or
- (b) July 1, 2023.

20 ~~~~~ 20



Lyon County School District Board Memo

Date: November 17, 2020
To: Board of School Trustees
From: Wayne Workman, Superintendent
Re: Continued Monitoring and Update of FY21 Budget

Requested by:

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

Recommendation

That the Board of Trustees provide guidance regarding the District budget in preparation for the augmented FY 21 budget to be presented at the November 17, 2020 and December 15, 2020 Board of School Trustees Meetings.

Background Information

Enrollment—We provide our most up-to-date enrollment numbers and associated projections. Our October 12, 2020 count of enrolled individuals for DSA purposes is 8,820. In comparison, our November 6, 2020 count of enrolled individuals for DSA purposes is 8,848. An increase of 28 students. As predicted, we continue to see fluctuations in enrollment and will continue to update the board as needed.

FY2020 Annual Financial Audit—We anticipate presenting the District’s June 30, 2020 Annual Financial Audit at the December 17, 2020 Board of School Trustees’ meeting for the Board’s approval. The audit is underway and progressing as expected. With the completion of the audit, the District will have the necessary information to finalize the FY 2021 budget augmentation. This is an opportunity for the District to develop a budget based on actual FY 2020 General Fund ending balance, final Distributive School Account (DSA) guaranteed per pupil amounts, and current Average Daily Enrollment (ADE) numbers.

General Fund—It is anticipated that the FY 2021 General Fund ending balance will end favorable once we have final audited numbers. We continue to utilize conservative practices in our development of the budget.

Using our updated ending fund balance as a beginning fund balance for FY 2021, we have changed the following in our budget: incorporated the raises into salaries and benefits across all positions; included purchases for buses and vehicles not included in the prior budget; increased technology supplies expense to account over all categories at a higher rate to account for inflation and growth; central services was increased at a higher rate to account to improvements to our network security.

Should the need arise to make additional budget adjustments, these items will be presented at the December 17, 2020 Board of School Trustees meeting.

Federal, State, and Private Grants—Specifics for each of these funding sources will be included in the Final Augmented Budget prepared for the December 17, 2020 Board of School Trustees’ Meeting.

Capital Projects, Bond Projects, Building and Sites, and Residential Construction Tax—Each of these funds will be updated for the December 17, 2020, Board of School Trustees’ Meeting based on information from the FY 2021 Annual Financial Audit. In addition, an updated Capital Improvement Plan will be presented for approval.

Budget Considerations

District management will prepare the final augmented FY 2021 budget for the December 15, 2020 Board of School Trustees meeting.

Attachments

Lyon County School District FY 2021 Augmented Budget

Respectfully Submitted,

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



25 EAST GOLDFIELD AVENUE
YERINGTON, NEVADA 89447

SUPERINTENDENT
Wayne Workman

(775) 463-6800
FAX (775) 463-6808

DEPUTY SUPERINTENDENT
Tim Logan

May 26, 2020

Nevada Department of Taxation
1550 East College Parkway, Suite 115
Carson City, NV 89706-7921

Lyon County School District herewith submits the Augmented Final Budget for the fiscal year ending June 30, 2021.

This budget contains two funds, including Debt Service, requiring property tax revenues totaling \$.

The property tax rates computed herein are based on preliminary data. If the final state computed revenue limitation permits, the tax rate will be increased by an amount not to exceed zero. If the final computation requires, the tax rate will be lowered.

This budget contains fourteen governmental fund types with estimated expenditures of \$.
and three proprietary funds with estimated expenses of \$.

Copies of this budget have been filed for public record and inspection in the offices enumerated in NRS 354.596 (Local Government Budget and Finance Act).

CERTIFICATION

APPROVED BY THE GOVERNING BOARD

I, Spencer Winward, Finance Manager/
Comptroller, certify that all applicable
funds and financial operations of this
Local Government are listed herein

Signed _____

Dated: 12/15/2020 _____

SCHEDULED PUBLIC HEARING:

Date and Time 12/15/2020 6:30 p.m. _____

Publication Dates May 6 & 13, 2020 _____

Place: TBA _____

TBA _____

BOARD OF TRUSTEES
President Neal McIntyre • Clerk Holly Villines • Member Kimber LA Crabtree
Member Barbara Jones • Member Sherry Parsons • Member Bridget Peterson • Member John Stevens

**Lyon County School District
Final Budget
For Fiscal Year Ending June 30, 2021**

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TOTAL EMPLOYEE INFORMATION

	ACTUAL YEAR ENDING 06/30/19	ACTUAL YEAR ENDING 06/30/20	ESTIMATED YEAR ENDING 06/30/2021
FTE Total Employees	<u>1003</u>	<u>1,025</u>	<u>1,025</u>
FTE Classroom teachers	<u>511</u>	<u>527</u>	<u>527</u>

ENROLLMENT AND BASIC SUPPORT GUARANTEE INFORMATION

	ACTUAL YEAR YEAR ENDING 06/30/19	ACTUAL ADE* YEAR ENDING 06/30/20	ESTIMATED ADE* YEAR ENDING 06/30/21
1 Pre-kindergarten (NRS 388.490)	<u>130.00 x .6 = 78.00</u>	<u>121.00 x .6 = 72.60</u>	<u>121 x .6 = -</u>
2 Kindergarten	<u>693.00</u>	<u>617.00</u>	<u>611.00</u>
3 Elementary	<u>4,131.00</u>	<u>4,079.00</u>	<u>3,944.00</u>
4 Secondary	<u>3,849.00</u>	<u>4,088.00</u>	<u>4,188.00</u>
5 Ungraded	<u> </u>	<u> </u>	<u> </u>
6. Subtotal	<u>8,751.00</u>	<u>8,856.60</u>	<u>8,743.00</u>
7. Deduct students transported into Nevada from out-of-state	<u>-</u>	<u>-</u>	<u>-</u>
8. Add students transported to another state	<u> </u>	<u> </u>	<u>-</u>
9. Total WEIGHTED enrollment	<u>8,751.00</u>	<u>8,856.60</u>	<u>8,743.00</u>

10. Basic support per student amount for your district, Year Year Ending 06/30/21	<u>7,836</u>	
11. Total basic support for enrollees (Line 9 times Line 10)		<u>68,510,148</u>
12. Estimated number of special education program units Amount per Unit: X <u> </u>	=	<u>4,012,938</u>
13. TOTAL BASIC SUPPORT GUARANTEE (Line 11 + Line 12)		<u>72,523,086</u>

LESS LOCAL FUNDS AVAILABLE:

14. 2.60 percent Local School Support Tax (LSST)	<u>12,854,689</u>
14.1 Charter School Outside Revenues	<u>240,999</u>
15. 25 cent Property Tax	<u>3,792,012</u>
16. STATE SHARE (Line 8 - Line 9 - Line 10)	<u>55,635,386</u>

REVENUE TO: Special Education Special Revenue Fund	\$ <u>4,319,530</u>
General Fund	\$ <u>51,315,856</u>

17. Estimated REGULAR Adult High School Diploma Program Revenue	<u>250,097</u>
Indicate fund to be used: <input type="checkbox"/> General Fund <input checked="" type="checkbox"/> Special Revenue	
18. Estimated PRISON Adult High School Diploma Program Revenue	
Indicate fund to be used: <input type="checkbox"/> General Fund <input type="checkbox"/> Special Revenue	
19. Other anticipated DSA revenue (describe):	
Indicate fund to be used: <input type="checkbox"/> General Fund <input type="checkbox"/> Special Revenue	
20. Total projected DSA revenue for Year Year Ending 06/30/21 (Lines 16, 17, 18, 19)	<u>55,885,483</u>

School District Lyon County School District

* ADE = Average Daily Enrollment

SUMMARY OF PROPERTY TAX BASE

(A) Assessed Valuation (excluding Net Proceeds of Mines) \$ 2,271,246,893 (B2) Tax from Net Proceeds Unavailable for Appropriation 2019/2020 (CY 19) _____

(B1) Net Proceeds of Mines \$ 1,174,499

(C) TOTAL ASSESSED VALUE \$ 2,272,421,392 (This number to be provided by the Dept. of Taxation from NPM filings as of 4/1/20.)

(1) FUND	(2) OPENING FUND BALANCE	(3) NONPROPERTY TAX RESOURCES	(4) PROPERTY TAX RESOURCES	(5) TAX RATE	(6) TRANSFERS IN	(7) TOTAL FUND RESOURCES
GENERAL FUND						
1000 Local		15,466,558	11,376,036	0.75%		26,842,594
3000 State		51,315,856				51,315,856
4000 Federal		487,000				487,000
Opening Balance	8,500,000					8,500,000
Other Sources						-
General Subtotal	8,500,000	67,269,414	11,376,036	0.75%	-	87,145,450
DEBT SERVICE	6,513,960	20,000	8,899,095	0.5867%		15,433,055
SUBTOTAL	15,013,960	67,289,414	20,275,131	1.3367%	-	102,578,505
OTHER FUNDS:						
Special Education	299,885	4,319,530			9,100,000	13,719,415
Medicaid	19,218	500,000				519,218
Federal Grants	-	-				-
Insurance Loss Fund	-	-				-
Federal School Lunch	311,798	3,555,000			-	3,866,798
Adult Diploma	-	-				-
Class Size Reduction	-	2,077,149				2,077,149
Private Donations & Grants	-	-				-
State Grants	-	-				-
Bond Projects	17,721,603	-				17,721,603
Capital Projects	2,069,493	939,060				3,008,553
Building & Sites	194,712	9,600				204,312
Residential Construction Tax	1,780,120	288,000				2,068,120
Proprietary:						
Workers Comp Insurance	1,163,635	590,000				1,753,635
Unemployment Insurance	998,536	155,000				1,153,536
Group Insurance	652,851	-				652,851
SUBTOTAL OTHER FUNDS	25,211,851	12,433,339	-		9,100,000	46,745,190
TOTAL ALL FUNDS	40,225,811	79,722,753	20,275,131		9,100,000	149,323,695
Less: Interfund Transfers					(9,100,000)	(9,100,000)
NET ALL FUNDS	40,225,811	79,722,753	20,275,131		-	140,223,695

Lyon County School District

All Funds - Budgeted Resources

Page 4
Budget Fiscal Year 2020-2021
Schedule AA

**ATTACHMENT TO SCHEDULE AA
CALCULATION OF ALLOWED AD VALOREM REVENUES FOR SCHOOL DISTRICTS**

	(1) ASSESSED VALUATION (Excluding Net Proceeds of Mines)	(2) TAX RATE LEVIED	(3) TOTAL PREABATED AD VALOREM REVENUE [(1)X(2)/100]	(4) AD VALOREM TAX ABATEMENT [(3)-(5)]	(5) BUDGETED ABATED AD VALOREM REVENUE
A. SCHOOL OPERATING:					
Property Tax Subject to Revenue Limitations	2,271,246,893	0.75%	17,034,352	5,658,316	11,376,036
Net Proceeds revenue reserved per NRS 387.195 [Sch. AA (B2)]	XXXXXXXXXXXXXXXXXXXX	XXXXXXXXXXXX	XXXXXXXXXXXXXXXXXXXX	XXXXXXXXXXXXXXXXXXXX	-
Total School Operating:					11,376,036
B. SCHOOL DEBT:					
Property Tax Subject to Revenue Limitations	2,271,246,893	0.5867%	13,325,406	4,426,311	8,899,095
Net Proceeds of Minerals	XXXXXXXXXXXXXXXXXXXX	XXXXXXXXXXXX	XXXXXXXXXXXXXXXXXXXX	XXXXXXXXXXXXXXXXXXXX	
Total School Debt:					8,899,095
C. TOTAL OPERATING AND DEBT					20,275,131

Notes:

- (1) Column (1) Assessed Valuation is available from the March 15th Final Revenue Projections.
- (2) Column (5) Budgeted Abated Ad Valorem Revenue - can be obtained from the "Net Tax less Redevelopment and LEED Abatement" column of the March 25th Proforma Ad Valorem Revenue Report.
- (3) Ad Valorem revenue shortfall created as a result of the tax abatement may be supplemented through the Distributive School Account (DSA).

(1) PROGRAM OR FUNCTION	(2) SALARIES AND WAGES	(3) EMPLOYEE BENEFITS	(4) SERVICES SUPPLIES AND OTHER	(5) TRANSFERS OUT	(6) CONTINGENCY	(5) ENDING FUND BALANCE	(6) TOTAL FUND REQUIRE- MENTS
GENERAL FUND							
100 Regular	22,811,957	9,530,109	2,213,943				34,556,009
200 Special	215,207	85,906	-				301,113
300 Vocational & Technical	1,128,965	465,939	119,329				1,714,234
400 Other PK-12	1,448,976	590,891	48,746				2,088,613
500 Nonpublic School							-
600 Adult Education	24,642	5,511	23,950				54,103
800 Community Services							-
900 Co-curricular & Extra Curricular	1,062,357	86,136	764,676				1,913,169
000 Undistributed Expenditures							-
2000 Support Services	17,638,349	6,712,216	9,129,355				33,479,920
3000 Noninstructional Services							-
4000 Facility Acquisition and Construction							-
6100 Interdistrict Payments							-
6200 Fund Transfers				9,100,000			9,100,000
6300 Contingency					500,000		500,000
8000 Ending Balance						3,438,289	3,438,289
NPM - Reserved Per NRS 387.1235							
Other							
Total Ending Fund Balance							
General Subtotal	44,330,454	17,476,708	12,299,999	9,100,000	500,000	3,438,289	87,145,450
DEBT SERVICE			8,240,568			7,192,487	15,433,055
SUBTOTAL APPROPRIATION FUNDS	44,330,454	17,476,708	20,540,567	9,100,000	500,000	10,630,776	102,578,505
OTHER FUNDS: (List)							
Special Education	9,426,801	3,898,813	432,344		-	(38,543)	13,719,415
Medicaid	223,175	107,955	168,511	-		19,577	519,218
Federal Grants	-	-	-			-	-
Insurance Loss Fund							-
Federal School Lunch	492,144	246,460	3,105,782			22,412	3,866,798
Adult Diploma	-	-	-			-	-
Class Size Reduction	1,442,465	634,684				-	2,077,149
Private Donations & Grants							-
State Grants	-	-	-				-
Bond Projects			12,050,000			5,671,603	17,721,603
Capital Projects			2,465,000		-	543,553	3,008,553
Building & Sites			175,000		-	29,312	204,312
Residential Construction Tax			1,616,000			452,120	2,068,120
Proprietary:							
Workers Comp Insurance		580,000	135,050			1,038,585	1,753,635
Unemployment Insurance		20,000				1,133,536	1,153,536
Group Insurance						652,851	652,851
SUBTOTAL OTHER FUNDS	11,584,585	5,487,912	20,147,687	-	-	9,525,006	46,745,190
TOTAL ALL FUNDS	55,915,039	22,964,620	40,688,254	9,100,000	500,000	20,155,782	149,323,695
Less: Interfund Transfers				(9,100,000)			(9,100,000)
NET ALL FUNDS	55,915,039	22,964,620	40,688,254	-	500,000	20,155,782	140,223,695

REVENUE	(3)	(4)	(5)
	5/26/2020 FINAL BUDGET	BUDGET YEAR ENDING 06/30/21 Revision	12/15/2020 AMENDED APPROVED
1000 LOCAL SOURCES			
1100 Tax Revenue			
1110 Property Taxes	11,376,036	-	11,376,036
1111 Net Proceeds of Mines		-	
1112 Net Proceeds of Mines - Prior Year		-	
1120 School Support Taxes	12,854,689	-	12,854,689
1150 Residential Construction Tax		-	
1190 Other Taxes	20,000	-	20,000
1191 Franchise Taxes	150,000	-	150,000
1192 Governmental Services Tax	2,400,869	-	2,400,869
1200 Local Gov Units - Not School Districts		-	
1300 Tuition		-	
1400 Transportation Fees		-	
1500 Earnings on Investments	15,000	-	15,000
1600 Food Service Revenue		-	
1611 Daily Sales - School Lunch		-	
1612 Daily Sales - School Breakfast		-	
1613 Daily Sales - Special Milk		-	
1614 Daily Sales - After-School Program		-	
1700 District Activities Revenue		-	
1800 Community Service Activities		-	
1900 Other Revenues	20,000	-	20,000
1910 Rentals	6,000	-	6,000
1920 Donations		-	
1950/60 Services Provided other Governments		-	
1990 Miscellaneous		-	
TOTAL LOCAL SOURCES	26,842,594	-	26,842,594
3000 REVENUE FROM STATE SOURCES			
3110 Distributive School Fund	51,520,678	(204,822)	51,315,856
3115 Special Education - DSA Funding		-	
3200 Restricted Funding/Grants-in-Aid Rev		-	
3210 Special Transportation		-	-
3220 Adult High School Diploma		-	-
3230 Class Size Reduction		-	-
3800 In Lieu of Taxes		-	
3900 For/on behalf of School District		-	
TOTAL STATE SOURCES	51,520,678	(204,822)	51,315,856
4000 FEDERAL SOURCES			
4100 Unrestricted - Direct Fed Gov't			
4200 Unrestricted - State Agency			
4300 Restricted - Direct			
4500 Restricted - State Agency			
4700 Forest Reserve	25,000	-	25,000
4703 E-Rate	462,000	-	462,000
4800 Revenue in Lieu of Taxes		-	
4900 Revenue for-on behalf of School District		-	
TOTAL FEDERAL SOURCES	487,000	-	487,000

Lyon County School District
General Fund

OTHER RESOURCES AND FUND BALANCE	(3)	(4)	(5)
	BUDGET YEAR ENDING 06/30/21		
	5/26/2020 FINAL BUDGET	Revision	12/15/2020 AMENDED APPROVED
5000 OTHER FINANCING SOURCES			
5100 Issuance of Bonds			
5110 Bond Principal			
5120 Premium/Discount of Bond Sale			
5200 Transfers from Other Funds			
5300 Gain/Loss on Disposal of Assets			
5400 Loan Proceeds (> 12 months)			
5500 Capital lease Proceeds			
5600 Other Long-Term Debt Proceeds			
TOTAL OTHER FINANCING SOURCES	-	-	-
8000 OPENING FUND BALANCE			
Reserved Opening Balance (NPM)			
Opening Balance (Other)	5,257,459		8,500,000
TOTAL OPENING FUND BALANCE	5,257,459		8,500,000
Prior Period Adjustments			
Residual Equity Transfers			
TOTAL ALL RESOURCES	84,107,731	3,037,719	87,145,450

Lyon County School District
 General Fund

PROGRAM FUNCTION OBJECT	(3) (4) (5) BUDGET YEAR ENDING 06/30/21		
	5/26/2020 FINAL BUDGET	Revision	12/15/2020 AMENDED APPROVED
100 REGULAR PROGRAMS			
1000 Instruction			
100 Salaries	22,147,531	664,426	22,811,957
200 Benefits	9,252,533	277,576	9,530,109
300/400/500 Purchased Services	217,248	6,517	223,765
600 Supplies	1,925,226	57,757	1,982,983
700 Property		-	
800/900 Miscellaneous & Other	6,985	210	7,195
2700 Student Transportation		-	
100 Salaries		-	
200 Benefits		-	
300/400/500 Purchased Services		-	
600 Supplies		-	
700 Property		-	
800/900 Miscellaneous & Other		-	
2900 Other Direct Support		-	
100 Salaries		-	
200 Benefits		-	
300/400/500 Purchased Services		-	
600 Supplies		-	
700 Property		-	
800/900 Miscellaneous & Other		-	
100 TOTAL REGULAR PROGRAMS	33,549,523	1,006,486	34,556,009
200 SPECIAL PROGRAMS			
1000 Instruction			
100 Salaries			
200 Benefits			
300/400/500 Purchased Services			
600 Supplies			
700 Property			
800/900 Miscellaneous & Other			
2700 Student Transportation			
100 Salaries			
200 Benefits			
300/400/500 Purchased Services			
600 Supplies			
700 Property			
800/900 Miscellaneous & Other			
2900 Other Direct Support			
100 Salaries			
200 Benefits			
300/400/500 Purchased Services			
600 Supplies			
700 Property			
800/900 Miscellaneous & Other			
200 TOTAL SPECIAL PROGRAMS			

Lyon County School District
General Fund

PROGRAM FUNCTION OBJECT	(3)	(4)	(5)
	5/26/2020 FINAL BUDGET	BUDGET YEAR ENDING 06/30/21 Revision	12/15/2020 AMENDED APPROVED
270 GIFTED AND TALENTED			
1000 Instruction			
100 Salaries	208,939	6,268	215,207
200 Benefits	83,404	2,502	85,906
300/400/500 Purchased Services		-	
600 Supplies		-	
700 Property		-	
800/900 Miscellaneous & Other		-	
2700 Student Transportation		-	
100 Salaries		-	
200 Benefits		-	
300/400/500 Purchased Services		-	
600 Supplies		-	
700 Property		-	
800/900 Miscellaneous & Other		-	
2900 Other Direct Support		-	
100 Salaries		-	
200 Benefits		-	
300/400/500 Purchased Services		-	
600 Supplies		-	
700 Property		-	
800/900 Miscellaneous & Other		-	
270 TOTAL GIFTED AND TALENTED	292,343	8,770	301,113
300 VOCATIONAL & TECHNICAL			
1000 Instruction			
100 Salaries	1,096,083	32,882	1,128,965
200 Benefits	452,368	13,571	465,939
300/400/500 Purchased Services	36,922	-	36,922
600 Supplies	78,833	2,365	81,198
700 Property		-	
800/900 Miscellaneous & Other	1,209	-	1,209
2700 Student Transportation		-	
100 Salaries		-	
200 Benefits		-	
300/400/500 Purchased Services		-	
600 Supplies		-	
700 Property		-	
800/900 Miscellaneous & Other		-	
2900 Other Direct Support		-	
100 Salaries		-	
200 Benefits		-	
300/400/500 Purchased Services		-	
600 Supplies		-	
700 Property		-	
800/900 Miscellaneous & Other		-	
300 TOTAL VOCATIONAL & TECHNICAL	1,665,415	48,819	1,714,234

Lyon County School District
General Fund

PROGRAM FUNCTION OBJECT	(3)	(4)	(5)
	5/26/2020 FINAL BUDGET	BUDGET YEAR ENDING 06/30/21 Revision	12/15/2020 AMENDED APPROVED
400 OTHER INSTRUCTIONAL PROGRAMS			
1000 Instruction			
100 Salaries	1,347,593	80,856	1,428,449
200 Benefits	556,607	33,396	590,003
300/400/500 Purchased Services	30,934	-	30,934
600 Supplies	17,463	349	17,812
700 Property		-	
800/900 Miscellaneous & Other		-	
2700 Student Transportation		-	
100 Salaries		-	
200 Benefits		-	
300/400/500 Purchased Services		-	
600 Supplies		-	
700 Property		-	
800/900 Miscellaneous & Other		-	
2900 Other Direct Support		-	
100 Salaries		-	
200 Benefits		-	
300/400/500 Purchased Services		-	
600 Supplies		-	
700 Property		-	
800/900 Miscellaneous & Other		-	
400 TOTAL OTHER INSTR PROGRAMS	1,952,597	114,601	2,067,198
440 SUMMER SCHOOL			
1000 Instruction			
100 Salaries	20,125	403	20,528
200 Benefits	870	17	887
300/400/500 Purchased Services			
600 Supplies			
700 Property			
800/900 Miscellaneous & Other			
2700 Student Transportation			
100 Salaries			
200 Benefits			
300/400/500 Purchased Services			
600 Supplies			
700 Property			
800/900 Miscellaneous & Other			
2900 Other Direct Support			
100 Salaries			
200 Benefits			
300/400/500 Purchased Services			
600 Supplies			
700 Property			
800/900 Miscellaneous & Other			
440 TOTAL SUMMER SCHOOL	20,995	420	21,415

Lyon County School District
General Fund

PROGRAM FUNCTION OBJECT	(3)	(4)	(5)
	5/26/2020 FINAL BUDGET	BUDGET YEAR ENDING 06/30/21 Revision	12/15/2020 AMENDED APPROVED
600 ADULT EDUCATION PROGRAMS			
1000 Instruction			
100 Salaries	24,642	-	24,642
200 Benefits	5,511	-	5,511
300/400/500 Purchased Services	11,975	-	11,975
600 Supplies	11,975	-	11,975
700 Property			
800/900 Miscellaneous & Other			
2700 Student Transportation			
100 Salaries			
200 Benefits			
300/400/500 Purchased Services			
600 Supplies			
700 Property			
800/900 Miscellaneous & Other			
600 TOTAL ADULT EDUCATION PROGRAMS	54,103	-	54,103
800 COMMUNITY SERVICE PROGRAMS			
3300 Community Service Operations			
100 Salaries			
200 Benefits			
300/400/500 Purchased Services			
600 Supplies			
700 Property			
800/900 Miscellaneous & Other			
800 TOTAL COMMUNITY SVC PROGRAMS			

Lyon County School District
 General Fund

PROGRAM FUNCTION OBJECT	BUDGET YEAR ENDING 06/30/21		
	(3)	(4)	(5)
	5/26/2020 FINAL BUDGET	Revision	12/15/2020 AMENDED APPROVED
910 COCURRICULAR ACTIVITIES			
1000 Instruction			
100 Salaries	323,088	-	323,088
200 Benefits	12,289	-	12,289
300/400/500 Purchased Services	12,075	-	12,075
600 Supplies	5,987	-	5,987
700 Property		-	
800/900 Miscellaneous & Other	3,992	-	3,992
2700 Student Transportation		-	
100 Salaries		-	
200 Benefits		-	
300/400/500 Purchased Services		-	
600 Supplies		-	
700 Property		-	
800/900 Miscellaneous & Other	57,140	-	57,140
2900 Other Direct Support		-	
100 Salaries		-	
200 Benefits		-	
300/400/500 Purchased Services		-	
600 Supplies		-	
700 Property		-	
800/900 Miscellaneous & Other		-	
910 TOTAL COCURRICULAR ACTIVITIES	414,571	-	414,571
920 ATHLETICS			
1000 Instruction			
100 Salaries	739,269	-	739,269
200 Benefits	73,847	-	73,847
300/400/500 Purchased Services	174,629	-	174,629
600 Supplies	117,750	-	117,750
700 Property		-	
800/900 Miscellaneous & Other	12,972	-	12,972
2700 Student Transportation		-	
100 Salaries		-	
200 Benefits		-	
300/400/500 Purchased Services		-	
600 Supplies		-	
700 Property		-	
800/900 Miscellaneous & Other	380,131	-	380,131
2900 Other Direct Support		-	
100 Salaries		-	
200 Benefits		-	
300/400/500 Purchased Services		-	
600 Supplies		-	
700 Property		-	
800/900 Miscellaneous & Other		-	
920 TOTAL ATHLETICS	1,498,598	-	1,498,598

Lyon County School District
General Fund

PROGRAM FUNCTION OBJECT	(3)	(4)	(5)
	5/26/2020 FINAL BUDGET	BUDGET YEAR ENDING 06/30/21 Revision	12/15/2020 AMENDED APPROVED
000 UNDISTRIBUTED EXPENDITURES			
2100 Student Support			
100 Salaries	2,251,999	45,040	2,297,039
200 Benefits	888,031	17,761	905,792
300/400/500 Purchased Services	126,731	-	126,731
600 Supplies	17,038	682	17,720
700 Property		-	
800/900 Miscellaneous & Other	449	-	449
2100 SUBTOTAL	3,284,248	63,482	3,347,730
2200 Instruction Staff Support			
100 Salaries	1,158,535	23,171	1,181,706
200 Benefits	404,676	8,094	412,770
300/400/500 Purchased Services	132,793	-	132,793
600 Supplies	299,911	11,996	311,907
700 Property		-	
800/900 Miscellaneous & Other	3,492	-	3,492
2200 SUBTOTAL	1,999,407	43,261	2,042,668
2300 General Administration			
100 Salaries	818,937	16,379	835,316
200 Benefits	528,302	10,566	538,868
300/400/500 Purchased Services	316,058	62,000	378,058
600 Supplies	26,885	-	26,885
700 Property		-	
800/900 Miscellaneous & Other	172,489	(62,000)	110,489
2300 SUBTOTAL	1,862,671	26,945	1,889,616
2400 School Administration			
100 Salaries	5,494,037	109,881	5,603,918
200 Benefits	2,057,933	41,159	2,099,092
300/400/500 Purchased Services	192,583	-	192,583
600 Supplies	187,332	7,493	194,825
700 Property	31,133	-	31,133
800/900 Miscellaneous & Other	10,976	-	10,976
2400 SUBTOTAL	7,973,994	158,533	8,132,527
2500 Central Services			
100 Salaries	1,936,682	38,734	1,975,416
200 Benefits	639,402	12,788	652,190
300/400/500 Purchased Services	1,000,759	-	1,000,759
600 Supplies	1,164,509	285,491	1,450,000
700 Property	428,777	17,151	445,928
800/900 Miscellaneous & Other	27,585	-	27,585
2500 SUBTOTAL	5,197,714	354,164	5,551,878

Lyon County School District
 General Fund

PROGRAM FUNCTION OBJECT	(3)	(4)	(5)
	BUDGET YEAR ENDING 06/30/21		
	5/26/2020 FINAL BUDGET	Revision	12/15/2020 AMENDED APPROVED
2600 Operating/Maintenance Plant Service			
100 Salaries	3,508,595	70,172	3,578,767
200 Benefits	1,246,619	24,932	1,271,551
300/400/500 Purchased Services	1,343,113	94,018	1,437,131
600 Supplies	2,082,894	145,803	2,228,697
700 Property	24,947	-	24,947
800/900 Miscellaneous & Other	9,979	399	10,378
2600 SUBTOTAL	8,216,147	335,324	8,551,471
2700 Student Transportation			
100 Salaries	2,123,714	42,474	2,166,188
200 Benefits	815,641	16,313	831,954
300/400/500 Purchased Services	300,561	12,022	312,583
600 Supplies	483,948	19,358	503,306
700 Property	100,000	350,000	450,000
800/900 Miscellaneous & Other	(448,800)	148,800	(300,000)
2700 SUBTOTAL	3,375,064	588,967	3,964,031
2900 Other Support (All Objects)			
100 Salaries			
200 Benefits			
300/400/500 Purchased Services			
600 Supplies			
700 Property			
800/900 Miscellaneous & Other			
2900 SUBTOTAL			
TOTAL SUPPORT SERVICES	31,909,245	1,570,675	33,479,920
NONINSTRUCTIONAL SERVICES			
3100 Food Services Operations			
100 Salaries			
200 Benefits			
300/400/500 Purchased Services			
600 Supplies			
700 Property			
800/900 Miscellaneous & Other			
3100 SUBTOTAL			
4100 Land Acquisition			
100 Salaries			
200 Benefits			
300/400/500 Purchased Services			
600 Supplies			
700 Property			
800/900 Miscellaneous & Other			
4100 SUBTOTAL			

Lyon County School District
General Fund

PROGRAM FUNCTION OBJECT	(3)	(4)	(5)
	5/26/2020 FINAL BUDGET	BUDGET YEAR ENDING 06/30/21	
		Revision	12/15/2020 AMENDED APPROVED
4900 Other (All Objects)			
100 Salaries			
200 Benefits			
300/400/500 Purchased Services			
600 Supplies			
700 Property			
800/900 Miscellaneous & Other			
4900 SUBTOTAL			
4000 TOTAL FACILITIES ACQUISITION AND CONSTRUCTION	-	-	-
6200 Other Fund Transfers			
910 Interfund Transfer	9,100,000	-	9,100,000
000 TOTAL UNDISTRIBUTED EXPENDITURES	31,909,245	1,570,675	33,479,920
TOTAL ALL EXPENDITURES	80,457,390	2,749,771	83,207,161
6300 Contingency (not to exceed 3% of Total Expenditures)	500,000		500,000
8000 ENDING FUND BALANCE			
Reserved NPM Per NRS 387.1235			
Ending Balance (Other)	3,150,341	287,948	3,438,289
TOTAL ENDING FUND BALANCE	3,150,341	287,948	3,438,289
TOTAL APPLICATIONS	84,107,731	3,037,719	87,145,450

Lyon County School District
General Fund

REVENUE	(3)	(4)	(5)
	5/26/2020 FINAL BUDGET	Revision	12/15/2020 AMENDED APPROVED
1000 LOCAL SOURCES			
1100 Tax Revenue			
1110 Property Taxes			
1111 Net Proceeds of Mines			
1112 Net Proceeds of Mines - Prior Year			
1120 School Support Taxes			
1150 Residential Construction Tax			
1190 Other Taxes			
1191 Franchise Taxes			
1192 Governmental Services Tax			
1200 Local Gov Units - Not School Districts			
1300 Tuition			
1400 Transportation Fees			
1500 Earnings on Investments			
1600 Food Service Revenue			
1611 Daily Sales - School Lunch			
1612 Daily Sales - School Breakfast			
1613 Daily Sales - Special Milk			
1614 Daily Sales - After-School Program			
1700 District Activities Revenue			
1800 Community Service Activities			
1900 Other Revenues			
1910 Rentals			
1920 Donations			
1950/60 Services Provided other Governments			
1990 Miscellaneous			
TOTAL LOCAL SOURCES	-		-
3000 REVENUE FROM STATE SOURCES			
3110 Distributive School Fund			
3115 Special Education - DSA Funding	4,012,938	306,592	4,319,530
3200 Restricted Funding/Grants-in-Aid Rev			
3210 Special Transportation			
3220 Adult High School Diploma			
3230 Class Size Reduction			
3800 In Lieu of Taxes			
3900 For/on behalf of School District			
TOTAL STATE SOURCES	4,012,938	306,592	4,319,530
4000 FEDERAL SOURCES			
4100 Unrestricted - Direct Fed Gov't			
4200 Unrestricted - State Agency			
4300 Restricted - Direct			
4500 Restricted - State Agency			
4800 Revenue in Lieu of Taxes			
4900 Revenue for-on behalf of School District			
TOTAL FEDERAL SOURCES	-	-	-

Lyon County School District
Special Education Fund

OTHER RESOURCES AND FUND BALANCE	(3)	(4)	(5)
	BUDGET YEAR ENDING 06/30/21		
	5/26/2020 FINAL BUDGET	Revision	12/15/2020 AMENDED APPROVED
5000 OTHER FINANCING SOURCES			
5100 Issuance of Bonds			
5110 Bond Principal			
5120 Premium/Discount of Bond Sale			
5200 Transfers from Other Funds	9,100,000	-	9,100,000
5300 Gain/Loss on Disposal of Assets			
5400 Loan Proceeds (> 12 months)			
5500 Capital lease Proceeds			
5600 Other Long-Term Debt Proceeds			
TOTAL OTHER FINANCING SOURCES	9,100,000	-	9,100,000
8000 OPENING FUND BALANCE			
Reserved Opening Balance (NPM)			
Opening Balance (Other)	299,885		299,885
TOTAL OPENING FUND BALANCE	299,885	-	299,885
Prior Period Adjustments			
Residual Equity Transfers			
TOTAL ALL RESOURCES	13,412,823	306,592	13,719,415

Lyon County School District
Special Education Fund

PROGRAM FUNCTION OBJECT	BUDGET YEAR ENDING 06/30/21		
	(3) 5/26/2020 FINAL BUDGET	(4) Revision	(5) 12/15/2020 AMENDED APPROVED
100 REGULAR PROGRAMS			
1000 Instruction			
100 Salaries			
200 Benefits			
300/400/500 Purchased Services			
600 Supplies			
700 Property			
800/900 Miscellaneous & Other			
2700 Student Transportation			
100 Salaries			
200 Benefits			
300/400/500 Purchased Services			
600 Supplies			
700 Property			
800/900 Miscellaneous & Other			
2900 Other Direct Support			
100 Salaries			
200 Benefits			
300/400/500 Purchased Services			
600 Supplies			
700 Property			
800/900 Miscellaneous & Other			
100 TOTAL REGULAR PROGRAMS			
200 SPECIAL PROGRAMS			
1000 Instruction			
100 Salaries	6,789,124	203,674	6,992,798
200 Benefits	2,819,689	84,591	2,904,280
300/400/500 Purchased Services	99,546	2,986	102,532
600 Supplies	29,214	876	30,090
700 Property		-	
800/900 Miscellaneous & Other		-	
2700 Student Transportation			
100 Salaries			
200 Benefits			
300/400/500 Purchased Services			
600 Supplies			
700 Property			
800/900 Miscellaneous & Other			
2900 Other Direct Support			
100 Salaries			
200 Benefits			
300/400/500 Purchased Services			
600 Supplies			
700 Property			
800/900 Miscellaneous & Other			
200 TOTAL SPECIAL PROGRAMS	9,737,573	292,127	10,029,700

Lyon County School District
Special Education Fund

PROGRAM FUNCTION OBJECT	(3)	(4)	(5)
	5/26/2020 FINAL BUDGET	BUDGET YEAR ENDING 06/30/21 Revision	12/15/2020 AMENDED APPROVED
000 UNDISTRIBUTED EXPENDITURES			
2100 Student Support			
100 Salaries	1,757,763	35,155	1,792,918
200 Benefits	705,170	21,155	726,325
300/400/500 Purchased Services	255,829	5,117	260,946
600 Supplies	1,082	-	1,082
700 Property			
800/900 Miscellaneous & Other			
2100 SUBTOTAL	2,719,844	61,427	2,781,271
2200 Instruction Staff Support			
100 Salaries	5,489	110	5,599
200 Benefits	1,105	22	1,127
300/400/500 Purchased Services	541	-	541
600 Supplies	812	-	812
700 Property			
800/900 Miscellaneous & Other			
2200 SUBTOTAL	7,947	132	8,079
2300 General Administration			
100 Salaries	180,581	3,612	184,193
200 Benefits	68,492	1,370	69,862
300/400/500 Purchased Services	8,966	-	8,966
600 Supplies	10,820	-	10,820
700 Property			
800/900 Miscellaneous & Other			
2300 SUBTOTAL	268,859	4,981	273,840
2400 School Administration			
100 Salaries			
200 Benefits			
300/400/500 Purchased Services			
600 Supplies			
700 Property			
800/900 Miscellaneous & Other			
2400 SUBTOTAL	-	-	-
2500 Central Services			
100 Salaries			
200 Benefits			
300/400/500 Purchased Services			
600 Supplies			
700 Property			
800/900 Miscellaneous & Other			
	-	-	-

Lyon County School District
Special Education Fund

PROGRAM FUNCTION OBJECT	(3) (4) (5) BUDGET YEAR ENDING 06/30/21		
	5/26/2020 FINAL BUDGET	Revision	12/15/2020 AMENDED APPROVED
2600 Operating/Maintenance Plant Service			
100 Salaries			
200 Benefits			
300/400/500 Purchased Services			
600 Supplies			
700 Property			
800/900 Miscellaneous & Other			
2600 SUBTOTAL	-	-	-
2700 Student Transportation			
100 Salaries	442,445	8,849	451,294
200 Benefits	193,352	3,867	197,219
300/400/500 Purchased Services	16,230	325	16,555
600 Supplies		-	
700 Property		-	
800/900 Miscellaneous & Other			
2700 SUBTOTAL	652,027	13,041	665,068
2900 Other Support (All Objects)			
100 Salaries			
200 Benefits			
300/400/500 Purchased Services			
600 Supplies			
700 Property			
800/900 Miscellaneous & Other			
2900 SUBTOTAL			
TOTAL SUPPORT SERVICES	3,648,677	79,581	3,728,258
NONINSTRUCTIONAL SERVICES			
3100 Food Services Operations			
100 Salaries			
200 Benefits			
300/400/500 Purchased Services			
600 Supplies			
700 Property			
800/900 Miscellaneous & Other			
3100 SUBTOTAL			
4100 Land Acquisition			
100 Salaries			
200 Benefits			
300/400/500 Purchased Services			
600 Supplies			
700 Property			
800/900 Miscellaneous & Other			
4100 SUBTOTAL			

Lyon County School District
Special Education Fund

PROGRAM FUNCTION OBJECT	(3)	(4)	(5)
	5/26/2020 FINAL BUDGET	BUDGET YEAR ENDING 06/30/21 Revision	12/15/2020 AMENDED APPROVED
4900 Other (All Objects)			
100 Salaries			
200 Benefits			
300/400/500 Purchased Services			
600 Supplies			
700 Property			
800/900 Miscellaneous & Other			
4900 SUBTOTAL			
4000 TOTAL FACILITIES ACQUISITION AND CONSTRUCTION			
6200 Other Fund Transfers			
910 Interfund Transfer			
000 TOTAL UNDISTRIBUTED EXPENDITURES	3,648,677	79,581	3,728,258
TOTAL ALL EXPENDITURES	13,386,250	371,708	13,757,958
6300 Contingency (not to exceed 3% of Total Expenditures)			
8000 ENDING FUND BALANCE			
Reserved NPM Per NRS 387.1235			
Ending Balance (Other)	26,573	(65,116)	(38,543)
TOTAL ENDING FUND BALANCE	26,573	(65,116)	(38,543)
TOTAL APPLICATIONS	13,412,823	306,592	13,719,415

Lyon County School District
Special Education Fund

REVENUE	(3)	(4)	(5)
	5/26/2020 FINAL BUDGET	BUDGET YEAR ENDING 01/00/00 Revision	12/15/2020 AMENDED APPROVED
1000 LOCAL SOURCES			
1100 Tax Revenue			
1110 Property Taxes			
1111 Net Proceeds of Mines			
1112 Net Proceeds of Mines - Prior Year			
1120 School Support Taxes			
1150 Residential Construction Tax			
1190 Other Taxes			
1191 Franchise Taxes			
1192 Governmental Services Tax			
1200 Local Gov Units - Not School Districts			
1300 Tuition			
1400 Transportation Fees			
1500 Earnings on Investments			
1600 Food Service Revenue			
1611 Daily Sales - School Lunch			
1612 Daily Sales - School Breakfast			
1613 Daily Sales - Special Milk			
1614 Daily Sales - After-School Program			
1700 District Activities Revenue			
1800 Community Service Activities			
1900 Other Revenues			
1910 Rentals			
1920 Donations			
1950/60 Services Provided other Governments			
1990 Miscellaneous			
TOTAL LOCAL SOURCES			
3000 REVENUE FROM STATE SOURCES			
3110 Distributive School Fund			
3115 Special Education - DSA Funding			
3200 Restricted Funding/Grants-in-Aid Rev			
3210 Special Transportation			
3220 Adult High School Diploma			
3230 Class Size Reduction			
3800 In Lieu of Taxes			
3900 For/on behalf of School District			
TOTAL STATE SOURCES			
4000 FEDERAL SOURCES			
4100 Unrestricted - Direct Fed Gov't			
4200 Unrestricted - State Agency			
4300 Restricted - Direct			
4500 Restricted - State Agency			
4710 Medicaid Payments	500,000	-	500,000
4800 Revenue in Lieu of Taxes			
4900 Revenue for-on behalf of School District			
TOTAL FEDERAL SOURCES	500,000	-	500,000

Lyon County School District
 Medicaid Fund

OTHER RESOURCES AND FUND BALANCE	(3)	(4)	(5)
	BUDGET YEAR ENDING 01/00/00		
	5/26/2020 FINAL BUDGET	Revision	12/15/2020 AMENDED APPROVED
5000 OTHER FINANCING SOURCES			
5100 Issuance of Bonds			
5110 Bond Principal			
5120 Premium/Discount of Bond Sale			
5200 Transfers from Other Funds			
5300 Gain/Loss on Disposal of Assets			
5400 Loan Proceeds (> 12 months)			
5500 Capital lease Proceeds			
5600 Other Long-Term Debt Proceeds			
TOTAL OTHER FINANCING SOURCES			
8000 OPENING FUND BALANCE			
Reserved Opening Balance (NPM)			
Opening Balance (Other)	19,218	-	19,218
TOTAL OPENING FUND BALANCE	19,218	-	19,218
Prior Period Adjustments			
Residual Equity Transfers			
TOTAL ALL RESOURCES	519,218	-	519,218

Lyon County School District
 Medicaid Fund

PROGRAM FUNCTION OBJECT	BUDGET YEAR ENDING 06/30/21		
	(3) 5/26/2020 FINAL BUDGET	(4) Revision	(5) 12/15/2020 AMENDED APPROVED
000 UNDISTRIBUTED EXPENDITURES			
2100 Student Support			
100 Salaries	176,487	-	176,487
200 Benefits	86,598	-	86,598
300/400/500 Purchased Services	125,000	-	125,000
600 Supplies	15,000	-	15,000
700 Property			
800/900 Miscellaneous & Other			
2100 SUBTOTAL	403,085	-	403,085
2200 Instruction Staff Support			
100 Salaries			
200 Benefits			
300/400/500 Purchased Services	-		
600 Supplies			
700 Property			
800/900 Miscellaneous & Other			
2200 SUBTOTAL	-	-	-
2300 General Administration			
100 Salaries	46,688	-	46,688
200 Benefits	21,357	-	21,357
300/400/500 Purchased Services	27,000	-	27,000
600 Supplies	1,511	-	1,511
700 Property			
800/900 Miscellaneous & Other			
2300 SUBTOTAL	96,556	-	96,556
2400 School Administration			
100 Salaries			
200 Benefits			
300/400/500 Purchased Services			
600 Supplies			
700 Property			
800/900 Miscellaneous & Other			
2400 SUBTOTAL			
2500 Central Services			
100 Salaries			
200 Benefits			
300/400/500 Purchased Services			
600 Supplies			
700 Property			
800/900 Miscellaneous & Other			
2500 SUBTOTAL			

Lyon County School District
 Medicaid Fund

change insurance fund to general fun PROGRAM FUNCTION OBJECT	(3)	(4)	(5)
	5/26/2020 FINAL BUDGET	BUDGET YEAR ENDING 06/30/21 Revision	
			12/15/2020 AMENDED APPROVED
4900 Other (All Objects)			
100 Salaries			
200 Benefits			
300/400/500 Purchased Services			
600 Supplies			
700 Property			
800/900 Miscellaneous & Other			
4900 SUBTOTAL			
4000 TOTAL FACILITIES ACQUISITION AND CONSTRUCTION			
6200 Other Fund Transfers			
910 Interfund Transfer			
000 TOTAL UNDISTRIBUTED EXPENDITURES	499,641	-	499,641
TOTAL ALL EXPENDITURES	499,641	-	499,641
6300 Contingency (not to exceed 3% of Total Expenditures)			
8000 ENDING FUND BALANCE			
Reserved NPM Per NRS 387.1235			
Ending Balance (Other)	19,577	-	19,577
TOTAL ENDING FUND BALANCE	19,577		19,577
TOTAL APPLICATIONS	519,218	-	519,218

Lyon County School District _____
Medicaid Fund _____

REVENUE	(3)	(4)	(5)
	5/26/2020 FINAL BUDGET	BUDGET YEAR ENDING 01/00/00 Revision	12/15/2020 AMENDED APPROVED
1000 LOCAL SOURCES			
1100 Tax Revenue			
1110 Property Taxes			
1111 Net Proceeds of Mines			
1112 Net Proceeds of Mines - Prior Year			
1120 School Support Taxes			
1150 Residential Construction Tax			
1190 Other Taxes			
1191 Franchise Taxes			
1192 Governmental Services Tax			
1200 Local Gov Units - Not School Districts			
1300 Tuition			
1400 Transportation Fees			
1500 Earnings on Investments			
1600 Food Service Revenue			
1611 Daily Sales - School Lunch			
1612 Daily Sales - School Breakfast			
1613 Daily Sales - Special Milk			
1614 Daily Sales - After-School Program			
1700 District Activities Revenue			
1800 Community Service Activities			
1900 Other Revenues			
1910 Rentals			
1920 Donations			
1950/60 Services Provided other Governments			
1990 Miscellaneous			
TOTAL LOCAL SOURCES	-	-	-
3000 REVENUE FROM STATE SOURCES			
3110 Distributive School Fund			
3115 Special Education - DSA Funding			
3200 Restricted Funding/Grants-in-Aid Rev			
3210 Special Transportation			
3220 Adult High School Diploma			
3230 Class Size Reduction			
3800 In Lieu of Taxes			
3900 For/on behalf of School District			
TOTAL STATE SOURCES			
4000 FEDERAL SOURCES			
4100 Unrestricted - Direct Fed Gov't			
4200 Unrestricted - State Agency			
4300 Restricted - Direct			
4500 Restricted - State Agency			
4800 Revenue in Lieu of Taxes			
4900 Revenue for-on behalf of School District			
TOTAL FEDERAL SOURCES	-	-	-

Lyon County School District
Federal Grants

OTHER RESOURCES AND FUND BALANCE	(3)	(4)	(5)
	BUDGET YEAR ENDING 06/30/21		
	5/26/2020 FINAL BUDGET	Revision	12/15/2020 AMENDED APPROVED
5000 OTHER FINANCING SOURCES			
5100 Issuance of Bonds			
5110 Bond Principal			
5120 Premium/Discount of Bond Sale			
5200 Transfers from Other Funds			
5300 Gain/Loss on Disposal of Assets			
5400 Loan Proceeds (> 12 months)			
5500 Capital lease Proceeds			
5600 Other Long-Term Debt Proceeds			
TOTAL OTHER FINANCING SOURCES			
8000 OPENING FUND BALANCE			
Reserved Opening Balance (NPM)			
Opening Balance (Other)			
TOTAL OPENING FUND BALANCE	-	-	-
Prior Period Adjustments			
Residual Equity Transfers			
TOTAL ALL RESOURCES	-	-	-

Lyon County School District
Federal Grants

PROGRAM FUNCTION OBJECT	(3)	(4)	(5)
	5/26/2020 FINAL BUDGET	Revision	12/15/2020 AMENDED APPROVED
BUDGET YEAR ENDING 06/30/21			
100 REGULAR PROGRAMS			
1000 Instruction			
100 Salaries		-	
200 Benefits		-	
300/400/500 Purchased Services		-	
600 Supplies		-	
700 Property		-	
800/900 Miscellaneous & Other		-	
2700 Student Transportation		-	
100 Salaries		-	
200 Benefits		-	
300/400/500 Purchased Services		-	
600 Supplies		-	
700 Property		-	
800/900 Miscellaneous & Other		-	
2900 Other Direct Support		-	
100 Salaries		-	
200 Benefits		-	
300/400/500 Purchased Services		-	
600 Supplies		-	
700 Property		-	
800/900 Miscellaneous & Other		-	
100 TOTAL REGULAR PROGRAMS	-	-	-
200 SPECIAL PROGRAMS			
1000 Instruction			
100 Salaries		-	
200 Benefits		-	
300/400/500 Purchased Services		-	
600 Supplies		-	
700 Property			
800/900 Miscellaneous & Other			
2700 Student Transportation			
100 Salaries		-	
200 Benefits		-	
300/400/500 Purchased Services		-	
600 Supplies			
700 Property			
800/900 Miscellaneous & Other			
2900 Other Direct Support			
100 Salaries			
200 Benefits			
300/400/500 Purchased Services			
600 Supplies			
700 Property			
800/900 Miscellaneous & Other			
200 TOTAL SPECIAL PROGRAMS	-	-	-

Lyon County School District
Federal Grants

PROGRAM FUNCTION OBJECT	(3)	(4)	(5)
	5/26/2020 FINAL BUDGET	BUDGET YEAR ENDING 06/30/21 Revision	12/15/2020 AMENDED APPROVED
270 GIFTED AND TALENTED			
1000 Instruction			
100 Salaries			
200 Benefits			
300/400/500 Purchased Services			
600 Supplies			
700 Property			
800/900 Miscellaneous & Other			
2700 Student Transportation			
100 Salaries			
200 Benefits			
300/400/500 Purchased Services			
600 Supplies			
700 Property			
800/900 Miscellaneous & Other			
2900 Other Direct Support			
100 Salaries			
200 Benefits			
300/400/500 Purchased Services			
600 Supplies			
700 Property			
800/900 Miscellaneous & Other			
270 TOTAL GIFTED AND TALENTED			
300 VOCATIONAL & TECHNICAL			
1000 Instruction			
100 Salaries			
200 Benefits			
300/400/500 Purchased Services			
600 Supplies		-	
700 Property		-	
800/900 Miscellaneous & Other			
2700 Student Transportation			
100 Salaries			
200 Benefits			
300/400/500 Purchased Services			
600 Supplies			
700 Property			
800/900 Miscellaneous & Other			
2900 Other Direct Support			
100 Salaries			
200 Benefits			
300/400/500 Purchased Services			
600 Supplies			
700 Property			
800/900 Miscellaneous & Other			
300 TOTAL VOCATIONAL & TECHNICAL	-	-	-

Lyon County School District
Federal Grants

PROGRAM FUNCTION OBJECT	(3)	(4)	(5)
	5/26/2020 FINAL BUDGET	BUDGET YEAR ENDING 06/30/21 Revision	12/15/2020 AMENDED APPROVED
400 OTHER INSTRUCTIONAL PROGRAMS			
1000 Instruction			
100 Salaries		-	
200 Benefits		-	
300/400/500 Purchased Services		-	
600 Supplies		-	
700 Property			
800/900 Miscellaneous & Other			
2700 Student Transportation			
100 Salaries			
200 Benefits			
300/400/500 Purchased Services			
600 Supplies			
700 Property			
800/900 Miscellaneous & Other			
2900 Other Direct Support			
100 Salaries			
200 Benefits			
300/400/500 Purchased Services			
600 Supplies			
700 Property			
800/900 Miscellaneous & Other			
400 TOTAL OTHER INSTR PROGRAMS	-	-	-
440 SUMMER SCHOOL			
1000 Instruction			
100 Salaries		-	
200 Benefits		-	
300/400/500 Purchased Services			
600 Supplies			
700 Property			
800/900 Miscellaneous & Other			
2700 Student Transportation			
100 Salaries			
200 Benefits			
300/400/500 Purchased Services			
600 Supplies			
700 Property			
800/900 Miscellaneous & Other			
2900 Other Direct Support			
100 Salaries			
200 Benefits			
300/400/500 Purchased Services			
600 Supplies			
700 Property			
800/900 Miscellaneous & Other			
440 TOTAL SUMMER SCHOOL	-	-	-

Lyon County School District
Federal Grants

PROGRAM FUNCTION OBJECT	(3)	(4)	(5)
	5/26/2020 FINAL BUDGET	BUDGET YEAR ENDING 06/30/21 Revision	12/15/2020 AMENDED APPROVED
000 UNDISTRIBUTED EXPENDITURES			
2100 Student Support			
100 Salaries		-	
200 Benefits		-	
300/400/500 Purchased Services		-	
600 Supplies		-	
700 Property		-	
800/900 Miscellaneous & Other		-	
2100 SUBTOTAL	-	-	-
2200 Instruction Staff Support			
100 Salaries		-	
200 Benefits		-	
300/400/500 Purchased Services		-	
600 Supplies		-	
700 Property		-	
800/900 Miscellaneous & Other		-	
2200 SUBTOTAL	-	-	-
2300 General Administration			
100 Salaries		-	
200 Benefits		-	
300/400/500 Purchased Services		-	
600 Supplies		-	
700 Property		-	
800/900 Miscellaneous & Other		-	
2300 SUBTOTAL	-	-	-
2400 School Administration			
100 Salaries		-	
200 Benefits		-	
300/400/500 Purchased Services		-	
600 Supplies		-	
700 Property		-	
800/900 Miscellaneous & Other		-	
2400 SUBTOTAL	-	-	-
2500 Central Services			
100 Salaries		-	
200 Benefits		-	
300/400/500 Purchased Services		-	
600 Supplies		-	
700 Property		-	
800/900 Miscellaneous & Other		-	
2500 SUBTOTAL	-	-	-

Lyon County School District
 Federal Grants

PROGRAM FUNCTION OBJECT	(3)	(4)	(5)
	5/26/2020 FINAL BUDGET	BUDGET YEAR ENDING 06/30/21 Revision	12/15/2020 AMENDED APPROVED
2600 Operating/Maintenance Plant Service			
100 Salaries			
200 Benefits			
300/400/500 Purchased Services			
600 Supplies			
700 Property			
800/900 Miscellaneous & Other			
2600 SUBTOTAL	-	-	-
2700 Student Transportation			
100 Salaries		-	
200 Benefits		-	
300/400/500 Purchased Services		-	
600 Supplies			
700 Property			
800/900 Miscellaneous & Other			
2700 SUBTOTAL	-	-	-
2900 Other Support (All Objects)			
100 Salaries			
200 Benefits			
300/400/500 Purchased Services			
600 Supplies			
700 Property			
800/900 Miscellaneous & Other			
2900 SUBTOTAL	-	-	-
TOTAL SUPPORT SERVICES	-	-	-
NONINSTRUCTIONAL SERVICES			
3100 Food Services Operations			
100 Salaries			
200 Benefits			
300/400/500 Purchased Services			
600 Supplies			
700 Property			
800/900 Miscellaneous & Other			
3100 SUBTOTAL	-		-
3300 Community Service			
100 Salaries		-	
200 Benefits		-	
300/400/500 Purchased Services		-	
600 Supplies		-	
700 Property		-	
800/900 Miscellaneous & Other			
3300 SUBTOTAL	-	-	-

Lyon County School District
 Federal Grants

PROGRAM FUNCTION OBJECT	(3)	(4)	(5)
	5/26/2020 FINAL BUDGET	BUDGET YEAR ENDING 06/30/21 Revision 12/15/2020 AMENDED APPROVED	
4200 Land Improvement		-	
100 Salaries		-	
200 Benefits		-	
300/400/500 Purchased Services		-	
600 Supplies		-	
700 Property		-	
800/900 Miscellaneous & Other		-	
4200 SUBTOTAL			
4300 Architecture/Engineering		-	
100 Salaries		-	
200 Benefits		-	
300/400/500 Purchased Services		-	
600 Supplies		-	
700 Property		-	
800/900 Miscellaneous & Other		-	
4300 SUBTOTAL	-	-	
4500 Building Acquisition/Construction			
100 Salaries		-	
200 Benefits		-	
300/400/500 Purchased Services		-	
600 Supplies		-	
700 Property		-	
800/900 Miscellaneous & Other		-	
4500 SUBTOTAL		-	
4600 Site Improvement			
100 Salaries		-	
200 Benefits		-	
300/400/500 Purchased Services		-	-
600 Supplies		-	-
700 Property		-	
800/900 Miscellaneous & Other		-	
4600 SUBTOTAL	-	-	-
4700 Building Improvement			
100 Salaries		-	
200 Benefits		-	
300/400/500 Purchased Services		-	-
600 Supplies		-	-
700 Property		-	
800/900 Miscellaneous & Other		-	
4700 SUBTOTAL	-	-	-

Lyon County School District
Federal Grants

PROGRAM FUNCTION OBJECT	(3)	(4)	(5)
	5/26/2020 FINAL BUDGET	BUDGET YEAR ENDING 06/30/21 Revision	
			12/15/2020 AMENDED APPROVED
4900 Other (All Objects)			
100 Salaries			
200 Benefits			
300/400/500 Purchased Services			
600 Supplies			
700 Property			
800/900 Miscellaneous & Other			
4900 SUBTOTAL			
4000 TOTAL FACILITIES ACQUISITION AND CONSTRUCTION			
6200 Other Fund Transfers			
910 Interfund Transfer			
000 TOTAL UNDISTRIBUTED EXPENDITURES			
	-	-	-
TOTAL ALL EXPENDITURES	-	-	-
6300 Contingency (not to exceed 3% of Total Expenditures)			
8000 ENDING FUND BALANCE			
Reserved NPM Per NRS 387.1235			
Ending Balance (Other)	-		-
TOTAL ENDING FUND BALANCE	-		-
TOTAL APPLICATIONS	-	-	-

Lyon County School District _____
Federal Grants _____

OTHER RESOURCES AND FUND BALANCE	(3)	(4)	(5)
	BUDGET YEAR ENDING 01/00/00		
	5/26/2020 FINAL BUDGET	Revision	12/15/2020 AMENDED APPROVED
5000 OTHER FINANCING SOURCES			
5100 Issuance of Bonds			
5110 Bond Principal			
5120 Premium/Discount of Bond Sale			
5200 Transfers from Other Funds			
5300 Gain/Loss on Disposal of Assets			
5400 Loan Proceeds (> 12 months)			
5500 Capital lease Proceeds			
5600 Other Long-Term Debt Proceeds			
TOTAL OTHER FINANCING SOURCES			
8000 OPENING FUND BALANCE			
Reserved Opening Balance (NPM)			
Opening Balance (Other)			
TOTAL OPENING FUND BALANCE	-	-	-
Prior Period Adjustments			
Residual Equity Transfers			
TOTAL ALL RESOURCES	-	-	-

Lyon County School District
Insurance Loss Fund

PROGRAM FUNCTION OBJECT	(3)	(4)	(5)
	5/26/2020 FINAL BUDGET	BUDGET YEAR ENDING 06/30/21 Revision	12/15/2020 AMENDED APPROVED
000 UNDISTRIBUTED EXPENDITURES			
2100 Student Support			
100 Salaries			
200 Benefits			
300/400/500 Purchased Services			
600 Supplies			
700 Property			
800/900 Miscellaneous & Other			
2100 SUBTOTAL	-	-	-
2200 Instruction Staff Support			
100 Salaries			
200 Benefits			
300/400/500 Purchased Services			
600 Supplies			
700 Property			
800/900 Miscellaneous & Other			
2200 SUBTOTAL	-	-	-
2300 General Administration			
100 Salaries			
200 Benefits			
300/400/500 Purchased Services			
600 Supplies			
700 Property			
800/900 Miscellaneous & Other			
2300 SUBTOTAL	-	-	-
2400 School Administration			
100 Salaries			
200 Benefits			
300/400/500 Purchased Services			
600 Supplies			
700 Property			
800/900 Miscellaneous & Other			
2400 SUBTOTAL	-	-	-
2500 Central Services			
100 Salaries			
200 Benefits			
300/400/500 Purchased Services			
600 Supplies			
700 Property			
800/900 Miscellaneous & Other			
2500 SUBTOTAL	-	-	-

Lyon County School District
 Insurance Loss Fund

PROGRAM FUNCTION OBJECT	(3)	(4)	(5)
	5/26/2020 FINAL BUDGET	BUDGET YEAR ENDING 06/30/21 Revision	12/15/2020 AMENDED APPROVED
2600 Operating/Maintenance Plant Service			
100 Salaries			
200 Benefits			
300/400/500 Purchased Services			
600 Supplies			
700 Property			
800/900 Miscellaneous & Other			
2600 SUBTOTAL	-	-	-
2700 Student Transportation			
100 Salaries			
200 Benefits			
300/400/500 Purchased Services			
600 Supplies			
700 Property			
800/900 Miscellaneous & Other			
2700 SUBTOTAL	-	-	-
2900 Other Support (All Objects)			
100 Salaries			
200 Benefits			
300/400/500 Purchased Services			
600 Supplies			
700 Property			
800/900 Miscellaneous & Other			
2900 SUBTOTAL	-	-	-
TOTAL SUPPORT SERVICES	-	-	-
NONINSTRUCTIONAL SERVICES			
3100 Food Services Operations			
100 Salaries			
200 Benefits			
300/400/500 Purchased Services			
600 Supplies			
700 Property			
800/900 Miscellaneous & Other			
3100 SUBTOTAL	-	-	-
4100 Land Acquisition			
100 Salaries			
200 Benefits			
300/400/500 Purchased Services			
600 Supplies			
700 Property			
800/900 Miscellaneous & Other			
4100 SUBTOTAL	-	-	-

Lyon County School District
Insurance Loss Fund

PROGRAM FUNCTION OBJECT	(3)	(4)	(5)
	5/26/2020 FINAL BUDGET	BUDGET YEAR ENDING 06/30/21 Revision	
			12/15/2020 AMENDED APPROVED
4900 Other (All Objects)			
100 Salaries			
200 Benefits			
300/400/500 Purchased Services			
600 Supplies			
700 Property			
800/900 Miscellaneous & Other			
4900 SUBTOTAL			
4000 TOTAL FACILITIES ACQUISITION AND CONSTRUCTION			
6200 Other Fund Transfers			
910 Interfund Transfer			
000 TOTAL UNDISTRIBUTED EXPENDITURES			
	-	-	-
TOTAL ALL EXPENDITURES	-	-	-
6300 Contingency (not to exceed 3% of Total Expenditures)			
8000 ENDING FUND BALANCE			
Reserved NPM Per NRS 387.1235			
Ending Balance (Other)	-	-	-
TOTAL ENDING FUND BALANCE	-	-	-
TOTAL APPLICATIONS	-	-	-

Lyon County School District _____
Insurance Loss Fund _____

REVENUE	(3)	(4)	(5)
	5/26/2020 FINAL BUDGET	BUDGET YEAR ENDING 01/00/00 Revision	12/15/2020 AMENDED APPROVED
1000 LOCAL SOURCES			
1100 Tax Revenue			
1110 Property Taxes			
1111 Net Proceeds of Mines			
1112 Net Proceeds of Mines - Prior Year			
1120 School Support Taxes			
1150 Residential Construction Tax			
1190 Other Taxes			
1191 Franchise Taxes			
1192 Governmental Services Tax			
1200 Local Gov Units - Not School Districts			
1300 Tuition			
1400 Transportation Fees			
1500 Earnings on Investments			
1600 Food Service Revenue			
1611 Daily Sales - School Lunch	650,000	-	650,000
1612 Daily Sales - School Breakfast			
1613 Daily Sales - Special Milk			
1614 Daily Sales - After-School Program			
1700 District Activities Revenue			
1800 Community Service Activities			
1900 Other Revenues			
1910 Rentals			
1920 Donations			
1950/60 Services Provided other Governments	25,000	-	25,000
1990 Miscellaneous			
TOTAL LOCAL SOURCES	675,000	-	675,000
3000 REVENUE FROM STATE SOURCES			
3110 Distributive School Fund			
3115 Special Education - DSA Funding			
3200 Restricted Funding/Grants-in-Aid Rev	30,000	-	30,000
3210 Special Transportation			
3220 Adult High School Diploma			
3230 Class Size Reduction			
3800 In Lieu of Taxes			
3900 For/on behalf of School District			
TOTAL STATE SOURCES	30,000	-	30,000
4000 FEDERAL SOURCES			
4100 Unrestricted - Direct Fed Gov't			
4200 Unrestricted - State Agency			
4300 Restricted - Direct			
4500 Restricted - State Agency	2,800,000	-	2,800,000
4800 Revenue in Lieu of Taxes			
4900 Revenue for-on behalf of School District	50,000	-	50,000
TOTAL FEDERAL SOURCES	2,850,000	-	2,850,000

Lyon County School District
Federal School Lunch Fund

OTHER RESOURCES AND FUND BALANCE	(3)	(4)	(5)
	BUDGET YEAR ENDING 01/00/00		
	5/26/2020 FINAL BUDGET	Revision	12/15/2020 AMENDED APPROVED
5000 OTHER FINANCING SOURCES			
5100 Issuance of Bonds			
5110 Bond Principal			
5120 Premium/Discount of Bond Sale			
5200 Transfers from Other Funds		-	
5300 Gain/Loss on Disposal of Assets			
5400 Loan Proceeds (> 12 months)			
5500 Capital lease Proceeds			
5600 Other Long-Term Debt Proceeds			
TOTAL OTHER FINANCING SOURCES	-	-	-
8000 OPENING FUND BALANCE			
Reserved Opening Balance (NPM)			
Opening Balance (Other)	311,798		311,798
TOTAL OPENING FUND BALANCE	311,798	-	311,798
Prior Period Adjustments			
Residual Equity Transfers			
TOTAL ALL RESOURCES	3,866,798	-	3,866,798

Lyon County School District
Federal School Lunch Fund

PROGRAM FUNCTION OBJECT	(3)	(4)	(5)
	5/26/2020 FINAL BUDGET	BUDGET YEAR ENDING 06/30/21 Revision	12/15/2020 AMENDED APPROVED
000 UNDISTRIBUTED EXPENDITURES			
2100 Student Support			
100 Salaries			
200 Benefits			
300/400/500 Purchased Services			
600 Supplies			
700 Property			
800/900 Miscellaneous & Other			
2100 SUBTOTAL			
2200 Instruction Staff Support			
100 Salaries			
200 Benefits			
300/400/500 Purchased Services			
600 Supplies			
700 Property			
800/900 Miscellaneous & Other			
2200 SUBTOTAL	-		-
2300 General Administration			
100 Salaries			
200 Benefits			
300/400/500 Purchased Services			
600 Supplies			
700 Property			
800/900 Miscellaneous & Other			
2300 SUBTOTAL			
2400 School Administration			
100 Salaries			
200 Benefits			
300/400/500 Purchased Services		-	
600 Supplies			
700 Property			
800/900 Miscellaneous & Other			
2400 SUBTOTAL	-	-	-
2500 Central Services			
100 Salaries	50,000	-	50,000
200 Benefits	16,000	-	16,000
300/400/500 Purchased Services		-	
600 Supplies		-	
700 Property		-	
800/900 Miscellaneous & Other		-	
2500 SUBTOTAL	66,000	-	66,000

Lyon County School District
Federal School Lunch Fund

PROGRAM FUNCTION OBJECT	(3)	(4)	(5)
	5/26/2020 FINAL BUDGET	BUDGET YEAR ENDING 06/30/21 Revision	12/15/2020 AMENDED APPROVED
2600 Operating/Maintenance Plant Service			
100 Salaries			
200 Benefits			
300/400/500 Purchased Services			
600 Supplies			
700 Property			
800/900 Miscellaneous & Other			
2600 SUBTOTAL			
2700 Student Transportation			
100 Salaries			
200 Benefits			
300/400/500 Purchased Services			
600 Supplies			
700 Property			
800/900 Miscellaneous & Other			
2700 SUBTOTAL			
2900 Other Support (All Objects)			
100 Salaries			
200 Benefits			
300/400/500 Purchased Services			
600 Supplies			
700 Property			
800/900 Miscellaneous & Other			
2900 SUBTOTAL			
TOTAL SUPPORT SERVICES			
NONINSTRUCTIONAL SERVICES			
3100 Food Services Operations			
100 Salaries	1,442,144	(1,000,000)	442,144
200 Benefits	430,460	(200,000)	230,460
300/400/500 Purchased Services	122,900	1,200,000	1,322,900
600 Supplies	1,638,750	-	1,638,750
700 Property	142,500	-	142,500
800/900 Miscellaneous & Other	1,632	-	1,632
3100 SUBTOTAL	3,778,386	-	3,778,386
4100 Land Acquisition			
100 Salaries			
200 Benefits			
300/400/500 Purchased Services			
600 Supplies			
700 Property			
800/900 Miscellaneous & Other			
4100 SUBTOTAL			

Lyon County School District
Federal School Lunch Fund

PROGRAM FUNCTION OBJECT	(3)	(4)	(5)
	5/26/2020 FINAL BUDGET	BUDGET YEAR ENDING 06/30/21 Revision	12/15/2020 AMENDED APPROVED
4200 Land Improvement			
100 Salaries			
200 Benefits			
300/400/500 Purchased Services			
600 Supplies			
700 Property			
800/900 Miscellaneous & Other			
4200 SUBTOTAL			
4300 Architecture/Engineering			
100 Salaries			
200 Benefits			
300/400/500 Purchased Services	-		
600 Supplies			
700 Property			
800/900 Miscellaneous & Other			
4300 SUBTOTAL	-	-	-
4500 Building Acquisition/Construction			
100 Salaries			
200 Benefits			
300/400/500 Purchased Services			
600 Supplies			
700 Property		-	
800/900 Miscellaneous & Other			
4500 SUBTOTAL	-	-	-
4600 Site Improvement			
100 Salaries			
200 Benefits			
300/400/500 Purchased Services	-		
600 Supplies			
700 Property			
800/900 Miscellaneous & Other			
4600 SUBTOTAL	-		-
4700 Building Improvement			
100 Salaries			
200 Benefits			
300/400/500 Purchased Services			
600 Supplies			
700 Property	-		
800/900 Miscellaneous & Other			
4700 SUBTOTAL	-	-	-

Lyon County School District
Federal School Lunch Fund

PROGRAM FUNCTION OBJECT	(3)	(4)	(5)
	5/26/2020 FINAL BUDGET	BUDGET YEAR ENDING 06/30/21 Revision	12/15/2020 AMENDED APPROVED
4900 Other (All Objects)			
100 Salaries			
200 Benefits			
300/400/500 Purchased Services			
600 Supplies			
700 Property			
800/900 Miscellaneous & Other			
4900 SUBTOTAL			
4000 TOTAL FACILITIES ACQUISITION AND CONSTRUCTION	-	-	-
6200 Other Fund Transfers			
910 Interfund Transfer			
000 TOTAL UNDISTRIBUTED EXPENDITURES	3,844,386	-	3,844,386
TOTAL ALL EXPENDITURES	3,844,386	-	3,844,386
6300 Contingency (not to exceed 3% of Total Expenditures)			
8000 ENDING FUND BALANCE			
Reserved NPM Per NRS 387.1235			
Ending Balance (Other)	22,412		22,412
TOTAL ENDING FUND BALANCE	22,412	-	22,412
TOTAL APPLICATIONS	3,866,798	-	3,866,798

Lyon County School District
Federal School Lunch Fund

REVENUE	(3)	(4)	(5)
	5/26/2020 FINAL BUDGET	BUDGET YEAR ENDING 01/00/00 Revision	12/15/2020 AMENDED APPROVED
1000 LOCAL SOURCES			
1100 Tax Revenue			
1110 Property Taxes			
1111 Net Proceeds of Mines			
1112 Net Proceeds of Mines - Prior Year			
1120 School Support Taxes			
1150 Residential Construction Tax			
1190 Other Taxes			
1191 Franchise Taxes			
1192 Governmental Services Tax			
1200 Local Gov Units - Not School Districts			
1300 Tuition			
1400 Transportation Fees			
1500 Earnings on Investments			
1600 Food Service Revenue			
1611 Daily Sales - School Lunch			
1612 Daily Sales - School Breakfast			
1613 Daily Sales - Special Milk			
1614 Daily Sales - After-School Program			
1700 District Activities Revenue		-	
1800 Community Service Activities			
1900 Other Revenues			
1910 Rentals			
1920 Donations			
1950/60 Services Provided other Governments			
1990 Miscellaneous			
TOTAL LOCAL SOURCES	-	-	-
3000 REVENUE FROM STATE SOURCES			
3110 Distributive School Fund			
3115 Special Education - DSA Funding			
3200 Restricted Funding/Grants-in-Aid Rev			
3210 Special Transportation			
3220 Adult High School Diploma			
3230 Class Size Reduction			
3800 In Lieu of Taxes			
3900 For/on behalf of School District			
TOTAL STATE SOURCES	-	-	-
4000 FEDERAL SOURCES			
4100 Unrestricted - Direct Fed Gov't			
4200 Unrestricted - State Agency			
4300 Restricted - Direct			
4500 Restricted - State Agency			
4800 Revenue in Lieu of Taxes			
4900 Revenue for-on behalf of School District			
TOTAL FEDERAL SOURCES	-	-	-

Lyon County School District
 Adult Diploma Fund

OTHER RESOURCES AND FUND BALANCE	(3)	(4)	(5)
	BUDGET YEAR ENDING 01/00/00		
	5/26/2020 FINAL BUDGET	Revision	12/15/2020 AMENDED APPROVED
5000 OTHER FINANCING SOURCES			
5100 Issuance of Bonds			
5110 Bond Principal			
5120 Premium/Discount of Bond Sale			
5200 Transfers from Other Funds		-	
5300 Gain/Loss on Disposal of Assets			
5400 Loan Proceeds (> 12 months)			
5500 Capital lease Proceeds			
5600 Other Long-Term Debt Proceeds			
TOTAL OTHER FINANCING SOURCES	-	-	-
8000 OPENING FUND BALANCE			
Reserved Opening Balance (NPM)			
Opening Balance (Other)		-	
TOTAL OPENING FUND BALANCE	-	-	-
Prior Period Adjustments			
Residual Equity Transfers			
TOTAL ALL RESOURCES	-	-	-

Lyon County School District
Adult Diploma Fund

PROGRAM FUNCTION OBJECT	(3)	(4)	(5)
	5/26/2020 FINAL BUDGET	BUDGET YEAR ENDING 06/30/21 Revision	12/15/2020 AMENDED APPROVED
600 ADULT EDUCATION PROGRAMS			
1000 Instruction			
100 Salaries			
200 Benefits			
300/400/500 Purchased Services		-	
600 Supplies		-	
700 Property			
800/900 Miscellaneous & Other		-	
2700 Student Transportation			
100 Salaries			
200 Benefits			
300/400/500 Purchased Services			
600 Supplies			
700 Property			
800/900 Miscellaneous & Other			
600 TOTAL ADULT EDUCATION PROGRAMS	-	-	-
800 COMMUNITY SERVICE PROGRAMS			
3300 Community Service Operations			
100 Salaries			
200 Benefits			
300/400/500 Purchased Services			
600 Supplies			
700 Property			
800/900 Miscellaneous & Other			
800 TOTAL COMMUNITY SVC PROGRAMS			

Lyon County School District
 Adult Diploma Fund

PROGRAM FUNCTION OBJECT	(3)	(4)	(5)
	5/26/2020 FINAL BUDGET	BUDGET YEAR ENDING 06/30/21 Revision	12/15/2020 AMENDED APPROVED
000 UNDISTRIBUTED EXPENDITURES			
2100 Student Support			
100 Salaries			
200 Benefits			
300/400/500 Purchased Services			
600 Supplies			
700 Property			
800/900 Miscellaneous & Other			
2100 SUBTOTAL			
2200 Instruction Staff Support			
100 Salaries			
200 Benefits			
300/400/500 Purchased Services			
600 Supplies			
700 Property			
800/900 Miscellaneous & Other			
2200 SUBTOTAL	-		-
2300 General Administration			
100 Salaries			
200 Benefits			
300/400/500 Purchased Services			
600 Supplies			
700 Property			
800/900 Miscellaneous & Other			
2300 SUBTOTAL			
2400 School Administration			
100 Salaries			
200 Benefits			
300/400/500 Purchased Services			-
600 Supplies			
700 Property			
800/900 Miscellaneous & Other			
2400 SUBTOTAL	-	-	-
2500 Central Services			
100 Salaries			
200 Benefits			
300/400/500 Purchased Services			
600 Supplies			
700 Property			
800/900 Miscellaneous & Other			
2500 SUBTOTAL			

Lyon County School District
 Adult Diploma Fund

PROGRAM FUNCTION OBJECT	(3)	(4)	(5)
	4/15/2020 TENTATIVE BUDGET	BUDGET YEAR ENDING 06/30/21 Revision	5/26/2020 FINAL APPROVED
4900 Other (All Objects)			
100 Salaries			
200 Benefits			
300/400/500 Purchased Services			
600 Supplies			
700 Property			
800/900 Miscellaneous & Other			
4900 SUBTOTAL			
4000 TOTAL FACILITIES ACQUISITION AND CONSTRUCTION			
6200 Other Fund Transfers			
910 Interfund Transfer			
000 TOTAL UNDISTRIBUTED EXPENDITURES	-	-	-
TOTAL ALL EXPENDITURES	-	-	-
6300 Contingency (not to exceed 3% of Total Expenditures)			
8000 ENDING FUND BALANCE			
Reserved NPM Per NRS 387.1235			
Ending Balance (Other)	-	-	-
TOTAL ENDING FUND BALANCE	-	-	-
TOTAL APPLICATIONS	-	-	-

Lyon County School District _____
 Adult Diploma Fund _____

REVENUE	(3)	(4)	(5)
	5/26/2020 FINAL BUDGET	BUDGET YEAR ENDING 01/00/00 Revision	12/15/2020 AMENDED APPROVED
1000 LOCAL SOURCES			
1100 Tax Revenue			
1110 Property Taxes			
1111 Net Proceeds of Mines			
1112 Net Proceeds of Mines - Prior Year			
1120 School Support Taxes			
1150 Residential Construction Tax			
1190 Other Taxes			
1191 Franchise Taxes			
1192 Governmental Services Tax			
1200 Local Gov Units - Not School Districts			
1300 Tuition			
1400 Transportation Fees			
1500 Earnings on Investments			
1600 Food Service Revenue			
1611 Daily Sales - School Lunch			
1612 Daily Sales - School Breakfast			
1613 Daily Sales - Special Milk			
1614 Daily Sales - After-School Program			
1700 District Activities Revenue			
1800 Community Service Activities			
1900 Other Revenues			
1910 Rentals			
1920 Donations			
1950/60 Services Provided other Governments			
1990 Miscellaneous			
TOTAL LOCAL SOURCES	-		-
3000 REVENUE FROM STATE SOURCES			
3110 Distributive School Fund			
3115 Special Education - DSA Funding			
3200 Restricted Funding/Grants-in-Aid Rev			
3210 Special Transportation			
3220 Adult High School Diploma			
3230 Class Size Reduction	1,800,000	277,149	2,077,149
3800 In Lieu of Taxes			
3900 For/on behalf of School District			
TOTAL STATE SOURCES	1,800,000	277,149	2,077,149
4000 FEDERAL SOURCES			
4100 Unrestricted - Direct Fed Gov't			
4200 Unrestricted - State Agency			
4300 Restricted - Direct			
4500 Restricted - State Agency			
4800 Revenue in Lieu of Taxes			
4900 Revenue for-on behalf of School District			
TOTAL FEDERAL SOURCES	-	-	-

Lyon County School District
 Class Size Reduction Fund

OTHER RESOURCES AND FUND BALANCE	(3)	(4)	(5)
	BUDGET YEAR ENDING 01/00/00		
	5/26/2020 FINAL BUDGET	Revision	12/15/2020 AMENDED APPROVED
5000 OTHER FINANCING SOURCES			
5100 Issuance of Bonds			
5110 Bond Principal			
5120 Premium/Discount of Bond Sale			
5200 Transfers from Other Funds		-	-
5300 Gain/Loss on Disposal of Assets			
5400 Loan Proceeds (> 12 months)			
5500 Capital lease Proceeds			
5600 Other Long-Term Debt Proceeds			
TOTAL OTHER FINANCING SOURCES	-	-	-
8000 OPENING FUND BALANCE			
Reserved Opening Balance (NPM)			
Opening Balance (Other)	-	-	-
TOTAL OPENING FUND BALANCE	-	-	-
Prior Period Adjustments			
Residual Equity Transfers			
TOTAL ALL RESOURCES	1,800,000	277,149	2,077,149

Lyon County School District
Class Size Reduction Fund

PROGRAM FUNCTION OBJECT	(3)	(4)	(5)
	5/26/2020 FINAL BUDGET	Revision	12/15/2020 AMENDED APPROVED
BUDGET YEAR ENDING 06/30/21			
100 REGULAR PROGRAMS			
1000 Instruction			
100 Salaries	1,250,000	192,465	1,442,465
200 Benefits	550,000	84,684	634,684
300/400/500 Purchased Services		-	
600 Supplies		-	
700 Property		-	
800/900 Miscellaneous & Other		-	
2700 Student Transportation		-	
100 Salaries		-	
200 Benefits			
300/400/500 Purchased Services			
600 Supplies			
700 Property			
800/900 Miscellaneous & Other			
2900 Other Direct Support			
100 Salaries			
200 Benefits			
300/400/500 Purchased Services			
600 Supplies			
700 Property			
800/900 Miscellaneous & Other			
100 TOTAL REGULAR PROGRAMS	1,800,000	277,149	2,077,149
200 SPECIAL PROGRAMS			
1000 Instruction			
100 Salaries			
200 Benefits			
300/400/500 Purchased Services			
600 Supplies			
700 Property			
800/900 Miscellaneous & Other			
2700 Student Transportation			
100 Salaries			
200 Benefits			
300/400/500 Purchased Services			
600 Supplies			
700 Property			
800/900 Miscellaneous & Other			
2900 Other Direct Support			
100 Salaries			
200 Benefits			
300/400/500 Purchased Services			
600 Supplies			
700 Property			
800/900 Miscellaneous & Other			
200 TOTAL SPECIAL PROGRAMS			

Lyon County School District
Class Size Reduction Fund

PROGRAM FUNCTION OBJECT	(3)	(4)	(5)
	5/26/2020 FINAL BUDGET	BUDGET YEAR ENDING 06/30/21 Revision	12/15/2020 AMENDED APPROVED
4900 Other (All Objects)			
100 Salaries			
200 Benefits			
300/400/500 Purchased Services			
600 Supplies			
700 Property			
800/900 Miscellaneous & Other			
4900 SUBTOTAL			
4000 TOTAL FACILITIES ACQUISITION AND CONSTRUCTION			
6200 Other Fund Transfers			
910 Interfund Transfer			
000 TOTAL UNDISTRIBUTED EXPENDITURES			
TOTAL ALL EXPENDITURES	1,800,000	277,149	2,077,149
6300 Contingency (not to exceed 3% of Total Expenditures)			
8000 ENDING FUND BALANCE			
Reserved NPM Per NRS 387.1235			
Ending Balance (Other)	-	-	-
TOTAL ENDING FUND BALANCE	-	-	-
TOTAL APPLICATIONS	1,800,000	277,149	2,077,149

Lyon County School District
Class Size Reduction Fund

REVENUE	(3)	(4)	(5)
	5/26/2020 FINAL BUDGET	BUDGET YEAR ENDING 01/00/00 Revision	12/15/2020 AMENDED APPROVED
1000 LOCAL SOURCES			
1100 Tax Revenue			
1110 Property Taxes			
1111 Net Proceeds of Mines			
1112 Net Proceeds of Mines - Prior Year			
1120 School Support Taxes			
1150 Residential Construction Tax			
1190 Other Taxes			
1191 Franchise Taxes			
1192 Governmental Services Tax			
1200 Local Gov Units - Not School Districts			
1300 Tuition			
1400 Transportation Fees			
1500 Earnings on Investments			
1600 Food Service Revenue			
1611 Daily Sales - School Lunch			
1612 Daily Sales - School Breakfast			
1613 Daily Sales - Special Milk			
1614 Daily Sales - After-School Program			
1700 District Activities Revenue			
1800 Community Service Activities			
1900 Other Revenues			
1910 Rentals			
1920 Donations	-	-	
1950/60 Services Provided other Governments			
1990 Miscellaneous			
TOTAL LOCAL SOURCES	-	-	-
3000 REVENUE FROM STATE SOURCES			
3110 Distributive School Fund			
3115 Special Education - DSA Funding			
3200 Restricted Funding/Grants-in-Aid Rev			
3210 Special Transportation			
3220 Adult High School Diploma			
3230 Class Size Reduction			
3800 In Lieu of Taxes			
3900 For/on behalf of School District			
TOTAL STATE SOURCES	-		-
4000 FEDERAL SOURCES			
4100 Unrestricted - Direct Fed Gov't			
4200 Unrestricted - State Agency			
4300 Restricted - Direct			
4500 Restricted - State Agency			
4800 Revenue in Lieu of Taxes			
4900 Revenue for-on behalf of School District			
TOTAL FEDERAL SOURCES	-		-

Lyon County School District
Private Grants Fund

OTHER RESOURCES AND FUND BALANCE	(3)	(4)	(5)
	BUDGET YEAR ENDING 01/00/00		
	5/26/2020 FINAL BUDGET	Revision	12/15/2020 AMENDED APPROVED
5000 OTHER FINANCING SOURCES			
5100 Issuance of Bonds			
5110 Bond Principal			
5120 Premium/Discount of Bond Sale			
5200 Transfers from Other Funds			
5300 Gain/Loss on Disposal of Assets			
5400 Loan Proceeds (> 12 months)			
5500 Capital lease Proceeds			
5600 Other Long-Term Debt Proceeds			
TOTAL OTHER FINANCING SOURCES	-		-
8000 OPENING FUND BALANCE			
Reserved Opening Balance (NPM)			
Opening Balance (Other)	-		-
TOTAL OPENING FUND BALANCE	-		-
Prior Period Adjustments			
Residual Equity Transfers			
TOTAL ALL RESOURCES	-		-

Lyon County School District
Private Grants Fund

PROGRAM FUNCTION OBJECT	(3)	(4)	(5)
	5/26/2020 FINAL BUDGET	BUDGET YEAR ENDING 06/30/21 Revision	12/15/2020 AMENDED APPROVED
100 REGULAR PROGRAMS			
1000 Instruction			
100 Salaries			
200 Benefits			
300/400/500 Purchased Services			
600 Supplies		-	
700 Property			
800/900 Miscellaneous & Other			
2700 Student Transportation			
100 Salaries			
200 Benefits			
300/400/500 Purchased Services			
600 Supplies			
700 Property			
800/900 Miscellaneous & Other			
2900 Other Direct Support			
100 Salaries			
200 Benefits			
300/400/500 Purchased Services			
600 Supplies			
700 Property			
800/900 Miscellaneous & Other			
100 TOTAL REGULAR PROGRAMS	-	-	-
200 SPECIAL PROGRAMS			
1000 Instruction			
100 Salaries			
200 Benefits			
300/400/500 Purchased Services			
600 Supplies		-	
700 Property			
800/900 Miscellaneous & Other			
2700 Student Transportation			
100 Salaries			
200 Benefits			
300/400/500 Purchased Services			
600 Supplies			
700 Property			
800/900 Miscellaneous & Other			
2900 Other Direct Support			
100 Salaries			
200 Benefits			
300/400/500 Purchased Services			
600 Supplies			
700 Property			
800/900 Miscellaneous & Other			
200 TOTAL SPECIAL PROGRAMS	-	-	-

Lyon County School District
Private Grants Fund

PROGRAM FUNCTION OBJECT	(3)	(4)	(5)
	5/26/2020 FINAL BUDGET	BUDGET YEAR ENDING 06/30/21 Revision	12/15/2020 AMENDED APPROVED
270 GIFTED AND TALENTED			
1000 Instruction			
100 Salaries		-	
200 Benefits		-	
300/400/500 Purchased Services			
600 Supplies			
700 Property			
800/900 Miscellaneous & Other			
2700 Student Transportation			
100 Salaries			
200 Benefits			
300/400/500 Purchased Services			
600 Supplies			
700 Property			
800/900 Miscellaneous & Other			
2900 Other Direct Support			
100 Salaries			
200 Benefits			
300/400/500 Purchased Services			
600 Supplies			
700 Property			
800/900 Miscellaneous & Other			
270 TOTAL GIFTED AND TALENTED	-	-	-
300 VOCATIONAL & TECHNICAL			
1000 Instruction			
100 Salaries		-	
200 Benefits		-	
300/400/500 Purchased Services		-	
600 Supplies		-	
700 Property		-	
800/900 Miscellaneous & Other		-	
2700 Student Transportation			
100 Salaries			
200 Benefits			
300/400/500 Purchased Services			
600 Supplies			
700 Property			
800/900 Miscellaneous & Other			
2900 Other Direct Support			
100 Salaries			
200 Benefits			
300/400/500 Purchased Services			
600 Supplies			
700 Property			
800/900 Miscellaneous & Other			
300 TOTAL VOCATIONAL & TECHNICAL	-	-	-

Lyon County School District
Private Grants Fund

PROGRAM FUNCTION OBJECT	(1)	(2)	(4)		
	ACTUAL PRIOR YEAR ENDING 06/30/19	ESTIMATED CURRENT YEAR ENDING 06/30/20	BUDGET YEAR ENDING 06/30/21		
			(3) 5/26/2020 FINAL BUDGET	Revision	(5) 12/15/2020 AMENDED APPROVED
000 UNDISTRIBUTED EXPENDITURES					
2100 Student Support					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies				-	
700 Property					
800/900 Miscellaneous & Other					
2100 SUBTOTAL				-	-
2200 Instruction Staff Support					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services	1,845				
600 Supplies	4,323			-	
700 Property					
800/900 Miscellaneous & Other					
2200 SUBTOTAL	6,168	-	-	-	-
2300 General Administration					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800/900 Miscellaneous & Other					
2300 SUBTOTAL					
2400 School Administration					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800/900 Miscellaneous & Other	2,000				
2400 SUBTOTAL	2,000	-	-		-
2500 Central Services					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800/900 Miscellaneous & Other					
2500 SUBTOTAL					

Lyon County School District _____ School District
Private Grants Fund _____ Fund - Expenditure:

PROGRAM FUNCTION OBJECT	(3)	(4)	(5)
	5/26/2020 FINAL BUDGET	BUDGET YEAR ENDING 06/30/21 Revision	12/15/2020 AMENDED APPROVED
2600 Operating/Maintenance Plant Service			
100 Salaries			
200 Benefits			
300/400/500 Purchased Services			
600 Supplies		-	
700 Property			
800/900 Miscellaneous & Other			
2600 SUBTOTAL	-	-	-
2700 Student Transportation			
100 Salaries			
200 Benefits			
300/400/500 Purchased Services			
600 Supplies			
700 Property			
800/900 Miscellaneous & Other			
2700 SUBTOTAL	-		-
2900 Other Support (All Objects)			
100 Salaries			
200 Benefits			
300/400/500 Purchased Services			
600 Supplies			
700 Property			
800/900 Miscellaneous & Other			
2900 SUBTOTAL			
TOTAL SUPPORT SERVICES	-	-	-
NONINSTRUCTIONAL SERVICES			
3100 Food Services Operations			
100 Salaries			
200 Benefits			
300/400/500 Purchased Services			
600 Supplies			
700 Property			
800/900 Miscellaneous & Other			
3100 SUBTOTAL	-		-
4100 Land Acquisition			
100 Salaries			
200 Benefits			
300/400/500 Purchased Services			
600 Supplies			
700 Property			
800/900 Miscellaneous & Other			
4100 SUBTOTAL			

Lyon County School District
Private Grants Fund

PROGRAM FUNCTION OBJECT	(3)	(4)	(5)
	5/26/2020 FINAL BUDGET	BUDGET YEAR ENDING 06/30/21 Revision	12/15/2020 AMENDED APPROVED
4200 Land Improvement			
100 Salaries			
200 Benefits			
300/400/500 Purchased Services			
600 Supplies			
700 Property			
800/900 Miscellaneous & Other			
4200 SUBTOTAL			
4300 Architecture/Engineering			
100 Salaries			
200 Benefits			
300/400/500 Purchased Services			
600 Supplies			
700 Property			
800/900 Miscellaneous & Other			
4300 SUBTOTAL			
4500 Building Acquisition/Construction			
100 Salaries			
200 Benefits			
300/400/500 Purchased Services			
600 Supplies			
700 Property			
800/900 Miscellaneous & Other			
4500 SUBTOTAL	-		-
4600 Site Improvement			
100 Salaries			
200 Benefits			
300/400/500 Purchased Services			
600 Supplies			
700 Property			
800/900 Miscellaneous & Other			
4600 SUBTOTAL	-		-
4700 Building Improvement			
100 Salaries			
200 Benefits			
300/400/500 Purchased Services			
600 Supplies			
700 Property			
800/900 Miscellaneous & Other			
4700 SUBTOTAL	-		-

Lyon County School District
Private Grants Fund

PROGRAM FUNCTION OBJECT	(3)	(4)	(5)
	5/26/2020 FINAL BUDGET	BUDGET YEAR ENDING 06/30/21 Revision	
			12/15/2020 AMENDED APPROVED
4900 Other (All Objects)			
100 Salaries			
200 Benefits			
300/400/500 Purchased Services			
600 Supplies			
700 Property			
800/900 Miscellaneous & Other			
4900 SUBTOTAL	-		-
4000 TOTAL FACILITIES ACQUISITION AND CONSTRUCTION			
6200 Other Fund Transfers			
910 Interfund Transfer			
000 TOTAL UNDISTRIBUTED EXPENDITURES	-	-	-
TOTAL ALL EXPENDITURES	-	-	-
6300 Contingency (not to exceed 3% of Total Expenditures)			
8000 ENDING FUND BALANCE			
Reserved NPM Per NRS 387.1235			
Ending Balance (Other)	-		-
TOTAL ENDING FUND BALANCE	-		-
TOTAL APPLICATIONS	-	-	-

Lyon County School District _____
Private Grants Fund _____

REVENUE	(3)	(4)	(5)
	5/26/2020 FINAL BUDGET	BUDGET YEAR ENDING 01/00/00 Revision	12/15/2020 AMENDED APPROVED
1000 LOCAL SOURCES			
1100 Tax Revenue			
1110 Property Taxes			
1111 Net Proceeds of Mines			
1112 Net Proceeds of Mines - Prior Year			
1120 School Support Taxes			
1150 Residential Construction Tax			
1190 Other Taxes			
1191 Franchise Taxes			
1192 Governmental Services Tax			
1200 Local Gov Units - Not School Districts			
1300 Tuition			
1400 Transportation Fees			
1500 Earnings on Investments			
1600 Food Service Revenue			
1611 Daily Sales - School Lunch			
1612 Daily Sales - School Breakfast			
1613 Daily Sales - Special Milk			
1614 Daily Sales - After-School Program			
1700 District Activities Revenue			
1800 Community Service Activities			
1900 Other Revenues			
1910 Rentals			
1920 Donations			
1950/60 Services Provided other Governments			
1990 Miscellaneous			
TOTAL LOCAL SOURCES			
3000 REVENUE FROM STATE SOURCES			
3110 Distributive School Fund			
3115 Special Education - DSA Funding			
3100 State Grant, Unrestricted			
3200 Restricted Funding/Grants-in-Aid Rev	-	-	
3210 Special Transportation		-	
3220 Adult High School Diploma			
3230 Class Size Reduction			
3800 In Lieu of Taxes			
3900 For/on behalf of School District			
TOTAL STATE SOURCES	-	-	-
4000 FEDERAL SOURCES			
4100 Unrestricted - Direct Fed Gov't			
4200 Unrestricted - State Agency			
4300 Restricted - Direct			
4500 Restricted - State Agency			
4800 Revenue in Lieu of Taxes			
4900 Revenue for-on behalf of School District			
TOTAL FEDERAL SOURCES			

Lyon County School District
 State Grants Fund

OTHER RESOURCES AND FUND BALANCE	(3)	(4)	(5)
	BUDGET YEAR ENDING 01/00/00		
	5/26/2020 FINAL BUDGET	Revision	12/15/2020 AMENDED APPROVED
5000 OTHER FINANCING SOURCES			
5100 Issuance of Bonds			
5110 Bond Principal			
5120 Premium/Discount of Bond Sale			
5200 Transfers from Other Funds			
5300 Gain/Loss on Disposal of Assets			
5400 Loan Proceeds (> 12 months)			
5500 Capital lease Proceeds			
5600 Other Long-Term Debt Proceeds			
TOTAL OTHER FINANCING SOURCES			
8000 OPENING FUND BALANCE			
Reserved Opening Balance (NPM)			
Opening Balance (Other)	-		-
TOTAL OPENING FUND BALANCE	-		-
Prior Period Adjustments			
Residual Equity Transfers			
TOTAL ALL RESOURCES	-	-	-

Lyon County School District
State Grants Fund

PROGRAM FUNCTION OBJECT	(3)	(4)	(5)
	5/26/2020 FINAL BUDGET	Revision	12/15/2020 AMENDED APPROVED
BUDGET YEAR ENDING 06/30/21			
100 REGULAR PROGRAMS			
1000 Instruction			
100 Salaries		-	
200 Benefits		-	
300/400/500 Purchased Services		-	
600 Supplies		-	
700 Property			
800/900 Miscellaneous & Other			
2700 Student Transportation			
100 Salaries			
200 Benefits			
300/400/500 Purchased Services			
600 Supplies			
700 Property			
800/900 Miscellaneous & Other			
2900 Other Direct Support			
100 Salaries			
200 Benefits			
300/400/500 Purchased Services			
600 Supplies			
700 Property			
800/900 Miscellaneous & Other			
100 TOTAL REGULAR PROGRAMS	-	-	-
200 SPECIAL PROGRAMS			
1000 Instruction			
100 Salaries			
200 Benefits			
300/400/500 Purchased Services			
600 Supplies			
700 Property			
800/900 Miscellaneous & Other			
2700 Student Transportation			
100 Salaries			
200 Benefits			
300/400/500 Purchased Services			
600 Supplies			
700 Property			
800/900 Miscellaneous & Other			
2900 Other Direct Support			
100 Salaries			
200 Benefits			
300/400/500 Purchased Services			
600 Supplies			
700 Property			
800/900 Miscellaneous & Other			
200 TOTAL SPECIAL PROGRAMS	-	-	-

Lyon County School District
State Grants Fund

PROGRAM FUNCTION OBJECT	(3)	(4)	(5)
	5/26/2020 FINAL BUDGET	BUDGET YEAR ENDING 06/30/21 Revision	12/15/2020 AMENDED APPROVED
270 GIFTED AND TALENTED			
1000 Instruction			
100 Salaries			
200 Benefits			
300/400/500 Purchased Services			
600 Supplies			
700 Property			
800/900 Miscellaneous & Other			
2700 Student Transportation			
100 Salaries			
200 Benefits			
300/400/500 Purchased Services			
600 Supplies			
700 Property			
800/900 Miscellaneous & Other			
2900 Other Direct Support			
100 Salaries			
200 Benefits			
300/400/500 Purchased Services			
600 Supplies			
700 Property			
800/900 Miscellaneous & Other			
270 TOTAL GIFTED AND TALENTED			
300 VOCATIONAL & TECHNICAL			
1000 Instruction			
100 Salaries		-	
200 Benefits		-	
300/400/500 Purchased Services		-	
600 Supplies		-	
700 Property		-	
800/900 Miscellaneous & Other		-	
2700 Student Transportation		-	
100 Salaries		-	
200 Benefits		-	
300/400/500 Purchased Services		-	
600 Supplies		-	
700 Property		-	
800/900 Miscellaneous & Other		-	
2900 Other Direct Support		-	
100 Salaries		-	
200 Benefits		-	
300/400/500 Purchased Services		-	
600 Supplies		-	
700 Property		-	
800/900 Miscellaneous & Other		-	
300 TOTAL VOCATIONAL & TECHNICAL	-	-	-

Lyon County School District
State Grants Fund

PROGRAM FUNCTION OBJECT	BUDGET YEAR ENDING 06/30/21		
	(3) 5/26/2020 FINAL BUDGET	(4) Revision	(5) 12/15/2020 AMENDED APPROVED
400 OTHER INSTRUCTIONAL PROGRAMS			
1000 Instruction			
100 Salaries		-	
200 Benefits		-	
300/400/500 Purchased Services		-	
600 Supplies		-	
700 Property		-	
800/900 Miscellaneous & Other			
2700 Student Transportation			
100 Salaries			
200 Benefits			
300/400/500 Purchased Services			
600 Supplies			
700 Property			
800/900 Miscellaneous & Other			
2900 Other Direct Support			
100 Salaries			
200 Benefits			
300/400/500 Purchased Services			
600 Supplies			
700 Property			
800/900 Miscellaneous & Other			
400 TOTAL OTHER INSTR PROGRAMS	-	-	-
440 SUMMER SCHOOL			
1000 Instruction			
100 Salaries			
200 Benefits			
300/400/500 Purchased Services			
600 Supplies			
700 Property			
800/900 Miscellaneous & Other			
2700 Student Transportation			
100 Salaries			
200 Benefits			
300/400/500 Purchased Services			
600 Supplies			
700 Property			
800/900 Miscellaneous & Other			
2900 Other Direct Support			
100 Salaries			
200 Benefits			
300/400/500 Purchased Services			
600 Supplies			
700 Property			
800/900 Miscellaneous & Other			
440 TOTAL SUMMER SCHOOL			

Lyon County School District
State Grants Fund

PROGRAM FUNCTION OBJECT	(3)	(4)	(5)
	5/26/2020 FINAL BUDGET	BUDGET YEAR ENDING 06/30/21 Revision	12/15/2020 AMENDED APPROVED
000 UNDISTRIBUTED EXPENDITURES			
2100 Student Support			
100 Salaries		-	
200 Benefits		-	
300/400/500 Purchased Services		-	
600 Supplies		-	
700 Property			
800/900 Miscellaneous & Other			
2100 SUBTOTAL	-	-	-
2200 Instruction Staff Support			
100 Salaries		-	
200 Benefits		-	
300/400/500 Purchased Services		-	
600 Supplies		-	
700 Property			
800/900 Miscellaneous & Other			
2200 SUBTOTAL	-	-	-
2300 General Administration			
100 Salaries			
200 Benefits			
300/400/500 Purchased Services			
600 Supplies			
700 Property			
800/900 Miscellaneous & Other			
2300 SUBTOTAL	-		-
2400 School Administration			
100 Salaries		-	
200 Benefits		-	
300/400/500 Purchased Services		-	
600 Supplies		-	
700 Property		-	
800/900 Miscellaneous & Other		-	
2400 SUBTOTAL		-	-
2500 Central Services			
100 Salaries		-	
200 Benefits		-	
300/400/500 Purchased Services		-	
600 Supplies		-	
700 Property			
800/900 Miscellaneous & Other			
2500 SUBTOTAL	-	-	-

Lyon County School District
 State Grants Fund

PROGRAM FUNCTION OBJECT	(3)	(4)	(5)
	5/26/2020 FINAL BUDGET	BUDGET YEAR ENDING 06/30/21 Revision	12/15/2020 AMENDED APPROVED
2600 Operating/Maintenance Plant Service			
100 Salaries			
200 Benefits			
300/400/500 Purchased Services			
600 Supplies			
700 Property			
800/900 Miscellaneous & Other			
2600 SUBTOTAL	-	-	-
2700 Student Transportation			
100 Salaries		-	
200 Benefits		-	
300/400/500 Purchased Services		-	
600 Supplies			
700 Property			
800/900 Miscellaneous & Other			
2700 SUBTOTAL	-	-	-
2900 Other Support (All Objects)			
100 Salaries			
200 Benefits			
300/400/500 Purchased Services			
600 Supplies			
700 Property			
800/900 Miscellaneous & Other			
2900 SUBTOTAL			
TOTAL SUPPORT SERVICES	-	-	-
NONINSTRUCTIONAL SERVICES			
3100 Food Services Operations			
100 Salaries			
200 Benefits			
300/400/500 Purchased Services		-	
600 Supplies			
700 Property			
800/900 Miscellaneous & Other			
3100 SUBTOTAL	-	-	-
4100 Land Acquisition			
100 Salaries			
200 Benefits			
300/400/500 Purchased Services			
600 Supplies			
700 Property			
800/900 Miscellaneous & Other			
4100 SUBTOTAL			

Lyon County School District
 State Grants Fund

PROGRAM FUNCTION OBJECT	(3)	(4)	(5)
	5/26/2020 FINAL BUDGET	BUDGET YEAR ENDING 06/30/21 Revision	12/15/2020 AMENDED APPROVED
4200 Land Improvement			
100 Salaries			
200 Benefits			
300/400/500 Purchased Services			
600 Supplies			
700 Property			
800/900 Miscellaneous & Other			
4200 SUBTOTAL			
4300 Architecture/Engineering			
100 Salaries			
200 Benefits			
300/400/500 Purchased Services			
600 Supplies			
700 Property			
800/900 Miscellaneous & Other			
4300 SUBTOTAL	-		-
4500 Building Acquisition/Construction			
100 Salaries			
200 Benefits			
300/400/500 Purchased Services			
600 Supplies		-	
700 Property		-	
800/900 Miscellaneous & Other			
4500 SUBTOTAL	-	-	-
4600 Site Improvement			
100 Salaries			
200 Benefits			
300/400/500 Purchased Services			
600 Supplies			
700 Property			
800/900 Miscellaneous & Other			
4600 SUBTOTAL			
4700 Building Improvement			
100 Salaries			
200 Benefits			
300/400/500 Purchased Services			
600 Supplies			
700 Property			
800/900 Miscellaneous & Other			
4700 SUBTOTAL			

Lyon County County School District
State Grants Fund

PROGRAM FUNCTION OBJECT	(3)	(4)	(5)
	5/26/2020 FINAL BUDGET	BUDGET YEAR ENDING 06/30/21 Revision	
			12/15/2020 AMENDED APPROVED
4900 Other (All Objects)			
100 Salaries			
200 Benefits			
300/400/500 Purchased Services			
600 Supplies			
700 Property			
800/900 Miscellaneous & Other			
4900 SUBTOTAL			
4000 TOTAL FACILITIES ACQUISITION AND CONSTRUCTION		-	-
6200 Other Fund Transfers			
910 Interfund Transfer			
000 TOTAL UNDISTRIBUTED EXPENDITURES		-	-
TOTAL ALL EXPENDITURES		-	-
6300 Contingency (not to exceed 3% of Total Expenditures)			
8000 ENDING FUND BALANCE			
Reserved NPM Per NRS 387.1235			
Ending Balance (Other)		-	
TOTAL ENDING FUND BALANCE		-	-
TOTAL APPLICATIONS		-	-

Lyon County School District _____
State Grants Fund _____

REVENUE	(3)	(4)	(5)
	5/26/2020 FINAL BUDGET	BUDGET YEAR ENDING 01/00/00 Revision	12/15/2020 AMENDED APPROVED
1000 LOCAL SOURCES			
1100 Tax Revenue			
1110 Property Taxes			
1111 Net Proceeds of Mines			
1112 Net Proceeds of Mines - Prior Year			
1120 School Support Taxes			
1150 Residential Construction Tax			
1190 Other Taxes			
1191 Franchise Taxes			
1192 Governmental Services Tax			
1200 Local Gov Units - Not School Districts			
1300 Tuition			
1400 Transportation Fees			
1500 Earnings on Investments			
1600 Food Service Revenue			
1611 Daily Sales - School Lunch			
1612 Daily Sales - School Breakfast			
1613 Daily Sales - Special Milk			
1614 Daily Sales - After-School Program			
1700 District Activities Revenue			
1800 Community Service Activities			
1900 Other Revenues			
1910 Rentals			
1920 Donations			
1950/60 Services Provided other Governments			
1990 Miscellaneous			
TOTAL LOCAL SOURCES	-		-
3000 REVENUE FROM STATE SOURCES			
3110 Distributive School Fund			
3115 Special Education - DSA Funding			
3200 Restricted Funding/Grants-in-Aid Rev			
3210 Special Transportation			
3220 Adult High School Diploma			
3230 Class Size Reduction			
3800 In Lieu of Taxes			
3900 For/on behalf of School District			
TOTAL STATE SOURCES			
4000 FEDERAL SOURCES			
4100 Unrestricted - Direct Fed Gov't			
4200 Unrestricted - State Agency			
4300 Restricted - Direct			
4500 Restricted - State Agency			
4800 Revenue in Lieu of Taxes			
4900 Revenue for-on behalf of School District			
TOTAL FEDERAL SOURCES	-		-

Lyon County School District
Bond Projects Fund

OTHER RESOURCES AND FUND BALANCE	(3)	(4)	(5)
	BUDGET YEAR ENDING 01/00/00		
	5/26/2020 FINAL BUDGET	Revision	12/15/2020 AMENDED APPROVED
5000 OTHER FINANCING SOURCES			
5100 Issuance of Bonds			
5110 Bond Principal			
5120 Premium/Discount of Bond Sale			
5200 Transfers from Other Funds			
5300 Gain/Loss on Disposal of Assets			
5400 Loan Proceeds (> 12 months)			
5500 Capital lease Proceeds			
5600 Other Long-Term Debt Proceeds			
TOTAL OTHER FINANCING SOURCES	-	-	-
8000 OPENING FUND BALANCE			
Reserved Opening Balance (NPM)			
Opening Balance (Other)	17,721,603		17,721,603
TOTAL OPENING FUND BALANCE	17,721,603		17,721,603
Prior Period Adjustments			
Residual Equity Transfers			
TOTAL ALL RESOURCES	17,721,603	-	17,721,603

Lyon County School District
Bond Projects Fund

PROGRAM FUNCTION OBJECT	BUDGET YEAR ENDING 06/30/21		
	(3) 5/26/2020 FINAL BUDGET	(4) Revision	(5) 12/15/2020 AMENDED APPROVED
000 UNDISTRIBUTED EXPENDITURES			
2100 Student Support			
100 Salaries		-	
200 Benefits		-	
300/400/500 Purchased Services		-	
600 Supplies		-	
700 Property			
800/900 Miscellaneous & Other			
2100 SUBTOTAL	-	-	-
2200 Instruction Staff Support			
100 Salaries		-	
200 Benefits		-	
300/400/500 Purchased Services		-	
600 Supplies		-	
700 Property			
800/900 Miscellaneous & Other			
2200 SUBTOTAL	-	-	-
2300 General Administration			
100 Salaries			
200 Benefits			
300/400/500 Purchased Services			
600 Supplies			
700 Property			
800/900 Miscellaneous & Other			
2300 SUBTOTAL	-		-
2400 School Administration			
100 Salaries		-	
200 Benefits		-	
300/400/500 Purchased Services		-	
600 Supplies		-	
700 Property		-	
800/900 Miscellaneous & Other		-	
2400 SUBTOTAL		-	-
2500 Central Services			
100 Salaries		-	
200 Benefits		-	
300/400/500 Purchased Services			
600 Supplies			
700 Property			
800/900 Miscellaneous & Other			
2500 SUBTOTAL	-	-	-

Lyon County School District
 Bond Projects Fund

PROGRAM FUNCTION OBJECT	(3)	(4)	(5)
	5/26/2020 FINAL BUDGET	BUDGET YEAR ENDING 06/30/21 Revision	12/15/2020 AMENDED APPROVED
2600 Operating/Maintenance Plant Service			
100 Salaries			
200 Benefits			
300/400/500 Purchased Services			
600 Supplies			
700 Property		-	
800/900 Miscellaneous & Other			
2600 SUBTOTAL	-	-	-
2700 Student Transportation			
100 Salaries			
200 Benefits			
300/400/500 Purchased Services			
600 Supplies			
700 Property		-	
800/900 Miscellaneous & Other			
2700 SUBTOTAL	-	-	-
2900 Other Support (All Objects)			
100 Salaries			
200 Benefits			
300/400/500 Purchased Services			
600 Supplies			
700 Property			
800/900 Miscellaneous & Other			
2900 SUBTOTAL			
TOTAL SUPPORT SERVICES	-	-	-
NONINSTRUCTIONAL SERVICES			
3100 Food Services Operations			
100 Salaries			
200 Benefits			
300/400/500 Purchased Services			
600 Supplies			
700 Property			
800/900 Miscellaneous & Other			
3100 SUBTOTAL	-		-
4100 Land Acquisition			
100 Salaries			
200 Benefits			
300/400/500 Purchased Services			
600 Supplies			
700 Property			
800/900 Miscellaneous & Other			
4100 SUBTOTAL	-		-

Lyon County School District
 Bond Projects Fund

PROGRAM FUNCTION OBJECT	(3)	(4)	(5)
	5/26/2020 FINAL BUDGET	BUDGET YEAR ENDING 06/30/21 Revision	12/15/2020 AMENDED APPROVED
4200 Land Improvement			
100 Salaries			
200 Benefits			
300/400/500 Purchased Services			
600 Supplies			
700 Property			
800/900 Miscellaneous & Other			
4200 SUBTOTAL			
4300 Architecture/Engineering			
100 Salaries			
200 Benefits			
300/400/500 Purchased Services			
600 Supplies			
700 Property			
800/900 Miscellaneous & Other			
4300 SUBTOTAL	-	-	-
4500 Building Acquisition/Construction			
100 Salaries		-	
200 Benefits		-	
300/400/500 Purchased Services	7,500,000	-	7,500,000
600 Supplies		-	
700 Property		-	
800/900 Miscellaneous & Other		-	
4500 SUBTOTAL	7,500,000		7,500,000
4600 Site Improvement			
100 Salaries		-	
200 Benefits		-	
300/400/500 Purchased Services	450,000	-	450,000
600 Supplies		-	
700 Property		-	
800/900 Miscellaneous & Other		-	
4600 SUBTOTAL	450,000	-	450,000
4700 Building Improvement			
100 Salaries		-	
200 Benefits		-	
300/400/500 Purchased Services	4,100,000	-	4,100,000
600 Supplies		-	
700 Property		-	-
800/900 Miscellaneous & Other		-	
4700 SUBTOTAL	4,100,000	-	4,100,000

Lyon County School District
 Bond Projects Fund

PROGRAM FUNCTION OBJECT	(3)	(4)	(5)
	5/26/2020 FINAL BUDGET	BUDGET YEAR ENDING 06/30/21 Revision	12/15/2020 AMENDED APPROVED
4900 Other (All Objects)			
100 Salaries			
200 Benefits			
300/400/500 Purchased Services			
600 Supplies			
700 Property			
800/900 Miscellaneous & Other			
4900 SUBTOTAL	-		-
4000 TOTAL FACILITIES ACQUISITION AND CONSTRUCTION	12,050,000	-	12,050,000
6200 Other Fund Transfers			
910 Interfund Transfer			
000 TOTAL UNDISTRIBUTED EXPENDITURES	12,050,000	-	12,050,000
TOTAL ALL EXPENDITURES	12,050,000	-	12,050,000
6300 Contingency (not to exceed 3% of Total Expenditures)	-		-
8000 ENDING FUND BALANCE			
Reserved NPM Per NRS 387.1235			
Ending Balance (Other)	5,671,603	-	5,671,603
TOTAL ENDING FUND BALANCE	5,671,603	-	5,671,603
TOTAL APPLICATIONS	17,721,603	-	17,721,603

Lyon County School District

 Bond Projects Fund

REVENUE	(3)	(4)	(5)
	5/26/2020 FINAL BUDGET	Revision	12/15/2020 AMENDED APPROVED
1000 LOCAL SOURCES			
1100 Tax Revenue			
1110 Property Taxes			
1111 Net Proceeds of Mines			
1112 Net Proceeds of Mines - Prior Year			
1120 School Support Taxes			
1150 Residential Construction Tax			
1190 Other Taxes			
1191 Franchise Taxes			
1192 Governmental Services Tax	939,060	-	939,060
1200 Local Gov Units - Not School Districts			
1300 Tuition			
1400 Transportation Fees			
1500 Earnings on Investments			
1600 Food Service Revenue			
1611 Daily Sales - School Lunch			
1612 Daily Sales - School Breakfast			
1613 Daily Sales - Special Milk			
1614 Daily Sales - After-School Program			
1700 District Activities Revenue			
1800 Community Service Activities			
1900 Other Revenues			
1910 Rentals			
1920 Donations			
1950/60 Services Provided other Governments			
1990 Miscellaneous			
TOTAL LOCAL SOURCES	939,060	-	939,060
3000 REVENUE FROM STATE SOURCES			
3110 Distributive School Fund			
3115 Special Education - DSA Funding			
3200 Restricted Funding/Grants-in-Aid Rev			
3210 Special Transportation			
3220 Adult High School Diploma			
3230 Class Size Reduction			
3800 In Lieu of Taxes			
3900 For/on behalf of School District			
TOTAL STATE SOURCES			
4000 FEDERAL SOURCES			
4100 Unrestricted - Direct Fed Gov't			
4200 Unrestricted - State Agency			
4300 Restricted - Direct			
4500 Restricted - State Agency			
4700 ERATE			
4800 Revenue in Lieu of Taxes			
4900 Revenue for-on behalf of School District			
TOTAL FEDERAL SOURCES	-	-	-

Lyon County School District
Capital Projects Fund

OTHER RESOURCES AND FUND BALANCE	(3)	(4)	(5)
	BUDGET YEAR ENDING 01/00/00		
	5/26/2020 FINAL BUDGET	Revision	12/15/2020 AMENDED APPROVED
5000 OTHER FINANCING SOURCES			
5100 Issuance of Bonds			
5110 Bond Principal			
5120 Premium/Discount of Bond Sale			
5200 Transfers from Other Funds			
5300 Gain/Loss on Disposal of Assets		-	
5400 Loan Proceeds (> 12 months)			
5500 Capital lease Proceeds			
5600 Other Long-Term Debt Proceeds			
TOTAL OTHER FINANCING SOURCES		-	-
8000 OPENING FUND BALANCE			
Reserved Opening Balance (NPM)			
Opening Balance (Other)	2,069,493		2,069,493
TOTAL OPENING FUND BALANCE	2,069,493	-	2,069,493
Prior Period Adjustments			
Residual Equity Transfers			
TOTAL ALL RESOURCES	3,008,553	-	3,008,553

Lyon County School District
 Capital Projects Fund

PROGRAM FUNCTION OBJECT	BUDGET YEAR ENDING 06/30/21		
	(3) 5/26/2020 FINAL BUDGET	(4) Revision	(5) 12/15/2020 AMENDED APPROVED
000 UNDISTRIBUTED EXPENDITURES			
2100 Student Support			
100 Salaries			
200 Benefits			
300/400/500 Purchased Services			
600 Supplies			
700 Property			
800/900 Miscellaneous & Other			
2100 SUBTOTAL			
2200 Instruction Staff Support			
100 Salaries			
200 Benefits			
300/400/500 Purchased Services			
600 Supplies			
700 Property			
800/900 Miscellaneous & Other			
2200 SUBTOTAL			
2300 General Administration			
100 Salaries			
200 Benefits			
300/400/500 Purchased Services			
600 Supplies			
700 Property			
800/900 Miscellaneous & Other			
2300 SUBTOTAL			
2400 School Administration			
100 Salaries			
200 Benefits			
300/400/500 Purchased Services			
600 Supplies			
700 Property			
800/900 Miscellaneous & Other			
2400 SUBTOTAL			
2500 Central Services			
100 Salaries			
200 Benefits			
300/400/500 Purchased Services			
600 Supplies			
700 Property			
800/900 Miscellaneous & Other			
2500 SUBTOTAL	-		-

Lyon County School District
Capital Projects Fund

PROGRAM FUNCTION OBJECT	BUDGET YEAR ENDING 06/30/21		
	(3) 5/26/2020 FINAL BUDGET	(4) Revision	(5) 12/15/2020 AMENDED APPROVED
2600 Operating/Maintenance Plant Service			
100 Salaries			
200 Benefits			
300/400/500 Purchased Services			
600 Supplies			
700 Property			
800/900 Miscellaneous & Other			
2600 SUBTOTAL	-		-
2700 Student Transportation			
100 Salaries			
200 Benefits			
300/400/500 Purchased Services			
600 Supplies			
700 Property			
800/900 Miscellaneous & Other			
2700 SUBTOTAL			
2900 Other Support (All Objects)			
100 Salaries			
200 Benefits			
300/400/500 Purchased Services			
600 Supplies			
700 Property			
800/900 Miscellaneous & Other			
2900 SUBTOTAL			
TOTAL SUPPORT SERVICES	-		-
NONINSTRUCTIONAL SERVICES			
3100 Food Services Operations			
100 Salaries			
200 Benefits			
300/400/500 Purchased Services			
600 Supplies			
700 Property			
800/900 Miscellaneous & Other			
3100 SUBTOTAL			
4100 Land Acquisition			
100 Salaries			
200 Benefits			
300/400/500 Purchased Services			
600 Supplies			
700 Property			
800/900 Miscellaneous & Other			
4100 SUBTOTAL			

Lyon County School District
Capital Projects Fund

PROGRAM FUNCTION OBJECT	(3)	(4)	(5)
	5/26/2020 FINAL BUDGET	BUDGET YEAR ENDING 06/30/21 Revision	12/15/2020 AMENDED APPROVED
4200 Land Improvement			
100 Salaries			
200 Benefits			
300/400/500 Purchased Services			
600 Supplies			
700 Property			
800/900 Miscellaneous & Other			
4200 SUBTOTAL			
4300 Architecture/Engineering			
100 Salaries			
200 Benefits			
300/400/500 Purchased Services	25,000	-	25,000
600 Supplies			
700 Property			
800/900 Miscellaneous & Other			
4300 SUBTOTAL	25,000	-	25,000
4500 Building Acquisition/Construction			
100 Salaries			
200 Benefits			
300/400/500 Purchased Services		-	
600 Supplies		-	
700 Property		-	
800/900 Miscellaneous & Other			
4500 SUBTOTAL	-	-	-
4600 Site Improvement			
100 Salaries			
200 Benefits			
300/400/500 Purchased Services	2,140,000	-	2,140,000
600 Supplies		-	
700 Property			
800/900 Miscellaneous & Other			
4600 SUBTOTAL	2,140,000	-	2,140,000
4700 Building Improvement			
100 Salaries			
200 Benefits			
300/400/500 Purchased Services	300,000	-	300,000
600 Supplies		-	
700 Property			
800/900 Miscellaneous & Other			
4700 SUBTOTAL	300,000	-	300,000

Lyon County School District
Capital Projects Fund

PROGRAM FUNCTION OBJECT	(3)	(4)	(5)
	5/26/2020 FINAL BUDGET	BUDGET YEAR ENDING 06/30/21 Revision	12/15/2020 AMENDED APPROVED
4900 Other (All Objects)			
100 Salaries			
200 Benefits			
300/400/500 Purchased Services			
600 Supplies			
700 Property			
800/900 Miscellaneous & Other			
4900 SUBTOTAL			
4000 TOTAL FACILITIES ACQUISITION AND CONSTRUCTION	2,465,000	-	2,465,000
6200 Other Fund Transfers			
910 Interfund Transfer			
000 TOTAL UNDISTRIBUTED EXPENDITURES	2,465,000	-	2,465,000
TOTAL ALL EXPENDITURES	2,465,000	-	2,465,000
6300 Contingency (not to exceed 3% of Total Expenditures)			
8000 ENDING FUND BALANCE			
Reserved NPM Per NRS 387.1235			
Ending Balance (Other)	543,553		543,553
TOTAL ENDING FUND BALANCE	543,553	-	543,553
TOTAL APPLICATIONS	3,008,553	-	3,008,553

Lyon County School District
Capital Projects Fund

REVENUE	(3)	(4)	(5)
	5/26/2020 FINAL BUDGET	Revision	12/15/2020 AMENDED APPROVED
1000 LOCAL SOURCES			
1100 Tax Revenue			
1110 Property Taxes			
1111 Net Proceeds of Mines			
1112 Net Proceeds of Mines - Prior Year			
1120 School Support Taxes			
1150 Residential Construction Tax			
1190 Other Taxes			
1191 Franchise Taxes			
1192 Governmental Services Tax			
1200 Local Gov Units - Not School Districts			
1300 Tuition			
1400 Transportation Fees			
1500 Earnings on Investments			
1600 Food Service Revenue			
1611 Daily Sales - School Lunch			
1612 Daily Sales - School Breakfast			
1613 Daily Sales - Special Milk			
1614 Daily Sales - After-School Program			
1700 District Activities Revenue			
1800 Community Service Activities			
1900 Other Revenues			
1910 Rentals	9,600	-	9,600
1920 Donations			
1950/60 Services Provided other Governments			
1990 Miscellaneous			
TOTAL LOCAL SOURCES	9,600	-	9,600
3000 REVENUE FROM STATE SOURCES			
3110 Distributive School Fund			
3115 Special Education - DSA Funding			
3200 Restricted Funding/Grants-in-Aid Rev			
3210 Special Transportation			
3220 Adult High School Diploma			
3230 Class Size Reduction			
3800 In Lieu of Taxes			
3900 For/on behalf of School District			
TOTAL STATE SOURCES			
4000 FEDERAL SOURCES			
4100 Unrestricted - Direct Fed Gov't			
4200 Unrestricted - State Agency			
4300 Restricted - Direct			
4500 Restricted - State Agency			
4800 Revenue in Lieu of Taxes			
4900 Revenue for-on behalf of School District			
TOTAL FEDERAL SOURCES			

Lyon County School District
 Building and Sites Fund

OTHER RESOURCES AND FUND BALANCE	(3)	(4)	(5)
	BUDGET YEAR ENDING 01/00/00		
	5/26/2020 FINAL BUDGET	Revision	12/15/2020 AMENDED APPROVED
5000 OTHER FINANCING SOURCES			
5100 Issuance of Bonds			
5110 Bond Principal			
5120 Premium/Discount of Bond Sale			
5200 Transfers from Other Funds			
5300 Gain/Loss on Disposal of Assets			
5400 Loan Proceeds (> 12 months)			
5500 Capital lease Proceeds			
5600 Other Long-Term Debt Proceeds			
TOTAL OTHER FINANCING SOURCES			
8000 OPENING FUND BALANCE			
Reserved Opening Balance (NPM)			
Opening Balance (Other)	194,712		194,712
TOTAL OPENING FUND BALANCE	194,712		194,712
Prior Period Adjustments			
Residual Equity Transfers			
TOTAL ALL RESOURCES	204,312	-	204,312

Lyon County School District
Buildings and Sites Fund

PROGRAM FUNCTION OBJECT	(3)	(4)	(5)
	5/26/2020 FINAL BUDGET	BUDGET YEAR ENDING 06/30/21 Revision	12/15/2020 AMENDED APPROVED
2600 Operating/Maintenance Plant Service			
100 Salaries			
200 Benefits			
300/400/500 Purchased Services			
600 Supplies	175,000	-	175,000
700 Property			
800/900 Miscellaneous & Other			
2600 SUBTOTAL	175,000	-	175,000
2700 Student Transportation			
100 Salaries			
200 Benefits			
300/400/500 Purchased Services			
600 Supplies			
700 Property			
800/900 Miscellaneous & Other			
2700 SUBTOTAL			
2900 Other Support (All Objects)			
100 Salaries			
200 Benefits			
300/400/500 Purchased Services			
600 Supplies			
700 Property			
800/900 Miscellaneous & Other			
2900 SUBTOTAL			
TOTAL SUPPORT SERVICES	175,000	-	175,000
NONINSTRUCTIONAL SERVICES			
3100 Food Services Operations			
100 Salaries			
200 Benefits			
300/400/500 Purchased Services			
600 Supplies			
700 Property			
800/900 Miscellaneous & Other			
3100 SUBTOTAL			
4100 Land Acquisition			
100 Salaries			
200 Benefits			
300/400/500 Purchased Services			
600 Supplies			
700 Property			
800/900 Miscellaneous & Other			
4100 SUBTOTAL			

Lyon County School District
 Building and Sites Fund

PROGRAM FUNCTION OBJECT	(3)	(4)	(5)
	5/26/2020 FINAL BUDGET	BUDGET YEAR ENDING 06/30/21 Revision	12/15/2020 AMENDED APPROVED
4900 Other (All Objects)			
100 Salaries			
200 Benefits			
300/400/500 Purchased Services			
600 Supplies			
700 Property			
800/900 Miscellaneous & Other			
4900 SUBTOTAL			
4000 TOTAL FACILITIES ACQUISITION AND CONSTRUCTION			
6200 Other Fund Transfers			
910 Interfund Transfer			
000 TOTAL UNDISTRIBUTED EXPENDITURES	175,000	-	175,000
TOTAL ALL EXPENDITURES	175,000	-	175,000
6300 Contingency (not to exceed 3% of Total Expenditures)			
8000 ENDING FUND BALANCE			
Reserved NPM Per NRS 387.1235			
Ending Balance (Other)	29,312		29,312
TOTAL ENDING FUND BALANCE	29,312		29,312
TOTAL APPLICATIONS	204,312	-	204,312

Lyon County School District
Building and Sites Fund

REVENUE	(3)	(4)	(5)
	5/26/2020 FINAL BUDGET	BUDGET YEAR ENDING 01/00/00 Revision	12/15/2020 AMENDED APPROVED
1000 LOCAL SOURCES			
1100 Tax Revenue			
1110 Property Taxes			
1111 Net Proceeds of Mines			
1112 Net Proceeds of Mines - Prior Year			
1120 School Support Taxes			
1150 Residential Construction Tax	288,000	-	288,000
1190 Other Taxes			
1191 Franchise Taxes			
1192 Governmental Services Tax			
1200 Local Gov Units - Not School Districts			
1300 Tuition			
1400 Transportation Fees			
1500 Earnings on Investments			
1600 Food Service Revenue			
1611 Daily Sales - School Lunch			
1612 Daily Sales - School Breakfast			
1613 Daily Sales - Special Milk			
1614 Daily Sales - After-School Program			
1700 District Activities Revenue			
1800 Community Service Activities			
1900 Other Revenues			
1910 Rentals			
1920 Donations			
1950/60 Services Provided other Governments			
1990 Miscellaneous			
TOTAL LOCAL SOURCES	288,000	-	288,000
3000 REVENUE FROM STATE SOURCES			
3110 Distributive School Fund			
3115 Special Education - DSA Funding			
3200 Restricted Funding/Grants-in-Aid Rev			
3210 Special Transportation			
3220 Adult High School Diploma			
3230 Class Size Reduction			
3800 In Lieu of Taxes			
3900 For/on behalf of School District			
TOTAL STATE SOURCES			
4000 FEDERAL SOURCES			
4100 Unrestricted - Direct Fed Gov't			
4200 Unrestricted - State Agency			
4300 Restricted - Direct			
4500 Restricted - State Agency			
4800 Revenue in Lieu of Taxes			
4900 Revenue for-on behalf of School District			
TOTAL FEDERAL SOURCES			

Lyon County School District
Residential Construction Tax Fund

OTHER RESOURCES AND FUND BALANCE	(3)	(4)	(5)
	BUDGET YEAR ENDING 01/00/00		
	5/26/2020 FINAL BUDGET	Revision	12/15/2020 AMENDED APPROVED
5000 OTHER FINANCING SOURCES			
5100 Issuance of Bonds			
5110 Bond Principal			
5120 Premium/Discount of Bond Sale			
5200 Transfers from Other Funds			
5300 Gain/Loss on Disposal of Assets			
5400 Loan Proceeds (> 12 months)			
5500 Capital lease Proceeds			
5600 Other Long-Term Debt Proceeds			
TOTAL OTHER FINANCING SOURCES			
8000 OPENING FUND BALANCE			
Reserved Opening Balance (NPM)			
Opening Balance (Other)	1,780,120		1,780,120
TOTAL OPENING FUND BALANCE	1,780,120	-	1,780,120
Prior Period Adjustments			
Residual Equity Transfers			
TOTAL ALL RESOURCES	2,068,120	-	2,068,120

Lyon County School District
Residential Construction Tax Fund

PROGRAM FUNCTION OBJECT	(3)	(4)	(5)
	5/26/2020 FINAL BUDGET	BUDGET YEAR ENDING 06/30/21 Revision	12/15/2020 AMENDED APPROVED
2600 Operating/Maintenance Plant Service			
100 Salaries			
200 Benefits			
300/400/500 Purchased Services			
600 Supplies			
700 Property			
800/900 Miscellaneous & Other			
2600 SUBTOTAL	-	-	-
2700 Student Transportation			
100 Salaries			
200 Benefits			
300/400/500 Purchased Services			
600 Supplies			
700 Property			
800/900 Miscellaneous & Other			
2700 SUBTOTAL	-	-	-
2900 Other Support (All Objects)			
100 Salaries			
200 Benefits			
300/400/500 Purchased Services			
600 Supplies			
700 Property			
800/900 Miscellaneous & Other			
2900 SUBTOTAL			
TOTAL SUPPORT SERVICES	-	-	-
NONINSTRUCTIONAL SERVICES			
3100 Food Services Operations			
100 Salaries			
200 Benefits			
300/400/500 Purchased Services			
600 Supplies			
700 Property			
800/900 Miscellaneous & Other			
3100 SUBTOTAL			
4100 Land Acquisition			
100 Salaries			
200 Benefits			
300/400/500 Purchased Services			
600 Supplies			
700 Property			
800/900 Miscellaneous & Other			
4100 SUBTOTAL			

Lyon County School District
Residential Construction Tax Fund

PROGRAM FUNCTION OBJECT	BUDGET YEAR ENDING 06/30/21		
	(3) 5/26/2020 FINAL BUDGET	(4) Revision	(5) 12/15/2020 AMENDED APPROVED
4200 Land Improvement			
100 Salaries			
200 Benefits			
300/400/500 Purchased Services			
600 Supplies			
700 Property			
800/900 Miscellaneous & Other			
4200 SUBTOTAL			-
4300 Architecture/Engineering			
100 Salaries			
200 Benefits			
300/400/500 Purchased Services		-	
600 Supplies			
700 Property			
800/900 Miscellaneous & Other			
4300 SUBTOTAL	-	-	-
4500 Building Acquisition/Construction			
100 Salaries		-	
200 Benefits		-	
300/400/500 Purchased Services	1,000,000	-	1,000,000
600 Supplies	366,000	-	366,000
700 Property		-	
800/900 Miscellaneous & Other		-	
4500 SUBTOTAL	1,366,000	-	1,366,000
4600 Site Improvement			
100 Salaries		-	
200 Benefits		-	
300/400/500 Purchased Services	250,000	-	250,000
600 Supplies		-	
700 Property		-	
800/900 Miscellaneous & Other		-	
4600 SUBTOTAL	250,000	-	250,000
4700 Building Improvement			
100 Salaries			
200 Benefits			
300/400/500 Purchased Services		-	-
600 Supplies			
700 Property			
800/900 Miscellaneous & Other			
4700 SUBTOTAL	-	-	-

Lyon County School District
Residential Construction Tax Fund

PROGRAM FUNCTION OBJECT	(3)	(4)	(5)
	5/26/2020 FINAL BUDGET	BUDGET YEAR ENDING 06/30/21 Revision	12/15/2020 AMENDED APPROVED
4900 Other (All Objects)			
100 Salaries			
200 Benefits			
300/400/500 Purchased Services			
600 Supplies			
700 Property			
800/900 Miscellaneous & Other			
4900 SUBTOTAL	-		-
4000 TOTAL FACILITIES ACQUISITION AND CONSTRUCTION	1,616,000	-	1,616,000
6200 Other Fund Transfers			
910 Interfund Transfer			
000 TOTAL UNDISTRIBUTED EXPENDITURES	-		-
TOTAL ALL EXPENDITURES	1,616,000	-	1,616,000
6300 Contingency (not to exceed 3% of Total Expenditures)			
8000 ENDING FUND BALANCE			
Reserved NPM Per NRS 387.1235			
Ending Balance (Other)	452,120	-	452,120
TOTAL ENDING FUND BALANCE	452,120	-	452,120
TOTAL APPLICATIONS	2,068,120	-	2,068,120

Lyon County School District
Residential Construction Tax Fund

AVAILABLE RESOURCES	(3)	(4)	(5)
	5/26/2020 FINAL BUDGET	BUDGET YEAR ENDING 06/30/21 Revision	12/15/2020 AMENDED APPROVED
5000 COMBINED BONDS			
1110 Property Taxes	8,899,095		8,899,095
1190 Other Resources:			
4500 Federal Grant Restricted			
5120 Prem/Disc on Bond Sale			
1500 Earnings on Investments	20,000		20,000
Subtotal	8,919,095		8,919,095
Opening Fund Balance	6,513,960		6,513,960
Subtotal - Combined Bonds	15,433,055	-	15,433,055
MEDIUM-TERM FINANCING			
1110 Property Taxes			
1190 Other Resources:			
Opening Fund Balance			
Subtotal - Loans			
TOTAL AVAILABLE FINANCING			
5000 FUND EXPENDITURES			
COMBINED BONDS			
831 Principal	6,254,000		6,254,000
832 Interest	1,986,568		1,986,568
300/400/500 Purchased Services			
Reserves (Include Unappropriated Balance)			
Subtotal - Combined Bonds	8,240,568	-	8,240,568
MEDIUM-TERM FINANCING			
831 Principal			
832 Interest			
Reserves (Include Unappropriated Balance)			
Subtotal - MTF			
Ending Fund Balance	7,192,487	-	7,192,487

Lyon County School District
 Debt Service Fund

ALL EXISTING OR PROPOSED
 GENERAL OBLIGATION BONDS, REVENUE BONDS
 MEDIUM-TERM FINANCING, CAPITAL LEASES AND
 SPECIAL ASSESSMENT BONDS

- * - Type
 1 - General Obligation Bonds
 2 - G. O. Revenue Supported Bonds
 3 - G. O. Special Assessment Bonds
 4 - Revenue Bonds
 5 - Medium-Term Financing

- 6 - Medium-Term Financing - Lease Purchase
 7 - Capital Leases
 8 - Special Assessment Bonds
 9 - Mortgages
 10 - Other (Specify Type)
 11 - Proposed (Specify Type)

(1) NAME OF BOND OR LOAN List and Subtotal By Fund	(2) *	(3) TERM	(4) ORIGINAL AMOUNT OF ISSUE	(5) ISSUE DATE	(6) FINAL PAYMENT DATE	(7) INTEREST RATE	(8) BEGINNING OUTSTANDING BALANCE 7/1/2020	(9) (10) REQUIREMENTS FOR FISCAL YEAR ENDING 06/30/21		(11) (9)+(10) TOTAL
								INTEREST PAYABLE	PRINCIPAL PAYABLE	
FUND:										
2005C Refunding Bonds	1	17	13,000,000	09/20/05	06/01/22	3.76%	\$ 1,950,000	\$ 73,320	\$ 915,000	\$ 988,320
2010 Improvement & Refunding	1	20	5,050,000	08/10/10	06/01/30	4.00%	\$ 1,100,000	\$ 45,366	\$ 165,000	\$ 210,366
2011 Improvement Bonds	1	15	5,000,000	06/21/11	06/01/26	3.76%	\$ 2,890,000	\$ 108,664	\$ 440,000	\$ 548,664
2012A Improvement & Refunding	1	20	7,955,000	04/11/12	06/01/32	2.50%	\$ 4,440,000	\$ 128,400	\$ 1,060,000	\$ 1,188,400
2013 Refunding Bonds	1	12	9,765,000	03/13/13	04/01/25	2.00%	\$ 4,075,000	\$ 92,850	\$ 1,495,000	\$ 1,587,850
2013B Refunding Bonds	1	15	7,055,000	10/09/19	04/01/28	5.00%	\$ 7,055,000	\$ 352,750	\$ 490,000	\$ 842,750
2017B Refunding Bonds	1	12	11,451,000	04/03/17	04/01/28	2.69%	\$ 6,754,000	\$ 181,682	\$ 359,000	\$ 540,682
2015 Improvement Bonds	1	8	1,600,000	12/10/15	06/01/23	2.01%	\$ 880,000	\$ 19,786	\$ 265,000.0	\$ 284,786
2016A Improvement & Refunding	1	20	6,400,000	06/20/16	04/01/36	3.00%	\$ 6,200,000	\$ 175,200	\$ 100,000	\$ 275,200
2017 Refunding Bonds	1	13	17,900,000	08/08/17	06/01/30	5.00%	\$ 17,025,000	\$ 808,550	\$ 965,000	\$ 1,773,550
TOTAL ALL DEBT SERVICE			85,176,000				\$ 52,369,000	\$ 1,986,568	\$ 6,254,000	\$ 8,240,568

SCHEDULE C-1 INDEBTEDNESS

Lyon County School District

PROPRIETARY FUND	BUDGET YEAR ENDING 06/30/21		
	(3) 5/26/2020 FINAL BUDGET	(4) Revision	(5) 12/15/2020 AMENDED APPROVED
Operating Revenue			
Local Sources			
1600 Food Service Revenues			
1970 Interfund Charges	580,000		580,000
(A) Total Operating Revenue	580,000		580,000
Operating Expense (Object Codes)			
100 Salaries			
200 Benefits	580,000		580,000
300-500 Purchased Services	135,000		135,000
600 Supplies			
790 Depreciation - Amortization			
900 Other	50		50
(B) Total Operating Expenses	715,050		715,050
Operating Income (Loss)	(135,050)		(135,050)
Nonoperating Revenue			
1510 Interest earned	10,000		10,000
Subsidies			
3000 Revenue from State Sources			
4000 Federal Sources			
(C) Total Nonoperating Revenue	10,000		10,000
Nonoperating Expense			
832 Interest Expense			
Other Expense			
(D) Total Nonoperating Expense			
Operating Transfers			
5200 From Other Funds			
910 To Other Funds			
(E) Net Operating Transfers			
(F) Net Income	(125,050)		(125,050)
Retained Earnings			
Beginning July 1	1,163,635		1,163,635
Ending June 30	1,038,585		1,038,585

Lyon County School District
Workers Compensation Fund

Statement of Revenue Expenses and Net Income

PROPRIETARY FUND	(3)	(4)	(5)
	5/26/2020 FINAL BUDGET	BUDGET YEAR ENDING 06/30/21 Revision	12/15/2020 AMENDED APPROVED
A. CASH FLOWS FROM OPERATING ACTIVITIES:			
Charges for Services	600,000	-	600,000
Cash received from other funds			
Claims	(500,000)		(500,000)
Insurance Premiums	(65,000)		(65,000)
Administrative Expenses	(20,000)		(20,000)
Fees and Assessments	(60,000)		(60,000)
a. Net cash provided by (or used for) operating activities	(45,000)		(45,000)
B. CASH FLOWS FROM NONCAPITAL FINANCING ACTIVITIES			
b. Net cash provided by (or used for) noncapital financing activities			
C. CASH FLOWS FROM CAPITAL AND RELATED FINANCING ACTIVITIES			
Transfers from other funds			
c. Net cash provided by (or used for) capital and related financing activities			
D. CASH FLOWS FROM INVESTING ACTIVITIES			
Earnings on Investments	10,000		10,000
d. Net cash provided by (or used for) investing activities	10,000		10,000
NET INCREASE (DECREASE) in cash and cash equivalents (a+b+c+d)	(35,000)		(35,000)
CASH AND CASH EQUIVALENTS AT JULY 1, 20XX	2,457,477		2,457,477
CASH AND CASH EQUIVALENTS AT JUNE 30, 20XX	2,422,477		2,422,477

Lyon County School District
Workers Compensation Fund

Statement of Revenue Expenses and Net Income

PROPRIETARY FUND	BUDGET YEAR ENDING 06/30/21		
	(3) 5/26/2020 FINAL BUDGET	(4) Revision	(5) 12/15/2020 AMENDED APPROVED
Operating Revenue			
Local Sources			
1600 Food Service Revenues			
1970 Interfund Charges	155,000		155,000
(A) Total Operating Revenue	155,000		155,000
Operating Expense (Object Codes)			
100 Salaries			
200 Benefits	20,000		20,000
300-500 Purchased Services			
600 Supplies			
790 Depreciation - Amortization			
900 Other			
(B) Total Operating Expenses	20,000		20,000
Operating Income (Loss)	135,000		135,000
Nonoperating Revenue			
1510 Interest earned			
Subsidies			
3000 Revenue from State Sources			
4000 Federal Sources			
(C) Total Nonoperating Revenue			
Nonoperating Expense			
832 Interest Expense			
Other Expense			
(D) Total Nonoperating Expense			
Operating Transfers			
5200 From Other Funds			
910 To Other Funds			
(E) Net Operating Transfers			
(F) Net Income	135,000		135,000
Retained Earnings			
Beginning July 1	998,536		998,536
Ending June 30	1,133,536		1,133,536

Lyon County School District
Unemployment Compensation Fund

Statement of Revenue Expenses and Net Income

PROPRIETARY FUND	(3)	(4)	(5)
	5/26/2020 FINAL BUDGET	BUDGET YEAR ENDING 06/30/21 Revision	12/15/2020 AMENDED APPROVED
A. CASH FLOWS FROM OPERATING ACTIVITIES:			
Charges for Services	155,000	-	155,000
Payment of benefits	(35,000)		(35,000)
a. Net cash provided by (or used for) operating activities	120,000		120,000
B. CASH FLOWS FROM NONCAPITAL FINANCING ACTIVITIES			
b. Net cash provided by (or used for) noncapital financing activities			
CASH FLOWS FROM CAPITAL AND RELATED FINANCING ACTIVITIES			
c. Net cash provided by (or used for) capital and related financing activities			
D. CASH FLOWS FROM INVESTING ACTIVITIES			
d. Net cash provided by (or used for) investing activities			
NET INCREASE (DECREASE) in cash and cash equivalents (a+b+c+d)	120,000	-	120,000
CASH AND CASH EQUIVALENTS AT JULY 1, 20XX	966,831		966,831
CASH AND CASH EQUIVALENTS AT JUNE 30, 20XX	1,086,831		1,086,831

Lyon County School District
Unemployment Compensation Fund

Statement of Revenue Expenses and Net Income

PROPRIETARY FUND	BUDGET YEAR ENDING 06/30/21		
	(3) 5/26/2020 FINAL BUDGET	(4) Revision	(5) 12/15/2020 AMENDED APPROVED
Operating Revenue			
Local Sources			
1600 Food Service Revenues			
1970 Interfund Charge			
(A) Total Operating Revenue			
Operating Expense (Object Codes)			
100 Salaries			
200 Benefits			
300-500 Purchased Services			
600 Supplies			
790 Depreciation - Amortization			
900 Other			
(B) Total Operating Expenses	-		-
Operating Income (Loss)	-		-
Nonoperating Revenue			
1510 Interest earned			
Subsidies			
3000 Revenue from State Sources			
4000 Federal Sources			
(C) Total Nonoperating Revenue	-		-
Nonoperating Expense			
832 Interest Expense			
Other Expense			
(D) Total Nonoperating Expense			
Operating Transfers			
5200 From Other Funds			
910 To Other Funds			
(E) Net Operating Transfers	-		-
(F) Net Income	-		-
Retained Earnings			
Beginning July 1	652,851		652,851
Ending June 30	652,851		652,851

Lyon County School District
Group Insurance

Statement of Revenue Expenses and Net Income

PROPRIETARY FUND	(3)	(4)	(5)
	5/26/2020 FINAL BUDGET	BUDGET YEAR ENDING 06/30/21 Revision	12/15/2020 AMENDED APPROVED
A. CASH FLOWS FROM OPERATING ACTIVITIES:			
Charges for Services	75,000		75,000
Payments for services and supplies			
a. Net cash provided by (or used for) operating activities	75,000		75,000
B. CASH FLOWS FROM NONCAPITAL FINANCING ACTIVITIES			
Transfers to other funds	(35,000)		(35,000)
b. Net cash provided by (or used for) noncapital financing activities	(35,000)		(35,000)
CASH FLOWS FROM CAPITAL AND RELATED FINANCING ACTIVITIES			
c. Net cash provided by (or used for) capital and related financing activities			
D. CASH FLOWS FROM INVESTING ACTIVITIES			
Interest Earned			
d. Net cash provided by (or used for) investing activities	-		-
NET INCREASE (DECREASE) in cash and cash equivalents (a+b+c+d)	40,000	-	40,000
CASH AND CASH EQUIVALENTS AT JULY 1, 20XX	692,851		692,851
CASH AND CASH EQUIVALENTS AT JUNE 30, 20XX	732,851		732,851

Lyon County School District
 Group Insurance

Statement of Revenue Expenses and Net Income

(1) FUND TYPE	TRANSFERS IN			TRANSFERS OUT		
	(2) FROM FUND	(3) PAGE	(4) AMOUNT	(5) TO FUND	(6) PAGE	(7) AMOUNT
GENERAL FUND						
				Special Education	16	9,100,000
SUBTOTAL			-			9,100,000
SPECIAL REVENUE FUNDS						
Special Education	General Fund	18	9,100,000			
SUBTOTAL			9,100,000			-
TOTAL TRANSFERS			9,100,000			9,100,000

Lyon County _____ School District

LOBBYING EXPENSE ESTIMATE

Pursuant to NRS 354.600 (3), **each** (emphasis added) local government budget must obtain a separate statement of anticipated expenses relating to activities designed to influence the passage or defeat of legislation in an upcoming legislative session.

Nevada Legislature: 81th Session; February 8, 2021 to June 7, 2021

1. Activity:	No Lobbying Expense Planned	
2. Funding Source:	Not Applicable	
3. Transportation		\$ _____
4. Lodging and meals		\$ _____
5. Salaries and Wages		\$ _____
6. Compensation to lobbyists		\$ _____
7. Entertainment		\$ _____
8. Supplies, equipment & facilities; other personnel and services spent in Carson City		\$ _____
Total		\$ _____ -

Local Government: Lyon County School District
Contact: Spencer Winward
E-mail Address: swinward@lyoncsd.org
Daytime Telephone: (775) 463-6800 x10136

Total Number of Existing Contracts: 1

Line	Vendor	Effective Date of Contract	Termination Date of Contract	Proposed Expenditure FY 2019-20	Proposed Expenditure FY 2020-21	Reason or need for contract:
1	Rife Silva & Co., LLC	2/28/2020	12/31/2020	\$ 62,300	\$ 64,500.00	Annual Financial Audit (year-ending 06/30/2020)
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						
13						
14						
15						
16						
17						
18						
19						
Total Proposed Expenditures				62,300	64,500	

Local Government: Lyon County School District
 Contact: Spencer Winward
 E-mail Address: swinward@lyoncscd.org
 Daytime Telephone: (775) 463-6800 x10136

Total Number of Privatization Contracts: 0

Line	Vendor	Effective Date of Contract	Termination Date of Contract	Duration (Months/ Years)	Proposed Expenditure FY 2017-18	Proposed Expenditure FY 2018-19	Position Class or Grade	Number of FTEs employed by Position Class or Grade	Equivalent hourly wage of FTEs by Position Class or Grade	Reason or need for contract:
1	<i>None</i>									
2										
3										
4										
5										
6										
7										
8	Total									

Attach additional sheets if necessary.

**Lyon County School District
Board Memo**

Date: November 17, 2020
To: Board of School Trustees
From: Wayne Workman, Superintendent
Re: Grants Coordinator for 21st Century Grant

Recommendation

The LCSD Board of Trustees approve the grant funded 21st Century Grants Coordinator position.

Background Information

The Grants Department is seeking to add the position of a Grants Coordinator to oversee the 21st Century Community Learning Centers (21st CCLC) grant in LCSD. This employee will perform a variety of duties including oversight of the 21st CCLC grant. The 21st CCLC grant's focus is to improve student academic success in reading and math. This program has demonstrated great outcomes for students with increased testing scores. This opportunity will allow us to continue our partnership with the Boys' and Girls' Clubs of Mason Valley and Truckee Meadows. This is a new allocation of an already existing job description and will be 100% funded by grants. Currently, LCSD has a Fiscal Administrative Support position which oversees the 21st Century grant in two schools as well as other fiscal responsibilities. The new grant increases the 21st Century grant from two schools to eleven schools and from \$150,000 to over \$1.15 million dollars thus increasing the responsibilities of the position and creating a need for a higher level position. The fiscal administrative support position will be reclassified from a grade 7 to grade 11. The current person holding the fiscal admin support position would apply for the promotional opportunity if interested. All grant funded positions are dependent on grant funding.

Budget Considerations

Position to be paid through 21st CCLC grant and other federal grant funding. Position will be 100% grant funding.

Discussed at Previous Meeting

N/A

Attachments:

Position Proposal for Grants Coordinator

*Respectfully Submitted,
Wayne Workman, Superintendent*

21st Century Grant Coordinator

The purpose of the 21st CCLC program is to award grants to public school districts, community based organizations, faith-based organizations, public-private organizations or a consortium of these, in order to create community-learning centers which provide academic and enrichment opportunities for children and their families. The 21st CCLC program requires the following:

- Create community learning centers that provide academic opportunities;
- Provide a broad array of enrichment activities; and
- Offer families of participating students the opportunity to actively engage in their children's education.

The Grant Coordinator is responsible for 11 sites and will be responsible for management/implementation of the program and budget proposed in the approved application to ensure that the agency meets its responsibilities to the state under the grant agreement. Additional duties include:

- completing necessary data collection and reports to submit to the state;
- supervising site coordinators and other program staff;
- conducting trainings for staff and orientations for partners, parents, volunteers, etc.
- developing attendance policies, health and safety procedures and annual calendar;
- attending state Program Director's meetings and required professional development; and
- ensuring compliance with program requirements.

**Lyon County School District
Board Memo**

Date: November 17, 2020
To: Board of School Trustees
From: Wayne Workman, Superintendent
Re: Superintendent Informal Evaluation

Recommendation

At the discretion of the Board of Trustees.

Background Information

LCSD policy BCD: Board-Superintendent Relationship states that, “The Board may, at their discretion, informally evaluate the Superintendent at any time during the school year in order to develop the formal year-end evaluation”. This is an opportunity for the board to provide the superintendent feedback should they wish.

Budget Considerations

None.

Discussed at Previous Meeting

No.

Attachment(s)

LCSD Policy BCD: Board-Superintendent Relationship

*Respectfully Submitted,
Wayne Workman, Superintendent*

BOARD-SUPERINTENDENT RELATIONSHIP

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

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

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

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

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

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

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

Legal Reference(s): NRS 241.031

Policy #BCD
Revised 4/25/17

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

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

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

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

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

LCSD Trustee/Superintendent Communication Protocol

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

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

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

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

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

**Lyon County School District
Board Memo**

Date: November 17, 2020
To: Board of School Trustees
From: Wayne Workman, Superintendent
Re: Tentative Master School Calendar Approval 2022-23

Requested by:

Wayne Workman, Superintendent

Recommendation

That the Board of Trustees approve the 2022-2023 Tentative Master School Calendar.

Background Information

The calendar is being brought to the Board for approval. The 2022-23 calendar is similar to the 2021-22 calendar that the Board previously approved on December 17, 2019 and March 24, 2020. Working with all three associations, we were able to create a master calendar that follows 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. The calendar proposed by the Lyon County Educators' Association matches the District's proposed calendar except for parent teacher conference dates. The calendar also provides 181 instructional days.

Budget Considerations

None

Discussed at Previous Meeting

N/A

Attachments:

2022-2023 Master School Calendar

*Respectfully Submitted,
Wayne Workman, Superintendent*

Lyon County School District 2022-2023

Academic Year Calendar

LCSD DRAFT CALENDAR

July 22						
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 22						
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			

September 22						
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	

October 22						
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					

November 22						
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			

December 22						
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

January 23						
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				

February 23						
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				

March 23						
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	

April 23						
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						

May 23						
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			

June 23						
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	

Holidays

Labor Day	September 5, 2022
Nevada Day Observed	October 28, 2022
Veteran's Day	November 11, 2022
Thanksgiving Break	November 24-25, 2022
Winter Break	Dec 26 - Jan 6, 2023
Martin Luther King Jr.	January 16, 2023
President's Day	February 20, 2023
Spring Break	April 3-7, 2023
Memorial Day	May 29, 2023

Black School is in Session
Red School is not In Session

First Day of School	August 17, 2022
New Teacher Professional Development	August 10-11, 2022
Teacher Training/Work Day (Full Day)	August 12, 15-16, 2022
Parent Teacher Conference Set Aside Days	Oct 19-20, 2022 and Mar 29-30, 2023
End of Semester, Teacher Work Day (Full Day)	January 13, 2023
First Day of Second Semester	January 17, 2023
Last Day of School 1/2 Day Students	June 2, 2023
Contingency Days	June 5-7, 2023

Nine Week Period Ends		Quarter days	Semester days	
10/14/22	1st Quarter	42		
1/12/23	2nd Quarter/1st Semester	47	89	
3/24/23	3rd Quarter	48		
6/2/23	4th Quarter/ 2nd Semester	44	92	378

**Lyon County School District
Board Memo**

Date: November 17, 2020
To: Board of School Trustees
From: Wayne Workman, Superintendent
Re: New Policy ID-Student Activities

Recommendation

That the Board of Trustees approve the new LCSD Policy ID: Student Activities as a first reading.

Background Information

The District recognizes the importance of students participating in activities as an integral component of a student's complete educational development. Student participation in such activities encourages positive academic, social, and emotional growth as well as physical fitness, wellness, and achievement. This often leads to an increase buy-in to the school and ultimately greater academic achievement. The many offerings at schools has increased over the years with a wide variety of clubs, sports, and activities. Some of the student activities include clubs such as chess, video game, anime, mountain biking, athletes, guitar, LGBTQ, Spanish, political clubs, and more. With these many choices, the District feels it is important to establish a policy that helps to decrease liability for the District by delineating between what is curricular-related and what is noncurricular-related. This policy also helps in establishing criteria needed when establishing a student group.

Budget Considerations

None.

Discussed at Previous Meeting

No.

Attachment(s)

LCSD Policy ID-Student Activities

*Respectfully Submitted,
Wayne Workman, Superintendent*

LYON COUNTY SCHOOL DISTRICT **BOARD POLICY**

ID

Student Activities

The Lyon County School District Board of Trustees (“Board of Trustees”) recognizes the importance of participation in student activities as an integral component of a student’s complete educational development in the Lyon County School District (“District”). Student participation in such activities encourages positive academic, social, and emotional growth as well as physical fitness, wellness, and achievement. An effective activities program is the product of cooperation between students, their families, District staff, volunteers, and site/District administration.

Guiding Principles

- A. The District offers a wide range of Curricular-Related Student Groups/Clubs/Organization, Noncurricular-Related Student Groups/Clubs/Organizations and District-sanctioned athletics to encourage student participation and enhance the learning environment.
- B. The District provides equal access to participation for all students, regardless of race, color, national origin or ethnic group identification, ancestry, sex, sexual orientation, gender identity or expression, religion, age, disability, and/or socio-economic status.
- C. Student activities are an extension of the classroom and provide teaching and learning experiences for all involved.
- D. Student activity programs play an integral part in the educational goals and success of student-participants. To this end, the District and schools recognize the value of supporting, monitoring, and maintaining activities that provide a positive outlet for student-participants.

General Rules and Protocols

- A. No student shall be denied access to or membership in a school club, team, or organization based on gender, race, color, religion, political beliefs, disability, or any other discriminatory basis prohibited by Board policy. The prohibition against discrimination shall extend to the selection of officers for clubs and organizations.
- B. No student shall be prohibited from participating in sanctioned activities related to the educational program because of an inability to pay fees associated with the activity.
- C. Membership shall be based on pre-established criteria.
- D. If applicable, the charter, bylaws, or other written guidelines setting forth the purposes, qualifications for membership and the rules of conduct of each approved club or organization shall be kept on file and available to students and staff of the school.
- E. The principal is responsible and accountable for the supervision of all student activities connected with the school. An on-campus staff member shall be designated to serve in an advisor role for any student club or organization. The advisor shall report to school

administration and ensure compliance with all District and site-based procedures related to student activities, to include decision-making, facilities use, security, finances, conduct of attendees and supervision.

Adopted 12/15/20

Student Activities: Administrative Regulations

Note: Separate from Curricular-related and noncurricular-related student groups, the District sponsors activity and athletics programs (including support groups such as spirit squads) which are governed by separate regulations.

Curricular-Related Student Groups/Clubs/Organization (District Sponsored)

A. The curriculum at each school is determined by the District. Curricular-related student groups are limited to those having a direct association with the school's curriculum. A student group directly relates to the school's curriculum:

- a. If the subject matter of the group is actually taught, or will soon be taught, in a regularly offered course;
- b. If the subject matter of the group concerns the body of courses as a whole;
- c. If participation in the group is required for a particular course; or
- d. If participation in the group results in academic credit.

The District will make the final decision whether a student group has a direct association with the school's curriculum.

B. Curricular-related student groups are sponsored by the school.

C. Membership is limited to students currently enrolled in that particular school and/or feeder school. Homeschool students will be allowed to participate in accordance with LCSD Policy JECA: Participation of Homeschool, Charter School and Nonpublic School Students in Lyon County School District.

D. Curricular-related student groups must submit an application to the school along with the group's proposed charter, bylaws, or other written guidelines setting forth the purposes, qualifications for membership and the rules of conduct. Preliminary approval should first be through the student leadership group, followed by final approval issued through the school principal.

E. Each curricular-related student group shall have an advisor that is a District employee appointed by the principal who shall attend the meetings/activities.

F. Speakers who are neither a member of the student body nor a District employee must have prior approval from the principal or designee as outlined in LCSD Policy IIAB: Media Material and Guest Presenters.

G. Failure to function within the limits of District regulations and procedures may be cause for revocation of the recognition and disbandment of the curricular-related student groups/clubs/organizations.

H. Curricular-related student groups and individual members of those student groups may distribute materials in conformance with District Policy KA: Distribution of Flyers and Announcements by External Organizations.

Noncurricular-Related Student Groups/Clubs/Organizations (Not District-Sponsored)

- A. Noncurricular-related student groups are not sponsored by the school. The fact that such student groups are permitted to conduct meetings on school premises and to access school facilities under this regulation does not constitute an expression of District or school support for the purpose of the student group or the views expressed at any of their meetings/activities.
- B. Noncurricular-related student groups are those groups that are not directly related to the curriculum and which are initiated and operated by students enrolled in the school.
- C. The Lyon County School District recognizes that secondary school students, Grades 7-12, have equal access to conduct noncurricular-related student-led meetings during non-instructional time within a limited open forum, and will not be discriminated against on the basis of religious, political, philosophical or other speech content. All noncurricular-related student groups will have equal opportunities as provided by law.
- D. Meetings of noncurricular-related student groups/clubs/organizations:
 - a. Must be voluntary and student-initiated;
 - b. Must be during non-instructional time;
 - c. Are not sponsored by the school, the District, or their agents or employees;
 - d. May not materially and substantially interfere with the orderly conduct of educational activities within the school;
 - e. Must not be directed, conducted, controlled, or regularly attended by non-school persons; and
 - f. Will have employees of the school or District present for custodial and safety purposes.
 - i. For special interest group meetings (i.e. Religious Clubs, Political Clubs, etc.) the employee may not promote, lead, or participate in the meeting. The presence of a teacher, administrator, or other employee at a meeting for custodial purposes does not constitute sponsorship of the meeting.
 - ii. For non-special interest group activities (i.e. Mountain Bike Club, Chess Club, etc.) the employee may lead and participate in the activity. The presence of a teacher, administrator, or other employee at an activity for custodial purposes does not constitute sponsorship of the activity.
- E. This regulation does not authorize any District school, its agents or employees to:
 - a. Influence the form or content of any prayer or other religious activity;
 - b. Require students or District employees to participate in prayer or other religious activity, or to attend a student-initiated meeting if the content of the meeting is contrary to their beliefs;
 - c. Use public funds beyond the incidental cost of providing space for the student-

initiated meetings;

- d. Sanction meetings that are otherwise unlawful;
 - e. Limit the rights of groups of students which are not of a specific numerical size;
or
 - f. Abridge the constitutional rights of any person.
- F. Noncurricular-related student groups must submit an application along with the group's proposed charter, bylaws, or other written guidelines setting forth the purposes, qualifications for membership and the rules of conduct. Approval shall be issued through the school principal.
- I. Membership is limited to students currently enrolled in that particular school and/or feeder school. Homeschool students will be allowed to participate in accordance with LCSD Policy JECA: Participation of Homeschool, Charter School and Nonpublic School Students in Lyon County School District.
- G. Speakers who are neither a member of the student body nor a District employee must have prior approval from the principal or designee as outlined in LCSD Policy IIAB: Media Material and Guest Presenters.
- H. This regulation does not alter the authority of the school, its administration or staff to maintain order and discipline on school premises, to protect the well-being of students and staff, and to assure that the attendance of students at any meetings held under this regulation is voluntary.
- I. Noncurricular-related student groups and individual members of those student groups may distribute materials in conformance with District Policy KA: Distribution of Flyers and Announcements by External Organizations.
- J. Even though they are not District-sponsored, noncurricular-related student groups/clubs/organizations may fundraise subject to the limitations set forth in District Policy DA: Fundraising Policy.
- K. Failure to function within the limits of the District regulations and procedures may be cause for revocation of the recognition and disbandment of the noncurricular-related student groups/clubs/organizations.
- L. A student group that is associated with activities that present an elevated level of risk may be required to provide proof of insurance by the participant and/or group.

**Lyon County School District
Board Memo**

Date: November 17, 2020
To: Board of School Trustees
From: Wayne Workman, Superintendent
Re: New Policy JFCD-Suicide Prevention

Recommendation

That the Board of Trustees approve the new LCSD Policy JFCD: Suicide Prevention as a first reading.

Background Information

Senate Bill 204 requires school districts to adopt a policy for the prevention of suicide including procedures to help prevent, assess the risk of, intervene in, and respond to suicide.

Budget Considerations

N/A

Attachment(s)

LCSD Policy JFCD-Suicide Prevention 12-2020_DRAFT

Respectfully Submitted,

Wayne Workman, Superintendent

SUICIDE PREVENTION

PURPOSE

The LCSD Board of Trustees recognizes that district staff, and those in schools in particular, are well-situated to identify warning signs of suicide in students and make appropriate referrals for help. In those cases where individual students are at-risk or in-crisis, all staff shall cooperate in providing those supports needed to address the student's issue and to normalize, insofar as possible. Any possibility of suicide or suicidal thought or ideation requires vigilant attention from staff, students and their families and the community. This policy, in accordance with SB 204, shall provide a framework within the Lyon County School District for student suicide prevention.

POLICY

1. District staff and volunteers shall report comments or knowledge of student expressions of suicidal thoughts to appropriate school personnel such as the school counselor or administration.
2. Although the components of the crisis management shall be contained within the district's confidential Emergency Operations Plan, the district's suicide prevention strategies include:
 - a. Prevention education activities
 - b. Intervention procedures and Risk Assessment
 - c. Training to all staff on warning signs and risk factors
 - d. Methods by which staff, students and their families can report concerns to appropriate district staff, law enforcement or outside resources
 - e. Methods for staff response to a crisis situation
 - f. Availability and distribution to parents/guardians of information related to community-based mental health resources
 - g. Follow-up support for the student.
3. District staff who have actual knowledge of a suicide threat or threat to others must report the information to the school counselor or administration where the suicide screening and protocol will be implemented by qualified staff to determine if a student is at risk for suicide.
4. The District shall implement a suicide screening and assessment process which includes, but is not limited to, the following steps:
 - a. A student is identified as at risk or possibly at risk for suicide;
 - b. Qualified staff (school counselor, social worker, nurse, or psychologist) shall complete the District's suicide screening with student; and
 - c. The parent/guardian shall be notified. Discussion with the parent/guardian may include safety planning such as reducing access to lethal means.
5. While District staff may recognize potentially suicidal youth and may make an initial risk assessment, the District cannot provide in-depth mental health counseling. Designated District staff shall provide resources for further assessment and counseling for

parents/guardians of students who exhibit suicidal behaviors. Such District staff may include, but are not limited to counselors, psychologists, and school administration.

6. District staff shall partner with and provide outreach to persons and organizations in the community that may be able to assist with the prevention of suicide or intervention with a student who is at risk of suicide. This may include, but is not limited to, state and local health organizations, private practitioners and religious and other nonprofit organizations.
7. The Superintendent is delegated the authority to implement the provisions of this policy and the associated state law. This includes the development and adoption of administrative regulations and procedures intended to assist in the prevention of suicide and provide intervention for a student who is at risk of suicide. This includes, but is not limited to:
 - a. Providing information and training to staff and students concerning the prevention of suicide. This may include, but is not limited to, instruction concerning the identification of:
 - i. Appropriate mental health services at the school and in the community including when and how to refer students and their families for such services; and
 - ii. Other persons and organizations in the community including, but not limited to, religious and other nonprofit organizations, that may be able to assist with the response to a suicide.
 - b. Review of appropriate materials concerning the prevention of suicide associated with bullying and cyber-bullying and appropriate methods to respond to such incidents.
 - c. Methods for recognizing, screening, referring, and responding to students in emotional or behavioral distress, including those who exhibit indicators of substance abuse, violence, or suicide.
 - d. Protocols and methods of providing follow-up support for impacted students (postvention).
 - e. Training of school resource officers in the prevention of suicide.
8. In creating this policy, the Board recognizes the risk of suicide or self-harm to all students regardless of age, gender, gender identity or expression, sexual orientation, race/ethnicity, religion, or disability. Certain students and groups of students have been deemed to be of particularly high risk of suicide. Those students and student groups include, but are not limited to:
 - a. Students affected by a suicide;
 - b. Students with disabilities, mental illness or substance use disorders;
 - c. Students who reside in settings other than a traditional home, including, but not limited to, foster care and homelessness;
 - d. Lesbian, gay, bisexual, transgender or questioning students;
 - e. Children of veterans or service members; and
 - f. Any other group that scientific research indicates to be at a high risk of suicide.

9. District procedures regarding confidentiality shall be observed throughout any intervention.

Definitions

Risk Assessment-The process of gauging the likelihood for a student to attempt or die by suicide, engage in self-harm, or harm to others.

Crisis Team-A multidisciplinary team of administrative staff, mental health professionals, safety professionals, and support staff whose primary focus is to address crisis preparedness, intervention, response and recovery.

Mental Health-A state of mental, emotional, and cognitive health that can impact perceptions, choices and actions affecting wellness and functioning.

Risk Factors for Suicide-Characteristics or conditions that increase the chance that a person may attempt to take their life.

Self-Harm-Behavior that is self-directed and deliberately results in injury or the potential for injury to oneself. Self-harm behaviors can be either non-suicidal or suicidal.

Suicide-Death caused by self-directed injurious behavior with any intent to die as a result of the behavior. NOTE: The coroner's or medical examiner's office must first confirm that the death was a suicide before any school official may state this as the cause of death. Additionally, parent or guardian preference shall be considered in determining how the death is communicated to the larger community.

Suicide Attempt-A self-injurious behavior for which there is evidence that the person had at least some intent to die. A suicide attempt may result in death, injuries, or no injuries.

Suicidal Behavior-Suicide attempts, injury to oneself associated with at least some level of intent, developing a plan or strategy for suicide, gathering the means for a suicide plan, or any other overt action or thought indicating intent to end one's life.

Suicidal Ideation-Thinking about, considering, or planning for self-injurious behavior that may result in death. A desire to be dead without a plan or the intent to end one's life is still considered suicidal ideation and shall be taken seriously.

Suicide Contagion-The process by which suicidal behavior or a suicide completion influences an increase in the suicide risk of others. Identification, modeling, and guilt are each thought to play a role in contagion. Although rare, suicide contagion can result in a cluster of suicides within a community.

Postvention-Suicide postvention is a crisis intervention strategy designed to assist with the grief process following suicide loss. This strategy, when used appropriately, reduces the risk of suicide contagion, provides the support needed to help survivors cope with a

suicide death, addresses the social stigma associated with suicide, and disseminates factual information after the death of a member of the school community.

Adopted 12/15/2020

DRAFT

**Lyon County School District
Board Memo**

Date: November 17, 2020
To: Board of School Trustees
From: Wayne Workman, Superintendent
Re: Policy EBCD-Extreme Environmental Conditions and Emergency School Closures

Recommendation

That the Board of Trustees approve revisions to LCSD Policy EBCD: Extreme Environmental Conditions and Emergency School Closures as a second and final reading.

Background Information

Policy EBCD has been in place since 1982 and it only addressed emergency school closings due to snow. Since this policy was adopted, it has become necessary to make alterations and adjustments to our practices from year to year due to changing circumstances. The proposed changes bring the policy in alignment with current practices and also expands the policy to address air quality. District administration believes these changes will greatly assist our leadership team in protecting the health and safety of our students and staff.

During the first reading, there was discussion about adding more information under the “Early Release from a School Day” section of the policy. However, since this option is a last resort and the circumstances necessitating it are so unique, it makes it extremely difficult to capture language for the plethora of circumstances. Therefore, the statement under #2 which reads, “If this option is used, appropriate emergency communication to parents/guardians must occur before students are released and transported home.” will be clearly articulated to school administrators so that no child is sent home if it is not safe.

Budget Considerations

None.

Discussed at Previous Meeting

No.

Attachment(s)

LCSD Policy EBCD-Extreme Environmental Conditions and Emergency School Closures 11-2020_DRAFT

*Respectfully Submitted,
Wayne Workman, Superintendent*

EXTREME ENVIRONMENTAL CONDITIONS AND EMERGENCY SCHOOL CLOSINGS-CLOSURES

The top priority of the Lyon County School District is to ensure the health and safety of all students and staff. Extreme environmental conditions including, but not limited to increased temperatures, inclement weather, decreased air quality and other emergencies may require adjustments to the typical school day in order to reduce risk.

The decision to ~~delay not open~~ or close schools(+) and other district operations because of ~~inclement weather or hazardous~~ extreme environmental conditions or other emergencies will be made by the superintendent or his designee. ~~Inclement weather, emergencies and/or hazardous~~ Extreme environmental conditions are defined as ~~those situations~~ any circumstances which ~~make it unfeasible to carry on~~ prohibit or hinder the normal operations or educational activities of a school/district and/or creates a situation which, in the judgment of the superintendent, that could be harmful to the safety of students and staff.

~~Should it become necessary to not open or close any or all of the schools by reason of weather or other emergency, the superintendent may order the closing of any or all schools so affected. Notification will be given staff, employees, and the public of such closings under a plan of notification developed by the superintendent.~~

~~If conditions vary from one area of the school district to another, the superintendent may close school in the area only.~~

~~The superintendent also has the authority to delay the opening of any or all schools by one hour, or to dismiss them early because of weather conditions and other emergencies.~~

The superintendent may authorize the delay or closing of any or all schools affected by the extreme environmental conditions or other emergencies. Notification will be given to students, families, staff and the public of such delay or closings under a communication plan developed by the superintendent or designee. If extreme environmental conditions vary from one area of the school district to another or from school to school, the superintendent may close individual schools as necessary.

Adjustments to the typical school day as a result of decreased air quality will be implemented according to the chart in the administrative regulations. Principals may enact more stringent practices but may not apply more liberal adjustments than that outlined in the regulations.

Policy #EBCD
Adopted 3/23/82
Revised 11/17/20

EXTREME ENVIRONMENTAL CONDITIONS AND EMERGENCY SCHOOL CLOSINGS CLOSURES: ADMINISTRATIVE REGULATIONS

INTRODUCTION:

Occasionally events will necessitate that the school day cannot begin, or must be terminated, before the normal dismissal time. In order to ensure the safety of all students, the following administrative rules and regulations should be followed:

WHEN STUDENT HAVE NOT BEEN TRANSPORTED TO SCHOOL:

1. ~~Dismissal due to severe weather and/or road conditions~~
 - a. ~~In adverse weather condition, the principal or transportation supervisor for various areas, shall alert the superintendent by 6:00 a.m. of road and general weather circumstances. Information should be obtained by these area supervisors from the Sheriff's Department, Highway Patrol, and other accurate sources to assist the superintendent.~~
 - b. ~~If it is determined the school will not convene, the following sequence of notification shall be utilized:~~
 - 1) ~~Notify area radio and television stations and request that the notice be broadcast as frequently as possible;~~
 - 2) ~~Bus drivers;~~
 - 3) ~~Contact all non-certified staff (kitchen, others);~~
 - 4) ~~Contact all certified staff.~~
 - c. ~~The office staff and principal will then make themselves available at the school (unless road conditions make this impossible) to answer the telephone and update information for the superintendent concerning the following day.~~

WHEN STUDENTS HAVE BEEN TRANSPORTED TO SCHOOL:

1. ~~The principal shall investigate all facts which impact on the immediate situation.~~
 - a. ~~The students will be housed in their: 1) Classrooms or in the 2) multi purpose room, assuming these areas can safely be provided. Otherwise, the students will be supervised on the playground, or if necessary, on the buses.~~
 - b. ~~All certified staff will provide supervision as directed by the principal.~~
2. ~~Assuming the buses and drivers are available, they will be detained until a determination is reached by the superintendent or his designee.~~
3. ~~If it is resolved that the students will be returned home, the following steps shall be taken:~~

- ~~a. The bus drivers will be summoned;~~
- ~~b. A duplicated note will be provided to each student explaining the problem;~~
- ~~c. Local radio and television stations shall be alerted and asked to broadcast the fact that the students will be returned home before the normal dismissal time.~~
- ~~d. The Sheriff's Department shall be notified of early dismissal.~~
- ~~e. Students who have unique problems shall be given an opportunity to telephone their parent, baby sitter or designated supervisor.~~
- ~~f. Any special student unable to find supervised placement may remain in the care of the principal or his designee until the parent or guardian can accept responsibility.~~
- ~~g. Kindergarten and first grade students will be referred to older siblings will be permitted to contact emergency numbers.~~
- ~~h. The principal and designated staff shall remain until all known student placements are resolved. With the approval of the principal, the certified staff may be released after all buses have departed.~~

WHEN STUDENTS HAVE BEEN TRANSPORTED TO SCHOOL BUT SCHOOL WILL NOT OPEN THE FOLLOWING DAY:

1. ~~Dismissed due to communicable diseases~~
 - ~~a. If the absence rate reaches 15% of the student body or a level for a particular disease which public health officials deem epidemic as a result of a communicable disease, the superintendent may dismiss school for a period deemed necessary. The school nurse and/or public health department shall provide as much factual information as possible to assist in the decision.~~
 - ~~b. Those students present shall be provided a duplicated note explaining the gravity of the situation, and if possible, the number of days of dismissal.~~
 - ~~c. Local media may be alerted so that those students absent are notified of school closure.~~

OTHER RECOMMENDATIONS:

- ~~1. Each elementary school principal, through the P.T.A. or other parent group, should assist in establishing a "block home" system so that students who have no supervision arrangement can be provided for.~~
- ~~2. It must be stressed that parents have the responsibility for their children and their supervision in cases where school does not terminate at the regular dismissal time.~~
- ~~3. Teachers must be instructed to give direction to the students before they board buses. Unique problems must be brought to the attention of the office.~~
- ~~4. Drivers should check to see if K-1st have plans in mind before permitting these children to debus.~~
- ~~5. Regular notices will be made by elementary principals explaining the need for emergency plans between parents and students. (Principals will publish suggestions to parents regarding appropriate planning guidance).~~

The decision to delay or close school due to inclement weather conditions will be initiated according to the LCSD Inclement Weather Conditions Process Chart. Should a delay or closure be warranted, the following procedures will be in effect.

DELAYED START TO THE SCHOOL DAY

1. Delayed school starts will be for students only and two hours in length from the beginning of the regular school day to allow for adequate preparation of transportation and school facilities.
2. All staff will report to work as safely as possible according to their regular work schedule. Any exceptions to this must be approved by the principal or supervisor.

EARLY RELEASE FROM A SCHOOL DAY

1. An early release from school due to extreme environmental conditions will only be used as a final option since students are most safe at school under adult supervision.
2. If this option is used, appropriate emergency communication to parents/guardians must occur before students are released and transported home.

EMERGENCY SCHOOL CLOSURE

1. School closures for students will be determined the evening prior or by 5:15am on the day of the closure.
2. All staff will report to work as safely as possible according to their regular work schedule. Any exceptions to this must be approved by the principal or supervisor.

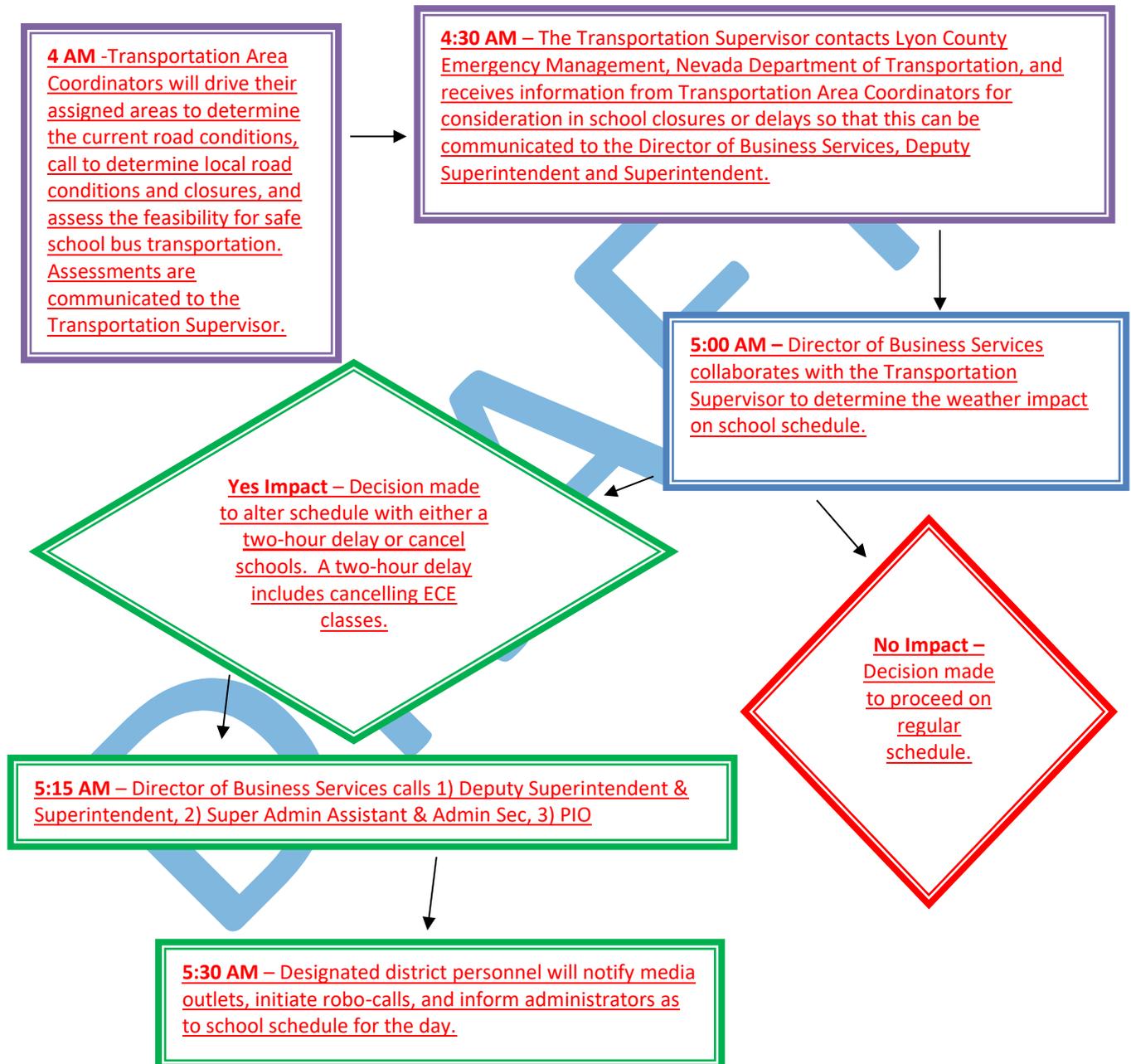
AIR QUALITY

Schools will not be closed in the LCSD due to decreased outdoor air quality as students and staff can safely conduct normal educational operations inside school/district facilities. The decision to cancel or move outdoor activities indoors due to decreased air quality will be initiated according to the LCSD Air Quality Conditions Process Chart. Should a cancellation or move to indoors be warranted, the following procedures will be in effect.

1. The LCSD will use the U.S. air quality index www.airnow.gov to determine AQI levels for ozone and particulates.
2. When the AQI reaches the “Unhealthy for Sensitive Groups” range of 101-150, the principal may choose to cancel all outdoor activities at his/her discretion.
3. If the principal decides to allow outdoor activities, the following approach must be used:
 - a. Staff must identify all students who fall within the sensitive individual category and monitor/limit their activity as necessary or keep them indoors.
 - b. Limit and control physical exertion for all students as necessary.
 - c. Increase the opportunities for water breaks and rest periods.
 - d. Monitor the AQI every 30 minutes to determine necessary adjustments to activity.

4. Once the AQI reaches 151, all outdoor activities are canceled, and everyone must move indoors.

LCSD Inclement Weather Conditions Process Chart



LCSD Air Quality Conditions Process Chart

Air Quality Index (AQI) Table for Ozone and PM 2.5 with Visibilities for Wildfire Smoke

Activity	Good = 0-50 (11 miles +)	Moderate = 51-100 (6 to 10 miles)	Unhealthy for Sensitive Individuals = 101-150 (3 to 5 miles)	Unhealthy = 151-200 (1.5 to 2.75 miles)	Very Unhealthy = 201-300 (1 to 1.25 miles)	Hazardous = 301+ (Less than 1 mile)
Recess	No Restrictions	Unusually sensitive students should limit prolonged or heavy exertion.	Sensitive students should remain indoors. Limit prolonged or heavy exertion for all students.	No outdoor activity permitted. All students remain indoors with no limits to activity exertion.	No outdoor activity permitted. All students remain indoors and limit activity to moderate exertion.	No outdoor activity permitted. All students remain indoors and limit activity to light exertion.
P.E. or Other Outdoor Class	No Restrictions	Unusually sensitive students should limit prolonged or heavy exertion.	Sensitive students should remain indoors. Limit prolonged or heavy exertion for all students.	No outdoor activity permitted. All students remain indoors with no limits to activity exertion.	No outdoor activity permitted. All students remain indoors and limit activity to moderate exertion.	No outdoor activity permitted. All students remain indoors and limit activity to light exertion.
Athletic Practice/Training or Other Outdoor Activities	No Restrictions	Unusually sensitive students should limit prolonged or heavy exertion.	Sensitive students should remain indoors. Limit prolonged or heavy exertion for all students.	No outdoor practices, trainings or activities permitted.	No outdoor practices, trainings or activities permitted.	No outdoor practices, trainings or activities permitted.
Scheduled Sporting Events or Other Outdoor Competitions	No Restrictions	Unusually sensitive students should limit prolonged or heavy exertion.	Sensitive students should remain indoors. Limit prolonged or heavy exertion for all students.	No outdoor events or competitions permitted.	No outdoor events or competitions permitted.	No outdoor events or competitions permitted.
Staff Working Outdoors	No Restrictions	Unusually sensitive staff should limit prolonged or heavy exertion.	Sensitive staff should remain indoors. Limit prolonged or heavy exertion for all staff.	No outdoor work permitted for extended periods of time.	No outdoor work permitted for extended periods of time.	No outdoor work permitted for extended periods of time.

*Sensitive individuals include those with asthma or other heart/lung conditions.

AQI Basics for Ozone and Particle Pollution

Daily AQI Color	Levels of Concern	Values of Index	Description of Air Quality
Green	Good	0 to 50	Air quality is satisfactory, and air pollution poses little or no risk.
Yellow	Moderate	51 to 100	Air quality is acceptable. However, there may be a risk for some people, particularly those who are unusually sensitive to air pollution.
Orange	Unhealthy for Sensitive Groups	101 to 150	Members of sensitive groups may experience health effects. The general public is less likely to be affected.
Red	Unhealthy	151 to 200	Some members of the general public may experience health effects; members of sensitive groups may experience more serious health effects.
Purple	Very Unhealthy	201 to 300	Health alert: The risk of health effects is increased for everyone.
Maroon	Hazardous	301 and higher	Health warning of emergency conditions: everyone is more likely to be affected.