

# Agenda

## Lyon County School District Board of Trustees

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A LCSD Board of Trustees Closed Meeting at 6:00 pm Open Meeting at 6:30 pm of the Board of Trustees of Lyon County School District will be held Tuesday, October 26, 2021, beginning at 6:00 PM at the Silver Stage High School, 3755 W. Spruce St., Silver Springs, NV 89429.

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

1. 6:00 pm CLOSED SESSION
2. 6:30 PM REGULAR OPEN MEETING - CALL TO ORDER
3. PLEDGE OF ALLEGIANCE
4. WELCOME OF GUESTS
5. APPROVAL OF AGENDA
6. APPROVAL OF THE MINUTES OF THE SEPTEMBER 28, 2021 MEETING 4
7. BOARD MEMBER REPORTS: Opportunity for the Board members to report items of interest.
8. ATTITUDE OF GRATITUDE 14
9. SUPERINTENDENT REPORT: Opportunity for the Superintendent to report items of interest
10. PUBLIC PARTICIPATION: The public is invited to address the Board on items not listed on the agenda. No action may be taken on any subject raised during public comment until the matter has been properly placed on an agenda for a properly noticed meeting pursuant to NRS 241 (Nevada's Open Meeting Law).  
If you wish to speak, please step up to the front table, be seated, and state your name. Comments are limited to no more than three minutes per person and must fall under subjects within the Board's jurisdiction and control. In consideration of others, avoid repetition. Although this Board does not restrict comments based upon viewpoint, comments will be prohibited if the contents are willfully disruptive, slanderous, amount to personal attacks or interfere with the rights of other speakers. Comments made during this time will be monitored by the Board Chairperson.
11. **CONSENT AGENDA (FOR POSSIBLE ACTION):** All matters listed under the consent agenda are considered routine and may be acted upon by the Board of School Trustees with one action and without an extensive hearing. Any member of the Board or any citizen may request that an item be taken from the consent agenda, discussed, and acted upon separately, during this meeting.
  - A. Request for Early Graduation (confidential)
  - B. Request for Leave (confidential)
  - C. IT Department Report 23

D. Enrollment Report for Quarter Ending Sept. 30	25
E. Personnel Reports	29
F. Travel	33
G. NWRPDP Annual Report	75
H. Cottonwood Lane Reconstruction Project Right-of-Way Acquisition Offer	202
I. Riverview Elementary School Sewer and Storm Drain Easement Deed	208
J. District Financial Report	214
Paybill: Checks 204278-204610; Vouchers#1038, 1069, 1072, 1079, 1024, 1081, 1083, 1084, 1085; Total \$2,097,355.82	
12. <b>END OF CONSENT AGENDA: MOTION TO APPROVE</b>	
13. ACCEPTANCE OF DONATIONS	299
14. <b>(For Possible Action)</b> Discussion and possible action regarding an update from the Lyon County Health and Human Services Department. This item is being presented by Human Services Director Shayla Holmes and Board Member Kimber Crabtree.	<b>304</b>
15. <b>(For Possible Action)</b> Discussion and possible action regarding the 2022 health insurance rate adjustment for the Buy Up Plan - Dual Spouse Family rate through June 30, 2023 and the extension of the guaranteed rate for Aetna Vision Insurance through June 30, 2025. This item is being presented by Executive Director of Human Resources Dawn Huckaby and Safety and Benefits Risk Manager Blake Smith.	<b>305</b>
16. <b>(For Possible Action)</b> Discussion and possible action regarding an update by the Silver Springs area school principals on the work of their respective schools. This item is being presented by principals Erin Korf, Amber Taylor, and Patrick Peters.	<b>307</b>
17. <b>(For Possible Action)</b> Discussion and possible action regarding an update on the LCSD facilities summer projects. This item is being presented by Executive Director of Operations Harman Bains and Operations & Maintenance Kirk McCallum.	<b>312</b>
18. <b>(For Possible Action)</b> Discussion and possible action to appoint a sub-committee to renegotiate the employment contract of the superintendent. This item is being presented by President Holly Villines and Superintendent Wayne Workman.	<b>328</b>
19. <b>(For Possible Action)</b> Discussion and possible action to begin the process of appointing an individual to fill the vacancy in District VII - Smith Valley/Mason Valley per NRS 386.270 and LCSD Board Policies BBC and BBE due to the resignation of Member Kimber Crabtree. This is being presented by President Holly Villines and Clerk Phil Cowee.	<b>329</b>
20. <b>(For Possible Action)</b> Discussion and possible action regarding revisions to LCSD Policy IA: <i>District Information Technology</i> as a first reading. This item is being presented by Executive Director of Operations Harman Bains, Information Technology Director Alan Medeiros, and Oasis Online CEO Dan Slentz.	<b>338</b>
21. <b>(For Possible Action)</b> Discussion and possible action regarding revisions to LCSD Policy EDB: <i>Internet and Public Network Acceptable Use</i> as a first	<b>350</b>

reading. This item is being presented by Executive Director of Operations Harman Bains, Information Technology Director Alan Medeiros, and Oasis Online CEO Dan Slentz.

22. **(For Possible Action)** Discussion and possible action regarding revisions to Policy AD: *Equitable Access to Education* as a second and final reading. This item is being presented by President Holly Villines, Clerk Phil Cowee, Member Barbara Jones, and Superintendent Wayne Workman. 354

23. **(For Possible Action)** Discussion and possible action regarding the operations and funding of the Lyon County School District during the COVID-19 pandemic and the Nevada State of Emergency. This item is being presented by President Holly Villines and Superintendent Wayne Workman. 361

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

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

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26. ADJOURN:

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

*LYON COUNTY SCHOOL DISTRICT STATEMENT OF NONDISCRIMINATION AND ACCESSIBILITY*

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

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

# Agenda

## Lyon County School District Board of Trustees

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A meeting of the Board of Trustees of Lyon County School District was held September 28, 2021, beginning at 6:30 PM at Fernley High School, 1300 Hwy 95A South, Fernley, NV 89408.

1. 6:00 pm CLOSED SESSION

There was no closed session.

2. 6:30 PM REGULAR OPEN MEETING

3. CALL TO ORDER

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

4. PLEDGE OF ALLEGIANCE

The Pledge of Allegiance was led by Member Neal McIntyre.

5. WELCOME OF GUESTS

Board members in attendance were:

President Holly Villines

Clerk Phil Cowee

Member Kimber Crabtree

Member Neal McIntyre

Member Bridget Peterson

Member Sherry Parsons via Zoom

Member Barbara Jones absent

Executive Cabinet:

Superintendent Wayne Workman

Deputy Superintendent Tim Logan

Executive Director of Operations Harman Bains

Executive Director of Special Services Marva Clevon

Executive Director of Human Resources Dawn Huckaby

Executive Director of Educational Services Heather Moyle

Executive Director of Educational Services Jim Gianotti was absent.

Staff in attendance:

Finance Manager/Comptroller Spencer Winward

Safety and Benefits, Risk Manager Blake Smith

Operations and Maintenance Supervisor Kirk McCallum  
Communications and Public Relations Officer, Erika Cowger  
PD Manager Rachel Stewart  
IT Director Alan Medeiros  
Michele Savitz, YHS  
Principal Steve Henderson, SMS  
Jackie Kingston, FHS  
Principal Laura Malkovich, CES  
Katie Gillespie, CES  
Virginia Richardson, CES  
Nicole Barona, SMS  
David Barnum, SMS  
Dana Sparkes, SMS  
Mallorie Baltzell, FHS  
Principal Billiejo Hogan, EVES  
Darlene Albarran, CES  
Amanda Corcios, FES  
Chanen Cross, FES  
Danielle Domic, FES  
Mara Edman, CES  
Rachael McKeever, FHS  
Heather Sanchez, FHS  
Irma Jansen SES, parent  
Victoria Phillips, parent  
Paulette Ferrando,  
LCEA President Cindy Darden  
Principal Kent Jones, FHS  
Jody Ericksen, FHS  
Loraine DeLaTorre, SSMS  
Laurel Winchester, SSMS  
Kelsey Fagundes, FIS  
Carlie Fagundes, FIS  
Lisa Vanderkelen, EVES  
Jamie Henderson, EVES  
Virginia Bates, EVES  
Cory Sanford, FHS  
Brooke Keller, FHS  
LCCSEA President Kathy Rudy, FIS  
Farrah Alexander, FIS  
Principal Blake Cooper, FIS  
Pete Jubin, retired  
Patricia Jubin, taxpayer

#### 6. APPROVAL OF AGENDA

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

7. APPROVAL OF MINUTES

Clerk Cowee made a motion that the Board of Trustees approves the minutes as presented. It was seconded by Member Peterson and passed 6-0.

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

The trustees gave reports on different items of interest.

Clerk Cowee reported on the recent Nevada Association of School Board (NASB) training held for trustees from the Office of Safe and Respectful Learning Environment. He added that the NASB annual conference will be held in November.

Member McIntyre spoke about the loss of a member of the Cerasola family. Carol Cerasola was a Fernley schools alumni. He talked briefly about the effects of Covid on many families.

Member Crabtree was glad to see many community faces at the meeting. She appreciates the staff that made school almost normal for the students, in spite of Covid.

Fernley High School (FHS) Representative Alyssa Mathern spoke about Homecoming week activities and the fundraising event to raise almost \$18,000 for a Homecoming Hero.

9. ATTITUDE OF GRATITUDE

The trustees read notes of gratitude from students across the district.

10. SUPERINTENDENT REPORT:

Superintendent Workman welcomed the Fernley student representative, Alyssa, for coming and sharing her school news. He thanked students, staff, and families for their patience with all of the adjustments made over the last month due to various circumstances. He invited the Fernley principals to introduce their new staff.

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Cindy Darden, LCEA President; Loraine DeLaTorre, SSMS; and Laurel Winchester, SSMS shared concerns with questions and answers shared to LCSD staff earlier this month.

12. **CONSENT AGENDA (FOR POSSIBLE ACTION):** All matters listed under the consent agenda are considered routine and may be acted upon by the Board of School Trustees with one action and without an extensive hearing. Any member of the Board or any citizen may

request that an item be taken from the consent agenda, discussed, and acted upon separately, during this meeting.

- A. Request for Early Graduation/HSE (confidential)
- B. Request for Leave (confidential)
- C. LCSD Restorative Discipline Plan
- D. Personnel Reports
- E. Travel Requests
- F. Department Reports
- G. District Financial Report

Paybill: Checks #203702-204277; Vouchers #1013,1015, 1024, 1475, 1023, 1029, 1030, 1033, 1039; Total \$4,114,183.08

**13. END OF CONSENT AGENDA: MOTION TO APPROVE**

Member Peterson made a motion that the Board of Trustees approve the consent agenda as presented.

It was seconded by Member McIntyre and passed 6-0.

**14. ACCEPTANCE OF DONATIONS**

Member Peterson made a motion the the Board accept the donation made to FIS as presented.

It was seconded by Clerk Cowee and passed 6-0.

- 15. (For Possible Action)** Discussion and possible action regarding the selection of the LCSD health care insurance provider effective January 1, 2022, through June 30, 2023. This item is being presented by Executive Director of Human Resources Dawn Huckaby; Safety, Benefits and Risk Manager, Blake Smith; and Clark & Associates President, Valerie Clark. Presenting the item was Dawn Huckaby, Val Clark, and Blake Smith. Mrs. Huckaby shared her excitement with the committee's recommendation to continue with Aetna for the 2022 health insurance provider for the LCSD staff, for 18 month renewal. She clarified that the recommendation is medical only, and it is for 18 months.

She commended the committee members for their work on the project.

The trustees thanked Val Clark for working to get the the rate down and thanked those who got the mobile app, which helped to secure the rate.

Member Peterson made a motion that the Board of Trustees approve the recommendation from the Health Insurance Committee to continue the LCSD fully insured health plan of Aetna Open Access Managed Choice Plans including Aetna Dental and Vision and continue to the existing Guardian Life Insurance professional services agreement effective January 1, 2022 through June 30, 2023.

It was seconded by Clerk Cowee and passed 6-0.

- 16. (For Possible Action)** Discussion and possible action regarding revisions to Policy AD: Equitable Access to Education as a first reading. This item is being presented by President Holly Villines, Clerk Phil Cowee, Member Barbara Jones, and Superintendent Wayne Workman.

Superintendent Workman thanked the committee for their work to revise the policy.

Clerk Cowee said he also appreciated the committee's work to make the changes. After

some reflection, he decided he would like to strike the revision they proposed on the Student Bill of Rights (SBR).

Among the revisions to be made was the removal of the words "biases and systemic" in regards to the specific type of barriers that the leadership would identify and remove, as proposed in the policy. There was discussion regarding leaving those words in, and the original, intentional message that the policy was created for, in response to actual events. President Villines commented that the board wants to address concerns brought forward by the public in the last months, around the idea of "systemic" or the assumption of "automatic" discrimination. The board discussed the word "biases", acknowledging that everyone has biases of some sort and that leadership can not remove all of them.

Public Comment from:

Cindy Olivieri

Irma Jansen

Paulette Ferrando

Patty Jubin

The public offered supportive comments in appreciation of the board's careful deliberation on the words chosen in the policy, and personal opinions for the revisions.

Superintendent Workman clarified that LCSD does not teach "cultures" other than learning about being culturally responsible, all within the guidelines of history lessons. He encouraged the public to look at the backup documentation provided for these items, and he invited everyone to review the curriculum listed on the website. The goal here, he said, is to create the most accepting place for all students, regardless of background or history, to come and learn, so they don't have to have experiences of discrimination. We want them to learn how to accept and include everyone.

There was a discussion regarding "new learning opportunities" and what that meant. With all of the new research being done, LCSD will always look for and provide the highest quality learning opportunities for students. Superintendent Workman assured the guests that our district has caring and loving people to help our students achieve their learning goals and become whoever they wish to be. They discussed different examples of the different learning needs and styles of each student. The teachers adapt to explore innovative ways to reach the kids.

Member Crabtree made a motion that the board approve the revisions excluding the change to the Student Bill of Rights, removing the word "systemic" on 2.b., to change the revision on 2.d.iii, keeping what was struck but replacing "intentionally" with "culturally".

Member Peterson seconded the motion.

In favor, Member Crabtree, Member McIntyre, and Member Peterson.

Opposed, Clerk Cowee, President Villines, and Member Parsons

The motion failed with a 3-3 tie.

Member Crabtree made a new motion that the board approve the revisions as presented, excluding the change to the Student Bill of Rights, and change the proposed revision on 2.d.iii, to keep what was struck out, but replace the word "intentionally" with "culturally".

It was seconded by Member Peterson.

In favor, Clerk Cowee, Member Crabtree, Member McIntyre, and Member Peterson.

Opposed, Member Parsons, and President Villines.

The motion passed 4-2.

17. **(For Possible Action)** Discussion and possible action regarding new LCSD Board Resolution-Equitable Education Opportunities. This item is being presented by President Holly Villines, Clerk Phil Cowee, Member Barbara Jones, and Superintendent Wayne Workman.

The subcommittee, during the work on Policy AD, also drafted a resolution regarding Equitable Education Opportunities. Member Peterson suggested taking the resolution's summary and included it in Policy AD itself. She feels this would be more effective than having a resolution.

Clerk Cowee is in favor of the resolution as written, but he agrees with Member Peterson in including it in the policy. He stressed the goodness of the teachers and the instruction in LCSD and he invited the public to come to the schools to witness the instruction going on in the classes. National news may suggest that things are happening in our classes, but this is not the case in our district.

Public comment:

Patty Jubin

Victoria Philips

There was discussion on the authority the district has on curriculum, and the authority of the state, and the need for the citizens to be present at the legislation.

Clerk Cowee explained that the principles, rather than the term "Critical Race Theory", were what the subcommittee decided to focus on. Their names may change in the future but the principles are what they wanted defined within the resolution.

President Villines stressed her disagreement with the idea that a person is either part of the oppressor class or the oppressed class, though it is not to invalidate someone's experience of discrimination. She went on to state that we are not perfect, we need to hear in order to learn about these experiences.

Member Crabtree made a motion that the Board of Trustees approves the LCSD Board Resolution - Equitable Education Opportunities as written.

It was seconded by Clerk Cowee and passed 6-0.

18. **(For Possible Action)** Discussion and possible action regarding an update on the Fernley High School Gym, Commons, Dining, and Kitchen. This item is being presented by Executive Director of Operations Harman Bains, Operations and Maintenance Supervisor Kirk McCallum, and Paul Cavin Architect LLC.

Mr. Bains updated the board on the progress of the Fernley High School Gymnasium project. Paul Cavin worked with the high school and the district on a favorable design that they are starting to wrap up. He predicts they will have 100% of the design documents by April 2022.

He showed an animation of what it may look like from the outside and inside.

There was discussion regarding the options for positioning the bleachers for different athletic needs. The trustees indicated that having room for parents, families, and spectators is a priority.

The plan includes a seating capacity of 1900 people.

Clerk Cowee made a motion that the Board of Trustees approves the update on the FHS Gymnasium project in the Lyon County School District. It was seconded by Member McIntyre and passed 6-0.

19. **(For Possible Action)** Discussion and possible action regarding the outdoor stadium renovations in LCSD. This item is being presented by Executive Director of Operations Harman Bains, Operations and Maintenance Supervisor Kirk McCallum, and Paul Cavin Architect LLC.

Mr. Bains and Paul Cavin shared the status of the outdoor stadium renovations at our high schools, including the design progress of bleachers and lighting. They presented an animated flyby showing press boxes, bleachers, ramps, and lights.

They discussed the timeline of design and construction while staying mindful of the students' athletic activities.

This project will go out to bond.

They discussed the decking on the backside of the press boxes, noting that it was not a necessity and could be removed from the design.

Member McIntyre made a motion that the Board of Trustees approve the update on the district wide stadium renovations project in the Lyon County School District.

It was seconded by Member Peterson and passed 6-0.

20. **(For Possible Action)** Discussion and possible action regarding the proposed Kiss and Drop MOU with the City of Yerington and authorizing the superintendent to sign the MOU. This item is being presented by Executive Director of Operations Harman Bains.

Mr. Bains requested the authorization for the superintendent as designee to sign the memorandum of understanding with the City of Yerington. This community project would improve the infrastructure of the City and will be funded and managed by the City. The scope of the City's project includes a two-lane student Kiss-n-Drop at the Yerington Elementary School campus, to increase safety for the students and focus traffic away from the surrounding streets.

Clerk Cowee made a motion that the Board of Trustees authorize the superintendent to sign an MOU with the City of Yerington to trespass on the LCSD property to construct a pedestrian and vehicle safety zone known as the Kiss-n-Drop.

It was seconded by Member Peterson and passed 6-0.

21. **(For Possible Action)** Discussion and possible action regarding a proposed transfer of a small parcel of LCSD/YHS land to the Boys and Girls Club of Mason Valley and authorizing the superintendent to sign the Boundary Line Adjustment Deed. This item is being presented by Executive Director of Operations Harman Bains.

Earlier this year, the board approved the transfer of ownership of a portion of the property near Yerington High School to the Boys and Girls Club of Mason Valley (BGC MV). Mr. Bains explained that the project necessitates a boundary line adjustment and would like the superintendent to have the authorization to sign the document to proceed with the project.

Clerk Cowee made a motion that the Board of Trustees authorize the superintendent to sign the Boundary Line Adjustment Deed for portion of APN 001-095-08.

It was seconded by Member McIntyre and passed 6-0.

22. **(For Possible Action)** Discussion and possible Action regarding an update by the Fernley area school principals on the work of their respective schools. This item is being presented by principals Chanen Cross, Laura Malkovich, Billiejo Hogan, Blake Cooper, Steve Henderson, and Kent Jones.

Principals Chanen Cross, Laura Malkovich, Billiejo Hogan, Blake Cooper, Steven Henderson, and Kent Jones gave updates and highlights on their respective schools. See attachments for updates and highlights.

Member Peterson made a motion that the LCSD Board of Trustees approve the report by the Fernley area school principals on the work of their respective schools.

It was seconded by Member McIntyre and passed 6-0.

23. **(For Possible Action)** Discussion and possible action regarding the collectively bargained agreement (CBA) between the Lyon County Education Association (LCEA) and the Lyon County School District for July 1, 2021, through June 30, 2023. This item is being presented by Deputy Superintendent Tim Logan and Executive Director of Human Resources Dawn Huckaby.

Dawn Huckaby presented the updated agreement with the Lyon County Education Association (LCEA) and the LCSD.

Member Peterson made a motion that the Board of Trustees approves the ratification of the collectively bargained agreement between the Lyon County Certified Employees' Association and the Lyon County School District for the 2021-2023 contract years.

It was seconded by Clerk Cowee and passed 6-0.

24. **(For Possible Action)** Discussion and possible action regarding the collectively bargained agreement (CBA) between the Lyon County Classified School Employees Association (LCCSEA) Chapter #7 and the Lyon County School District for July 1, 2021, through June 30, 2023. This item is being presented by Deputy Superintendent Tim Logan and Executive Director of Human Resources Dawn Huckaby.

Dawn Huckaby presented the updated agreement with the LCCSEA and the LCSD.

Member McIntyre made a motion that the Board of Trustees approves the ratification of the collectively bargained agreement between the Lyon County Classified School Employees' Association and the Lyon County School District for the 2021-2023 contract years.

It was seconded by Member Peterson and passed 6-0.

Member Parson's left the meeting at this time.

25. **(For Possible Action)** Discussion and possible action regarding a new LCSD printer and copier contract with Sierra Office Products. This item is being presented by Executive Director of Operations Harman Bains and Information Technology Supervisor Alan Medeiros.

Harman Bains presented the printer copier proposal for a 5 year contract with Sierra Office Solutions. The previous contract, with Ricoh, expired earlier this year.

Clerk Cowee made a motion that the Board of Trustees approves Sierra Office Solution's proposal for district wide printers and copiers.

It was seconded by Member McIntyre and passed 5-0.

26. **(For Possible Action)** Discussion and possible action regarding a report on the LCSD assessment results for the 2020-2021 school year. This item is being presented by Executive Director of Educational Services Heather Moyle and Professional Development/Data Manager Rachel Stewart.

Heather Moyle and Rachel Stewart gave the report on the assessment results for 2020-21. They will use the data to help with remediation and goal setting while keeping in mind that the past school year was full of challenges and participation statewide was low. Data will not be compared to previous years but will be used to assist in making decisions that are in the best interest of students and their success.

Member Peterson made a motion that the Board of Trustees approves the report on the assessment results for the 2020-21 school year.

It was seconded by Clerk Cowee and passed 5-0.

27. **(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 being presented by Executive Director of Human Resources Dawn Huckaby and Deputy Superintendent Tim Logan.

Member McIntyre made a motion that the Board of Trustees approves the report on the Nevada Educator Performance Framework results including the annual review of Student Learning Goals for 2020-21 as permitted under NRS 391.485.

It was seconded by Member Peterson and passed 5-0.

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

There was nothing to bring forward for this item.

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

The next board meeting will be held at SSSHS on October 26, 2021 starting at 6:30 pm.

New staff in the Silver Springs area schools will be introduced.

2nd reading for policy AD

Silver Springs Principal Highlights and Goals

RFP modular

Facility summer projects

Internet technology policy revisions

Budget item

Standing item on

Crabtree verified with hhs talk about community survey, they said yes.

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

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

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There was no public comment.

31. ADJOURN: 9:37 pm

DRAFT

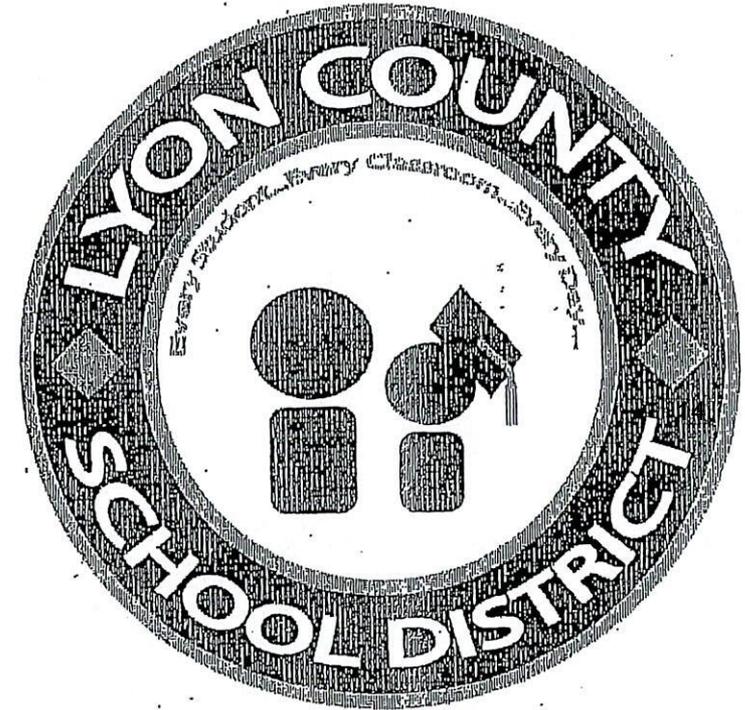
# Attitude of Gratitude

My name is Hailee Keith and I am successful at  
student name

Silverland because of Mrs. Blum  
school name teacher/staff member's name

I want to thank him/her for being a very good  
Science teacher and always happy  
teaching. Mrs. Blum has taught  
me so much about Science and  
other things.

Signed: Hailee Keith  
student signature



# Attitude of Gratitude

My name is oliver I am thankful for,

(Your Name)

My parent,

(Teacher / staff member's name)

at Cotten Wood Elementary

(School Name)

I want to thank him/her for being the best parent  
ever my mom is the best parent  
ever I love her she  
lets me she buys food for  
me her self and my dad she  
is the best person in the  
world.

Signed:

oliver

Staff members signature



(for being the best parent ever.  
My mom is the best parent ever.  
I love her. She loves me.  
She makes food for me,  
herself and my dad. She is  
the best parent in the world.)  
person

# Attitude of Gratitude

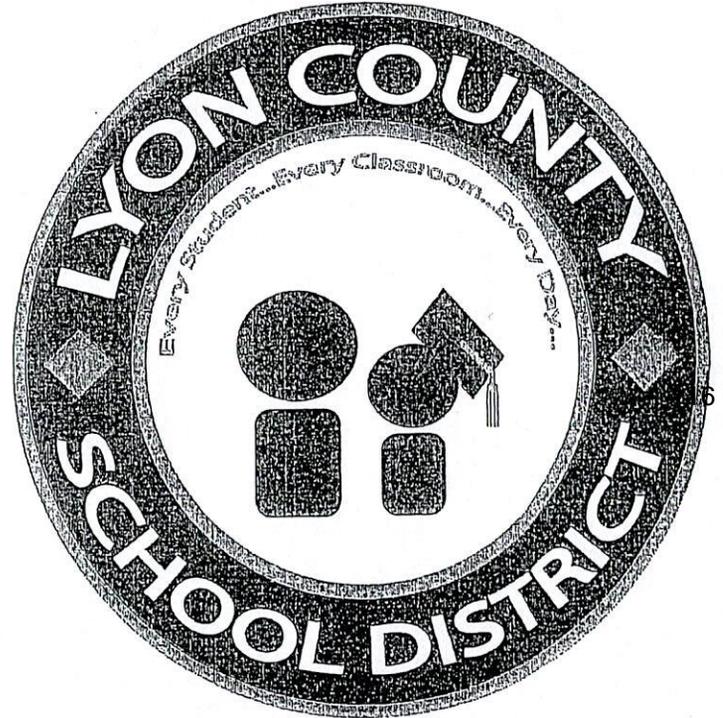
My name is Addison Levan and I am successful at  
student name

F I S because of Mrs. Strandin.  
school name teacher/staff member's name

I want to thank him/her for Thank you for  
helping me understand writing.  
And for all the FUN activities  
we did and thank you for  
Being the Best teacher I've  
had and I mean it  
and if you are the  
Best teacher to others than  
i don't know who would be  
every day you came in  
with a smile and that is  
What makes you the Best

Signed: Addison

student signature



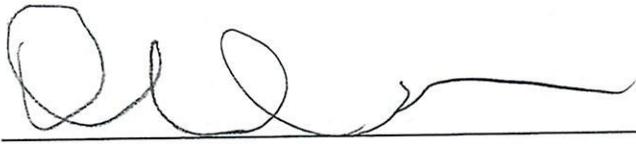


# Attitude of Gratitude

My name is Holden Edmiston and I am successful at  
student name  
SSMS because of Townley.  
school name teacher/staff member's name

I want to thank him/her for caring. I don't  
know what else to say,  
not many people actually  
appreciate me. so...  
thank you >3

Signed: \_\_\_\_\_



student signature

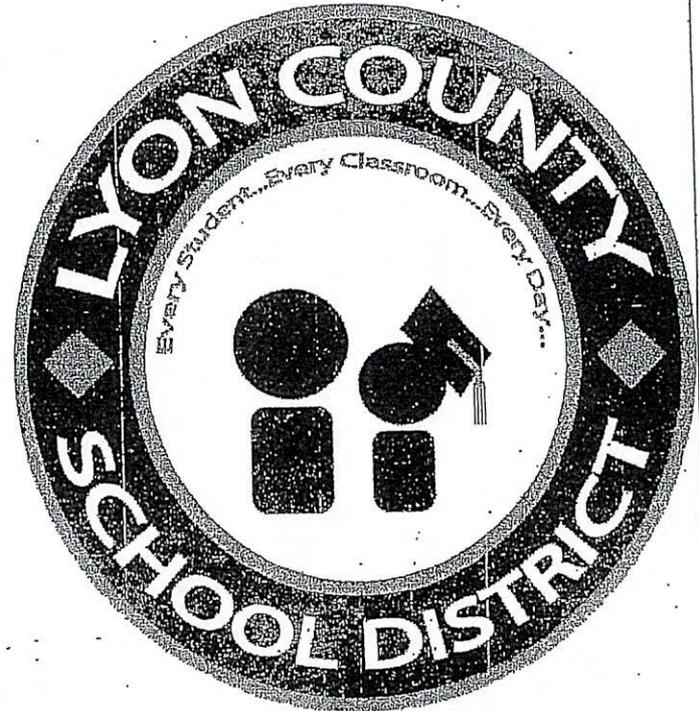


# Attitude of Gratitude

My name is Barbara Cozores and I am successful at  
student name

Yerington Intermediate School because of Mrs. Lee  
school name teacher/staff member's name

I want to thank him/her for never making math boring, but challenging  
in a good way. She doesn't get mad or shows irritation  
when someone doesn't understand something that she explained  
likes 5-15 times. She is a great teacher and a person  
who deserves appreciation!



Signed: \_\_\_\_\_

Barbara

student signature

# Attitude of Gratitude

My name is Cameron and I am successful at  
student name

SSMS because of Ms. Thompson.  
school name teacher/staff member's name

I want to thank him/her for being a good  
Teacher to show me not to  
give up and be a well  
founded gentleman.

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Signed: Cameron Wilson  
student signature



# Attitude of Gratitude

My name is Rylee I am thankful for,  
(Your Name)

Mrs. mcClenic

(Teacher / staff member's name)

at Cottonwood Elementary

(School Name)

I want to thank him/her for She helps me to do  
speech and I like to do sounds. She  
helps me by doing sounds games  
and reading games.



Signed:

Rylee Cisner

Staff members signature



Information Technology  
Service Ticket Report  
9/1/2021 - 9/30/2021

Created 9/1/2021 - 9/30/2021

Ticket Type		DO	AdultEd	SSDO-PDC	PLC	B&G	CES	DES	DHS	DIS	ERHS	EVES	FES	FHS	FIS	RES	SES	SMS	SSES	SSHS	SSMS	SVS	YES	YHS	YIS	Total	
Urgent		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
High		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Medium		5	0	1	0	0	2	0	1	1	0	2	2	1	4	1	2	4	0	0	0	0	1	2	0	1	30
Normal		44	4	2	1	0	25	32	52	48	0	26	45	90	56	41	63	61	39	21	20	13	33	44	39	801	
Project		1	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	2	
<b>Total</b>		<b>50</b>	<b>4</b>	<b>3</b>	<b>1</b>	<b>0</b>	<b>27</b>	<b>32</b>	<b>53</b>	<b>49</b>	<b>0</b>	<b>28</b>	<b>47</b>	<b>92</b>	<b>60</b>	<b>42</b>	<b>65</b>	<b>65</b>	<b>39</b>	<b>21</b>	<b>20</b>	<b>14</b>	<b>35</b>	<b>44</b>	<b>40</b>	<b>833</b>	

Closed 9/1/2021 - 9/30/2021

Ticket Type		DO	AdultEd	SSDO-PDC	PLC	B&G	CES	DES	DHS	DIS	ERHS	EVES	FES	FHS	FIS	RES	SES	SMS	SSES	SSHS	SSMS	SVS	YES	YHS	YIS	Total
Urgent	Closed	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Canceled	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Resolved	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	<b>Total</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
High	Closed	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Canceled	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Resolved	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	<b>Total</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
Medium	Closed	6	0	1	0	0	2	0	1	3	0	2	2	3	7	1	2	6	0	0	0	1	2	0	2	41
	Canceled	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Resolved	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	<b>Total</b>	<b>6</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>2</b>	<b>0</b>	<b>1</b>	<b>3</b>	<b>0</b>	<b>2</b>	<b>2</b>	<b>3</b>	<b>7</b>	<b>1</b>	<b>2</b>	<b>6</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>0</b>	<b>2</b>	<b>41</b>
Normal	Closed	46	4	2	1	1	24	31	48	46	0	24	48	90	54	41	57	63	41	19	25	14	22	50	41	792
	Canceled	1	0	0	0	0	1	1	0	1	0	0	0	3	1	0	2	0	0	0	0	0	1	0	0	11
	Resolved	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	<b>Total</b>	<b>47</b>	<b>4</b>	<b>2</b>	<b>1</b>	<b>1</b>	<b>25</b>	<b>32</b>	<b>48</b>	<b>47</b>	<b>0</b>	<b>24</b>	<b>48</b>	<b>93</b>	<b>55</b>	<b>41</b>	<b>59</b>	<b>63</b>	<b>41</b>	<b>19</b>	<b>25</b>	<b>14</b>	<b>23</b>	<b>50</b>	<b>41</b>	<b>803</b>
Project	Closed	6	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	7
	Canceled	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Resolved	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	<b>Total</b>	<b>6</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>7</b>										
<b>Total</b>	Closed	<b>58</b>	<b>4</b>	<b>3</b>	<b>1</b>	<b>1</b>	<b>26</b>	<b>31</b>	<b>49</b>	<b>49</b>	<b>0</b>	<b>26</b>	<b>50</b>	<b>94</b>	<b>61</b>	<b>42</b>	<b>59</b>	<b>69</b>	<b>41</b>	<b>19</b>	<b>25</b>	<b>15</b>	<b>24</b>	<b>50</b>	<b>43</b>	<b>840</b>
	Canceled	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>1</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>3</b>	<b>1</b>	<b>0</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>11</b>
	Resolved	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
	<b>Total</b>	<b>59</b>	<b>4</b>	<b>3</b>	<b>1</b>	<b>1</b>	<b>27</b>	<b>32</b>	<b>49</b>	<b>50</b>	<b>0</b>	<b>26</b>	<b>50</b>	<b>97</b>	<b>62</b>	<b>42</b>	<b>61</b>	<b>69</b>	<b>41</b>	<b>19</b>	<b>25</b>	<b>15</b>	<b>25</b>	<b>50</b>	<b>43</b>	<b>851</b>

**Information Technology  
Service Ticket Report  
9/1/2021 - 9/30/2021**

**Closed by Site/District Tech**

Technician Type		DO	AdultEd	SSDO-PDC	PLC	B&G	CES	DES	DHS	DIS	ERHS	EVES	FES	FHS	FIS	RES	SES	SMS	SSES	SSHS	SSMS	SVS	YES	YHS	YIS	Total
Site Tech		0	0	0	0	0	3	2	0	5	0	2	4	12	4	3	23	4	1	1	1	2	2	6	0	75
I. T. Tech		52	4	3	1	1	22	23	43	28	0	20	37	78	49	28	37	33	24	17	18	11	21	42	38	630
Oasis Support		7	0	0	0	0	2	7	6	17	0	4	9	7	9	11	1	32	16	1	6	2	2	2	5	146

**Open as of 9/30/2021**

Ticket Type		DO	AdultEd	SSDO-PDC	PLC	B&G	CES	DES	DHS	DIS	ERHS	EVES	FES	FHS	FIS	RES	SES	SMS	SSES	SSHS	SSMS	SVS	YES	YHS	YIS	Total	
Urgent	Open	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	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
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
	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
Medium	Open	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	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
Normal	Open	2	1	0	0	1	1	0	6	7	0	4	0	6	11	2	6	9	4	3	2	4	8	8	5	90	
	Pending	0	0	0	0	0	0	1	0	0	0	0	0	2	0	0	0	0	0	0	0	0	0	0	0	3	
	On Hold	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	4	1	0	2	0	0	9	
	Total	3	1	0	0	1	1	1	6	7	0	4	0	8	11	2	6	9	5	7	3	4	10	8	5	102	
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	0	0	0	0	0	
	Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Total	Open	2	1	0	0	1	1	0	6	7	0	4	0	4	10	2	6	1	4	3	2	4	3	8	3	90	
	Pending	0	0	0	0	0	0	1	0	0	0	0	0	2	0	0	0	0	0	0	0	0	0	0	0	3	
	On Hold	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	4	1	0	2	0	0	9	
	Total	3	1	0	0	1	1	1	6	7	0	4	0	8	11	2	6	9	5	7	3	4	10	8	5	102	

Yearly Closed Comparison		DO	AdultEd	SSDO-PDC	PLC	B&G	CES	DES	DHS	DIS	ERHS	EVES	FES	FHS	FIS	RES	SES	SMS	SSES	SSHS	SSMS	SVS	YES	YHS	YIS	Total
	2021	291	24	26	2	2	199	214	271	202	15	170	186	558	280	255	221	326	176	136	134	127	154	234	213	4416
	2020	511	116	0	9	1	261	199	299	271	29	231	212	645	313	263	261	321	230	218	233	226	299	358	229	5735
	2019	199	17	1	5	2	184	233	369	310	44	222	185	492	402	251	155	302	183	190	215	125	213	380	159	4838
<b>Total</b>	<b>Total</b>	<b>1001</b>	<b>157</b>	<b>27</b>	<b>16</b>	<b>5</b>	<b>644</b>	<b>646</b>	<b>939</b>	<b>783</b>	<b>88</b>	<b>623</b>	<b>583</b>	<b>1695</b>	<b>995</b>	<b>769</b>	<b>637</b>	<b>949</b>	<b>589</b>	<b>544</b>	<b>582</b>	<b>478</b>	<b>666</b>	<b>972</b>	<b>601</b>	<b>14989</b>

Enrollment for Quarter Ending September 30th, 2021

**To :** Board of School Trustees  
**From:** Wayne Workman, Superintendent  
**Date :** July 27th, 2021  
**Re:** Enrollment Report

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**Requested By**

Wayne Workman, Superintendent

**STATEMENT:**

Attached is the enrollment report for the quarter ending September 30th, 2021. Currently, our Average Daily Enrollment (ADE) used for Distributed School Account (DSA) funding has increased by 80 students from the end of last school year's fourth quarter ending on June 30th, 2021, and 81 students from the end of last school year's first quarter ending on September 30th, 2020.

**EDUCATIONAL CONSIDERATIONS:**

Not applicable.

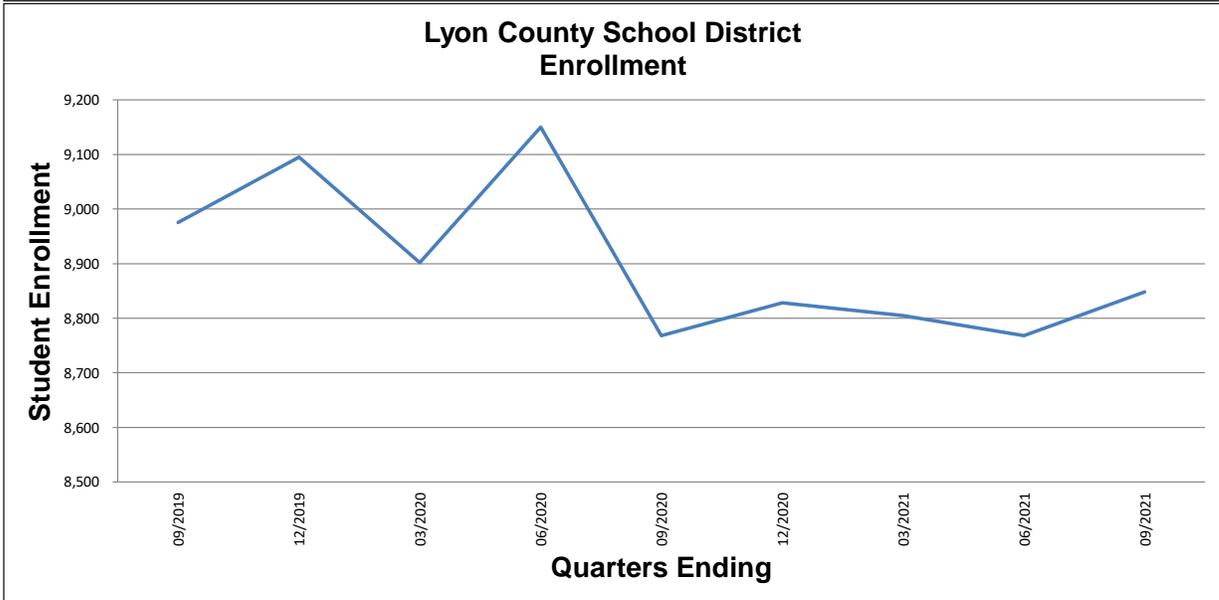
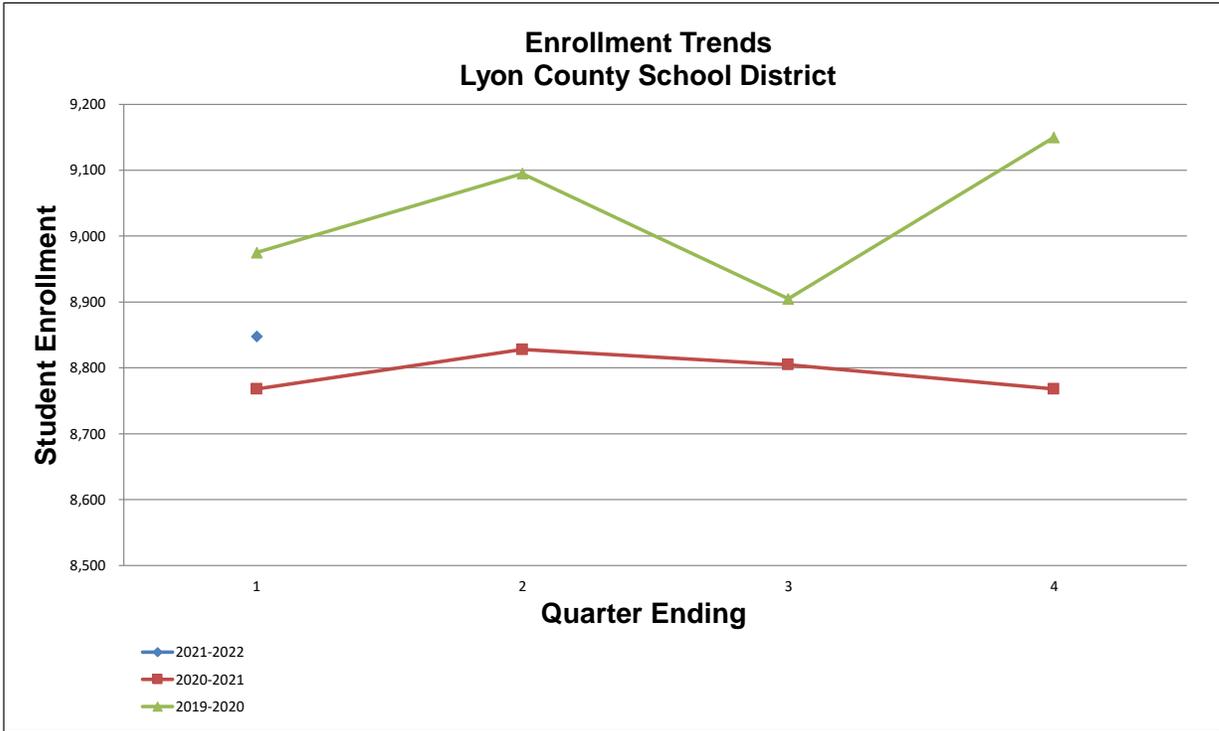
**BUDGET CONSIDERATIONS:**

Not applicable.

Respectfully submitted,  
*Wayne Workman, Superintendent*

Prepared by,  
*Sam Felix - Students Information Systems Administrator*

**LYON COUNTY SCHOOL DISTRICT**  
**Average Daily Enrollment for Quarter Ending September 30st, 2021**



**LYON COUNTY SCHOOL DISTRICT  
Average Daily Enrollment Comparison**

School	2019-2020				2020-2021				2021-2022		Validation Day Comparison		Current Year Comparison	
	1st	2nd	3rd	4th	1st	2nd	3rd	4th	1st	2nd	20-21 to 21-22		1st to Current	
	9/30	12/31	3/31	6/30	9/30	12/31	3/31	6/30	9/30	12/31	Change	%	Change	%
DES	473	476	463	473	431	429	427	422	430		(1)	-0.2%	-	0.0%
SES	370	385	368	390	373	407	382	388	392		18	5.0%	-	0.0%
RES	433	429	419	445	396	394	411	415	434		38	8.8%	-	0.0%
DIS	408	406	408	408	433	426	425	425	377		(56)	-13.8%	-	0.0%
DHS	673	674	670	677	686	676	659	652	714		28	4.1%	-	0.0%
<b>Dayton</b>	<b>2,357</b>	<b>2,370</b>	<b>2,328</b>	<b>2,393</b>	<b>2,319</b>	<b>2,332</b>	<b>2,304</b>	<b>2,302</b>	<b>2,347</b>		<b>27</b>	<b>1.2%</b>	-	<b>0.0%</b>
FES	442	485	462	499	429	436	449	450	438		10	2.2%	-	0.0%
CES	622	627	607	620	573	587	599	597	576		3	0.5%	-	0.0%
EVES	541	534	533	540	505	518	521	527	504		(1)	-0.2%	-	0.0%
FIS	649	656	677	683	613	622	617	615	620		7	1.1%	-	0.0%
SMS	671	680	689	696	672	670	678	671	649		(23)	-3.4%	-	0.0%
FHS	1,162	1,183	1,142	1,135	1,216	1,207	1,195	1,169	1,236		20	1.7%	-	0.0%
<b>Fernley</b>	<b>4,087</b>	<b>4,165</b>	<b>4,110</b>	<b>4,173</b>	<b>4,007</b>	<b>4,039</b>	<b>4,060</b>	<b>4,030</b>	<b>4,023</b>		<b>16</b>	<b>0.4%</b>	-	<b>0.0%</b>
SSES	360	379	339	369	335	355	351	351	349		13	3.7%	-	0.0%
SSMS	317	317	318	327	309	313	312	313	337		28	9.0%	-	0.0%
SSHS	293	294	296	306	322	318	304	293	324		2	0.6%	-	0.0%
<b>Silver Spg</b>	<b>970</b>	<b>990</b>	<b>953</b>	<b>1,002</b>	<b>967</b>	<b>986</b>	<b>967</b>	<b>957</b>	<b>1,010</b>		<b>43</b>	<b>4.3%</b>	-	<b>0.0%</b>
SVES	92	90	103	95	93	96	103	103	97		4	4.5%	-	0.0%
SVHS	108	113	113	120	128	129	127	122	105		(24)	-21.8%	-	0.0%
<b>Smith Val</b>	<b>200</b>	<b>203</b>	<b>216</b>	<b>215</b>	<b>221</b>	<b>225</b>	<b>230</b>	<b>225</b>	<b>202</b>		<b>(19)</b>	<b>-9.6%</b>	-	<b>0.0%</b>
YES	549	553	508	555	449	445	443	447	451		2	0.3%	-	0.0%
YIS	406	408	399	401	403	410	415	416	410		6	1.8%	-	0.0%
YHS	396	392	388	395	390	383	377	381	399		9	2.3%	-	0.0%
<b>Yerington</b>	<b>1,351</b>	<b>1,353</b>	<b>1,295</b>	<b>1,351</b>	<b>1,242</b>	<b>1,239</b>	<b>1,235</b>	<b>1,244</b>	<b>1,259</b>		<b>17</b>	<b>1.2%</b>	-	<b>0.0%</b>
ERHS	10	14	-	16	11	8	9	9	7		(4)	-32.5%	-	0.0%
<b>TOTAL</b>	<b>8,975</b>	<b>9,095</b>	<b>8,902</b>	<b>9,150</b>	<b>8,768</b>	<b>8,828</b>	<b>8,805</b>	<b>8,768</b>	<b>8,848</b>		<b>81</b>	<b>0.9%</b>	<b>(0)</b>	<b>0.0%</b>
<b>Change</b>	<b>(144)</b>	<b>120</b>	<b>(193)</b>	<b>248</b>	<b>(382)</b>	<b>60</b>	<b>(23)</b>	<b>(38)</b>	<b>81</b>					

**Enrollment Change Between Validation Days (end of September):**

15-16 to 16-17**	16-17 to 17-18	17-18 to 18-19	18-19 to 19-20	19-20 to 20-21
503 6.1%	185 2.1%	171 1.9%	(54) -0.6%	(207) -2.3%

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

**Enrollment Change During School Year:**

2015-2016 1st to 10th	2016-2017 1st to 10th	2017-2018 1st to 4th	2018-2019 1st to 4th	2019-2020 1st to 4th
15 0.2%	53 0.6%	91 1.0%	90 1.0%	175 1.9%

**LYON COUNTY SCHOOL DISTRICT**  
**Average Daily Enrollment for Quarter Ending September 30th, 2021**

Area	Dayton					Fernley						Silver Springs			Smith Valley		Yerington			Other	TOTAL
School	DES	SES	RES	DIS	DHS	FES	CES	EVES	FIS	SMS	FHS	SSES	SSMS	SSHS	SVES	SVHS	YES	YIS	YHS	ERHS	
Pre-K	-	6	11			13	18	-				14	-				9				72
K	64	55	59			68	97	101				54	-		15		92				605
1	66	64	64			83	112	99				74	-		16		90				668
2	61	55	59			72	122	101				62	-		15		89				637
3	50	52	62			101	122	128				78	-		9		78				679
4	61	41	55			101	106	75				67	-		10		92				609
5	68	68	48						319				83		14			88			688
6	59	50	75	-					301				69		18			108			681
7				182						322			88			10		109		-	711
8				195						327			97			21		104		-	743
9					232						328			88		18			112	1	779
10					158						348			76		21			98	1	702
11					169						283			86		19			91	2	650
12					152						267			73		16			96	4	608
Ungraded					3						9			1					2	-	15
<b>Enrolled School</b>	430	392	434	377	714	438	576	504	620	649	1,236	349	337	324	97	105	451	410	399	7	<b>28,848</b>
<b>Area</b>					2,347						4,023			1,010		202			1,259	7	<b>8,848</b>
<b>Weighted School</b>	404.7	367.5	405.9	376.7	713.6	405.7	530.2	463.8	620.0	648.7	1,236.1	321.5		324.2	91.2	104.7	410.2	409.5	398.7	7.4	<b>8,577.6</b>
<b>Area</b>					2,268.3						3,904.4			983.2		196.0			1,218.4	7.4	<b>8,577.6</b>

# LYON COUNTY SCHOOL DISTRICT LICENSED

PERSONNEL REPORT LIC1001 – October 26, 2021

That the Board of Trustees approves the following recommendations:

**HIRINGS:**

SCHOOL/SITE	POSITION	NEW	EST	FUNDED BY and BOARD APPROVAL DATE {if new position}	EFF. DATE	NAME OF RECOMMENDED EMPLOYEE
Smith Valley Schools	Teacher		X	Nicole LaFleur	10/4/21	Dana Fenili-Doll
Riverview Elementary	Teacher		X	Cynthia Davis	10/4/21	Ingrid Frenna
Dayton Intermediate	Nurse		X	(from classified position)	9/24/21	Heather Carlson

**SEPARATIONS:**

SCHOOL/SITE	POSITION	EFF. DATE	EMPLOYEE
Fernley High	Teacher SPED	10/06/21	Terrance Hanagan

**OTHER CONSIDERATIONS:**

SCHOOL/SITE	POSITION	REQUEST	REASON	EFF. DATE	EMPLOYEE

**LYON COUNTY SCHOOL DISTRICT**

**CLASSIFIED**

PERSONNEL REPORT CL1001- October 26, 2021

That the Board of Trustees approves the following recommendations:

**HIRINGS:**

SCHOOL/SITE	POSITION	NEW	EST.	FUNDED BY and BOARD APPROVAL DATE	EFF. DATE	Name of Recommended Employee
Silver Springs Transportation	Bus Driver		X	(A. Oliveras)	9/30/21	Shane Polwort
Silver Stage Elementary	Paraprofessional	X		New Allocation	10/04/21	Sandra Wall-Iosefa
Silverland Middle	Interventionist		X	(C. Humphrey)	10/11/21	Amanda Hulsey
Silver Stage Middle	Paraprofessional	X		New Allocation	10/08/21	Audrey Espinoza
Silver Stage Middle	Paraprofessional	X		New Allocation	10/08/21	Sheri Russ
Fernley Adult Ed	Paraprofessional	X		New Allocation	9/28/21	Tena Cardinal
Dayton Adult Ed	Paraprofessional	X		New Allocation	10/18/21	Sandra Guzzetta
Fernley Transportation	Bus Driver		X	(J. Lappin)	10/01/21	Darcyll House
Fernley High	Paraprofessional		X	(J. Riggins)	10/08/21	Katie Schwertfeger
Yerington Elementary	Custodian		X	(M. Young)	10/18/21	Micaylyn Pagniello

**SEPARATIONS:**

SCHOOL/SITE	POSITION	EFF. DATE	EMPLOYEE
Food Service	FS Assistant	09/30/21	Maria Rojas
Yerington Elementary/Intermediate	Maintenance III	10/01/21	Anthony Lenzi
Yerington Elementary/Intermediate	Custodian	09/22/21	Mickey Young
Cottonwood Elementary	Interventionist	10/01/21	Jean Banks
Fernley Transportation	Bus Driver	09/24/21	Joseph Lappin
Silver Stage High	Custodian	09/09/21	Philip English
Dayton Elementary	Custodian	09/20/21	John Lawver
Fernley Intermediate	Sign Language Interpreter	10/15/21	Sara Brewer
Food Service	Cashier	10/15/21	Valerie Dial
Yerington Transportation	Bus Driver	10/15/21	Susan Baker
Yerington Elementary	Paraprofessional	10/24/21	Aubrey Lenzi

**OTHER CONSIDERATIONS:**

SCHOOL/SITE	POSITION	REQUEST	REASON	EFF. DATE	EMPLOYEE
Fernley High	Paraprofessional - EL	From SMS	Open position	10/11/21	Sarai Banuelos
Yerington High	Paraprofessional-EL	From SVS	Open position	9/27/21	Luisa Covian



Lyon County School District  
Volunteer Report

October 26, 2021

	<b>School Site</b>	<b>Volunteer Position</b>	<b>Name</b>
	Fernley High	Girls Soccer	Heather Smith
	Smith Valley Schools	Football	Robert Caisse
	Cottonwood Elementary	Classroom	Felicia Such
	Yerington Elementary	Classroom	Maricela Rubio
	Yerington Elementary	Classroom	Liliana Hurtado
	Cottonwood Elementary	Classroom	Connie Holt
	Cottonwood Elementary	Classroom	Desiree' Nelson
	Smith Valley Schools	Football Coach	Justin LaFleur
	Fernley High	Assistant Coach	Mark Messerschmidt

LYON COUNTY SCHOOL DISTRICT  
TRAVEL REQUEST

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

NAME(S) Of Attendees: Billiejo Hogan DATE of request: 9/17/2021  
 SCHOOL: East Valley Elementary School  
 NAME OF CONFERENCE: National ESEA Conference  
 (ATTACH conference program information and provide website address)  
 CITY/STATE OF CONFERENCE: New Orleans, Louisiana  
 DATE OF DEPARTURE: 2/15/2022 DATE OF RETURN: 2/19/2022

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

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

Attending this Title I Conference will help me keep updated with best practices to provide support and resources to teachers. Students have been impacted with the challenges present during COVID with distance learning and other family stress. This conference will allow me to become more aware of the social emotional supports and instructional strategies to help our students at EVES be more successful.

TRAVEL APPROVED:  Yes  No  
 DATE: 10/14/21

TRAVEL APPROVED:  Yes  No  
 DATE: 10/12/21

[Signature]  
 Site administrator or supervisor signature

[Signature]  
 Superintendent or designee signature

Received by Superintendent's Office  
 DATE: 10/11/21

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

Board Approved: Yes  No  Date: October 26, 2021

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

**ESTIMATED EXPENSES**

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

	Total	District Office	Grant	School Site	Other
BUDGET# 280.633.0000.000.1000.580.10206.10.000 Registration Fees: Attendees <u>1</u> x <u>599.00</u> Reg. fee \$ <u>599.00</u>	\$ <u>599.00</u>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
BUDGET# 280.633.0000.000.1000.580.10206.10.000 Travel By: <u>Air</u> \$ <u>375.00</u> (Air, district car, private car for personal convenience, etc.)	\$ <u>375.00</u>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
BUDGET# 280.633.0000.000.1000.580.10206.10.000 Lodging: Room rate \$ <u>285.00</u> x <u>4</u> nights \$ <u>1140.00</u>	\$ <u>1140.00</u>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(Use GSA ratings for lodging and meals <a href="http://www.gsa.gov">www.gsa.gov</a> ATTENDEE WILL OWE DIFFERENCE if applicable) <u>lodging receipts must be obtained and sent to District Office upon return.</u>					
Meals: Breakfast \$ <u>17.00</u> x <u>5</u> days \$ <u>85.00</u>	\$ <u>85.00</u>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lunch \$ <u>18.00</u> x <u>5</u> days \$ <u>90.00</u>	\$ <u>90.00</u>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dinner \$ <u>34.00</u> x <u>5</u> days \$ <u>170.00</u>	\$ <u>170.00</u>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Incidental \$ <u>5.00</u> x <u>5</u> days \$ <u>25.00</u>	\$ <u>25.00</u>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Substitutes: # of Days _____ X \$ _____/day		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other transportation fees: (i.e. car rental, taxi, shuttle, parking, mileage to/from airport, etc.) \$ <u>100.00</u> taxi	\$ <u>100.00</u> taxi	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
\$ <u>100.00</u> parking	\$ <u>100.00</u> parking	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other Miscellaneous expenses: (attach explanation)	\$ <u>2684.00</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>TOTAL EXPENSES \$</b>	<b>\$ <u>2684.00</u></b>				

Conference Dates & Times:	9:00 AM on 2/16/2022 - 2:00 PM on 2/19/2022
Name of where conference/training is being held (i.e. Hotel, School, College, Convention Center):	Ernest N. Morial Convention Center, New Orleans, LA

Do you need airline reservations?  Yes  No

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

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

Date & Time you wish to DEPART:	2/15/2022 early morning
Date & Time you wish to RETURN:	2/19/2022 late afternoon
List any special notes here:	

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

Do you need lodging reservations? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Single <input checked="" type="checkbox"/>	Double <input type="checkbox"/>	Triple <input type="checkbox"/>
(Circle Preferences) <b>Note: Lodging must be made by Attendee or Site for purchase order payments only. "No" district office credit card charges.</b>	Smoking <input type="checkbox"/>		Non-Smoking <input checked="" type="checkbox"/>
GSA (Per Diem Rate) : \$74.00 _____	All travelers agree to share lodging as appropriate? <input type="checkbox"/> Yes <input type="checkbox"/> No		

Register under what name(s)?	Billiejo Hogan
Name, Address, Phone number of lodging establishment:	Hilton Riverside, 2 Poydras Street, New Orleans, LA 70130

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

DEADLINE DATE : 10/15/2021 Code Information: \_\_\_\_\_

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

# 2022 National ESEA Conference

## Schedule Overview

Session details will appear as soon as they are finalized.  
This schedule is preliminary and subject to change.  
Times shown are listed in Central Daylight Time (local time New Orleans, LA)

### TUESDAY, FEBRUARY 15

- 12:00pm - 9:00pm - Badge Pick Up

### WEDNESDAY, FEBRUARY 16

- 7:00am - 5:30pm - Badge Pick Up
- 9:00am - 10:15am - Opening Keynote
- 10:30am - 5:30pm - Concurrent Sessions
- 11:00am - 8:00pm - Exhibitor Move-in

### THURSDAY, FEBRUARY 17

- 7:00am - 5:00pm - Badge Pick Up
- 8:00am - 9:00am - Keynote
- 9:15am - 10:45am - Concurrent Sessions
- 10:00am - 4:30pm - Exhibit Hall Open
- 11:00am - 12:30pm - Dedicated Exhibit Hall Time & Promotional Sessions
- 12:45pm - 3:00pm - Concurrent Sessions
- 3:00pm - 4:30pm - Dedicated Exhibit Hall Time & Promotional Sessions
- 4:30pm - 5:30pm - Keynote

### FRIDAY, FEBRUARY 18

- 7:30am - 5:00pm - Badge Pick Up
- 8:00am - 9:00am - Keynote
- 9:00am - 3:30pm - Exhibit Hall Open
- 9:00am - 11:00am - Dedicated Exhibit Hall Time & Promotional Sessions
- 11:00am - 2:30pm - Concurrent Sessions
- 2:30pm - 3:30pm - Dedicated Exhibit Hall Time & Promotional Sessions
- 3:30pm - 5:00pm - Concurrent Sessions
- 3:30pm - 7:30pm - Exhibitor Move-out

### SATURDAY, FEBRUARY 19

- 8:00am - 1:00pm - Badge Pick Up
- 9:00am - 12:30pm - Concurrent Sessions
- 12:45pm - 2:00pm - Closing Keynote

#### ESEA Network

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

#### About

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- Staff

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- Policy
- Projects & Events
- News from Others

#### Contact Us

ESEA Network • Phone & Fax: 800-266-6452  
532 North Franklin Street • Fort Bragg, CA 05437



## 2022 Per Diem Rates for New Orleans, Louisiana

Per Diem Rates & Incidentals (M&IE) Breakdown

Primary Destination	County	M&IE Total	Continental Breakfast/Breakfast	Lunch	Dinner	Incidental Expenses	First & Last Day of Travel
New Orleans	Orleans / Jefferson Parishes	\$74	\$17	\$18	\$34	\$5	\$55.50

Round trip 1 Economy

Reno



New Orleans



Tue, Feb 15

Sat, Feb 19

All filters

Stops

Airlines

Bags

Price

Times

Cor



Date grid



Price graph



COVID-19 trends in New Orleans



### Best departing flights

Total price includes taxes + fees for 1 adult. [Additional bag fees](#) and other fees may apply.

Sort by:

	12:55 AM → 8:34 AM RNO MSY 1 stop in DFW · 5 hr 39 min · American	\$326 round trip	
	5:40 AM → 1:36 PM RNO MSY 1 stop in DEN · 5 hr 56 min · United	\$326 round trip	
	6:20 AM → 1:43 PM RNO MSY 1 stop in DFW · 5 hr 23 min · American	\$326 round trip	
	10:10 AM → 6:35 PM RNO MSY 1 stop in SLC · 6 hr 25 min · Delta · Operated by Skywest DBA Delta Connection	\$326 round trip	
	12:40 PM → 8:06 PM RNO MSY 1 stop in DFW · 5 hr 26 min · American	\$326 round trip	



Prices are currently typical for your trip.



### Other departing flights



9:10 AM → 5:06 PM

RNO MSY

1 stop in DEN · 5 hr 56 min · United · Operated by Skywest DBA United Express, Skywes...

\$326

round trip



1:00 PM → 9:05 PM

RNO MSY

1 stop in IAH · 6 hr 5 min · United · Operated by Mesa Airlines DBA United Express

\$326

round trip



7:00 AM → 4:24 PM

RNO MSY

1 stop in SEA · 7 hr 24 min · Alaska

\$371

round trip



46 more flights

### Hotels in New Orleans ⓘ

Nightly prices for 1 guest Feb 15–Feb 19

Search for hotels



Wyndham New Orleans - Frenc...

\$126

4.1 ★★★★★ (2,461)



HI New Orleans...

\$41

0.0 ★☆☆☆☆



Hilton Ne Orleans/...

\$205

4.2 ★★★★★

Language · English (United States)

Location · United States

Currency · USD

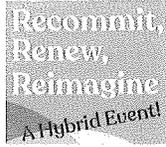
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 **BillieJo Hogan**

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-  [Communications](#)



# NATIONAL ESEA CONFERENCE

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## FEBRUARY 16-19, 2022 | NEW ORLEANS & ONLINE

**Bill to:** BillieJo Hogan  
 4180 Farm District Road  
 Fernley, Nevada 89408

**Invoice #** Q5X6  
**Date** 09/15/2021  
**Expires** 10/15/2021

Item	Description	Amount
Early Bird In-Person Conference Registration	Includes all sessions and activities listed on the 2022 Conference schedule	\$599.00
Hilton Riverside: Run of House	BillieJo Hogan 4 nights check in: 02/15/2022 check out: 02/19/2022 confirmation number not yet available	\$1,140.00 (\$972.00 plus \$168.00 taxes + fees)
<b>Total:</b>		<b>\$1,739.00</b>

**Status:** Payment Due

**Balance Due:** \$1,739.00

*All payments are processed by ESEA Network. The vendor on credit card statements is listed as ESEA Network.*

**Make checks payable to: ESEA Network (EIN: 05-0487084)**

[Check Payment Instructions](#)

[Pay This Invoice](#)

### ESEA Network

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

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 532 North Franklin Street • Fort Bragg, CA 95437



*LYON COUNTY SCHOOL DISTRICT  
TRAVEL REQUEST*

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

NAME(S) Of Attendees: Erin Korf, Jessica Billings, Ethel Hatch, Sue Cruson DATE of request: 10/12/2021  
 SCHOOL: Silver Stage Elementary  
 NAME OF CONFERENCE: National ESEA Conference (Title 1)  
 (ATTACH conference program information and provide website address)  
 CITY/STATE OF CONFERENCE: New Orleans, LA  
 DATE OF DEPARTURE: 2/15/22 DATE OF RETURN: 2/20/21

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

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

Please see attached attendee guide. Our attendees would be able to choose from 130 different sessions to meet the many needs of our school. This conference is geared towards many subgroups that we have at our school so there is something from every one. We will then bring back information and strategies to the SPP/CIP team and discuss possible implementation.

Additional Expense Information:  
 Hotel: 2 Rooms@ \$280/night  
 Subs: Hatch and Cruson: 4 days at \$200/day = \$800

TRAVEL APPROVED: Yes No  
 DATE: 10/12/21

[Signature]  
 Site administrator or supervisor signature

TRAVEL APPROVED: Yes No  
 DATE: 10/12/21

[Signature]  
 Superintendent or designee signature

DATE: 9/29/21 *Received by Superintendent's Office*  
 Request received at least 4 weeks prior to next board meeting? Yes  No ( )  
 Board Approved: Yes ( ) No ( ) Date: October 26, 2021

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

**ESTIMATED EXPENSES**

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

	<u>Total</u>	<i>District Office</i>	<i>Grant</i>	<i>School Site</i>	<i>Other</i>
<b>BUDGET#</b> 280.633.0000.000.2213.330.10205.10.000 <b>Registration Fees:</b> Attendees <u>4</u> x <u>599</u> Reg. fee \$	<b>2396.00</b>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>BUDGET#</b> 280.633.0000.000.2213.580.10205.10.000 <b>Travel By:</b> <u>flight</u> \$ (Air, district car, private car for personal convenience, etc.)	<b>1999.80</b>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> 42
<b>BUDGET#</b> 280.633.0000.000.2213.580.10205.10.000 <b>Lodging:</b> Room rate \$ <u>560</u> x <u>5</u> nights \$	<b>2800.00</b>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(Use GSA ratings for lodging and meals <a href="http://www.gsa.gov">www.gsa.gov</a> ATTENDEE WILL OWE DIFFERENCE if applicable) <u>lodging receipts must be obtained and sent to District Office upon return.</u>					
<b>Meals:</b> Breakfast \$ <u>68</u> x <u>5</u> days \$	<b>340</b>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lunch \$ <u>72</u> x <u>6</u> days \$	<b>432</b>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dinner \$ <u>136</u> x <u>6</u> days \$	<b>816</b>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Incidental \$ <u>20</u> x <u>6</u> days \$	<b>120</b>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Substitutes:</b> # of Days <u>4</u> x \$ <u>200</u> /day	<b>800</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Other transportation fees:</b> (i.e. car rental, taxi, shuttle, parking, mileage to/from airport, etc.) \$	<b>176</b>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Other Miscellaneous expenses:</b> (attach explanation) \$	<b>9879.80</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>TOTAL EXPENSES</b> \$	<b>9879.80</b>				

Conference Dates & Times:	February 16-19, 2022
Name of where conference/training is being held (i.e. Hotel, School, College, Convention Center):	Ernest N Morial Convention Center

Do you need airline reservations?  Yes  No

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

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

Date & Time you wish to DEPART:	Tuesday 2/15/22 Afternoon
Date & Time you wish to RETURN:	Sunday 2/20/22 Morning
List any special notes here:	Flights are not showing for February so the schedule shows something with the same time.

Are you renting a car?  Yes  No How many Days? \_\_\_\_\_

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

Do you need lodging reservations? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Single <input type="checkbox"/>	Double <input checked="" type="checkbox"/>	Triple <input type="checkbox"/>
(Circle Preferences) <u>Note: Lodging must be made by Attendee or Site for purchase order payments only. "No" district office credit card charges.</u>	Smoking <input type="checkbox"/>		Non-Smoking <input checked="" type="checkbox"/>
GSA (Per Diem Rate) : 158.00	All travelers agree to share lodging as appropriate? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No		
Register under what name(s)?	Erin Korf, Susan Cruson		
Name, Address, Phone number of lodging establishment:	Embassy Suites 315 Julia Street, New Orleans, LA (504) 525-1993		

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

DEADLINE DATE :	October 30, 2021	Code Information:	
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**NOTE: Please furnish a copy of any information you have on the conference, workshop, training, etc. Please email ORIGINAL travel form with SIGNATURES to Margaret Heim at the district office for approval. Keep copies at your site, as this paperwork will not be returned to you.**

# FY 2022 Per Diem Rates for New Orleans, Louisiana

Meals & Incidentals (M&IE) Breakdown

Primary Destination	County	M&IE Total	Continental Breakfast/Breakfast	Lunch	Dinner	Incidental Expenses	First & LastDay of Travel
New Orleans	Orleans / Jefferson Parishes	\$74	\$17	\$18	\$34	\$5	\$55.50



# FY 2022 Per Diem Rates for New Orleans, Louisiana

Max lodging by month (excluding taxes.)

Primary Destination	County	2021 Oct	Nov	Dec	2022 Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep
New Orleans	Orleans / Jefferson Parishes	\$136	\$136	\$136	\$158	\$158	\$158	\$158	\$158	\$136	\$136	\$136	\$136

FEB 15 - 20  
✈ RNO → MSY

TOTAL  
**\$1,999.80** ▾

# Trip & Price Details

✈ Flight [Modify](#)

<p>✈ Tue 2/15</p> <p><b>RNO → MSY</b></p> <p>9:25 AM 6:20 PM</p>	<p>6 hr 55 min</p> <p>1 stop ✈</p> <p><a href="#">Wanna Get Away®</a></p>
<p>✈ Sun 2/20</p> <p><b>MSY → RNO</b></p> <p>12:45 PM 10:10 PM</p>	<p>11 hr 25 min</p> <p>1 stop ✈</p> <p><a href="#">Wanna Get Away®</a></p> <p>Only 5 left!</p>

Price per Passenger	\$421.91
Taxes and fees per Passenger	\$78.04
<hr/>	
Total per Passenger	\$499.95
Passenger(s)	x4
<b>Flight total</b>	<b>\$1,999.80</b>

**Helpful Information:**

- Please read the [fare rules](#) associated with this purchase.
- When booking with Rapid Rewards® points, your points balance may not immediately update in your account..

**An experience you can count on.**



No cancel<sup>1</sup> or change fees. Change your flight later without a fee. Fare difference may apply.



Each aircraft is equipped with HEPA air filters providing fresh, outdoor air every 2-3 minutes.

<sup>1</sup> Failure to cancel a reservation at least 10 minutes prior to scheduled departure may result in forfeited travel funds.

BAG FEE <sup>1</sup>	\$0.00
SUBTOTAL	\$1,687.64
TAXES & FEES	\$312.16
<b>TRIP TOTAL</b>	<b>\$1,999.80</b>

[Show price breakdown](#)



**Get a \$200.00 statement credit**  
after first purchase.

**Earn 10,000 Rapid Rewards® points**  
after you spend \$500 in your first 3 months.

[Learn more >](#)

YOU PAY TODAY	\$1,999.80
CREDIT ON YOUR STATEMENT	-\$200.00
<b>TOTAL AFTER STATEMENT CREDIT</b>	<b>\$1,799.80</b>

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

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

[Log in for faster checkout](#)

[Continue](#)

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

**Add a Car** Products not confirmed until purchase.

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



# Attendee Guide

**A Hybrid Event** Hosted by National Association of ESEA State Program Administrators

## Recommit, Renew, Reimagine

We are teachers of English learners, children that migrate, students that endure poverty, and kids that face discrimination, abuse, violence, homelessness, and more every day. And while the challenges may change, the process for resolution is constant. We gather the data that matters, interpret it, and use that information to tailor evidence-based services that ensure the success of each student. Through these challenges, we keep the focus on what matters. We improve ourselves to better the lives of our kids. When it's dark, we find the bright spots to keep our students going. Where there are obstacles, we chart a path over, around, under, or through to keep moving forward. We look back on our progress with pride, but don't hesitate to take that next step towards a better future. Join a national community of educators as we hone those fundamental skills that support our kids. Together, we keep on fighting the good fight. We take care of each other and we focus on what really matters—our kids.

**February 16-19, 2022**

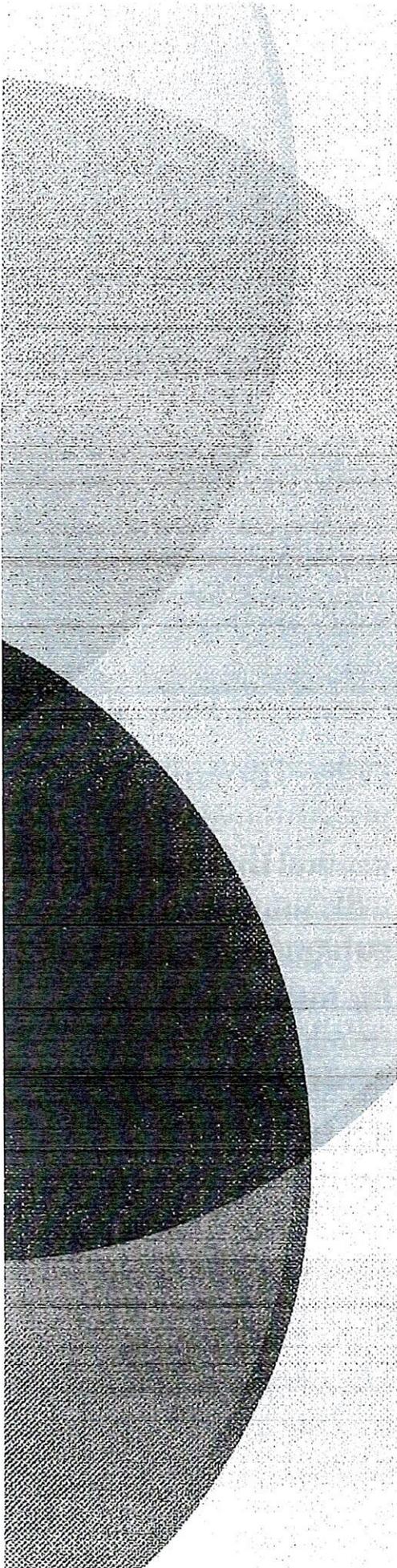
**New Orleans, LA  
at the Ernest N. Morial  
Convention Center**

**& Online**

**Federal programs practitioners from around the country will convene in New Orleans and online for meaningful and timely professional development – you've got to be there!**

**"Awesome conference and great presentations! The conference was engaging, encouraging, and offered timely content. A wealth of knowledge was put before me. There is so much to learn, practice, and implement in my classroom.**

**Wonderful Resources." - 2021 National ESEA Conference attendee**



# What Is the National ESEA Conference?

The National ESEA Conference is an annual project of the National Association of ESEA State Program Administrators (NAESPA) and the only conference focused entirely on federal education programs for disadvantaged students. The Conference emphasizes the critical nature of doing what's right and what's needed today - to help every child succeed and achieve at high levels. While Title I, Part A is the largest federally-funded program focused on the needs of disadvantaged students, the Elementary and Secondary Education Act (ESEA) offers a host of other related programs. ESEA provides more than \$27 billion in annual aid to local education agencies so that all children can meet challenging state academic standards. ESEA and other significant federal education programs include:

- **Title I, Part A** - Education for the Disadvantaged
- **Title I, Part C** - Education of Migratory Children
- **Title I, Part D** - Neglected & Delinquent
- **Title II, Part A** - Supporting Effective Instruction
- **Title III, Part A** - English Learners & Immigrant Education
- **Title IV, Part A** - Student Support & Academic Enrichment
- **Title IV, Part B** - 21st Century Community Learning Centers
- **Title V, Part B** - Rural Education Initiative
- **Title VI, Part A** - Indian, Native Hawaiian, and Alaska Native Education
- **Title VII, Part B** - Education for Homeless Children and Youth (McKinney-Vento Homeless Assistance Act)
- **IDEA** - Individuals with Disabilities Education Act (Special Education)

# Welcome Back!

## Return to In-Person

We've learned a great deal from the abrupt transition to digital learning brought on by the pandemic. However, there is no replacement for in-person networking and we've missed the human connections that can only be made when we are together in the same place. **We are thrilled to welcome you back in person, and there is no better place to do so than New Orleans!** Many of the COVID-19 guidelines currently in place in New Orleans are expected to be lifted in the coming months and we are feeling very optimistic about the full reopening of the city in advance of the Conference. Of course, the health and safety of our attendees, presenters, and exhibitors are of the utmost importance, and any COVID-19 precautions in place during the event will be adhered to and taken seriously. We look forward to seeing you there!

## Health & Safety

The New Orleans Ernest N. Morial Convention Center has achieved GBAC STAR™ accreditation through the Global BioRisk Advisory Council, which certifies that the facility is implementing the industry's highest standards of cleaning, disinfection, and infectious disease prevention and is the leading standard of prepared facilities. The latest health and safety plan of the Ernest N. Morial Convention Center is [available here](#).

## A Hybrid Approach

**We hope you will join us in New Orleans** - but we recognize that travel restrictions or other factors may prevent some from attending the Conference in-person. If this applies to you, don't worry - you can still be a part of the action! We are pleased to announce a virtual registration option - which allows you to participate in live sessions, access the same great content, and interact with your colleagues - both those in New Orleans and those joining from home. Last year's virtual Conference was a resounding success and we're excited to combine the virtual and in-person audiences into the first-ever hybrid National ESEA Conference!

# Conference Schedule

“The ESEA Conference offered inspiration and motivation in a very challenging year. I enjoyed the keynote speakers’ exuberance and feel grateful I got to be a part of such a wonderful conference.”

- 2021 National ESEA  
Conference attendee

Times shown are listed in Central Daylight Time  
(local time New Orleans, LA)

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## Tuesday, February 15

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12:00 PM – 9:00 PM - Badge Pick Up

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## Wednesday, February 16

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7:00 AM – 5:30 PM - Badge Pick Up

9:00 AM – 10:15 AM - Opening Keynote

10:30 PM – 5:30 PM - Concurrent Sessions

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## Thursday, February 17

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7:30 AM – 5:00 PM - Badge Pick Up

8:00 AM – 9:00 AM - Keynote

9:15 AM – 10:45 PM - Concurrent Sessions

10:00 AM – 4:30 PM - Exhibit Hall Open

10:45 AM – 12:45 PM - Exhibitor Sessions &  
Dedicated Exhibit Hall

12:45 PM – 3:00 PM - Concurrent Sessions

3:00 PM – 4:30 PM - Exhibitor Sessions &  
Dedicated Exhibit Hall

4:30 PM – 5:30 PM - Keynote

---

## Friday, February 18

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7:30 AM – 5:00 PM - Badge Pick Up

8:00 AM – 9:00 AM - Keynote

9:00 AM – 3:30 PM - Exhibit Hall Open

9:00 AM – 11:00 AM - Exhibitor Sessions &  
Dedicated Exhibit Hall

11:00 AM – 2:30 PM - Concurrent Sessions

2:30 PM – 3:30 PM - Exhibitor Sessions &  
Dedicated Exhibit Hall

3:30 PM – 5:00 PM - Concurrent Sessions

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## Saturday, February 19

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8:00 AM – 1:00 PM - Badge Pick Up

9:00 AM – 12:30 PM - Concurrent Sessions

12:45 PM – 2:00 PM - Closing Keynote

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Schedule subject to change.

50  
Complete schedule with session details will be available this fall.

# Registration Options

Virtual and In-Person Registrations are priced the same.

	Individual	Group Package Mix & Match in-person and virtual registrations
2021	July - August 31 <b>Summer Special Hotel Package!</b> See details - page 6	
July		
August		
September	<b>\$599</b> <b>Early Bird</b>	<b>\$559</b> each
October	July 1 - December 31	Group Rate (10 or more people) July 1 - December 31
November	<i>Registrations @ 4 people.</i>	
December		
2022	January	No Group Packages available after December 31
February	<b>\$659</b> <b>Standard</b> Starting January 1	

## Every Registration Includes:

- 130+ sessions over four days
- Five keynote presentations
- 3-month subscription to Video On Demand (including sessions from the previous and current Conferences)
- Q&A chat opportunities with presenters
- Attendee-to-attendee networking via live chat, discussion boards, messaging
- Conference Guide - PDF
- Downloadable session materials
- Individual attendance certificate for tracking session hours
- Option to earn one graduate-level extension credit for attending a majority of sessions (Extra \$75 fee applies - enroll online through the University of San Diego website link - enrollment opens in fall 2021)
- Virtual Exhibitor Directory

## Each In-Person Registration Includes All the above PLUS:

- Attendee-to-attendee networking in-person
- Printed Conference Guide
- Conference App
- Exhibit Hall access for two days
- Lodging at special attendee rates \$275 - \$285/night (includes taxes)
- Access to local attractions in New Orleans

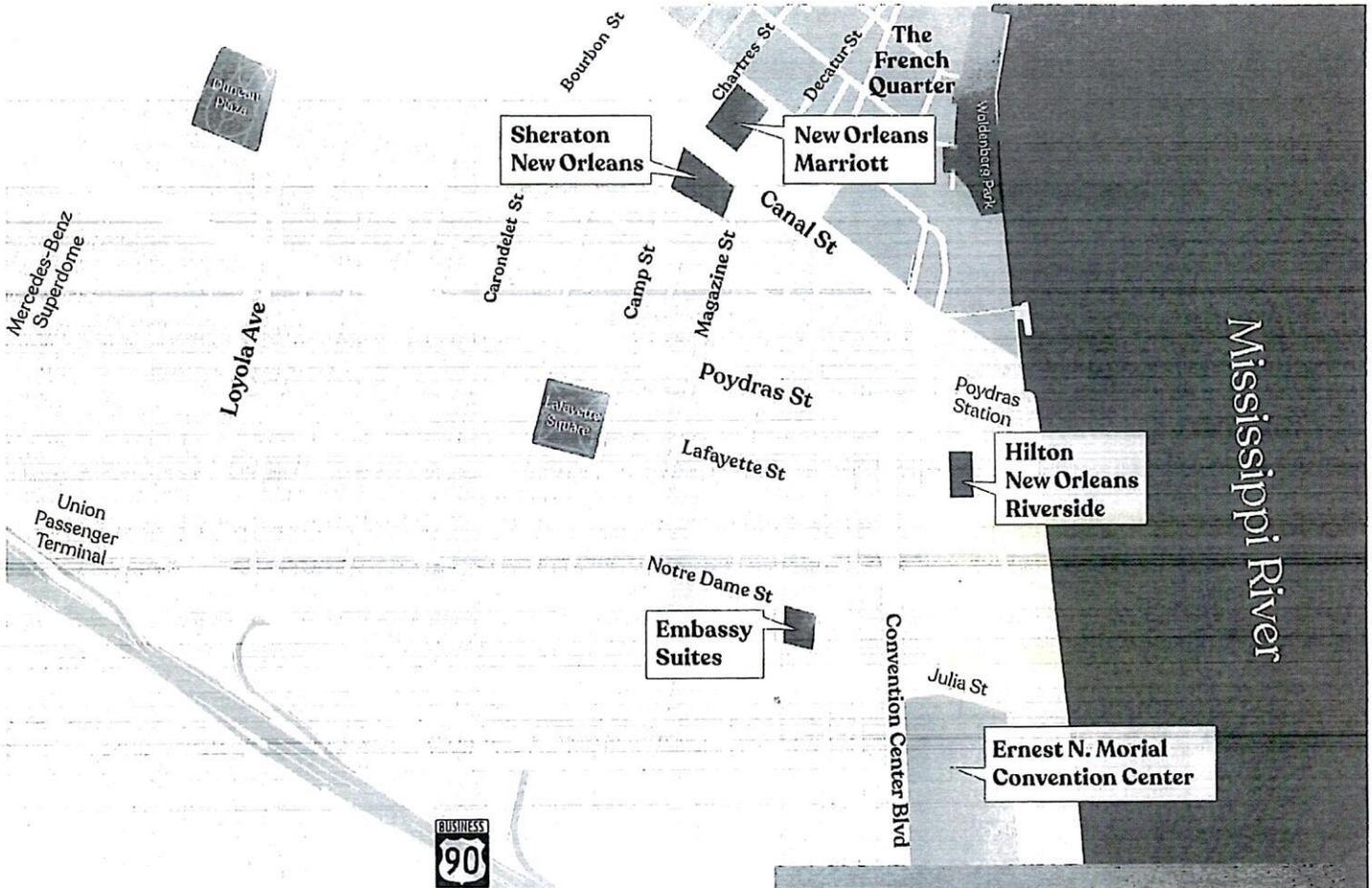
## Group Registration

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

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

# Purchase early for the best price!

# Hotels



## Hotel Rates

In order to ensure the best possible rates, the National ESEA Conference contracts several years in advance of each conference for the necessary hotel rooms offered. Part of the contract requirement is that the Conference prepays for all rooms at the contracted rate plus mandated taxes and tourism assessment fees. The rates available to attendees and exhibitors are based on the contract rate combined with those prepaid taxes and tourism fees. The Conference does not charge taxes or fees on hotel reservations, but the breakdown of how much of the flat rate is attributed to prepaid taxes and fees is itemized on the invoice for transparency.

**Sheraton New Orleans**  
**\$280 /night\***  
 500 Canal St

**Embassy Suites**  
**\$275 /night\***  
 315 Julia St

**New Orleans Marriott**  
**\$280 /night\***  
 555 Canal St

**Hilton New Orleans Riverside**  
**\$285 /night\***  
 2 Poydras St

## Summer Special Hotel Package

Limited Time Offer: **Save up to \$60 on your hotel stay!**

To qualify for the discount:

- Select and pay for BOTH the Early Bird in-person conference registration AND a hotel reservation
- Receive a \$10 discount per night
- Available July 1 - August 31 only

## Policies

In-person registration is required prior to securing hotel reservations. All reservations are made via the event section of your account Dashboard and require payment in full, in advance. Hotels will not sell rooms directly to attendees within the conference block nor at the conference rates. Refunds are available on cancelled hotel reservations on the same sliding scale as registration items – based on the date the cancellation form is submitted. A reduction in the number of nights of a hotel reservation is considered a cancellation of the nights no longer needed and the same refund scale is applied to the cost of each reduced night of the stay.

\*All prices shown include tax.

\* \$280 average Night. 2 rooms @ 5 nights.

# Traveling Near & Far

## Airport

The Louis Armstrong New Orleans International Airport (MSY) is located approximately 15 miles away from the Ernest N. Morial Convention Center.

## Ground Transportation

There are several transportation options available from the Louis Armstrong New Orleans International Airport to the conference hotels and the Convention Center including shuttles, car rentals, taxis, buses, and ride-share services such as Uber and Lyft. Please refer to the airport's ground transportation web page for more information.

## Airport Shuttle New Orleans

Shuttle service is available from the airport to the Conference hotels and other New Orleans locations for \$24.00 (per person, one-way) or \$44.00 (per person, round-trip). Tickets can be purchased at the Airport Shuttle ticket booth located on Level 1 Baggage Claim between Doors 3 and 4 or you may reserve your tickets online at [www.airportshuttleneworleans.com](http://www.airportshuttleneworleans.com).

$\$44.00 \times 4 \text{ people} = \$176$

## Parking

Parking at the Ernest N. Morial Convention Center costs \$20 for standard vehicles, \$40 for oversized vehicles. No in/out privileges.

Overnight parking is prohibited. Parking map available.

400 Calliope Street  
New Orleans, LA 70130

## Streetcar

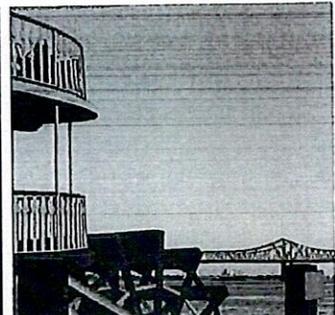
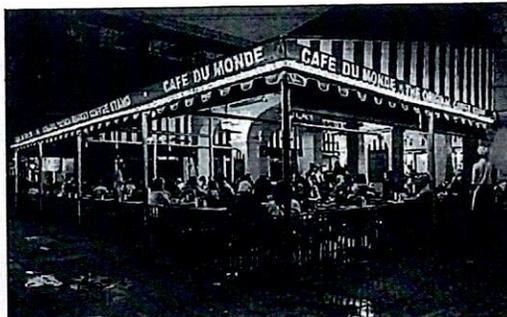
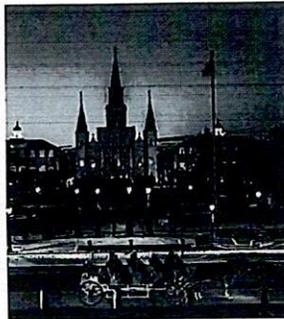
The city's historic streetcar line ensures visitors can easily explore all parts of the city. Visit [www.norta.com/Getting-Around/Our-Streetcars](http://www.norta.com/Getting-Around/Our-Streetcars) for fare, schedule, and safety information.

## Nearby Attractions

New Orleans is an eccentric and vibrant city that is home to many memorable attractions. The Conference is taking place in the heart of the city, giving attendees the opportunity to explore the famed French Quarter, wander the Garden District or unwind on Bourbon Street. Adventure seekers may enjoy ghost or swamp tours while history buffs can relish the many museums or riding one of the city's historic streetcars. Relaxation awaits on a jazz cruise down the Mississippi River on the Steamboat Natchez. Other attractions include Magazine Street, Café Du Monde, Mardi Gras World, and Harrah's Casino New Orleans. The list goes on!

For more information, visit:

- [www.neworleans.com](http://www.neworleans.com)
- [Tripadvisor.com](http://Tripadvisor.com)



# How to Register

1. Go to [www.ESEANetwork.org](http://www.ESEANetwork.org) and create a free user account  
- or log in if you already have one.

*Note: Each person attending the Conference is required to have a separate, individual account in their own name. Multiple attendees cannot be registered on one account.*

2. From your account Dashboard, select "2022 National ESEA Conference"

3. Choose your preferred registration type

4. Enter your check in/out dates to select from available hotel rooms  
Hotel rooms are available at special discounted attendee rates when booked online through your account Dashboard. Hotel reservations are subject to availability and invoices must be paid in full before the invoice expiration date in order to be confirmed.

## Payment Options

Pay immediately with a credit card or select "pay later" to hold your registration and hotel reservation for up to 30 days or until January 7th, whichever comes first.

*Beginning January 8, 2022, registration and hotel reservations require payment in full at the time they are selected.*

## Check Payments

Once you have a check in hand, made payable to ESEA Network, return to your account Dashboard and follow the attached check payment instructions.

## Purchase Orders

Purchase orders are not an acceptable form of payment, therefore will not hold an invoice longer than the normal payment policy permits (see Attendee Payments & Policies). PO numbers may be added to an invoice, but are for your internal accounting purposes only.

## To Pay for Items On Hold by Credit Card

Return to your account Dashboard when you have your credit card ready. From the "Finance" tab, locate the payment due invoice and enter the credit card information. The card will be charged immediately.

Questions? Call 800-256-6452

# Cancellations & Refunds

## Can I Change My Registration Type?

Maybe you planned to attend in-person in New Orleans and suddenly travel is no longer an option, or you bought a virtual registration but have decided to go to New Orleans...not to worry. You can easily swap your Early Bird or Standard registration type. In-person and virtual registrations may be exchanged, at no cost, from in-person to virtual or vice-versa, at any time. Registration changes must be requested in writing via the [online registration change form](#), available in the Conference section of the attendee Dashboard.

*Cancelled hotel reservations resulting from a change from in-person to virtual registration are subject to the Conference sliding-scale refund policy, without exception.*

## What If I Have to Cancel?

If you cannot attend the Conference, your registration and/or hotel reservation may be transferred to a colleague at no cost. If no other individual can attend in your place, you may also cancel. Either option requires the use of an online substitution or cancellation form, accessible from the Conference section of your account Dashboard.

## What About Refunds?

The sliding-scale refund policy applies to both attendee registration and hotel reservations and allows for larger refunds the sooner the cancellation is made. Please review the dates carefully to understand your financial obligations, as there are no exceptions to this policy.

Cancellation Received	Amount Refunded
Within 7 days of purchase	100% Refund
July 1, 2021 - October 15, 2021	90% Refund
October 16, 2021 - November 15, 2021	75% Refund
November 16, 2021 - December 15, 2021	50% Refund
December 16, 2021 - February 19, 2022	No Refund

Please note that cancellations are deemed eligible for a refund *based on the date the cancellation form is submitted from your account Dashboard*. Phone calls and emails are not acceptable forms of notification.

## Protect Your Investment with Travel Insurance

Circumstances beyond your control may prevent you from attending the Conference.

We urge you to consider purchasing travel insurance, as there are no exceptions to the refund policy – even for unexpected instances such as:

- Cancelled flights or travel delays due to severe weather
- Illnesses or family emergencies
- Unexpected work obligations
- Any other unforeseen issues that prevent you from attending

Links to two travel insurance providers are available on the Attendee Payment Information page of the Conference website. Get a quick quote by entering your non-refundable travel expenses, such as: registration fee, hotel stay, and airfare.

Travel insurance plans vary in price based on your age, location, and total amount of expenses covered.

Travel Insurance  
Price Example:  
\$78-\$122 per person  
fee covers \$1500-  
\$2000 in travel expenses.

Questions? Call <sup>55</sup>800-256-6452

# Attendee Terms & Conditions

*The following registration Terms and Conditions apply to all registrants. Even if you instruct someone else to log in to your account to complete your registration - it is your responsibility, as the registrant, to adhere to these Terms and Conditions. Please review them carefully.*

## **Conference Conduct**

The National ESEA Conference is dedicated to providing an inclusive experience for all participants, regardless of race, religion, gender, gender identity, and expression, sexual orientation, ability, physical appearance, age, or other marginalized affiliation. While at the conference, whether attending in-person or virtually, all participants are expected to behave with common courtesy and civility; conduct themselves in a businesslike, ethical, and appropriate manner; and avoid engaging in or facilitating any discriminatory or harassing behavior.

## **Reserving Conference Items**

Registration and hotel reservations may be reserved and held without payment for a maximum of 30 days. At the conclusion of the 30-day grace period, all unpaid items will automatically expire and return to the inventory for others to purchase. Beginning January 8, 2022, all registrations and reservations must be paid in full at the time of selection. Conference items are only confirmed upon receipt of payment in full. Attendees agree to accept any additional terms and conditions as set forth by the online conference platform.

## **Check Payments**

Checks are accepted only as follows. Make check payable to ESEA Network, EIN 05-0487084. With check in hand, enter check details when paying an invoice. Send the check and the printable online cover sheet to the invoice address via a traceable, overnight delivery service for receipt prior to the invoice expiration date.

## **Credit Card Payments**

All major credit cards are accepted for payment and are processed directly through the attendee Dashboard. Credit cards entered for payment are charged immediately; changing the form of payment will result in a \$75 administrative fee per affected invoice. Credit card statements will reflect a charge from "ESEA Network."

## **Hotels**

Hotel reservations within the conference block are available on a first-come, first-reserved basis at specially negotiated conference rates only to registered attendees. Room rates are charged at a flat rate; all locally mandated taxes and fees have been paid in advance by the Conference and are not directly charged to attendees. All hotel reservations must be paid in full via the individual attendee account to be confirmed.

Changes to hotel reservations can only be accepted via the online hotel reservation adjustment form. A reduction in the number of nights of a hotel stay is a cancellation of each reduced night and refund policies apply to any paid reservations. Hotel reservations may be moved from one conference property to another at any time, subject to availability. A \$35 change fee will apply to all reservation move requests received more than seven (7) calendar days after payment, in addition to any applicable rate differences between properties.

## **Substitutions**

Paid registrations may be transferred, at no cost, from one attendee to another at any time. To make a substitution, complete the online substitution form, available in the conference section of the attendee Dashboard.

## **Registration Changes**

In-person and virtual registrations may be exchanged, from in-person to virtual or vice-versa, at any time. Registration changes must be requested in writing via the online registration change form, available in the conference section of the attendee Dashboard. Cancelled hotel reservations resulting from a change from in-person to virtual registration are subject to the conference sliding scale refund policy, without exception.

## **Health and Safety**

Many COVID-19 protocols in effect at present in New Orleans are expected to be lifted by the time of the event. However, attendees agree to adhere to all health and safety orders or directives in place during the event, and Show Management reserves the right to establish requirements for attendees that go beyond the recommendations of public health officials. Such measures may include, but are not limited to, wearing a face mask, physical distancing, temperature screening, signing a liability waiver, coronavirus-related capacity limitations, extra hygiene precautions, etc. Updates will be provided in the weeks leading up to the event.

# 2022 NATIONAL ESEA CONFERENCE

## Attendee Terms & Conditions (continued)

**Group Purchases**

Upon receipt of payment in full, a unique coupon code will be sent to the email address on file for the user account under which the purchase was made. This coupon will be valid for the number of registrations purchased and should be entered at checkout by each group member to claim one of the available registrations. Registrations may be activated at any time and should be claimed as soon as possible. Once a group registration has been purchased, additional discounted registrations can be added at any time through December 31, 2021. Registrations purchased at a group rate are subject to the same substitution, cancellation, and refund policies as all other registration types. Eligible refunds will be calculated based on the number of individual registrations cancelled, the number of claimed registrations, the date of receipt of the cancellation request, and the sliding-scale refund policy. It is the responsibility of the purchaser to ensure that the individual registrations are shared with the appropriate attendees. Unclaimed registrations are not eligible for refunds. Cancellation and refund requests must be submitted by the individual that made the initial purchase. Substitution requests must be submitted by individuals that have claimed registrations within the group.

**Cancellations**

Cancellations may be made at any time by submitting a cancellation request form, found in the attendee Dashboard. Telephone cancellations are not accepted.

**Refunds**

All items cancelled by attendees may be eligible for a refund, based on the date of receipt of the completed cancellation form. Reducing nights of a hotel reservation is a cancellation of each reduced night and is subject to the same sliding-scale refund policy, as shown below.

Cancellation Received	Amount Refunded
Within 7 days of purchase	100% Refund
July 1, 2021 - October 15, 2021	90% Refund
October 16, 2021 - November 15, 2021	75% Refund
November 16, 2021 - December 15, 2021	50% Refund
December 16, 2021 - February 19, 2022	No Refund

No exceptions are made to the refund policy including in the case of weather, travel delays, illness or family emergencies, or unexpected work obligations. Travel insurance is strongly recommended to protect your investment.

**Virtual Event Conversion if Necessary**

In-person interaction is an almost irreplaceable component of the attendee experience, and as such Show Management prioritizes maintaining opportunities for direct engagement at the Conference in New Orleans. However, should public health guidance make such interaction unfeasible or unsafe, adjustment or elimination of the in-person event may become necessary. The health and safety of attendees, presenters, exhibitors, and staff is our highest priority, and Show Management reserves the right and sole discretion to switch to an entirely virtual event and if necessary, change the online platform at any time in the best interest of the Conference. By purchasing an in-person registration, attendees agree that should Show Management determine that circumstances require a shift to an entirely virtual conference, their registration will be automatically converted to a virtual registration of equal or greater value (as determined by Show Management). In such a case, the standard registration refund policy will remain unchanged.

**Cancellation of Event**

In the unlikely event that the Conference is cancelled entirely (rather than being converted to a virtual event), Show Management will refund any registration and hotel reservation purchases in full, and this refund (if any) shall be the full extent of Show Management's liability arising out of such cancellation. If you have not made any payments in relation to the Conference, then Show Management shall have no liability to you arising out of such cancellation.

# Need help convincing your leadership to send you to the Conference?

Customize this request for approval letter, which will help administrators understand the value of attending the 2022 National ESEA Conference. You'll return to your district with great ideas, relevant information, and the resources you need to move your team forward to face new challenges.

Dear \_\_\_\_\_,

I am writing to request approval to attend the 2022 National ESEA Conference to be held both virtually and in New Orleans, Louisiana on February 16-19, 2022 at the Ernest N. Morial Convention Center. The National ESEA Conference is four days of learning and skill-building focused on supporting disadvantaged children. The Conference welcomes thousands of K-12 educators from across the country each year. This year's theme, "Recommit, Renew, Reimagine" creates a singular focus for all attendees on the unique needs of disadvantaged children and our ability to centralize support across all ESEA Programs. Formerly called the National Title I Conference, the event remains committed to sharing resources pertinent to Title I, as well as a host of other federally funded education programs addressing the needs of disadvantaged students. Participants include state agency officials, school district administrators, school building leaders, and teachers – all gaining new knowledge, instructional strategies, and skills needed to transform student learning while positively impacting the future for our students.

As an attendee, I will participate in presentations from today's most inspiring leaders in education. I will receive important updates from the U.S. Department of Education about federal education funding issues and meet professionals who have taken significant steps to help students succeed.

Conference sessions are a combination of large group presentations with nationally recognized speakers, and smaller interactive workshops where I would have the chance to work directly with education experts. The new information that I will be able to share with the rest of our team will be extremely valuable. All of the Conference sessions are digitally recorded and each registration includes a three-month subscription to On Demand viewing. We can extend the learning to our entire group (and amortize the cost of attendance) by incorporating Conference session videos into our professional development activities.

By registering before September for the in-person event, I could take advantage of the Summer Special Hotel Package and receive a \$10/per night discount on my hotel reservation. The Early Bird registration price is \$599, until January 1st, when the standard price of \$659 takes effect. The complete cost of my attendance is listed below:

The complete cost of my attendance is listed below:

Registration:	_____
Transportation: (airfare, train, bus, etc.)	_____
Hotel fees:	_____
Meals: (not included with registration)	_____
Other:	_____
<b>Total Cost</b>	_____

Thank you in advance for your consideration. I believe that attending the National ESEA Conference will build my knowledge base to help students and team members. I look forward to hearing from you on this request as soon as possible.

Sincerely,

LYON COUNTY SCHOOL DISTRICT  
TRAVEL REQUEST

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

NAME(S) Of Attendees: Kevin Kranjcec and Damon Etter  
DATE of request: 9/21/2021

SCHOOL: Dayton Intermediate

NAME OF CONFERENCE: National ESEA Conference 2022

(ATTACH conference program information and provide website address)

CITY/STATE OF CONFERENCE: New Orleans, LA

DATE OF DEPARTURE: 2/15/22 DATE OF RETURN: 2/19/22

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

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

See attachment

TRAVEL APPROVED:  Yes  No  
DATE: \_\_\_\_\_

TRAVEL APPROVED:  Yes  No  
DATE: 9/28/21

  
\_\_\_\_\_  
Site administrator or supervisor signature

  
\_\_\_\_\_  
Superintendent or designee signature

DATE: 9/27/21  
Received by Superintendent's Office  
Request received at least 4 weeks prior to next board meeting? Yes  No   
Board Approved: Yes  No  Date: Oct 26, 2021

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

**ESTIMATED EXPENSES**

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

	<u>Total</u>	<i>District Office</i>	<i>Grant</i>	<i>School Site</i>	<i>Other</i>
<b>BUDGET#</b> 280.633.0000.000.2213.580.10208.31.000 <b>Registration Fees:</b> Attendees <b>2</b> X <b>599.00</b> Reg. fee \$	<b>1198.00</b>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>BUDGET#</b> 280.633.0000.000.2213.580.10208.31.000 <b>Travel By:</b> Air, 2 round trips at 593.26 \$ (Air, district car, private car for personal convenience, etc.)	<b>1186.00</b>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>BUDGET#</b> 280.633.0000.000.2213.580.10208.31.000 <b>Lodging:</b> Room rate \$ <b>280.00</b> X <b>2 rooms, 4 nights</b> nights \$	<b>2240.00</b>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(Use GSA ratings for lodging and meals <a href="http://www.gsa.gov">www.gsa.gov</a> ATTENDEE WILL OWE DIFFERENCE if applicable) <u>lodging receipts must be obtained and sent to District Office upon return.</u>					
<b>Meals:</b> Breakfast \$ <b>17</b> X <b>2x5</b> days \$ <b>170</b>	<b>170</b>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lunch \$ <b>18</b> X <b>2x5</b> days \$ <b>180</b>	<b>180</b>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dinner \$ <b>31</b> X <b>2x5</b> days \$ <b>310</b>	<b>310</b>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Incidental \$ <b>5</b> X <b>2x5</b> days \$ <b>50</b>	<b>50</b>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Substitutes:</b> # of Days <b>0</b> X \$ _____/day		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Other transportation fees:</b> (i.e. car rental, taxi, shuttle, parking, mileage to/from airport, etc.) \$	<b>104.50</b>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Other Miscellaneous expenses:</b> (attach explanation) \$	<b>5334.00</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>TOTAL EXPENSES</b> \$					

Conference Dates & Times:	2/15-19/2022 8:00 am-5:00 pm
Name of where conference/training is being held (i.e. Hotel, School, College, Convention Center):	Sheraton New Orleans, LA

Do you need airline reservations?  Yes  No

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

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

Date & Time you wish to DEPART:	2/15 @ 5:40 am
Date & Time you wish to RETURN:	2/19 @ 3:00 pm
List any special notes here:	

Are you renting a car?  Yes  No How many Days? \_\_\_\_\_

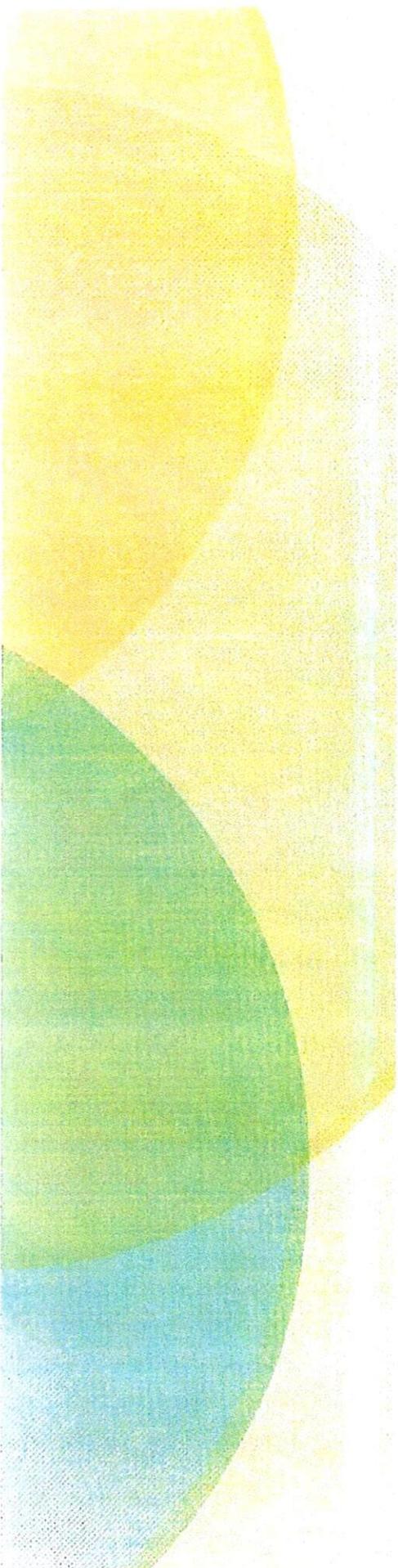
Note: Car insurance should be declined as the district insurance provides adequate coverage.

Do you need lodging reservations? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Single <input type="checkbox"/>	Double <input checked="" type="checkbox"/>	Triple <input type="checkbox"/>
(Circle Preferences) <u>Note: Lodging must be made by Attendee or Site for purchase order payments only. "No" district office credit card charges.</u>	Smoking <input type="checkbox"/>		Non-Smoking <input checked="" type="checkbox"/>
GSA (Per Diem Rate) : \$158.00	All travelers agree to share lodging as appropriate?		<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Register under what name(s)?	Kevin Kranjcec, Damon Etter		
Name, Address, Phone number of lodging establishment:	Embassy Suites, 315 Julia St		

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

DEADLINE DATE : \_\_\_\_\_ Code Information: \_\_\_\_\_

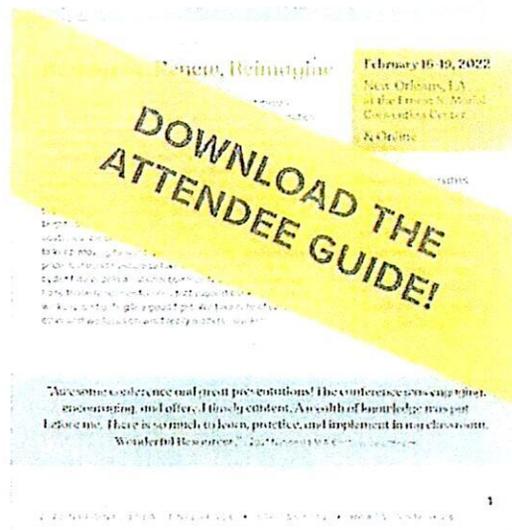
**NOTE: Please furnish a copy of any information you have on the conference, workshop, training, etc. Please email ORIGINAL travel form with SIGNATURES to Margaret Heim at the district office for approval. Keep copies at your site, as this paperwork will not be returned to you.**



# What Is the National ESEA Conference?

The National ESEA Conference is an annual project of the National Association of ESEA State Program Administrators (NAESPA) and the only conference focused entirely on federal education programs for disadvantaged students. The Conference emphasizes the critical nature of doing what's right and what's needed today - to help every child succeed and achieve at high levels. While Title I, Part A is the largest federally-funded program focused on the needs of disadvantaged students, the Elementary and Secondary Education Act (ESEA) offers a host of other related programs. ESEA provides more than \$27 billion in annual aid to local education agencies so that all children can meet challenging state academic standards. ESEA and other significant federal education programs include:

- **Title I, Part A** - Education for the Disadvantaged
- **Title I, Part C** - Education of Migratory Children
- **Title I, Part D** - Neglected & Delinquent
- **Title II, Part A** - Supporting Effective Instruction
- **Title III, Part A** - English Learners & Immigrant Education
- **Title IV, Part A** - Student Support & Academic Enrichment
- **Title IV, Part B** - 21st Century Community Learning Centers
- **Title V, Part B** - Rural Education Initiative
- **Title VI, Part A** - Indian, Native Hawaiian, and Alaska Native Education
- **Title VII, Part B** - Education for Homeless Children and Youth (McKinney-Vento Homeless Assistance Act)
- **IDEA** - Individuals with Disabilities Education Act (Special Education)



The Attendee Guide has all the information you'll need to attend the 2022 National ESEA Conference.  
[DOWNLOAD IT NOW!](#)

# Registration Types & Prices

## INDIVIDUAL REGISTRATION In-Person & Virtual

**\$599 – EARLY BIRD PRICE**  
 Available July 1 - December 31, 2021

**\$659 - STANDARD PRICE**  
 Starting January 1, 2022

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

## GROUP REGISTRATION 10 or more people

**\$559/each**  
 July 1 - December 31  
 No Group Packages available after December 31

[Group Registration FAQs](#)

**[REGISTER HERE!](#)**

## Exhibit Hall Schedule

63

Thursday  
February 17

Friday  
February 18

Registration and Hotel Reservations Are Open!

## ATTEND

[ATTENDEE POLICIES](#)

[HOTELS & TRAVEL](#)

### Join Us in New Orleans for an In-Person Experience!

We've all missed the irreplaceable opportunities that can only come from in-person networking - and we can't wait to be together again. The annual National ESEA Conference is coming to New Orleans in 2022! In addition to hearing from renowned educational experts on stage, you will have multiple options to interact with presenters and your colleagues, as well as learn about new products and services to implement at your state, district, or school.

[Register now and take advantage of the Summer Special Hotel Package!](#)

### Virtual Registration Option

We hope you will join us in New Orleans - but we recognize that travel restrictions or other factors may prevent some from attending the Conference in-person. If this applies to you, don't worry - you can still be a part of the action! We are pleased to announce a virtual registration option - which allows you to participate in live sessions, access the same great content, and interact with your colleagues - both those in New Orleans and those joining from home. Last year's virtual Conference was a resounding success and we're excited to combine the virtual and in-person audiences into the first-ever hybrid National ESEA Conference!

### Over 100 Sessions

Over one hundred sessions and five exceptional keynote presentations are scheduled for the event, along with time to network with colleagues from across the nation. The complete schedule of conference sessions is coming this fall.

### CEU Option

Attendees may earn one graduate-level extension credit for attending a majority of Conference sessions. First, register for the Conference, then [enroll here through the University of San Diego](#). (Extra \$75 fee applies, enrollment closes March 31, 2022.)

### CONNECT WITH US ON SOCIAL MEDIA



# Conference Schedule

“The ESEA Conference offered inspiration and motivation in a very challenging year. I enjoyed the keynote speakers’ exuberance and feel grateful I got to be a part of such a wonderful conference.”

- 2021 National ESEA  
Conference attendee

Times shown are listed in Central Daylight Time  
(local time New Orleans, LA)

---

## Tuesday, February 15

---

12:00 PM – 9:00 PM - Badge Pick Up

---

## Wednesday, February 16

---

7:00 AM – 5:30 PM - Badge Pick Up

9:00 AM – 10:15 AM - Opening Keynote

10:30 PM – 5:30 PM - Concurrent Sessions

---

## Thursday, February 17

---

7:30 AM – 5:00 PM - Badge Pick Up

8:00 AM – 9:00 AM - Keynote

9:15 AM – 10:45 PM - Concurrent Sessions

10:00 AM – 4:30 PM - Exhibit Hall Open

10:45 AM – 12:45 PM - Exhibitor Sessions &  
Dedicated Exhibit Hall

12:45 PM – 3:00 PM - Concurrent Sessions

3:00 PM – 4:30 PM - Exhibitor Sessions &  
Dedicated Exhibit Hall

4:30 PM – 5:30 PM - Keynote

---

## Friday, February 18

---

7:30 AM – 5:00 PM - Badge Pick Up

8:00 AM – 9:00 AM - Keynote

9:00 AM – 3:30 PM - Exhibit Hall Open

9:00 AM – 11:00 AM - Exhibitor Sessions &  
Dedicated Exhibit Hall

11:00 AM – 2:30 PM - Concurrent Sessions

2:30 PM – 3:30 PM - Exhibitor Sessions &  
Dedicated Exhibit Hall

3:30 PM – 5:00 PM - Concurrent Sessions

---

## Saturday, February 19

---

8:00 AM – 1:00 PM - Badge Pick Up

9:00 AM – 12:30 PM - Concurrent Sessions

12:45 PM – 2:00 PM - Closing Keynote

---

Schedule subject to change.

Complete schedule with session details will be available this fall.

# Welcome Back!

## Return to In-Person

We've learned a great deal from the abrupt transition to digital learning brought on by the pandemic. However, there is no replacement for in-person networking and we've missed the human connections that can only be made when we are together in the same place. We are thrilled to welcome you back in person, and there is no better place to do so than New Orleans! Many of the COVID-19 guidelines currently in place in New Orleans are expected to be lifted in the coming months and we are feeling very optimistic about the full reopening of the city in advance of the Conference. Of course, the health and safety of our attendees, presenters, and exhibitors are of the utmost importance, and any COVID-19 precautions in place during the event will be adhered to and taken seriously. We look forward to seeing you there!

## Health & Safety

The New Orleans Ernest N. Morial Convention Center has achieved [GBAC STAR<sup>®</sup> accreditation](#) through the Global BioRisk Advisory Council, which certifies that the facility is implementing the industry's highest standards of cleaning, disinfection, and infectious disease prevention and is the leading standard of prepared facilities. The latest health and safety plan of the Ernest N. Morial Convention Center is [available here](#).

## A Hybrid Approach

We hope you will join us in New Orleans - but we recognize that travel restrictions or other factors may prevent some from attending the Conference in-person. If this applies to you, don't worry - you can still be a part of the action! We are pleased to announce a virtual registration option - which allows you to participate in live sessions, access the same great content, and interact with your colleagues - both those in New Orleans and those joining from home. Last year's virtual Conference was a resounding success and we're excited to combine the virtual and in-person audiences into the first-ever hybrid National ESEA Conference!



# Attendee Guide

**A Hybrid Event** Hosted by National Association of ESEA State Program Administrators

## Recommit, Renew, Reimagine

We are teachers of English learners, children that migrate, students that endure poverty, and kids that face discrimination, abuse, violence, homelessness, and more every day. And while the challenges may change, the process for resolution is constant. We gather the data that matters, interpret it, and use that information to tailor evidence-based services that ensure the success of each student. Through these challenges, we keep the focus on what matters. We improve ourselves to better the lives of our kids. When it's dark, we find the bright spots to keep our students going. Where there are obstacles, we chart a path over, around, under, or through to keep moving forward. We look back on our progress with pride, but don't hesitate to take that next step towards a better future. Join a national community of educators as we hone those fundamental skills that support our kids. Together, we keep on fighting the good fight. We take care of each other and we focus on what really matters—our kids.

**February 16-19, 2022**

New Orleans, LA  
at the Ernest N. Morial  
Convention Center

& Online

**Federal programs  
practitioners from  
around the country  
will convene in New  
Orleans and online  
for meaningful and  
timely professional  
development – you've  
got to be there!**

“Awesome conference and great presentations! The conference was engaging, encouraging, and offered timely content. A wealth of knowledge was put before me. There is so much to learn, practice, and implement in my classroom.

Wonderful Resources.” - 2021 National ESEA Conference attendee

RNO to MSY Weekly

# ✈ Depart: RNO ✈ MSY

Reno/Tahoe, NV - RNO to New Orleans, LA - MSY

Government taxes & fees included  
All fares are rounded up to the nearest dollar.

\$

Points

MON  
Dec 13

TUE  
Dec 14

WED  
Dec 15

THU  
Dec 16

FRI  
Dec 17

Low Fare  
Calendar



First 2 bags fly free®  
Weight, size & excess limits apply

Sort by Departure time ▼

Departing flights	Number of stops	Duration	Bar Fares Select®	Anytime	Wanna Get Away®
# 1684 / 4585 <b>5:40 AM</b> → <b>4:25 PM</b>	1 stop Change planes PHX	8h 45m	\$253	\$213	\$163
# 1749 / 3414 <b>6:00 AM</b> → <b>2:15 PM</b>	1 stop Change planes DEN	6h 15m	\$247	\$207 <i>4 left</i>	\$157 <i>4 left</i>
# 1749 / 6504 <b>6:00 AM</b> → <b>6:20 PM</b>	1 stop Change planes DEN	10h 20m	\$253	\$213	\$163
# 1767 / 4881 <b>6:45 AM</b> → <b>3:25 PM</b>	1 stop Change planes LAS	6h 40m	\$257	\$217 <i>4 left</i>	\$167 <i>4 left</i>
# 1767 / 597 <b>6:45 AM</b> → <b>5:00 PM</b>	2 stops Change planes IAH	8h 15m	\$252	\$212	\$162
# 1178 / 4585 <b>7:00 AM</b> → <b>4:25 PM</b>	2 stops Change planes PHX	7h 25m	\$292	\$252	\$202
Low fare    Fastest    # 2692 <b>7:55 AM</b> → <b>3:50 PM</b>	1 stop	5h 55m	\$243	\$203	\$153
# 5304 <b>8:10 AM</b> → <b>5:00 PM</b>	2 stops	6h 50m	\$247	\$207	\$157
# 5064 / 3728 <b>8:10 AM</b> → <b>7:40 PM</b>	2 stops Change planes AUS	9h 30m	\$252	\$212	\$162
# 1295 / 1771 <b>11:25 AM</b> → <b>9:20 PM</b>	2 stops Change planes DEN	7h 55m	\$252	\$212 <i>4 left</i>	\$162 <i>4 left</i>
# 1232 / 4002 <b>11:25 AM</b> → <b>10:40 PM</b>	2 stops Change planes STL	9h 15m			

# 1232 / 1747

11:25<sup>AM</sup> → 10:45<sup>PM</sup>

1 stop  
Change planes DEN

9h 20m

\$272  
\$253

\$232  
\$213

\$182  
\$163

 **Return: MSY → RNO**

New Orleans, LA - MSY to Reno/Tahoe, NV - RNO

Government taxes & fees included  
All fares are rounded up to the nearest dollar.

\$ Points

FRI Dec 17    SAT Dec 18    SUN Dec 19    MON Dec 20    TUE Dec 21

 Low Fare Calendar



**First 2 bags fly free®**  
Weight, size & excess limits apply

Sort by **Departure time** Filter by **All day**

**Returning flights**

Number of stops

Duration

**Business Select®**

**Anytime**

**Wanna Get Away®**

Fastest # 1695 / 4437

6:00<sup>AM</sup> → 10:20<sup>AM</sup>

1 stop  
Change planes DEN

6h 20m

\$708

\$673

\$313

# 2556 / 3653

6:25<sup>AM</sup> → 1:10<sup>PM</sup>

1 stop  
Change planes LAS

8h 45m

\$708

\$673

\$385

# 3523 / 458

9:40<sup>AM</sup> → 6:35<sup>PM</sup>

1 stop  
Change planes DEN

10h 55m

\$708

\$673

\$313  
*5 left*

# 3105 / 4564

3:00<sup>PM</sup> → 10:45<sup>PM</sup>

2 stops  
Change planes MCI

9h 45m

\$713

\$678

\$437

# 3105 / 4082

3:00<sup>PM</sup> → 11:15<sup>PM</sup>

2 stops  
Change planes DEN

10h 15m

\$713

\$678

\$437

# 4142 / 2811

3:10<sup>PM</sup> → 9:45<sup>PM</sup>

2 stops  
Change planes LGB

8h 35m

\$713

\$678

\$390

# 2314 / 297

4:20<sup>PM</sup> → 10:55<sup>PM</sup>

2 stops  
Change planes DEN

8h 35m

\$713

\$678

\$390

# 2314 / 4692

4:20<sup>PM</sup> → 11:15<sup>PM</sup>

1 stop  
Change planes DEN

8h 55m

\$708

\$673

\$289

# 2444 / 4564

5:15<sup>PM</sup> → 10:45<sup>PM</sup>

1 stop  
Change planes PHX

7h 30m

\$708

\$673

\$347  
*5 left*

Low fare # 2308 / 4837

7:30<sup>PM</sup> → 12:10<sup>AM</sup>  
*Next Day*

1 stop  
Change planes LAS

6h 40m

\$708

\$673

\$265

TRIP TOTAL  
✕ RNO → MSY

TOTAL  
\$2,373.04

# Trip & Price Details

Price Payment Confirmation

✕ Flight Modify

	Wed 12/15	<b>RNO</b> → <b>MSY</b>	8 hr 45 min	1 stop 	Wanna Get Away®	Price per Passenger	\$504.71
	5:40 AM	4:25 PM				Taxes and fees per Passenger	\$88.55
	Sun 12/19	<b>MSY</b> → <b>RNO</b>	9 hr 45 min	2 stops 	Wanna Get Away®	Total per Passenger	\$593.26
	3:00 PM	10:45 PM				Passenger(s)	x4
						Flight total	\$2,373.04

**Helpful Information:**

- Please read the [fare rules](#) associated with this purchase.
- When booking with Rapid Rewards® points, your points balance may not immediately update in your account.

**An experience you can count on.**

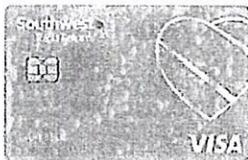
 No cancel or change fees. Change your flight later without a fee. Fare differences may apply.

 Each aircraft is equipped with HEPA air filters to reduce fresh, outdoor air every 3-5 minutes.

For flight schedule, pricing, restrictions, fares and conditions, visit southwest.com. ©2021 Southwest Airlines. All rights reserved.

TAXES	\$0.00
SUBTOTAL	\$2,018.84
TAXES & FEES	\$354.20
<b>TRIP TOTAL</b>	<b>\$2,373.04</b>

[Show price breakdown](#)



Get a \$200.00 statement credit after first purchase.

Earn 10,000 Rapid Rewards® points when you spend \$500 in your first 3 months.

[Learn more >](#)

YOU PAY TODAY	\$2,373.04
CREDIT ON YOUR STATEMENT	-\$200.00
<b>TOTAL AFTER STATEMENT CREDIT</b>	<b>\$2,173.04</b>

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

\*1st and 2nd checked bags fly free®. Weight and size limits apply.

Log in for faster checkout

Continue

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

 Add a Car Products not centered and may vary.

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



From \$06.68/day to  
New Orleans



Boo™

PICK-UP LOCATION	PICK-UP DATE	PICK-UP TIME
New Orleans, LA - MSY	Wed, Dec 15, 2021	6:00 PM
RETURN LOCATION	RETURN DATE	RETURN TIME
New Orleans, LA - MSY	Sun, Dec 19, 2021	2:00 PM
RENTAL COMPANY (Optional)	VEHICLE SIZE (Optional)	
No preference	No preference	

Search

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

\*1st and 2nd checked bags fly free<sup>2</sup>. Weight and size limits apply.

Log in for faster checkout

Continue

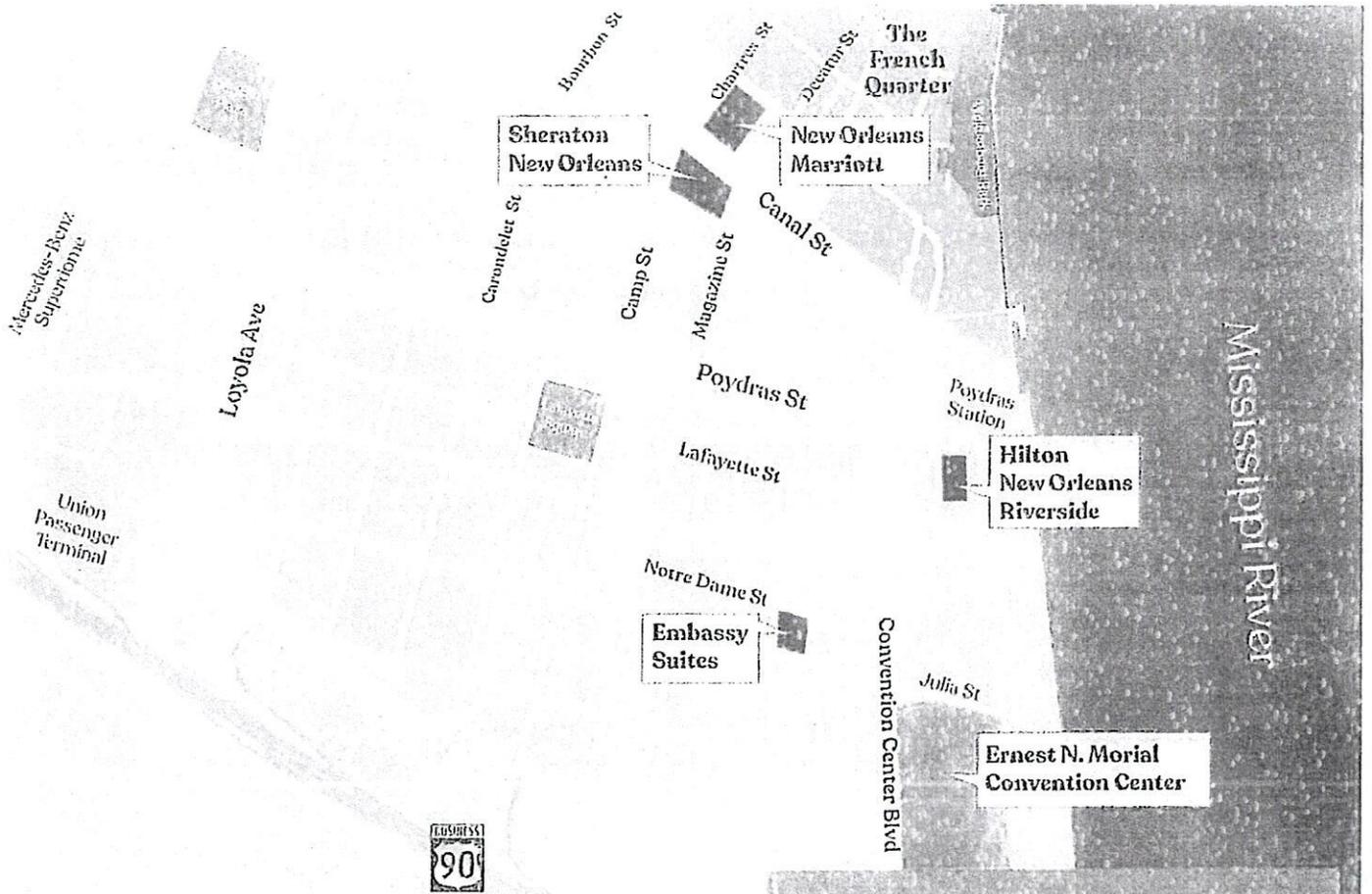
By clicking 'Continue', you agree to accept the [fare rules](#) and want to continue with this purchase.

<sup>1</sup>Refundable, as long as you cancel your reservation at least ten (10) minutes prior to the scheduled departure of your flight. If you cancel, you're eligible to receive 100% of your ticket value as a refund to your original form of payment. Southwest reusable travel funds from a previous reservation that are applied toward a Business Select or Anytime fare will be refunded as reusable travel funds.

<sup>2</sup>Same-day change/Same-day standby: To take advantage of these benefits, see a Southwest agent at the airport. If there's an open seat on a different flight on the same day as your original flight and it's between the same cities, our agent can book a seat on the new flight for you free of airline charges. If there isn't an open seat, ask an agent to add you to the same-day standby list. If there are any government taxes and fees associated with these itinerary changes, you will be required to pay those. Your original boarding position is not guaranteed.

<sup>3</sup>Fly By® priority lane: This priority lane gets you to the front of the ticket counter faster. A-List or A-List Preferred Members already enjoy the Fly By® priority lane (where available). Fly By® security lane: This priority lane gets you through the security line faster. A-List or A-List Preferred Members enjoy this benefit too.

# Hotels



## Hotel Rates

In order to ensure the best possible rates, the National ESEA Conference contracts several years in advance of each conference for the necessary hotel rooms offered. Part of the contract requirement is that the Conference prepays for all rooms at the contracted rate plus mandated taxes and tourism assessment fees. The rates available to attendees and exhibitors are based on the contract rate combined with those prepaid taxes and tourism fees. The Conference does not charge taxes or fees on hotel reservations, but the breakdown of how much of the flat rate is attributed to prepaid taxes and fees is itemized on the invoice for transparency.

**Sheraton New Orleans**  
 \$280 /night\*  
 500 Canal St

**Embassy Suites**  
 \$275 /night\*  
 315 Julia St

**New Orleans Marriott**  
 \$280 /night\*  
 555 Canal St

**Hilton New Orleans Riverside**  
 \$285 /night\*  
 2 Poydras St

**Summer Special Hotel Package**

Limited Time Offer: **Save up to \$60 on your hotel stay!**

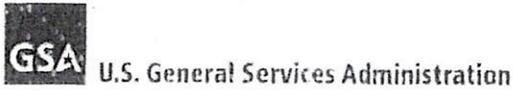
To qualify for the discount:

- Select and pay for BOTH the Early Bird in-person conference registration AND a hotel reservation
- Receive a \$10 discount per night
- Available July 1 - August 31 only

## Policies

In-person registration is required prior to securing hotel reservations. All reservations are made via the event section of your account Dashboard and require payment in full, in advance. Hotels will not sell rooms directly to attendees within the conference block nor at the conference rates. Refunds are available on cancelled hotel reservations on the same sliding scale as registration items — based on the date the cancellation form is submitted. A reduction in the number of nights of a hotel reservation is considered a cancellation of the nights no longer needed and the same refund scale is applied to the cost of each reduced night of the stay.

\*All prices shown include tax.  
*Average Hotel Price \$280.00 / Night*



## FY 2021 Per Diem Rates for Louisiana

Max lodging by month (excluding taxes.)

Primary Destination	County	2020 Oct	Nov	Dec	2021 Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep
Alexandria / Leesville / Natchitoches	Allen / Jefferson Davis / Natchitoches / Rapides / Vernon Parishes	\$99	\$99	\$99	\$99	\$99	\$99	\$99	\$99	\$99	\$99	\$99	\$99
Baton Rouge	East Baton Rouge Parish	\$99	\$99	\$99	\$99	\$99	\$99	\$99	\$99	\$99	\$99	\$99	\$99
New Orleans	Orleans / Jefferson Parishes	\$136	\$136	\$136	\$158	<u>\$158</u>	\$158	\$158	\$158	\$136	\$136	\$136	\$136
Standard Rate	Applies for all locations without specified rates	\$96	\$96	\$96	\$96	\$96	\$96	\$96	\$96	\$96	\$96	\$96	\$96



U.S. General Services Administration

## FY 2021 Per Diem Rates for Louisiana

### Meals & Incidentals (M&IE) Breakdown

Primary Destination	County	M&IE Total	Continental Breakfast/Breakfast	Lunch	Dinner	Incidental Expenses	First & Last Day of Travel
Alexandria / Leesville / Natchitoches	Allen / Jefferson Davis / Natchitoches / Rapides / Vernon Parishes	\$66	\$16	\$17	\$28	\$5	\$49.50
Baton Rouge	East Baton Rouge Parish	\$61	\$14	\$16	\$26	\$5	\$45.75
New Orleans	Orleans / Jefferson Parishes	\$71	<u>\$17</u>	<u>\$18</u>	<u>\$31</u>	<u>\$5</u>	\$53.25
Standard Rate	Applies for all locations without specified rates	\$55	\$13	\$14	\$23	\$5	\$41.25



# NWRPDP

## Northwestern Nevada Regional Professional Development Program

**2020-2021 Annual Report**  
**August 2021**

**Sara Cunningham**  
**Program Director**

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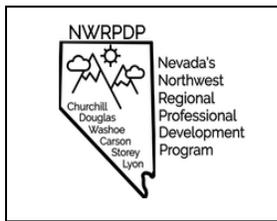
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NWRPDP

## Northwestern Nevada Regional Professional Development Program

### Introduction

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

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

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

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

2. When educators’ knowledge, skills, and dispositions change, they have a broader repertoire of effective strategies to use to adapt their practices to meet performance expectations and student learning needs.
3. When educator practice improves, students have a greater likelihood of achieving results.
4. When student results improve, the cycle repeats for continuous improvement (p. 16).

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

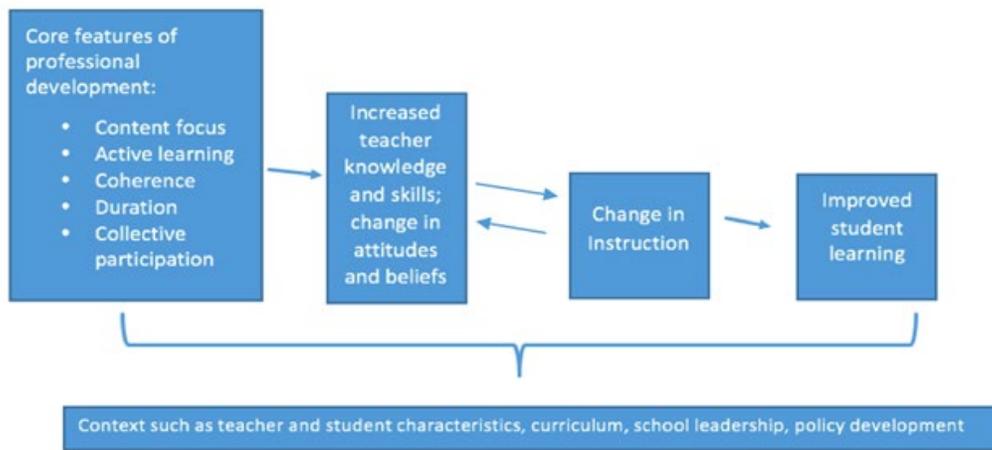


Figure 1: Conceptual Framework for Studying Effects for Professional Development on Teachers and Students

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

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

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

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

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

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

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

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

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

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

**Table 1: RPDP State Approved Evaluation**

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

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

**Table 2: Type of Training**

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

<i>Consulting</i>	17	3	5	2	2	0	4
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Note: Aggregate total trainings equals the total of all 2020-2021 NWRPDP trainings. Because educators from different districts often attend the same trainings, totals by district will exceed the aggregate total.

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

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

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

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

**Table 4:** *Number of Administrators Receiving Training*

	<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>	156	31	11	21	15	2	67
<i>Duplicated Administrators</i>	284	56	24	46	31	5	111

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

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

	<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>	0	0	0	0	0	0	0

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

**Table 6:** *Teacher Training in Family Engagement*

	<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>	126	7	7	8	19	0	79
<i>Duplicated Teachers</i>	127	7	7	8	19	0	80

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

**Table 7:** *Paraprofessional Training*

	<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>	140	70	36	1	0	0	31

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

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

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

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

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



## **NWRPDP**

# **Northwestern Nevada Regional Professional Development Program**

## **Five Year Plan**

### **Establishment**

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

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

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

### **Service Area**

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

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

## Measurement

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

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

## Northwest Regional Professional Development Five-Year Plan 2017-22

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

## Vision and Mission

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

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

## Professional Development Standards

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

## Goals

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

### Goal 1:

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

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

### Goal 2:

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

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

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

**Goal 3:**

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

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

**Goal 4:**

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

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

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

**A Two-Year Focus (2019-21)**

**NRS 391A.175 section 1**

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

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

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

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

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

## NWRPDP Sponsored Training Programs

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

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

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

## **Professional Development Standards Recommendations**

### **Nevada State Board of Education Adopted 7/19/18**

#### **Recommendation 1(a):**

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

#### **Recommendation 1(b):**

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

#### **Standard #1 (Learning Communities):**

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

#### **Standard #2 (Leadership):**

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

#### **Standard #3 (Resources):**

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

#### **Standard #4 (Data):**

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

#### **Standard #5 (Learning Designs):**

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

#### **Standard #6 (Implementation):**

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

**Standard #7 (Outcomes):**

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

**Standard #8 (Equity):**

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

**Standard #9 (Cultural Competency):**

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

DRAFT

## **Part Two: Individual RPDP Information**

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

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

### **TESLA**

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

### **GTLF**

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

# Regional Projects: NWRPDP Case Studies

## Self-Evaluation Procedures

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

### 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*

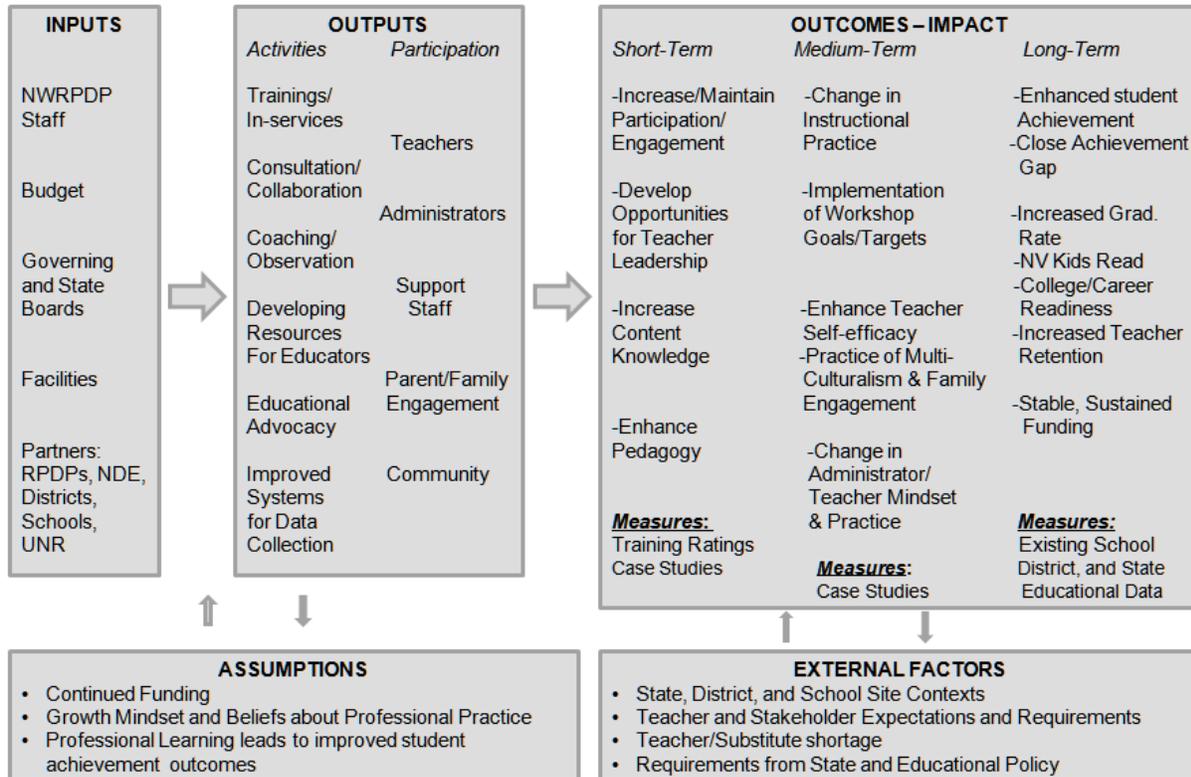


Figure 2: NWRPDP Logic Model

## Key Findings from 2020-21 NWRPDP Evaluation Activities:

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

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

## The Case Study Model

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

# NWRPDP Case Studies

## Case Study 1: The Learning Project

### Introduction

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

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

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

### Instructional Context

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

### Initial Data and Planning

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

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

### Delivery of Services

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

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

### Results and Reflection

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

**Table 9:** *Post-reflective Survey Data*

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

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

## Conclusion

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

## References

- Martin, K. L. (2018). *Learner centered innovation: Spark curiosity, ignite passion and unleash genius*. IMPress.
- Nevada Report Card. (2020). Retrieved from [www.nevadareportcard.com](http://www.nevadareportcard.com)

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

**Case Study 1: The Learning Project- Logic Model**

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

Inputs	Outputs		Outcomes -- Impact		
	Activities	Participation	Short	Medium	Long
RPDP trainer In-service/salary credit Learning Project model DCSD district level leadership support Substitutes Budget Facilities for trainings Resources: Learner Centered Innovation by Katie Martin	In-service class: six weeks long, 15 hours <ul style="list-style-type: none"> <li>learning bucket list</li> <li>learning focus</li> <li>target a skill within the focus</li> <li>blogging results</li> </ul> New teacher trainings with instructional learning project Freshman seminar learning project	12 teachers and specialists in fall in-service 25 teachers in spring 65 teachers in DCSD teacher academy, years 1 and 2 Freshman seminar students	Increased growth mindset and goal setting Increased knowledge of safe blogging practices  <b>Measures:</b> Qualitative feedback; Post-reflective Survey	Increase implementation of engaging teaching practices.  <b>Measures:</b> Student and Teacher post-reflective Surveys	Increased student engagement in hybrid learning Increased graduation rate Increased grade progression rate  <b>Measures:</b> School, district, and state existing data

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

**External Factors:** District data, budget, and initiatives

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

### Introduction

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

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

### Background

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

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

## Project Planning and Participants

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

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

### *STEM Professionals*

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

### *Teacher Developers*

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

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

**Table 10:** *Teacher professional learning sessions*

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

## Delivery of Services

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

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

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

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

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

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

## Data Collection and Analysis

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

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

**Table 11:** Results of Teacher Learning Survey

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

## Results and Conclusions

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

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

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

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

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DRAFT

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

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

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

Inputs	Outputs		Outcomes -- Impact		
	Activities	Participation	Short	Medium	Long
<ul style="list-style-type: none"> <li>39 teachers in K-12 grades</li> <li>39 STEM professionals from, across the state</li> <li>Stipend of \$1500 for each participating teacher</li> <li>Professional learning for STEM professionals provided by RPDP, Nevada State Science Teachers Association (NSSTA)</li> <li>50 hours of Professional Learning for teachers provided by RPDP, NSSTA</li> <li>Virtual setting (Zoom)</li> </ul>	<ul style="list-style-type: none"> <li>Professional Learning for STEM Professionals focusing on standards, phenomena in school settings.</li> <li>Professional learning for teachers on standards, phenomena, task development</li> <li>Task development by teacher and STEM professional and feedback from RPDP/NSSTA trainers</li> <li>Development of scenario and phenomena for 39 Nevada-centric performance tasks</li> </ul>	<ul style="list-style-type: none"> <li>39 teachers in k-12 grade across Nevada 50 hours of Professional Learning (synchronous) and task development (asynchronous)</li> <li>39 STEM professionals from multiple companies across Nevada (8 hours synchronous), varied times for work with teacher partner</li> <li>RPDP science trainers (from NWRPDP and SNRPDP)</li> <li>NSSTA trainers</li> </ul>	<ul style="list-style-type: none"> <li>Increased collaboration between educational communities and STEM industry professionals</li> <li>Increased understanding of 3-dimensional assessment for NGSS</li> </ul> <p><b>Measures:</b></p> <ul style="list-style-type: none"> <li>Synchronous meetings between STEM professional and partner teacher</li> <li>Pre/post survey on NGSS</li> </ul>	<ul style="list-style-type: none"> <li>Increased use of tasks in classrooms and data collection for further refinement.</li> </ul> <p><b>Measures:</b></p> <ul style="list-style-type: none"> <li>Feedback card when task is downloaded and used</li> </ul>	<ul style="list-style-type: none"> <li>Increased student performance based on science tests in 5<sup>th</sup>, 8<sup>th</sup>, and high school.</li> <li>Increased enrollment in science courses in high school and post-secondary institutions 113</li> <li>Increased workforce in NV STEM careers</li> </ul> <p><b>Measures:</b></p> <ul style="list-style-type: none"> <li>Enrollment numbers for upper level science coursework</li> <li>Standardized test results</li> </ul>

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

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

## Case Study 3: Cultivating Culturally Responsive Teaching through Multicultural Education

### Introduction

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

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

### Instructional Context

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

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

## Initial Data and Planning

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

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

## Delivery of Services

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

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

## Results and Reflection

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

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

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

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

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

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

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

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

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

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

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

Conclusion

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

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

References and Resources

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

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

**Situation: Regional Multicultural Education Course**

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

Inputs	Outputs		Outcomes -- Impact		
	Activities	Participation	Short	Medium	Long
<ul style="list-style-type: none"> <li>• Use of Canvas on-line forum for assignments and discussion</li> <li>• 45 hours of instructional time Three graduate credits from SUU</li> <li>• <i>Culturally and Linguistically Responsive Teaching and Learning</i> by Sherroky Hollie and other readings</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers discuss assigned text and respond to text in Critical Response Journals</li> <li>• Teachers practice culturally responsive strategies</li> <li>• Teachers brainstorm and have dialogue about implementation</li> <li>• Teachers actively listen to guest speakers and reflect on message</li> <li>• Teachers Assessment of Teacher Growth and Understanding</li> </ul>	<ul style="list-style-type: none"> <li>• K-12 Teachers</li> <li>• Social Workers</li> <li>• Speech Pathologists</li> <li>• Substitute Teachers</li> <li>• Three graduate credits that address state requirement</li> </ul>	<b>Learning</b> <ul style="list-style-type: none"> <li>• Increased Pedagogical Knowledge Emphasizing the importance of cultural and linguistic responsive pedagogy</li> <li>• Increased Teacher Confidence and Efficacy</li> </ul> <b>Measures:</b> <ul style="list-style-type: none"> <li>• Case Studies</li> <li>• Post-reflective surveys</li> </ul>	<b>Action</b> <ul style="list-style-type: none"> <li>• Increased use of culturally relevant communication practices</li> <li>• Increased Teacher Collaboration/ Development of culturally and linguistic responsive strategies</li> </ul> <b>Measures:</b> <ul style="list-style-type: none"> <li>• Coaching feedback</li> <li>• Case Studies</li> </ul>	<ul style="list-style-type: none"> <li>• Increased Student achievement</li> <li>• Increased Graduation rates</li> <li>• Increased Family Partnerships</li> </ul> <p style="text-align: right;">119</p> <b>Measures:</b> <ul style="list-style-type: none"> <li>• Parent and Student Climate Data</li> </ul>

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

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

## Case Study 4: Integrating Eight Mathematical Practices through Instructional Routines

### Introduction

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

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

### Instructional Context

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

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

### Initial Data and Planning

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

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

## Delivery of Services

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

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

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

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

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

## Results and Reflection

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

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

**Table 15:** *Post Reflective Survey Data*

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

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

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

## Conclusion

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

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

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

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

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

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

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

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

## References

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

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

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

Inputs	Outputs		Outcomes -- Impact		
	Activities	Participation	Short	Medium	Long
RPDP Trainers Students Curriculum Administrative Expectations Budget Instructional Videos Resources --Professional Books --Standards Documents --Manipulatives	Five or six virtual trainings utilizing Routines for Reasoning  15 hours collaborative planning times focusing on implementation of Routines for Reasoning  Virtual Observation and feedback and/or coaching  Presentation of work to colleagues	Elementary teachers from four school districts.	Increased familiarity of Nevada Academic Content Standards in Mathematics  Implementation of instructional routines designed to develop student use of the math practices  Increased student use of mathematical practices  <b>Measures:</b> Coaching feedback  Post-reflective Survey	Enhanced teacher efficacy in teaching elementary mathematics  Increased use of best practice pedagogy  Increased student self-reflection enjoyment of math  <b>Measures:</b> Coaching feedback  Post-reflective survey	Increased student achievement  Increased passing rates in secondary math  Increased graduation rates  126  <b>Measures:</b> Existing district/school data

**Assumptions:** Teacher training will lead to increased teacher efficacy.

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

## Case Study 5: Early Literacy Cadre – Year 1

### Introduction

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

### Instructional Context

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

**Table 16:** *Participants by Grade Level*

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

## Initial Data and Planning

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

## Delivery of Services

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

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

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

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

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

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

## Results and Reflection

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

**Table 17: Retrospective Survey Results**

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

*n* = 17

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

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

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

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

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

## Conclusion

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

## Resources:

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

**Case Study 5: Early Literacy Cadre- Year 1**

**Situation: Regional Early Literacy Cadre Course**

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

Inputs	Outputs		Outcomes -- Impact		
	Activities	Participation	Short	Medium	Long
<ul style="list-style-type: none"> <li>NWRPDP Facilitator</li> <li>16 hours of instructional time via Zoom One graduate credit from SUU or 1 inservice credit</li> <li><i>Literacy Essentials: Engagement, Excellence, and Equity for All Learners</i> by Regie Routman and other readings</li> <li>Budget</li> <li>Instructional Videos</li> </ul>	<ul style="list-style-type: none"> <li>Teachers discuss and reflect upon assigned text</li> <li>Teachers observe and implement high quality literacy instructional strategies</li> <li>Teachers brainstorm and have dialogue about implementation</li> <li>Teachers connect learning to NVAC standards</li> <li>Teachers use assessment to monitor student progress on 3 focus students</li> </ul>	<ul style="list-style-type: none"> <li>K-4 Classroom Teachers</li> <li>K-5 Special Education Teachers</li> <li>K-5 EL Teachers</li> <li>Literacy Specialists</li> </ul>	<p><b>Learning</b></p> <ul style="list-style-type: none"> <li>Increased pedagogical knowledge emphasizing the importance of high-quality texts and instructional practices</li> <li>Increased teacher confidence and efficacy</li> <li>Graduate or in-service credit that allows for salary advancement</li> </ul> <p><b>Measures:</b></p> <ul style="list-style-type: none"> <li>Post-reflective measure</li> <li>Observation and discussion</li> </ul>	<p><b>Action</b></p> <ul style="list-style-type: none"> <li>Increased use of high-quality literacy instructional practices</li> <li>Increased Teacher Collaboration</li> <li>Increased focus on incremental student progress using formal and informal assessment measures</li> </ul> <p><b>Measures:</b></p> <ul style="list-style-type: none"> <li>Coaching Assessment</li> <li>Post-reflective measures</li> </ul>	<ul style="list-style-type: none"> <li>Increased Student achievement</li> <li>Improvement of data pertaining to NV Kids Read</li> <li>Increased Graduation rates</li> </ul> <p><b>Measures:</b></p> <ul style="list-style-type: none"> <li>MAP Tests</li> <li>Proficiency Exams</li> </ul>

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

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

## Case Study 6: Family Communication through Google Classroom

### Introduction

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

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

### Instructional Context

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

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

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

### Initial Data and Planning

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

### Delivery of Services

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

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

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

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

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

### Results and Reflection

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

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

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

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

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

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

### **Teacher Comments**

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

“For much of the year, parents didn’t respond to my posts.”

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

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

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

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

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

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

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

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

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

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

## Conclusion

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

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

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

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

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

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

### Introduction

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

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

### Instructional Context

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

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

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

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

**Table 21:** *Training Participants by County*

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

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

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

**Table 22:** *Demographic Data for Participating Counties*

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

## Initial Data and Planning

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

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

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

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

## Delivery of Services

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

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

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

## Results and Reflection

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

**Table 23:** *Teacher Post-Reflective Mean Results*

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

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

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

**Table 24:** *Instructional and Professional Application*

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

## Conclusion

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

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

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

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

Inputs	Outputs		Outcomes -- Impact		
	Activities	Participation	Short	Medium	Long
Course Instructor  NWRPDP Facilitators  K-12 teachers in the Carson City School District, Churchill County School District, Washoe County School District, Lyon County School District  Administration Expectations	Courses on Google for EDU applications <ul style="list-style-type: none"> <li>• Weekly training via Google Meet</li> <li>• Independent assignments</li> <li>• Group Collaboration</li> <li>• Group Discussion</li> </ul> Optional Training opportunities	K-12 teachers & administrators in the Building Skills for K-12 Technology Integration Courses <ul style="list-style-type: none"> <li>• Carson City School District (4)</li> <li>• Churchill County School District (6)</li> <li>• Lyon County School District (12)</li> <li>• Washoe County School District (5)</li> <li>• Elko County School District (3)</li> </ul> K-12 teachers & administrators in the Advanced Building Skills for the K-12 Technology Integration Course	Increased understanding of integrated technology tools  Increased integration of appropriate technology tools in hybrid or distance learning models  Increased understanding of effective technology integration  Increased pedagogical knowledge  Increased teacher confidence in educational technology integration  <b>Measures:</b> RPDP Feedback Form, Post Reflective	Enhanced instructional practice (e.g., purposeful use of technology)  Increased implementation of training goals/objectives  Increased collaborative matching at school and district level  Increased teacher efficacy  <b>Measures:</b> Observation of implementation level  Post Reflective	Increased teacher & student application of concepts  Increased student participation in hybrid or distance learning assignments  Increased pedagogical practice relative to educational technologies  Increased teacher retention  <b>Measures:</b> Existing school, district, & state

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

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

**Notes:**

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

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

### Introduction

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

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

### Instructional Context

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

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

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

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

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

**Table 25:** *Teacher leaders in each cohort*

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

### Initial Data/Planning

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

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

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

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

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

### Delivery of Services

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

**Table 26:** *Professional Learning Hours*

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

## Results and Reflection

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

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

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

### **Short Term Outcomes – Impact of Teachers Leading Change**

*Teacher leaders report an increased satisfaction with their teaching experience.*

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

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

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

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

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

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

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

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

#### ***Teacher leaders indicate professional growth during participation in the cohort.***

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

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

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

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

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

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

#### ***Teacher leaders refer colleagues to Teachers Leading Change***

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

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

### **Medium Term Outcomes – Impact of Teachers Leading Change**

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

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

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

### **Long Term Outcomes – Impact of Teachers Leading Change**

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

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

### **Conclusion**

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

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

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

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

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

Inputs	Outputs		Outcomes -- Impact		
	Activities	Participation	Short	Medium	Long
Funding (supplies, substitutes, and stipends) RPDP Director District Leaders TLC Facilitation Team Site Administrators Teacher Leaders	Year-long professional learning centered around developing teacher leader competencies during action research process  Year 1 = 45 hours of professional learning  Year 2 = 30 hours of professional learning  Summer Institute = 15 hours of professional learning  Individual Action Research Project  Assessment, Reflection, and Goal Setting using the Teacher Leader Competencies	7 TLC Facilitators  26 Cohort F Year 1 Participants  30 Cohort E Year 2 Participants  16 Northern NV Year 2 Participants	Increased satisfaction among teacher leaders with their teaching experience.  Increased professional growth and teaching efficacy among participating teacher leaders.  Teacher leaders refer colleagues to Teachers Leading Change  <b>Measures:</b> Post-reflective Survey; Application Question	Teacher leaders who participate assume leadership roles at their sites, in their districts, and within the profession.  Teacher leaders who graduate from the program seek to engage colleagues in leadership opportunities.	Increased student achievement due to teacher leaders' collective efficacy.  Increase in teacher leadership that positively impact schools and districts.  153  <b>Measures:</b> Existing School and District Data; Post-reflective TLC Survey

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

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

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

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

### Introduction

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

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

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

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

### Instructional Context

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

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

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

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

<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			2
Churchill			2		2
Clark		1	4		5
Humboldt			1		1
Lyon	1		1		2
Washoe	3	1	8		12
<b>TOTAL (Grade Band)</b>	<b>5</b>	<b>3</b>	<b>16</b>		<b>24</b>

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

<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			2
Churchill					
Clark					

Humboldt					
Lyon					
Washoe	1		4		5
<b>TOTAL (Grade Band)</b>	2	1	4		7

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

<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					
Churchill			2		2
Clark County			3		3
Humboldt			1		1
Lyon			1		1
Washoe	1	1	2		4
<b>TOTAL (Grade Band)</b>	1	1	9		<b>11</b>

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

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

**Table 30: Demographic Data for Participating Counties**

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

### Initial Data and Planning

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

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

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

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

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

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

### Delivery of Services

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

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

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

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

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

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

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

## Results and Reflection

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

**Table 31:** *Teacher Post-Reflective Mean Results*

<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	3.35	4.06	0.71	-3.688	.002
Coding or Programming in C	1.59	3.65	1.97	-10.282	<.001
Computational Thinking Skills	3.47	3.88	0.41	-2.715	.015
Creating prototypes and simulations with robots	2.41	3.53	1.12	-5.664	<.001
CS iterative process	3.29	4.06	0.77	-4.075	.001
Engaging students in CS language acquisition through comprehensible output	2.24	3.41	1.17	-3.964	.001

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

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

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

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

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

## Conclusion

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

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

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

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

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

Inputs	Outputs		Outcomes -- Impact		
	Activities	Participation	Short	Medium	Long
<p>Course Instructor</p> <p>NWRPDP Facilitators</p> <p>K-12 teachers in the Carson City School District, Churchill County School District, Washoe County School District, Lyon County School District, **Statewide not just NW.</p> <p>Administration Expectations</p>	<p>Courses on Jr Botball</p> <p>Training via Zoom</p> <ul style="list-style-type: none"> <li>Independent assignments</li> <li>Small Group Collaboration</li> <li>Group Discussion, problem solving and sharing code</li> </ul> <p>Optional Training opportunities</p>	<p>K-12 teachers in the Building Skills for K-12 Technology Integration Courses</p> <ul style="list-style-type: none"> <li>State wide Nevada Districts.</li> <li>Carson City School District ( )</li> <li>Churchill County School District ( )</li> <li>Lyon County School District ( )</li> <li>Washoe County School District ( )</li> <li>Elko County School District ( )</li> <li>Pyramid Lake High School ( )</li> </ul> <p>K-12 teachers in the Advanced Building Skills for the K-12 Technology Integration Course</p>	<p>Increased understanding of the CS languages</p> <p>Increased integration of appropriate technology tools in hybrid or distance learning models</p> <p>Increased conceptual understanding language syntax, libraries and methods associated with C language</p> <p>Increased pedagogical knowledge</p> <p>Increased teacher confidence in CS language acquisition</p> <p><b>Measures:</b> RPDP Feedback Form, Post-reflective Survey, speed and accuracy of Module completion</p>	<p>Enhanced instructional practice (e.g., clubs, units with Jr. Botball as a tool for language instruction.</p> <p>Increased implementation of training goals/objectives</p> <p>Increased collaborative matching at school and district level</p> <p>Increased teacher efficacy</p> <p><b>Measures:</b> Observation of implementation levels, Post-reflective Surveys</p>	<p>Increased teacher &amp; student application of concepts</p> <p>Increased student participation in hybrid or distance learning assignments</p> <p>Increased pedagogical practice relative to CS educational technologies 162</p> <p>Increased teacher capacity for CS language instruction.</p> <p><b>Measures:</b> Existing school, district, &amp; state data</p>

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

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

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

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

### Introduction/Abstract

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

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

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

### Instructional Context

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

### Initial Data and Planning

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

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

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

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

### Delivery of Services

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

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

### Results and Reflection

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

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

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

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

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

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

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

## Conclusion

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

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

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

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

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

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

Inputs	Outputs		Outcomes -- Impact		
	Activities	Participation	Short	Medium	Long
Budget  NWRPDP Facilitators  Teachers and other employees of Churchill CSD  Administration Expectations  Churchill CSD Strategic Plan	8 Live Family/School Learning Lab Workshops which will also be live streamed.  18-24 Recorded sessions posted for asynchronous viewing by families who cannot attend live sessions.	<ul style="list-style-type: none"> <li>All Churchill CSD staff and community members will be invited to attend.</li> </ul>	Increased opportunities for families to interact and learn with Churchill CSD staff  Families increase knowledge of services and opportunities offered for them and their students.  <b>Measures:</b> Number of notifications received and interacted with.  Reservations and attendance to learning lab sessions.  Post-reflective survey	Increased communication and collaboration between school and community  Increased utilization of tools and services offered to community members.  Increased teacher reported job satisfaction  <b>Measures:</b> Numbers of users of various tools and services.  Post Reflective survey	Families increasingly solve problems and help students with school resources.  Increased family participation and attendance at all school events.  Increased student demonstration of learning as the family-school team strengthens 167  Increased graduation rates  <b>Measures:</b> Existing school, district, state data.

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

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

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

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

### Introduction/Abstract

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

### Instructional Context

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

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

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

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

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

### Initial Data Planning

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

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

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

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

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

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

### Delivery of Services

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

### Results and Reflection

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

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

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

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

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

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

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

References

August, D. (2018). Educating English Language Learners: A Review of the Latest Research. *American Educator*, 42(3), 4.

Goldenberg, C. (2008). Teaching English language learners: What the research does-and does not-say.



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

### Introduction

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

### Need for NBCT's

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

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

### **National Board Certification in Nevada**

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

### **Initial Data and Planning**

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

### **2020-2021 Cohort Details**

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

### **Delivery of Service**

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

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

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

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

**Table 35:** *Candidate Feedback*

<b>Prefer Virtual Sessions</b>	<b>Prefer In-Person Sessions</b>	<b>Prefer Blended Sessions</b>
53%	2%	45%

### **Supporting Teachers**

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

### **Instructional practice**

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

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

## Results and Reflection

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

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

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

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

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

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

**Table 36:** *Survey Results for Future Support*

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

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

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

## Conclusion

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

## References & Resources:

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

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

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

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**Case Study 12: National Board Cohort--Logic Model**

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

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

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

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

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

## Appendices

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## Appendix A: Overview of Regional Services 2020–21

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

**Table 1: Unduplicated Number of Educators Trained by the NWRPDP**

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

**Table 2: Duplicated Number of Educators Trained by the NWRPDP**

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

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

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

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# Type and Focus of Services - Regional Overview

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

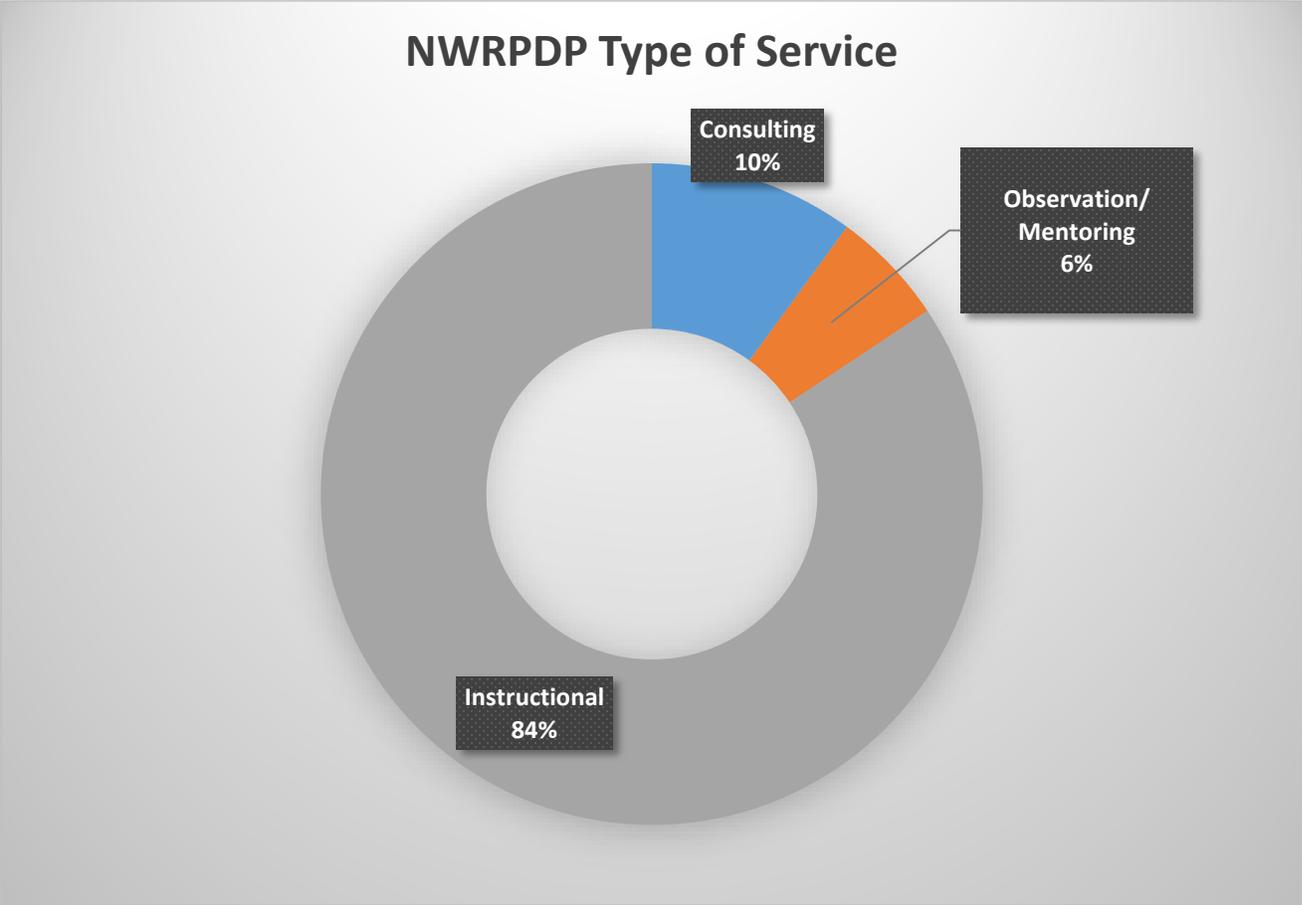
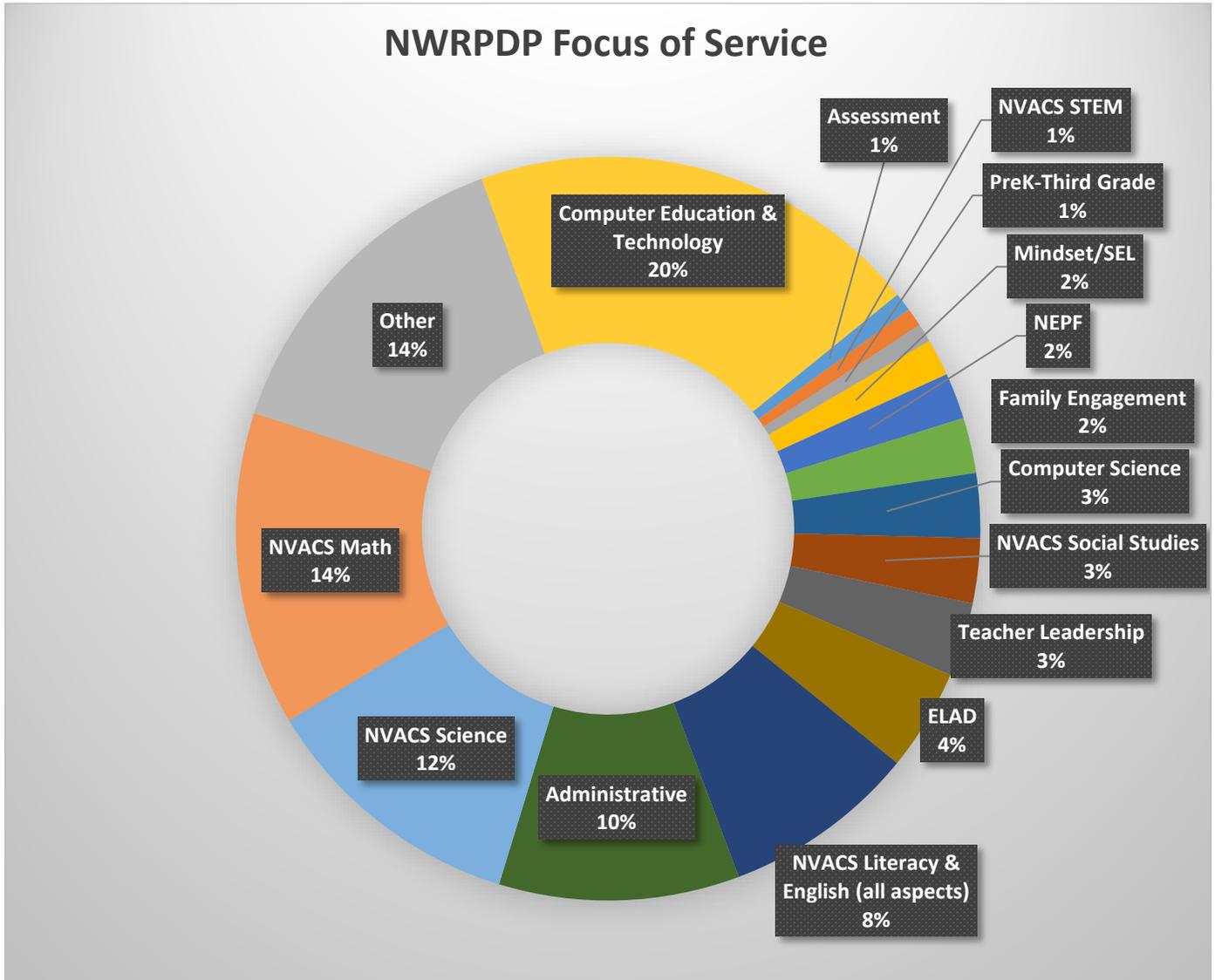


Figure 1: Types of Services Provided by the NWRPDP

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



**Figure 2: Focus of Services of the NWRPDP**

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

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

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

### Participant Mean Ratings on Quality of RPDP Trainings

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

### Number of Educators Trained by NWRPDP

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

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

## Carson Type of Service

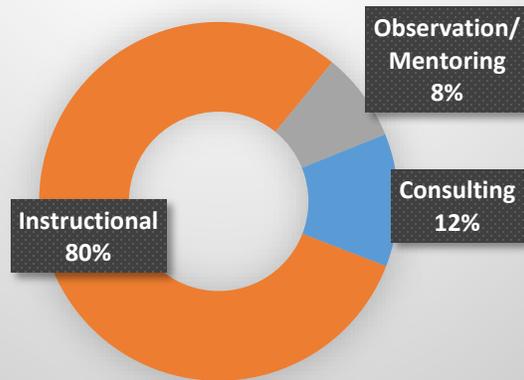


Figure 1: Types of Services Provided

## Carson Focus of Service

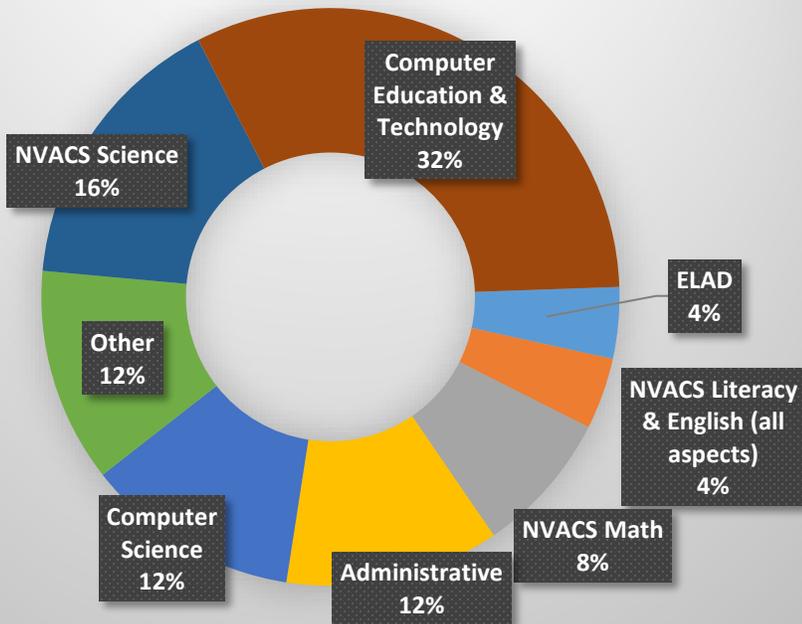


Figure 2: Focus of Services

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

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

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

### Participant Mean Ratings on Quality of RPDP Trainings

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

### Number of Educators Trained by NWRPDP

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

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

## Churchill Type of Service

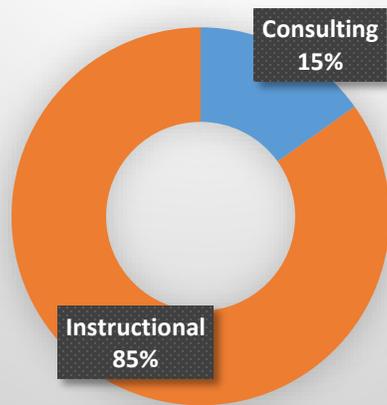


Figure 1: Types of Services Provided

## Churchill Focus of Service

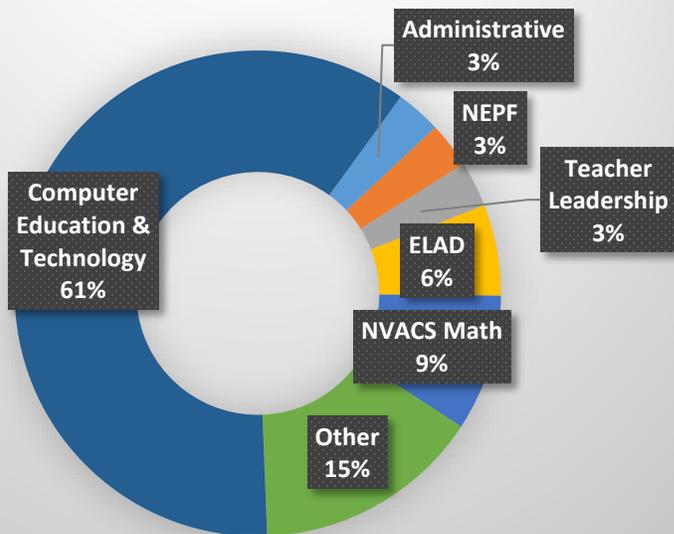


Figure 2: Focus of Services

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

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

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

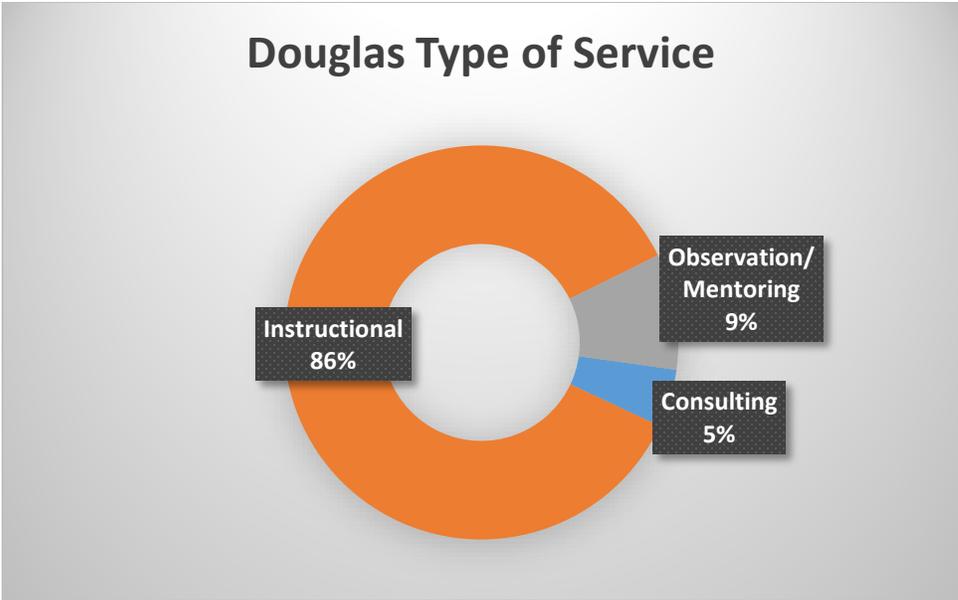
### Participant Mean Ratings on Quality of RPDP Trainings

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

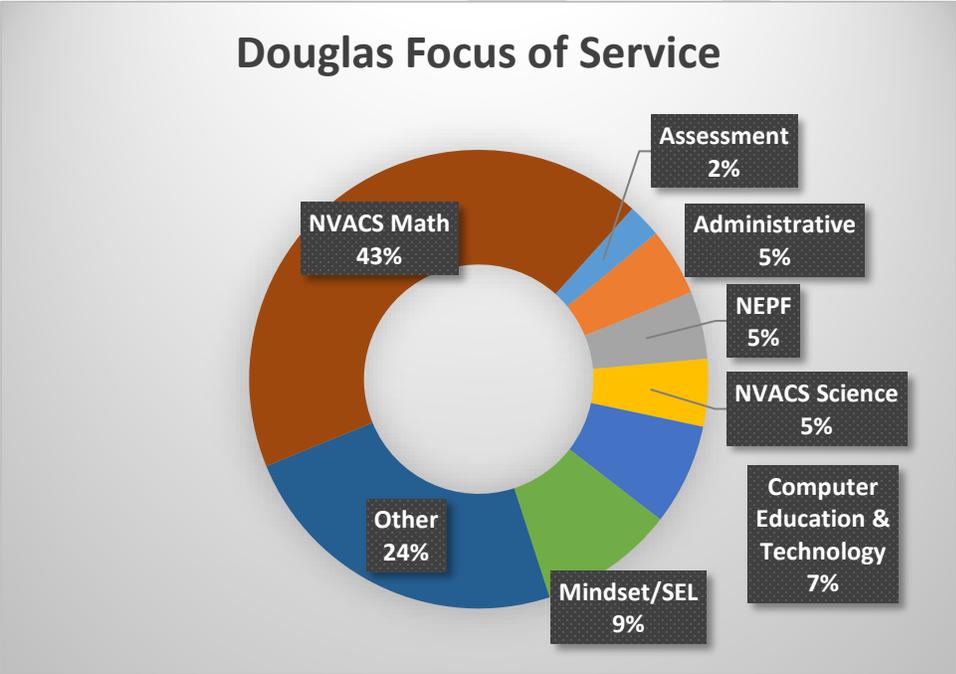
### Number of Educators Trained by NWRPDP

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

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



**Figure 1: Types of Services Provided**



**Figure 2: Focus of Services**

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

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

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

### Participant Mean Ratings on Quality of RPDP Trainings

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

### Number of Educators Trained by NWRPDP

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

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

## Lyon Type of Service

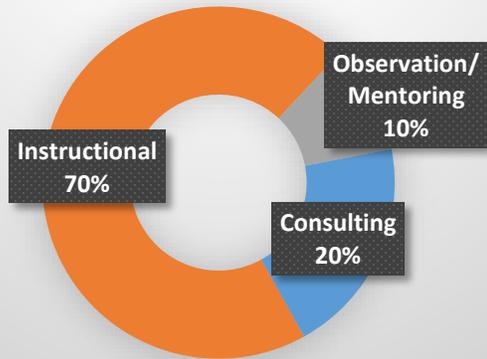


Figure 1: Types of Services Provided

## Lyon Focus of Service

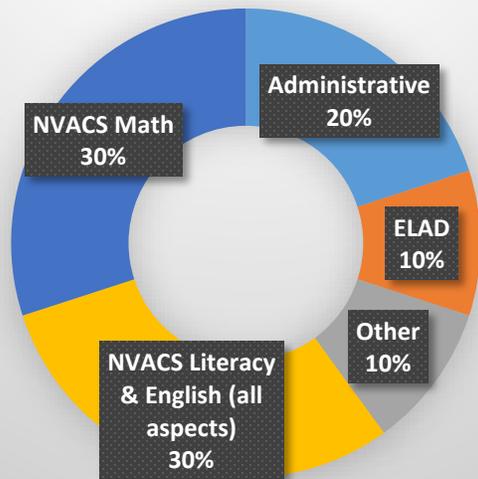


Figure 2: Focus of Services

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

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

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

### Participant Mean Ratings on Quality of RPDP Trainings

<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	4.60
The activity provided opportunities for interactions and reflections	5.00	4.76
The presenter/facilitator's experience and expertise enhanced the quality of the activity.	5.00	4.79
The presenter/facilitator efficiently managed time and pacing of activities.	5.00	4.77
The presenter/facilitator modeled effective teaching strategies.	5.00	4.74
This activity added to my knowledge of standards and/or subject matter content.	5.00	4.59
The activity will improve my teaching skills.	5.00	4.63
I will use the knowledge and skills from this activity in my classroom or professional duties.	4.00	4.70
This activity will help me meet the needs of diverse student populations (e.g., gifted and talented, ELL, special education, at-risk students).	4.00	4.63

### Number of Educators Trained by NWRPDP

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

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

### Storey Type of Service

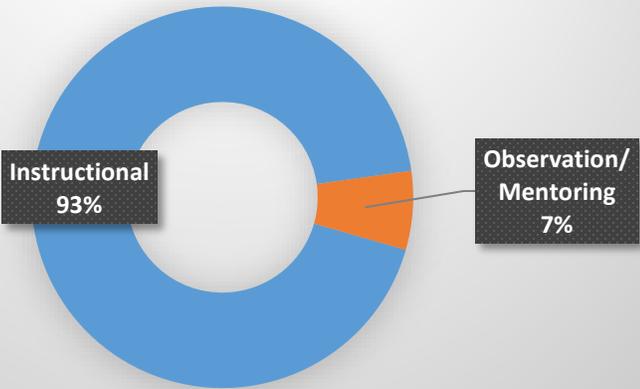


Figure 1: Types of Services Provided

### Storey Focus of Service

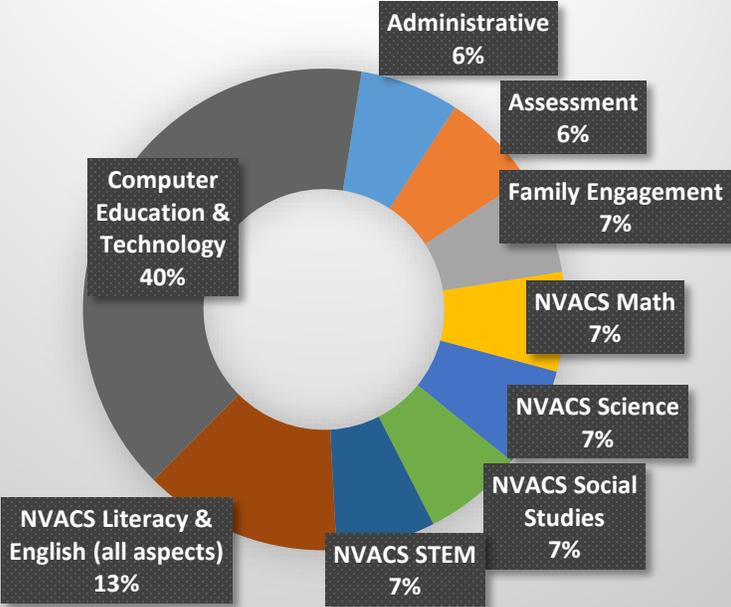


Figure 2: Focus of Services

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

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

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

### Participant Mean Ratings on Quality of RPDP Trainings

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

### Number of Educators Trained by NWRPDP

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

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

## Washoe Type of Service

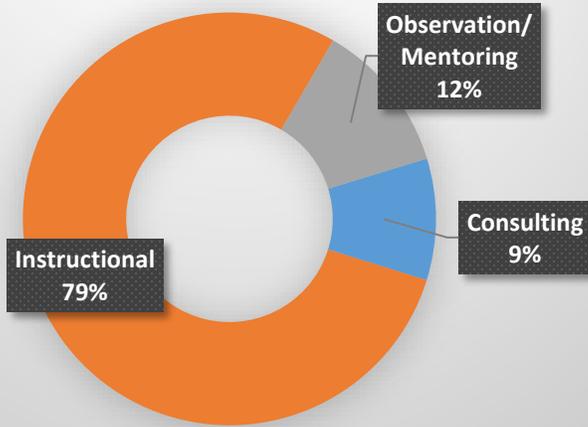


Figure 1: Types of Services Provided

## Washoe Focus of Service

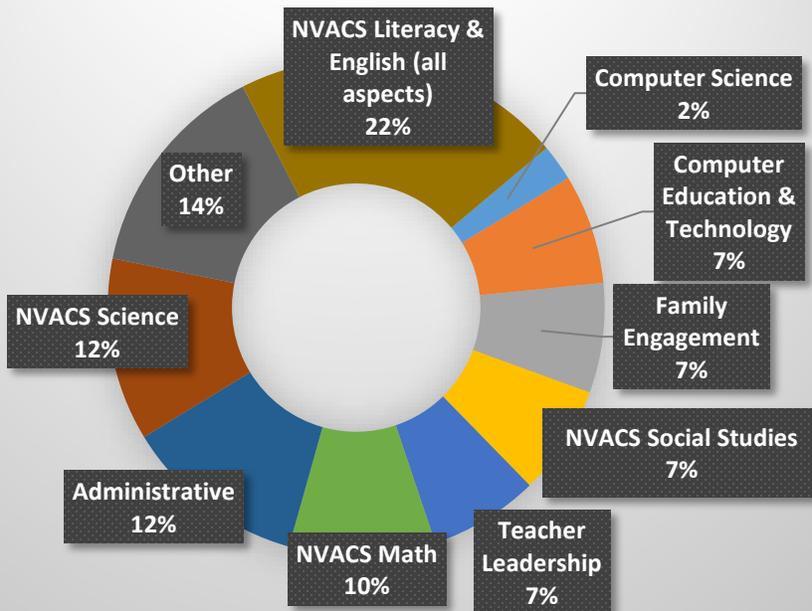


Figure 2: Focus of Services

DRAFT

## Lyon County School District Board Memo

**Date:** October 26, 2021  
**To:** Board of School Trustees  
**From:** Wayne Workman, Superintendent  
**Re:** Northwest Regional Professional Development Program Report

---

### Recommendation

That the Board of School Trustees accepts the report regarding training provided by the Northwest Regional Professional Development Program during the 2020-2021 School Year.

### Background Information

The Northwest Regional Professional Development Program is a state funded program that provides professional development services to districts in the Northwest region including Washoe, Carson City, Douglas, Storey, Mineral, and Lyon Counties. During the 2020-2021 school year, a variety of professional development was provided to teachers and administrators in Lyon County.

Over 200 teachers and administrators participated in at least one professional development opportunity provided by the NWRPDP. The attached report outlines the specific areas of training that were provided and how many Lyon County staff participated. The chart below indicates the effectiveness of the trainings that were provided as demonstrated by the survey data collected from staff who attended.

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.

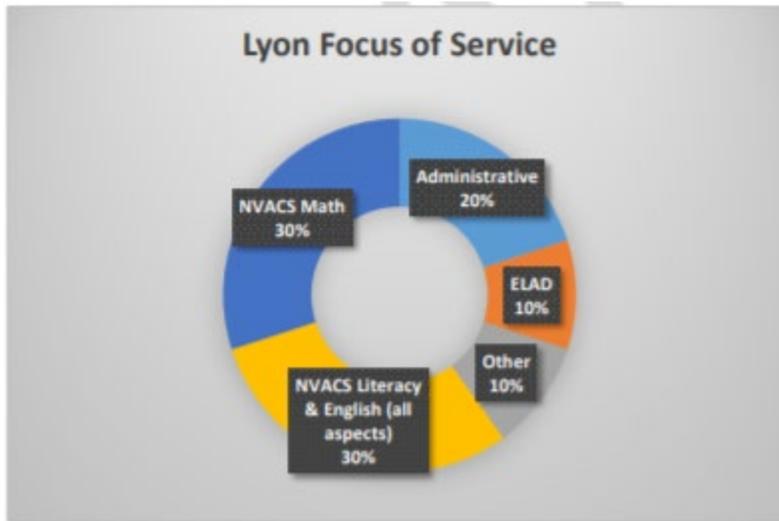
**Participant Mean Ratings on Quality of RPDP Trainings**

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

**Number of Educators Trained by NWRPDP**

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

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



One must consider the significance of this training in the midst of the pandemic and the number of priorities that all staff had to juggle while focusing on the needs in their classrooms. NWRPDP is a fabulous partner to Lyon County School District and we are appreciative for all of the work they do to assist us in our instruction.

**Budget Considerations**

None

**Discussed at Previous Meeting**

No

**Attachment(s)**

NWRPDP 2016-2017 Self-Evaluation Report

*Respectfully Submitted,  
Wayne Workman, Superintendent*

# Lyon County School District Consent Agenda

**Date:** October 26, 2021  
**To:** Board of School Trustees  
**From:** Wayne Workman, Superintendent  
**Re:** City of Fernley Cottonwood Lane Reconstruction Project

---

## **Recommendation**

That the Board of Trustees authorize the Executive Director of Operations to sign the Right-of-Way acquisition offer from the City of Fernley, for the Cottonwood Lane Reconstruction Project.

## **Background Information**

Cottonwood Lane Reconstruction project, in general, will be addressing:

- Reconstruction of a section of Cottonwood Lane, from US-95A to Farm District Rd.
- Water and sanitary sewer infrastructure improvements
- Drainage throughout the corridor
- Reconstruction and/or addition of concrete curb and gutter
- American with Disabilities Act (ADA) accessibility improvements
- Improved bicyclist access and connection
- Asphalt pavement preventative maintenance on select sections
- Complete reconstruction of asphalt pavement in select sections

## **Budget Considerations**

Two (2) permanent easements and two (2) temporary construction easements are needed for construction of proposed improvements. The City's total offer is \$4,200.00 which includes an incentive payment of \$200.00.

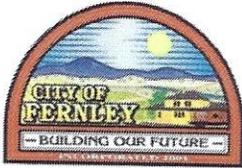
## **Discussed at Prior Meetings**

N/A

## **Attachments:**

CES Reconstruction Project Right-of-Way Offer

*Respectfully Submitted,  
Wayne Workman, Superintendent*



# ATKINS

Member of the SNC-Lavalin Group

October 12, 2021

By Certified Mail RRR #7016 2710 0001 1332 6916

Harman Bains, Director of Business Services  
Lyon County School District  
25 E. Goldfield Avenue  
Yerington, NV 89447-2315

**Letter Presenting Written Offer**  
Project: 2020.005.1  
APN: 021-171-15

Dear Mr. Bains:

The City of Fernley (City) has hired Atkins North America, Inc. as a consultant to assist with the acquisition of additional Right-of-Way for the Cottonwood Lane Reconstruction Project (the Project). In general, the following project improvements will be addressed:

- Reconstruction of a section of Cottonwood Lane, from US-95A to Farm District Rd.
- Water and sanitary sewer infrastructure improvements
- Drainage throughout the corridor
- Reconstruction and/or addition of concrete curb and gutter
- Americans with Disabilities Act (ADA) accessibility improvements
- Improved pedestrian access and connection including new concrete sidewalk
- Improved bicyclist access and connection
- Asphalt pavement preventative maintenance on select sections
- Complete reconstruction of the asphalt pavement in select sections

Public records indicate you are the owner of a parcel of land from which two (2) permanent easements and two (2) temporary construction easements are needed for construction of proposed improvements. With this letter, the City is offering to purchase the property rights described in the enclosed Valuation Summary Statement. The City's total offer is \$4,200.00, which includes an incentive payment of \$200.00, payable if applicable terms and conditions herein are met.

This offer amount is based upon a value finding prepared by Atkins North America, Inc. The basis for the estimated fair market value is summarized within the enclosed Valuation Summary Statement.

This letter is also to serve notice that the City is adopting an incentive-based acquisition program for this project. The City has identified this project as high priority; as a result, the City is offering an incentive to all property owners who choose to execute the Public Highway Agreement and related Easement Deeds to grant the necessary property rights within 21 calendar days of receipt of this Letter Presenting Written Offer.

The incentive payment is considered an offer of compromise and is only applicable if the attached Public Highway Agreement and Deeds are signed and returned to my attention within the 21 calendar day period, no later than 5:00 PM on the 21<sup>st</sup> day.

Also, enclosed is a brochure prepared by the Federal Highway Administration (FHWA) explaining right-of-way acquisition, the plans/map that depicts the parcel being acquired, my business card, the Title VI Brochure with the Title VI Compliance Questionnaire, the Public Highway Agreement and Deeds.

If you have any questions concerning the construction project, the right-of-way plans or the acquisition details, please contact me by phone at (775) 250-7038 or by e-mail at ray.luciani@atkinsglobal.com.

Sincerely,



Ray Luciani  
Sr. Right-of-Way Agent II  
Atkins North America, Inc.

Enclosures

cc: J. Dover, Sr. Project Manager, City of Fernley

VALUATION SUMMARY STATEMENT  
City of Fernley

Owner: LYON COUNTY SCHOOL DISTRICT  
Property Address: 925 Farm District Road, Fernley, NV 89408  
Zoning: RR1 (General Commercial) Total Property Area: 10 Acres  
Present Use: School Highest and Best Use: Commercial  
Date Owner Acquired: August 24, 1989 Consideration Paid by Owner: Unknown  
Documentary Transfer Tax: Exempt #2

Property to be Acquired:  All  Part Including Access Rights:  Yes  No  
Interest to be Acquired:  Fee  Easement  Other

Explain: Acquisition of two (2) permanent easements and two (2) temporary construction easements.

Description of Real Property rights to be acquired (including improvements):

**PE-14A** A Permanent Easement containing 130± square feet, trapezium in shape and located on the northerly property line of the subject property. The easement is required for a new bike path along school frontage.  
130± s.f. @ \$2.10/s.f. @ 50% = \$136.50 \$1,000.00 minimum\*

**PE-14B** A Permanent Easement containing 105± square feet, rectangular in shape and located at the northeast property corner of the subject property. The easement is required for a new bike path along school frontage.  
105± s.f. @ \$2.10/s.f. @ 50% = \$110.25 \$1,000.00 minimum\*

**TCE-15** A Temporary Construction Easement containing 539± square feet, rectangular in shape and located along the northerly property line of the subject property. The easement is required for construction related to new bike path along school frontage.  
539± s.f. @ \$2.10/s.f. @ 10% X 2 years = \$226.38 \$1,000.00 minimum\*

**TCE-16** A Temporary Construction Easement containing 443± square feet, rectangular in shape and located at the northeast corner of the subject property. The easement is required for construction related to new bike path, railing, and slope stabilization.  
443± s.f. @ \$2.10/s.f. @ 10% X 2 years = \$186.06 \$1,000.00 minimum\*

\*For any estimate of value that is less than \$1,000.00, a minimum offer of \$1,000.00 shall be made for each acquisition parcel.

Estimated Fair Market Value of Property to be acquired: \$4,000.00  
Improvements: \$ N/A  
Amount of damages, if any, to remaining property due to City's acquisition: \$ N/A

An analysis of the acquisition and construction considering its advantages and disadvantages results in no damage lawfully compensable to the remaining property.

Incentive Payment, if applicable terms and conditions as outlined in the Public Highway Agreement are met:

\$ 200.00

TOTAL Offer Amount:

**\$4,200.00**

This summary of the basis of the Total Offer Amount provided herein is presented in compliance with Federal and State law. The amount is based on an estimate of Market Value of the property and has been derived from a Value Finding (or Waiver Valuation) prepared by Atkins North America, Inc. for the City of Fernley considering applicable valuation techniques. Valuation of your property is based on an analysis of recent sales of similar property in this locality.



**Lyon County School District  
Board Memo**

**Date:** October 26, 2021  
**To:** Board of School Trustees  
**From:** Wayne Workman, Superintendent  
**Re:** Riverview Sewer and Storm Drain Easement Deed

---

**Recommendation**

That the Board of Trustees authorize the Superintendent to sign the Riverview Elementary School sewer and storm drain easement deed.

**Background Information**

The new easement agreement relocates an existing easement on the Riverview School property to a slightly different location on the school property. The current utility easement was put in place to accommodate sewer and storm drain installation, access (etc.) and the revised location accommodates the same uses.

**Budget Considerations**

N/A

**Discussed at Prior Meetings**

N/A

**Attachments:**

Riverpark Subdivision ALT SS-SD  
Riverview Easement Deed

*Respectfully Submitted,  
Wayne Workman, Superintendent*



**EXHIBIT "A"**

**SANITARY SEWER, STORM DRAIN & ACCESS EASEMENT**

**(NEW LOCATION)**

A STRIP OF LAND, 25 FEET IN WIDTH, BEING A PART OF PARCEL 2 AS SHOWN ON PARCEL MAP FOR RIVERPARK PROPERTIES LLC, FOUND IN DOCUMENT NO. 412656, PUBLIC RECORDS OF LYON COUNTY, NEVADA, SITUATE IN THE WEST HALF (W1/2) OF SECTION 34, TOWNSHIP 17 NORTH, RANGE 22 EAST, MOUNT DIABLO MERIDIAN, SAID STRIP BEING 12.5 FEET WIDE ON BOTH SIDES OF THE FOLLOWING DESCRIBED CENTERLINE:

**COMMENCING** AT THE SOUTHEAST CORNER OF SAID PARCEL 2; **THENCE** SOUTH 59°04'30" WEST, ALONG THE SOUTH BOUNDARY OF SAID PARCEL 2, A DISTANCE OF 69.65 FEET; **THENCE** CONTINUE ALONG SAID SOUTH BOUNDARY, NORTH 07°53'30" WEST, A DISTANCE OF 47.50 FEET; **THENCE** CONTINUE ALONG SAID SOUTH BOUNDARY, SOUTH 68°17'41" WEST, A DISTANCE OF 183.97 FEET; **THENCE** CONTINUE ALONG SAID SOUTH BOUNDARY, SOUTH 69°04'07" WEST, A DISTANCE OF 23.13 FEET TO THE **POINT OF BEGINNING**; **THENCE** NORTH 06°50'21" EAST, A DISTANCE OF 33.51 FEET TO REFERENCE POINT "A"; **THENCE** NORTH 43°56'31" EAST, A DISTANCE OF 303.50 FEET TO THE **POINT OF TERMINUS**.

**TOGETHER WITH** THE FOLLOWING 25 FOOT WIDE STRIP, DESCRIBED BY CENTERLINE:

**BEGINNING** AT REFERENCE POINT "A"; **THENCE** SOUTH 81°40'27" WEST, A DISTANCE OF 500.51 FEET; **THENCE** SOUTH 65°48'06" WEST, A DISTANCE OF 39.35 FEET TO THE **POINT OF TERMINUS**.

THE SIDES OF THE AFOREMENTIONED EASEMENT SHALL BE LENGTHENED OR SHORTENED, AS NECESSARY, IN ORDER TO MAINTAIN A CONTINUOUS STRIP OF LAND, 25 FEET WIDE, THE ENDS OF SAID STRIP CONFORMING TO THE SHAPE OF THE EXISTING BOUNDARIES OF RECORD WHERE THEY INTERSECT.

## EXISTING EASEMENT TO BE RELOCATED

A STRIP OF LAND BEING AN ACCESS AND UTILITY EASEMENT OF RECORD, 25 FEET IN WIDTH, BEING A PART OF PARCEL 2 AS SHOWN ON PARCEL MAP FOR RIVERPARK PROPERTIES LLC, FOUND IN DOCUMENT NO. 412656, PUBLIC RECORDS OF LYON COUNTY, NEVADA, SITUATE IN THE WEST HALF (W1/2) OF SECTION 34, TOWNSHIP 17 NORTH, RANGE 22 EAST, MOUNT DIABLO MERIDIAN, SAID STRIP BEING 12.5 FEET WIDE ON BOTH SIDES OF THE FOLLOWING DESCRIBED CENTERLINE:

**COMMENCING** AT THE SOUTHWEST CORNER OF SAID PARCEL 2; THENCE NORTH 59°05'45" EAST, ALONG THE SOUTH BOUNDARY OF SAID PARCEL 2, A DISTANCE OF 12.82 FEET TO THE **POINT OF BEGINNING**; **THENCE** NORTH 28°51'02" EAST, A DISTANCE OF 280.41 FEET TO REFERENCE POINT "A"; **THENCE** NORTH 65°48'06" EAST, A DISTANCE OF 482.10 FEET TO THE **POINT OF TERMINUS**.

**TOGETHER WITH** THE FOLLOWING 25 FOOT WIDE STRIP, DESCRIBED BY CENTERLINE:

**BEGINNING** AT REFERENCE POINT "A"; **THENCE** SOUTH 65°48'06" WEST, A DISTANCE OF 318.75 FEET TO THE **POINT OF TERMINUS**.

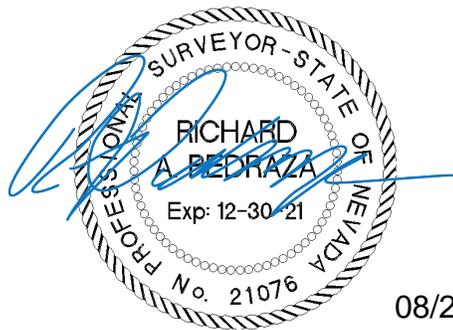
**BEARING BASIS:** THE NORTH LINE OF THE WEST HALF (W1/2) OF SECTION 34, TOWNSHIP 17 NORTH, RANGE 22 EAST, MOUNT DIABLO MERIDIAN, IS ASSUMED TO BEAR NORTH 89°27'01" WEST AND ALL BEARINGS CITED HEREON ARE RELATIVE THERETO. ALL CITED BEARINGS ARE BASED ON THE NORTH AMERICAN DATUM OF 1983, 94 ADJUSTMENT (NAD 83/94). BEARINGS ARE EXPRESSED IN DEGREES, MINUTES AND SECONDS. DISTANCES ARE EXPRESSED IN FEET AND DECIMAL PARTS THEREOF

**SURVEYOR'S CERTIFICATE:** I HEREBY CERTIFY THAT THE ATTACHED DESCRIPTION (AND THE SKETCH IT CORRESPONDS TO) WAS PREPARED BY ME OR UNDER MY DIRECT SUPERVISION AND IS ACCURATE TO THE BEST OF MY KNOWLEDGE AND BELIEF.

Richard A. Pedraza  
Nevada PLS 21076



241 Ridge Street, Suite 400  
Reno, Nevada 89501  
(775) 746-3500



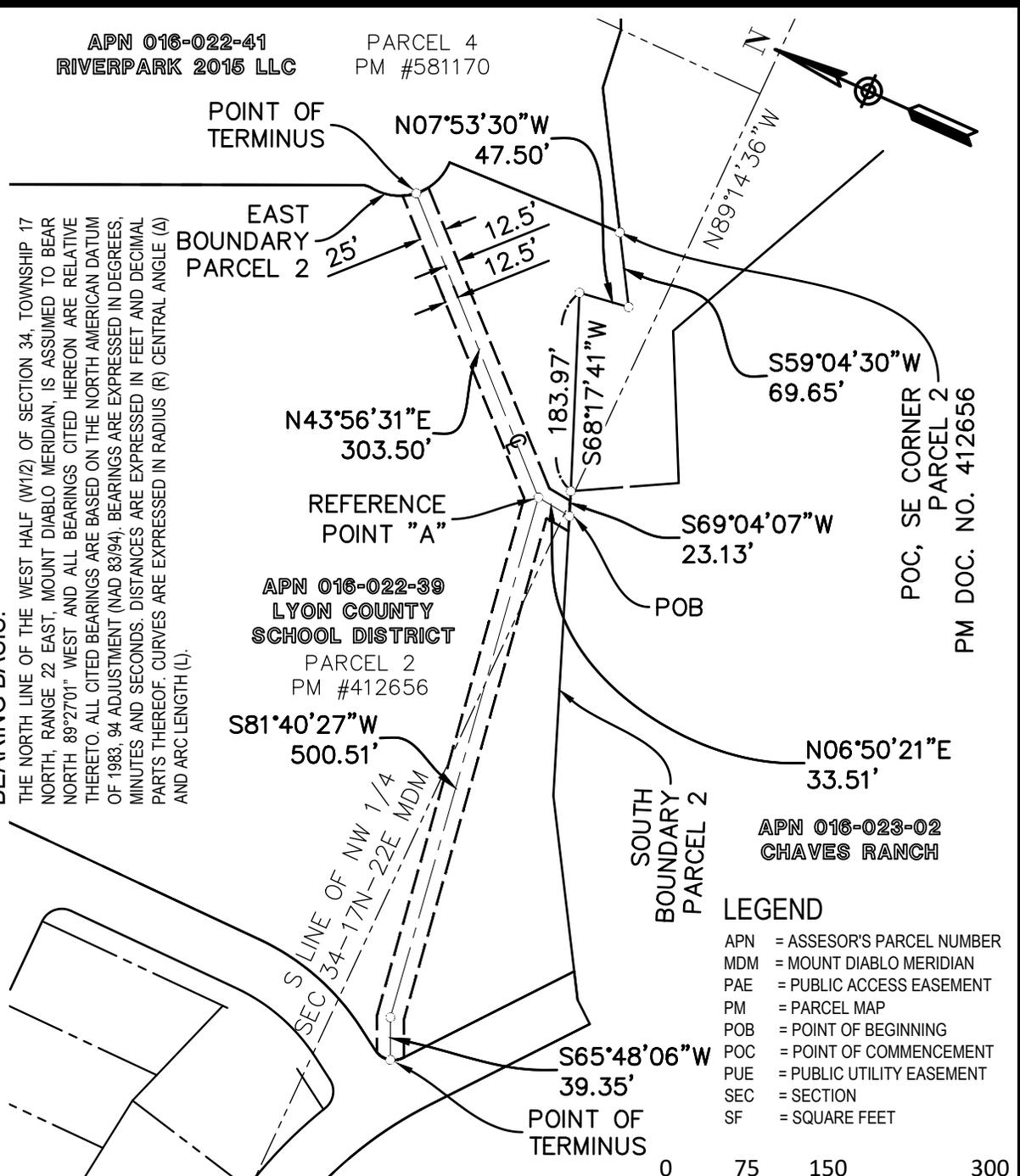
08/24/2021

APN 016-022-41  
RIVERPARK 2016 LLC

PARCEL 4  
PM #581170

**BEARING BASIS:**

THE NORTH LINE OF THE WEST HALF (W1/2) OF SECTION 34, TOWNSHIP 17 NORTH, RANGE 22 EAST, MOUNT DIABLO MERIDIAN, IS ASSUMED TO BEAR NORTH 89°27'01" WEST AND ALL BEARINGS CITED HEREON ARE RELATIVE THERETO. ALL CITED BEARINGS ARE BASED ON THE NORTH AMERICAN DATUM OF 1983, 94 ADJUSTMENT (NAD 83/94). BEARINGS ARE EXPRESSED IN DEGREES, MINUTES AND SECONDS. DISTANCES ARE EXPRESSED IN FEET AND DECIMAL PARTS THEREOF. CURVES ARE EXPRESSED IN RADIUS (R) CENTRAL ANGLE (Δ) AND ARC LENGTH (L).



**EXHIBIT A1**

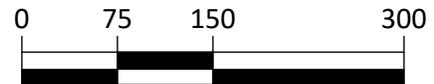
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241 Ridge Street, Suite 400, Reno, NV 89501 ph:775.746.3500 fx:775.746.3520 manhard.com  
Civil Engineers | Surveyors | Water Resource Engineers | Water & Waste Water Engineers  
Construction Managers | Environmental Scientists | Landscape Architects | Planners

**LEGEND**

- APN = ASSESSOR'S PARCEL NUMBER
- MDM = MOUNT DIABLO MERIDIAN
- PAE = PUBLIC ACCESS EASEMENT
- PM = PARCEL MAP
- POB = POINT OF BEGINNING
- POC = POINT OF COMMENCEMENT
- PUE = PUBLIC UTILITY EASEMENT
- SEC = SECTION
- SF = SQUARE FEET



SCALE: 1"=150'

RIVERPARK 17B & 18 (OFFSITE)

LYON COUNTY

SEWER, STORM & ACCESS ESMT

PM: RAP  
DRAWN: RAP  
DATE: 08-24-21  
SCALE: 1"=150'

SHEET

**1** OF **2**

CWRLCNV01

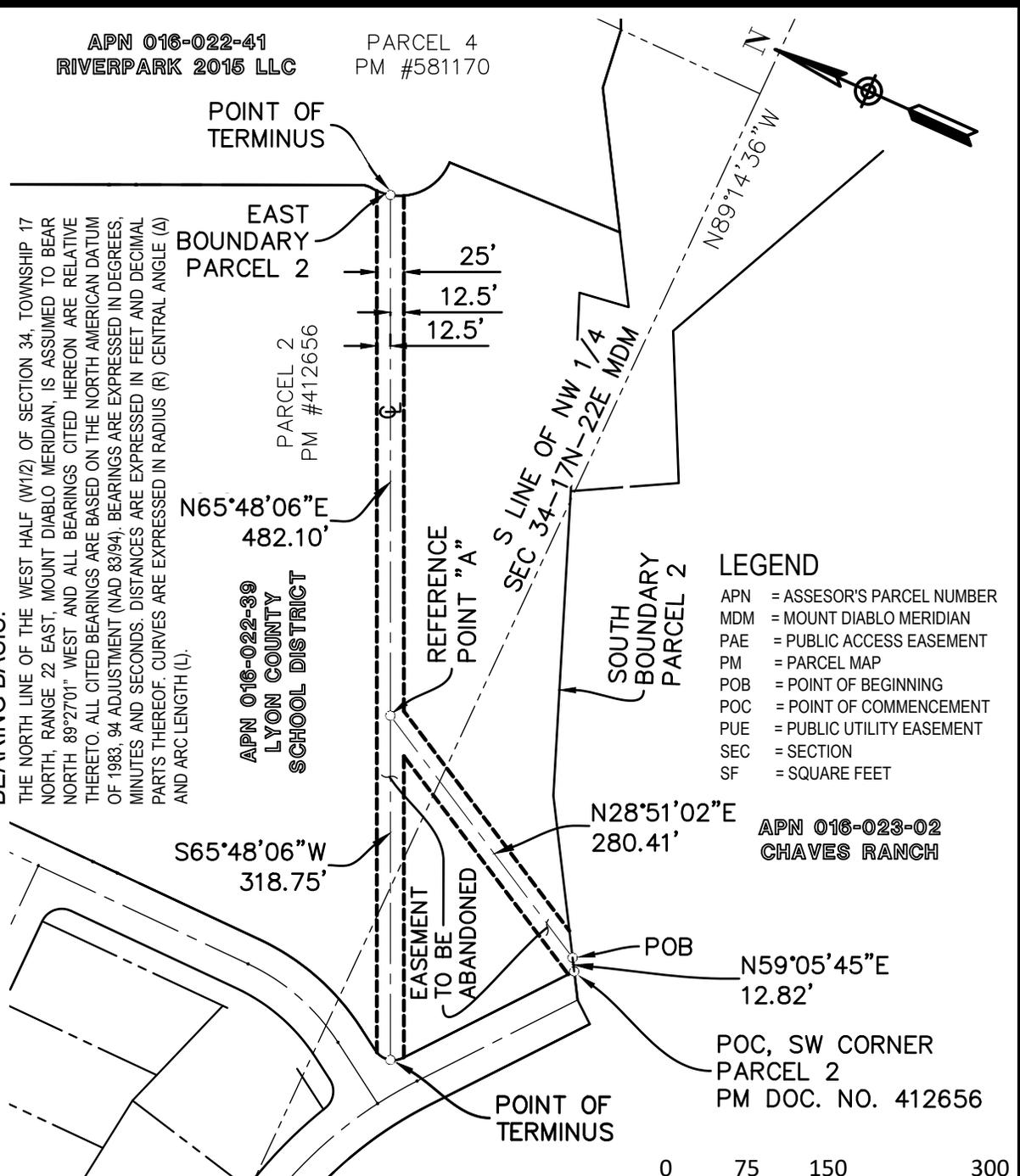
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APN 016-022-41  
RIVERPARK 2015 LLC

PARCEL 4  
PM #581170

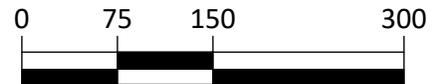
**BEARING BASIS:**

THE NORTH LINE OF THE WEST HALF (W1/2) OF SECTION 34, TOWNSHIP 17 NORTH, RANGE 22 EAST, MOUNT DIABLO MERIDIAN, IS ASSUMED TO BEAR NORTH 89°27'01" WEST AND ALL BEARINGS CITED HEREON ARE RELATIVE THERETO. ALL CITED BEARINGS ARE BASED ON THE NORTH AMERICAN DATUM OF 1983, 94 ADJUSTMENT (NAD 83/94). BEARINGS ARE EXPRESSED IN DEGREES, MINUTES AND SECONDS. DISTANCES ARE EXPRESSED IN FEET AND DECIMAL PARTS THEREOF. CURVES ARE EXPRESSED IN RADIUS (R) CENTRAL ANGLE (Δ) AND ARC LENGTH (L).



**LEGEND**

- APN = ASSESSOR'S PARCEL NUMBER
- MDM = MOUNT DIABLO MERIDIAN
- PAE = PUBLIC ACCESS EASEMENT
- PM = PARCEL MAP
- POB = POINT OF BEGINNING
- POC = POINT OF COMMENCEMENT
- PUE = PUBLIC UTILITY EASEMENT
- SEC = SECTION
- SF = SQUARE FEET



SCALE: 1"=150'

**EXHIBIT A2**

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241 Ridge Street, Suite 400, Reno, NV 89501 ph:775.746.3500 fx:775.746.3520 manhard.com  
Civil Engineers | Surveyors | Water Resource Engineers | Water & Waste Water Engineers  
Construction Managers | Environmental Scientists | Landscape Architects | Planners

RIVERPARK 17B & 18 (OFFSITE)

LYON COUNTY

SEWER, STORM & ACCESS ESMT

PM:	RAP	SHEET	
DRAWN:	RAP	2	OF
DATE:	08-24-21		
SCALE:	1"=150'	CWRLCNV01	

Dwg Name: P:\Cwrlcnv01\dwg\Surv\Final Drawings\Exhibits\Surv\X\_CWRLCNV01\_SDE\_1.dwg Updated By: RPedraza 18:05

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# LYON COUNTY SCHOOL DISTRICT VOUCHER

Voucher No: 1038      Voucher Date: 09/16/2021      Prepared By: \_\_\_\_\_

*Printed: 10/19/2021 10:48:15 AM*

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LYON COUNTY SCHOOL DISTRICT is hereby authorized to draw warrants against LYON COUNTY SCHOOL DISTRICT funds for the sum of \$20,692.42 on account of obligations incurred for value received in services and for materials as shown below for period July 1, 2021 to June 30, 2022 (period cannot overlap fiscal year end.)

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

---

Holly Villines      President

---

Phil Cowee      Clerk

---

Kimber LA Crabtree      Member

---

Barbara Jones      Member

---

Sherry Parsons      Member

---

Bridget Peterson      Member

---

Neal E. McIntyre      Member

LYON COUNTY SCHOOL DISTRICT

---

Fund		Amount
100	General Fund	\$15,600.88
250	Special Education	\$1,367.91
280	Federal Funds	\$3,723.63
		<hr/>
		\$20,692.42

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1038

09/16/2021

Fiscal Year: 2021-2022

Vendor Remit Name	Vendor #	Account	Description	Amount
AMAZON BUSINESS				
		100.101.0000.000.2320.610.10000.00.00 Check #: 204278	General Supplies	\$62.52
		100.101.0000.000.2510.610.10000.00.00 Check #: 204278	General Supplies	\$46.97
		100.104.0000.000.2213.610.10000.00.00 Check #: 204278	General Supplies	\$16.99
		100.108.0000.000.2620.610.10000.00.00 Check #: 204278	General Supplies	\$115.97
		100.108.0000.000.2630.610.10000.00.00 Check #: 204278	General Supplies	\$98.42
		100.122.0000.000.2130.610.10202.10.00 Check #: 204278	General Supplies	\$109.99
		100.122.0000.000.2620.610.10202.10.00 Check #: 204278	General Supplies	\$203,19 215
		100.122.0000.100.1000.610.10202.10.00 Check #: 204278	General Supplies	\$710.44
		100.123.0000.100.1000.610.10203.10.00 Check #: 204278	General Supplies	\$59.98
		100.126.0000.000.2120.610.10206.10.00 Check #: 204278	General Supplies	\$71.05
		100.126.0000.100.1000.610.10206.10.00 Check #: 204278	General Supplies	\$1,344.57
		100.126.0000.100.1000.640.10206.10.00 Check #: 204278	Books and Periodicals	\$56.75
		100.127.0000.000.2130.610.10210.10.00 Check #: 204278	General Supplies	\$94.38
		100.127.0000.000.2620.610.10210.10.00 Check #: 204278	General Supplies	\$399.99
		100.128.0000.100.1000.610.10211.10.00 Check #: 204278	General Supplies	\$8.40
		100.129.0000.000.2410.610.10209.10.00 Check #: 204278	General Supplies	\$449.88

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1038

09/16/2021

Fiscal Year: 2021-2022

Vendor Remit Name	Vendor #	Account	Description	Amount
		100.129.0000.000.2410.650.10209.10.00 Check #: 204278	Supplies-Information Technology-related	\$13.49
		100.129.0000.000.2620.610.10209.10.00 Check #: 204278	General Supplies	\$119.99
		100.129.0000.100.1000.610.10209.10.00 Check #: 204278	General Supplies	\$3,298.12
		100.129.0000.100.1000.640.10209.10.00 Check #: 204278	Books and Periodicals	\$364.32
		100.133.0000.000.2410.610.10303.10.00 Check #: 204278	General Supplies	\$165.95
		100.134.0000.000.2410.610.10304.20.00 Check #: 204278	General Supplies	\$1,317.46
		100.134.0000.100.1000.610.10304.20.00 Check #: 204278	General Supplies	\$1,893.36
		100.161.0000.000.2620.610.10601.32.00 Check #: 204278	General Supplies	\$164.75
		100.161.0000.100.1000.610.10601.32.00 Check #: 204278	General Supplies	\$2,747.22
		100.161.0000.192.1000.610.10601.32.00 Check #: 204278	General Supplies	\$104.20
		100.161.0000.196.1000.610.10601.32.00 Check #: 204278	General Supplies	\$567.57
		100.163.0000.196.1000.610.10603.32.00 Check #: 204278	General Supplies	\$463.91
		100.164.0000.000.2620.610.10604.32.00 Check #: 204278	General Supplies	\$303.90
		100.164.0000.100.1000.610.10604.32.00 Check #: 204278	General Supplies	\$23.99
		100.165.0000.000.2410.610.10605.32.00 Check #: 204278	General Supplies	\$203.16
		250.123.0000.200.1000.610.10203.10.00 Check #: 204278	General Supplies	\$262.29
		250.129.0000.200.1000.610.10209.10.00 Check #: 204278	General Supplies	\$775.25

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1038

09/16/2021

Fiscal Year: 2021-2022

Vendor Remit Name	Vendor #	Account	Description	Amount
		250.161.0000.200.1000.610.10601.32.00	General Supplies Check #: 204278	\$330.37
		280.633.0000.000.2100.610.10304.20.00	FY18 Title IA SSMS Budget Load Check #: 204278	\$177.43
		280.633.0000.000.3300.610.10201.10.00	General Supplies Check #: 204278	\$253.77
		280.633.0000.000.3300.610.10304.20.00	FY18 Title IA SSMS Budget Load Check #: 204278	\$694.99
		280.709.0000.000.2213.100.10000.00.00	FY21 Grants Budget Loads – Title IIA Check #: 204278	\$353.04
		280.742.0000.100.1000.610.10206.10.00	General Supplies Check #: 204278	\$113.69
		280.742.0000.100.1000.610.10210.10.00	General Supplies Check #: 204278	\$107.94
		280.742.0000.100.1000.610.10304.20.00	General Supplies Check #: 204278	\$59.09
		280.742.0000.100.1000.610.10601.32.00	General Supplies Check #: 204278	\$89.95
		280.742.0000.200.1000.610.10000.00.00	General Supplies Check #: 204278	\$129.90
		280.742.0000.440.1000.610.10203.10.00	General Supplies Check #: 204278	\$1,743.83
			Vendor Total:	<u>\$20,692.42</u>
			Grand Total:	<u>\$20,692.42</u>

End of Report

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# LYON COUNTY SCHOOL DISTRICT VOUCHER

Voucher No: 1069      Voucher Date: 09/23/2021      Prepared By: \_\_\_\_\_

Printed: 10/19/2021 10:49:22 AM

---

LYON COUNTY SCHOOL DISTRICT is hereby authorized to draw warrants against LYON COUNTY SCHOOL DISTRICT funds for the sum of \$218,762.07 on account of obligations incurred for value received in services and for materials as shown below for period July 1, 2021 to June 30, 2022 (period cannot overlap fiscal year end.)

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

---

Holly Villines      President

---

Phil Cowee      Clerk

---

Kimber LA Crabtree      Member

---

Barbara Jones      Member

---

Sherry Parsons      Member

---

Bridget Peterson      Member

---

Neal E. McIntyre      Member

LYON COUNTY SCHOOL DISTRICT

---

Fund		Amount
100	General Fund	\$69,852.67
230	Adult Education	\$34.10
250	Special Education	\$960.00
280	Federal Funds	\$93,361.99
285	Medicaid Funds	\$51,864.10
290	Food Service Funds	\$2,689.21
		<hr/>
		\$218,762.07

## Lyon County School District

### Voucher Supplement Account Summary

Voucher Batch Number: 1069

09/23/2021

Fiscal Year: 2021-2022

Vendor Remit Name	Vendor #	Account	Description	Amount
A T & T MONTHLY STATEMENT	99712	100.134.0000.000.2410.533.10304.20.00	Telephone – Land Line phone services	\$100.95
		Check #: 204279		
			Vendor Total:	\$100.95
ADVANCED CHILD BEHAVIOR SOLUTIONS,LLC	102918	280.639.0000.200.2240.340.10000.00.00	Other Professional Services	\$7,340.20
		Check #: 204280		
			Vendor Total:	\$7,340.20
ADVANCED CLASSROOM TECH	102814	280.633.0000.000.2100.652.10305.31.00	Inventoried Supplies/Equipment – IT Related	\$15,620.00
		Check #: 204281	<\$5000	
			Vendor Total:	\$15,620.00
ALL ABOUT VISION, LLC	94550	250.105.0000.200.2155.340.10000.00.00	Other Professional Services	\$960.00
		Check #: 204282		
			Vendor Total:	\$960.00
AUTO & TRUCK ELECTRIC,INC	1382	100.170.0000.000.2730.614.10000.00.00	Parts	\$1,290.00
		Check #: 204283		
			Vendor Total:	\$1,290.00
BOYS & GIRLS CLUB OF MASON VALLEY	97650	280.767.0000.000.2100.340.10201.10.00	FY21 Grant Budget Load– 21 st CCLC	\$4,693.66
		Check #: 204284		
		280.767.0000.000.2100.340.10202.10.00	FY21 Grant Budget Load– 21 st CCLC	\$8,170.84
		Check #: 204284		
		280.767.0000.000.2100.340.10205.10.00	FY21 Grant Budget Load– 21 st CCLC	\$3,396.36
		Check #: 204284		
		280.767.0000.000.2100.340.10210.10.00	FY21 Grant Budget Load– 21 st CCLC	\$1,356.00
		Check #: 204284		
		280.767.0000.000.2100.340.10211.10.00	FY21 Grant Budget Load– 21 st CCLC	\$1,364.46
		Check #: 204284		

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1069

09/23/2021

Fiscal Year: 2021-2022

Vendor Remit Name	Vendor #	Account	Description	Amount
		280.767.0000.000.2700.510.10000.00.00	Student Transportation Services	\$225.10
		Check #: 204284		
		280.767.0000.100.1000.610.10201.10.00	General Supplies	\$1,846.66
		Check #: 204284		
		280.767.0000.100.1000.610.10202.10.00	General Supplies	\$1,436.40
		Check #: 204284		
			Vendor Total:	\$22,489.48
BOYS & GIRLS CLUB OF TRUCKEE MEADOWS	102901			
		280.767.0000.000.2100.340.10203.10.00	FY21 Grant Budget Load- 21st CCLC	\$16,671.03
		Check #: 204285		
		280.767.0000.000.2100.340.10206.10.00	FY21 Grant Budget Load- 21st CCLC	\$4,615.38
		Check #: 204285		
		280.767.0000.000.2100.340.10209.10.00	FY21 Grant Budget Load- 21st CCLC	\$4,984.89
		Check #: 204285		220
			Vendor Total:	\$26,271.30
BRADY INDUSTRIES				
		100.123.0000.000.2620.610.10203.10.00	General Supplies	\$178.59
		Check #: 204286		
		100.133.0000.000.2620.610.10303.10.00	General Supplies	\$61.18
		Check #: 204286		
			Vendor Total:	\$239.77
BUSWEST				
		100.170.0000.000.2730.614.10000.00.00	Parts	\$113.49
		Check #: 204287		
			Vendor Total:	\$113.49
CARSON VALLEY OIL	3380			
		100.170.0000.000.2730.626.10000.00.00	Gasoline	\$2,320.70
		Check #: 204288		
			Vendor Total:	\$2,320.70
CLARK, STEPHANIE ANN				
		280.688.0000.000.2700.510.10000.00.00	Student Transportation Services	\$286.30
		Check #: 204289		

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1069

09/23/2021

Fiscal Year: 2021-2022

Vendor Remit Name	Vendor #	Account	Description	Amount
				Vendor Total:
CONNECTIONS SPEECH&LANGUAGE SERVICES LLC				\$286.30
		285.781.0000.200.2150.340.10000.00.00	Other Professional Services	\$16,812.00
		Check #: 204290		
				Vendor Total:
CURRICULUM ASSOC INC	4800			\$16,812.00
		100.127.0000.100.1000.610.10210.10.00	General Supplies	\$191.52
		Check #: 204291		
				Vendor Total:
DECKER, INC.	5403			\$191.52
		100.136.0000.000.2620.610.10208.31.00	General Supplies	\$1,693.87
		Check #: 204292		
		100.163.0000.000.2410.610.10603.32.00	General Supplies	\$15226
		Check #: 204292		
				Vendor Total:
DEPARTMENT OF PUBLIC SAFETY	14394			\$1,851.63
		100.102.0000.000.2570.340.10000.00.00	Other Professional Services	\$684.25
		Check #: 204293		
				Vendor Total:
DIVISION OF INSURANCE	5681			\$684.25
		100.102.0000.000.2570.270.10000.00.00	Workers" Compensation	\$1,127.50
		Check #: 204294		
				Vendor Total:
EBS HEALTHCARE				\$1,127.50
		285.781.0000.200.2150.340.10000.00.00	Other Professional Services	\$6,382.50
		Check #: 204295		
		285.781.0000.200.2150.340.10206.10.00	Other Professional Services	\$5,336.00
		Check #: 204295		
				Vendor Total:
ESCHAT				\$11,718.50

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1069

09/23/2021

Fiscal Year: 2021-2022

Vendor Remit Name	Vendor #	Account	Description	Amount
		100.170.0000.000.2710.651.10000.00.00 Check #: 204296	Supplies – Technology – Software	\$6,896.64
ESENTIA SYSTEMS, INC	98182		Vendor Total:	\$6,896.64
		100.161.0000.000.2410.610.10601.32.00 Check #: 204297	General Supplies	\$1,391.45
ESTRADA, HAILEY MARIE			Vendor Total:	\$1,391.45
		280.688.0000.000.2100.610.10000.00.00 Check #: 204298	General Supplies	\$184.68
GARDNER, MARK			Vendor Total:	\$184.68
		280.633.0000.000.2100.610.10211.10.00 Check #: 204299	General Supplies	\$2,714.00 222
HI TECH COMMERCIAL SERVICE	94855		Vendor Total:	\$2,714.00
		290.184.0000.000.3100.430.10000.00.00 Check #: 204300	Repairs and Maintenance Services	\$1,475.52
HODGE PRODUCTS INC			Vendor Total:	\$1,475.52
		100.164.0000.194.1000.610.10604.32.00 Check #: 204301	General Supplies	\$1,896.98
HP INC			Vendor Total:	\$1,896.98
		100.161.0000.371.1000.610.10601.32.00 Check #: 204302	General Supplies	\$100.00
INFINISOURCE, INC.	99766		Vendor Total:	\$100.00
		100.102.0000.000.2570.340.10000.00.00 Check #: 204303	Other Professional Services	\$2,347.80
			Vendor Total:	\$2,347.80

## Lyon County School District

### Voucher Supplement Account Summary

Voucher Batch Number: 1069

09/23/2021

Fiscal Year: 2021-2022

Vendor Remit Name	Vendor #	Account	Description	Amount
INLAND LEASING				
		290.182.0000.000.3100.442.10000.00.00	Rental of Equipment and Vehicles Check #: 204304	\$370.63
		290.184.0000.000.3100.442.10000.00.00	Rental of Equipment and Vehicles Check #: 204304	\$370.63
		290.185.0000.000.3100.442.10000.00.00	Rental of Equipment and Vehicles Check #: 204304	\$370.63
			Vendor Total:	\$1,111.89
INLAND SUPPLY CO., INC.	10000			
		100.121.0000.000.2620.610.10201.10.00	General Supplies Check #: 204305	\$1,064.04
		100.122.0000.000.2620.610.10202.10.00	General Supplies Check #: 204305	\$1,241.79
		100.123.0000.000.2620.610.10203.10.00	General Supplies Check #: 204305	\$1,794.49
		100.126.0000.000.2620.610.10206.10.00	General Supplies Check #: 204305	\$198.15
		100.132.0000.000.2620.610.10302.20.00	General Supplies Check #: 204305	\$224.94
		100.133.0000.000.2620.610.10303.10.00	General Supplies Check #: 204305	\$1,820.45
		100.135.0000.000.2620.610.10305.31.00	General Supplies Check #: 204305	\$228.00
		100.136.0000.000.2620.610.10208.31.00	General Supplies Check #: 204305	\$377.16
		100.136.0000.000.2630.610.10208.31.00	General Supplies Check #: 204305	\$327.00
		100.161.0000.000.2620.610.10601.32.00	General Supplies Check #: 204305	\$1,076.31
		100.162.0000.000.2620.610.10602.50.00	General Supplies Check #: 204305	\$991.44
		100.163.0000.000.2620.610.10603.32.00	General Supplies Check #: 204305	\$4,175.33

## Lyon County School District

### Voucher Supplement Account Summary

Voucher Batch Number: 1069

09/23/2021

Fiscal Year: 2021-2022

Vendor Remit Name	Vendor #	Account	Description	Amount
			Vendor Total:	\$13,519.10
JUNIOR LIBRARY GUILD	95920	100.164.0000.000.2220.640.10604.32.00	Books and Periodicals	\$2,430.70
		Check #: 204306		
			Vendor Total:	\$2,430.70
KENT'S SUPPLY		100.108.0000.000.2620.610.10303.10.00	General Supplies	\$35.66
		Check #: 204307		
			Vendor Total:	\$35.66
KNECHT, RACHEL		280.767.0000.000.2200.340.10000.00.00	Other Professional Services	\$800.00
		Check #: 204308		
			Vendor Total:	\$800.00
LOGMEIN USA, INC		280.709.0000.000.2213.651.10000.00.00	FY18 Title IIA Budget Load AMENDMENT	\$399.00
		Check #: 204309		
			Vendor Total:	\$399.00
LORENTZ, SAMANTHA M		100.102.0000.000.2570.334.10000.00.00	Training & Development – Admin Non-Licensed	\$150.00
		Check #: 204310		
			Vendor Total:	\$150.00
LOWE'S BUSINESS ACCOUNT	11835	100.108.0000.000.2620.610.10000.00.00	General Supplies	\$17.68
		Check #: 204311		
		100.108.0000.000.2620.610.10303.10.00	General Supplies	\$79.24
		Check #: 204311		
		100.126.0000.000.2620.610.10206.10.00	General Supplies	\$183.37
		Check #: 204311		
		100.133.0000.000.2620.610.10303.10.00	General Supplies	\$23.25
		Check #: 204311		
		100.165.0000.000.2620.610.10605.32.00	General Supplies	\$50.10
		Check #: 204311		

## Lyon County School District

### Voucher Supplement Account Summary

Voucher Batch Number: 1069

09/23/2021

Fiscal Year: 2021-2022

Vendor Remit Name	Vendor #	Account	Description	Amount
			Vendor Total:	\$353.64
LYON COUNTY SCHOOL DIST._99346	99346	100.107.0000.000.2580.442.10000.00.00	Rental of Equipment and Vehicles	\$751.72
		Check #: 204312		
			Vendor Total:	\$751.72
M.F. BARCELLOS, INC	1560	100.170.0000.000.2730.613.10000.00.00	Oil & Lubricants	\$790.00
		Check #: 204313		
		100.170.0000.000.2730.626.10000.00.00	Gasoline	\$6,002.65
		Check #: 204313		
			Vendor Total:	\$6,792.65
MARY WHITESELL		290.185.1611.000.0000.000.10000.00.00	Daily Sales-School Lunch Program	\$101.80
		Check #: 204314		225
			Vendor Total:	\$101.80
MOBILE DEFENDERS		100.164.0000.100.1000.610.10604.32.00	General Supplies	\$59.99
		Check #: 204315		
			Vendor Total:	\$59.99
NAPA AUTO & TRUCK PARTS_99614	99614	100.129.0000.000.2620.610.10209.10.00	General Supplies	\$140.09
		Check #: 204316		
		100.170.0000.000.2730.614.10000.00.00	Parts	\$64.16
		Check #: 204316		
			Vendor Total:	\$204.25
OASIS ONLINE		100.107.0000.000.2580.352.10000.00.00	Other Technical Services	\$16,500.00
		Check #: 204317		
			Vendor Total:	\$16,500.00
PRESENCE LEARNING, INC		285.781.0000.200.2150.340.10000.00.00	Other Professional Services	\$11,250.00
		Check #: 204318		

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1069

09/23/2021

Fiscal Year: 2021-2022

Vendor Remit Name	Vendor #	Account	Description	Amount
				Vendor Total:
PROCARE THERAPY				\$11,250.00
		280.639.0000.200.1000.340.10305.31.00	Other Professional Services	\$1,380.00
		Check #: 204319		
		285.781.0000.200.2150.340.10211.10.00	Other Professional Services	\$10,958.60
		Check #: 204319		
				Vendor Total:
RALEY'S				\$12,338.60
		280.633.0000.000.2100.610.10000.00.00	General Supplies	\$172.96
		Check #: 204320		
				Vendor Total:
REFRIGERATION SUPPLIES DISTRIBUTOR	96586			\$172.96
		100.108.0000.000.2620.610.10000.00.00	General Supplies	\$378.70
		Check #: 204321		226
		100.108.0000.000.2620.610.10604.32.00	General Supplies	\$414.28
		Check #: 204321		
				Vendor Total:
ROBIN L. TITUS	102690			\$792.98
		285.781.0000.200.2321.340.10000.00.00	Other Professional Services	\$1,125.00
		Check #: 204322		
				Vendor Total:
SAVVAS LEARNING CO.				\$1,125.00
		280.741.0000.100.1000.653.10000.00.00	Web-based and similar programs	\$6,598.61
		Check #: 204323		
				Vendor Total:
SOLIANT HEALTH, LLC				\$6,598.61
		280.639.0000.200.2140.340.10000.00.00	Other Professional Services	\$8,508.50
		Check #: 204324		
				Vendor Total:
SOLIDPROFESSOR				\$8,508.50
		100.104.0000.000.2210.651.10000.00.00	Supplies - Technology - Software	\$4,500.00
		Check #: 204325		

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1069

09/23/2021

Fiscal Year: 2021-2022

Vendor Remit Name	Vendor #	Account	Description	Amount
			Vendor Total:	\$4,500.00
TEAM SPORTS INK	20600	280.742.0000.440.1000.610.10208.31.00	General Supplies	\$300.00
		Check #: 204326		
			Vendor Total:	\$300.00
THE SCHOOL COUNSELOR'S ADVOCATE		100.104.0000.100.1000.653.10000.00.00	Web-based and similar programs	\$1,667.25
		Check #: 204327		
			Vendor Total:	\$1,667.25
THOM, CARLY		280.639.0000.200.1000.519.10000.00.00	Student Transportation Purchased From	\$296.96
		Check #: 204328	Other Source	
			Vendor Total:	<del>\$296.96</del>
TROPHY HOUSE PROS		100.136.0000.920.1000.810.10208.31.00	Dues and Fees	\$352.88
		Check #: 204329		
			Vendor Total:	\$352.88
ULINE	102057	100.121.0000.000.2620.610.10201.10.00	General Supplies	\$396.19
		Check #: 204330		
			Vendor Total:	\$396.19
WALKER LAKE DISPOSAL INC.	102157	100.108.0000.000.2620.421.10305.31.00	Garbage / Disposal	\$500.00
		Check #: 204331		
			Vendor Total:	\$500.00
WELLS FARGO VENDOR FINANCIAL SERVICES		230.231.0000.610.1000.351.10000.00.00	Data Processing and Coding Services	\$34.10
		Check #: 204332		
			Vendor Total:	\$34.10
XEROX CORPORATION				

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1069

09/23/2021

Fiscal Year: 2021-2022

Vendor Remit Name	Vendor #	Account	Description	Amount
		100.101.0000.000.2500.442.10000.00.00 Check #: 204333	Rental of Equipment and Vehicles	\$85.34
		100.101.0000.000.2510.430.10000.00.00 Check #: 204333	Repairs and Maintenance Services	\$164.96
		100.106.0000.000.2515.442.10000.00.00 Check #: 204333	Rental of Equipment and Vehicles	\$42.68
Vendor Total:				\$292.98
Grand Total:				\$218,762.07

End of Report

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# LYON COUNTY SCHOOL DISTRICT VOUCHER

Voucher No: 1072      Voucher Date: 09/27/2021      Prepared By: \_\_\_\_\_

Printed: 10/19/2021 10:50:18 AM

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LYON COUNTY SCHOOL DISTRICT is hereby authorized to draw warrants against LYON COUNTY SCHOOL DISTRICT funds for the sum of \$18,167.56 on account of obligations incurred for value received in services and for materials as shown below for period July 1, 2021 to June 30, 2022 (period cannot overlap fiscal year end.)

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

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Holly Villines      President

---

Phil Cowee      Clerk

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Kimber LA Crabtree      Member

---

Barbara Jones      Member

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Sherry Parsons      Member

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Bridget Peterson      Member

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Neal E. McIntyre      Member

LYON COUNTY SCHOOL DISTRICT

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Fund		Amount
100	General Fund	\$13,806.82
250	Special Education	\$160.04
280	Federal Funds	\$4,088.06
290	Food Service Funds	\$112.64
		<hr/> <hr/>
		\$18,167.56

## Lyon County School District

### Voucher Supplement Account Summary

Voucher Batch Number: 1072

09/27/2021

Fiscal Year: 2021-2022

Vendor Remit Name	Vendor #	Account	Description	Amount
AMAZON BUSINESS				
		100.101.0000.000.2510.610.10000.00.00 Check #: 204334	General Supplies	\$78.77
		100.104.0000.000.2210.651.10000.00.00 Check #: 204334	Supplies – Technology – Software	\$294.99
		100.108.0000.000.2620.610.10000.00.00 Check #: 204334	General Supplies	\$79.99
		100.108.0000.000.2630.610.10000.00.00 Check #: 204334	General Supplies	\$91.99
		100.121.0000.100.1000.610.10201.10.00 Check #: 204334	General Supplies	\$209.42
		100.121.0000.100.1000.640.10201.10.00 Check #: 204334	Books and Periodicals	\$35.95
		100.122.0000.000.2130.610.10202.10.00 Check #: 204334	General Supplies	\$439.00 230
		100.122.0000.000.2410.610.10202.10.00 Check #: 204334	General Supplies	\$20.99
		100.122.0000.000.2620.610.10202.10.00 Check #: 204334	General Supplies	\$212.04
		100.125.0000.100.1000.610.10205.10.00 Check #: 204334	General Supplies	\$294.56
		100.126.0000.000.2620.610.10206.10.00 Check #: 204334	General Supplies	\$140.22
		100.126.0000.100.1000.610.10206.10.00 Check #: 204334	General Supplies	\$236.15
		100.126.0000.100.1000.640.10206.10.00 Check #: 204334	Books and Periodicals	\$29.99
		100.128.0000.000.2620.610.10211.10.00 Check #: 204334	General Supplies	\$350.87
		100.128.0000.100.1000.610.10211.10.00 Check #: 204334	General Supplies	\$196.78
		100.133.0000.000.2410.610.10303.10.00 Check #: 204334	General Supplies	\$131.49

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1072

09/27/2021

Fiscal Year: 2021-2022

Vendor Remit Name	Vendor #	Account	Description	Amount
		100.133.0000.100.1000.650.10303.10.00 Check #: 204334	Supplies-Information Technology-related	\$1,194.25
		100.134.0000.100.1000.610.10304.20.00 Check #: 204334	General Supplies	\$38.58
		100.135.0000.000.2410.610.10305.31.00 Check #: 204334	General Supplies	\$45.97
		100.135.0000.100.1000.610.10305.31.00 Check #: 204334	General Supplies	\$118.74
		280.631.0000.371.1000.652.10602.50.00 Check #: 204334	Inventoried Supplies/Equipment - IT Related <\$5000	\$1,399.95
		280.633.0000.000.2100.610.10201.10.00 Check #: 204334	General Supplies	\$667.34
		280.633.0000.000.2100.610.10202.10.00 Check #: 204334	General Supplies	\$48.99
		280.633.0000.000.2100.610.10205.10.00 Check #: 204334	General Supplies	231 \$518.93
		280.633.0000.000.2100.610.10206.10.00 Check #: 204334	General Supplies	\$506.85
		280.633.0000.000.2100.610.10304.20.00 Check #: 204334	FY18 Title IA SSMS Budget Load	\$142.61
		280.633.0000.000.3300.610.10304.20.00 Check #: 204334	FY18 Title IA SSMS Budget Load	\$250.00
		280.709.0000.000.2213.610.10000.00.00 Check #: 204334	General Supplies	\$29.63
		280.709.0000.000.2213.640.10000.00.00 Check #: 204334	Books and Periodicals	\$331.48
		290.180.0000.000.3100.610.10000.00.00 Check #: 204334	General Supplies	\$23.98
			Vendor Total:	\$8,160.50
OFFICE DEPOT	15366	100.101.0000.000.2320.610.10000.00.00 Check #: 204335	General Supplies	\$100.58

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1072

09/27/2021

Fiscal Year: 2021-2022

Vendor Remit Name	Vendor #	Account	Description	Amount
		100.121.0000.100.1000.610.10201.10.00	General Supplies	\$211.23
		Check #: 204335		
		100.125.0000.000.2410.610.10205.10.00	General Supplies	\$505.27
		Check #: 204335		
		100.126.0000.100.1000.610.10206.10.00	General Supplies	\$5,062.56
		Check #: 204335		
		100.128.0000.100.1000.610.10211.10.00	General Supplies	\$93.57
		Check #: 204335		
		100.164.0000.100.1000.610.10604.32.00	General Supplies	\$639.04
		Check #: 204335		
		280.633.0000.000.2100.610.10205.10.00	General Supplies	\$151.99
		Check #: 204335		
			Vendor Total:	\$6,764.24
VERIZON WIRELESS_21703	21703			232
		100.101.0000.000.2510.534.10000.00.00	Telephone – Cell phone services	\$80.02
		Check #: 204336		
		100.101.0000.000.2520.534.10000.00.00	Telephone – Cell phone services	\$38.96
		Check #: 204336		
		100.104.0000.000.2210.534.10000.00.00	Telephone – Cell phone services	\$200.15
		Check #: 204336		
		100.104.0000.000.2210.535.10000.00.00	Data Communications, Internet, Video, T-lines, etc	\$120.03
		Check #: 204336		
		100.107.0000.000.2580.534.10000.00.00	Telephone – Cell phone services	\$566.99
		Check #: 204336		
		100.108.0000.000.2620.534.10000.00.00	Telephone – Cell phone services	\$1,043.98
		Check #: 204336		
		100.125.0000.000.2410.533.10205.10.00	Telephone – Land Line phone services	\$82.07
		Check #: 204336		
		100.170.0000.000.2710.534.10000.00.00	Telephone – Cell phone services	\$821.63
		Check #: 204336		
		250.105.0000.000.2321.535.10000.00.00	Data Communications, Internet, Video, T-lines, etc	\$160.04
		Check #: 204336		

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1072

09/27/2021

Fiscal Year: 2021-2022

Vendor Remit Name	Vendor #	Account	Description	Amount
		280.639.0000.200.1000.535.10000.00.00 Check #: 204336	Data Communications, Internet, Video, T-lines, etc	\$40.29
		290.180.0000.000.3100.534.10000.00.00 Check #: 204336	Telephone - Cell phone services	\$88.66
Vendor Total:				\$3,242.82
Grand Total:				\$18,167.56

End of Report

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# LYON COUNTY SCHOOL DISTRICT VOUCHER

Voucher No: 1075      Voucher Date: 09/29/2021      Prepared By: \_\_\_\_\_

Printed: 10/19/2021 10:51:21 AM

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LYON COUNTY SCHOOL DISTRICT is hereby authorized to draw warrants against LYON COUNTY SCHOOL DISTRICT funds for the sum of \$29,628.06 on account of obligations incurred for value received in services and for materials as shown below for period July 1, 2021 to June 30, 2022 (period cannot overlap fiscal year end.)

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

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Holly Villines      President

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Phil Cowee      Clerk

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Kimber LA Crabtree      Member

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Barbara Jones      Member

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Sherry Parsons      Member

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Bridget Peterson      Member

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Neal E. McIntyre      Member

LYON COUNTY SCHOOL DISTRICT

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Fund		Amount
100	General Fund	\$27,570.10
240	State Grants	\$1,753.98
250	Special Education	\$138.09
280	Federal Funds	\$165.01
285	Medicaid Funds	\$0.88
		<hr/> <hr/>
		\$29,628.06

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1075

09/29/2021

Fiscal Year: 2021-2022

Vendor Remit Name	Vendor #	Account	Description	Amount
LAKESHORE LEARNING MATERIALS	11240	P-Card Payee: COMMERCE BANK		
		100.123.0000.120.1000.610.10203.10.00	General Supplies	\$343.85
		0		
			Vendor Total:	\$343.85
STAPLES ADVANTAGE	99736	P-Card Payee: COMMERCE BANK		
		100.103.0000.300.1000.610.10601.32.00	General Supplies	\$274.67
		0		
		100.104.0000.000.2210.610.10000.00.00	General Supplies	\$60.10
		0		
		100.106.0000.000.2515.610.10000.00.00	General Supplies	\$533.51
		0		
		100.108.0000.000.2620.610.10000.00.00	General Supplies	\$143.08
		0		
		100.122.0000.100.1000.610.10202.10.00	General Supplies	\$3,811.54
		0		
		100.123.0000.000.2410.610.10203.10.00	General Supplies	\$114.04
		0		
		100.123.0000.100.1000.610.10203.10.00	General Supplies	\$189.74
		0		
		100.125.0000.000.2410.610.10205.10.00	General Supplies	\$276.05
		0		
		100.125.0000.000.2620.610.10205.10.00	General Supplies	\$91.92
		0		
		100.126.0000.100.1000.610.10206.10.00	General Supplies	\$1,480.97
		0		
		100.129.0000.000.2120.610.10209.10.00	General Supplies	\$49.56
		0		
		100.129.0000.100.1000.610.10209.10.00	General Supplies	\$190.18
		0		
		100.133.0000.100.1000.610.10303.10.00	General Supplies	\$3,535.82
		0		
		100.134.0000.100.1000.610.10304.20.00	General Supplies	(\$7.03)
		0		
		100.135.0000.000.2410.610.10305.31.00	General Supplies	\$285.46
		0		
		100.135.0000.100.1000.610.10305.31.00	General Supplies	\$6,076.76
		0		

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1075

09/29/2021

Fiscal Year: 2021-2022

Vendor Remit Name	Vendor #	Account	Description	Amount
		240.390.0000.100.2213.610.10000.00.00 0	FY20 GYO-AB309 Budget Load-REVISED	\$1,753.98
		250.105.0000.000.2321.610.10000.00.00 0	General Supplies	\$90.24
		250.105.0000.200.2130.610.10000.00.00 0	General Supplies	\$47.85
		280.639.0000.200.1000.610.10000.00.00 0	General Supplies	\$88.44
		280.688.0000.000.2100.610.10000.00.00 0	General Supplies	\$76.57
		285.781.0000.200.2321.610.10000.00.00 0	General Supplies	\$0.88
			Vendor Total:	\$19,164.33
TAHOE SUPPLY CO.	11238	P-Card Payee: COMMERCE BANK		
		100.125.0000.000.2620.610.10205.10.00 0	General Supplies	\$1,300.57 236
		100.127.0000.000.2620.610.10210.10.00 0	General Supplies	\$644.35
		100.128.0000.000.2620.610.10211.10.00 0	General Supplies	\$702.46
		100.161.0000.000.2620.610.10601.32.00 0	General Supplies	\$3,199.64
		100.164.0000.000.2620.610.10604.32.00 0	General Supplies	\$1,982.48
			Vendor Total:	\$7,829.50
WEDCO INC.	22320	P-Card Payee: COMMERCE BANK		
		100.127.0000.000.2620.422.10210.10.00 0	Janitorial / Custodial Services	\$68.64
			Vendor Total:	\$68.64
WESTERN NEVADA SUPPLY	22580	P-Card Payee: COMMERCE BANK		
		100.135.0000.000.2620.430.10305.31.00 0	Repairs and Maintenance Services	\$559.90
		100.135.0000.000.2620.610.10305.31.00 0	General Supplies	\$467.48
		100.161.0000.000.2620.610.10601.32.00 0	General Supplies	\$365.47

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1075

09/29/2021

Fiscal Year: 2021-2022

Vendor Remit Name	Vendor #	Account	Description	Amount
		100.163.0000.000.2620.610.10603.32.00 0	General Supplies	\$511.92
		100.165.0000.000.2620.610.10605.32.00 0	General Supplies	\$25.20
			Vendor Total:	\$1,929.97
WILLIAM V. MACGILL & CO.	22793	P-Card Payee: COMMERCE BANK		
		100.126.0000.000.2130.610.10206.10.00 0	General Supplies	\$22.17
		100.126.0000.000.2620.610.10206.10.00 0	General Supplies	\$269.60
			Vendor Total:	\$291.77
			Grand Total:	\$29,628.06

End of Report

237

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# LYON COUNTY SCHOOL DISTRICT VOUCHER

Voucher No: 1079      Voucher Date: 09/30/2021      Prepared By: \_\_\_\_\_

Printed: 10/19/2021 10:52:24 AM

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LYON COUNTY SCHOOL DISTRICT is hereby authorized to draw warrants against LYON COUNTY SCHOOL DISTRICT funds for the sum of \$1,116,218.75 on account of obligations incurred for value received in services and for materials as shown below for period July 1, 2021 to June 30, 2022 (period cannot overlap fiscal year end.)

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

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Holly Villines      President

---

Phil Cowee      Clerk

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Kimber LA Crabtree      Member

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Barbara Jones      Member

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Sherry Parsons      Member

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Bridget Peterson      Member

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Neal E. McIntyre      Member

LYON COUNTY SCHOOL DISTRICT

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Fund		Amount
100	General Fund	\$85,848.77
230	Adult Education	\$204.06
240	State Grants	\$10,000.00
250	Special Education	\$165.91
280	Federal Funds	\$177,712.82
290	Food Service Funds	\$15,647.36
340	Governmental Services Tax (GST)	\$15,182.00
360	Bond Issues	\$809,882.83
703	Workers Compensation	\$1,575.00
		<hr/> <hr/>
		\$1,116,218.75

## Lyon County School District

### Voucher Supplement Account Summary

Voucher Batch Number: 1079

09/30/2021

Fiscal Year: 2021-2022

Vendor Remit Name	Vendor #	Account	Description	Amount
A T & T MONTHLY STATEMENT	99712	100.123.0000.000.2410.533.10203.10.00	Telephone – Land Line phone services	\$174.54
		Check #: 204337		
			Vendor Total:	\$174.54
A T & T MONTHLY STATEMENT	99712	100.101.0000.000.2320.533.10000.00.00	Telephone – Land Line phone services	\$1,190.27
		Check #: 204338		
			Vendor Total:	\$1,190.27
A T & T MONTHLY STATEMENT	99712	100.136.0000.000.2410.533.10208.31.00	Telephone – Land Line phone services	\$89.55
		Check #: 204339		
			Vendor Total:	\$89.55
A T & T MONTHLY STATEMENT	99712	100.165.0000.000.2410.533.10605.32.00	Telephone – Land Line phone services	\$104.42
		Check #: 204340		
			Vendor Total:	\$104.42
A T & T MONTHLY STATEMENT	99712	100.164.0000.000.2410.533.10604.32.00	Telephone – Land Line phone services	\$85.11
		Check #: 204341		
			Vendor Total:	\$85.11
A T & T MONTHLY STATEMENT	99712	100.125.0000.000.2410.533.10205.10.00	Telephone – Land Line phone services	\$132.85
		Check #: 204342		
			Vendor Total:	\$132.85
A T & T MONTHLY STATEMENT	99712	100.126.0000.000.2410.533.10206.10.00	Telephone – Land Line phone services	\$54.85
		Check #: 204343		
			Vendor Total:	\$54.85
A T & T MONTHLY STATEMENT	99712	100.121.0000.000.2410.533.10201.10.00	Telephone – Land Line phone services	\$1,180.01
		Check #: 204344		

## Lyon County School District

### Voucher Supplement Account Summary

Voucher Batch Number: 1079

09/30/2021

Fiscal Year: 2021-2022

Vendor Remit Name	Vendor #	Account	Description	Amount
Vendor Total:				\$1,180.01
A T & T MONTHLY STATEMENT	99712	100.128.0000.000.2410.533.10211.10.00	Telephone – Land Line phone services	\$92.81
		Check #: 204345		
Vendor Total:				\$92.81
A T & T MONTHLY STATEMENT	99712	100.128.0000.000.2410.533.10211.10.00	Telephone – Land Line phone services	\$89.61
		Check #: 204346		
Vendor Total:				\$89.61
ADVANCED INTEGRATED PEST MANAGEMENT		100.121.0000.000.2620.422.10201.10.00	Janitorial / Custodial Services	\$129.00
		Check #: 204347		
Vendor Total:				\$129.00
ALHAMBRA WATER	97540	100.104.0000.000.2210.615.10000.00.00	Snacks, Food & Beverages	\$15.98
		Check #: 204348		
		290.180.0000.000.3100.610.10000.00.00	General Supplies	\$73.41
		Check #: 204348		
Vendor Total:				\$89.39
AMAZON BUSINESS		100.126.0000.000.2410.610.10206.10.00	General Supplies	\$243.10
		Check #: 204349		
		100.126.0000.100.1000.610.10206.10.00	General Supplies	\$2,127.59
		Check #: 204349		
		100.132.0000.100.1000.610.10302.20.00	General Supplies	\$109.41
		Check #: 204349		
		100.132.0000.920.1000.610.10302.20.00	General Supplies	\$52.38
		Check #: 204349		
		100.133.0000.000.2410.610.10303.10.00	General Supplies	\$43.92
		Check #: 204349		
		100.135.0000.100.1000.610.10305.31.00	General Supplies	\$136.05
		Check #: 204349		

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1079

09/30/2021

Fiscal Year: 2021-2022

Vendor Remit Name	Vendor #	Account	Description	Amount
		100.170.0000.000.2710.614.10000.00.00	Parts	\$292.56
		Check #: 204349		
		250.129.0000.200.1000.610.10209.10.00	General Supplies	\$165.91
		Check #: 204349		
		280.633.0000.000.2100.610.10302.20.00	General Supplies	\$484.41
		Check #: 204349		
		280.633.0000.000.2100.610.10305.31.00	FY21 Grants Budget Loads–Title I	\$91.86
		Check #: 204349		
		280.742.0000.100.1000.610.10209.10.00	General Supplies	\$89.95
		Check #: 204349		
		280.742.0000.440.1000.610.10203.10.00	General Supplies	\$1,274.83
		Check #: 204349		
			Vendor Total:	\$5,111.97
ARAMARK UNIFORM SERVICES				241
		100.121.0000.000.2620.422.10201.10.00	Janitorial / Custodial Services	\$181.80
		Check #: 204350		
			Vendor Total:	\$181.80
BATTERIES PLUS	98052			
		100.121.0000.000.2620.610.10201.10.00	General Supplies	\$87.90
		Check #: 204351		
			Vendor Total:	\$87.90
BLICK ART MATERIALS	5590			
		100.135.0000.100.1000.610.10305.31.00	General Supplies	\$45.31
		Check #: 204352		
		100.136.0000.100.1000.610.10208.31.00	General Supplies	\$33.76
		Check #: 204352		
		100.163.0000.196.1000.610.10603.32.00	General Supplies	\$72.80
		Check #: 204352		
			Vendor Total:	\$151.87
BOARD OF REGENTS MUSIC				
		100.164.0000.196.1000.810.10604.32.00	Dues and Fees	\$300.00
		Check #: 204353		

## Lyon County School District

### Voucher Supplement Account Summary

Voucher Batch Number: 1079

09/30/2021

Fiscal Year: 2021-2022

Vendor Remit Name	Vendor #	Account	Description	Amount
			Vendor Total:	\$300.00
BUILDING CONTROL SERVICES	101439	340.101.0000.000.4700.340.10000.00.00	Other Professional Services	\$14,700.00
		Check #: 204354		
			Vendor Total:	\$14,700.00
CALHOUN, MARK		100.163.0000.380.1000.610.10603.32.00	General Supplies	\$1,615.15
		Check #: 204355		
			Vendor Total:	\$1,615.15
CAPITAL CITY AUTO PARTS	102852	100.164.0000.000.2620.610.10604.32.00	General Supplies	\$168.78
		Check #: 204356		
			Vendor Total:	\$168.78
CORE CONSTRUCTION	102843	360.021.0000.000.4500.450.10206.10.00	Construction Services	\$805,452.70
		Check #: 204357		
			Vendor Total:	\$805,452.70
CREATIVE LEADERSHIP SOLUTIONS		280.624.0000.000.2213.330.10203.10.00	Professional Employee Training & Development Serv	\$18,000.00
		Check #: 204358		
		280.624.0000.000.2213.330.10210.10.00	Professional Employee Training & Development Serv	\$18,000.00
		Check #: 204358		
			Vendor Total:	\$36,000.00
D & S WASTE REMOVAL, INC	4960	100.163.0000.000.2620.421.10603.32.00	Garbage / Disposal	\$245.00
		Check #: 204359		
			Vendor Total:	\$245.00
DAYTON INTERMEDIATE SCH	5325	280.742.0000.440.1000.610.10208.31.00	General Supplies	\$249.96
		Check #: 204360		
			Vendor Total:	\$249.96

## Lyon County School District

### Voucher Supplement Account Summary

Voucher Batch Number: 1079

09/30/2021

Fiscal Year: 2021-2022

Vendor Remit Name	Vendor #	Account	Description	Amount
DECKER, INC.	5403	100.161.0000.000.2620.610.10601.32.00	General Supplies	\$1,537.75
		Check #: 204361		
		100.164.0000.100.1000.610.10604.32.00	General Supplies	\$655.95
		Check #: 204361		
Vendor Total:				\$2,193.70
EDUCATIONAL TESTING SERV	6385	100.101.0000.610.1000.351.10907.41.00	Data Processing and Coding Services	\$75.25
		Check #: 204362		
Vendor Total:				\$75.25
EMS LINQ		290.180.0000.000.3100.651.10000.00.00	Supplies - Technology - Software	\$15,558.00
		Check #: 204363		
Vendor Total:				\$15,558.00
ENVISION PERFORMING ARTS		100.164.0000.196.1000.810.10604.32.00	Dues and Fees	\$60.00
		Check #: 204364		
Vendor Total:				\$60.00
FATBEAM, LLC		100.107.0000.000.2580.535.10000.00.00	Data Communications, Internet, Video, T-lines, etc	\$435.00
		Check #: 204365		
Vendor Total:				\$435.00
FERNLEY CHAMBER OF COMMERCE	7160	100.129.0000.000.2410.810.10209.10.00	Dues and Fees	\$60.00
		Check #: 204366		
Vendor Total:				\$60.00
FOLLETT LIBRARY RESOURCES	7820	280.741.0000.000.2580.651.10000.00.00	Supplies - Technology - Software	\$42,979.00
		Check #: 204367		
Vendor Total:				\$42,979.00
FRONTIER	21702			

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1079

09/30/2021

Fiscal Year: 2021-2022

Vendor Remit Name	Vendor #	Account	Description	Amount
		100.122.0000.000.2410.533.10202.10.00 Check #: 204368	Telephone – Land Line phone services	\$304.92
		100.132.0000.000.2410.533.10302.20.00 Check #: 204368	Telephone – Land Line phone services	\$219.03
		100.163.0000.000.2410.533.10603.32.00 Check #: 204368	Telephone – Land Line phone services	\$256.09
			Vendor Total:	\$780.04
GOPHER SPORT	8661	100.136.0000.100.1000.610.10208.31.00 Check #: 204369	General Supplies	\$822.80
			Vendor Total:	\$822.80
GRAINGER	99826	100.125.0000.000.2620.610.10205.10.00 Check #: 204370	General Supplies	\$218.20
				244
			Vendor Total:	\$218.20
GREATAMERICA FINANCIAL SERVICES		100.165.0000.000.2410.442.10605.32.00 Check #: 204371	Rental of Equipment and Vehicles	\$373.42
			Vendor Total:	\$373.42
GUINN CENTER		280.767.0000.000.2100.340.10000.00.00 Check #: 204372	Other Professional Services	\$19,500.00
			Vendor Total:	\$19,500.00
HEALTHY COMMUNITIES COALITION		280.715.0000.000.2100.320.10000.00.00 Check #: 204373	FY21 Grants Budget Loads – Title IVA	\$15,700.00
			Vendor Total:	\$15,700.00
JAY BETZ MD CONSULTING CORP	3972	100.170.0000.000.2710.340.10000.00.00 Check #: 204374	Other Professional Services	\$410.00
			Vendor Total:	\$410.00
LOWE'S BUSINESS ACCOUNT	11835			

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1079

09/30/2021

Fiscal Year: 2021-2022

Vendor Remit Name	Vendor #	Account	Description	Amount
		100.123.0000.000.2620.610.10203.10.00	General Supplies	\$645.72
		Check #: 204375		
		100.133.0000.000.2620.610.10303.10.00	General Supplies	\$144.38
		Check #: 204375		
			Vendor Total:	\$790.10
LYON COUNTY SHERIFF	P101			
		280.742.0000.000.2100.330.10000.00.00	Professional Employee Training & Development Serv	\$5,209.57
		Check #: 204376		
			Vendor Total:	\$5,209.57
MASON VALLEY PRINTING	96748			
		280.633.0000.000.2100.610.10302.20.00	General Supplies	\$515.83
		Check #: 204377		
			Vendor Total:	\$515.83
MASON VALLEY TIRE				245
		100.170.0000.000.2730.430.10000.00.00	Repairs and Maintenance Services	\$100.00
		Check #: 204378		
			Vendor Total:	\$100.00
MORLEY ATHLETIC SUPPLY CO. INC.				
		100.161.0000.920.1000.610.10601.32.00	General Supplies	\$148.09
		Check #: 204379		
			Vendor Total:	\$148.09
MOUND HOUSE HARDWARE & STORAGE	96223			
		100.108.0000.000.2630.610.10000.00.00	General Supplies	\$21.98
		Check #: 204380		
			Vendor Total:	\$21.98
N Z N M E A	98575			
		100.161.0000.186.1000.810.10601.32.00	Dues and Fees	\$250.00
		Check #: 204381		
		100.163.0000.196.1000.610.10603.32.00	General Supplies	\$250.00
		Check #: 204381		
			Vendor Total:	\$500.00
NAPA AUTO & TRUCK PARTS_99614	99614			

## Lyon County School District

### Voucher Supplement Account Summary

Voucher Batch Number: 1079

09/30/2021

Fiscal Year: 2021-2022

Vendor Remit Name	Vendor #	Account	Description	Amount
		100.108.0000.000.2620.610.10000.00.00	General Supplies	\$111.99
		Check #: 204382		
			Vendor Total:	\$111.99
NEVADA DIVISION OF PUBLIC AND BEHAVIORAL		280.742.0000.100.1000.610.10000.00.00	General Supplies	\$14,070.70
		Check #: 204383		
			Vendor Total:	\$14,070.70
OFFICE CONCEPTS OF RENO		100.163.0000.100.1000.610.10603.32.00	General Supplies	\$1,478.00
		Check #: 204384		
			Vendor Total:	\$1,478.00
PACIFIC STATES COMMUNICATIONS OF NV, INC		100.107.0000.000.2580.350.10000.00.00	Technical Services	\$727.00
		Check #: 204385		
			Vendor Total:	\$727.00
PBIS REWARDS		280.633.0000.000.2100.651.10201.10.00	Supplies – Technology – Software	\$1,169.55
		Check #: 204386		
			Vendor Total:	\$1,169.55
PITNEY BOWES GLOBAL FINANCIAL SERVICES	101970	100.163.0000.000.2410.442.10603.32.00	Rental of Equipment and Vehicles	\$283.62
		Check #: 204387		
		100.164.0000.000.2410.442.10604.32.00	Rental of Equipment and Vehicles	\$297.72
		Check #: 204387		
		100.165.0000.000.2410.442.10605.32.00	Rental of Equipment and Vehicles	\$322.53
		Check #: 204387		
			Vendor Total:	\$903.87
PIZZA FACTORY-SILVER SPRINGS	16486	100.104.0000.000.2213.615.10000.00.00	Snacks, Food & Beverages	\$166.50
		Check #: 204388		

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1079

09/30/2021

Fiscal Year: 2021-2022

Vendor Remit Name	Vendor #	Account	Description	Amount
			Vendor Total:	\$166.50
PODS ENTERPRISES, LLC		340.101.0000.000.4500.610.10601.32.00	General Supplies	\$482.00
		Check #: 204389		
			Vendor Total:	\$482.00
PURCHASE POWER	16968	100.126.0000.000.2410.531.10206.10.00	Postage	\$210.00
		Check #: 204390		
		100.127.0000.000.2410.810.10210.10.00	Dues and Fees	\$3.60
		Check #: 204390		
		100.136.0000.000.2410.531.10208.31.00	Postage	\$563.08
		Check #: 204390		
		100.163.0000.000.2410.531.10603.32.00	Postage	\$42.00
		Check #: 204390		247
		100.165.0000.000.2410.531.10605.32.00	Postage	\$143.23
		Check #: 204390		
			Vendor Total:	\$961.91
PURCHASE POWER	16968	100.164.0000.000.2410.531.10604.32.00	Postage	\$329.99
		Check #: 204391		
			Vendor Total:	\$329.99
RALEY'S		100.163.0000.000.2240.615.10603.32.00	Snacks, Food & Beverages	\$32.54
		Check #: 204392		
		100.163.0000.192.1000.610.10603.32.00	General Supplies	\$19.23
		Check #: 204392		
			Vendor Total:	\$51.77
REALLY GOOD STUFF	17338	100.132.0000.100.1000.610.10302.20.00	General Supplies	\$108.91
		Check #: 204393		
			Vendor Total:	\$108.91
REFRIGERATION SUPPLIES DISTRIBUTOR	96586			

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1079

09/30/2021

Fiscal Year: 2021-2022

Vendor Remit Name	Vendor #	Account	Description	Amount
		100.108.0000.000.2620.610.10000.00.00 Check #: 204394	General Supplies	\$257.73
		100.108.0000.000.2620.610.10303.10.00 Check #: 204394	General Supplies	\$407.96
		100.108.0000.000.2620.610.10604.32.00 Check #: 204394	General Supplies	\$8,010.00
		100.133.0000.000.2620.610.10303.10.00 Check #: 204394	General Supplies	\$128.89
		100.163.0000.000.2620.610.10603.32.00 Check #: 204394	General Supplies	\$311.70
			Vendor Total:	<u>\$9,116.28</u>
RENNER EQUIPMENT COMPANY	17400			
		100.162.0000.000.2620.610.10602.50.00 Check #: 204395	General Supplies	\$471.39
				<u>248</u>
			Vendor Total:	\$471.39
RGJ MEDIA	101626			
		100.107.0000.000.2580.540.10000.00.00 Check #: 204396	Advertising	\$237.72
			Vendor Total:	<u>\$237.72</u>
RICK'S AEC REPROGRAPHICS, INC.				
		100.165.0000.100.1000.430.10605.32.00 Check #: 204397	Repairs and Maintenance Services	\$217.21
			Vendor Total:	<u>\$217.21</u>
RICOH AMERICAS CORP	102825			
		100.101.0000.000.2510.430.10000.00.00 Check #: 204398	Repairs and Maintenance Services	\$70.86
			Vendor Total:	<u>\$70.86</u>
RICOH USA, INC				
		230.231.0000.610.1000.351.10000.00.00 Check #: 204399	Data Processing and Coding Services	\$32.04
			Vendor Total:	<u>\$32.04</u>
ROUND UP AWARDS LLC	17901			

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1079

09/30/2021

Fiscal Year: 2021-2022

Vendor Remit Name	Vendor #	Account	Description	Amount
		100.163.0000.000.2410.610.10603.32.00	General Supplies	\$1,220.00
		Check #: 204400		
			Vendor Total:	\$1,220.00
SAAVAEDRA, ANA		290.184.1611.000.0000.000.10000.00.00	Daily Sales-School Lunch Program	\$15.95
		Check #: 204401		
			Vendor Total:	\$15.95
SAGEBRUSH LEAGUE	18123	100.162.0000.920.1000.810.10602.50.00	Dues and Fees	\$300.00
		Check #: 204402		
			Vendor Total:	\$300.00
SAVVAS LEARNING CO.		280.741.0000.100.1000.653.10000.00.00	Web-based and similar programs	\$34,854.92
		Check #: 204403		249
			Vendor Total:	\$34,854.92
SCHOOL OUTFITTERS	98447	280.742.0000.440.1000.610.10203.10.00	General Supplies	\$683.00
		Check #: 204404		
			Vendor Total:	\$683.00
SHI INTERNATIONAL CORP.		100.107.0000.000.2580.652.10000.00.00	Inventoried Supplies/Equipment - IT Related	\$490.80
		Check #: 204405	<\$5000	
			Vendor Total:	\$490.80
SIERRA COAST ROOFING, INC		360.021.0000.000.4700.430.10304.20.00	Repairs and Maintenance Services	\$4,430.13
		Check #: 204406		
			Vendor Total:	\$4,430.13
SPANISH SPRINGS HIGH SCHOOL		100.164.0000.196.1000.810.10604.32.00	Dues and Fees	\$300.00
		Check #: 204407		
			Vendor Total:	\$300.00

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1079

09/30/2021

Fiscal Year: 2021-2022

Vendor Remit Name	Vendor #	Account	Description	Amount
SPINITAR PRESENTATION	101820	100.129.0000.100.1000.650.10209.10.00 Check #: 204408	Supplies-Information Technology-related	\$159.98
			Vendor Total:	\$159.98
STAPLES TECHNOLOGY SOLUTIONS		100.107.0000.000.2580.650.10000.00.00 Check #: 204409	Supplies-Information Technology-related	\$45,614.52
		100.134.0000.000.2410.652.10304.20.00 Check #: 204409	Inventoried Supplies/Equipment - IT Related <\$5000	\$1,247.13
			Vendor Total:	\$46,861.65
SYNCHRONY BANK/JCP		280.633.0000.000.2197.610.10000.00.00 Check #: 204410	General Supplies	\$220.17
		280.688.0000.000.2100.610.10000.00.00 Check #: 204410	General Supplies	\$1,411.07
			Vendor Total:	\$1,631.24
THE ABBI AGENCY		240.732.0000.000.2100.200.10000.00.00 Check #: 204411	Personnel Services-Employee Benefits	\$10,000.00
			Vendor Total:	\$10,000.00
TRUE VALUE HARDWARE_21030	21030	100.163.0000.000.2620.610.10603.32.00 Check #: 204412	General Supplies	\$146.23
		100.170.0000.000.2730.610.10000.00.00 Check #: 204412	General Supplies	\$23.76
			Vendor Total:	\$169.99
VMI, INC--SACRAMENTO		280.633.0000.000.2100.650.10208.31.00 Check #: 204413	Supplies-Information Technology-related	\$3,208.00
			Vendor Total:	\$3,208.00
WARREN REED INSURANCE	22150			

## Lyon County School District

### Voucher Supplement Account Summary

Voucher Batch Number: 1079

09/30/2021

Fiscal Year: 2021-2022

Vendor Remit Name	Vendor #	Account	Description	Amount
		703.102.0000.000.2310.520.10000.00.00	Insurance (Other Than Employee Benefits)	\$1,575.00
		Check #: 204414		
			Vendor Total:	\$1,575.00
WELLS FARGO VENDOR FINANCIAL SERVICES				
		100.126.0000.000.2410.442.10206.10.00	Rental of Equipment and Vehicles	\$305.43
		Check #: 204415		
		100.127.0000.000.2410.442.10210.10.00	Rental of Equipment and Vehicles	\$513.00
		Check #: 204415		
		100.127.0000.100.1000.430.10210.10.00	Repairs and Maintenance Services	\$424.59
		Check #: 204415		
		100.128.0000.000.2410.430.10211.10.00	Repairs and Maintenance Services	\$300.62
		Check #: 204415		
		100.129.0000.000.2410.442.10209.10.00	Rental of Equipment and Vehicles	\$583.74
		Check #: 204415		251
		100.129.0000.100.1000.430.10209.10.00	Repairs and Maintenance Services	\$43.38
		Check #: 204415		
		100.133.0000.000.2410.442.10303.10.00	Rental of Equipment and Vehicles	\$48.21
		Check #: 204415		
		100.134.0000.000.2410.442.10304.20.00	Rental of Equipment and Vehicles	\$384.87
		Check #: 204415		
		100.135.0000.000.2410.442.10305.31.00	Rental of Equipment and Vehicles	\$444.06
		Check #: 204415		
		100.135.0000.100.1000.430.10305.31.00	Repairs and Maintenance Services	\$69.58
		Check #: 204415		
		100.162.0000.000.2410.430.10602.50.00	Repairs and Maintenance Services	\$189.25
		Check #: 204415		
		100.162.0000.000.2410.442.10602.50.00	Rental of Equipment and Vehicles	\$147.38
		Check #: 204415		
		100.163.0000.000.2410.442.10603.32.00	Rental of Equipment and Vehicles	\$477.00
		Check #: 204415		
		100.163.0000.100.1000.430.10603.32.00	Repairs and Maintenance Services	\$161.66
		Check #: 204415		

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1079

09/30/2021

Fiscal Year: 2021-2022

Vendor Remit Name	Vendor #	Account	Description	Amount
		100.164.0000.000.2410.430.10604.32.00	Repairs and Maintenance Services	\$10.64
		Check #: 204415		
		100.164.0000.000.2410.442.10604.32.00	Rental of Equipment and Vehicles	\$520.11
		Check #: 204415		
		100.164.0000.100.1000.430.10604.32.00	Repairs and Maintenance Services	\$390.74
		Check #: 204415		
		230.231.0000.610.1000.351.10000.00.00	Data Processing and Coding Services	\$172.02
		Check #: 204415		
			Vendor Total:	\$5,186.28
WILSON LANGUAGE TRAINING	100536			
		100.121.0000.100.1000.610.10201.10.00	General Supplies	\$295.60
		Check #: 204416		
			Vendor Total:	\$295.60
			Grand Total:	\$1,116,218.75

End of Report

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# LYON COUNTY SCHOOL DISTRICT VOUCHER

Voucher No: 1081      Voucher Date: 10/07/2021      Prepared By: \_\_\_\_\_

Printed: 10/19/2021 10:53:23 AM

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LYON COUNTY SCHOOL DISTRICT is hereby authorized to draw warrants against LYON COUNTY SCHOOL DISTRICT funds for the sum of \$507,683.15 on account of obligations incurred for value received in services and for materials as shown below for period July 1, 2021 to June 30, 2022 (period cannot overlap fiscal year end.)

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

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Holly Villines      President

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Phil Cowee      Clerk

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Kimber LA Crabtree      Member

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Barbara Jones      Member

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Sherry Parsons      Member

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Bridget Peterson      Member

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Neal E. McIntyre      Member

LYON COUNTY SCHOOL DISTRICT

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Fund		Amount
100	General Fund	\$263,875.83
230	Adult Education	\$700.00
250	Special Education	\$525.38
280	Federal Funds	\$18,004.61
285	Medicaid Funds	\$156.96
290	Food Service Funds	\$2,280.37
310	Residential Construction Tax	\$60,920.00
340	Governmental Services Tax (GST)	\$60,000.00
360	Bond Issues	\$101,220.00
		<hr/> <hr/>
		\$507,683.15

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1081

10/07/2021

Fiscal Year: 2021-2022

Vendor Remit Name	Vendor #	Account	Description	Amount
3D CONCRETE, INC.	103064	100.108.0000.000.2620.610.10201.10.00	General Supplies	\$720.00
		Check #: 204418		
			Vendor Total:	\$720.00
3P LEARNING		100.126.0000.100.1000.653.10206.10.00	Web-based and similar programs	\$1,262.00
		Check #: 204419		
			Vendor Total:	\$1,262.00
A T & T MONTHLY STATEMENT	99712	100.127.0000.000.2410.533.10210.10.00	Telephone - Land Line phone services	\$158.37
		Check #: 204420		
			Vendor Total:	\$158.37
A T & T MONTHLY STATEMENT	99712	100.129.0000.000.2410.533.10209.10.00	Telephone - Land Line phone services	\$156.66
		Check #: 204421		
			Vendor Total:	\$156.66
ACCO ENGINEERED SYSTEMS, INC.		360.021.0000.000.4700.430.10203.10.00	Repairs and Maintenance Services	\$20,377.50
		Check #: 204422		
			Vendor Total:	\$20,377.50
ACE HARDWARE	200	100.108.0000.000.2620.610.10000.00.00	General Supplies	\$12.80
		Check #: 204423		
		100.108.0000.000.2620.610.10203.10.00	General Supplies	\$107.81
		Check #: 204423		
		100.108.0000.000.2620.610.10211.10.00	General Supplies	\$268.31
		Check #: 204423		
		100.132.0000.000.2620.610.10302.20.00	General Supplies	\$8.99
		Check #: 204423		
		100.132.0000.000.2620.610.10302.31.00	General Supplies	\$452.97
		Check #: 204423		

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Vendor Remit Name	Vendor #	Account	Description	Amount
		100.163.0000.000.2620.610.10603.32.00	General Supplies	\$188.50
		Check #: 204423		
			Vendor Total:	\$1,039.38
ADOBE INC.		100.101.0000.000.2320.651.10000.00.00	Supplies - Technology - Software	\$3,296.16
		Check #: 204424		
		100.102.0000.000.2570.651.10000.00.00	Supplies - Technology - Software	\$784.80
		Check #: 204424		
		100.104.0000.000.2210.651.10000.00.00	Supplies - Technology - Software	\$4,237.92
		Check #: 204424		
		250.105.0000.000.2321.651.10000.00.00	Supplies - Technology - Software	\$470.88
		Check #: 204424		
		285.781.0000.200.2321.651.10000.00.00	Supplies - Technology - Software	\$156.96
		Check #: 204424		
			255	
			Vendor Total:	\$8,946.72
AINA WIRELESS		100.170.0000.000.2710.610.10000.00.00	General Supplies	\$1,713.12
		Check #: 204425		
			Vendor Total:	\$1,713.12
ALPINE LOCK, INC	98481	100.136.0000.000.2620.610.10208.31.00	General Supplies	\$142.25
		Check #: 204426		
			Vendor Total:	\$142.25
AMERICAN ENVIRONMENTAL SOLUTIONS		100.108.0000.000.2620.430.10202.10.00	Repairs and Maintenance Services	\$581.28
		Check #: 204427		
			Vendor Total:	\$581.28
AMERICAN SCHOOL COUNSELOR ASSOCIATION		100.164.0000.000.2410.810.10604.32.00	Dues and Fees	\$139.00
		Check #: 204428		
			Vendor Total:	\$139.00

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Vendor Remit Name	Vendor #	Account	Description	Amount
AMERICAN SCHOOL COUNSELOR ASSOCIATION		100.164.0000.000.2410.810.10604.32.00 Check #: 204429	Dues and Fees	\$139.00
			Vendor Total:	\$139.00
APEX CYBER SYSTEMS		100.132.0000.000.2410.650.10302.20.00 Check #: 204430	Supplies-Information Technology-related	\$374.00
			Vendor Total:	\$374.00
ASSASSIN PEST SOLUTIONS		100.126.0000.000.2620.430.10206.10.00 Check #: 204431	Repairs and Maintenance Services	\$525.00
			Vendor Total:	\$525.00
AUTO & TRUCK ELECTRIC, INC	1382	100.170.0000.000.2730.617.10000.00.00 Check #: 204432	Batt & Antifreeze	\$510.00
			Vendor Total:	\$510.00
BAUMBACK, SANDY	102125	100.170.0000.000.2710.519.10000.00.00 Check #: 204433	Student Transportation Purchased From Other Source	\$160.00
			Vendor Total:	\$160.00
BOARD OF REGENTS NEVADA	2036	100.162.0000.000.2620.610.10602.50.00 Check #: 204434	General Supplies	\$12.00
			Vendor Total:	\$12.00
CAPITAL CITY CARSON FORD		100.170.0000.000.2730.614.10000.00.00 Check #: 204435	Parts	\$25.21
			Vendor Total:	\$25.21
CITY OF YERINGTON	23080	100.101.0000.000.2322.340.10000.00.00 Check #: 204436	Other Professional Services	\$30,000.00

## Lyon County School District

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Vendor Remit Name	Vendor #	Account	Description	Amount
				Vendor Total:
CLARK PEST CONTROL				\$30,000.00
		100.108.0000.000.2630.340.10601.32.00	Other Professional Services	\$108.00
		Check #: 204437		
		100.108.0000.000.2630.340.10605.32.00	Other Professional Services	\$108.00
		Check #: 204437		
				Vendor Total:
COOMBS, SHANNON				\$216.00
		100.122.0000.000.2410.615.10202.10.00	Snacks, Food & Beverages	\$35.00
		Check #: 204438		
				Vendor Total:
CRANE, ELLEN				\$35.00
		100.132.0000.100.1000.610.10302.20.00	General Supplies	\$31.47
		Check #: 204439		257
				Vendor Total:
D & S WASTE REMOVAL, INC	4960			\$31.47
		100.108.0000.000.2620.421.10000.00.00	Garbage / Disposal	\$227.00
		Check #: 204440		
		100.108.0000.000.2620.421.10202.10.00	Garbage / Disposal	\$988.10
		Check #: 204440		
		100.108.0000.000.2620.421.10302.20.00	Garbage / Disposal	\$658.75
		Check #: 204440		
		100.108.0000.000.2620.421.10602.50.00	Garbage / Disposal	\$892.94
		Check #: 204440		
		100.108.0000.000.2620.421.10603.32.00	Garbage / Disposal	\$1,501.51
		Check #: 204440		
		100.170.0000.000.2730.421.10000.00.00	Garbage / Disposal	\$313.99
		Check #: 204440		
		290.182.0000.000.3100.421.10000.00.00	Garbage / Disposal	\$1,646.75
		Check #: 204440		
				Vendor Total:
DIGITAL DOLPHIN SUPPLIES				\$6,229.04

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Vendor Remit Name	Vendor #	Account	Description	Amount
		100.164.0000.100.1000.610.10604.32.00 Check #: 204441	General Supplies	\$1,086.95
Vendor Total:				\$1,086.95
EMPIRE RANCH GOLF COURSE				
		100.164.0000.920.1000.615.10604.32.00 Check #: 204442	Snacks, Food & Beverages	\$600.00
Vendor Total:				\$600.00
ETERNAL IMAGE SIGN & DESIGN	96742			
		280.633.0000.000.2100.610.10209.10.00 Check #: 204443	General Supplies	\$225.00
Vendor Total:				\$225.00
FLYERS ENERGY, LLC	102216			
		100.170.0000.000.2730.626.10000.00.00 Check #: 204444	Gasoline	\$3,140.73 258
Vendor Total:				\$3,140.73
FOLLETT LIBRARY RESOURCES	7820			
		100.132.0000.000.2220.640.10302.20.00 Check #: 204445	Books and Periodicals	\$189.86
Vendor Total:				\$189.86
GECKO MICROSOLUTIONS, INC	8309			
		100.170.0000.000.2710.340.10000.00.00 Check #: 204446	Other Professional Services	\$510.00
Vendor Total:				\$510.00
GENE WATSON	22210			
		100.108.0000.000.2620.422.10000.00.00 Check #: 204447	Janitorial / Custodial Services	\$1,256.67
Vendor Total:				\$1,256.67
GREAT MINDS - ORDER MANAGEMENT				
		100.162.0000.103.0000.610.10602.50.00 Check #: 204448	General Supplies	\$1,391.00
Vendor Total:				\$1,391.00

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Vendor Remit Name	Vendor #	Account	Description	Amount
<b>GREGERSEN, LAURETTE</b>				
		100.126.0000.100.1000.610.10206.10.00	General Supplies	\$23.03
		Check #: 204449		
			Vendor Total:	\$23.03
<b>HIGH SIERRA LOCKSMITH</b>				
		100.129.0000.000.2620.610.10209.10.00	General Supplies	\$310.35
		Check #: 204450		
			Vendor Total:	\$310.35
<b>HOME DEPOT</b>				
	9654	100.121.0000.000.2620.610.10201.10.00	General Supplies	\$97.91
		Check #: 204451		
		100.127.0000.000.2620.610.10210.10.00	General Supplies	\$493.53
		Check #: 204451		
		100.128.0000.000.2620.610.10211.10.00	General Supplies	\$294.59
		Check #: 204451		
		100.164.0000.000.2620.610.10604.32.00	General Supplies	\$611.89
		Check #: 204451		
			Vendor Total:	\$1,497.97
<b>INLAND SUPPLY CO., INC.</b>				
	10000	280.742.0000.100.1000.610.10000.00.00	General Supplies	\$14,586.40
		Check #: 204452		
			Vendor Total:	\$14,586.40
<b>JAY BETZ MD CONSULTING CORP</b>				
	3972	100.170.0000.000.2710.340.10000.00.00	Other Professional Services	\$539.00
		Check #: 204453		
			Vendor Total:	\$539.00
<b>JOSTENS_10600</b>				
	10600	100.164.0000.100.1000.610.10604.32.00	General Supplies	\$19.86
		Check #: 204454		
			Vendor Total:	\$19.86
<b>LAHONTAN PARAMEDICAL</b>				

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Vendor Remit Name	Vendor #	Account	Description	Amount
		100.170.0000.000.2710.340.10000.00.00	Other Professional Services	\$430.00
		Check #: 204455		
			Vendor Total:	\$430.00
LEARNING A-Z	100607			
		280.633.0000.000.2100.653.10206.10.00	Web-based and similar programs	\$405.00
		Check #: 204456		
			Vendor Total:	\$405.00
LOWE'S BUSINESS ACCOUNT	11835			
		100.108.0000.000.2620.610.10000.00.00	General Supplies	\$13.02
		Check #: 204457		
		100.108.0000.000.2620.610.10203.10.00	General Supplies	\$215.52
		Check #: 204457		
		100.108.0000.000.2620.610.10303.10.00	General Supplies	\$100.66
		Check #: 204457		260
		100.123.0000.000.2620.610.10203.10.00	General Supplies	\$573.35
		Check #: 204457		
		100.134.0000.000.2620.610.10304.20.00	General Supplies	\$496.58
		Check #: 204457		
		100.161.0000.000.2620.610.10601.32.00	General Supplies	\$21.05
		Check #: 204457		
		100.161.0000.383.1000.610.10601.32.00	General Supplies	\$15.42
		Check #: 204457		
		100.161.0000.920.1000.610.10601.32.00	General Supplies	\$65.13
		Check #: 204457		
		280.742.0000.440.1000.610.10304.20.00	General Supplies	\$1,187.04
		Check #: 204457		
			Vendor Total:	\$2,687.77
LUMOS AND ASSOCIATES, INC	11860			
		360.021.0000.000.4500.450.10303.10.00	Construction Services	\$3,417.50
		Check #: 204458		
			Vendor Total:	\$3,417.50
LYON COUNTY SCHOOL DIST._12000	12000			

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Vendor Remit Name	Vendor #	Account	Description	Amount
		100.125.0000.000.2620.610.10205.10.00 Check #: 204459	General Supplies	\$550.00
			Vendor Total:	\$550.00
LYON COUNTY SCHOOL DIST._99346	99346			
		100.101.0000.000.2310.615.10000.00.00 Check #: 204460	Snacks, Food & Beverages	\$225.00
			Vendor Total:	\$225.00
MAHAN, CRIZAN				
		100.170.0000.000.2710.519.10000.00.00 Check #: 204461	Student Transportation Purchased From Other Source	\$140.00
			Vendor Total:	\$140.00
MAUPIN, COX, & LEGOY	22060			
		100.101.0000.000.2320.340.10000.00.00 Check #: 204462	Other Professional Services	\$4,576.16 261
			Vendor Total:	\$4,576.16
MINDEN BOUNCERS				
		280.633.0000.000.2100.610.10604.32.00 Check #: 204463	FY21 Grants Budget Loads–Title I	\$380.00
			Vendor Total:	\$380.00
MOUND HOUSE HARDWARE & STORAGE	96223			
		100.121.0000.000.2620.610.10201.10.00 Check #: 204464	General Supplies	\$247.55
		100.127.0000.000.2620.610.10210.10.00 Check #: 204464	General Supplies	\$162.21
		100.128.0000.000.2620.610.10211.10.00 Check #: 204464	General Supplies	\$81.72
		100.136.0000.000.2620.610.10208.31.00 Check #: 204464	General Supplies	\$311.58
		100.164.0000.000.2620.610.10604.32.00 Check #: 204464	General Supplies	\$179.89
			Vendor Total:	\$982.95

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Vendor Remit Name	Vendor #	Account	Description	Amount
		100.101.0000.000.2320.810.10000.00.00	Dues and Fees	\$5,000.00
		Check #: 204465		
			Vendor Total:	\$5,000.00
NNVOA, LLC	13590	100.101.0000.920.1000.340.10601.32.00	Other Professional Services	\$4,450.00
		Check #: 204466		
		100.101.0000.920.1000.340.10602.50.00	Other Professional Services	\$0.00
		Check #: 204466		
		100.101.0000.920.1000.340.10603.32.00	Other Professional Services	\$2,650.00
		Check #: 204466		
		100.101.0000.920.1000.340.10604.32.00	Other Professional Services	\$3,450.00
		Check #: 204466		
		100.101.0000.920.1000.340.10605.32.00	Other Professional Services	\$1,600.00
		Check #: 204466		
			262	
			Vendor Total:	\$12,150.00
NEVADA DEPT MOTOR VEHICLES	14491	100.170.0000.000.2710.810.10000.00.00	Dues and Fees	\$117.75
		Check #: 204467		
			Vendor Total:	\$117.75
NEVADA DRUG & ALCOHOL TESTING INC	101753	100.170.0000.000.2710.340.10000.00.00	Other Professional Services	\$171.76
		Check #: 204468		
			Vendor Total:	\$171.76
NEWEGG BUSINESS		100.162.0000.170.1000.610.10602.50.00	General Supplies	\$29.99
		Check #: 204469		
			Vendor Total:	\$29.99
NORTHWEST EVALUATION ASSOCIATION	15225	100.103.0000.000.2240.352.10000.00.00	Other Technical Services	\$58,912.50
		Check #: 204470		
			Vendor Total:	\$58,912.50
OFFICE DEPOT	15366			

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Vendor Remit Name	Vendor #	Account	Description	Amount
		100.127.0000.000.2410.610.10210.10.00 Check #: 204471	General Supplies	\$99.54
		100.128.0000.100.1000.610.10211.10.00 Check #: 204471	General Supplies	\$154.73
			Vendor Total:	\$254.27
ORDUNA, FELICIANA	101671	100.170.0000.000.2710.519.10000.00.00 Check #: 204472	Student Transportation Purchased From Other Source	\$170.00
			Vendor Total:	\$170.00
OSKAR SEPTIC SERVICES, LLC		100.136.0000.000.2620.610.10208.31.00 Check #: 204473	General Supplies	\$400.00
			Vendor Total:	\$400.00
PACIFIC STATES COMMUNICATIONS OF NV, INC		100.107.0000.000.2580.350.10000.00.00 Check #: 204474	Technical Services	\$3,234.64
			Vendor Total:	\$3,234.64
PARALE, SARAH		280.633.0000.000.2100.610.10209.10.00 Check #: 204475	General Supplies	\$35.42
			Vendor Total:	\$35.42
PAUL CAVIN ARCHITECT LLC		310.031.0000.000.4300.340.10602.50.00 Check #: 204476	Other Professional Services	\$15,230.00
		310.032.0000.000.4300.340.10603.32.00 Check #: 204476	Other Professional Services	\$30,460.00
		310.033.0000.000.4300.340.10605.32.00 Check #: 204476	Other Professional Services	\$15,230.00
		360.021.0000.000.4300.340.10000.00.00 Check #: 204476	Other Professional Services	\$6,000.00

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Vendor Remit Name	Vendor #	Account	Description	Amount
		360.021.0000.000.4300.340.10601.32.00	Other Professional Services	\$71,425.00
		Check #: 204476		
			Vendor Total:	\$138,345.00
PIONEER ATHLETICS				
		100.163.0000.920.1000.610.10603.32.00	General Supplies	\$1,382.80
		Check #: 204477		
			Vendor Total:	\$1,382.80
PIZZA FACTORY-SILVER SPRINGS	16486			
		100.104.0000.000.2213.615.10000.00.00	Snacks, Food & Beverages	\$286.50
		Check #: 204478		
			Vendor Total:	\$286.50
PLOTTER PROS. INC.	100201			
		100.163.0000.100.1000.610.10603.32.00	General Supplies	\$109.30
		Check #: 204479		264
			Vendor Total:	\$109.30
RED ROCK SPRING WATER				
		100.129.0000.000.2410.615.10209.10.00	Snacks, Food & Beverages	\$150.00
		Check #: 204480		
		250.129.0000.200.1000.615.10209.10.00	Snacks, Food & Beverages	\$54.50
		Check #: 204480		
			Vendor Total:	\$204.50
REDWOOD TOXICOLOGY LAB	103258			
		100.164.0000.920.1000.610.10604.32.00	General Supplies	\$617.42
		Check #: 204481		
			Vendor Total:	\$617.42
REFRIGERATION SUPPLIES DISTRIBUTOR	96586			
		100.108.0000.000.2620.610.10000.00.00	General Supplies	\$146.07
		Check #: 204482		
		100.108.0000.000.2620.610.10303.10.00	General Supplies	\$1,795.93
		Check #: 204482		
			Vendor Total:	\$1,942.00
RENNER EQUIPMENT COMPANY	17400			

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Vendor Remit Name	Vendor #	Account	Description	Amount
		100.170.0000.000.2730.614.10000.00.00	Parts	\$318.95
		Check #: 204483		
			Vendor Total:	\$318.95
RESERVE ACCOUNT				
		100.126.0000.000.2410.531.10206.10.00	Postage	\$300.00
		Check #: 204484		
			Vendor Total:	\$300.00
RICOH AMERICAS CORP	102825			
		100.101.0000.000.2510.430.10000.00.00	Repairs and Maintenance Services	\$79.06
		Check #: 204485		
		100.121.0000.000.2410.430.10201.10.00	Repairs and Maintenance Services	\$419.18
		Check #: 204485		
		100.122.0000.000.2410.650.10202.10.00	Supplies-Information Technology-related	\$381.96
		Check #: 204485		265
		100.122.0000.100.1000.650.10202.10.00	Supplies-Information Technology-related	\$162.48
		Check #: 204485		
		100.125.0000.000.2410.430.10205.10.00	Repairs and Maintenance Services	\$435.06
		Check #: 204485		
		100.126.0000.100.1000.430.10206.10.00	Repairs and Maintenance Services	\$812.39
		Check #: 204485		
		100.127.0000.100.1000.430.10210.10.00	Repairs and Maintenance Services	\$7.39
		Check #: 204485		
		100.132.0000.100.1000.430.10302.20.00	Repairs and Maintenance Services	\$332.73
		Check #: 204485		
		100.133.0000.100.1000.430.10303.10.00	Repairs and Maintenance Services	\$607.41
		Check #: 204485		
		100.134.0000.000.2410.442.10304.20.00	Rental of Equipment and Vehicles	\$1,708.68
		Check #: 204485		
		100.135.0000.100.1000.430.10305.31.00	Repairs and Maintenance Services	\$307.05
		Check #: 204485		
		100.136.0000.000.2410.442.10208.31.00	Rental of Equipment and Vehicles	\$274.76
		Check #: 204485		

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Vendor Remit Name	Vendor #	Account	Description	Amount
		100.136.0000.100.1000.442.10208.31.00 Check #: 204485	Rental of Equipment and Vehicles	\$545.81
		100.163.0000.100.1000.430.10603.32.00 Check #: 204485	Repairs and Maintenance Services	\$31.53
		100.164.0000.100.1000.430.10604.32.00 Check #: 204485	Repairs and Maintenance Services	\$629.09
		100.170.0000.000.2710.442.10000.00.00 Check #: 204485	Rental of Equipment and Vehicles	\$6.05
			Vendor Total:	\$6,740.63
RICOH USA, INC		100.126.0000.000.2410.442.10206.10.00 Check #: 204486	Rental of Equipment and Vehicles	\$404.98
		100.135.0000.000.2410.442.10305.31.00 Check #: 204486	Rental of Equipment and Vehicles	\$36.65
		100.135.0000.100.1000.430.10305.31.00 Check #: 204486	Repairs and Maintenance Services	\$36.65
			Vendor Total:	\$478.28
SHI INTERNATIONAL CORP.		100.107.0000.000.2580.652.10000.00.00 Check #: 204487	Inventoried Supplies/Equipment – IT Related <\$5000	\$11,163.88
			Vendor Total:	\$11,163.88
SHRED-IT USA		100.101.0000.610.1000.421.10000.00.00 Check #: 204488	Garbage / Disposal	\$16.00
		100.121.0000.000.2410.421.10201.10.00 Check #: 204488	Garbage / Disposal	\$37.00
			Vendor Total:	\$53.00
SIERRA NEVADA CONSTRUCTION	100844	340.101.0000.000.4600.450.10211.10.00 Check #: 204489	Construction Services	\$11,000.00
		340.101.0000.000.4600.450.10605.32.00 Check #: 204489	Construction Services	\$49,000.00

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Vendor Remit Name	Vendor #	Account	Description	Amount
			Vendor Total:	\$60,000.00
SILVER SPRINGS G.I.D	19181	100.108.0000.000.2620.411.10205.10.00	Water / Sewer Check #: 204490	\$779.00
		100.108.0000.000.2620.411.10304.20.00	Water / Sewer Check #: 204490	\$512.50
		100.108.0000.000.2620.411.10605.32.00	Water / Sewer Check #: 204490	\$676.50
			Vendor Total:	\$1,968.00
SILVER SPRINGS MUTUAL WATER CO	19183	100.108.0000.000.2620.411.10205.10.00	Water / Sewer Check #: 204491	\$2,902.56
		100.108.0000.000.2620.411.10304.20.00	Water / Sewer Check #: 204491	\$999.28 267
		100.108.0000.000.2620.411.10605.32.00	Water / Sewer Check #: 204491	\$7,945.72
		100.170.0000.000.2730.411.10000.00.00	Water / Sewer Check #: 204491	\$63.00
			Vendor Total:	\$11,910.56
SMITHS CUSTOMER CHARGES	19520	100.164.0000.100.1000.610.10604.32.00	General Supplies Check #: 204492	\$128.29
			Vendor Total:	\$128.29
STEWART SIGNS	101762	100.164.0000.100.1000.610.10604.32.00	General Supplies Check #: 204493	\$635.00
			Vendor Total:	\$635.00
SYNCHRONY BANK/JCP		280.688.0000.000.2100.610.10000.00.00	General Supplies Check #: 204494	\$1,143.75
			Vendor Total:	\$1,143.75
THE BRAND WAVE				

## Lyon County School District

### Voucher Supplement Account Summary

Voucher Batch Number: 1081

10/07/2021

Fiscal Year: 2021-2022

Vendor Remit Name	Vendor #	Account	Description	Amount
		100.164.0000.100.1000.610.10604.32.00	General Supplies	\$2,180.00
		Check #: 204495		
			Vendor Total:	\$2,180.00
TURNER, CARMELA				
		100.126.0000.100.1000.610.10206.10.00	General Supplies	\$72.83
		Check #: 204496		
			Vendor Total:	\$72.83
TYLER TECHNOLOGIES, INC.	103232			
		100.102.0000.000.2570.337.10000.00.00	Technology Related Training	\$61,207.73
		Check #: 204497		
			Vendor Total:	\$61,207.73
U S POSTAL SERVICE_3478	3478			
		100.101.0000.000.2320.531.10000.00.00	Postage	\$900.00
		Check #: 204498		268
			Vendor Total:	\$900.00
ULINE	102057			
		100.129.0000.000.2410.610.10209.10.00	General Supplies	\$154.02
		Check #: 204499		
		100.129.0000.000.2620.610.10209.10.00	General Supplies	\$330.85
		Check #: 204499		
			Vendor Total:	\$484.87
VERIZON WIRELESS_21703	21703			
		100.101.0000.000.2310.535.10000.00.00	Data Communications, Internet, Video, T-lines, etc	\$200.07
		Check #: 204500		
		100.104.0000.000.2210.535.10000.00.00	Data Communications, Internet, Video, T-lines, etc	\$40.01
		Check #: 204500		
			Vendor Total:	\$240.08
WALKER LAKE DISPOSAL INC.	102157			
		100.108.0000.000.2620.421.10305.31.00	Garbage / Disposal	\$1,000.00
		Check #: 204501		
		290.180.0000.000.3100.421.10000.00.00	Garbage / Disposal	\$198.00
		Check #: 204501		

## Lyon County School District

### Voucher Supplement Account Summary

Voucher Batch Number: 1081

10/07/2021

Fiscal Year: 2021-2022

Vendor Remit Name	Vendor #	Account	Description	Amount	
				Vendor Total:	\$1,198.00
WASTE MANAGEMENT	22180	100.136.0000.000.2620.421.10208.31.00	Garbage / Disposal	\$26.90	
		Check #: 204502			
				Vendor Total:	\$26.90
WELLS FARGO VENDOR FINANCIAL SERVICES		100.104.0000.000.2210.430.10000.00.00	Repairs and Maintenance Services	\$410.15	
		Check #: 204503			
		100.104.0000.000.2210.442.10000.00.00	Rental of Equipment and Vehicles	\$26.12	
		Check #: 204503			
		100.121.0000.000.2410.442.10201.10.00	Rental of Equipment and Vehicles	\$662.26	
		Check #: 204503			
		100.122.0000.000.2410.442.10202.10.00	Rental of Equipment and Vehicles	\$556.40	
		Check #: 204503		269	
		100.123.0000.000.2410.442.10203.10.00	Rental of Equipment and Vehicles	\$212.01	
		Check #: 204503			
		100.123.0000.100.1000.430.10203.10.00	Repairs and Maintenance Services	\$213.65	
		Check #: 204503			
		100.125.0000.000.2410.442.10205.10.00	Rental of Equipment and Vehicles	\$949.44	
		Check #: 204503			
		100.132.0000.000.2410.442.10302.20.00	Rental of Equipment and Vehicles	\$462.50	
		Check #: 204503			
		100.136.0000.000.2410.442.10208.31.00	Rental of Equipment and Vehicles	\$348.68	
		Check #: 204503			
		290.180.0000.000.3100.430.10000.00.00	Repairs and Maintenance Services	\$409.50	
		Check #: 204503			
		290.180.0000.000.3100.442.10000.00.00	Rental of Equipment and Vehicles	\$26.12	
		Check #: 204503			
				Vendor Total:	\$4,276.83
WESTERN GOVERNORS UNIVERSITY		100.101.0000.000.2213.810.10000.00.00	Dues and Fees	\$3,770.00	
		Check #: 204504			

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1081

10/07/2021

Fiscal Year: 2021-2022

Vendor Remit Name	Vendor #	Account	Description	Amount
				Vendor Total:
WILLIAM V. MACGILL & CO.	22793	100.133.0000.000.2130.610.10303.10.00	General Supplies	\$3,770.00
		Check #: 204505		\$639.67
				Vendor Total:
XEROX CORPORATION		100.101.0000.000.2320.430.10000.00.00	Repairs and Maintenance Services	\$639.67
		Check #: 204506		\$154.15
		100.101.0000.000.2320.442.10000.00.00	Rental of Equipment and Vehicles	\$128.02
		Check #: 204506		\$282.17
				Vendor Total:
XEROX FINANCIAL SERVICES		100.104.0000.000.2210.442.10000.00.00	Rental of Equipment and Vehicles	\$22.19
		Check #: 204507		270
		100.170.0000.000.2710.340.10000.00.00	Other Professional Services	\$759.64
		Check #: 204507		\$781.83
				Vendor Total:
YERINGTON AUTO PARTS	23100	100.108.0000.000.2620.610.10000.00.00	General Supplies	\$11.85
		Check #: 204508		\$11.85
				Vendor Total:
YERINGTON HIGH SCHOOL_23320	23320	280.633.0000.000.2100.100.10603.32.00	FY20 Grants Budget Loads–Title I	\$42.00
		Check #: 204509		\$42.00
				Vendor Total:
YERINGTON THEATRE FOR THE ARTS	100157	230.231.0000.610.1000.441.10909.41.00	Renting Land and Buildings	\$700.00
		Check #: 204510		\$700.00
				Vendor Total:
				Grand Total:
				\$507,683.15

End of Report

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# LYON COUNTY SCHOOL DISTRICT VOUCHER

Voucher No: 1082      Voucher Date: 10/19/2021      Prepared By: \_\_\_\_\_

Printed: 10/19/2021 10:54:25 AM

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LYON COUNTY SCHOOL DISTRICT is hereby authorized to draw warrants against LYON COUNTY SCHOOL DISTRICT funds for the sum of \$139,301.72 on account of obligations incurred for value received in services and for materials as shown below for period July 1, 2021 to June 30, 2022 (period cannot overlap fiscal year end.)

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

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Holly Villines      President

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Phil Cowee      Clerk

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Kimber LA Crabtree      Member

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Barbara Jones      Member

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Sherry Parsons      Member

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Bridget Peterson      Member

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Neal E. McIntyre      Member

LYON COUNTY SCHOOL DISTRICT

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Fund		Amount
100	General Fund	\$90,349.13
250	Special Education	\$31,061.90
290	Food Service Funds	\$17,890.69
		<hr/>
		\$139,301.72

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1082

10/19/2021

Fiscal Year: 2021-2022

Vendor Remit Name	Vendor #	Account	Description	Amount
NEVADA DEPARTMENT OF AGRICULTURE	14535			
		290.182.0000.000.3100.630.10000.00.00 0	Food	\$3,041.42
		290.183.0000.000.3100.630.10000.00.00 0	Food	\$1,967.97
		290.184.0000.000.1000.630.10000.00.00 0	Food	\$6,700.37
		290.184.0000.000.3100.630.10000.00.00 0	Food	\$1,171.53
		290.185.0000.000.1000.630.10000.00.00 0	Food	\$5,009.40
			Vendor Total:	<u>\$17,890.69</u>
SKY FIBER INTERNET				
		100.107.0000.000.2580.535.10000.00.00 0	Data Communications, Internet, Video, T-lines, etc	\$62,841.00
				272
			Vendor Total:	<u>\$62,841.00</u>
STATE OF NEVADA_98141	98141			
		100.102.0000.000.2329.210.10000.00.00 0	Group Insurance	\$27,508.13
			Vendor Total:	<u>\$27,508.13</u>
STATE OF NV DIVISION OF HEALTH CARE	102723			
		250.781.0000.000.0000.000.10000.00.19 1	Deposits	\$31,061.90
			Vendor Total:	<u>\$31,061.90</u>
			Grand Total:	<u>\$139,301.72</u>

End of Report

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# LYON COUNTY SCHOOL DISTRICT VOUCHER

Voucher No: 1083      Voucher Date: 10/11/2021      Prepared By: \_\_\_\_\_

Printed: 10/19/2021 10:55:30 AM

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LYON COUNTY SCHOOL DISTRICT is hereby authorized to draw warrants against LYON COUNTY SCHOOL DISTRICT funds for the sum of \$19,346.00 on account of obligations incurred for value received in services and for materials as shown below for period July 1, 2021 to June 30, 2022 (period cannot overlap fiscal year end.)

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

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Holly Villines      President

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Phil Cowee      Clerk

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Kimber LA Crabtree      Member

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Barbara Jones      Member

---

Sherry Parsons      Member

---

Bridget Peterson      Member

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Neal E. McIntyre      Member

LYON COUNTY SCHOOL DISTRICT

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Fund		Amount
100	General Fund	\$17,346.00
400	Debt Service Funds	\$2,000.00
		<hr/> <hr/>
		\$19,346.00

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1083

10/11/2021

Fiscal Year: 2021-2022

Vendor Remit Name	Vendor #	Account	Description	Amount
SILVA, SCEIRINI & ASSOCIATES, LLC		100.101.0000.000.2510.340.10000.00.00	Other Professional Services Check #: 204511	\$17,346.00
			Vendor Total:	\$17,346.00
WELLS FARGO BANK_96568	96568	400.101.0000.000.5000.810.10000.00.00	Dues and Fees Check #: 204512	\$2,000.00
			Vendor Total:	\$2,000.00
			Grand Total:	\$19,346.00

End of Report

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# LYON COUNTY SCHOOL DISTRICT VOUCHER

Voucher No: 1084      Voucher Date: 10/14/2021      Prepared By: \_\_\_\_\_

Printed: 10/19/2021 10:56:34 AM

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LYON COUNTY SCHOOL DISTRICT is hereby authorized to draw warrants against LYON COUNTY SCHOOL DISTRICT funds for the sum of \$19,604.51 on account of obligations incurred for value received in services and for materials as shown below for period July 1, 2021 to June 30, 2022 (period cannot overlap fiscal year end.)

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

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Holly Villines      President

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Phil Cowee      Clerk

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Kimber LA Crabtree      Member

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Barbara Jones      Member

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Sherry Parsons      Member

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Bridget Peterson      Member

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Neal E. McIntyre      Member

LYON COUNTY SCHOOL DISTRICT

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Fund		Amount
100	General Fund	\$11,837.98
250	Special Education	\$296.50
280	Federal Funds	\$7,301.08
290	Food Service Funds	\$168.95
		<hr/> <hr/>
		\$19,604.51

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1084

10/14/2021

Fiscal Year: 2021-2022

Vendor Remit Name	Vendor #	Account	Description	Amount
AMAZON BUSINESS				
		100.101.0000.000.2320.610.10000.00.00 Check #: 204513	General Supplies	\$47.03
		100.106.0000.000.2515.610.10000.00.00 Check #: 204513	General Supplies	\$130.15
		100.121.0000.000.2410.610.10201.10.00 Check #: 204513	General Supplies	\$9.99
		100.121.0000.100.1000.610.10201.10.00 Check #: 204513	General Supplies	\$106.20
		100.122.0000.100.1000.610.10202.10.00 Check #: 204513	General Supplies	\$67.96
		100.123.0000.000.2410.610.10203.10.00 Check #: 204513	General Supplies	\$188.69
		100.123.0000.000.2620.610.10203.10.00 Check #: 204513	General Supplies	\$154.49 276
		100.123.0000.100.1000.610.10203.10.00 Check #: 204513	General Supplies	\$756.56
		100.125.0000.000.2120.610.10205.10.00 Check #: 204513	General Supplies	\$11.95
		100.125.0000.000.2130.610.10205.10.00 Check #: 204513	General Supplies	\$30.50
		100.125.0000.000.2410.610.10205.10.00 Check #: 204513	General Supplies	\$12.82
		100.125.0000.000.2410.640.10205.10.00 Check #: 204513	Books and Periodicals	\$13.99
		100.125.0000.000.2620.610.10205.10.00 Check #: 204513	General Supplies	\$1,038.86
		100.125.0000.100.1000.610.10205.10.00 Check #: 204513	General Supplies	\$323.91
		100.126.0000.100.1000.610.10206.10.00 Check #: 204513	General Supplies	\$199.74
		100.128.0000.000.2620.610.10211.10.00 Check #: 204513	General Supplies	\$53.57

## Lyon County School District

### Voucher Supplement Account Summary

Voucher Batch Number: 1084

10/14/2021

Fiscal Year: 2021-2022

Vendor Remit Name	Vendor #	Account	Description	Amount
		100.128.0000.100.1000.610.10211.10.00 Check #: 204513	General Supplies	\$215.15
		100.128.0000.100.1000.650.10211.10.00 Check #: 204513	Supplies-Information Technology-related	\$122.96
		100.129.0000.100.1000.610.10209.10.00 Check #: 204513	General Supplies	\$1,265.04
		100.133.0000.000.2410.610.10303.10.00 Check #: 204513	General Supplies	\$66.82
		100.133.0000.000.2620.610.10303.10.00 Check #: 204513	General Supplies	\$55.13
		100.133.0000.100.1000.610.10303.10.00 Check #: 204513	General Supplies	\$70.66
		100.135.0000.000.2410.610.10305.31.00 Check #: 204513	General Supplies	\$421.21
		100.135.0000.100.1000.610.10305.31.00 Check #: 204513	General Supplies	\$478.73 <sup>277</sup>
		100.135.0000.100.1000.640.10305.31.00 Check #: 204513	Books and Periodicals	\$428.80
		100.136.0000.000.2410.615.10208.31.00 Check #: 204513	Snacks, Food & Beverages	\$31.74
		100.136.0000.100.1000.610.10208.31.00 Check #: 204513	General Supplies	\$195.95
		100.161.0000.100.1000.610.10601.32.00 Check #: 204513	General Supplies	\$469.57
		100.162.0000.000.2410.610.10602.50.00 Check #: 204513	General Supplies	\$228.68
		100.162.0000.000.2620.610.10602.50.00 Check #: 204513	General Supplies	\$316.98
		100.162.0000.103.0000.610.10602.50.00 Check #: 204513	General Supplies	\$455.45
		100.162.0000.103.1000.610.10602.50.00 Check #: 204513	General Supplies	\$298.31
		100.162.0000.170.1000.610.10602.50.00 Check #: 204513	General Supplies	\$1,194.91

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1084

10/14/2021

Fiscal Year: 2021-2022

Vendor Remit Name	Vendor #	Account	Description	Amount
		250.164.0000.200.1000.610.10604.32.00	General Supplies Check #: 204513	\$134.75
		280.633.0000.000.2100.610.10000.00.00	General Supplies Check #: 204513	\$412.92
		280.633.0000.000.2100.610.10205.10.00	General Supplies Check #: 204513	\$1,628.16
		280.633.0000.000.2100.610.10208.31.00	FY21 Grants Budget Loads–Title I Check #: 204513	\$336.41
		280.633.0000.000.2100.610.10211.10.00	General Supplies Check #: 204513	\$3,826.99
		280.633.0000.000.2195.610.10000.00.00	General Supplies Check #: 204513	\$134.97
		280.633.0000.000.3300.610.10201.10.00	General Supplies Check #: 204513	\$149.93
		280.709.0000.000.2213.640.10000.00.00	Books and Periodicals Check #: 204513	\$115.20 <sup>278</sup>
		280.742.0000.100.1000.610.10205.10.00	General Supplies Check #: 204513	\$203.79
		280.742.0000.100.1000.610.10208.31.00	General Supplies Check #: 204513	\$107.96
		280.742.0000.100.1000.610.10305.10.00	General Supplies Check #: 204513	\$179.90
		280.767.0000.000.2100.610.10000.00.00	FY21 Grant Budget Load– 21st CCLC Check #: 204513	\$204.85
		290.184.0000.000.3100.430.10000.00.00	Repairs and Maintenance Services Check #: 204513	\$168.95
			Vendor Total:	<u>\$17,067.28</u>
HAYES, CHERYL		100.101.0000.100.1000.610.10000.00.00	General Supplies Check #: 204514	\$24.00
			Vendor Total:	<u>\$24.00</u>
HINSON, HANNAH				

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1084

10/14/2021

Fiscal Year: 2021-2022

Vendor Remit Name	Vendor #	Account	Description	Amount
		100.101.0000.100.1000.610.10000.00.00	General Supplies	\$24.00
		Check #: 204515		
			Vendor Total:	\$24.00
HIRMAN, SHANNON		100.101.0000.100.1000.610.10000.00.00	General Supplies	\$24.00
		Check #: 204516		
			Vendor Total:	\$24.00
HOWARD, ROBIN K		100.101.0000.100.1000.610.10000.00.00	General Supplies	\$24.00
		Check #: 204517		
			Vendor Total:	\$24.00
KARG, CHRISTINE		100.101.0000.100.1000.610.10000.00.00	General Supplies	\$24.00
		Check #: 204518		
			Vendor Total:	\$24.00
KAWAKAMI, CATHERINE		100.101.0000.100.1000.610.10000.00.00	General Supplies	\$24.00
		Check #: 204519		
			Vendor Total:	\$24.00
KERSEY, JAKE		100.101.0000.100.1000.610.10000.00.00	General Supplies	\$24.00
		Check #: 204520		
			Vendor Total:	\$24.00
KOSCINSKI, HOLLY		100.101.0000.100.1000.610.10000.00.00	General Supplies	\$24.00
		Check #: 204521		
			Vendor Total:	\$24.00
LOWE, KEITH III		100.101.0000.100.1000.610.10000.00.00	General Supplies	\$24.00
		Check #: 204522		
			Vendor Total:	\$24.00

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1084

10/14/2021

Fiscal Year: 2021-2022

Vendor Remit Name	Vendor #	Account	Description	Amount
LUNDBERG, JAYNE		100.101.0000.100.1000.610.10000.00.00 Check #: 204523	General Supplies	\$24.00
			Vendor Total:	\$24.00
MARTINEZ, NICOLE		100.101.0000.100.1000.610.10000.00.00 Check #: 204524	General Supplies	\$24.00
			Vendor Total:	\$24.00
MCCLENIC, LYNAE		100.101.0000.100.1000.610.10000.00.00 Check #: 204525	General Supplies	\$24.00
			Vendor Total:	\$24.00
MELLOTT, JENNY		100.101.0000.100.1000.610.10000.00.00 Check #: 204526	General Supplies	\$24.00
			Vendor Total:	\$24.00
MORTENSEN, JENNIFER		100.101.0000.100.1000.610.10000.00.00 Check #: 204527	General Supplies	\$24.00
			Vendor Total:	\$24.00
NOMICOS, DAVID		100.101.0000.100.1000.610.10000.00.00 Check #: 204528	General Supplies	\$24.00
			Vendor Total:	\$24.00
OFFICE DEPOT	15366	100.101.0000.000.2320.610.10000.00.00 Check #: 204529	General Supplies	\$244.79
		100.128.0000.100.1000.610.10211.10.00 Check #: 204529	General Supplies	\$150.55
		100.133.0000.000.2410.610.10303.10.00 Check #: 204529	General Supplies	\$100.70

## Lyon County School District

### Voucher Supplement Account Summary

Voucher Batch Number: 1084

10/14/2021

Fiscal Year: 2021-2022

Vendor Remit Name	Vendor #	Account	Description	Amount
		100.133.0000.100.1000.610.10303.10.00	General Supplies	\$57.64
		Check #: 204529		
		100.162.0000.103.0000.610.10602.50.00	General Supplies	\$219.51
		Check #: 204529		
		100.162.0000.103.1000.610.10602.50.00	General Supplies	\$749.84
		Check #: 204529		
		100.164.0000.190.1000.610.10604.32.00	General Supplies	\$265.64
		Check #: 204529		
		100.165.0000.100.1000.610.10605.32.00	General Supplies	\$106.81
		Check #: 204529		
		250.121.0000.200.1000.610.10201.10.00	General Supplies	\$161.75
		Check #: 204529		
			Vendor Total:	\$2,057.23
PALMER, JESSE				281
		100.101.0000.100.1000.610.10000.00.00	General Supplies	\$24.00
		Check #: 204530		
			Vendor Total:	\$24.00
ROSEBERRY, TAMARA				\$24.00
		100.101.0000.100.1000.610.10000.00.00	General Supplies	\$24.00
		Check #: 204531		
			Vendor Total:	\$24.00
SIMKINS, JENNIFER				\$24.00
		100.101.0000.100.1000.610.10000.00.00	General Supplies	\$24.00
		Check #: 204532		
			Vendor Total:	\$24.00
SINNING, MEGHAN				\$24.00
		100.101.0000.100.1000.610.10000.00.00	General Supplies	\$24.00
		Check #: 204533		
			Vendor Total:	\$24.00
STOOD, HEATHER				\$24.00
		100.101.0000.100.1000.610.10000.00.00	General Supplies	\$24.00
		Check #: 204534		

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1084

10/14/2021

Fiscal Year: 2021-2022

Vendor Remit Name	Vendor #	Account	Description	Amount
				Vendor Total: \$24.00
				Grand Total: \$19,604.51

End of Report

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# LYON COUNTY SCHOOL DISTRICT VOUCHER

Voucher No: 1085      Voucher Date: 10/15/2021      Prepared By: \_\_\_\_\_

Printed: 10/19/2021 10:57:23 AM

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LYON COUNTY SCHOOL DISTRICT is hereby authorized to draw warrants against LYON COUNTY SCHOOL DISTRICT funds for the sum of \$176,731.36 on account of obligations incurred for value received in services and for materials as shown below for period July 1, 2021 to June 30, 2022 (period cannot overlap fiscal year end.)

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

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Holly Villines      President

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Phil Cowee      Clerk

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Kimber LA Crabtree      Member

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Barbara Jones      Member

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Sherry Parsons      Member

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Bridget Peterson      Member

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Neal E. McIntyre      Member

LYON COUNTY SCHOOL DISTRICT

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Fund		Amount
100	General Fund	\$117,666.42
230	Adult Education	\$328.38
250	Special Education	\$1,040.00
280	Federal Funds	\$16,064.83
285	Medicaid Funds	\$33,351.76
290	Food Service Funds	\$1,094.97
703	Workers Compensation	\$6,135.00
830	Private-Purpose Trust Funds	\$1,050.00
		<hr/> <hr/>
		\$176,731.36

## Lyon County School District

### Voucher Supplement Account Summary

Voucher Batch Number: 1085

10/15/2021

Fiscal Year: 2021-2022

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 #: 204535	\$0.05
		100.121.0000.000.2410.533.10201.10.00	Telephone – Land Line phone services Check #: 204535	\$0.73
		100.122.0000.000.2410.533.10202.10.00	Telephone – Land Line phone services Check #: 204535	\$6.31
		100.123.0000.000.2410.533.10203.10.00	Telephone – Land Line phone services Check #: 204535	\$0.53
		100.125.0000.000.2410.533.10205.10.00	Telephone – Land Line phone services Check #: 204535	\$0.65
		100.126.0000.000.2410.533.10206.10.00	Telephone – Land Line phone services Check #: 204535	\$0.48
		100.127.0000.000.2410.533.10210.10.00	Telephone – Land Line phone services Check #: 204535	\$0.90 <del>284</del>
		100.128.0000.000.2410.533.10211.10.00	Telephone – Land Line phone services Check #: 204535	\$0.62
		100.129.0000.000.2410.533.10209.10.00	Telephone – Land Line phone services Check #: 204535	\$0.40
		100.132.0000.000.2410.533.10302.20.00	Telephone – Land Line phone services Check #: 204535	\$6.31
		100.133.0000.000.2410.533.10303.10.00	Telephone – Land Line phone services Check #: 204535	\$1.28
		100.134.0000.000.2410.533.10304.20.00	Telephone – Land Line phone services Check #: 204535	\$0.76
		100.135.0000.000.2410.533.10305.31.00	Telephone – Land Line phone services Check #: 204535	\$0.62
		100.136.0000.000.2410.533.10208.31.00	Telephone – Land Line phone services Check #: 204535	\$0.77
		100.161.0000.000.2410.533.10601.32.00	Telephone – Land Line phone services Check #: 204535	\$1.47
		100.162.0000.000.2410.533.10602.50.00	Telephone – Land Line phone services Check #: 204535	\$2.89

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1085

10/15/2021

Fiscal Year: 2021-2022

Vendor Remit Name	Vendor #	Account	Description	Amount
		100.163.0000.000.2410.533.10603.32.00 Check #: 204535	Telephone – Land Line phone services	\$10.49
		100.164.0000.000.2410.533.10604.32.00 Check #: 204535	Telephone – Land Line phone services	\$1.71
		100.165.0000.000.2410.533.10605.32.00 Check #: 204535	Telephone – Land Line phone services	\$1.13
		100.170.0000.000.2710.533.10000.00.00 Check #: 204535	Telephone – Land Line phone services	\$0.18
		230.231.0000.610.1000.533.10907.41.00 Check #: 204535	Telephone – Land Line phone services	\$0.25
		230.231.0000.610.1000.533.10909.41.00 Check #: 204535	Telephone – Land Line phone services	\$0.75
		290.182.0000.000.3100.533.10000.00.00 Check #: 204535	Telephone – Land Line phone services	\$6.87
		290.183.0000.000.3100.533.10000.00.00 Check #: 204535	Telephone – Land Line phone services	\$0.96
			Vendor Total:	\$285 \$0.96
A T & T MONTHLY STATEMENT	99712			\$47.11
		100.101.0000.000.2320.533.10000.00.00 Check #: 204536	Telephone – Land Line phone services	\$1,176.41
			Vendor Total:	\$1,176.41
A T & T MONTHLY STATEMENT	99712			
		100.108.0000.000.2620.532.10000.00.00 Check #: 204537	Voice/Voicemail	\$18.21
			Vendor Total:	\$18.21
ADVANCED INTEGRATED PEST MANAGEMENT				
		100.136.0000.000.2620.610.10208.31.00 Check #: 204538	General Supplies	\$460.00
			Vendor Total:	\$460.00
AIR FILTER SALES AND SERVICE	98789			
		100.122.0000.000.2620.610.10202.10.00 Check #: 204539	General Supplies	\$514.43

## Lyon County School District

### Voucher Supplement Account Summary

Voucher Batch Number: 1085

10/15/2021

Fiscal Year: 2021-2022

Vendor Remit Name	Vendor #	Account	Description	Amount
		100.126.0000.000.2620.610.10206.10.00 Check #: 204539	General Supplies	\$269.52
		100.132.0000.000.2620.610.10302.20.00 Check #: 204539	General Supplies	\$373.92
		100.133.0000.000.2620.610.10303.10.00 Check #: 204539	General Supplies	\$1,230.84
			Vendor Total:	\$2,388.71
ALL ABOUT VISION, LLC	94550	250.105.0000.200.2155.340.10000.00.00 Check #: 204540	Other Professional Services	\$1,040.00
			Vendor Total:	\$1,040.00
APPLE COMPUTER_1112	1112	280.639.0000.200.2321.652.10000.00.00 Check #: 204541	Inventoried Supplies/Equipment – IT Related <\$5000	\$2,598.00 286
			Vendor Total:	\$2,598.00
ARAMARK UNIFORM SERVICES		100.121.0000.000.2620.422.10201.10.00 Check #: 204542	Janitorial / Custodial Services	\$186.34
			Vendor Total:	\$186.34
BIG R FERNLEY		100.133.0000.000.2620.610.10303.10.00 Check #: 204543	General Supplies	\$22.81
		100.161.0000.000.2620.610.10601.32.00 Check #: 204543	General Supplies	\$42.24
			Vendor Total:	\$65.05
BIRDBRAIN TECHNOLOGIES		100.104.0000.000.2100.610.10000.00.00 Check #: 204544	General Supplies	\$48.80
			Vendor Total:	\$48.80
BRADY INDUSTRIES		100.123.0000.000.2620.610.10203.10.00 Check #: 204545	General Supplies	\$1,153.32

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1085

10/15/2021

Fiscal Year: 2021-2022

Vendor Remit Name	Vendor #	Account	Description	Amount
		100.133.0000.000.2620.610.10303.10.00	General Supplies	\$1,052.50
		Check #: 204545		
		100.136.0000.000.2620.612.10208.31.00	Inventoried Supplies/Equipment <\$5000	\$5,746.34
		Check #: 204545		
			Vendor Total:	\$7,952.16
BROWN MILBERY INC	2280			
		100.123.0000.000.2620.610.10203.10.00	General Supplies	\$535.78
		Check #: 204546		
			Vendor Total:	\$535.78
BRYSON SALES & SERVICE	2380			
		100.170.0000.000.2730.614.10000.00.00	Parts	\$3,026.13
		Check #: 204547		
			Vendor Total:	\$3,026.13
CARSON VALLEY OIL	3380			
		100.170.0000.000.2730.626.10000.00.00	Gasoline	\$9,144.73
		Check #: 204548		
			Vendor Total:	\$9,144.73
CCMSI				
		703.102.0000.000.2310.340.10000.00.00	Other Professional Services	\$2,235.00
		Check #: 204549		
			Vendor Total:	\$2,235.00
CONNECTIONS SPEECH&LANGUAGE SERVICES LLC				
		285.781.0000.200.2150.340.10000.00.00	Other Professional Services	\$27,396.00
		Check #: 204550		
			Vendor Total:	\$27,396.00
COSTCO MEMBERSHIP	102605			
		100.101.0000.000.2500.810.10000.00.00	Dues and Fees	\$120.00
		Check #: 204551		
			Vendor Total:	\$120.00
COWEE, PHIL				

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1085

10/15/2021

Fiscal Year: 2021-2022

Vendor Remit Name	Vendor #	Account	Description	Amount
		100.101.0000.000.2310.580.10000.00.00	Staff Travel	\$166.04
		Check #: 204552		
			Vendor Total:	\$166.04
CURRICULUM ASSOC INC	4800			
		100.104.0000.100.1000.641.10000.00.00	Textbooks	\$8,820.00
		Check #: 204553		
			Vendor Total:	\$8,820.00
DELTA EDUCATION				
		100.133.0000.100.1000.610.10303.10.00	General Supplies	\$7,120.03
		Check #: 204554		
		100.135.0000.100.1000.610.10305.31.00	General Supplies	\$599.07
		Check #: 204554		
			Vendor Total:	\$7,719.10
DEPARTMENT OF PUBLIC SAFETY	14394			288
		100.102.0000.000.2570.340.10000.00.00	Other Professional Services	\$966.00
		Check #: 204555		
			Vendor Total:	\$966.00
DESERT GLASS CONTRACTING CO., INC.				
		100.123.0000.000.2620.610.10203.10.00	General Supplies	\$1,125.00
		Check #: 204556		
			Vendor Total:	\$1,125.00
DISCOUNT TWO WAY RADIO CORPORATION				
		100.127.0000.100.1000.610.10210.10.00	General Supplies	\$2,893.61
		Check #: 204557		
		100.161.0000.000.2410.610.10601.32.00	General Supplies	\$2,044.80
		Check #: 204557		
			Vendor Total:	\$4,938.41
ESENTIA SYSTEMS, INC	98182			
		100.123.0000.000.2410.610.10203.10.00	General Supplies	\$52.31
		Check #: 204558		
			Vendor Total:	\$52.31

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1085

10/15/2021

Fiscal Year: 2021-2022

Vendor Remit Name	Vendor #	Account	Description	Amount
ESGI	103143	100.104.0000.100.1000.653.10000.00.00	Web-based and similar programs	\$639.00
		Check #: 204559		
		100.123.0000.103.1000.610.10203.10.00	General Supplies	\$426.00
		Check #: 204559		
Vendor Total:				\$1,065.00
FRONTIER	21702	100.162.0000.000.2410.533.10602.50.00	Telephone – Land Line phone services	\$167.14
		Check #: 204560		
Vendor Total:				\$167.14
FRONTIER	21702	100.132.0000.000.2410.533.10302.20.00	Telephone – Land Line phone services	\$228.27
		Check #: 204561		
Vendor Total:				\$228.27
FRONTIER	21702	100.163.0000.000.2410.533.10603.32.00	Telephone – Land Line phone services	\$259.93
		Check #: 204562		
Vendor Total:				\$259.93
FRONTIER	21702	100.101.0000.000.2320.533.10000.00.00	Telephone – Land Line phone services	\$566.51
		Check #: 204563		
Vendor Total:				\$566.51
FUNK, SAMANTHA		830.050.0000.000.2410.890.10000.00.00	Miscellaneous Expenditures	\$500.00
		Check #: 204564		
Vendor Total:				\$500.00
GOALBOOK		280.639.0000.200.2200.653.10000.00.00	Web-based and similar programs	\$2,309.00
		Check #: 204565		
Vendor Total:				\$2,309.00
HAL LEONARD CORPORATION				

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1085

10/15/2021

Fiscal Year: 2021-2022

Vendor Remit Name	Vendor #	Account	Description	Amount
		100.136.0000.100.1000.610.10208.31.00	General Supplies	\$759.45
		Check #: 204566		
			Vendor Total:	\$759.45
HARRIS WELDING SUPPLY				
		100.161.0000.384.1000.610.10601.32.00	General Supplies	\$749.70
		Check #: 204567		
			Vendor Total:	\$749.70
HIDALGO, NICOLE				
		100.165.0000.100.1000.640.10605.32.00	Books and Periodicals	\$172.70
		Check #: 204568		
			Vendor Total:	\$172.70
HOME DEPOT	9654			
		100.164.0000.000.2620.610.10604.32.00	General Supplies	\$28.53
		Check #: 204569		290
		100.164.0000.100.1000.610.10604.32.00	General Supplies	\$552.61
		Check #: 204569		
			Vendor Total:	\$581.14
HUCKABY, DAWN				
		100.102.0000.000.2570.580.10000.00.00	Staff Travel	\$304.15
		Check #: 204570		
			Vendor Total:	\$304.15
HYDRAULIC INDUSTRIAL SERVICES	97884			
		100.121.0000.000.2620.430.10201.10.00	Repairs and Maintenance Services	\$174.04
		Check #: 204571		
			Vendor Total:	\$174.04
IMAGING CONCEPTS NORTH	101833			
		100.165.0000.100.1000.610.10605.32.00	General Supplies	\$515.00
		Check #: 204572		
			Vendor Total:	\$515.00
INFINISOURCE, INC.	99766			
		100.102.0000.000.2570.340.10000.00.00	Other Professional Services	\$4,791.60
		Check #: 204573		

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1085

10/15/2021

Fiscal Year: 2021-2022

Vendor Remit Name	Vendor #	Account	Description	Amount
			Vendor Total:	\$4,791.60
INLAND BUSINESS SYSTEMS		100.104.0000.000.2210.430.10000.00.00	Repairs and Maintenance Services	\$7.51
		Check #: 204574		
			Vendor Total:	\$7.51
INLAND LEASING		290.182.0000.000.3100.442.10000.00.00	Rental of Equipment and Vehicles	\$352.98
		Check #: 204575		
		290.184.0000.000.3100.442.10000.00.00	Rental of Equipment and Vehicles	\$352.98
		Check #: 204575		
		290.185.0000.000.3100.442.10000.00.00	Rental of Equipment and Vehicles	\$352.98
		Check #: 204575		
			Vendor Total:	\$1,058.94
JONES, BARBARA		100.101.0000.000.2310.580.10000.00.00	Staff Travel	\$53.57
		Check #: 204576		
			Vendor Total:	\$53.57
JOURNEYED.COM, INC		280.633.0000.000.2100.610.10210.10.00	General Supplies	\$1,890.58
		Check #: 204577		
			Vendor Total:	\$1,890.58
LYON COUNTY SCHOOL DIST._99346	99346	100.133.0000.000.2410.615.10303.10.00	Snacks, Food & Beverages	\$625.00
		Check #: 204578		
		280.633.0000.000.2195.610.10000.00.00	General Supplies	\$123.00
		Check #: 204578		
			Vendor Total:	\$748.00
MAP OF THE MONTH		100.134.0000.100.1000.610.10304.20.00	General Supplies	\$160.00
		Check #: 204579		
			Vendor Total:	\$160.00
MOREDA, JAMIE				

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1085

10/15/2021

Fiscal Year: 2021-2022

Vendor Remit Name	Vendor #	Account	Description	Amount
		830.057.0000.000.2410.890.10000.00.00	Miscellaneous Expenditures	\$250.00
		Check #: 204580		
		830.062.0000.000.2410.890.10000.00.00	Miscellaneous Expenditures	\$300.00
		Check #: 204580		
			Vendor Total:	\$550.00
MOUND HOUSE HARDWARE & STORAGE	96223			
		100.127.0000.000.2620.610.10210.10.00	General Supplies	\$199.62
		Check #: 204581		
		100.128.0000.000.2620.610.10211.10.00	General Supplies	\$311.97
		Check #: 204581		
		100.164.0000.000.2620.610.10604.32.00	General Supplies	\$180.57
		Check #: 204581		
			Vendor Total:	\$692.16
NAPA AUTO & TRUCK PARTS_99614	99614			292
		100.170.0000.000.2730.614.10000.00.00	Parts	\$680.28
		Check #: 204582		
			Vendor Total:	\$680.28
NEVADA FFA ASSOCIATION	97581			
		100.103.0000.300.1000.653.10602.50.00	Web-based and similar programs	\$665.00
		Check #: 204583		
		100.103.0000.300.1000.653.10603.32.00	Web-based and similar programs	\$890.00
		Check #: 204583		
			Vendor Total:	\$1,555.00
NEVADA PUBLIC AGENCY INSURANCE POOL	97141			
		100.102.0000.000.2310.820.10000.00.00	Judgments Against the School District	\$36,156.50
		Check #: 204584		
			Vendor Total:	\$36,156.50
OSKAR SEPTIC SERVICES, LLC				
		100.121.0000.000.2620.422.10201.10.00	Janitorial / Custodial Services	\$1,000.00
		Check #: 204585		
			Vendor Total:	\$1,000.00

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1085

10/15/2021

Fiscal Year: 2021-2022

Vendor Remit Name	Vendor #	Account	Description	Amount
PACIFIC STATES COMMUNICATIONS OF NV, INC				
		100.107.0000.000.2580.610.10000.00.00	General Supplies	\$651.73
		Check #: 204586		
		100.126.0000.000.2410.610.10206.10.00	General Supplies	\$324.10
		Check #: 204586		
			Vendor Total:	\$975.83
PETERSON, BRIDGET				
		100.101.0000.000.2310.580.10000.00.00	Staff Travel	\$92.21
		Check #: 204587		
			Vendor Total:	\$92.21
PITNEY BOWES INC 98355				
		100.121.0000.000.2410.442.10201.10.00	Rental of Equipment and Vehicles	\$45.00
		Check #: 204588		
				293
			Vendor Total:	\$45.00
PRIME ACTUARIAL CONSULTING, LLC 99369				
		703.102.0000.000.2570.340.10000.00.00	Other Professional Services	\$3,900.00
		Check #: 204589		
			Vendor Total:	\$3,900.00
PROCARE THERAPY				
		280.639.0000.200.1000.340.10305.31.00	Other Professional Services	\$3,864.00
		Check #: 204590		
		285.781.0000.200.2150.340.10211.10.00	Other Professional Services	\$5,955.76
		Check #: 204590		
			Vendor Total:	\$9,819.76
PURCHASE POWER 16968				
		100.165.0000.000.2410.531.10605.32.00	Postage	\$42.43
		Check #: 204591		
			Vendor Total:	\$42.43
REGISTERED INK PRINT AND DIGITAL				
		100.104.0000.100.1000.610.10000.00.00	General Supplies	\$1,011.46
		Check #: 204592		

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1085

10/15/2021

Fiscal Year: 2021-2022

Vendor Remit Name	Vendor #	Account	Description	Amount
			Vendor Total:	\$1,011.46
RICOH AMERICAS CORP	102825	100.101.0000.610.1000.430.10909.41.00	Repairs and Maintenance Services Check #: 204593	\$16.43
		100.104.0000.100.1000.430.10907.41.00	Repairs and Maintenance Services Check #: 204593	\$5.33
		100.121.0000.000.2410.430.10201.10.00	Repairs and Maintenance Services Check #: 204593	\$540.52
		100.126.0000.100.1000.430.10206.10.00	Repairs and Maintenance Services Check #: 204593	\$377.76
		100.127.0000.100.1000.430.10210.10.00	Repairs and Maintenance Services Check #: 204593	\$7.33
		100.128.0000.000.2410.430.10211.10.00	Repairs and Maintenance Services Check #: 204593	\$1,532.66
		100.132.0000.100.1000.430.10302.20.00	Repairs and Maintenance Services Check #: 204593	294 \$374.03
		100.135.0000.000.2410.442.10305.31.00	Rental of Equipment and Vehicles Check #: 204593	\$404.99
		100.135.0000.100.1000.430.10305.31.00	Repairs and Maintenance Services Check #: 204593	\$5.75
		100.164.0000.100.1000.430.10604.32.00	Repairs and Maintenance Services Check #: 204593	\$781.28
		100.165.0000.100.1000.430.10605.32.00	Repairs and Maintenance Services Check #: 204593	\$202.40
			Vendor Total:	\$4,248.48
SAAVAEDRA, ANA		290.184.1611.000.0000.000.10000.00.00	Daily Sales-School Lunch Program Check #: 204594	\$28.20
			Vendor Total:	\$28.20
SCHOOL OUTLET		100.132.0000.100.1000.610.10302.20.00	General Supplies Check #: 204595	\$2,820.36
			Vendor Total:	\$2,820.36

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1085

10/15/2021

Fiscal Year: 2021-2022

Vendor Remit Name	Vendor #	Account	Description	Amount
SCHOOL SERVICE, INC.		100.123.0000.000.2410.610.10203.10.00	General Supplies	\$55.99
		Check #: 204596		
			Vendor Total:	\$55.99
SHULMAN, ELENA		280.639.0000.200.2150.340.10000.00.00	Other Professional Services	\$326.25
		Check #: 204597		
			Vendor Total:	\$326.25
SIERRA NEVADA JOURNEYS		280.633.0000.000.3300.610.10203.10.00	General Supplies	\$800.00
		Check #: 204598		
			Vendor Total:	\$800.00
SMITH, JAMES BLAKE		100.102.0000.000.2570.580.10000.00.00	Staff Travel	\$146.00 <sup>295</sup>
		Check #: 204599		
			Vendor Total:	\$146.00
SOLIANT HEALTH, LLC		280.639.0000.200.2140.340.10000.00.00	Other Professional Services	\$4,004.00
		Check #: 204600		
			Vendor Total:	\$4,004.00
STAPLES TECHNOLOGY SOLUTIONS		100.133.0000.100.1000.652.10303.10.00	Inventoried Supplies/Equipment – IT Related	\$966.76
		Check #: 204601	<\$5000	
		100.164.0000.100.1000.651.10604.32.00	Supplies – Technology – Software	\$448.00
		Check #: 204601		
			Vendor Total:	\$1,414.76
STATE OF NEVADA-DIV. OF WATER RESOURCES		100.108.0000.000.2620.810.10000.00.00	Dues and Fees	\$120.00
		Check #: 204602		
			Vendor Total:	\$120.00
THERAPRO	96902			

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1085

10/15/2021

Fiscal Year: 2021-2022

Vendor Remit Name	Vendor #	Account	Description	Amount
		280.639.0000.200.1000.610.10000.00.00	General Supplies	\$150.00
		Check #: 204603		
			Vendor Total:	\$150.00
VERIZON WIRELESS_21703	21703			
		100.101.0000.000.2310.535.10000.00.00	Data Communications, Internet, Video, T-lines, etc	\$200.05
		Check #: 204604		
		100.104.0000.000.2210.535.10000.00.00	Data Communications, Internet, Video, T-lines, etc	\$40.01
		Check #: 204604		
		100.170.0000.000.2710.534.10000.00.00	Telephone – Cell phone services	\$2,691.39
		Check #: 204604		
			Vendor Total:	\$2,931.45
VEX ROBOTICS				
		100.135.0000.100.1000.610.10305.31.00	General Supplies	\$943.34
		Check #: 204605		296
			Vendor Total:	\$943.34
VILLINES, HOLLY				
		100.101.0000.000.2310.580.10000.00.00	Staff Travel	\$181.20
		Check #: 204606		
			Vendor Total:	\$181.20
WELLS FARGO VENDOR FINANCIAL SERVICES				
		230.231.0000.610.1000.351.10000.00.00	Data Processing and Coding Services	\$206.12
		Check #: 204607		
			Vendor Total:	\$206.12
WILD WEST MOTORS, INC	8442			
		100.170.0000.000.2730.614.10000.00.00	Parts	\$1,346.42
		Check #: 204608		
			Vendor Total:	\$1,346.42
XCAST LABS, INC.				
		100.107.0000.000.2580.533.10000.00.00	Telephone – Land Line phone services	\$40.32
		Check #: 204609		

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1085

10/15/2021

Fiscal Year: 2021-2022

Vendor Remit Name	Vendor #	Account	Description	Amount
		100.121.0000.000.2410.533.10201.10.00 Check #: 204609	Telephone – Land Line phone services	\$40.42
		100.122.0000.000.2410.533.10202.10.00 Check #: 204609	Telephone – Land Line phone services	\$40.42
		100.123.0000.000.2410.533.10203.10.00 Check #: 204609	Telephone – Land Line phone services	\$40.42
		100.125.0000.000.2410.533.10205.10.00 Check #: 204609	Telephone – Land Line phone services	\$40.42
		100.126.0000.000.2410.533.10206.10.00 Check #: 204609	Telephone – Land Line phone services	\$40.42
		100.127.0000.000.2410.533.10210.10.00 Check #: 204609	Telephone – Land Line phone services	\$40.42
		100.128.0000.000.2410.533.10211.10.00 Check #: 204609	Telephone – Land Line phone services	\$40.42
		100.129.0000.000.2410.533.10209.10.00 Check #: 204609	Telephone – Land Line phone services	\$40.42
		100.132.0000.000.2410.533.10302.20.00 Check #: 204609	Telephone – Land Line phone services	\$40.42
		100.133.0000.000.2410.533.10303.10.00 Check #: 204609	Telephone – Land Line phone services	\$40.42
		100.134.0000.000.2410.533.10304.20.00 Check #: 204609	Telephone – Land Line phone services	\$40.42
		100.135.0000.000.2410.533.10305.31.00 Check #: 204609	Telephone – Land Line phone services	\$40.42
		100.136.0000.000.2410.533.10208.31.00 Check #: 204609	Telephone – Land Line phone services	\$40.42
		100.161.0000.000.2410.533.10601.32.00 Check #: 204609	Telephone – Land Line phone services	\$40.42
		100.162.0000.000.2410.533.10602.50.00 Check #: 204609	Telephone – Land Line phone services	\$40.42
		100.163.0000.000.2410.533.10603.32.00 Check #: 204609	Telephone – Land Line phone services	\$40.42
		100.164.0000.000.2410.533.10604.32.00 Check #: 204609	Telephone – Land Line phone services	\$40.42

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Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1085

10/15/2021

Fiscal Year: 2021-2022

Vendor Remit Name	Vendor #	Account	Description	Amount
		100.165.0000.000.2410.533.10605.32.00	Telephone – Land Line phone services Check #: 204609	\$40.42
		100.170.0000.000.2710.533.10000.00.00	Telephone – Land Line phone services Check #: 204609	\$40.42
		230.231.0000.610.1000.533.10601.41.00	Telephone – Land Line phone services Check #: 204609	\$40.42
		230.231.0000.610.1000.533.10907.41.00	Telephone – Land Line phone services Check #: 204609	\$40.42
		230.231.0000.610.1000.533.10909.41.00	Telephone – Land Line phone services Check #: 204609	\$40.42
			Vendor Total:	<u>\$929.56</u>
XEROX CORPORATION		100.101.0000.000.2500.442.10000.00.00	Rental of Equipment and Vehicles Check #: 204610	\$85.34
		100.101.0000.000.2510.430.10000.00.00	Repairs and Maintenance Services Check #: 204610	298 \$119.50
		100.106.0000.000.2515.442.10000.00.00	Rental of Equipment and Vehicles Check #: 204610	\$42.68
		100.107.0000.000.2580.430.10000.00.00	Repairs and Maintenance Services Check #: 204610	\$1.37
		100.107.0000.000.2580.442.10000.00.00	Rental of Equipment and Vehicles Check #: 204610	\$22.19
			Vendor Total:	<u>\$271.08</u>
			Grand Total:	<u>\$176,731.36</u>

End of Report

**Lyon County School District  
Board Memo**

**Date:** October 26, 2021  
**To:** Board of School Trustees  
**From:** Wayne Workman, Superintendent  
**Re:** Donation

---

**Recommendation**

That the Board of School Trustees approve and accept the generous donations made to our schools:

- A donation of school supplies to Sutro Elementary School from Carson City Walmart. These supplies will be used in the classrooms for students in need.
- A donation of \$5,181 from the Janas family to Dayton Intermediate School for the purchase of a new scoreboard, dedicated to the memory of their son, Andrew Janas.
- A donation of \$1,000 from Larry's Coffee House to Dayton Intermediate School for the Christmas Angel Tree program.
- A donation of \$1,945 to the golf program at DHS from Travel Eagle, Inc.

*Respectfully Submitted,  
Wayne Workman, Superintendent*



**Sutro Elementary School**  
190 Dayton Village Parkway  
Dayton, NV 89403

**Michael Walker, Principal**  
775-246-6270  
775-246-6276 (fax)  
[mbwalker@lyoncsd.org](mailto:mbwalker@lyoncsd.org)

To: Lyon County School Board of Trustees  
From: Michael Walker, Principal *MW*  
Date: October 6, 2021  
Re: Donation

Sutro Elementary is in receipt of a generous donation of school supplies from Walmart, Store#1648, located in Carson City, Nevada. These supplies will be used in the classrooms, and for those students in need.

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

# DAYTON INTERMEDIATE SCHOOL

"HOME OF THE SUNDEVILS"

315 OLD DAYTON VALLEY ROAD

DAYTON, NEVADA 89403

(775) 246-6250

FAX (775) 246-6253



Kevin Kranjcec  
Principal

Damon Etter  
Principal Assistant

October 12, 2021

To whom it may concern;

On behalf of Dayton Intermediate School, I would like to thank you for your generous donation of \$5,181.00 to our school, students and community for the purchase of a new scoreboard, dedicated in memory of Andrew Janas.

Thank you for your dedication and thoughtfulness. This letter also serves as your documentation for tax purposes; Lyon County School District's Tax ID number is: 88-6000999.

Sincerely,

A handwritten signature in black ink, appearing to read 'Kevin Kranjcec', is written over a white background.

Kevin Kranjcec  
Principal

# DAYTON INTERMEDIATE SCHOOL

"HOME OF THE SUNDEVILS"

315 OLD DAYTON VALLEY ROAD

DAYTON, NEVADA 89403

(775) 246-6250

FAX (775) 246-6253



Kevin Kranjcec  
Principal

Damon Etter  
Principal Assistant

October 13, 2021

To whom it may concern;

On behalf of Dayton Intermediate School, I would like to thank you for your generous donation of \$1,000.00 to our school, students and community for the Christmas Angel Tree event this year.

Thank you for your dedication and thoughtfulness. This letter also serves as your documentation for tax purposes; Lyon County School District's Tax ID number is: 88-6000999.

Sincerely,

A handwritten signature in black ink, appearing to be 'K. Kranjcec', written in a cursive style.

Kevin Kranjcec  
Principal

*Dayton High School*  
**MEMORANDUM**

TO: Margaret Heim  
FROM: Ryan Cross  
DATE: October 19, 2021  
SUBJECT: Donation to DHS

I would like the LCSD Board of Trustees to recognize and accept a generous donation made by Travel Eagle, Inc. to Dayton High School. They donated \$1,945.00 to the Golf program. This will go toward equipment updates for the program.

Thank you.



**Lyon County School District  
Board Memo**

**Date:** October 26, 2021  
**To:** Board of School Trustees  
**From:** Wayne Workman, Superintendent  
**Re:** Lyon County Health and Human Services Presentation

---

**Recommendation**

That the Board of Trustees approve an update from the Lyon County Health and Human Services Department.

**Background Information**

The Lyon County Health and Human Services Department along with Member Crabtree have requested the opportunity to update the board regarding their work. Additionally, the board may be asked to provide feedback.

**Budget Considerations**

None

**Discussed at Previous Meeting**

No

**Attachment(s)**

*Respectfully Submitted,  
Wayne Workman, Superintendent*

**Lyon County School District  
Board Memo**

**Date:** October 26, 2021  
**To:** Board of School Trustees  
**From:** Wayne Workman, Superintendent  
**Re:** 2022 Health Insurance Rate Adjustment for Buy Up Plan Dual Spouse Family Rate and Aetna Vision Rate Guarantee through June 30, 2025

---

**Recommendation**

That the Board of Trustees approve the rate adjustment for the Aetna Buy Up Plan Dual Spouse Family rate of \$98.82. During a reconciliation of our 2022 Aetna Health Insurance Rates, our HR department found a discrepancy on the rate sheet submitted to the board on Sept. 28. The calculation for the Buy-Up Plan Family + Dual Spouse rate did not account for the additional employee buy-up cost of \$98.82.

Additionally, Aetna has also offered to extend our vision insurance rate guarantee to remain at our current rate through June 30, 2025. We are asking for approval of this rate guarantee so that we can lock in the rate. This helps support managing our health costs at a time when health costs are rising dramatically.

Please see the updated rate on the attached rate sheet shown with an asterisk. This document is also being sent to all of our staff in preparation for open enrollment. Open enrollment begins tomorrow, Oct. 27 so that the board can review and approve the update before employees make their 2022 elections.

**Background Information**

The revised rate for the Aetna Buy Up Dual Spouse rate is attached in the rates document.

**Budget Considerations**

Currently, LCSD provides insurance to approximately 1000 employees who work 5+ hours/day. The negotiated agreements with the classified, certified and administrator employee groups require the District to support up to \$625 towards employee health benefits. Employees have an option of covering their dependents at their own cost. Approval of the Aetna vision plan with the guaranteed rate cap to match our current rate will assist in managing our costs.

**Discussed at Previous Meeting**

September 28, 2021

**Attachment(s):**

LCSD Rates 2022-23 Final

*Respectfully Submitted,  
Wayne Workman, Superintendent*



# Rates Effective January 1, 2022

FULLY INSURED 2022 Rates	Medical	Dental	Vision	Life	EMPLOYEE MONTHLY COST
<b>BASE Medical Plan (\$3,500 Deductible)</b>	<b>Aetna</b>	<b>Aetna</b>	<b>Aetna</b>	<b>Guardian</b>	
Employee	\$566.98	\$38.93	\$6.20	\$4.20	\$0.00
Employee + Spouse	\$566.98	\$35.14	\$7.25	N/A	\$609.37
Employee + Child(ren)	\$453.59	\$35.70	\$7.46	N/A	\$496.75
Employee + Family	\$1,133.96	\$64.29	\$16.70	N/A	\$1214.95
Employee + Family Dual	\$453.59	\$25.36	\$10.50	N/A	\$489.45
<b>BUY-UP Medical Plan (\$2,000 Deductible)</b>	<b>Aetna</b>	<b>Aetna</b>	<b>Aetna</b>	<b>Guardian</b>	
Employee	\$665.80	\$38.93	\$6.20	\$4.20	\$98.82
Employee + Spouse	\$665.81	\$35.14	\$7.25	N/A	\$807.02
Employee + Child(ren)	\$532.65	\$35.70	\$7.46	N/A	\$674.63
Employee + Family	\$1,331.61	\$64.29	\$16.70	N/A	\$1511.42
Employee + Family Dual	\$532.65	\$25.36	\$10.50	N/A	\$766.15 *
<b>HDHP H.S.A. Medical Plan (\$4,000 Deductible)</b>	<b>Aetna</b>	<b>Aetna</b>	<b>Aetna</b>	<b>Guardian</b>	
Employee	\$543.56	\$38.93	\$6.20	\$4.20	\$0.00
Employee + Spouse	\$543.55	\$35.14	\$7.25	N/A	\$585.94
Employee + Child(ren)	\$434.84	\$35.70	\$7.46	N/A	\$478.00
Employee + Family	\$1,087.10	\$64.29	\$16.70	N/A	\$1,168.09
Employee + Family Dual	\$434.84	\$25.36	\$10.50	N/A	\$470.70

\*Pending Board Approval on Oct. 26, 2021.

All Buy-Up Employee Monthly Costs include the employee buy-up amount of \$98.82



**Lyon County School District  
Board Memo**

**Date:** October 26, 2021  
**To:** Board of School Trustees  
**From:** Wayne Workman, Superintendent  
**Re:** Silver Stage area schools' highlights and updates

---

**Recommendation**

That the LCSD Board of Trustees approve a report by the Silver Stage area school principals on the work of their respective schools.

**Background Information**

The principal of each school will provide a brief, three-minute presentation highlighting their achievements and reviewing their goals for the 2021-2022 school year. As a reminder, all LCSD schools collaboratively go through the Continuous Improvement Process (CIP) to develop their school performance plan (SPP) with goals, objectives and action steps. In the fall, they meet with their school improvement team and revise their plans, based on their previous year's student achievement and survey data. They will continue to meet regularly with their school improvement team to monitor their goals, objectives and action steps throughout the school year.

**Budget Considerations**

None

**Discussed at Previous Meeting**

Yes. Principals will update the LCSD Board of Trustees annually in the fall when the meetings are held in their attendance areas.

**Attachment(s):**

One-page summary of Silver Stage Elementary School  
One-page summary of Silver Stage Middle School  
One-page summary of Silver Stage High School

*Respectfully Submitted,  
Wayne Workman, Superintendent*



## Silver Stage Elementary School

### Highlights:

- o PBIS-tier 3
- o Platinum Level Recognition for PBIS Implementation
- o 1-1 Laptops
- o New playground equipment is up and enjoyed by students
- Student/Family/Stakeholder Services
  - On-Site Resource Coordinator
  - Future Smiles, Ronald McDonald Dental Van
  - Boys' and Girls' Club Partnership
  - Backpack Food Program for weekend meals/food
- Social Emotional Learning
  - o Social Emotional Curriculum offered to all classes
  - o Calm room offered
  - o Daily Check-In/Check-Out System
- Family Engagement
  - o I am Proud Showcase
  - o Soar Cards send home
  - o Positive Postcards
  - o End of Unit Celebrations to showcase student writing
- STEM and Enrichment Opportunities
  - o Full time STEM classified teacher
  - o Enrichment/Remediation offered in conjunction with Boys and Girls Club
- SPP Goals (Currently Working on new CIP Document)
  - o Increase student achievement in reading by 15%.
  - o Increase Tier 1 Instruction effectiveness by monitoring student engagement during direct instruction and implementation of effective instructional practices.
  - o Continued implementation of MTSS Practices with a focus on Tier 3 interventions.

**Vision:** Students will leave SSES as passionate, resilient, problem solvers, with solid foundational skills . These citizens will be curious about the world around them and approach it with responsibility, respect, and perseverance..

**Mission:** Create a positive learning environment where students feel safe to excel at their own rates while making strides towards their ambitions with grit and determination.



## Silver Stage Middle School

### Nighthawks have H.E.A.R.T!

(High Expectations Are Reached Together)

#### Highlights:

- **Community Partners with Healthy Services Hub and BNG Club**
  - Resource Coordinator
    - Food Backpacks
    - Immunization Clinics
    - SOS-Signs of Suicide
    - Home visits (attendance, transportation, other resources, etc.)
    - MDT-Multi Disciplinary Team Meetings
    - Social Worker doing groups with students such as grief, girls group, boys group, etc.
  - Boys' and Girls' Club
    - 21<sup>st</sup> Century Grant-Hawk Club
- **Family Engagement**
  - Facebook, website
  - Fall Festival, Halloween Parade, Family, Art in the Garden, The Parent Project 10 week Class, Volunteer Breakfast Celebration,
- **PBIS and Enrichment Opportunities**
  - PBIS Coordinator
  - Robotics Club, Glee Club, Sports, Academic Club
  - Media Productions Class, Project Lead the Way, Motorized Cars, Health, Computers
  - Homecoming with SSSHS, Respect Week, Veterans Day Celebration, 911 Remembrance, School Spirit Week
  - Green Team (garden, compost, upcycling, field trips)
  - PBIS Auctions-Reward points around Core Values
  - Glee Club
  - Community Garden, School Garden, Green House

#### School Performance Plan Goals ~~2020~~2022:

- **Student Success Goal** By the end of Spring MAPs Assessments, all students below benchmark will meet their typical growth goal plus 1/2 of goal, for a total of 1.5 year's growth (Fall to Spring). *Ex. If a student has a goal of 10 points, they will be expected to reach 15 points.*
- **Adult Learning Goal** By the end of the first semester, all teachers at SSMS will build their capacity in the area of differentiation and effectively conduct differentiated intervention groups in their classrooms.

- Using Data to differentiate and create intervention blocks, common planning team meetings, common formative assessments, peer observations, teacher coaching sessions, conferring, and small group instruction.
- **Connectedness Goal: 100% of the students at SSMS will feel connected to at least one adult who works at SSMS, students will feel valued, safe, and celebrated for their strengths.**
  - Student focus groups, PBIS, Positive Action (SEL program), tracking attendance, adult connections, greeting students at the door, highlighting students' strengths



# Silver Stage High School



“Home of the Nighthawks”

Mr. Patrick Peters  
Principal

3755 West Spruce Street  
Silver Springs, NV 89429  
Phone: (775) 575-5071 ~ Fax: (775) 577-5079  
<https://www.sshs.lyoncsd.org/>

Mr. John Galahan  
Assistant Principal

## Mission Statement

*Providing a safe learning environment to gain college, career and life skills for a successful future!*

### SCHOOL HIGHLIGHTS

- 🦉 Over 43% of SSHS Students are enrolled in Western Nevada College Courses
- 🦉 Third year of SSHS College Academy
- 🦉 Continued Tremendous Success with our Failure Prevention Strategies
- 🦉 Using Success Criteria, SSHS Instructional Staff are refining the school-wide grading/assessment system through building Instructional Units across all disciplines to be shared in the school’s professional Learning Community.
- 🦉 Continued using F-Clearing house - School staff worked together on 5 different days during the school year to reduce the number of F’s of all the students
- 🦉 Restarted SSHS Booster held the SSHS Show-N-Shine
- 🦉 7<sup>th</sup> Annual Safe Street for all Silver Springs and Stagecoach students to Trick-or-Treat with Carnival & Haunted House
- 🦉 Continue Senior Success Day – Resumé building with integrated job interviews, preparation for graduation and the future success
- 🦉 Eight years of Student-Led Parent Conferences

### SCHOOL FOCUS

- GOAL 1:** By the end of the school year, SSHS students' course pass rate will return to the successful levels Pre-COVID disruptions to have Pass Rates above 95% in all core academic areas.
- GOAL 2:** Build a strong more Formalized/Focused Professional Learning Community  
Increase the number of teachers that participate in Professional Learning Communities (PLC) across all content area to 100%
- GOAL 3:** Provide more targeted supports and services to our students’ behavior through positive interactions among students-to-students and students-to-staff to improve the social and emotional well-being of our students.

# Lyon County School District Board Memo

**Date:** October 26, 2021  
**To:** Board of School Trustees  
**From:** Wayne Workman, Superintendent  
**Re:** Summer 2021 Facilities Projects Update

---

## **Recommendation**

That the Board of Trustees approve an update regarding the Facilities Projects throughout Lyon County School District (LCSD).

## **Background Information**

### East Valley Elementary School

- After two years of planning and construction EVES new wing is open and occupied. New wing includes 10 new classrooms, new restrooms and teachers' lounge. Project had a guaranteed maximum price of \$7.1 million but concluded \$697k under budget.

### Modulars from EVES to FHS

- With the addition of the new EVES wing the need for modular (2) at EVES was no longer necessary. Therefore, two modular were moved from EVES to FHS. Except for transportation of the modular from EVES to FHS, this was an in-house district personnel project.

### FHS Gym/Commons/Kitchen

- Since summer 2020 Lumos and Paul Cavin have been working with LCSD facilities team have put together a FHS site master plan, along with a conceptual drawing. July 2021, the Board of Trustees approved CORE Construction as the Construction Manager at Risk (CMAR) firm to work with architect Paul Cavin on the FHS Gym/Commons/Kitchen project. Gym is estimated to have seating for 1,916 and a footprint of 47,536 sq. ft.

### DHS and FHS Football Fields

- Sprint Turf replaced football fields at Dayton High School and Fernley High School. The Board of Trustees decision to include a brand-new pad system which improves GMAX rating (student safety) and extends the field warranty an additional 2 years to 10 years. Total project cost was \$999,300.

### DHS, FHS, SSSH and YHS Tracks

- Beynon Sport Surface Inc completed the renovation of the outdoor tracks at DHS, FHS, YHS, and SSSH. The Board of Trustees decision to add a new 5-7mm overlay system on all four tracks allows for track to be put on the same 10-year rotation as district wide football fields. Per track cost was \$242,000.

### DIS Bleachers

- FSI/ Flooring Solutions of NV, INC provided bleacher upgrades to Dayton Intermediate School bleachers at a project cost of \$133,588.76. Making seating safer and ADA accessible.

### Silver Stage Middle School Re-roof

- Sierra Coast Roofing completed a complete re-roof of Silver Stage Middle School. SSMS roof was over 28 years old. Total project cost of \$253,000.

#### FIS Parking Lot

- Sierra Nevada Construction completed Fernley Intermediate School parking lot improvement to improve, parking, traffic flow, and lighting. Total project cost of \$316,007.

#### FES Boilers/Controls/Heat Exchanger

- ACCO Engineering Systems replaced two FES boilers, one of which was over 60 years old. Following the replacement of boilers it was discovered that new building controls and a new heat exchanger was also necessary. District approved these necessary upgrades. Total project cost of \$633,240.

#### District Wide HVAC Assessment

- The District contracted with CR Engineering to assess condition of the heating, ventilation, and air conditioning (HVAC) systems at all Lyon County schools. Assessment will focus on general system condition, equipment age, hydronic piping age, control system, filtration, and outside air ventilation. This process also begins to fulfill the requirement of AB257 which establishes provisions governing indoor air quality in public schools.

#### **Budget Considerations**

All projects paid from board approved “Series 2020A School Improvement Bond” or “Residential Construction Tax” funds.

#### **Discussed at Previous Meeting**

N/A

#### **Attachment(s)**

LCSD Facilities Limelight  
AB 257

*Respectfully Submitted,  
Wayne Workman, Superintendent*

Amendment No. 499

Senate Amendment to Assembly Bill No. 257 First Reprint	(BDR 34-212)
<b>Proposed by:</b> Senate Committee on Education	
<b>Amends:</b> Summary: No Title: Yes Preamble: No Joint Sponsorship: No Digest: Yes	

ASSEMBLY ACTION				Initial and Date	SENATE ACTION				Initial and Date
Adopted	<input type="checkbox"/>	Lost	<input type="checkbox"/>	_____	Adopted	<input type="checkbox"/>	Lost	<input type="checkbox"/>	_____
Concurred In	<input type="checkbox"/>	Not	<input type="checkbox"/>	_____	Concurred In	<input type="checkbox"/>	Not	<input type="checkbox"/>	_____
Receded	<input type="checkbox"/>	Not	<input type="checkbox"/>	_____	Receded	<input type="checkbox"/>	Not	<input type="checkbox"/>	_____

EXPLANATION: Matter in (1) *blue bold italics* is new language in the original bill; (2) variations of green bold underlining is language proposed to be added in this amendment; (3) ~~red strikethrough~~ is deleted language in the original bill; (4) ~~purple double strikethrough~~ is language proposed to be deleted in this amendment; (5) orange double underlining is deleted language in the original bill proposed to be retained in this amendment.

AMM/AAK



Date: 5/5/2021

A.B. No. 257—Establishes provisions governing indoor air quality in public schools. (BDR 34-212)





ASSEMBLY BILL NO. 257—ASSEMBLYWOMAN MARTINEZ

MARCH 12, 2021

Referred to Committee on Education

SUMMARY—Establishes provisions governing indoor air quality in public schools. (BDR 34-212)

FISCAL NOTE: Effect on Local Government: May have Fiscal Impact. Effect on the State: Yes.

~

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

AN ACT relating to school property; requiring the board of trustees of a school district or the governing body of a charter school to assess and improve certain ventilation and filtration systems of a school to the extent that money is available; establishing requirements for such assessments and improvements; requiring certain personnel to complete an assessment report; requiring the board of trustees of a school district or the governing body of a charter school to prepare a report; requiring certain local educational agencies to include certain information in an addendum to a plan to return to in-person instruction; and providing other matters properly relating thereto.

**Legislative Counsel’s Digest:**

1 Section 6 of this bill requires the board of trustees of a school district or governing body  
2 of a charter school, to the extent that money is available, to assess the status of and make  
3 improvements to the ventilation and filtration systems of a school and ensure that the systems  
4 are performing adequately and efficiently. Sections 7-10 of this bill set forth the requirements  
5 for qualified adjusting personnel or qualified testing personnel to assess and perform updates  
6 to: (1) a filtration system of a school; (2) the ventilation rates of a school; (3) the heating,  
7 ventilation and air-conditioning system of a school; and (4) the carbon dioxide monitors in a  
8 school, respectively. Sections 7-10 generally require such systems, rates and monitors to meet  
9 certain standards. Section 10.5 of this bill sets forth requirements for an assessment of a  
10 school with a limited or no ventilation system. Section 11 of this bill requires qualified  
11 adjusting personnel or qualified testing personnel to prepare an assessment report including  
12 certain information relating to the assessments conducted pursuant to sections 7-10.5. Section  
13 12 of this bill requires the board of trustees of a school district or the governing body of a  
14 charter school to complete a report on the work performed by qualified adjusting personnel or  
15 qualified testing personnel pursuant to sections 7-10.5 and make the report available to the  
16 Office of Energy and the public upon request. Existing federal law requires a local educational  
17 agency that receives certain federal money to develop a plan for the safe return to in-person  
18 instruction and continuity of services. (American Rescue Plan Act of 2021, Pub. L. No. 117-2,  
19 § 2001(i)) Section 13.5 of this bill requires a local educational agency to ~~include the~~  
20 ~~information contained in a report prepared pursuant to section 12 in~~ prepare an addendum  
21 to such a plan ~~+~~ that describes how the local educational agency will ensure a public  
22 school is equipped with functional ventilation systems.

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

1       **Section 1.** Chapter 393 of NRS is hereby amended by adding thereto the  
2 provisions set forth as sections 2 to 13.5, inclusive, of this act.

3       **Sec. 2.** *As used in sections 2 to 13.5, inclusive, of this act, unless the*  
4 *context otherwise requires, the words and terms defined in sections 3 to 5,*  
5 *inclusive, of this act have the meanings ascribed to them in those sections.*

6       **Sec. 3.** *“Apprenticeship program” means an apprenticeship program*  
7 *recognized by the State Apprenticeship Council created by NRS 610.030.*

8       **Sec. 3.5.** *“Minimum efficiency reporting value” means the minimum*  
9 *efficiency reporting value established by the American Society of Heating,*  
10 *Refrigerating and Air-Conditioning Engineers, or its successor organization.*

11       **Sec. 4.** *“Qualified adjusting personnel” means a:*

12       1. *Technician certified to test, adjust and balance heating, ventilation and*  
13 *air-conditioning systems through a program accredited by the Associated Air*  
14 *Balance Council, the National Environmental Balancing Bureau or the Testing,*  
15 *Adjusting and Balancing Bureau, or their successor organizations; or*

16       2. *Skilled and trained workforce under the supervision of a technician*  
17 *certified to test, adjust and balance heating, ventilation and air-conditioning*  
18 *systems through a program accredited by the Associated Air Balance Council, the*  
19 *National Environmental Balancing Bureau or the Testing, Adjusting and*  
20 *Balancing Bureau, or their successor organizations.*

21       **Sec. 4.5.** *“Qualified testing personnel” means:*

22       1. *A technician certified to test, adjust and balance heating, ventilation and*  
23 *air-conditioning systems through a program accredited by the Associated Air*  
24 *Balance Council, the National Environmental Balancing Bureau or the Testing,*  
25 *Adjusting and Balancing Bureau, or their successor organizations; or*

26       2. *A person certified to perform ventilation assessments of heating,*  
27 *ventilation and air-conditioning systems through a program accredited by the*  
28 *American National Standards Institute.*

29       **Sec. 5.** *“Skilled and trained workforce” means a workforce not less than 60*  
30 *percent of which is composed of graduates of an apprenticeship program.*

31       **Sec. 5.5.** *The Legislature hereby finds and declares that:*

32       1. *Studies have found that:*

33       (a) *Approximately 41 percent of the school districts in the United States need*  
34 *to update or replace the heating, ventilation and air-conditioning systems in at*  
35 *least half of their schools;*

36       (b) *Most heating, ventilation and air-conditioning systems are improperly*  
37 *installed;*

38       (c) *Most classrooms fail to meet minimum standards for ventilation rates;*

39       (d) *Many of the problems with heating, ventilation and air-conditioning*  
40 *systems are linked to the use of inadequately trained personnel to install, test,*  
41 *adjust and balance heating, ventilation and air-conditioning systems; and*

42       (e) *Improved rates of ventilation and reduced carbon dioxide concentrations*  
43 *can increase pupil performance.*

44       2. *Ventilation systems that are not properly installed, inadequate, inefficient*  
45 *or poorly maintained can significantly increase costs to a public school.*

46       3. *Ventilation systems should operate as efficiently as possible and*  
47 *inspections and repairs should be performed by qualified personnel.*

1       4. *In addition to increasing the risk of infectious, airborne diseases,*  
2 *inadequate ventilation systems in public schools negatively impact the health and*  
3 *learning of pupils.*

4       5. *Improving indoor air quality in public schools may protect the health of*  
5 *pupils and school staff, improve attendance, improve pupil performance, reduce*  
6 *the risk of infectious, airborne diseases and save energy.*

7       6. *Public schools should have functioning ventilation systems that meet or*  
8 *exceed recommended health and safety standards for classrooms.*

9       7. *Consistent, statewide standards are necessary to protect the health and*  
10 *safety of pupils, the ability of pupils to learn effectively and the health and safety*  
11 *of school staff in this State.*

12       Sec. 6. 1. *To the extent that money is available, the board of trustees of a*  
13 *school district or the governing body of a charter school shall ensure that each*  
14 *school in the school district or the charter school, as applicable, is equipped with*  
15 *functional ventilation systems that are tested, adjusted and, if necessary or cost-*  
16 *effective, repaired, upgraded or replaced to increase efficiency and performance.*  
17 *Money shall be considered available if the board of trustees of a school district or*  
18 *the governing body of a charter school:*

19       *(a) Receives state or federal money and allocates such money to equip a*  
20 *public school with functional ventilation systems or improve ventilation systems*  
21 *or indoor air quality in a public school; or*

22       *(b) As a condition of receiving state or federal money, is required to ensure a*  
23 *public school is equipped with functional ventilation systems or improve*  
24 *ventilation systems or indoor air quality in a public school.*

25       2. *The board of trustees of a school district or the governing body of a*  
26 *charter school that ensures a public school is equipped with functional*  
27 *ventilation systems pursuant to this section shall employ qualified adjusting*  
28 *personnel or qualified testing personnel to assess the status of and make any*  
29 *necessary improvements to the:*

30       (i) *Filtration system of the school in accordance with the provisions of*  
31 *section 7 of this act;*

32       (ii) *Ventilation rates of the school in accordance with the provisions of*  
33 *section 8 of this act;*

34       (iii) *Heating, ventilation and air-conditioning system of the school in*  
35 *accordance with the provisions of section 9 of this act; and*

36       (iv) *Carbon dioxide monitors at the school in accordance with the provisions*  
37 *of section 10 of this act.*

38       3. *The board of trustees of a school district or the governing body of a*  
39 *charter school that ensures a public school is equipped with functional*  
40 *ventilation systems pursuant to this section shall perform any work required to*  
41 *meet the minimum requirements for ventilation and filtration established by*  
42 *sections 2 to 13.5, inclusive, of this act, up to an estimated cost of not more than*  
43 *\$200,000. The board of trustees of a school district or the governing body of a*  
44 *charter school may perform any additional recommended work that exceeds an*  
45 *estimated cost of \$200,000.*

46       Sec. 7. *In assessing a filtration system of a school pursuant to section 6 of*  
47 *this act, qualified adjusting personnel or qualified testing personnel, as*  
48 *applicable, shall:*

49       1. *Review the capacity and airflow of the filtration system to determine the*  
50 *type of filters with the best minimum efficiency reporting value based on industry*  
51 *standards that can be installed without adversely impacting the filtration system;*

1       2. *Ensure that the filters used in the filtration system are of the type*  
2 *determined pursuant to subsection 1 with the best possible minimum efficiency*  
3 *reporting value;*

4       3. *Ensure that the filters are properly installed and replace or upgrade the*  
5 *filters as needed;*

6       4. *If a filtration system uses ultraviolet germicidal irradiation to disinfect*  
7 *air, ensure that the ultraviolet bulb is operating properly and does not shine on*  
8 *the filters, and replace the ultraviolet bulbs as needed;*

9       5. *If a filtration system uses an economizer, test and repair the economizer*  
10 *dampers; and*

11       6. *Recommend any additional maintenance, replacements or upgrades to*  
12 *improve the overall performance of the filtration system.*

13       **Sec. 8. 1.** *In assessing the ventilation rates of a school pursuant to section*  
14 *6 of this act, qualified adjusting personnel or qualified testing personnel, as*  
15 *applicable, shall:*

16       (a) *Ensure that the ventilation rates in each room of the facility that is*  
17 *routinely occupied meet the minimum requirements for ventilation rates set forth*  
18 *in the Uniform Mechanical Code;*

19       (b) *Calculate the required minimum outside air ventilation rates for each*  
20 *room of the facility that is routinely occupied based on the maximum anticipated*  
21 *rate of occupancy and the minimum required ventilation rate per occupant in*  
22 *accordance with the Uniform Mechanical Code;*

23       (c) *Ensure that the minimum outside air ventilation rates meet the required*  
24 *minimum rate calculated pursuant to paragraph (b);*

25       (d) *If the minimum outside air ventilation rates do not meet the required*  
26 *minimum rate calculated pursuant to paragraph (b):*

27       (1) *Determine whether additional ventilation can be provided without*  
28 *adversely impacting the performance of the filtration system or the environmental*  
29 *quality of the building; and*

30       (2) *If additional ventilation can be provided, adjust the ventilation rates*  
31 *to meet the required minimum rate;*

32       (e) *If the minimum outside air ventilation rate cannot be met after adjusting*  
33 *the ventilation rates pursuant to paragraph (d), explain why the rate cannot be*  
34 *met;*

35       (f) *Conduct survey readings of the inlets and outlets to:*

36       (1) *Ensure that ventilation is reaching the served zone and is adequately*  
37 *distributed;*

38       (2) *Ensure that the inlets and outlets are balanced to be tolerated by the*  
39 *design of the filtration system;*

40       (3) *Document read values and deficiencies; and*

41       (4) *If the original values of the design of the filtration system for inlets*  
42 *and outlets of the filtration system are not available, document the available*  
43 *information and note the unavailability of the original values;*

44       (g) *Ensure that there is a positive pressure differential between the building*  
45 *and the outdoors, that the building is not overly pressurized and that rooms*  
46 *designated for temporary occupation by sick pupils or staff maintain a negative*  
47 *pressure differential or a pressure differential otherwise set forth by the*  
48 *applicable industry standards;*

49       (h) *Ensure that the coil velocities and the coil and unit discharge air*  
50 *temperatures maintain the desired indoor conditions and avoid moisture*  
51 *carryover from the cooling coils;*

52       (i) *Ensure that the separation between the outdoor air intakes and the*  
53 *exhaust discharge outlets is in accordance with the Uniform Mechanical Code;*

1       (j) *Verify that the air handling unit is bringing in outdoor air and removing*  
2 *exhaust air as intended by the design of the filtration system;*

3       (k) *Measure the air volume for the exhaust fans and document any*  
4 *discrepancies in volume between the measurements and the original volume of*  
5 *the design of the filtration system;*

6       (l) *Verify that the coil condition, condensate drainage, air temperature*  
7 *differentials of the cooling coils, operation of the heat exchangers and drive*  
8 *assembly meet applicable industry standards;*

9       (m) *Review the control sequences to verify that the systems will maintain the*  
10 *intended ventilation, temperature and humidity during school operation;*

11       (n) *Verify that daily flushes are scheduled in accordance with the standards*  
12 *set forth by the American National Standards Institute and the American Society*  
13 *of Heating, Refrigerating and Air-Conditioning Engineers and any applicable*  
14 *local or state guidance; and*

15       (o) *Ensure that the operation times and set points of the heating, ventilation*  
16 *and air-conditioning system and exhaust fans are in accordance with any*  
17 *applicable guidance set forth by the American National Standards Institute and*  
18 *the American Society of Heating, Refrigerating and Air-Conditioning Engineers*  
19 *and any applicable local or state guidance.*

20       2. *Except as otherwise provided in subsection 3, if a demand control*  
21 *ventilation system is installed at a school, qualified adjusting personnel or*  
22 *qualified testing personnel, as applicable, shall ensure that the set point for*  
23 *carbon dioxide is set to 800 parts per million or less.*

24       3. *Qualified adjusting personnel, qualified testing personnel or a licensed*  
25 *professional engineer shall disable a demand control ventilation system installed*  
26 *at a school and configure the overall ventilation system to meet the minimum*  
27 *requirements of sections 2 to 13.5, inclusive, of this act if:*

28       (a) *The demand control ventilation system does not maintain an average*  
29 *daily maximum carbon dioxide concentration of less than 1,100 parts per million;*

30       (b) *The board of trustees of the school district or governing body of the*  
31 *charter school, as applicable, determines that a public health crisis caused by an*  
32 *airborne illness is in effect; and*

33       (c) *Disabling the demand control ventilation system would not adversely*  
34 *affect the operation of the overall ventilation system,*

35       ↪ *until the board of trustees or governing body determines that a public health*  
36 *crisis caused by an airborne illness is no longer in effect.*

37       **Sec. 9.** *In assessing the heating, ventilation and air-conditioning system of*  
38 *a school pursuant to section 6 of this act, qualified adjusting personnel or*  
39 *qualified testing personnel, as applicable, shall assess the overall performance of*  
40 *the heating, ventilation and air-conditioning system. If a heating, ventilation and*  
41 *air-conditioning system is broken, fails to meet the minimum requirements for*  
42 *ventilation established by sections 2 to 13.5, inclusive, of this act or is otherwise*  
43 *unable to operate at the level intended by the original design of the system,*  
44 *qualified adjusting personnel or qualified testing personnel, as applicable, shall*  
45 *recommend any necessary repairs or maintenance. Any repairs or maintenance*  
46 *to the heating, ventilation and air-conditioning system must be performed by a*  
47 *skilled and trained workforce.*

48       **Sec. 10.** *In assessing the carbon dioxide monitors of a school pursuant to*  
49 *section 6 of this act, qualified adjusting personnel or qualified testing personnel,*  
50 *as applicable, shall ensure that each classroom in the school is equipped with a*  
51 *carbon dioxide monitor that:*

1       1. *Is hardwired or plugged in and mounted to the wall at least 3 feet but not*  
2 *more than 6 feet above the floor and at least 5 feet away from any door or*  
3 *operable window;*

4       2. *Displays readings to appropriate personnel through a display on the*  
5 *monitor or through an application on an Internet website or a cellular phone;*

6       3. *Provides a visual notification, including, without limitation, through an*  
7 *indicator light, electronic mail, text message or an application on a cellular*  
8 *phone, when the concentration of carbon dioxide in the room reaches 1,100 parts*  
9 *per million or more;*

10       4. *Maintains a record of previous data that includes, without limitation, the*  
11 *maximum carbon dioxide concentration measured;*

12       5. *Has a range of 400 parts per million to 2,000 parts per million or more;*  
13 *and*

14       6. *Is certified by the manufacturer of the carbon dioxide monitor to be*  
15 *accurate within 75 parts per million at a carbon dioxide concentration of 1,000*  
16 *parts per million and requires calibration not more than once every 5 years.*

17       **Sec. 10.5.** 1. *If a public school has a limited or no ventilation system,*  
18 *qualified adjusting personnel or qualified testing personnel, as applicable, shall*  
19 *document existing conditions and provide a licensed professional engineer with*  
20 *any information necessary for the licensed professional engineer to make*  
21 *recommendations for upgrading or installing a ventilation system.*

22       2. *Qualified adjusting personnel or qualified testing personnel that conduct*  
23 *an assessment of a public school with a limited or no ventilation system shall*  
24 *determine whether carbon dioxide monitors that meet the requirements of section*  
25 *10 of this act are installed in each classroom of the school.*

26       **Sec. 11.** 1. *Qualified adjusting personnel or qualified testing personnel,*  
27 *as applicable, shall prepare an assessment report of any assessment performed in*  
28 *a school pursuant to section 6 of this act. A licensed professional engineer shall:*

29       (a) *Review the assessment report and determine if any:*

30           (1) *Additional adjustments or repairs are necessary to meet the minimum*  
31 *requirements for ventilation and filtration established by sections 2 to 13.5,*  
32 *inclusive, of this act; and*

33           (2) *Cost-effective upgrades for energy efficiency are warranted; and*

34       (b) *Provide an estimated cost of any work required to meet the minimum*  
35 *requirements for ventilation and filtration established by sections 2 to 13.5,*  
36 *inclusive, of this act, up to an estimated cost of not more than \$200,000 and an*  
37 *estimated cost of any additional recommended work up to an estimated cost of not*  
38 *more than \$200,000.*

39       2. *The assessment report must include, without limitation:*

40       (a) *The name and address of the person preparing the report and the school*  
41 *where the assessments required pursuant to section 6 of this act were performed;*

42       (b) *For each piece of equipment assessed, the model number, serial number,*  
43 *general condition and any additional information that could be used to assess*  
44 *options for replacements, repairs or upgrades;*

45       (c) *Verification that the filters meet the best possible minimum efficiency*  
46 *reporting values pursuant to subsection 2 of section 7 of this act or, if a filter does*  
47 *not meet the best possible minimum efficiency reporting value, documentation of*  
48 *the current minimum efficiency reporting value of the filter;*

49       (d) *Verification that the ventilation rates meet the requirements set forth in*  
50 *section 8 of this act or, if the ventilation rates do not meet the requirements, an*  
51 *explanation of why the ventilation rates do not meet the requirements;*

52       (e) *The measurements of air volume for the exhaust fans and the*  
53 *documentation of any discrepancies in volume between the measurements and*

1 *the original volume of the design of the filtration system prepared pursuant to*  
2 *paragraph (k) of subsection 1 of section 8 of this act;*

3 *(f) Verification that each assessment conducted pursuant to sections 7 to*  
4 *10.5, inclusive, of this act meets the requirements of the applicable section;*

5 *(g) If the minimum outside air ventilation rate of a filtration system cannot*  
6 *be met, the explanation of why the rate cannot be met prepared pursuant to*  
7 *paragraph (e) of subsection 1 of section 8 of this act.*

8 *(h) If the original values of the design of the filtration system for the inlets*  
9 *and outlets of the filtration system are not available pursuant to paragraph (f) of*  
10 *subsection 1 of section 8 of this act, documentation of the available information*  
11 *and a notation of the unavailability of the original values;*

12 *(i) Documentation of any deficiencies within any system assessed pursuant to*  
13 *section 6 of this act;*

14 *(j) Verification of the installation of carbon dioxide monitors pursuant to*  
15 *section 10 of this act, including, without limitation, the make and model of the*  
16 *carbon dioxide monitors;*

17 *(k) If applicable, documentation of the information prepared pursuant to*  
18 *section 10.5 of this act for a school with a limited or no ventilation system; and*

19 *(l) Recommendations for additional maintenance, replacements or upgrades*  
20 *to improve the energy efficiency, safety or performance of any system assessed*  
21 *pursuant to section 6 of this act.*

22 **Sec. 12. 1.** *The board of trustees of a school district or the governing body*  
23 *of a charter school that ensures a public school is equipped with functional*  
24 *ventilation systems pursuant to section 6 of this act shall prepare a report on the*  
25 *status of the assessments performed pursuant to section 6 of this act and any*  
26 *maintenance, repairs or upgrades performed as a result of those assessments.*  
27 *The report must include, without limitation:*

28 *(a) The name and address of the person preparing the report and the school*  
29 *where the assessments required pursuant to section 6 of this act were performed;*

30 *(b) A description of the assessments performed pursuant to section 6 of this*  
31 *act and any maintenance, repairs or upgrades performed as a result of those*  
32 *assessments;*

33 *(c) Verification that the board of trustees of the school district or governing*  
34 *body of the charter school, as applicable, has complied with the requirements of*  
35 *section 2 to 13.5, inclusive, of this act;*

36 *(d) Verification that the filters meet the best possible minimum efficiency*  
37 *reporting values pursuant to subsection 2 of section 7 of this act or, if a filter does*  
38 *not meet the best possible minimum efficiency reporting value, documentation of*  
39 *the current minimum efficiency reporting value of the filter;*

40 *(e) Verification that the ventilation rates meet the requirements set forth in*  
41 *section 8 of this act or, if the ventilation rates do not meet the requirements, an*  
42 *explanation of why the ventilation rates do not meet the requirements;*

43 *(f) The measurements of air volume for the exhaust fans and the*  
44 *documentation of any discrepancies in volume between the measurements and*  
45 *the original volume of the design of the filtration system prepared pursuant to*  
46 *paragraph (k) of subsection 1 of section 8 of this act;*

47 *(g) Documentation of any deficiencies within any system assessed pursuant*  
48 *to section 6 of this act;*

49 *(h) Documentation of the initial operating verifications and adjustments, the*  
50 *final operating verifications and adjustments and any adjustments or repairs*  
51 *performed;*

1       (i) Verification of the installation of carbon dioxide monitors pursuant to  
2 section 10 of this act, including, without limitation, the make and model of the  
3 carbon dioxide monitors;

4       (j) If applicable, documentation of the information prepared pursuant to  
5 section 10.5 of this act for a school with a limited or no ventilation system;

6       (k) Verification that all work has been performed by qualified adjusting  
7 personnel or qualified testing personnel or a skilled and trained workforce, as  
8 appropriate, which may include, without limitation, the provision of the name  
9 and, if applicable, certification number of any contractor, qualified adjusting  
10 personnel or qualified testing personnel ~~+~~ who performed such work.

11       2. The board of trustees of a school district or the governing body of a  
12 charter school shall maintain the report prepared pursuant to subsection 1 for at  
13 least 5 years and make a copy of the report available to the Office of Energy or  
14 any member of the public upon request during the time in which the report is  
15 maintained.

16       Sec. 13. (Deleted by amendment.)

17       Sec. 13.5. 1. A local educational agency, as defined in 20 U.S.C. §  
18 7801(30)(A), that develops a plan for the safe return to in-person instruction and  
19 continuity of services pursuant to section 2001(i) of the American Rescue Plan  
20 Act of 2021, Public Law 117-2, and that will ensure a public school is equipped  
21 with functional ventilation systems pursuant to sections 6 to 13.5, inclusive, of  
22 this act shall ~~include in~~, on or before September 1, 2021, prepare an addendum  
23 to the plan ~~the information contained in a report prepared~~ that describes how  
24 the local educational agency will ensure that a public school is equipped with  
25 functional ventilation systems pursuant to ~~section 12~~ sections 6 to 13.5,  
26 inclusive, of this act. The plan must include, without limitation, a timeline for a  
27 public school to perform any actions recommended to ensure a public school is  
28 equipped with functional ventilation systems pursuant to sections 6 to 13.5,  
29 inclusive, of this act.

30       2. The addendum prepared pursuant to subsection 1 must be made publicly  
31 available in the same manner as the plan for the safe return to in-person  
32 instruction and continuity of services in accordance with the provisions of section  
33 2001(i) of the American Rescue Plan Act of 2021, Public Law 117-2.

34       3. Compliance with an addendum prepared pursuant to this section shall  
35 not be construed as a prerequisite for a return to in-person instruction.

36       Sec. 14. This act becomes effective on July 1, 2021, and expires by limitation  
37 on June 30, 2023.

## LCSD UPGRADES

Summer is an exciting time for both students and teachers, but it also provides a unique opportunity.

Where schools are usually bustling with hundreds of students and staff, the summer months are quiet and a perfect time for improvement projects.

Most recently, LCSD completed the following:

### ➔ In this issue:



Tracks and Fields renovation.



Parking Lot Upgrade



School Heating Upgrade



New Roof



New Construction & Modular Relocation

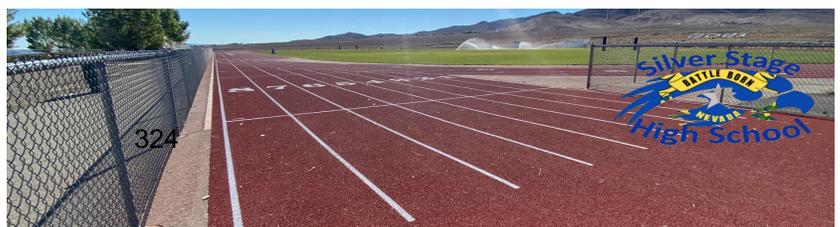


New Indoor Bleachers



# LCSD SUMMER 2021 UPGRADES HIGH SCHOOL TRACKS

Beynon Sport Surface Inc. completed the renovation of the outdoor tracks at Dayton, Fernley, Silver Stage and Yerington High Schools. With the renovation, there was an added 5-7mm overlay system on all four tracks, which allows them to now be put on the same 10-year rotation as district-wide football fields. Each track cost \$242,000.



# SUMMER 2021

## FERNLEY ELEMENTARY SCHOOL HEATING UPGRADE

Fernley Elementary School' heating system including boilers, controls and heat exchanger were replaced and updated.

ACCO Engineering Systems replaced two FES boilers one of which was over 60 years old. Following the replacement of boilers, it was discovered that new building controls and a new heat exchanger was also necessary. Total project cost of \$633,240.



## ATHLETIC FIELDS

Sprint Turf completed the renovation of the athletic fields at Dayton and Fernley High Schools. The LCSD Board of Trustees decision to include a brand new pad system which improves the GMAX (hardness) rating and extends the field warranty an additional 2 years for a total of a 10-year field warranty. This new 10-year warranty aligns with district replacement plan of both Tracks and Fields. Total project cost \$999,300.



## FERNLEY INTERMEDIATE SCHOOL PARKING LOT UPGRADE

Sierra Nevada Construction completed Fernley Intermediate School parking lot to improve parking, traffic flow and lighting. Total project cost of \$316,007.



# SUMMER 2021

## SILVER STAGE MIDDLE SCHOOL NEW ROOF

Sierra Coast Roofing completed a complete re-roof of Silver Stage Middle School for \$253,000.

SSMS roof was 28 years old.



## EAST VALLEY ELEMENTARY SCHOOL ADDITION

After over two years from the day our construction partners broke ground, EVES students and staff have the opportunity to enjoy ten new classrooms, new restrooms and a teachers' lounge. The project had a guaranteed maximum price of \$7.1 million but concluded just shy of \$6.5 million.



## MODULAR BUILDING RELOCATION

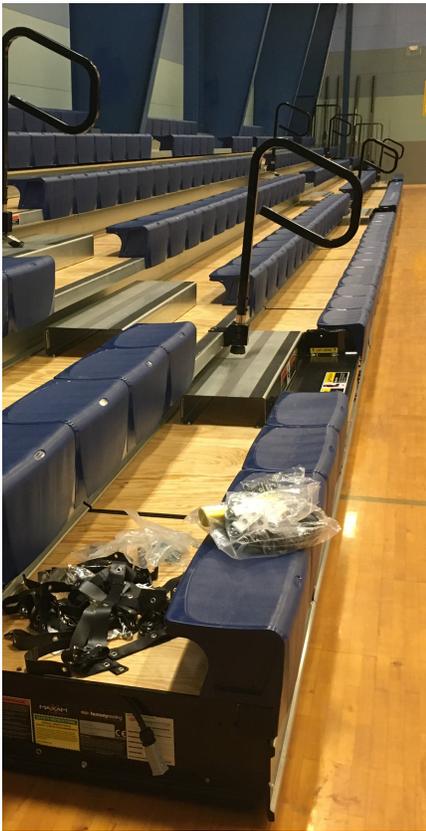
Thanks to the EVES addition, two modular buildings were freed up to be allocated to another school. With the exception of the transportation of the two modulators, LCSD personnel completed the relocation of the buildings to FHS where there was a need for more classrooms.



# SUMMER 2021

## DAYTON INTERMEDIATE SCHOOL INDOOR BLEACHERS

FSI/ Flooring Solutions of NV, INC provided bleacher upgrades to Dayton Intermediate School bleachers at a project cost of \$133,588.76. Making seating safer and ADA accessible.



**Lyon County School District  
Board Memo**

**Date:** October 26, 2021  
**To:** Board of School Trustees  
**From:** Wayne Workman, Superintendent  
**Re:** Subcommittee to Renegotiate Superintendent Contract

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**Recommendation**

That the Board of Trustees appoint a sub-committee of three members to renegotiate the employment contract of the superintendent.

**Background Information**

Now that the collective bargaining process has been completed for all employee groups, it is a good time to consider the employment contract of the superintendent. In the past, the board president has appointed 3 members to negotiate the contract in an open public meeting. After this process, the contract is presented to the entire board of trustees during a regular meeting for consideration and possible approval.

**Budget Considerations**

None

**Discussed at Previous Meeting**

No

**Attachment(s)**

None

*Respectfully Submitted,  
Wayne Workman, Superintendent*

**Lyon County School District  
Board Memo**

**Date:** October 26, 2021  
**To:** Board of School Trustees  
**From:** Wayne Workman, Superintendent  
**Re:** Filling Vacancy in District VII Due to Resignation of Member Crabtree

---

**Recommendation**

That the Board of Trustees direct district administration to begin the process of appointing an individual to fill the vacancy in District VII-Smith Valley/Mason Valley per NRS 386.270 and LCSD Board Policies BBC and BBE due to the resignation of Member Kimber Crabtree.

**Background Information**

Member Crabtree provided a resignation notice to President Villines on October 15, 2021. With her regrets, she is officially resigning following the October 26, 2021 board meeting of school trustees. As a result, and per LCSD policies BBC and BBE along with NRS 386.270 the remaining board of trustees can appoint another individual who lives in District VII to fill this vacancy until the next election. Typically, the vacant position is advertised in the newspaper and through other media outlets for a period of two weeks. During this time, district administration may accept résumés and other information from interested individuals wishing to serve as the school trustee for District VII. Candidates may then be interviewed during the next regular open public meeting of school trustees or at a later meeting at the discretion of the Board President. The next regular meeting of school trustees is scheduled for Tuesday, November 16, 2021 at Yerington Elementary School. This is the opportunity for the remaining trustees to direct district administration to start this process so that interviews can take place as aforementioned.

**Budget Considerations**

None

**Discussed at Previous Meeting**

No

**Attachment(s)**

BBC-Board Member Resignation.pdf  
BBE-Board Vacancies.pdf  
NRS 386.270 School Board Vacancies.pdf  
LCSD Trustee Kimber Crabtree Resignation Letter.pdf  
Process for Filling District 7 Vacancy  
Lyon County Map of School District  
Legal Notice Verbiage

*Respectfully Submitted,  
Wayne Workman, Superintendent*



***BOARD MEMBER RESIGNATION***

The Board believes that any citizen who files and seeks election or appointment to the Board should do so with full knowledge of and appreciation for the investment in time, effort, and dedication expected of all Board members, and that the citizen's intent to serve reflects intention to serve a full term of office.

When a member decides to terminate service, the Board requests the earliest possible notification of intent to resign so the Board may plan for the continuity of Board business.

The Board will announce the resignation and declare the vacancy at its next regular meeting.

Any vacancy occurring in a Board of Trustees must be filled by appointment by the remaining members of the Board at a public meeting held after notice of the meeting is published at least once each week for 2 weeks in a newspaper qualified pursuant to the provisions of [chapter 238](#) of NRS. The appointee shall serve until the next general election, at which time his successor must be elected for the balance of the un-expired term.

Any person appointed to fill a vacancy must have the qualifications provided in [NRS 386.240](#). The Board may begin a replacement process and select a successor prior to the effective date of resignation; however, the actual appointment shall not be made before the resignation date.

***VACANCIES ON THE BOARD***

Any vacancy occurring on the Board of Trustees must be filled by appointment by the remaining members of the Board at a public meeting held after notice of the meeting is published at least once each week for two weeks in a newspaper qualified pursuant to the provisions of [chapter 238](#) of NRS. The appointee shall serve until the next general election, at which time his successor must be elected for the balance of the un-expired term.

Any person appointed to fill a vacancy must have the qualifications provided in [NRS 386.240](#).

**NRS 386.270 Vacancies.** Except as otherwise provided in [NRS 386.275](#):

1. Any vacancy occurring in a board of trustees must be filled by appointment by the **remaining** members of the board at a public meeting held after notice of the meeting is published at least once each week for 2 weeks in a newspaper qualified pursuant to the provisions of [chapter 238](#) of NRS. The appointee shall serve until the next general election, at which time his or her successor must be elected for the balance of the unexpired term.
2. Any person appointed to fill a vacancy must have the qualifications provided in [NRS 386.240](#).

[72:32:1956] — (NRS A [1971, 71](#); [2003, 387](#))

October 15, 2021

Dear Madam President,

It is with a heavy heart, and after taking every measure possible to mitigate the situation, I must move out of the district.

For this reason, I would like to inform you that upon the sine die gavel of the October 26, 2021 board meeting I will officially be resigned.

May the blessings of the Almighty be upon Lyon County School District!

Sincerely,  
Kimber L.A. Crabtree

## **Information on filling Lyon County School District Trustee Vacancy for District 7**

The Lyon County School District (LCSD) Board of Trustees will invite interested members of the Mason Valley and Smith Valley District 7 to apply for the vacant Trustee Seat. In accordance with Nevada Revised Statutes, the Board will publicize the vacancy and seek applications until 5:00 p.m. on Friday, November 12, 2021.

### **To apply, individuals must submit the following:**

- Current resume
- Letter of intent that is no longer than two pages and which addresses the following questions:
  1. Why are you interested in serving as a LCSD Board of Trustee?
  2. What experience, interests, training, or other skills would you bring to the LCSD Board of Trustees?
  3. How do you envision your role as a LCSD Trustee?

**Applications may be submitted to the Administrative Assistant to the Board of Trustees, no later than 5:00 p.m. on Friday, November 12, 2021.**

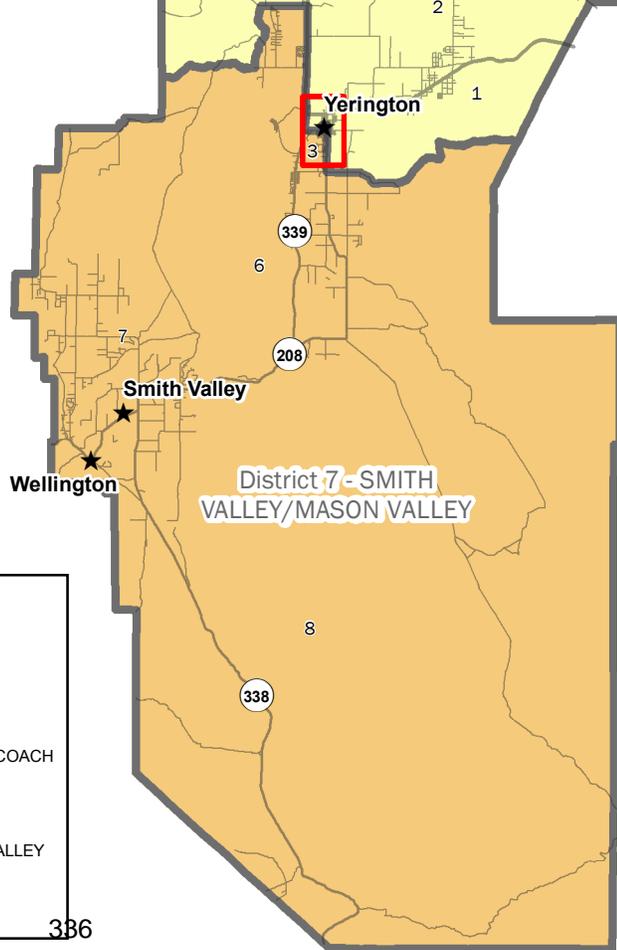
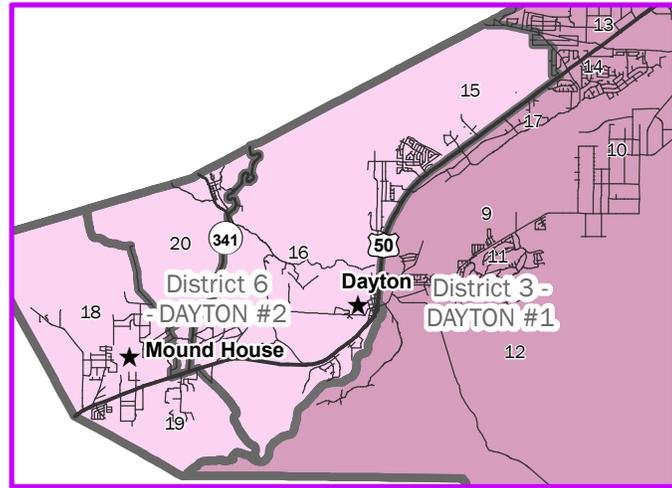
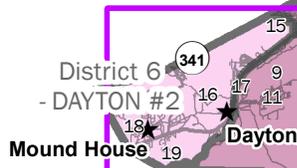
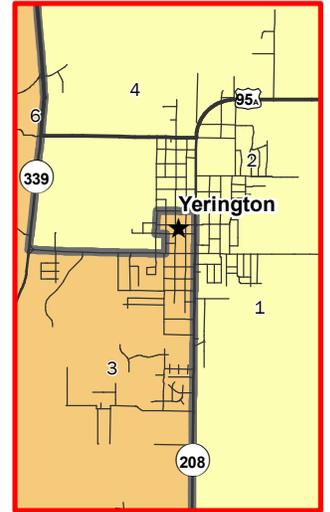
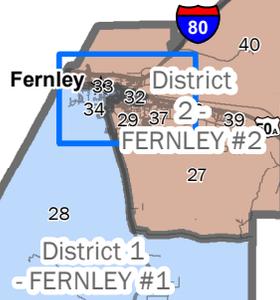
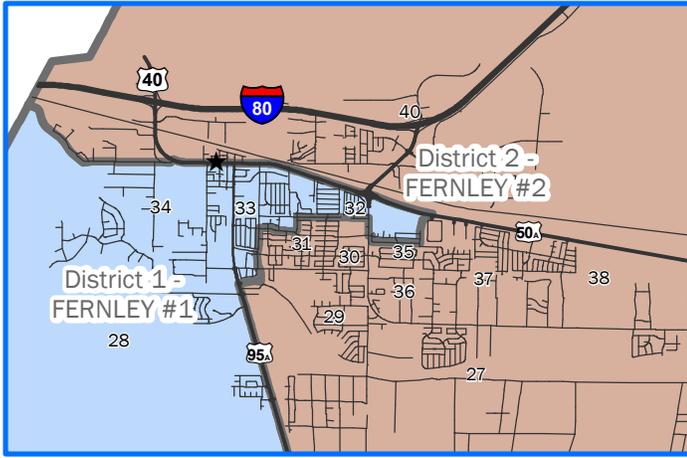
- Email: [mheim@lyoncsd.org](mailto:mheim@lyoncsd.org)
- Mail: Lyon County School District, Attention Margaret Heim, 25 E. Goldfield Ave., Yerington, NV 89447
- Hand delivery: Lyon County School District, Attention Margaret Heim, 25 E. Goldfield Ave., Yerington, NV 89447

### **Please note:**

- Current employees of LCSD are not eligible to serve in this capacity while employed by the District.
- To determine if you are eligible, you must be a resident in District 7 as shown on the Lyon County Voters Precinct Map

[https://lyon-county.org/DocumentCenter/View/272/Precincts?bidId=.](https://lyon-county.org/DocumentCenter/View/272/Precincts?bidId=)

By applying for this position, all applicants acknowledge and waive the legal notice provisions of NRS 241.033 and NRS 241.034. Applicants consent to their names being placed on the **November 16, 2021** public agenda, and if selected for an interview, they consent to their character and competence being considered during this meeting under NRS 241.030 through an interview process in the public meeting.



**Lyon County School Districts**

- ★ Towns
- 3 Clerk Voting Precincts

**Roads**

- Local
- Railroad
- State
- Federal
- Interstate

- District 1 - FERNLEY #1
- District 2 - FERNLEY #2
- District 3 - DAYTON #1
- District 4 - SILVER SPRINGS/STAGECOACH
- District 5 - MASON VALLEY
- District 6 - DAYTON #2
- District 7 - SMITH VALLEY/MASON VALLEY



## **Lyon County School District**

### **Legal Notice to Appoint an Individual for District 7 Board of Trustee**

Board of Trustees Notice of Appointment School Board Trustee, District 7 Pursuant to NRS 386.270(1), the Board of Trustees (Board) of the Lyon County School District (District) hereby gives NOTICE that on Tuesday, November 16, 2021, at 6:30 PM, in the Yerington Elementary School Cafeteria on 112 N. California Street, Yerington, Nevada 89447 the Board will consider filling the vacancy of School Board Trustee, District 7. Pursuant to NRS 386.240 and 386.270, the individual must be a qualified elector/eligible to vote and must meet the qualifications of residence within Lyon County, School Trustee District 7, which is an at-large district representing a southwestern portion of Mason Valley and area major of Smith Valley. For a map of School Trustee District 7 or for additional information, see the district's website at [www.lyoncsd.org](http://www.lyoncsd.org) or contact Margaret Heim the LCSD Administrative Assistant to the Board at 775-463-6800 ext. 10034. Any applicant failing to meet the Qualifications of Trustee found in NRS 386.240 will not be considered. The successful applicant is subject to fingerprinting and a background check.

**Lyon County School District  
Board Memo**

**Date:** October 26, 2021  
**To:** Board of School Trustees  
**From:** Wayne Workman, Superintendent  
**Re:** Policy IA: District Information Technology

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**Recommendation**

That the Board of Trustees approve the update to LCSD Policy IA: District Information Technology as a first reading.

**Background Information**

District Policy IA was last updated July 2018, indicating a co-use practice with student devices. This practice was changed in the Spring of 2020 when all students, due to the Covid 19 pandemic, were mandated into a hybrid learning model. The Board of Trustees, during that time, approved the purchase of thousands of Chromebooks to make the device to student ratio 1:1. This policy update reflects this change along with similar changes to both the student and employee “Acceptable Use Administrative Regulation”.

**Budget Considerations**

N/A

**Discussed at Previous Meeting**

N/A

**Attachment(s):**

Policy IA: District Information Technology  
Acceptable Use Administrative Regulation

*Respectfully Submitted,  
Wayne Workman, Superintendent*

*DISTRICT INFORMATION TECHNOLOGY*

It shall be the policy of Lyon County School District to utilize information technology wisely and to develop systems that save time, save money, or add value to our district. In addition, the district shall provide technology throughout the student curriculum. The Information Technology (IT) Department shall be tasked with managing technology throughout the district. So that all students, faculty and staff should have regular opportunities to engage in learning activities that build 21st Century competencies, technological skills, digital citizenship, computer science and digital literacy skills required to thrive in a globally interconnected world. Learner-centered use of technologies such as mobile devices, smartphones, internet access, collaboration and productivity tools, and district approved online educational services provide learners with opportunities to learn and experience the world in ways not possible without technology. To be successful in college and careers, learners (students and educators) require learning environments that develop 21st Century competencies and regular access to technology, which shall be integrated into 21st Century instruction as a resource for learning.

The Lyon County School District understands the importance for all students, faculty and staff to have equal access to technologies that will build ~~mentioned~~ 21st century skills. It is for these reasons that the district will equip teachers with a standard number of technological devices that allows for students to collaborate around the device through co-use. These devices will be networked and provide Internet access as well as productivity tools and educational services, so students will be prepared for career and college. The robust network developed by the IT department will also allow for students to bring their own devices (BYOD) and supplement the devices provided by the district to enhance access for students.

The Lyon County School District will ~~also~~ provide professional development opportunities in order for students, faculty and staff to maximize the benefit from the access to current technologies.

The Executive Cabinet will be tasked with setting standards as well as developing and implementing guidelines necessary for the efficient and practical implementation of needed technologies and resources throughout the district.

Policy # IA  
Revised ~~7/24/18~~ 11/16/21

*DISTRICT INFORMATION TECHNOLOGY - ADMINISTRATIVE REGULATIONS*

**Classroom Standards:** It will be the policy that each teacher has a strategic number of devices facilitating effective use for students. This allows for students to collaborate around a device, allowing for discourse and greater engagement student will be given the option to receive a district purchased device. These devices will be able to access the district network and internet, have access to collaboration and productivity tools, and provide online educational services that provide learners with opportunities to learn and experience the world in ways not possible without technology.

**Mobile Devices:** Board members, district employees, students, as well as contractors, vendors, agents of the district and members of the public will be provided access to the district's network Internet connection while they are on-site at any of the district's facilities, provided that the mobile devices meet the established standards for equipment used to access the wireless network. The individual gaining access must comply, without exception, to the established standards for appropriate use of the District's network. Connecting to the District's wireless network shall be in accordance with standards established by the District. Bring Your Own Device (BYOD) practices will be allowed and encouraged as it will allow students to extend their learning beyond the classroom once the school day has concluded and students will be able to continue the work started in class. Guidelines will be established that promotes the appropriate use of devices used in this manner.

**Digital Citizenship:** The Lyon County School District is responsible for ensuring the safe and appropriate use of technology while using district provided devices and networks. A curriculum involving the instruction and implementation of Digital Citizenship and appropriate practices shall be established and implemented at all grade levels. All students, faculty, and staff must sign and ascribe to an Acceptable Use Policy (AUP) Administrative Regulation (AUAR). It is the philosophy of the Lyon County School District that helping students and staff develop technological literacy skills and attitudes that they can exercise outside of the school and throughout their lives is more important and beneficial than relying on the banning and filtering of Internet and Email content.

**4 Year Rotation:** Technology is constantly changing. Most devices have a recommended lifespan and once they reach their end of warranty or can no longer be updated or supported on the existing network they must be disposed of in accordance with District practices. For this reason, the Lyon County School District will rotate all devices after 4 years of service.

**Software / Hardware Standards:** The Executive Cabinet will be responsible for establishing a practice for approving and updating supported software and hardware.

# LYON COUNTY SCHOOL DISTRICT



## **TECHNOLOGY / INTERNET *ACCEPTABLE USE ADMINISTRATIVE REGULATION WITH SIGNITURE FORM 2020-2021***

# Introduction

Lyon County School District (*LCSD*) is committed to protecting its students, employees and the District from illegal or damaging actions by individuals, either knowingly or unknowingly.

Technology, including but not limited to, computer equipment, LCSD issued cell phones, mobile devices, software, operating systems, storage media, network accounts providing electronic mail, and file transfers are the property of LCSD. These systems are to be used for district business, research and educational purposes in serving the interests of the District's students and staff during normal operations. The use of these tools for personal business is a violation of LCSD Board Policies GBBM – Use of District Property or Premises, GBBN – Phone Policy, GBBP – Information Technology Policy.

LCSD will not be liable for any direct or indirect, incidental, or consequential damages due to information gained, created, transmitted, created, and/or obtained via use of the LCSD network or access thereof to the Internet or other public networks. Information and services contained on the Internet and other public networks in no way are intended to reflect the beliefs or philosophy of LCSD, nor are they intended to refer to, or be applicable to any specific person, case or situation

Effective security is a team effort involving the participation and support of everyone who deals with information and/or information systems. It is the responsibility of every computer user to know these guidelines and to conduct their activities accordingly.

It is your responsibility to supervise and monitor use of the network and Internet by students in my care by visually monitoring and verbally stressing the importance of proper use of the network and Internet. I agree that students in my care will not be left unattended while using the network and/or Internet, and to report student misuse or abuse of equipment or the network and violations of policy and regulations.

The purpose of this administrative regulation is to outline the acceptable use of technology / internet within LCSD. These rules are in place to protect the employees and the District. Inappropriate use exposes LCSD to risks including malicious code attacks, compromise of network systems and services and legal issues.

This administrative regulation applies to employees, contractors, consultants, temporaries, volunteers, and other workers at LCSD, including all personnel affiliated with third parties. This administrative regulation applies to all systems that are owned or leased by LCSD. Site administrators are responsible for exercising due diligence and ensuring staff adhere to this administrative regulation.

## **General Use and Ownership**

LCSD reserves the right to monitor, review and inspect any computer file or system and disclose to third parties any material created, saved or accessed under any user account when required or permitted by law. Files subject to this provision may reside on any file or e-mail server, computer workstation, tablets/iPads, back-up media, removable media or any other file storage device physically located on District property or District owned to make determinations on whether specific uses of the network are inappropriate.

LCSD reserves the right to audit networks and systems on a periodic basis to ensure compliance with this administrative regulation.

The use of LCSD issued cell phones for text messages can be monitored and reviewed at any time.

LCSD, at its sole discretion, may bar access to specific internet sites which are deemed offensive, unsuitable, or do not support the mission of the District.

Users are responsible for complying with this administrative regulation and exercising good judgment.

Employees and other authorized users (Users) are not allowed to connect without the approval of the Information Technology (I.T.) Department any piece of equipment (mini-hub, switches, access points, etc.) into LCSD's network.

Users will sign an Acceptable Use Administrative Regulation prior to attaining access and it will be housed at their appropriate sites and then every three years thereafter.

Network storage areas may be treated like a school locker. District administrators may review files, email, text messages, video, pictures and other communications to maintain system integrity and insure that users are using the system responsibly. Users should not expect that files stored on district equipment will be private.

During school, teachers will guide students toward appropriate materials while online.

## **Security and Proprietary Information**

Users are responsible for the use of their individual account(s) and should take all reasonable precautions to prevent others from being able to use their account. System and user level passwords shall be changed every 90 days.

All District issued staff devices shall be secured with a password-protected screensaver with the automatic activation feature set at 60 minutes or less, and by logging off when the computer will be unattended.

Users are required to use District approved communications to conduct all District related communications.

Information contained on portable media is especially vulnerable. Special care should be exercised when transporting the data to make sure that it is not misplaced, lost or stolen.

Postings by employees from a LCSD e-mail address to newsgroups should contain a disclaimer stating that the opinions expressed are strictly their own and not necessarily those of LCSD.

All computers that are connected to the LCSD network shall have an active and up-to-date network security/anti-virus/anti-malware software package installed.

## Use of Email

Email is a vital communication medium for our District. It replaces and bypasses many printed forms of communications - changes to terms and conditions, quantities of items ordered, meeting schedules, and confirmation of decisions among others.

Users should be aware that all email and attachments that are sent or received are monitored, collected, and remain the property of the District.

Users should not expect any measure of privacy in emails that they send or receive. Every email may be subject to legal discovery, e-discovery, or regulatory disclosure. Emails sent to government organizations are accessible by the public under the Freedom of Information Act.

Without notice, any email can be reviewed by supervisory personnel for any reason including enforcement of rules and standards on email content.

Each user must realize and accept that there are many risks with using email:

Your message may go to persons other than the intended recipient - by your error in entering an email address, by the email software "typing ahead" an incorrect name, or even by the recipient forwarding the email to someone else. If the message content is confidential or commercially sensitive this could result in damages to our District or termination of your employment.

Users should use extreme caution when sending confidential information. Each email should be clearly marked as CONFIDENTIAL and include our standard confidential information and disclaimer addition to the message body. If an email has Personally Identifiable Information (PII) or other sensitive information, it shall be sent using the District's automated email encryption system. Add "Encrypt-" to the beginning of the Subject line. This will cause the email system to send the email encrypted to the recipient if not an @lyoncsd.org address.

Email messages can carry computer viruses. Although we protect our email system with commercial anti-virus software, no assumption that every email is 100% virus free should be expected. Each employee should realize that visiting some internet web sites may cause viruses to infect their PC and be attached to email sent out or automatically generate infected messages to everyone in their address book.

Caution must be taken in attaching letters, files, pictures, and other documents to any email if they were not generated by an employee. Those items may belong to others and have copyright implications in sending or receiving them without written permission. When in doubt - don't send potentially copyright protected materials.

Email may legally bind our District contractually in certain circumstances. Be careful - A simple "okay" can be a legal contract. Make sure you obtain proper authority for any potential contract change or agreement.

Do not send any email with personal information about yourself or others. There are strict protection laws on use of social security numbers, credit card numbers, student information, etc.

Users must use extreme caution before opening e-mail attachments or clicking on links received from unknown senders. Questionable e-mails should be forwarded to "Spam@lyoncsd.org" and then deleted.

Deleting an email does not remove it from our archive. Copies of all emails sent and received are kept as permanent records in a separate system.

## **Unacceptable Use**

The activities listed below are, in general, prohibited. Certain employees may be exempt from these restrictions during the course of their legitimate job responsibilities.

Under no circumstances is a user authorized to engage in any activity that is illegal under local, state, federal or international law while utilizing LCSD owned resources.

The lists below are by no means exhaustive, but attempt to provide a framework for activities that fall into the category of unacceptable use:

### **System and network Activities**

Unauthorized copying of copyrighted material including, but not limited to, digitization and distribution of photographs from magazines, books or other copyrighted sources, copyrighted music, and the installation of any copyrighted software for which LCSD does not have an active license is strictly prohibited.

Violating the rights of any person or company protected by copyright, trade secret, patent or other intellectual property, or similar laws or regulations, including, but not limited to, the installation or distribution of "pirated" software products or software products that are not appropriately licensed for use on LCSD's private network.

Intentionally wasting limited resources, i.e. excessive downloads, Exporting software, technical information, encryption software or technology, in violation of international or regional export control laws, is illegal. Appropriate research should be conducted prior to exporting any material that is in question.

Transmitting any electronic data in violation of any federal or state law is prohibited.

Introducing malicious programs into the network or server (e.g.; viruses, worms, Trojan horses, e-mail bombs, etc.).

Revealing your account password to others or allowing use of your account by others.

This includes family and other household members when work is being done at home.

Using a LCSD computing resource to actively engage in procuring or transmitting material that is in violation of harassment or hostile workplace laws in the user's local jurisdiction which includes, but is not limited to, harassment or hostile work environment based upon sex, sexual orientation, race, national origin, or disability.

Making fraudulent offers of products, items, or services originating from any LCSD account.

Using computer resources to operate a personal business, including outside businesses, publicize non-educational fund-raising opportunities, commercial advertising or misrepresentation.

Effecting security breaches or disruptions of network communication. Security breaches include, but are not limited to, accessing data of which the employee is not an intended recipient or logging into a server or account that the employee is not expressly authorized to access, unless these duties are within the scope of regular duties. For purposes of this

section, "disruption" includes, but is not limited to, network sniffing, pinged floods, packet spoofing, denial of service, and forged routing information for malicious purposes.

Port scanning or security scanning is expressly prohibited unless prior notification to IT Department is made and approved.

Executing any form of network monitoring which will intercept data not intended for the employee's host, unless this activity is a part of the employee's normal job/duty.

Circumventing user authentication or security of any host, network or account.

Interfering with or denying service to any other user's computer (for example, denial of service attack).

Using any program/script/command, or sending messages of any kind, with the intent to interfere with, or disable, a user via any means, locally or via the Internet/Intranet.

### **Mail and Communications Activities**

Sending unapproved unsolicited e-mail messages, including spam, "junk mail" or other advertising material to individuals.

Sending any form of harassment (direct or indirect) via e-mail or LCSD network whether through language, frequency, or size of messages.

Forging or unauthorized use of e-mail information.

Soliciting e-mail for any other e-mail address, other than the poster's account, with the intent to harass or collect replies.

Creating or forwarding "chain letters" or other "pyramid" schemes of any type.

Posting the same or similar non-District-related messages to large numbers of Usenet newsgroups (newsgroup spam).

Sending, purposely receiving, downloading, displaying, printing, or otherwise disseminating material that is sexually explicit, profane, obscene, harassing, fraudulent, racially offensive, defamatory, or otherwise unlawful.

Sending or receiving messages for commercial activities (such as eBay sales or real estate) that are not part of District business. Any activity for personal gain or profit is not allowed.

Sending email to advance your personal political causes.

Sending or receiving proprietary materials and confidential information of another party without their written permission.

Sending viruses or phishing messages to anyone.

Wasting email resources by sending mass emails, chain letters, etc.

Violating any state, federal or international law.

Forging or spoofing email messages, disguising your identity, representing yourself as someone else, sending email messages from another user's email account without their permission.

Advertising or supporting unapproved or illegal activities.

Sending email that contains proprietary material, classified information, materials and information received under non-disclosure, or information obtained without permission.

Spending unreasonable and unwarranted time on non-District email activities.

## **Enforcement**

Any user found to have violated this administrative regulation may be subject to disciplinary actions as provided for in LCSD policies, agreements, regulations, rules, procedures, and negotiated agreements. The employee may also be held financially liable for any cost incurred to District computer hardware or software. Unlawful activity may result in criminal prosecution. Employees having knowledge of any unauthorized email activities should report it to their supervisor.

LCSD does not warrant the functions of its network or any of the networks accessible through LCSD access, will meet any specific requirements you may have, will be error free or uninterrupted, nor shall LCSD be liable for any direct or indirect, incidental, or consequential damages (including lost data, information, profits) sustained or incurred in connection with the use, operation, or inability to use LCSD's network or access.

**Teacher / Staff**  
**Technology / Internet Administrative Regulation**  
**Acknowledgement Form**

The District's Acceptable Use Administrative Regulation (AUAR) prevents unauthorized access and other unlawful activities by users online, prevents unauthorized disclosure of or access to sensitive information, and complies with the Children's Internet Protection Act ("CIPA"). The District will use technology protection measures to block or filter, to a practical extent, access to any material which the District, in its sole discretion, believes to be unlawful, obscene, pornographic, and/or harmful to minors over the network. The District reserves the right to monitor users' online activities and to access, review, copy, and store or delete any electronic communication or files and disclose them to others as it deems necessary.

**Users should have no expectation of privacy regarding their use of District property, network and/or Internet access or files, including email.**

- Privileges - The use of the LCSd technologies, including access to the internet is a privilege, not a right, and may be revoked by LCSd at any time and inappropriate use may result in disciplinary actions taken.
  - Criminal actions may be pursued for illegal use of technology.
- Responsibilities - Technology (including the use of the Internet) You must be responsible to:
  - Report to your immediate supervisor or appropriate administrator any inappropriate use of District technology and the Internet or any destruction of District property.
  - Take care of their accounts. Do not let anyone else know your password.
  - Assume any monetary costs incurred from misuse of equipment.
- Network Etiquette - Teacher / Staff are expected to abide by the generally accepted rules of network etiquette. These include (but are not limited to) the following:
  - Use appropriate language. Do not swear, use vulgarities or any other inappropriate language.
- Do not use the Internet, e-mail, or District's network to engage in any illegal or inappropriate uses (such as to bully another teacher / staff or student, sexually harass another person, make any racial remarks, violating copyright laws, etc.).
  - Do not attempt to bypass blocked Internet sites. If you feel a site has been blocked that you should be allowed to view, submit a Helpdesk Ticket, request type Blocked Website/Platform.
  - Do not use the network in such a way that you would disrupt the use of the network by other users.
- Do not tamper with the District's network.
  - Do not connect any devices to the District's network without the consent of the District's IT Department.
  - Do not modify or tamper with the school's computer hardware or software.
  - Do not knowingly introduce malicious code (viruses, Spyware, Trojan Horses, etc.).
  - Never log on under another person's name.
  - Never let anyone know your password.

Warranty - Lyon County School District makes no warranties of any kind, whether expressed or implied, for the service it is providing. Lyon County School District will not be responsible for any damages you suffer. This includes loss of data resulting from delays,

non-deliveries, miss-deliveries, or service interruptions caused by its own negligence or your errors or omissions. Use of any information obtained via the Internet is at your own risk. Lyon County School District specifically denies any responsibility for the accuracy or quality of information obtained through its services.

I acknowledge that I have received a copy of the Lyon County School District's Administrative Regulation – Telecommunication/Technology Acceptable Use Administrative Regulation. I understand that it is my responsibility to read and comply with this regulation, as well as any revisions made to it. I also understand that if I need additional information, or if there is anything that I do not understand regarding this regulation, I should contact my supervisor or the Human Resources Department.

Name: \_\_\_\_\_ School/Site: \_\_\_\_\_

Staff/Teacher signature: \_\_\_\_\_ Date: \_\_\_\_\_

Supervisors (Witness) signature: \_\_\_\_\_ Date: \_\_\_\_\_

*ADOPTED:*

*REVIEWED:*

*REVISED:*

*REVIEW RESPONSIBILITY: Director of Human Resources*

**Lyon County School District  
Board Memo**

**Date:** October 26, 2021  
**To:** Board of School Trustees  
**From:** Wayne Workman, Superintendent  
**Re:** Policy EDB: Internet and Public Network Acceptable Use

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**Recommendation**

That the Board of Trustees approve the update to LCSD Policy EDB: Internet and Public Network Acceptable Use as a first reading.

**Background Information**

LCSD Board Policy EDB was last updated August 2013. This update is meant to align policy with current federal verbiage and reflects changes to both the student and employee “Acceptable Use Administrative Regulation”.

**Budget Considerations**

N/A

**Discussed at Previous Meeting**

N/A

**Attachment(s):**

Policy EDB: Internet and Public Network Acceptable Use

*Respectfully Submitted,  
Wayne Workman, Superintendent*

**INTERNET AND PUBLIC NETWORK ACCEPTABLE USE**

**INTERNET SAFETY**

Access to the Internet and public networks through the Lyon County School District network and Internet connection shall be for the purpose of facilitating the acquisition and exchange of information in support of achieving school district educational objectives and accessing the best available research on student learning and K-12 curricula. The Internet is both an invaluable gateway to educationally important information and a source of potentially harmful information to minors. Use by school district employees and students must be responsible and in concert with federal and state law, the acceptable use policies of public access networks, and school district policies, administrative regulations and procedures. Internet safety and responsible use will be fostered through the implementation of regulations and procedures that will include technology protection measures and the monitoring and supervision of users. Internet and public network access through the school district is a privilege that may be revoked by the school district at any time for behavior and actions contrary to this policy and regulation.

**1. Internet Safety, Technology Protection Measures and Monitoring of Internet Use**

The Children’s Internet Protection Act (CIPA) requires technology measures and monitoring be used to discourage and prevent online access to harmful and inappropriate Internet sites. Technology protection measures mean a specific technology, continuously employed on school district Internet equipment and systems, that blocks or filters Internet access to visual depictions that are obscene, child pornography, or harmful to minors.

~~The district shall employ technology protection measures, including filtering technology, and teacher and staff monitoring the use of the Internet to protect children and others from depictions that are obscene, child pornography, and harmful to minors; and that promote violence, intolerance, satanic material, illegal drugs, militant extremism, and the sale, consumption or production of alcoholic and tobacco products.~~

The district will with “Best Effort” practices, protect children and others from depictions that are obscene, child pornography, and harmful to minors; and that promote violence, intolerance, illegal drugs, militant extremism, and the sale, consumption or production of alcoholic and tobacco products. District teachers and staff shall monitor student use of the Internet. The district will employ technology protection and monitoring measures.

**a. Definitions:**

1) Obscene – Any material or performance when considered as a whole, predominantly appeals to a prurient interest in sex; or that depicts or describes in a patently offensive manner actual or simulated sexual acts, sexual contact, nudity, sadism, masochism, excretion or lewd exhibition of the genitals; and that lacks serious literary, artistic, political or scientific value.

2) Child Pornography – Any visual depiction that involves the use of a minor engaging in sexually explicit conduct; or where a depiction appears to be a minor or has been created, adapted or modified to appear that a minor is engaging in such conduct; or is advertised, promoted, presented, described or distributed in a manner that conveys the impression that the material is or contains a visual depiction of a minor engaging in sexually explicit conduct.

3) Harmful to Minors – Any picture, image or graphic image file, or other visual depiction that taken as a whole, and with respect to minors, appeals to a prurient interest in nudity, sex, or excretion; depicts, describes, or represents in a patently offensive way with respect to what is suitable for minors, an actual or simulated sexual act or sexual contact, actual or simulated normal or perverted sexual acts, or a lewd exhibition of the genitals; and taken as a whole, lacks serious literary, artistic, political, or scientific value as to minors. A minor is an individual who has not attained the age of 18.

4) Violence – Depictions of extreme cruelty that are intended to hurt or inflict pain.

5) Intolerance – Depictions that advocate prejudice or discrimination against any race, color, national origin, creed, age, religious preference, particular disability or handicap, gender, sexual orientation, or gender identity or preference.

6) Illegal Drugs – Depictions that advocate the illegal use of drugs.

7) Militant Extremism – Depictions advocating extremely aggressive, violent or combative behaviors that advocate violence as a means of achieving ends. This includes information about weapon making, ammunition making, and the making of explosive devices for unlawful purposes.

8) Alcohol and Tobacco Products – Depictions and the promotion of the sale, consumption, or production of alcoholic beverages or tobacco products to minors.

**b. Purposes of the Technology Protection Measures and Monitoring:**

1) Prevent minor access to inappropriate matter on the Internet and the World Wide Web.

2) Ensure the safety and security of minors when using electronic mail, chat rooms, and other forms of direct electronic communications.

3) Prevent unauthorized access, including so-called “hacking”, and other unlawful activities by minors.

4) Prevent the unauthorized disclosure, use, and dissemination of personal information regarding minors.

5) Prevent minors’ access to materials that are harmful to themselves.

**c. Technology protection measures may be disabled, for adult use, for approved research or other lawful purpose.**

**2. Right of Privacy on the School District and Public Networks Accessed Through the School District Access**

There is no right to or expectation of privacy for information placed or received on the school district and public networks accessed through the school district’s access. The school district reserves the right to access information or materials students and staff store on these networks and remove it when it violates federal or state law, the acceptable use policies of public access networks, or school district policies, administrative regulations and procedures.

**3. Disclaimers**

a. The district is not responsible for the improper use of public networks by students or staff.

b. Students and staff are responsible for information they place on public networks accessed through the school district network as well as for information they find or take from public networks. Additionally,

they are responsible for determining if the information they find or place on public networks is appropriate for use in a school setting.

c. The district is not responsible for information or services that are placed on public networks that may be objectionable to users of the network.

d. The district is not responsible for damage that may occur from student or staff use of public networks including the loss of computer data, damage to computer data, computer viruses that may be acquired from a public network or damages those viruses may cause.

#### 4. Staff and Student Internet Acceptable Use Agreements

The district's Information Technology Department will shall maintain a Staff and Student Internet Acceptable Use Policy Administrative Regulation (AUAR). All staff and students will execute their respective AUAR before gaining access to the Internet within the first thirty (30) days of their start date. Students will execute their agreement, signed by a parent, annually. Staff will execute their agreement when hired or when first requiring access to the Internet and shall be provided access to a copy of this and other school district policies and procedures.

#### 5. Educating Students about Appropriate Online Behavior

The ~~school~~ district will educate students about appropriate online behavior, including interacting with other individuals on social networking sites and in chat rooms and cyber-bullying awareness and response, will develop suitable methods and materials for this purpose.

Legal Reference(s): Children's Internet Protection Act, 20 USC 6801 and 47 USC 254(h) and (l); regulations at 47 CFR Part 54; NRS 201.235: Obscenity; NRS 393.160: School Property

Policy EDB

Revised ~~8/27/13~~ 11/16/21

## Lyon County School District Board Memo

**Date:** October 26, 2021  
**To:** Board of School Trustees  
**From:** Wayne Workman, Superintendent  
**Re:** Policy AD: Equitable Access to Education

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### **Recommendation**

That the Board of Trustees approve revisions to Policy AD: Equitable Access to Education as a second and final reading.

### **Background Information**

In December of 2019, the LCSD Board of Trustees adopted this original policy entitled “Equity and Diversity”. This policy was a direct result of serious discrimination issues within the schools and communities of Lyon County that resulted in hundreds of thousands of dollars lost to the school district. Although a policy in and of itself may not have prevented these actions, it does act as a guiding document to drive the mission, core values and beliefs of a public school system. Additionally, a student focus group was created to inform the administrative regulations at the end of the policy in the form of the LCSD Student Bill of Rights. It is important to remember that this Bill of Rights was created and adopted by this student group to reflect their core values and beliefs.

At the August 24, 2021 LCSD Board Meeting of Trustees, members heard some public comments regarding Critical Race Theory (CRT) and similar matters that don’t exist in the Lyon County School District or curricula. This led to the formation of a board subcommittee which included President Villines, Clerk Cowee and Member Jones. They met with Superintendent Workman on September 16, 2021 in an open meeting to the public with the goal of revising portions of existing LCSD Policy AD: Equity and Diversity (now proposed as LCSD Policy AD: Equitable Access to Education). The proposed language changes from the subcommittee were presented to the full Board of Trustees at the September 28, 2021 meeting. During the meeting there was a great deal of discussion about the proposed changes. The attached document reflects the latest changes from that meeting and is now presented for a second and final reading.

### **Budget Considerations**

None

### **Discussed at Previous Meeting**

August 24, 2021, September 28, 2021

### **Attachment(s)**

LCSD Policy AD-Equitable Access to Education\_DRAFT.pdf

*Respectfully Submitted,  
Wayne Workman, Superintendent*

~~**EQUITY AND DIVERSITY**~~ **EQUITABLE ACCESS TO EDUCATION**

**PURPOSE**

The Board of Trustees (“Board”) recognizes the importance of creating conditions for learning that ensure ~~equity of~~ **equitable** access to the full range of learning opportunities available for all students in its stewardship. The Board believes appreciating individual human diversity, developing a capacity for the collective pursuit of cultural competence, and committing to day-to-day ~~equity and~~ inclusion will enable the Lyon County School District (“District”) to fulfill its mission and purpose. The District will adopt procedures intended to achieve a diverse and equitable school community inclusive of, but not limited to, race, color, religion, sex, sexual orientation, gender identity or expression, age, disability or national origin.

**POLICY**

1. Guiding Principles

- a. The Board recognizes the growing diversity of cultures in the District and commits itself to ensuring that all aspects of policies, regulations, practices, programs, and services promote ~~equity~~ **equitable opportunities**, understanding and appreciation for all types of diversity.
- b. District policies, programs, and activities shall foster recognition of and respect for basic human rights, fundamental freedoms, and equitable opportunities ~~and~~ **outcomes** for all.

2. Guiding Practices

- a. The District strives to identify any disparities, discrimination, disproportionality practices, and/or inequities in educational programming and access to that programming by communicating, collaborating, and building supports among all appropriate parties; and will offer appropriate solutions to such disparities amongst the District’s student population and faculty/staff.
- b. Shared and Committed Leadership: The District will provide leadership that is committed to identifying and removing ~~biases and systemic~~ barriers to learning. The District will establish and maintain collaborative relationships with diverse communities so that the perspectives and experiences of all District faculty/staff, students and their families are recognized to help meet their needs.
- c. District/School-Community Relationships:
  - i. Collaboration will be based on open dialogue and partnerships with parents/guardians, staff, students, the Board, Superintendent, and other community groups and agencies. The Board will draw upon expertise of partners to explore innovative ways of sharing resources that can help meet the diverse needs of all students and provide new and relevant learning opportunities.



**DEFINITIONS**

1. Achievement Gap - refers to any significant and persistent disparity in academic performance or educational attainment between different groups of students.
2. Educational **Equity** **Equitable Opportunities** – practices that provide all students with the individual support they need to reach and exceed a common standard.
3. Cultural Proficiency – making the commitment to lifelong learning for the purpose of being increasingly effective in serving the educational needs of all cultural groups.
4. Cultural Competence – the alignment of personal values and behaviors and the school policies and procedures in a manner that is inclusive of all cultures and that enables healthy and productive interactions among individuals. Viewing one’s personal and organizational work through a lens of responsibility for fostering an environment that is inclusive of cultures that are different from that of the individual.
  - a. For the student/family – the ability to equitably and sensitively respond to the unique needs that arise from the student/family’s culture and to use cultural strengths as tools to assist with the educational process.
  - b. For the District – the ability to provide equal and meaningful access to individuals from each cultural population served, and to do so in a manner that is based on an understanding of each population’s distinct needs.
  - c. For staff – Culturally responsive teaching is the ability to use the student/family’s accumulated and culturally developed bodies of knowledge and skills as an asset to the classroom and school experience through rigor, relevancy, relationships, expectations and the ability to communicate effectively.
5. Culture – the totality of ideas, beliefs, values, knowledge, language, and way of life of a group of people who share a certain historical background. Manifestations of culture include art, laws, institutions, morals, and customs.
6. Disproportionality - the over/under-representation of a group of interest in comparison to their representation in the overall community.
7. Diversity and Inclusion – diversity embodies acceptance and respect for a range of differences among people, cultures, and perspectives. Inclusion means that the diverse groups are represented and included in all sectors of the organization and organizational life. Diversity and diverse populations may include, but are not limited to: Race and ethnicity; gender; gender identity/expression; sexual orientation; ability/disability status; religion and spirituality; age; education; socio-economic status; language/communication modality; individual experiential backgrounds; lifestyle (interests, hobbies, activities, affiliations); family dynamics; and any other protected class in conformance with federal, state, and local laws.

**DESIRED OUTCOMES**

1. As a result of adhering to this policy, strategies will be developed to significantly improve achievement outcomes and reduce achievement gaps for all students.
2. The District will serve as an equal opportunity employer and strive to employ, and retain a diverse and culturally competent workforce.
3. The District will welcome all families as essential partners in their student’s education, school planning and District decision-making. The District will include other partners who have demonstrated specific expertise in meeting our equitable educational ~~outcomes~~ opportunities.
4. The District will sustain ongoing culturally responsive practices, education, and professional learning to strengthen employee’s knowledge and skills.
5. The District will utilize qualitative and quantitative data, including assessments, to develop ongoing processes to work toward addressing practices that demonstrate an over and under representation of various student populations in areas such as special education, discipline, gifted and talented, and advanced placement.
6. The District will model a culture of respect that actively cultivates and promotes a safe, orderly, and respectful environment to ensure equitable opportunities for all students and employees to learn and work. Structures, systems, policies, and procedures will be based on culturally responsive practices that ensure a safe, orderly and respectful learning and working environment focused on student achievement.
7. The District recognizes the need for student input and contribution to the continual development of policy and procedures towards ~~equity and inclusion~~ equitable access to education.

**IMPLEMENTATION GUIDELINES & ASSOCIATED DOCUMENTS**

1. This policy reflects the goals of LCSD’s Performance Plan and/or Strategic Plan and aligns/complies with the governing documents of the District including, but not limited to:
  - a. Board Policy JFCC: Safe and Respectful Learning Environment-Anti-Bullying
  - b. Board Policy AA: Equal Educational Opportunity; Non-discrimination
  - c. Board Policy AB: Non-discrimination Title IX
  - d. Board Policy AC: Non-discrimination 504
2. This policy complies with Nevada Revised Statutes (NRS) and Nevada Administrative Code (NAC), to include:
  - a. Chapter 388, System of Public Instruction
    - i. NRS 388.121 – 388.139, Provision of Safe and Respectful Learning Environment

**LYON COUNTY SCHOOL DISTRICT  
BOARD POLICY**

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**AD**

- b. Chapter 613, Employment Practices
  - i. NRS 613.310 – 613.435, Equal Opportunities in Employment
- 3. This document complies with the following federal laws and regulations:
  - a. Title II, American with Disabilities Act Amendments Act of 2008
  - b. Title IV of the Civil Rights Act of 1964, 42 U.S.C. § 2000c
  - c. Title VI of the Civil Rights Act of 1964, Prohibition Against National Origin Discrimination Affecting Limited English Proficient Persons
  - d. Title VII of the Civil Rights Act of 1964
  - e. Title IX of the Education Amendments of 1972 (Title IX), 20 U.S.C. §§ 1681 et seq., and the implementing regulations, 34 C.F.R. Part 106;
  - f. Age Discrimination in Employment Act of 1967, as amended, 29 U.S.C. § 6101,
  - g. Section 504 of Rehabilitation Act of 1973
  - h. Individuals with Disabilities in Education Act (IDEA), 20 U.S.C. § 1400 et seq.;

~~Adopted 12/17/19~~  
Revised 10/26/21

~~**EQUITY AND DIVERSITY**~~ **EQUITABLE ACCESS TO EDUCATION** -  
*Administrative Regulations*

## Lyon County School District Student Bill of Rights

**All Lyon County School District students have the right to:**

- A positive, safe and respectful learning environment.
- Highly qualified staff who offer their best every day.
- Our patience and nonjudgmental guidance as they learn to navigate this confusing world.
- Make mistakes, understand why it was a mistake and the opportunity to learn from those mistakes.
- Motivating adults who believe in their individual dreams and are committed to helping them fulfill those dreams.
- Caring adults who support and respect them for who they are individually.
- An equitable and diverse education with the appropriate resources to be successful.
- Engage as inclusive members of their school and community.
- Be heard and have a voice in all aspects of their education.
- Understand existing rules, the purpose of those rules and the opportunity to express concerns with **perceived inequities**.
- Be open, honest and express themselves in a respectful manner.
- Authentic, real world learning opportunities that will prepare them for their future.

## Lyon County School District Board Memo

**Date:** October 26, 2021  
**To:** Board of School Trustees  
**From:** Wayne Workman, Superintendent  
**Re:** Operations and Funding During the COVID-19 Pandemic and the Nevada State of Emergency

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### **Recommendation**

At the discretion of the Board of Trustees.

### **Background Information**

The global pandemic from COVID-19 necessitating the Nevada State of Emergency in March 2020 has had a lasting and significant impact on everyone. The Lyon County School District has been required to make very difficult decisions that altered operations significantly during the 20-21 school year. As we begin the 21-22 school year, we must continue this process, albeit at a lesser degree for now. As a condition of receiving the relief funding from the federal government, the LCSD was required to develop a "Reopening Schools Plan". Since we were open during the 20-21 school year, the LCSD decided to call it the 21-22 Educational Services Plan. There is a requirement to update this plan at least every 6 months as needed.

Many decisions must be revisited throughout the school year in a manner that best protects the LCSD from potential litigation, but also balances our mission of educating the whole child. The LCSD recognizes the importance of extra/co-curricular activities in achieving this mission. We must also consider that this conversation is fluid and will likely be on-going as circumstances continually change with the pandemic and state of emergency. Additionally, any decisions made may be subject to change due to new directives. This is a standing item on each agenda and an opportunity for the board of trustees to review and discuss any possible changes to decisions already made and/or make new decisions.

### **Budget Considerations**

Unknown.

### **Discussed at Previous Meeting**

Yes: October 27, 2020; November 17, 2020, December 15, 2020, January 26, 2021, February 23, 2021 and March 22, 2021

### **Attachment(s)**

Declaration of Emergency Directive 048.pdf  
Directive 048 Summary - School Settings.pdf  
2021-22 LCSD Educational Services Plan.pdf

*Respectfully Submitted,*  
*Wayne Workman, Superintendent*



## DECLARATION OF EMERGENCY

### DIRECTIVE 048

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

**WHEREAS**, on March 13, 2020, Donald J. Trump, President of the United States, declared a nationwide emergency pursuant to Sec. 501(6) of the Robert T. Stafford Disaster Relief and Emergency Assistance Act, 42 U.S.C. 5121-5207 (the "Stafford Act"); and

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

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

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

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

**WHEREAS**, in late December 2020, Nevada began distributing COVID-19 vaccines; and

**WHEREAS**, Nevada's hospitalization rate for suspected and confirmed COVID-19 cases has trended downward after mid-January 2021; and

**WHEREAS**, since mid-January 2021, the 14-day moving average test positivity rate has generally declined, but COVID-19 still poses a substantial threat to the public health; and

**WHEREAS**, on February 14, 2021, I issued Emergency Directive 037, which set forth a stepped approach to easing the restrictions on the size of gatherings, reduced capacity for bars, restaurants, and other businesses, that were implemented during the Statewide Pause; and

*WHEREAS*, Emergency Directive 037 provides that, beginning on May 1, 2021, it may be appropriate to transition the management of certain mitigation measures to the counties, if COVID-19 cases continue to decline; and

*WHEREAS*, Emergency Directive 041, issued on March 12, 2021, sets forth a process for counties to create a COVID-19 Local Mitigation and Enforcement Plan (“Local Plan”) that will provide for local control and enforcement of certain COVID-19 mitigation measures; and

*WHEREAS*, on April 27, 2021, the national Centers for Disease Control and Prevention (“CDC”) released updated guidance recommending that all persons, whether vaccinated or not, continue to wear a mask while indoors. The CDC guidance also outlines situations where there is a low risk of spreading COVID-19 and wearing a mask may not be necessary, depending on whether an individual is fully vaccinated or not; and

*WHEREAS*, many Nevadans will choose to continue to wear a face covering in situations where doing so is not required, based on their personal judgments about their own health risks and those of their household members; and

*WHEREAS*, infectious disease and public health experts advised that wearing a mask or other face covering remains an important and effective measure to reduce the spread of COVID-19; and

*WHEREAS*, new variants of the COVID 19 virus have been identified, and medical experts have determined that some of these variants are significantly more contagious than previously known variants; and

*WHEREAS*, the CDC has identified the “delta” variant of COVID-19 and has deemed it a “variant of concern” due to its higher transmissibility; and

*WHEREAS*, COVID-19 cases in Nevada have trended upward since early July, 2021, the test positivity rate has climbed to over 15%, and most cases in Nevada have been identified as the delta variant; and

*WHEREAS*, on July 27, 2021, the CDC released updated guidance that all persons in counties with substantial or high transmission, whether vaccinated or not, continue to wear a mask while in indoor public spaces; and

*WHEREAS*, CDC’s July 27, 2021 updated guidance recommends universal masking in schools, for all students and staff, regardless of vaccination status, and regardless of the level of community transmission. The CDC explained that this is due to the large population of children who are ineligible for vaccination and the low level of vaccination rates nationally; and

*WHEREAS*, on May 3, 2021, the Governor issued Emergency Directive 045, which provides, among other things, that the State of Nevada requires the wearing of masks in a manner consistent with current guidance from the CDC, including any subsequent guidance issued by the CDC; and

*WHEREAS*, in-person instruction and participation in sports and extracurricular activities is vitally important to the positive academic, emotional, and social development of students in kindergarten through 12th grade; and

*WHEREAS*, many children are not yet eligible to receive a vaccine against COVID-19 and it is therefore imperative that other mitigation measures be used to protect children and to prevent disruption to in-person learning; and

*WHEREAS*, Nevada’s counties have differing characteristics, including geography and population density; and

*WHEREAS*, COVID-19 remains a statewide public health crisis and requires that certain mitigation measures and emergency management functions will continue to be managed at the state level to protect the overall health and safety of all Nevadans; and

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

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

IT IS HEREBY ORDERED THAT:

SECTION 1: The provisions of previous Directives are hereby superseded only by the explicit provisions of this Directive. Any provisions not addressed by this Directive shall remain in force as provided by previous Directives or regulations promulgated pursuant to the March 12, 2020 Declaration of Emergency.

SECTION 2: The term “indoor public setting” means any indoor area where people who are not members of the same household may be present. The term includes office buildings, breakrooms, hallways, cafeterias, meeting rooms, and other areas where people may interact, even though the public at large does not have access to the area.

SECTION 3: Notwithstanding anything to the contrary in Section 2 of Directive 047, for purposes of Nevada’s emergency directives, the level of community transmission of COVID-19 in a county (hereinafter “County Level”) will be determined as provided in this Section.

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The CDC’s COVID Data Tracker (available at <https://covid.cdc.gov/covid-data-tracker/#county-view>) defines “low,” “moderate,” “substantial,” and “high” COVID transmission levels. The State will use the data and transmission levels from the CDC’s COVID Data Tracker, and may additionally use State data on testing, to determine the County Level for each county on a weekly basis, using a 14-day look-back period, as described below.

A county’s initial County Level is the transmission level indicated for that county by the CDC as of noon on Tuesday, July 27, 2021. Each Tuesday, the State will review the transmission level for each county based on data from the CDC’s COVID Data Tracker. If the CDC data show that a county’s transmission level has changed from its initial or prior level, and the county has remained within the new level for two consecutive weeks, the State will update the County Level to reflect that change.

Each Tuesday the State will notify each county of its current County Level, as determined pursuant to this Section, and its transmission level based on CDC data. If there is a change in the County Level, the corresponding requirements for face coverings as set forth in this and other Directives shall take effect at 12:01 a.m. on the Friday of that week.

SECTION 4: Section 7 of Directive 024 is hereby amended to read as follows:

The mandatory provisions of this Directive shall not apply to:

1. Except as otherwise provided in Section 5 of this Directive, children who are nine years of age or younger.
2. Individuals experiencing homelessness. Such individuals are encouraged to take protective measures to the greatest extent practicable.
3. Individuals who cannot wear a face covering due to a medical condition or disability, or who are unable to remove a mask without assistance. Persons exempted under this provision should wear a non-restrictive alternative, such as a face shield.

4. Individuals for whom wearing a face covering would create a risk to the person related to their work, as determined by local, state, or federal regulators or workplace safety guidelines.
5. Individuals who are obtaining a service involving the nose or face for which the temporary removal of the face covering is necessary to perform that service.
6. Individuals who are at a restaurant or other establishment that offers food or beverage services, while they are actively eating or drinking.
7. Individuals who are incarcerated. Prisons and jails, as part of their mitigation plans, will have specific guidance on the wearing of face coverings or masks for both inmates and staff, which may be more stringent than the requirements of this Directive.

SECTION 5: Face coverings are required in county school district, charter school, and private school settings as provided in this Section.

In counties with a population of 100,000 or greater, all kindergarten through 12th grade students (regardless of whether they would be exempt from the face covering requirement based on their age) must wear face coverings while inside school buildings unless granted an exemption consistent with this Section. Face coverings are required indoors regardless of vaccination status.

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Notwithstanding anything to the contrary in Directive 047, in counties with a population less than 100,000, each county school district, charter school, and private school shall adopt a face covering policy that addresses whether or under what circumstances face coverings will be required for students while in school buildings or on school campuses. Any such policy must not conflict with the provisions of this Directive or with any face covering requirements imposed by county governments or local health authorities.

In all school settings:

1. All school staff must wear face coverings while inside school buildings, regardless of vaccination status.
2. School building administrators may approve exemptions for:
  - a. Students who are medically fragile as documented per an existing Individualized Education Program or health-related 504 Plan; or,
  - b. Students or staff who provide documentation from a qualified Nevada-licensed medical professional that they are exempt in accordance with subsection 3 of section 7 of Directive 024.
3. Unless expressly granted exempted consistent with subsection (2) of this Section, all kindergarten through 12th grade students, and all school staff, must wear face coverings while on school buses.
4. Parents, vendors, volunteers, visitors, and guests who are unable or unwilling to wear face coverings under any circumstances or exemptions should not be allowed on school buses or inside school buildings.

Irrespective of any policy adopted by a county school district, charter school, or private school, if a school-wide outbreak of COVID-19 is identified by the applicable local health authority in any school, the use of face coverings for all students in the affected school building(s) is mandatory and must be immediately implemented. Additional mitigation measures may also be required by the local health authority for that school or school building(s). The face covering requirement and any other mitigation measures remain in effect until the local health authority determines that the outbreak is closed.

All school districts, charter schools, and private schools are strongly encouraged to require all students to wear face coverings while inside school buildings.

SECTION 6: All county school districts, charter schools, and private schools, regardless of county transmission level, shall implement a regular COVID-19 testing program for students and staff or volunteers, including but not limited to coaches, leaders, and advisors, who are not fully vaccinated and who are involved in activities that involve travelling to other schools or venues outside of the county for games, tournaments, competitions, concerts, meets, or similar events. Testing must occur at least once per week. If a student, staff member, or volunteer tests positive for COVID-19, current CDC recommendations for isolation and quarantine must be followed.

SECTION 7: The NIAA must promulgate a mandatory COVID-19 testing and mitigation plan for full-contact and close-contact sports. The plan must require at a minimum weekly testing of coaches, staff and athletes participating in these sports who are not fully vaccinated. The plan must include rules and guidance for the use of face coverings by student athletes while both actively and not actively participating in the sporting activity.

Prior to the commencement of competitions of full-contact and close-contact sports between schools in different counties, the individual schools must implement the NIAA testing and mitigation plan<sup>266</sup> and begin the weekly testing protocols required by such.

SECTION 8: If county school districts, charter schools, or private schools require the use of public or private facilities outside of school grounds for educational purposes, including but not limited to instructional activities or administering assessments, such facilities are subject to the mitigation requirements included in this and other applicable Directives.

SECTION 9: The provisions of this Directive remain in effect until amended or terminated by a subsequent Directive promulgated pursuant to the March 12, 2020 Declaration of Emergency to facilitate the State's response to the COVID-19 pandemic, or upon dissolution or termination of the Declaration of Emergency.

IN WITNESS WHEREOF, I have hereunto set my hand and caused the Great Seal of the State of Nevada to be affixed this 4th day of August, in the year two thousand twenty-one.



\_\_\_\_\_  
Governor of the State of Nevada

*Barbara K. Cegavske*  
\_\_\_\_\_  
Secretary of State

*James C. ...*  
\_\_\_\_\_  
Deputy Secretary of State



# NEVADA K-12 SCHOOL SETTING SUMMARY GUIDANCE

*Updated August 4, 2021*

## FACE COVERINGS

Given new evidence on the B.1.617.2 (Delta) variant, CDC has updated the guidance for fully vaccinated people. **CDC recommends universal indoor masking for all teachers, staff, students, and visitors to K-12 schools, regardless of vaccination status.** Children should return to full-time in-person learning in the fall with layered prevention strategies in place.

When teachers, staff, and students consistently and correctly wear a mask, they protect others as well as themselves. Consistent and correct mask use is especially important indoors and in crowded settings when physical distancing cannot be maintained.

**Below is a summary of masking and testing requirements and recommendations for K-12 county school district, charter school and private school settings within Nevada:**

## FACE COVERING REQUIREMENTS FOR ALL COUNTY SCHOOL DISTRICT, CHARTER SCHOOL AND PRIVATE SCHOOL SETTINGS WITHIN NEVADA:

- **All school staff** MUST wear face coverings while inside school buildings, regardless of vaccination status.
- All kindergarten through 12th grade students, and all school staff, **MUST wear face coverings while on school buses**, as required by the [Centers for Disease Control and Prevention \(CDC\) Order](#). CDC's Order applies to all public transportation conveyances including school buses. Regardless of the mask policy at school, passengers and drivers must wear a mask on school buses, including on buses operated by public and private school systems, subject to the exclusions and exemptions in CDC's Order.
- **Parents, vendors, volunteers, visitors, and guests** MUST wear face coverings inside school buildings and on school buses.
  - *Parents, vendors, volunteers, visitors, and guests who are unable or unwilling to wear face coverings under any circumstances or exemptions should not be allowed on school buses, in school buildings, or on school campuses.*

School building administrators **may approve exemptions** for:

- Students who are medically fragile as documented per an existing Individualized Education Program or health-related 504 Plan; or,
- Students or staff who can produce documentation from a qualified Nevada-licensed medical professional that they are exempt in accordance with subsection 3 of section 7 of [Directive 024](#):
  - *"Individuals who cannot wear a face covering due to a medical condition or disability, or who are unable to remove a mask without assistance. Persons exempted under this provision should wear a non-restrictive alternative, such as a face shield."*



## FACE COVERING REQUIREMENTS FOR COUNTY SCHOOL DISTRICT, CHARTER SCHOOL AND PRIVATE SCHOOL SETTINGS IN COUNTIES WITH A POPULATION OF 100,000 OR GREATER (Clark County and Washoe County)

- **ALL kindergarten through 12th grade students** (regardless of whether they would be exempt from a face covering requirement based on their age) **MUST** wear face coverings while inside school buildings unless granted an exemption consistent with this guidance and [Directive 048](#). Face coverings are required indoors regardless of vaccination status.

## FACE COVERING REQUIREMENTS FOR COUNTY SCHOOL DISTRICT, CHARTER SCHOOL AND PRIVATE SCHOOL SETTINGS IN COUNTIES WITH A POPULATION LESS THAN 100,000

- Each county school district, charter school, and private school **shall adopt a face covering policy** that addresses whether or under what circumstances face coverings will be required for students while inside school buildings, or on school campuses. Any such policy may be more stringent than this and any other applicable State or local health directives, but may not be more permissive.

Irrespective of any policy adopted by a county school district, charter school, or private school, **if a school-wide outbreak of COVID-19 is identified by the applicable local health authority in any school, a universal face covering policy SHALL be implemented immediately for ALL students in the school building where the outbreak occurred** until the local health authority determines that the outbreak is closed. Additional mitigation measures may be required by the local health authority for that school as deemed necessary by the local health authority.

For purposes of this guidance, a **SCHOOL-WIDE OUTBREAK** is defined as any outbreak that extends beyond one classroom or isolated setting. Local health authorities will make outbreak determinations based upon the findings of case investigation and contact tracing and relative to the specific local setting. The CDC COVID-19 outbreak definition will be utilized in making these outbreak determinations.

**All school districts, charter schools, and private schools are strongly encouraged to require all students to wear face coverings while inside school buildings.**



## TESTING

### TESTING REQUIREMENTS FOR ALL COUNTY SCHOOL DISTRICT, CHARTER SCHOOL AND PRIVATE SCHOOL SETTINGS WITHIN NEVADA:

Required regular testing for **UNVACCINATED** students, staff & volunteers participating in activities that involve travelling to schools outside of their county:

- All county school districts, charter schools, and private schools, regardless of county transmission level, shall implement a regular COVID-19 testing program for **students and staff or volunteers**, including but not limited to coaches, leaders, and advisors, who are not fully vaccinated and who are involved in travelling to other schools or venues outside of the county for athletics and activities such as games, tournaments, competitions, concerts, meets, or similar events.
- **Testing must occur at least once per week.** If a student, staff member, or volunteer tests positive for COVID-19, current CDC recommendations for isolation and quarantine must be followed.
- **This applies to students, staff and volunteers involved in athletics activities.** The Nevada Interscholastic Activities Association (NIAA) must promulgate a mandatory COVID-19 testing and mitigation plan for full-contact and close-contact sports. The plan **MUST** require at a minimum weekly testing of coaches, staff and athletes participating in these sports who are not fully vaccinated. The plan must include rules and guidance for the use of face coverings by student athletes while both actively and not actively participating in the sporting activity.
  - Prior to the commencement of competitions of full-contact and close-contact sports between separate schools, the individual schools must implement the NIAA testing and mitigation plan and begin the weekly testing protocols required by such.

*CDC guidance provides that people who are fully vaccinated do not need to participate in screening testing. However, testing should be made available to fully vaccinated individuals participating in extracurricular and athletic activities.*

### TESTING RECOMMENDATIONS:

The Nevada Department of Health and Human Services (DHHS) recommends that testing of all those that are unvaccinated, both staff and students occur at least weekly to be effective. In schools where testing of all staff and students is not feasible, schools may consider multiple testing strategies, for example, testing a random sample of at least 10% of staff and students who are not fully vaccinated.

**\*\*\*If county school districts, charter schools, or private schools require the use of public or private facilities outside of school grounds for educational purposes, including but not limited to instructional activities or administering assessments, such facilities are subject to the mitigation requirements included in this guidance and [Directive 048](#)\*\*\***

For more detailed guidance on COVID-19 mitigation strategies within K-12 school settings, please reference the Nevada Department of Health and Human Services [2021-22 COVID-19 GUIDELINES FOR PREVENTION AND OUTBREAK CONTROL IN SCHOOL SETTINGS](#).

# LYON COUNTY SCHOOL DISTRICT EDUCATIONAL SERVICES PLAN FOR THE 2021-22 SCHOOL YEAR

Presented to the Board of  
School Trustees at the  
June 22, 2021 Meeting



# Lyon County School District

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

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

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

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# Our Guiding Principles

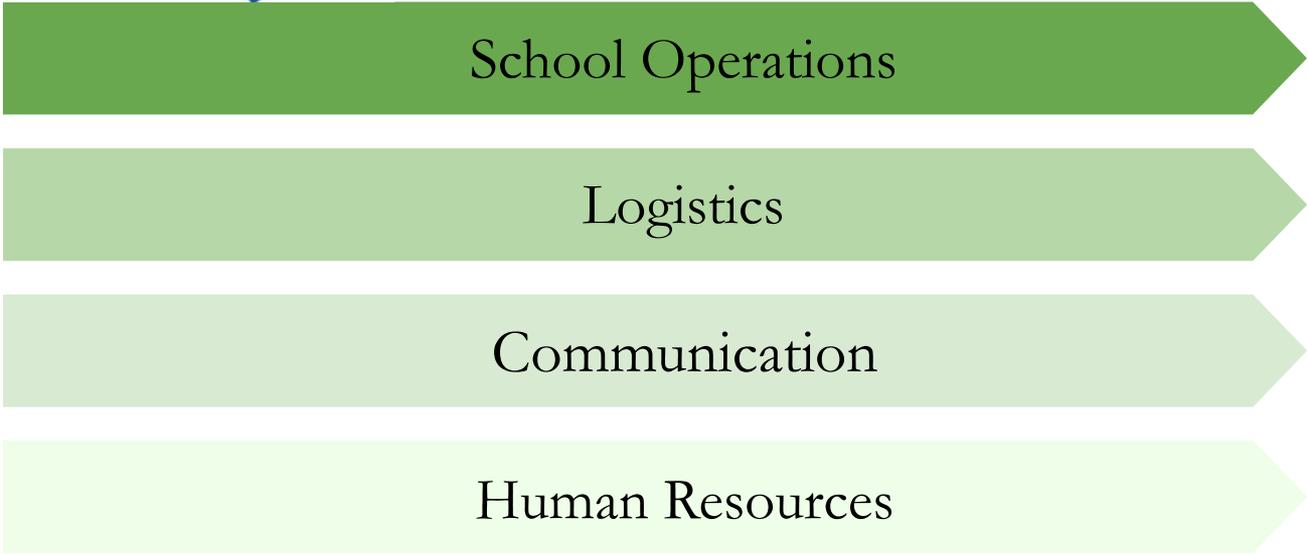
1. Ensure the safety and well-being of all students, staff and families
2. Promote equity and accessibility to learning for all students
3. Provide instructional delivery systems to meet the needs of all students
4. Foster positive relationships and interactions
5. Financial Feasibility
6. Community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

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# Path Forward Framework



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# Full Time In Person Learning

1. Attend school in person every day with all extracurricular opportunities in place
2. Increased sanitation
3. In the case of exposure or quarantine related to COVID-19, students will be given temporary distance learning opportunities through their classroom teacher(s)
4. All students are provided a device (Chromebook) and/or internet connectivity as needed

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# Full Time Distance Learning

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

This option is available to all families through the state approved LyOnline Distance Education program:

1. All students are provided a device (Chromebook) and/or internet connectivity as needed

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# Elementary and Secondary School Schedules

Each school site leadership team will develop class schedules with student and staff safety as a priority.

1. These schedules will incorporate critical lessons learned from the 2020-21 school year, including but not limited to, passing periods, lunch, recess, etc.

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# Teaching and Learning

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

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# Safety and Health

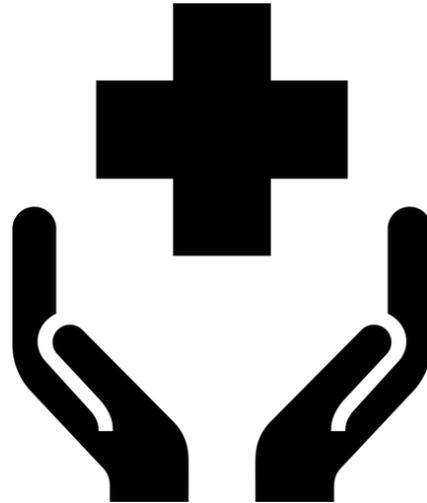
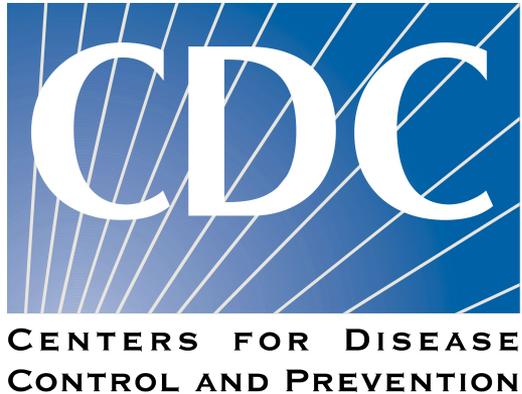
- No single health & safety measure in isolation will effectively mitigate the spread of COVID-19. Therefore, a multi-layered approach, including the following, will be used:
  - Self-screening and remaining home if any illness symptoms are present
  - Enhanced cleaning & hygiene protocols, frequent cleaning of high touch surfaces
  - Contact Tracing may occur as needed

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# CDC Guidance and Nevada Emergency Directives

- The Lyon County School District will advise staff, students and families of the current CDC guidance and will be in accordance with Nevada Emergency Directives.



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# Nutrition Services

- Breakfast and lunch will be available to all students, even those who are participating in distance education.
- Aspects of this service model are contingent on USDA regulations.
  - Currently, LCSD will be able to continue offering free meals to children through the end of the 2021-22 school year.



# Transportation

- Current CDC guidance recommends all occupants on the bus to wear face coverings (exceptions apply)
- Driver will disinfect handrails, seat tops and entrance doors between runs
- Daily disinfecting of buses will be performed by LCSD Transportation



# Information Technology

- LCSD will assign a device (Chromebook) to every student that needs one.
  - Insurance for the device will also be available for approximately \$25 per year.
- Students are asked to please see their school administration for a device and/or internet connectivity needs.



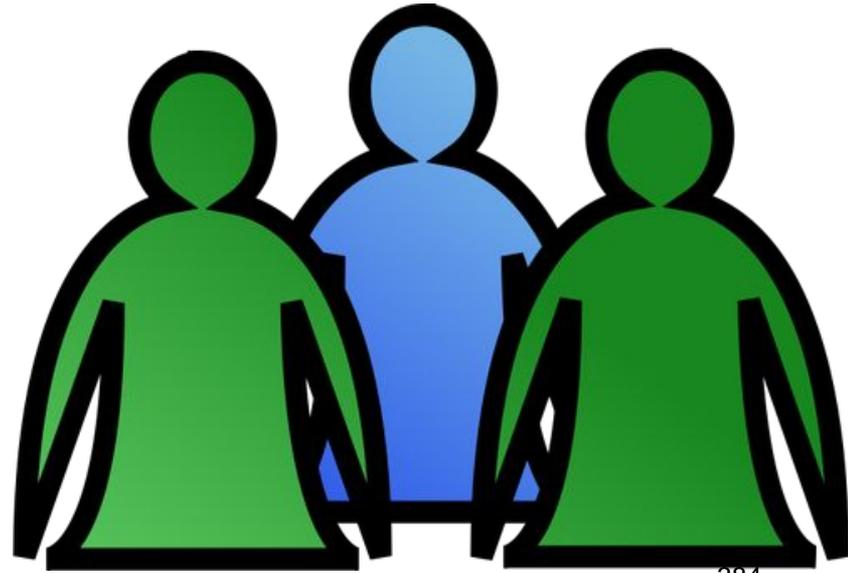
# Communication

- Stakeholders will continue to be updated if new developments arise.
- Communication will include a variety of methods such as email, texts, phone calls, social media updates, etc.
- Students will be contacted by a licensed teacher or substitute teacher per the guidance in memo 21-02.



# Human Resources

- LCSD employee health and safety is a top priority and is essential to our student success.
- Therefore, LCSD employees are encouraged to take full advantage of the many health and safety benefits offered by the district.



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# In conclusion...

Regardless of circumstance, LCSD will strive to achieve our vision and mission while taking into account the health and safety of our students, staff and families.



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

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

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