

Agenda

Lyon County School District Board of Trustees

A Meeting with a closed session at 6:00 pm if needed and an open session at 6:30 pm of the Board of Trustees of Lyon County School District will be held Tuesday, October 25, 2022, beginning at 6:00 PM at the Professional Learning Center, PLC, located on the SSES Campus, 3800 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 and CALL TO ORDER
3. PLEDGE OF ALLEGIANCE
4. WELCOME OF GUESTS
5. APPROVAL OF AGENDA
6. APPROVAL OF MINUTES 5
7. BOARD MEMBER REPORTS
8. ATTITUDE OF GRATITUDE 29
9. SUPERINTENDENT REPORT
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. Your comments must be limited to no more than three minutes and must fall under subjects within the Board’s jurisdiction and control. In consideration of others avoid repetition. Although this Board does not restrict comments based upon viewpoint, comments will be prohibited if the contents are willfully disruptive, slanderous, amount to personal attacks or interfere with the rights of other speakers. Comments made during this time will be monitored by the Board Chairperson.
11. **CONSENT AGENDA (FOR POSSIBLE ACTION):** Per LCSD Board Policy BDD: Board Meeting Procedures, all matters listed under the consent agenda are considered routine and may be acted upon by the Board of School Trustees with one action and without discussion. During this meeting, any member of the Board may request that an item be removed from the consent agenda, discussed, and acted upon separately.
 - A. Request for Early Graduation/HSE (confidential)
 - B. Enrollment Report 38

C. Continuous Improvement Plans (CIP)	42
D. Personnel Reports	265
E. Supplemental Pay Schedule for Temps (New minimum wage requirement)	270
F. Class Size Reduction (CSR) Quarter 1 Report	272
G. Travel	283
H. IT Department Report	333
I. District Financial Report	335
J. Special Revenue Fund - English Learners	410
K. Special Revenue Fund - Gifted & Talented	412
L. Special Revenue Fund - At Risk Pupils	414
12. END OF CONSENT AGENDA: MOTION TO APPROVE	
13. ACCEPTANCE OF DONATIONS	416
14. (For Possible Action) Discussion and possible action regarding public comment in Lyon County School District school board meetings and the ability of the board to discuss versus deliberate. This item is being presented by LCSD Legal Counsel Don Lattin and President Holly Villines.	423
15. (For Possible Action) Discussion and possible action regarding funding of the arts in the Lyon County School District. This item is being presented by Trustee Barbara Jones and Executive Director of Operations Harman Bains.	430
16. (For Possible Action) Discussion and possible action regarding an update from the Lyon County School District Business Office. This item is being presented by Executive Director of Operations Harman Bains and Finance Manager Kyle Rodriquez.	431
17. (For Possible Action) Discussion and possible action regarding the recommended quotes from the Building Control Services and Trane to upgrade building controls, purchase equipment, and conduct necessary engineering. This item is being presented by Executive Director of Operations Harman Bains and Operations & Maintenance Supervisor Kirk McCallum.	433
18. (For Possible Action) Discussion and possible action regarding the reclassification of the Lyon County School District Finance Manager position. This item is being presented by Executive Director of Human Resources Dawn Huckaby and Executive Director of Operations Harman Bains.	453
19. (For Possible Action) Discussion and possible action regarding an update from the Silver Stage school principals, including highlights of their respective schools. This item is being presented by principals Erin Korf, Amber Taylor, and Patrick Peters.	461
20. (For Possible Action) Discussion and possible action regarding revisions to LCSD Policy JHA: Wellness as a first reading. This item is being presented by	465

Executive Director of Operations Harman Bains and Chartwells Nutrition
Director Akiko Miyagi.

21. **(For Possible Action)** Discussion and possible action regarding revisions to LCSD Policy ICA: Development of School Calendar as a first reading. This item is being presented by Executive Director of Human Resources Dawn Huckaby and Superintendent Wayne Workman. **477**

22. **(For Possible Action)** Discussion and possible action regarding the 2024-2025 Lyon County School District Master Calendar. This item is being presented by Executive Director of Human Resources Dawn Huckaby. **480**

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

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

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

25. ADJOURN:

Public Comment to the Lyon County School District Board of Trustees

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

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

The notice for this meeting was posted at the Lyon County School District Administrative Office and posted to the Lyon County School District website (<http://lyoncsd.org>) and the 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 opportunities, policies, or the filing of grievances, contact your school principal.

The Lyon County School District is pleased to provide accommodations for the handicapped or disabled. Members of the public who are disabled and require special accommodations or assistance at the meeting are requested to notify the Administrative Assistant to the Superintendent and Board of Trustees in writing at 25 E. Goldfield Ave., Yerington, NV 89447, email Margaret Heim at mheim@lyoncsd.org, or call (775) 463-6800 Ext. 10034 at least one week prior to the meeting.

Minutes

Lyon County School District Board of Trustees

A meeting of the Board of Trustees of Lyon County School District was held on September 27, 2022, beginning at 6:00 PM at Silverland Middle School, 1200 Jasmine Ln., Fernley, NV 89408.

1. 6:00 pm CLOSED SESSION

There was no closed session.

2. 6:30 PM REGULAR OPEN MEETING and CALL TO ORDER

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

3. PLEDGE OF ALLEGIANCE

The Pledge of Allegiance was led by Trustee Neal McIntyre.

4. WELCOME OF GUESTS

Board members in attendance:

President Holly Villines
Clerk Phil Cowee
Trustee Barbara Jones
Trustee Bridget Peterson
Trustee Sherry Parsons
Trustee Neal McIntyre
Trustee Mike Hogan

Executive Cabinet in attendance:

Superintendent Wayne Workman
Deputy Superintendent Tim Logan
Executive Director of Human Resources Dawn Huckaby
Executive Director of Special Services Marva Cleven
Executive Director of Student Services Jim Gianotti
Executive Director of Operations Harman Bains

Staff and Guests:

Communications and Public Information Officer Erika Cowger
Risk Manager Blake Smith
Grants Manager Jeremy Lattin
Finance Manager/Comptroller Kyle Rodriguez
Professional Development & Data Manager Rachel Stewart

CES Principal Virginia Richardson
EVES Principal Billiejo Hogan
FES Principal Jamie Henderson
FIS Principal Blake Cooper
SMS Principal Steve Henderson
FHS Principal Ryan Cross
Clark and Associates President Valerie Clark
Legal Counsel Don Lattin
FHS Student Representative Shaylee Gavin
Greg Clausen
LCEA Loraine De La Torre
Jen Bluhm
Alicia De Young
Farrah Alexander
Kimberly Heater
John Goldberg
David M. Clarke
Tammie Moniz
Scott Fellows
Jeremy Rogers
Racheal Daniels
Bert Paulsen
Victoria Church
Diana Foster
Laurel Winchester
Justin Winchester
Jessica Davis
Breana McFarlane
Beth Jones
Carlie Kever
Sierra Johnson
Elizabeth Locklear
Shawn Romero
Paul Sullivan
Hannah Swindlehurst
Brook Keller
Lorraine Chapman-Jachimowicz
MaryAnn Sichak
Andy Sichak
Shannon White
Annette Keirn
Steve Henderson
Neal McIntyre II
Margaret Heim

5. APPROVAL OF AGENDA

Clerk Cowee made a motion to approve the agenda as written, seconded by Mr. McIntyre. President Villines called for discussion. There was none and upon calling for the vote, the motion passed 7-0.

6. APPROVAL OF MINUTES

Mrs. Peterson made a motion to approve the minutes of the August 23, 2022 meeting as written, seconded by Mrs. Parsons.

President Villines called for discussion. There was none and upon calling for the vote, the motion passed 7-0.

7. BOARD MEMBER REPORTS

Mrs. Parsons commented on her visits to some of the schools on her own.

Mrs. Jones was happy to see so many members of the public at the meeting.

Mrs. Peterson went on school site visits with district administrators, attended events like the All Staff Learning Summit, and the School Boards training in Las Vegas.

Mr. McIntyre went on school site visits in Fernley and met new teachers and interacted with some of the students.

Clerk Cowee reported on the back-to-school night at DES. He saw facility projects and improvements getting done.

Mr. Hogan attended the All Staff Summit and felt it was well done.

President Villines reported that the construction near YHS and YIS is getting near completion.

8. ATTITUDE OF GRATITUDE

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

9. SUPERINTENDENT REPORT

Mr. Workman introduced FHS Student Body President Shaylee Gavin.

Miss Gavin spoke about the Homecoming events happening this week.

Mr. Workman shared information regarding the All Staff Professional Learning Summit. He thanked the Silverland Middle School Staff for hosting our meeting and Chartwells Food Service for the dinner.

Fernley school principals Billiejo Hogan, Virginia Richardson, Jamie Henderson, Blake Cooper, Steve Henderson, and Ryan Cross introduced the new staff at their respective schools.

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. Your comments must be limited to no more than three minutes and must fall under subjects within

the Board's jurisdiction and control. In consideration of others avoid repetition. Although this Board does not restrict comments based upon viewpoint, comments will be prohibited if the contents are willfully disruptive, slanderous, amount to personal attacks or interfere with the rights of other speakers. Comments made during this time will be monitored by the Board Chairperson.

President Villines began the public comment portion of the meeting by revisiting basic ground rules for sharing comments, stating that the focus should be on student success. LCSD Legal Counsel Don Lattin provided information regarding public comment, Open Meeting Law (OML) and the structure of this agenda item. He explained that the trustees do not engage in discussion or action on items not listed on the agenda. He recommended following the board's own Code of Conduct and the common rules of order as written in Robert's Rules of Order.

President Villines called for public comment.

Tom Hendrix spoke about the high temperatures experienced in September, and the school cooling systems that struggled to keep temperatures at acceptable levels.

Greg Clausen spoke on his requests for information on allowing the public to participate in the meetings via zoom, and submission of public comments via email. He gave his written comments to President Villines to be included in the minutes. See the end of the minutes for his document.

Lorraine De La Torre requested an item on the agenda regarding funding for the arts.

Neal McIntyre II spoke about the option for parents to transport students to and from games. He requested having the official form put on the websites for easier access for parents and to let them know about this option.

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/HSE (confidential)
- B. Personnel Reports
- C. Agreements and Memorandums of Understanding
- D. Department Reports
- E. TRAVEL
- F. District Financial Report

Checks #207402-207845; Vouchers #1009, 1010, 1012, 1604, 1013, 1016, 1018, 1025, 1022, 1035, 1630; Total \$2,572,198.92

12. END OF CONSENT AGENDA: MOTION TO APPROVE

Clerk Cowee made a motion that the board approve the consent agenda, seconded by Mrs. Peterson.

Mr. Clausen requested that the item for travel be pulled from the consent agenda for discussion.

Mr. Lattin explained that the board has the right to move an item from the consent agenda but it is not a public decision.

There was discussion regarding the interpretation of the statement on the agenda that "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."

Mrs. Peterson clarified that it can be requested by a citizen, but it is the board who would make the decision with a vote.

Mr. Lattin reminded the board that there was still a motion on the table and a second to approve the consent agenda as written.

There was no amendment to the motion.

President Villines called for discussion. There was none.

The motion passed 7-0.

13. ACCEPTANCE OF DONATIONS

Mrs. Peterson made a motion to accept the donations as presented, seconded by Ms. Jones. President Villines called for discussion. There was none and upon calling for the vote, the motion passed 7-0.

14. **(For Possible Action)** Discussion and possible action regarding an update of the district's health insurance status, including a proposed rate increase to the dental plan effective January 1, 2023. This item is being presented by Executive Director of Human Resources Dawn Huckaby, Risk Manager Blake Smith, and Clark & Associates President Valerie Clark.

Mr. Smith provided information regarding the status of the district's health insurance plan. The committee met in August to discuss various topics surrounding the district insurance plan. The medical plan will continue through June 30, 2023, as it is an 18 month plan. The dental plan is due to be renewed at an increase of 5%. Because the board previously approved a 5% increase cap, the district will not experience a higher rate increase for 2023. Mrs. Clark reported that dental claims are high, at a ratio of 111%. It was beneficial to the district that they approved the cap earlier and she recommended approval of the dental plan with the 5% rate increase.

Mrs. Peterson made a motion that the board approve the update for the district's health insurance status, including a proposed rate increase to the dental plan effective January 1, 2023. It was seconded by Ms. Jones.

President Villines called for discussion. There was none.

The motion passed 7-0.

15. **(For Possible Action)** Discussion and possible action regarding an update on the ESSER/ARP federal relief funding in the LCSD. This item is being presented by Executive Director of Operations Harman Bains and Grants Manager Jeremy Lattin.

Mr. Bains presented the allocation of Elementary and Secondary School Education Relief (ESSER) and American Rescue Plan (ARP) funds. The federal aid is dispersed into four main categories, Staff, Technology/Supplies, Curriculum, and Grant Support. He noted some

changes to allocations, including funding the Work Based Learning Coordinator position from the general fund rather than from grant funding.

The board appreciated the clarity and details in the report.

Mr. Bains advised that things are set right now, but as funding runs out, the board will have decisions to make on how some programs will be funded.

Ms. Jones asked for more detail on several programs.

Mrs. Peterson made a motion that the board approve the update on the ESSER/ARP federal relief funding in the Lyon County School District, seconded by Ms. Jones.

President Villines called for discussion. There was none.

The motion passed 7-0.

16. **(For Possible Action)** Discussion and possible action regarding a report on the LCSD assessment results for the 2021-2022 school year. This item is being presented by Executive Directors of Educational Services Jim Gianotti and Heather Moyle, and Professional Development & Data Manager Rachel Stewart.

Mr. Gianotti and Mrs. Stewart presented the results of the 2021-2022 assessments. Overall, they reported a decrease in performance emphasizing the impact on students caused by the disruptions of the past few years. Mr. Gianotti went over the types of assessments given throughout the district. Norm-referenced tests compare students with the performance of other students, ranking them with their peers, while criterion-referenced tests compare a student's knowledge and skill proficiency to pre-determined criteria.

Mrs. Stewart explained the Measures of Academic Progress (MAP) assessment as a norm-referenced test given in fall, winter, and spring, for all K-11 grade students. Results are used by teachers to determine student needs. MAP scores are not a grade level equivalency. Smarter Balanced Assessments (SBAC) in math, English language arts (ELA), and science are criterion-referenced and are given once, at the end of each year. Teachers do not receive the data until after the school year is over. The state requires this assessment for reporting student proficiency.

Mr. Gianotti spoke about the ACT, the college and career ready assessment given to all 11th graders. He noted that it is intended for college entrance and is required to graduate, adding that many students, not intending to go to college may not put forth their best efforts. For students who retake it, mainly students that are college-bound, those scores are not counted. CTE skills assessments are given at end of the 3-year pathway. These are shifting to 2-year pathways. As an example, the Certified Nurses Assistant (CNA) course is made up of a health science class in the first year, then the CNA class in the second year, after which the student will take the skills assessment. Part of the exam is career readiness. He reported that our students typically score well on this section.

Mrs. Stewart spoke about the Worldclass Instructional Design Assessment (WIDA) given to K-12 grade English language learners, focusing on proficiency in the 4 domains of listening, speaking, reading, and writing.

Mr. Gianotti stated that all districts are seeing lower scores but our teachers are working extremely hard to close the gaps and bring students up to where they should be. He credits the board for the approval of the iReady Math and other curriculum and he expressed his pride in the teachers who learned the materials when they were not on contract. Professional learning will continue and we have a contract for iReady to come in, be present and do walk

throughs and walk-withs. There is a focus on supporting teachers in a learning community with middle and high school math teachers. He reminded the board of their approval of the WBL coordinator and spoke on the students that have already been placed in career pathways because of that support. He spoke on the positives that will also come from the implementation of the Portrait of a Learner.

Ms. Jones was hopeful that the Math curriculum will make a difference in the scores.

Mrs. Peterson noticed during site visits, students are working on iReady, teachers are enthusiastic, and she is excited about the WBL program supporting students to become well rounded.

Clerk Cowee was pleased to see the CTE and WBL programs. His son is learning skills in construction and is looking at a possible career. He is in favor of having this available for all students. They will have the skills for the rest of their lives. Companies like seeing these students with some experience coming in for jobs.

Mr. McIntyre agreed and highlighted the district mission to have kids college, career, and life ready and he feels we are doing good. He feels most kids will benefit from the CTE programs.

Mr. Gianotti agreed and announced that our middle school CTE programs have begun which allows for student exploration. He noted that lessons from CTE provides relevance for the their classes in math, reading, and writing.

Mr. McIntyre was in favor of starting this in middle school. Most kids don't know what they want to do and this gives them the opportunity to see what is available.

President Villines thanked them for the comprehensive report. She liked the extended summer school to address learning loss, and she asked for some information on what tutoring our schools provide.

Mr. Gianotti reported that many of the sites provide tutoring up to 4 days a week. The district is looking for ways to expand the tutoring, as research shows that tutoring can provide better assistance than summer school.

Mrs. Peterson made a motion that the board approve the report on assessment results for the 2021-22 school year. It was seconded by Ms. Jones.

President Villines called for discussion.

Mr. Clausen asked if the district is above or below the national average academically.

Mr. Workman explained that not all assessments are done across the nation. Nevada requires the SBAC but other states do not. The National Assessment of Educational Progress is only given to certain grade levels in every state.

Mr. Clausen is interested in seeing those that could be compared to other states.

Mr. Gianotti explained that the district profile report is compared with the state not the nation, so the data would need to be gathered.

Mr. Clausen also asked about an academic recovery plan.

It was explained that the district is working with the instructors to target specific areas, like math, to improve materials and they are making ground whereas, literacy was not as critical after the pandemic, but they have plans to continue improvements moving forward.

The motion passed 7-0.

17. **(For Possible Action)** Discussion and possible action regarding an update from the Fernley area school principals, including highlights of their respective schools. This item is being

presented by principals Jamie Henderson, Virginia Richardson, Billiejo Hogan, Blake Cooper, Steven Henderson, and Ryan Cross.

The principals of the Fernley area schools, Jamie Henderson, Virginia Richardson, Billiejo Hogan, Blake Cooper, Steve Henderson, and Ryan Cross gave presentations on the highlights of the last school year, and shared goals for the new year.

Mrs. Parsons was impressed with last year's FIS leadership students who guided guests to the right room at their board meeting, and approved of the leadership students tonight who did the same.

Mrs. Peterson commented that the board appreciates the positive reports and encouraged the principals to achieve their goals this year. She made a motion that the board approve the update by the Fernley area school principals including highlights at their respective schools. It was seconded by Ms. Jones.

President Villines called for discussion. There was none.

The motion passed 7-0.

18. **(For Possible Action)** Discussion and possible action regarding the 2022-2023 LCSD Progressive Restorative Discipline Plan. This item is being presented by Deputy Superintendent Tim Logan.

Mr. Logan explained that, though the plan has been in place for years, though in different formats, the state brought forward new definitions. The district's restorative discipline committee collaborated to remodel the plan. It was then shared it with administrators, teacher leaders, staff, and multiple student focus groups. Normally this is placed in the consent agenda, but because it has been fully revamped, it is before the board for discussion and approval. Expectations and consequences have been made clear and will be fair and consistent across the schools in the district. This will go to the state and out to all staff, students, and parents through ConnectEd.

Mrs. Peterson commented that the members made up a great committee and appreciated the work they did to put this together. She shared her hope that the state does not change it. Mr. Logan responded that it is well put together and this may be a template that the state may use.

Mrs. Peterson made a motion to approve the 2022-23 LCSD Progressive Restorative Discipline Plan, seconded by Clerk Cowee.

President Villines called for any discussion.

Mr. Hendrix expressed his opinion about students having discipline in their life. He stated that it is essential to have discipline and having expectations is critical.

The motion passed 7-0.

19. **(For Possible Action)** Discussion and possible action regarding a report on the Nevada Educator Performance Framework (NEPF) results. This item is being presented by Executive Director of Human Resources Dawn Huckaby and Deputy Superintendent Tim Logan.

Mrs. Huckaby spoke about the annual review of the Nevada Educator Performance Framework (NEPF) as required by law. Just as test scores do not define kids, she expressed the same sentiment that these NEPF scores do not define our teachers or administrators. She

reported that LCSD teachers ranked 4% higher than the state in having Effective/Highly Effective teachers. Student Learning Goals were not required this year so teachers were evaluated on instructional practice and professional responsibilities. The district participated in NEPF surveys for administrators and for teachers. She referred to the data in the board memo, showing that LCSD is closely aligned to the state and we had a higher percentage of participants than the state.

Mrs. Peterson pointed out that there is a very quick turnaround to complete the surveys so she gave praise to the participants.

Mrs. Peterson made a motion that the board approve the report on the Nevada Educator Performance Framework results, seconded by Ms. Jones.

There was no other comment and the motion passed 7-0.

20. (For Possible Action) Discussion and possible action regarding the 2023-2024 Academic School Year Master Calendar. This item is being presented by Executive Director of Human Resources Dawn Huckaby and Executive Director of Operations Harman Bains.

Mrs. Huckaby presented the 2023-24 Calendar with revisions. This calendar was previously approved in January. However, revisions are recommended for multiple reasons.

- There would be more time in the upcoming summer to complete the many facilities projects at the schools.
- School would begin in September, the day after Labor Day, which has historically cooler weather conditions than August, making it more comfortable for students and staff,
- The air cooling systems in facilities would work more efficiently and it would significantly decrease the cost of operating our buildings.
- There are a number of students who return to school the day after Labor Day, impacting staffing and funding.

Clerk Cowee expressed his support for the change to the calendar. He commented on the weather, saying the cooling systems, some being swamp coolers, do not work well on the hottest days. This calendar also gives students and families more time to enjoy the August summer. He intended to bring policy ICA, regarding the development of the school calendar, to the board to make the Tuesday after Labor Day the permanent start date, adding that our families appreciate the consistency.

Ms. Jones mentioned emails she has received both in support and not in agreement with this revision. She made a motion that the board approve the revisions to the 2023-2024 Master School Calendar, seconded by Clerk Cowee.

President Villines recognized that there are some teachers not in favor of the start date, extending school into June. She also brought up that the week off for Thanksgiving is being changed to only three days. She asked if it was possible to keep it as a week, and if a transition was possible.

Mrs. Huckaby advised that keeping the week for Thanksgiving would put the end of school another week into June.

President Villines called for other discussion.

Lorraine de la Torre, LCEA President, shared concerns about the later start date conflicting with athletic schedules, other districts' and community groups' schedules, issues with stipends, and possible missed opportunities for students. In order to keep the full week for

Thanksgiving, she asked the board to consider adding a few minutes to the day, or the four-day week schedule. She stressed that keeping the week off for thanksgiving is key, and she liked the idea of a transition before making it permanent. She stressed that our calendar would not align with surrounding districts.

Mr. McIntyre liked the idea of starting after Labor Day, but not going late in June. He asked if there was a way to make up days elsewhere.

Mrs. Huckaby explained that we would go longer in June. Starting two days earlier would defeat the purpose of making this after labor day for all the students who show up after that.

Mrs. Parsons asked if a survey was done.

The survey to get feedback from staff, students, and families, was done with the calendar approval in January 2022. This calendar, starting the day after Labor Day, was the second choice.

Mrs. Parsons expressed her concern that the cooling systems need to be working by next year. September could be as hot as August was this year, so it would be unacceptable to base it on that.

Clerk Cowee commented that the board can't overlook the financial loss to the district in the first quarter because of students not being present. We don't try to match calendars with other districts, but it may be that those districts will start to look at the financial impact as well.

Mr. McIntyre spoke about the significant number of students that missed the first two weeks of school, and the heat in the classrooms in August. These are important factors to consider.

Mr. Bains pointed out that the swamp coolers are designed, and are only able, to cool by about 20 degrees. When there are many days in a row at triple digit numbers, it affects their ability to bring the temperature down in the buildings. If September has decreased temperatures it would be more comfortable for the staff and students.

Mrs. Peterson spoke about what is best for kids, in light of some students showing up after Labor Day, and kids having a cooler environment.

President Villines agreed that all are good reasons, but considers this a big change. She would prefer a transition. She called for any other discussion and there was none.

The motion passed 5-2. President Villines and Mrs. Parsons opposed.

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

Items for the October 25 at the PLC

Silver Springs principal highlights and introduction of new staff

FY2023 Augmented budget

Grants Department update

Mrs. Parsons requested that the item on school buses be brought back for discussion. She felt it was unacceptable to not have buses ready for school and spoke about Washoe County.

There was discussion about the item on the buses and transportation from the last meeting where the board unanimously voted to table it until there were enough drivers to take action on the policy. Mrs. Parsons proposed that something could be done to get more drivers.

Mrs. Peterson suggested stating it as a motion.

Mrs. Parsons made a motion to put it on the agenda for next month. There was no second. The motion died.

Ms. Jones made a motion to have a discussion about funding for the arts programs, seconded by Clerk Cowee.

Clerk Cowee requested a revision to Policy ICA: Development of School Calendar, to make the Tuesday after Labor Day the permanent start date, under the Administrative Regulations Item 5.

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

If you wish to speak, please step up to the front table, be seated, and state your name. Your comments 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 are monitored by the Board Chairperson.

Public Comment

Greg Clausen's comments are attached at the end of the minutes.

23. ADJOURN:

The meeting adjourned at 9:07 pm.

The notice for this meeting was posted on September 22, 2022, at Lyon County School District Administrative Office; and posted to 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).

PRIORITIES — PUBLIC COMMENT PER AUG 25 REQUIREMENTS

President Villines / Superintendent Workman,

I have spoken with both Licensed and Classified employees, and many are extremely frustrated with the broken priorities of District leadership.

One story says much. . . .

Did you know that when our recent temperatures were Nevada hot, school bus drivers measured the temperature inside their bus that had broken Air Conditioning.

And with the windows down, they measured 105 degrees.

Some teachers also noted that some students were more agitated when they were cooked in these school buses.

I wonder Why — But that is not the worst part of this story. . . .

Guess what the leadership of this District thought was more important than fixing broken Air Conditioning on school buses?

Installing WiFi on school buses!

I'll bet someone thought students would get their homework done on buses with WiFi — Even when it is 105 degrees. . . .

(As an aside, perhaps we should see how both the Administration and Board do their homework not only in a room of 86 degrees, but in a school bus of 105 degrees. . . .)

This is unacceptable — we need leadership that gets simple priorities right . . . like school buses that are safe for children.

Now many of you know this saying — Plan for Failure.

This Administration and Board did not Plan for Failure — and in the end, they failed not only the students, but also the citizens of Lyon County.

So, I would ask: Why did the District Superintendent deserve a 36% raise, and Why did this Board give it to him?

Our students deserve better, and we the people of Lyon County deserve better. . . .

Best regards,
Greg Clausen
District V / Wellington

NRS 241 — PUBLIC COMMENT PER AUG 25 REQUIREMENTS

President Villines / Superintendent Workman,

I wanted to highlight two requests made September 23:

1. Let Lyon County citizens participate via Zoom, and
2. Allow written Public Comment via email.

It is time for the Lyon CSD to encourage, not discourage, public participation in their schools just as our Board of Commissioners and Nevada State Legislature do.

Lyon County parents and citizens should not have to pay \$5 a gallon gas, travel up to three hours round trip — all while our Board members sit on their couch at home!

Thank you.

Best regards,
Greg Clausen
District V / Wellington

2580 SORREL STREET
LAS VEGAS, NV 89146



JENNINGS & FULTON
LAW FIRM

TELEPHONE
(702) 979-3565
TELECOPIER
(702) 362-2060
E-FAX
(702) 979-2482

September 23, 2022

Sent Via U.S. Mail and Email:

Donald A. Lattin, Esq.
Maupin Cox Legoy
4785 Caughlin Parkway
Reno, Nevada 89519
dlattin@mcllawfirm.com

RE: Response to August 25, 2022 Correspondence to Greg Clausen

Dear Mr. Lattin,

Please be advised that my firm represents Greg Clausen (“Client” and/or “Mr. Clausen”) in the present matter. As the Lyon County School District Board of Trustees (“Board”) is well aware, my Client has exhausted all efforts to address his questions and concerns regarding the Board’s interpretation of NRS 241 regarding establishing Zoom Board meetings (“Meetings”) and e-mail written remarks under NRS 241.035(d). I am in receipt of the Board’s August 25, 2022 correspondence to Mr. Clausen sent by your office.

On August 19, 2022, my Client sent a list of five (5) items regarding Board meeting minutes and transcripts regarding: 1) Requesting the transcript of the July 26, 2022 Meeting minutes reflect the The Chalkboard Review article, 2) Requesting clarification when board Meeting approved minutes are posted online and the missing approved June 28, 2022 minutes, 3) Requesting clarification if Board meeting minutes are recorded in audio or video, 4) the complete public comments repository, and 5) requesting where Mr. Clausen can submit written public comment via e-mail correspondence.

On August 22, 2022, Margaret Heim informed my Client that the repository of public comments on the website was provided as a courtesy during the pandemic when virtual Meetings took place and that public comment is no longer accepted via e-mail and can only be done in person. As you are aware, my Client lives in Wellington, Nevada, approximately 25 miles from where Board Meetings take place. After further inquiring as to how a member of the general public submits a copy of prepared written remarks to be included in the Meeting minutes, Ms. Heim further informed my Client that it would have to be read at a Meeting, and would not be accepted via e-mail. After further clarification as to whether written remarks could be included in Meeting minutes, Ms. Heim affirmed, “We can include the prepared written copy in the minutes, that is fine. We have done that whenever it is requested. The minutes, as you know, are only a summary.” Moreover, on August 24, 2022 my Client

questioned how the Board distinguished between written remarks and written e-mail submissions.

In the Board's August 25, 2022 correspondence, the Board indicates that LCSD has chosen to only hold in person Meetings. While the August 25, 2022 correspondence addresses issuing written marks, it failed to address my Client's request to reinstate e-mail submissions, which is the most convenient method for all parties involved. It worked and the requested letter method is simply nonsensical. The Board has already accepted my Client's request for virtual submissions of remarks, he simply requests e-mail submissions to be reinstated. NRS 241.035(d) does not distinguish as to what constitutes a written remark, surely written e-mail correspondence does. The Board's improper interpretation of what constitutes a written remark is flawed, as a primary goal of NRS 241.035 is to properly and accurately represent public record.

The Nevada's Public Records Act ("Act") establishes that "all public books and public records of governmental entities must remain open to the public, unless 'otherwise declared by law to be confidential.'" *Reno Newspapers, Inc. v. Gibbons*, 266 P.3d 623, 626 (2011) (quoting NRS 239.010(1)). The Act's purpose is to promote government transparency and accountability by facilitating public access to information regarding government activities. *Id.* "Generally, when 'the language of a statute is plain and unambiguous, ... the courts are not permitted to search for its meaning beyond the statute itself.'" *Chanos v. Nev. Tax Comm'n*, 124 Nev. 232, 240 (2008) (internal citations omitted). Moreover, in order to advance the Act's public access goal, the Act's "provisions must be **liberally construed to maximize the public's right of access**," and "any limitations or restrictions on [that] access must be narrowly construed." *Gibbons*, 266 P.3d at 626 (citing NRS 239.001(2)-(3)). NRS 241.035(2) specifically addresses audio and video Meetings, whereas LCSD attempts to limit Meetings in-person. This is simply not for the public interest or the parents of LCSD students.

Please confirm that at the September 27, 2022 Meeting LCSD will:

- 1) Establish a Zoom or comparable videoconference link for the public to appear and make public comment for the September 27, 2022 Meeting and all future Meetings; and
- 2) Accept e-mail submissions as written remarks under NRS 241.035(d) and include in all future Meeting minutes.

Thank you for your attention to this matter. Nothing in this correspondence shall constitute a waiver of any rights or objections that my Client may have in this matter.

Sincerely,

/s/ Adam R. Fulton, Esq.

Discussion of Public Comment?

- https://ag.nv.gov/uploadedFiles/agnv.gov/Content/About/Governmental_Affairs/AG%20File%20No.%2013897-375.pdf
- No OML violation, but a careful balance and a reminder...
- Public body's clerk reads the following statement at public meetings "Any comments or questions cannot be addressed or answered by the [public body] if the topics have not been agendized." Agenda for public body's "Restrictions on Public Comments" states that "No topics may be discussed unless they are on the agenda . . ."
- The OML requires that a public notice agenda include: "Periods Devoted to comments by the general public, if any, and discussion of those comments." NRS 241.020(3)(d)(3) (emphasis added).
- From the OAG's OML Manual, § 7.04: A public body may not inform the public that it legally is prohibited from discussing public comments, either among themselves, or with speakers from the public. NRS 241.020(3)(d)(3) clearly allows discussion with members of the public. Of course, no matter raised in public comment may be the subject of either deliberation or action. AG File No. 10-037 (October 19, 2010); see § 4.01 for definition of "deliberation." (emphasis supplied).
- There is a fine line between "discussion" with the public and "deliberation", which is prohibited during public comment periods. Indeed, the definition of "deliberate" contained in the OML includes "the collective discussion or exchange of facts preliminary to the ultimate decision." NRS 241.015(2) (emphasis added). This lack of clarity between the terms is ripe for confusion by public body members looking to avoid violations of the OML.

Nevada Public Officers and Employees

§ 281.210

Officers of State, political subdivision and Nevada System of Higher Education prohibited from employing relatives; exceptions; penalties.

1. Except as otherwise provided in this section, it is unlawful for any person acting as a school trustee, state, township, municipal or county officer, or as an employing authority of the Nevada System of Higher Education, any school district or of the State, any town, city or county, or for any state or local board, agency or commission, elected or appointed, to employ in any capacity on behalf of the State of Nevada, or any county, township, municipality or school district thereof, or the Nevada System of Higher Education, any relative of such a person or of any member of such a board, agency or commission who is within the third degree of consanguinity or affinity.
2. This section does not apply:
 - (a) To school districts, when the teacher or other school employee is not related to more than one of the trustees or person who is an employing authority by consanguinity or affinity and receives a unanimous vote of all members of the board of trustees and approval by the Department of Education.
 - (b) To school districts, when the teacher or other school employee has been employed by an abolished school district or educational district, which constitutes a part of the employing county school district, and the county school district for 4 years or more before April 1, 1957.
 - (c) To the spouse of the warden of an institution or manager of a facility of the Department of Corrections.
 - (d) To relatives of officers and employees who are blind of the Bureau of Services to Persons Who Are Blind or Visually Impaired of the Rehabilitation Division of the Department of Employment, Training and Rehabilitation when those relatives are employed as automobile drivers for those officers and employees.
3. Nothing in this section:
 - (a) Prevents any officer in this State, employed under a flat salary, from employing any suitable person to assist in any such employment, when the payment for the service is met out of the personal money of the officer.
 - (b) Disqualifies any widow with a dependent as an employee of any officer or board in this State, or any of its counties, township~~2~~municipalities or school districts.

4. A person employed contrary to the provisions of this section must not be compensated for the employment.
5. Any person violating any provisions of this section is guilty of a gross misdemeanor.

Location: https://nevada.public.law/statutes/nrs_281.210

Original Source: Section 281.210 — Officers of State, political subdivision and Nevada System of Higher Education prohibited from employing relatives; exceptions; penalties., <https://www.leg.state.nv.us/NRS/NRS-281.html#NRS281Sec210> (last accessed Feb. 5, 2021).

AARON D. FORD
Attorney General

KYLE E. N. GEORGE
First Assistant Attorney General

CHRISTINE JONES BRADY
Second Assistant Attorney General



JESSICA L. ADAIR
Chief of Staff

LESLIE NINO PIRO
General Counsel

HEIDI PARRY STERN
Solicitor General

STATE OF NEVADA
OFFICE OF THE ATTORNEY GENERAL

555 E. Washington Ave. Suite 3900
Las Vegas, Nevada 89101

February 2, 2022

Via Certified Mail

Matt Alder
[REDACTED]
[REDACTED]

**Re: Open Meeting Law Complaint, OAG File No. 13897-375, Sparks
City Council**

Dear Mr. Alder:

The Office of the Attorney General (OAG) has received your Complaint alleging that the Sparks City Council ("Council") violated Nevada's Open Meeting Law ("OML") at its September 14, 2020 virtual open meeting and other unspecified meetings. Pursuant to Nevada Statute, the Office of Attorney General is authorized to investigate and prosecute violations of Open Meeting Law. *See Nevada Revised Statutes ("NRS") 241.037, 241.039, and 241.040.*

Following its Review of your Complaint; the Council's Response; video from the City's September 14, 2020 meeting; Attorney General Open Meeting Law Opinion No. 10-037 (October 19, 2010); and relevant legal authorities; the OAG concludes the Council did not violate Nevada's Open Meeting Law.

FACTUAL BACKGROUND

Sparks City Council is a public body as defined by Nevada Revised Statute ("NRS") 241.015(4) and subject to the OML.

The Complaint alleges that "at the beginning of each Sparks City Council Meeting, the clerk informs the public about the OML required public comment periods. At the end of this announcement, the clerk states: 'Any comments or

questions cannot be addressed or answered by the council if the topics have not been agenzied.” The Complaint further alleges that this rule is “[...] used by the City Attorney and Manager to stifle council from addressing and answering comments from the public.” Additionally, the complaint states that “this announcement seems to contravene NRS 241.020(2)(d)(3), as described in the AG’s OML Handbook, pg. 68.”

At the start of the September 14, 2020 meeting, the clerk recited a disclaimer regarding public comment including the language “any comments or questions cannot be addressed or answered by the council if the topics have not been agenzied.” The agenda for the meeting contained the following public comment statement:

Restrictions on Public Comments – All public comment remarks shall be addressed to the Council as a whole and not to any member thereof. No person, other than members of the City Council and the person having the floor shall be permitted to enter into any discussion. No questions shall be asked of the City Council except through the presiding officer. **No topics may be discussed unless they are on the agenda....**

During the public comment periods, no members of the public attempted to ask questions of or enter into a discussion with the Council.

DISCUSSION AND LEGAL ANALYSIS

The OML requires that a public notice agenda include: “Periods Devoted to comments by the general public, if any, **and discussion of those comments.**” NRS 241.020(3)(d)(3) (emphasis supplied).¹ Regardless of the method chosen by the public body for public comment on agenda items, “No action may be taken upon a matter raised during a period devoted to comments by the general public until the matter itself has been specifically included on an agenda as an item upon which action may be taken pursuant to subparagraph (2).” *Id.*

¹ The complaint alleges a violation of NRS 241.020(2)(d)(3). NRS 241.020(2)(d)(3) has been recently amended as NRS 241.020(3)(d)(3) see. Laws 2019, c. 566 § 6.2, eff. Oct. 1, 2019.

On the face of the statute, the OML allows discussion between the public body and the general public, during the public comment period. Moreover, the legislative history of NRS 241 reveals that “the Legislature intended to allow public bodies to discuss matters arising during public comment without fear of violating the OML” and this intent is “clear.” AG File No. 10-037 at 7:10-12, (October 19, 2010). Additionally, although “[...] the law does not require the public body to answer the public’s inquiries [...] neither does it prohibit the public body from discussing the public’s comments.” *Id.* (citing AG File No 05-033 August 29, 2005); NRS 241.020(3)(d)(3).

The Nevada Attorney General has also advised in the Open Meeting Law Manual, § 7.04 (March 26, 2019), that:

A public body **may not inform the public that it legally is prohibited from discussing public comments, either among themselves, or with speakers from the public.** NRS 241.020[(3)](d)(3) clearly allows discussion with members of the public. Of course, no matter raised in public comment may be the subject of either deliberation or action. AG File No. 10-037 (October 19, 2010); *see* § 4.01 for definition of “deliberation.” (emphasis supplied).

Your complaint focuses on the public comment disclaimer read by the clerk at the beginning of each Sparks City Council meeting. A public body is not allowed to inform the public that it is prohibited from discussing items that are not on the agenda and, in fact, is required to allow the public to comment on any matter that is not specifically included as an agenda item. *See* NRS 241.020(3)(d)(3); AG File No. 10-037 (October 19, 2010). However, the OAG acknowledges that there is a fine line between “discussion” with the public and “deliberation”, which is prohibited during public comment periods. Indeed, the definition of “deliberate” contained in the OML includes “the collective **discussion** or exchange of facts preliminary to the ultimate decision.” NRS 241.015(2) (emphasis supplied). This lack of clarity between the terms is ripe for confusion by public body members looking to avoid violations of the OML.

The public comment statement and oral admonition at the Council meeting misstate the OML regarding public comment and the Council’s ability to engage in the discussion of, or “address” non-agendized topics raised during

Matt Alder
February 2, 2022
Page 4

public comment. Because public bodies are not required to discuss issues with the general public, the OAG finds that the public comment statement alone is not a technical OML violation. However, the OAG cautions the Council not to state or imply in its public comment statements that it is prohibited from discussing items brought up during public comment. NRS 241.020(3)(d)(3) is clear in its intent to encourage discourse between public bodies and the public they serve.

CONCLUSION

The OAG has reviewed the available evidence and determined that no violation of the OML has occurred on which formal findings should be made. The OAG will close its file regarding this matter.

Respectfully,
AARON D. FORD
Attorney General

By: /s/ Rosalie Bordelove
Rosalie Bordelove
Chief Deputy Attorney General

cc: Chester H. Adams, Sparks City Attorney

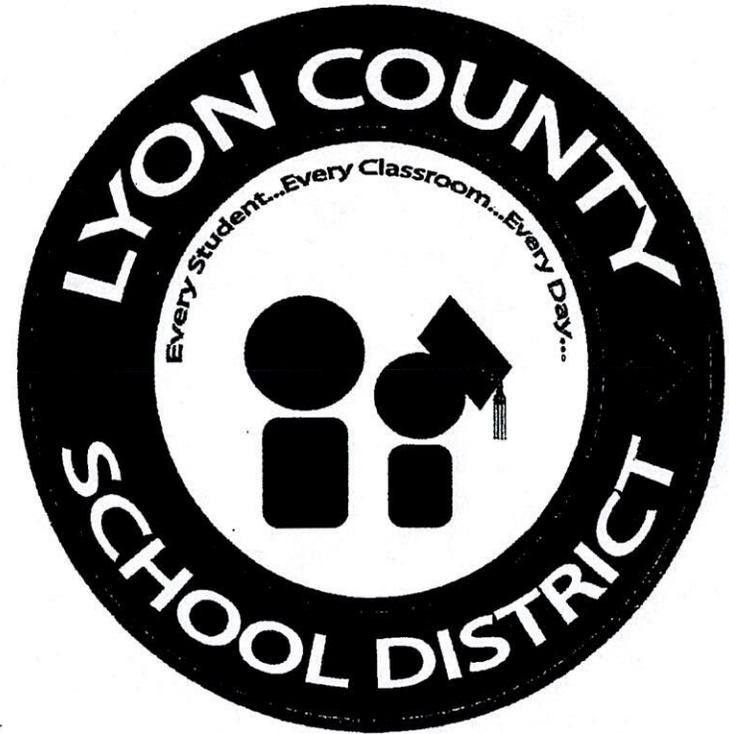
Attitude of Gratitude

My name is Chris Duke and I am successful at
student name

Silver Stags because of Mrs. Baratti.
school name teacher/staff member's name

I want to thank him/her for Pushing me to do
better every day and being so
happy when I am successful I
really am glad she is in my life
and I hope she gets better

Signed: Chris Duke
student signature

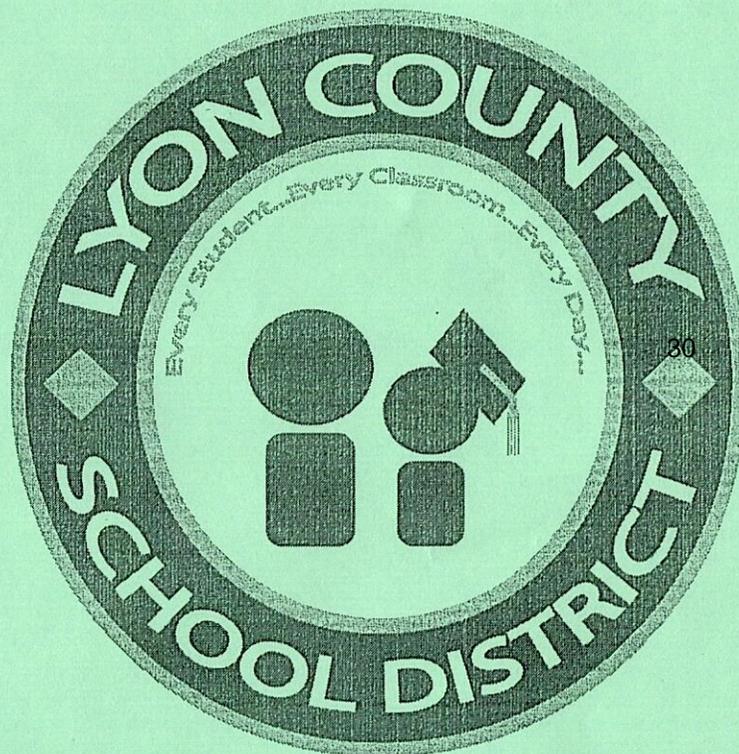


Attitude of Gratitude

My name is JAX Jones and I am successful at
student name

Dayton high school because of Ms Hebbon.
school name teacher/staff member's name

I want to thank him/her for giveing me time in class
to do work from another class and
helping me when I have questions.



Signed: _____

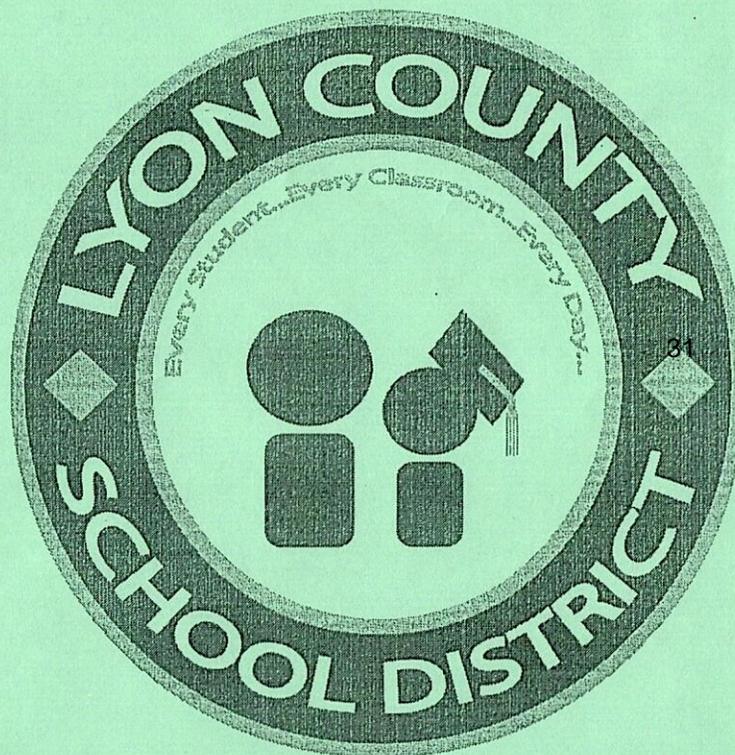
Jax Jones
~~Jax Jones~~

student signature

Attitude of Gratitude

My name is Ava Pedroza and I am successful at
student name
Dayton high because of Ms. Hebdon.
school name teacher/staff member's name

I want to thank him/her for helping me with
school work and golf thank
you for helping me get better.



Signed: Ava Pedroza
student signature

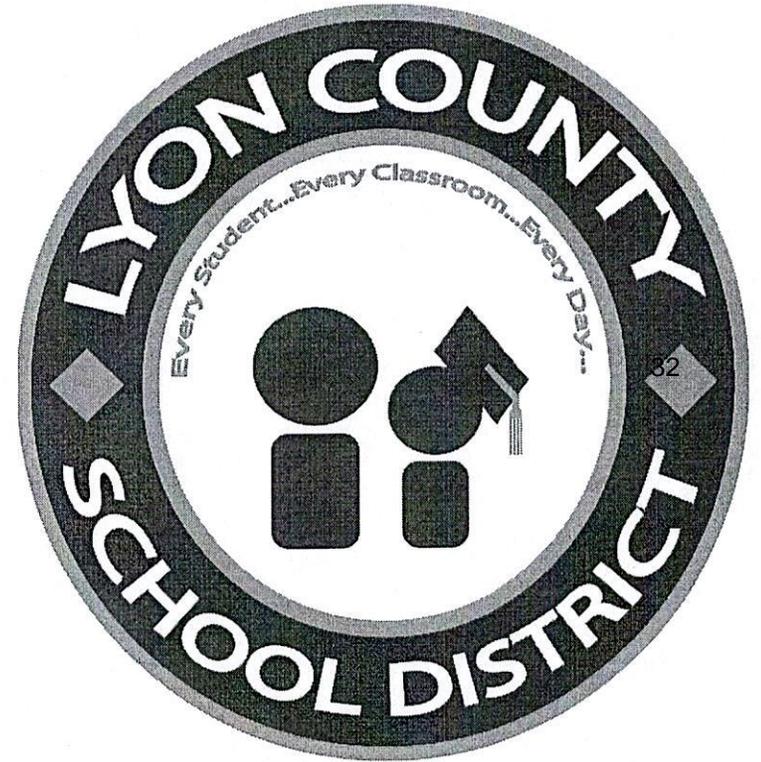
Attitude of Gratitude

My name is Brooklyn R and I am successful at _____
student name

Dayton high school because of Mrs Childers.
school name teacher/staff member's name

I want to thank him/her for being an amazing
teacher and for treating every student
with respect and caring for every
student she has or even doesn't
have she watches out for. she is
one of those teachers who you can
always count on to push you to be
better and you always be there if
you need someone to talk to and
she has one of the best personality.

Signed: BR
student signature



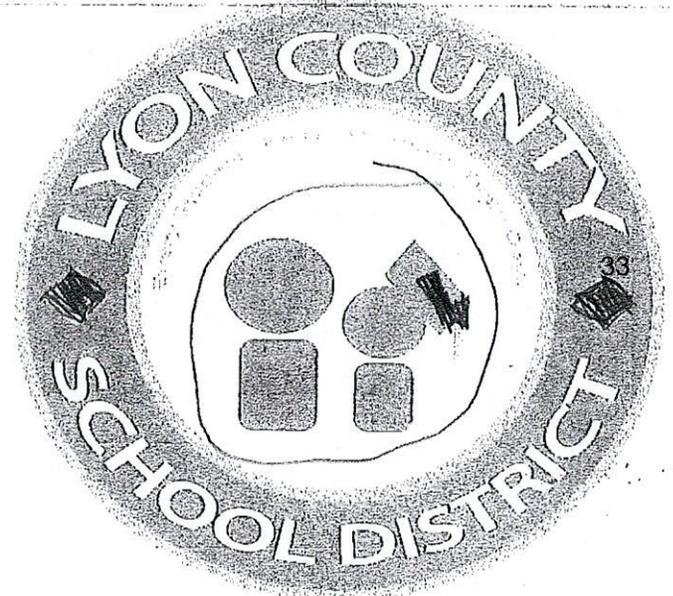
Attitude of Gratitude

My name is Logan I am thankful for,

Mrs. Eison
(Your Name)

at CEJ
(Teacher / staff member's name)

I want to thank him/her for teaching me and
helping me with computers.
(School Name)



Signed: Logan

Staff members signature

Attitude of Gratitude

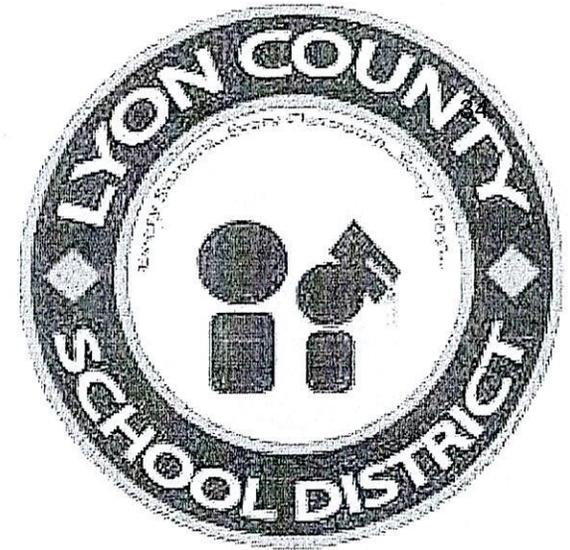
My name is Shelby Blackwood and I am successful at
(Student's Name)

Smith Valley School because of Mr. Rowe
(School Name) (Teacher/Staff Member's Name)

I want to thank him/her for always making his class
more entertaining and school in general. He always tries
to make his class more interesting by making us learn
in new ways. He also tries to spice up his class by
making jokes. Not only that, but he teaches in a
way, fun or not, that makes me want to listen.

Thank You, Mr. Rowe, for living up the day.

Signed: Shelby Blackwood
(Student's Signature)



Attitude of Gratitude

My name is Violet and I am successful at
student name

F.T.S because of MR and MRS. NOTT.
school name teacher/staff member's name

I want to thank him/her for Teaching me things
such as math and writing, that
I don't know.



Signed: Violet gonzares
student signature



Attitude of Gratitude

My name is Kaydane Markus and I am successful at my school, Silver Stage Elementary because of Ms. Norcross.

I want to thank him/her for

watching me grow this year. I learned more
amazing things like how to divid better! She also is
the best teacher I have had! If I have trouble with math
she will help me. She is also the nicest teacher I
have had.



Attitude of Gratitude

My name is Mackenzie Brown and I am successful at
student name
Fernley High because of Mrs. Nakashima.
school name teacher/staff member's name

I want to thank him/her for being an amazing
teacher, and always helping me. I
also want to thank her for always
being so kind to me. Personally
Mrs. Nakashima will always be my
favorite teacher :)!



Signed: Mackenzie Brown
student signature

Enrollment for Quarter Ending September 30, 2022

To : Board of School Trustees
From: Wayne Workman, Superintendent
Date : October 25, 2022
Re: Enrollment Report

Requested By

Wayne Workman, Superintendent

STATEMENT:

Attached is the enrollment report for the first quarter ending September 30, 2022. Currently, our weighted student enrollment used for Distributed School Account funding has increased by 110 students from the third quarter ended on June 30, 2022.

EDUCATIONAL CONSIDERATIONS:

Not applicable.

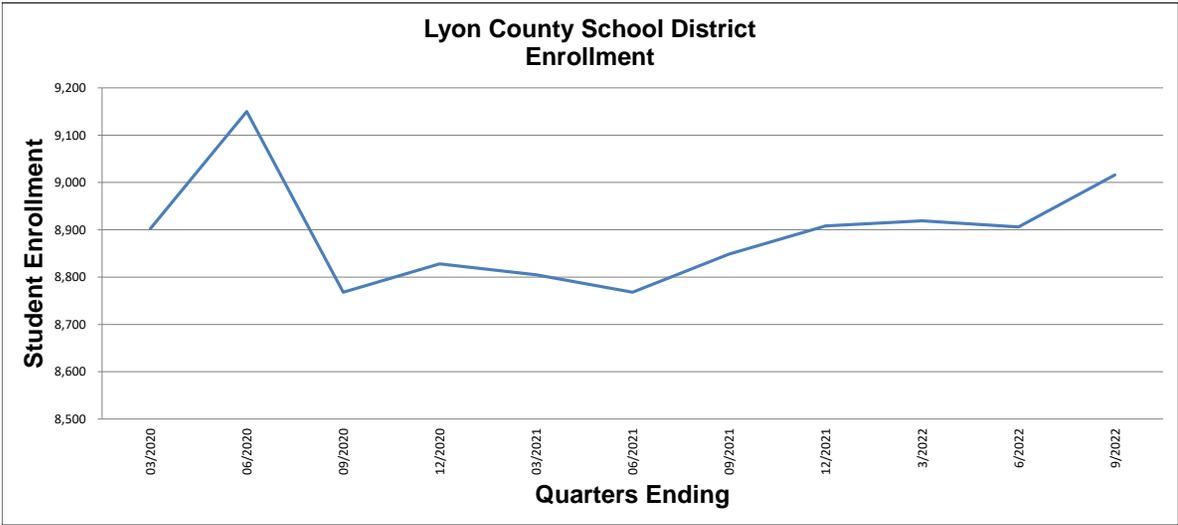
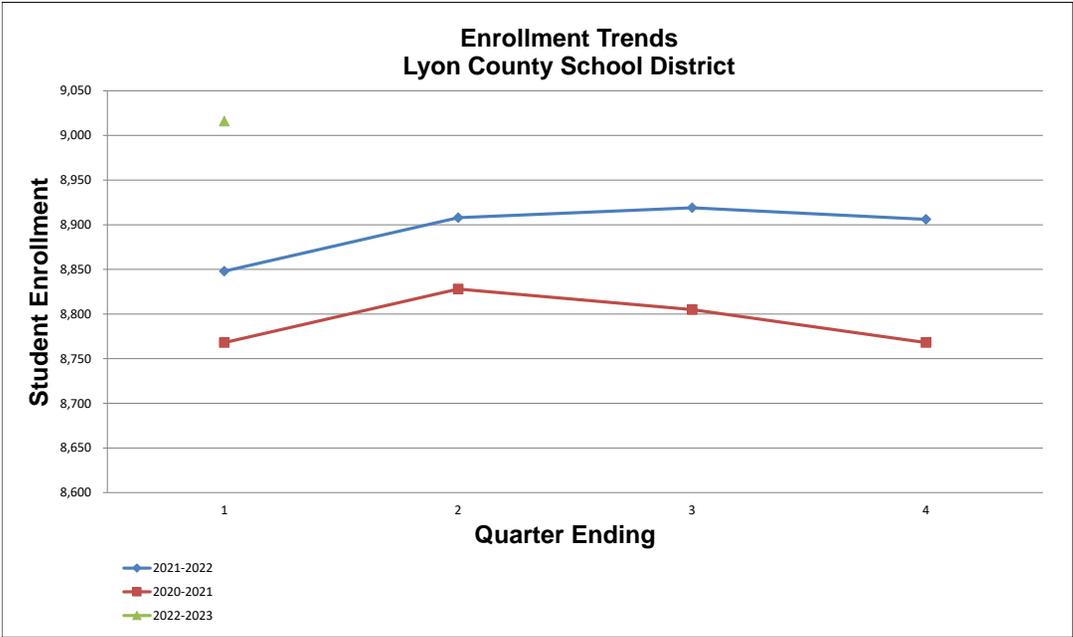
BUDGET CONSIDERATIONS:

Not applicable.

Respectfully submitted,
Wayne Workman, Superintendent

Prepared by,
Cheryl Veil - Administrative Secretary

**LYON COUNTY SCHOOL DISTRICT
Enrollment for Quarter Ending September 30, 2022**



LYON COUNTY SCHOOL DISTRICT
Average Daily Enrollment for Quarter Ending September 30, 2022

School	2020-2021				2021-2022				2022-2023				Validation Day Comparison		Current Year Comparison	
	1st	2nd	3rd	4th	1st	2nd	3rd	4th	1st	2nd	3rd	4th	21-22 to 22-23 Change	%	1st to Current Change	%
	9/30	12/31	3/31	6/30	9/30	12/31	3/31	6/30	9/30	12/31	3/31	6/30				
DES	431	429	427	422	430	440	449	448	433				3	0.6%	-	0.0%
SES	373	407	382	388	392	405	412	411	403				11	3.0%	-	0.0%
RES	396	394	411	415	434	438	422	421	409				(25)	-5.8%	-	0.0%
DIS	433	426	425	425	377	379	376	373	376				(1)	-0.2%	-	0.0%
DHS	686	676	659	652	714	717	714	708	742				28	4.2%	-	0.0%
Dayton	2,319	2,332	2,304	2,302	2,347	2,379	2,373	2,362	2,363	-	-	-	16	0.7%	-	0.0%
FES	429	436	449	450	438	480	469	480	423				(15)	-3.4%	-	0.0%
CES	573	587	599	597	576	598	588	598	579				3	0.5%	-	0.0%
EVES	505	518	521	527	504	516	511	516	556				52	9.6%	-	0.0%
FIS	613	622	617	615	620	625	627	625	634				14	2.2%	-	0.0%
SMS	672	670	678	671	649	665	660	665	643				(6)	-0.9%	-	0.0%
FHS	1,216	1,207	1,195	1,169	1,236	1,198	1,221	1,198	1,301				65	5.6%	-	0.0%
Fernley	4,007	4,039	4,060	4,030	4,023	4,082	4,078	4,082	4,136	-	-	-	113	2.8%	-	0.0%
SSES	335	355	351	351	349	351	356	352	365				16	4.6%	-	0.0%
SSMS	309	313	312	313	337	341	344	343	330				(7)	-2.4%	-	0.0%
SSHS	322	318	304	293	324	321	312	305	337				13	4.4%	-	0.0%
Silver Spg	967	986	967	957	1,010	1,012	1,012	1,000	1,032	-	-	-	22	2.2%	-	0.0%
SVES	93	96	103	103	97	100	100	102	106				9	9.3%	-	0.0%
SVHS	128	129	127	122	105	104	100	98	102				2	2.0%	-	0.0%
Smith Val	221	225	230	225	202	204	200	200	208	-	-	-	11	5.4%	-	0.0%
YES	449	445	443	447	451	446	451	464	474				23	4.3%	-	0.0%
YIS	403	410	415	416	410	411	407	408	401				(9)	-2.3%	-	0.0%
YHS	390	383	377	381	399	399	392	382	392				(7)	-1.8%	-	0.0%
Yerington	1,242	1,239	1,235	1,244	1,259	1,256	1,250	1,254	1,267	-	-	-	8	0.6%	-	0.0%
ERHS	11	8	9	9	7	8	7	8	10				3	24.0%	-	0.0%
TOTAL	8,768	8,828	8,805	8,768	8,848	8,940	8,919	8,906	9,016	-	-	-	172	2.0%	-	0.0%
Change from	(382)	60	(23)	(38)	81	92	(21)	(13)	110	-	-	-	-	-	-	-

LYON COUNTY SCHOOL DISTRICT
Enrollment for Friday, September 30, 2022

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	0	11	7			8	14	13				11	-				13				77
K	53	44	58			70	113	94				66	-		15		88				602
1	66	63	51			78	99	111				61	-		19		94				641
2	72	65	65			86	108	107				81	-		17		87				688
3	64	61	54			80	123	103				68	-		15		99				665
4	52	48	71			101	122	128				78	-		9		94				704
5	61	45	51								302		73		14				87		633
6	64	67	52	-							332		85		17				93		710
7				190						312			77			19			115	-	712
8				186						331			94			12			106	0	730
9					181						348			101		19			103	2	754
10					232						328			83		17			103	4	767
11					158						344			68		21			97	2	690
12					162						273			82		15			87	2	620
Ungraded					9						9			3					3	-	23
Enrolled																					
School	433	403	409	376	742	423	579	556	634	643	1,301	365	330	337	106	102	474	401	392	10	419,016
Area					2,363						4,137			1,032		207			1,266	10	9,016
Weighted																					
School	411.5	381.1	382.9	375.6	742.1	391.9	528.0	513.0	634.5	643.3	1,301.4	334.6		336.6	99.5	101.8	433.6	400.8	391.8	10.4	8,744.2
Area					2,293.3						4,012.0			1,001.0		201.3			1,226.1	10.4	8,744.2

Lyon County School District

Cottonwood Elementary School

School Performance Plan: A Roadmap to Success

Cottonwood Elementary School has established its School Performance Plan for the school year. This plan was developed by the school's continuous improvement (CI) team and informed by a comprehensive needs assessment that included data analysis and meaningful engagement with the school community. It includes the school's goals and process developed during Act 1. The CI team will monitor implementation throughout the school year and evaluate and update the goals at the end of the year.

Principal: Virginia Richardson

School Website: <https://www.ces.lyoncsd.org/>

Email: vrichardson@lyoncsd.org

Phone: 775-575-3414

School Designations: xTitle | CSI xTSI x TSI/ATSI

Our SPP was last updated on 10/11/2022

School Continuous Improvement Team

The Continuous Improvement Team is made up of a diverse group of school administrators, teachers, staff, caretakers, and students charged with developing, implementing, and evaluating the school's continuous improvement efforts outlined in the School Performance Plan.

Name	Role
Virginia Richardson	Principal(s) (required)
Victoria Church	Other School Administrator(s) (required)
Melissa Burk, Susan Elson, Virginia Miller, Kristen Wallitner, Bill Neil, Cari Bunyard, Terra Blackorby, Michelle Trousdale	Teacher(s) (required)
Taara Williams	Paraprofessional(s) (required)
Mai Morrow	Parent(s) (required)
	Student(s) (required for secondary schools)
	Tribes/Tribal Orgs (if present in community)
	Specialized Instructional Support Personnel (if appropriate)
<i>Add additional members/roles as necessary</i>	

School Demographics and Performance Information

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

[Performance information](#)

[Demographics Information](#)

[Star rating](#)



School Goals and Improvement Plan

The improvement plan on the following pages articulates our goals for the upcoming school year, strategies we will employ to achieve our goals, and other important planning information.

Inquiry Area 1 - Student Success

Student Success	
Areas of Strength	Areas for Growth
<ul style="list-style-type: none"> Our most at risk students showed significant growth as measured by MAP scores from Winter 2021-2022 to Spring 2021-2022 when accounting for “far below” students. 	<ul style="list-style-type: none"> Incentivizing attendance for both students and teachers to provide consistency and strength in curriculum delivery
<p>Problem Statement: Student data continues to show students academic proficiencies are low across the board.</p> <p>Critical Root Causes of the Problem:</p> <ul style="list-style-type: none"> Students need adequate time and access to rigorous grade level content, vocabulary and tasks. Students may not be spending adequate time nor have adequate access to high quality grade level vocabulary and rigor. We are working to close the gaps in reading. 	

44

Student Success	
<p>School Goal: By the end of the 2022-2023 school year, increase student proficiency in ELA by 10% as measured by MAP data and other diagnostic tools</p> <p>Formative Measures:</p> <ul style="list-style-type: none"> 2021-22 Reading MAPS with an estimated 40% below average proficiency, student data continues to show student academic proficiencies are low 	<p>Aligned to Nevada’s STIP Goal:</p> <p>x STIP Goal 1 x STIP Goal 2</p> <p>xSTIP Goal 3 x STIP Goal 4</p> <p> x STIP Goal 5</p>



Improvement Strategy:

- Walk-thrus
- Use of assessment data to impact instruction and identify learning needs and gaps
- Achievement Conferences to track student achievement/progress

Evidence Level:

- Increased student achievement through use of data from implementation of more rigorous, mastery based instruction whereby students spend a majority of their day in rigorous text.

Action Steps: What steps do you need to take to implement this improvement strategy?

- Quality feedback from walk-thrus and observations
- Use of MAP data and other assessment data and RAP plans to provide interventions
- Achievement Conferences to track student achievement/progress
- Increase teacher efficacy through multiple opportunities for professional development
- PLC focus for each grade 2x monthly monitoring student growth, strengths, and weaknesses in MAPS, DRA, and developing and adjusting teaching strategies and interventions
- Strategy grouping strand data in Reading to focus teaching objectives
- Rap Plans with focused strategy
- Fast For Word for bottom quartile in Reading MAPs and DRA
- Peer Observations

Resources Needed: What resources do you need to implement this improvement strategy?

- PD trainings, in-depth data team meetings, through the week and planning time for teachers
- Budget for subs to allow teachers to conduct peer observations

Challenges to Tackle: What implementation challenges do you anticipate? What are the potential solutions?

- Implementation Challenge:
 - Ensuring students do their best on assessments
 - Ensuring common pacing in classrooms
 - Keeping a positive outlook and set of communication/engagement norms
 - Do we have all of the curricular resources to make this happen?
 - Student and Staff Attendance
- Potential Solution: All grades leadership development and support, grading and feedback support, PLC/data team coaching and support, consistent monitoring and strategy adjustment to

Lead: *Who is responsible for implementing this strategy?*

Principal
Assistant Principal
Teachers



teaching instruction/delivery

Funding: What funding sources can you use to pay for this improvement strategy(ies) associated with this goal?

- Site Budget - instruction, curriculum, staff PD, school improvement, student support services, general supplies
- Title I - Salary/benefits - bilingual office staff, PBIS/general supplies, Parent Involvement, Technology updates to classroom for interactive student participation/engagement, tech programming, curricula
- 21st Century after school tutoring - grant funded
- McKinney Vento/Homeless - grant funded
- Teacher incentive Fund - LCSD Funded - student achievement and equity

46

Resource Equity Supports¹: *Based on your Data Dive and Root Cause Analysis, what if any resource inequities did you identify for the following student groups specific to this goal? (Consider any challenges these groups face.) What, specifically, will you do to support them to overcome these challenges?*

English Learners

- Challenge: Using math/reading academic vocabulary, ensure student do their best on assessments w/rigorous preparation for success
- Support: English Language learners: Use EL Resources from units of study/ellevations (building oral language/sentence stems, etc), EL teacher provide mini PD’s for teaching staff to be able to utilize these resources as well

Foster/Homeless:

- Challenge: Make sure all have equitable opportunities; Social emotional learning, lack of resources, maintain a positive outlook and set of communication/engagement norms w/families in constant transition, monitoring and addressing student and staff attendance
- Support: .CIT supports, counselor for SEL, social services support, monitoring group in Achievement Conferences, data teams, coordinate with Counselor and the CIT program for needs as well as to provide scaffolds as we do for ELs

Free and Reduced Lunch:

¹ “Resource equity” is the allocation and use of resources – people, time, and money – to create student experiences that enable all children to reach empowering, rigorous learning outcomes, no matter their background. (Definition adapted from USED)



- Challenge: Make sure all have equitable opportunities; Lack of resources, monitoring and addressing student and staff attendance
- Support: 21st Century Tutoring, monitoring growth in Achievement Conferences, Data Teams, ensure all children have time for breakfast and lunch (free to all)

Racial/Ethnic Groups:

- Challenge: Make sure all have equitable opportunities, monitoring student progress and adaptation to lessons and teaching strategies
- Support: 21st Century Tutoring, monitoring growth in Achievement Conferences, Data Teams, track formative data across racial groups to measure if any disparities exist during interventions

Students with IEPs:

- Challenge: Make sure all have equitable opportunities; learning gaps are targeted
- Support: Monitoring IEP progress quarterly, Student Achievement Conferences, Data Teams Individual education plans for push-in and pull-out services focusing on students individual goals; monitoring growth in achievement conferences, ensure students have access to grade level standards

Inquiry Area 2 - Adult Learning Culture

Adult Learning Culture	
Areas of Strength	Areas for Growth
<ul style="list-style-type: none"> ● <i>Our most at risk students showed significant growth as measured by Math MAP scores from Winter 2021-2022 to Spring 2021-2022 when accounting for “far below” students.</i> 	<ul style="list-style-type: none"> ● <i>Our upper grade levels 3rd and 4th grades specifically are not showing significant growth when accounting for “far below” and “meeting” growth standards as measured by MAPS.</i>
<p>Problem Statement: Instructional practices may result in less than the majority of the school day spent in grade level content to reach standards mastery and lack of consistent math program that teachers provide with fidelity containing common language, practice, and structure. Our scores are not showing the necessary growth</p> <p>Critical Root Causes of the Problem:</p> <ul style="list-style-type: none"> ● Instruction may not reach the rigor of the standard. There needs to be an identification and focus on implementation of high quality instructional materials and high quality learning opportunities for teachers and staff. ● Lack of collaborative planning time pertaining to strong instructional practices (to include spiral review) in the classroom leads to instructional gaps ● Lack of consistency in the previous math curriculum which seems to have led to a less than coherent math instructional opportunity for students. Teachers not providing, with fidelity, a common language, practice, and structure in past implementation processes. 	
Adult Learning Culture	

47



School Goal: By the end of the 2022-2023 school year we will improve instructional opportunities for students by implementing iReady Math curriculum with 100% of Cottonwood teaching staff utilizing iReady strategies and data monitoring to minimize student achievement gaps.

Formative Measures:

- Consistent data collection and use of iReady data by using the diagnostic assessment and comprehensive pre/post test.
- Engaged in professional learning, collaboration, and data teams (by grade level) to focus on closing achievement gaps through Tier II instruction via focus on small groups.
- Improve utilization of effective instructional practices such as gathering data on “exit tickets/reflections,” and analyzing MAPS strand data to drive instruction

Aligned to Nevada’s STIP Goal:

- x STIP Goal 1 x STIP Goal 2
- xSTIP Goal 3 x STIP Goal 4
- x STIP Goal 5

Improvement Strategy: Engage teachers in collaborative learning opportunities to improve instructional opportunities for students

Evidence Level: Assessment/evaluation, continuous improvement, literacy numeracy, progress monitoring, strategic use of human capital, school leadership continuum. Renewed in 2019 and partnered since 2017 with Nevada Department of Education. Evidence levels 3. iReady reports - grouping based on reteaching, reinforcing and extension of lessons. Teacher collective efficacy research states that teacher response to student intervention/differentiated grouping has a 1.29 effect size. (John Hattie 2018)

Action Steps: What steps do you need to take to implement this improvement strategy?

- Engage in professional learning, collaboration, and data teams, by grade level, to focus on closing achievement gaps through Tier II instruction
- Extra prep time for data teams and PD time to monitor student proficiency
- Monitoring MAPS data consistently and applying strategy grouping based on strand data
- Increase teacher efficacy through peer observations, PBIS staff incentive opportunities, teacher led PD’s and credible walkthroughs and feedback from administrators.
- Achievement conferences-students led, data teams 2x monthly focused on iReady program/ teacher toolbox, and understanding class data from diagnostics and comprehension checks
- Rap Plans with focused strategy

Lead: Who is responsible for implementing this strategy?

- Principal
- Assistant Principal
- Teachers
- District level PD



- Fast For Word for bottom quartile in Reading MAPs and DRA
- Peer Observations

Resources Needed: What resources do you need to implement this improvement strategy?

- Coordinate with LCSD administration and trainers for additional learning opportunities
- Peer PD time from and for teaching staff - ie: best practices across curriculums and grade levels
- Time on collaboration days for data teams, vertical teams, and monitoring/planning in general
- Headphones for iReady, Fast Forward (extended through this year), student computers

Challenges to Tackle: What implementation challenges do you anticipate? What are the potential solutions?

- Implementation Challenge: Time constraints, fatigue, staff attendance and participation, identifying student populations/specific student needs needing extra support in the new curriculum, utilizing data team time efficiently and staying focused on the goal for the students, schoolwide consistent implementation
- Potential Solution: Use EL resources from units of study/ELlevations, Coordinate with Counselor and the CIT program for needs as well as to provide scaffolds as we do for ELs, Ensure all students have time for breakfast and lunch (free to all), Track formative data across racial groups to measure if any disparities exist during intervention, utilize IEP Goals in providing learning opportunities and planning for differentiation, admin walk-thrus monitoring implementation

Funding: What funding sources can you use to pay for this improvement strategy(ies) associated with this goal?

- Site Budget - instruction, curriculum, staff PD, school improvement, student support services, general supplies
- Title I - Salary/benefits - bilingual office staff, PBIS/general supplies, Parent Involvement, Technology updates to classroom for interactive student participation/engagement, tech programming, curricula
- 21st Century after school tutoring - grant funded
- McKinney Vento/Homeless - grant funded

Resource Equity Supports: *Based on your Data Dive and Root Cause Analysis, what if any resource inequities did you identify for the following student groups specific to this goal? (Consider any challenges these groups face.) What, specifically, will you do to support them to overcome these challenges?*



<p>English Learners</p> <ul style="list-style-type: none"> ● Challenge: Using math/reading academic vocabulary, ensure student do their best on assessments w/rigorous preparation for success ● Support: English Language learners: Use EL Resources from units of study/ellevations (building oral language/sentence stems, etc), EL teacher provide mini PD's for teaching staff to be able to utilize these resources as well <p>Foster/Homeless:</p> <ul style="list-style-type: none"> ● Challenge: Make sure all have equitable opportunities; Social emotional learning, lack of resources, maintain a positive outlook and set of communication/engagement norms w/families in constant transition, monitoring and addressing student and staff attendance ● Support: .CIT supports, counselor for SEL, social services support, monitoring group in Achievement Conferences, data teams, coordinate with Counselor and the CIT program for needs as well as to provide scaffolds as we do for ELs <p>Free and Reduced Lunch:</p> <ul style="list-style-type: none"> ● Challenge: Make sure all have equitable opportunities; Lack of resources, monitoring and addressing student and staff attendance ● Support: 21st Century Tutoring, monitoring growth in Achievement Conferences, Data Teams, ensure all children have time for breakfast and lunch (free to all) <p>Racial/Ethnic Groups:</p> <ul style="list-style-type: none"> ● Challenge: Make sure all have equitable opportunities, monitoring student progress and adaptation to lessons and teaching strategies ● Support: Century Tutoring, monitoring growth in Achievement Conferences, Data Teams, track formative data across racial groups to measure if any disparities exist during interventions <p>Students with IEPs:</p> <ul style="list-style-type: none"> ● Challenge: Make sure all have equitable opportunities; learning gaps are targeted ● Support: Monitoring IEP progress quarterly, Student Achievement Conferences, Data Teams Individual education plans for push-in and pull-out services focusing on students individual goals; monitoring growth in achievement conferences, ensure students have access to grade level standards

50

Inquiry Area 3 - Connectedness

Connectedness	
Areas of Strength	Areas for Growth
<ul style="list-style-type: none"> ● <i>Implementation of Tier II PBIS and SEL (Social Emotional Learning) program.</i> 	<ul style="list-style-type: none"> ● <i>Structured Tier II system of support, documentation and teaching SEL lessons consistently school wide from our counselor</i>
<p>Problem Statement: We discovered that many staff members were either not aware of what Tier 2 interventions and supports were, or they were not aware that we had these supports in place. This is causing problems in our documenting process for Student Study Teams and blending of ICAT w/our SST process, and utilizing appropriate interventions for students. We need strong foundations structured around</p>	



relationships and learning.

Critical Root Causes of the Problem:

- Process of implementing SEL Second step program for social emotional learning and doing so consistently school wide.
- Process of implementing Tier 2 and Tier 3 supports to address student needs and move forward in the Student Study Team process.

Connectedness

School Goal: By the end of the school year 2022-23 CES will improve student behavior and decrease referrals by 10% by continuing the implementation of Social Emotional Learning (SEL)/ Second Step lessons with PBIS Tier 2 supports, in order to increase teacher efficacy. Progress toward this goal will be tracked by comparing previous years PBIS referral data and SEL data from the current year.

Formative Measures:

- Tier 2 Strategies implemented consistently and documented
- Student Study Team Documented intervention and time line for student progress
- SEL groups/lessons with counselor, 2x a month school wide
- Implementation of blending ICAT and SST systems for student interventions
- Increased teacher efficacy through PBIS incentives, PD's, and credible communication

Aligned to Nevada's STIP Goal:

- x STIP Goal 1 x STIP Goal 2
- xSTIP Goal 3 x STIP Goal 4
- x STIP Goal 5

51



Improvement Strategy: Create a request for assistance form and develop an efficient schoolwide process for referring students

Evidence Level: Student study team documentation, teacher notes, counselor input, Second step lessons, PBIS referral and reward monitoring

Action Steps: What steps do you need to take to implement this improvement strategy?

- PBIS data collection and monitoring of referrals and rewards
- Social emotional second step for all classrooms 2x per month.
- Teacher documentation of intervention
- Tier 2 interventions
- Consistent implementation of process for ICAT and SST intervention systems

Resources Needed: What resources do you need to implement this improvement strategy?

- Tier 2, and rewards Data Tracker
- Tier 2 Interventions
- Second Step lessons
- PBIS incentives for students and staff
- Clear and written process for ICAT/SST system and request for assistance form and process

Challenges to Tackle: What implementation challenges do you anticipate? What are the potential solutions?

- Implementation Challenge: Implementation Challenge: Not all staff familiar with Tier 2 interventions/ processes. Consistent development/application of the ICAT/SST system/ process
- Potential Solution: Provide PD for all staff on Tier 2 interventions and how to document behaviors and instructional support. PD time for teaching the new intervention request for assistance system and purpose

Funding: What funding sources can you use to

- Potential Solution: Title I

Lead: *Who is responsible for implementing this strategy?*
Principal
Assistant Principal
Counselor
Teachers

52

Resource Equity Supports: *Based on your Data Dive and Root Cause Analysis, what if any resource inequities did you identify for the following student groups specific to this goal? (Consider any challenges these groups face.) What, specifically, will you do to support them to overcome these challenges?*



English Learners

- Challenge: Using math/reading academic vocabulary, ensure student do their best on assessments w/rigorous preparation for success
- Support: English Language learners: Use EL Resources from units of study/ellevations (building oral language/sentence stems, etc), EL teacher provide mini PD’s for teaching staff to be able to utilize these resources as well

Foster/Homeless:

- Challenge: Make sure all have equitable opportunities; Social emotional learning, lack of resources, maintain a positive outlook and set of communication/engagement norms w/families in constant transition, monitoring and addressing student and staff attendance
- Support: .CIT supports, counselor for SEL, social services support, monitoring group in Achievement Conferences, data teams, coordinate with Counselor and the CIT program for needs as well as to provide scaffolds as we do for ELs

Free and Reduced Lunch:

- Challenge: Make sure all have equitable opportunities; Lack of resources, monitoring and addressing student and staff attendance
- Support: 21st Century Tutoring, monitoring growth in Achievement Conferences, Data Teams, ensure all children have time for breakfast and lunch (free to all)

Racial/Ethnic Groups:

- Challenge: Make sure all have equitable opportunities, monitoring student progress and adaptation to lessons and teaching strategies
- Support: Century Tutoring, monitoring growth in Achievement Conferences, Data Teams, track formative data across racial groups to measure if any disparities exist during interventions

Students with IEPs:

- Challenge: Make sure all have equitable opportunities; learning gaps are targeted
- Support: Monitoring IEP progress quarterly, Student Achievement Conferences, Data Teams Individual education plans for push-in and pull-out services focusing on students individual goals; monitoring growth in achievement conferences, ensure students have access to grade level standards

53

School Community Outreach

This section highlights our school’s deliberate and strategic efforts to engage the broader school community in our continuous improvement efforts by keeping them informed on our progress and learning and eliciting their feedback and perspective.

Outreach Activity	Date	Lessons Learned from the School Community
Book Fair with handouts, Collaborate and plan events with PTA for parents/ students/ staff for education involvement and building relationships within our community	10/17/22 12/17/22(PAC) 3/7/23(PAC) 3/27/223	<ul style="list-style-type: none"> ● Explain the differences in SBAC/MAP ● Parents want more resources for individual support ● Parents want to be involved in school events ● Parents want a school to home relationship that is positive



Lyon County School District

Dayton Elementary

School Performance Plan: A Roadmap to Success

Dayton Elementary has established its School Performance Plan for the school year. This plan was developed by the school's continuous improvement (CI) team and informed by a comprehensive needs assessment that included data analysis and meaningful engagement with the school community. It includes the school's goals and process developed during Act 1. The CI team will monitor implementation throughout the school year and evaluate and update the goals at the end of the year.

Principal:

School Website:

Email:

Phone:

School Designations: Title I CSI TSI TSI/ATSI

Our SPP was last updated on [Click here to enter a date.](#)

School Continuous Improvement Team

The Continuous Improvement Team is made up of a diverse group of school administrators, teachers, staff, caretakers, and students charged with developing, implementing, and evaluating the school's continuous improvement efforts outlined in the School Performance Plan.

Name	Role
Chase Woodford	Principal(s) (required)
Dusti Houk	Other School Administrator(s) (required)
Meaghan Rhoades, Kaytlain Castenada, Shaun Sanchez, Christie Kranjcec, , Heather Knudson, Nicole Soukup	Teacher(s) (required)
Nancy Garrard	Paraprofessional(s) (required)
Ashly Harris, Shauna Reese	Parent(s) (required)
	Student(s) (required for secondary schools)
	Tribes/Tribal Orgs (if present in community)
Wanda Chambers-EL, Debra Jett-CLS	Specialized Instructional Support Personnel (if appropriate)

School Demographics and Performance Information

In compliance with federal and state law, Nevada's K-12 Accountability Portal provides detailed information about each school's student and staff demographics and school performance rating, a star-rating system based on the Nevada School Performance Framework (NSPF). You can find our School Rating Report at http://nevadareportcard.nv.gov/DI/nv/lyon/dayton_elementary_school/2022/nspf/



School Goals and Improvement Plan

The improvement plan on the following pages articulates our goals for the upcoming school year, strategies we will employ to achieve our goals, and other important planning information.

Inquiry Area 1 - Student Success

Student Success		
Areas of Strength	Areas for Growth	
<ul style="list-style-type: none"> ● Increase of 9% in math on SBAC ● Increase of teacher participation of book studies ● Use of Success Criteria 	<ul style="list-style-type: none"> ● Need to increase the number of students meeting individual growth goal in math MAP. ● Continue working on student metacognition through Success Criteria ● Increase the number of math strategies children are exposed to in the classroom. 	
<ul style="list-style-type: none"> ● *Lack of rigorous texts to support Reader’s Workshop ● *Lack of aligned materials for grades 3-6 phonics, spelling, and grammar ● *Reading curriculum objectives and content do not necessarily align with assessed skills ● *Lack of training for rigorous mathematical instruction and aligned curriculum ● *Teachers and students shared that the performance task portion of the math assessments is difficult. This may suggest a reliance on algorithmic strategies and a lack of varied, rigorous, and problem-based mathematical instruction. This results in a cumulative lack of grade level readiness ● *Students lack instruction and/or test-taking and keyboarding skills to efficiently answer questions. 		

57

Student Success



School Goal: 70% of students in grades K-2 will meet their individual growth goal and/or be at grade level proficiency as measured by math MAP. 70% of students in grades 3-6 will meet their individual growth goal as measured by math MAPs and/or be proficient on math MAP or SBAC.

Formative Measures:

- Winter MAPs
- iReady weekly and post unit assessment
- iReady diagnostic
- Teacher observation

Aligned to Nevada’s STIP Goal:

- STIP Goal 1 STIP Goal 2
- STIP Goal 3 STIP Goal 6

Improvement Strategy: Create and implement Success Criteria for Math in all K-6 classrooms through Professional Learning Communities and Vertical Collaboration

Evidence Level: Evidence Level 1

Action Steps: *What steps do you need to take to implement this improvement strategy?*

- *Hold success criteria introductory training*
- *Grade levels given time for collaboration to discuss and create success criteria*
- *Hold vertical collaboration around the creation and implementation of success criteria*
- *Provide optional book study using Visual Learning for Mathematics*
- *Administrative walk-throughs for evidence of success criteria implementation*

Resources Needed: *What resources do you need to implement this improvement strategy?*

- *Time for collaboration (grade-level and vertically)*
- *Copies of Visual Learning for Mathematics*

Challenges to Tackle: *What implementation challenges do you anticipate? What are the potential solutions?*

- *Implementation Challenge: Collective Efficacy, staff buyin*
- *Potential Solution: Grade Level teams creating success criteria together, accountability, walkthroughs*

Lead: *Who is responsible for implementing this strategy?*
Update after Strategy Selection



Funding: *What funding sources can you use to pay for this improvement strategy(ies) associated with this goal?*

- N/A

59

Resource Equity Supports¹: *Based on your Data Dive and Root Cause Analysis, what if any resource inequities did you identify for the following student groups specific to this goal? (Consider any challenges these groups face.) What, specifically, will you do to support them to overcome these challenges?*

English Learners

- Challenge: *Vocabulary development*
- Support: Pull out/push-in services based on student individual EL needs, visual support with manipulatives, drawings, providing various strategies to support ELL, staff providing resources and 1:1 time.

Foster/Homeless:

- Challenge: *Lack of stability and possible attendance issues*
- Support: CIT support and resources, tutoring, visual support with manipulatives, drawings, providing various strategies

Free and Reduced Lunch:

- Challenge: *Possible lack of resources or opportunities*
- Support: Strategy grouping, tutoring, visual support with manipulatives, drawings, providing various strategies

¹ “Resource equity” is the allocation and use of resources – people, time, and money – to create student experiences that enable all children to reach empowering, rigorous learning outcomes, no matter their background. (Definition adapted from USED)



<p>Migrant: N/A</p> <ul style="list-style-type: none"> ● Challenge: ● Support: <p>Racial/Ethnic Groups:</p> <ul style="list-style-type: none"> ● Challenge: <i>Possible lack of resources or opportunities</i> ● Support: Tutoring, strategy grouping, visual support with manipulatives, drawings, providing various strategies <p>Students with IEPs:</p> <ul style="list-style-type: none"> ● Challenge: <i>Record of previous and/or ongoing academic and retention issues; Possible behavioral issues that could impede student learning; higher likelihood of reliance on concrete strategies;</i> ● Support: Pull out/push-in services based on student individual education plan, tutoring, strategy grouping, visual support with manipulatives, drawings, providing various strategies

Inquiry Area 2 - Adult Learning Culture

Adult Learning Culture	
Areas of Strength	Areas for Growth
<ul style="list-style-type: none"> ● <i>Training around success criteria with grade level participation and 75% implementation.</i> 	<ul style="list-style-type: none"> ● <i>Collective Teacher Efficacy</i>
<p>Problem Statement: There are inconsistent structures in place to support all teachers with instruction and effective strategies.</p> <p>Critical Root Causes of the Problem:</p> <ul style="list-style-type: none"> ● Lack of urgency with some teachers around their continued learning & improvement to help students grow academically ● Lack of time for targeted professional development around instruction during the school day ● Lack of professional feedback targeted around the NEPF 	

60

Adult Learning Culture	
<p>School Goal: By Spring of 2023, certified DES teachers will increase collective teacher efficacy by implementing success criteria during math instruction as measured by administration walkthroughs</p>	<p>Aligned to Nevada’s STIP Goal:</p> <p><input type="checkbox"/> STIP Goal 1 <input type="checkbox"/> STIP Goal 2</p>



monitoring the use of success criteria in classrooms by students, and by teachers discussing student data during bi-weekly PLC's using individual student's success criteria.

STIP Goal 3 STIP Goal 7

Formative Measures:

- Participation in staff PD
- Success Criteria Documentation
- PLC created success criteria

Improvement Strategy: Continuous training on success criteria. Fostering more participation from staff members. Accountability walk throughs from administration.

Lead: DES Teachers and administration

Evidence Level: 1- Collective teacher efficacy is the collective belief of teachers in their ability to positively affect students. With an effect size of $d=1.57$ collective teacher efficacy is strongly correlated to student achievement.

Action Steps: *What steps do you need to take to implement this improvement strategy?*

- Bi-weekly PLCs to discuss math Success Criteria
- Teachers bring student data around success criteria to bi-weekly PLC's.
- Book Study-Hattie's Visible Learning for Mathematics facilitated by DES Teacher Leader
- Administration will create a template to monitor implementation of success criteria in classrooms.
- Administrative walkthroughs to monitor implementation of Success Criteria
- Intentions of implementing a book centered around success criteria

Resources Needed: *What resources do you need to implement this improvement strategy?*

- Copies of Hattie's Visible Learning for Mathematics given to new teachers
- Teacher Leader support
- Collaboration time with colleagues to ensure best practices
- Scheduled time for book study PD
- Success Criteria administrator walkthrough template



Challenges to Tackle: *What implementation challenges do you anticipate? What are the potential solutions?*

- Time to meet as grade levels as well as in vertical teams for planning effective instructional strategies and to provide feedback
- Teachers willing to attend book study and training for Success Criteria
- Time for administration to conduct consistent walkthroughs with other responsibilities

Funding: We have Hattie's Visible Learning for Mathematics for all staff.

62

Resource Equity Supports: *Based on your Data Dive and Root Cause Analysis, what if any resource inequities did you identify for the following student groups specific to this goal? (Consider any challenges these groups face.) What, specifically, will you do to support them to overcome these challenges?*

English Learners

- Challenge: Vocabulary and language barrier, ability at access grade level content
- Support: Pull out/push-in services based on student individual EL needs, visual support with manipulatives, drawings, providing various strategies to support ELL, staff providing resources and 1:1 time.

Foster/Homeless:

- Challenge: Belonging, feeling safe, learning new system
- Support: CIT support and resources, tutoring, visual support with manipulatives, drawings, providing various strategies

Free and Reduced Lunch:

- Challenge: Below grade level...ability at access grade level content
- Support: Strategy grouping, tutoring, visual support with manipulatives, drawings, providing various strategies

Migrant: N/A

- Challenge:



- Support:

Racial/Ethnic Groups:

- Challenge: Cultural differences/beliefs
- Support: Tutoring, strategy grouping, visual support with manipulatives, drawings, providing various strategies

Students with IEPs:

- Challenge: Accessing grade level content, behavior, individual challenges
- Support: Pull out/push-in services based on student individual education plan, tutoring, strategy grouping, visual support with manipulatives, drawings, providing various strategies

Inquiry Area 3 - Connectedness

Connectedness	
Areas of Strength	Areas for Growth
<ul style="list-style-type: none"> • Students enjoy coming to school. 	<ul style="list-style-type: none"> • Creating an understanding of purpose or relevance of lessons.
<p>Problem Statement: Data indicates that a significant number of students are questioning why they are coming to school and the relevance of what they are learning.</p> <p>Critical Root Causes of the Problem:</p> <ul style="list-style-type: none"> • Inadequate explanations to relevance or purpose for lessons • Disconnect between stated standards and curriculum content 	

63

Connectedness	
<p>School Goal: DES students will understand the relevance of learning using success criteria to empower a lifelong love of learning. This will be measured by a follow-up connectedness survey in the spring.</p> <p>Formative Measures:</p> <ul style="list-style-type: none"> • Connectedness survey • Nevada Culture and Climate Survey 	<p>Aligned to Nevada's STIP Goal:</p> <p><input type="checkbox"/> STIP Goal 1 <input type="checkbox"/> STIP Goal 2</p> <p><input type="checkbox"/> STIP Goal 6</p>



Improvement Strategy:

- Teacher training on connecting content to real world applications (relevance)
- Schoolwide assemblies with parents and families from various careers to enhance the relevance of learning.

Evidence Level: Evidence Level: 4-Focusing on improving the family-school relationship leads to measurable benefits for students, teachers, and the school, confirmed by recent research. Research on the effects of parental involvement has shown a consistent, positive relationship between parents' engagement in their children's education and student outcomes. Studies have also shown that parental involvement is associated with student outcomes such as lower dropout and truancy rates.

Research supports the value of parental involvement in education at all levels of education but emphasizes the elementary grades. Research has shown that elementary grades were a direct predictor of middle and high school grades. With research indicating that the academic performance of students is directly influenced by the level of parental involvement, it is crucial for schools to take initiative in fostering parental involvement at this early age.

Action Steps: *What steps do you need to take to implement this improvement strategy?*

- Parent survey of careers or knowledge to share.

Resources Needed: *What resources do you need to implement this improvement strategy?*

- Participation from families and community to conduct assemblies.

Challenges to Tackle: *What implementation challenges do you anticipate? What are the potential solutions?*

- *Implementation Challenge:* Student engagement during assemblies.
- *Potential Solution:* Providing hands-on activities for students and/or creating a menu option for students to go watch the careers they are interested in.

Funding: *What funding sources can you use to pay for this improvement strategy(ies) associated with this goal?*

- N/A

Lead: *Who is responsible for implementing this strategy?*



Resource Equity Supports: *Based on your Data Dive and Root Cause Analysis, what if any resource inequities did you identify for the following student groups specific to this goal? (Consider any challenges these groups face.) What, specifically, will you do to support them to overcome these challenges?*

English Learners

- Challenge: Language Barrier, getting word out
- Support: Communication for Parent Universities sent home in Spanish and English, Connect Ed messages (phone, email), Facebook, classroom teacher communication, consider Instagram

Foster/Homeless:

- Challenge: Making sure parents/Guardians know about events
- Support: Connect Ed messages (phone, email), Facebook, classroom teacher communication, consider Instagram

Free and Reduced Lunch:

- Challenge: Getting families to the school, communicating events
- Support: Connect Ed messages (phone, email), Facebook, classroom teacher communication, consider Instagram

Migrant: N/A

- Challenge:
- Support:

Racial/Ethnic Groups:

- Challenge: Getting families to the school, communicating events
- Support: Tutoring, strategy grouping, visual support with manipulatives, drawings, providing various strategies

Students with IEPs:

- Challenge: Getting families to the school, communicating events
- Support: Pull out/push-in services based on student individual education plan, tutoring, strategy grouping, visual support with manipulatives, drawings, providing various strategies

65

School Community Outreach

This section highlights our school's deliberate and strategic efforts to engage the broader school community in our continuous improvement efforts by keeping them informed on our progress and learning and eliciting their feedback and perspective.

Outreach Activity	Date	Lessons Learned from the School Community
<i>Back to School Night/Parent University-PBIS</i>	<i>09/21/22</i>	<ul style="list-style-type: none"> ● <i>Add lessons learned after each outreach event.</i>





Lyon County School District

Dayton High School

School Performance Plan: A Roadmap to Success

Dayton High School has established its School Performance Plan for the school year. This plan was developed by the school's continuous improvement (CI) team and informed by a comprehensive needs assessment that included data analysis and meaningful engagement with the school community. It includes the school's goals and process developed during Act 1. The CI team will monitor implementation throughout the school year and evaluate and update the goals at the end of the year.

Principal: Julie Bumgardner

School Website: www.dhs.lyoncsd.org

Email: jbumgardner@lyoncsd.org

Phone: (775) 246-6240

School Designations: xTitle I CSI TSI TSI/ATSI

Our CIP was last updated on 10/3/2022



School Continuous Improvement Team

The Continuous Improvement Team is made up of a diverse group of school administrators, teachers, staff, caretakers, and students charged with developing, implementing, and evaluating the school's continuous improvement efforts outlined in the School Performance Plan.

Name	Role
Julie Bumgardner	Principal(s) (required)
David Palmer, Stephanie Lotito	Other School Administrator(s) (required)
Jared Miklich, Shanna Krueger, Kelly Frantz, Hiedi Strey, Anthony Episcopo, Stephanie Fitch, Malaynia Wick	Teacher(s) (required)
	Paraprofessional(s) (required)
Michelle Hodges	Parent(s) (required)
Jay Parsons	Student(s) (required for secondary schools)
	Tribes/Tribal Orgs (if present in community)
Carolyn McConnell	Specialized Instructional Support Personnel (if appropriate)
<i>Add additional members/roles as necessary</i>	

School Demographics and Performance Information

In compliance with federal and state law, Nevada's K-12 Accountability Portal provides detailed information about each school's student and staff demographics and school performance rating, a star-rating system based on the Nevada School Performance Framework (NSPF). You can find our School Rating Report at http://nevadareportcard.nv.gov/DI/nv/lyon/dayton_high_school/2022



School Goals and Improvement Plan

The improvement plan on the following pages articulates our goals for the upcoming school year, strategies we will employ to achieve our goals, and other important planning information.

Inquiry Area 1 - Student Success

Student Success	
Areas of Strength	Areas for Growth
<ul style="list-style-type: none"> DHS offers a wide variety of paths for students to graduate College and Career Ready (CTE Programs, JumpStart, AP classes, etc.) 	<ul style="list-style-type: none"> Current credit analysis shows that 12.6 % of our current sophomore class is credit deficient, 11,7% of our current junior class is credit deficient, and 18.5 % of our current senior class is credit deficient.
<p>Problem Statement: The overall graduation rate at DHS for the 2020-2021 school year was 86.36%, which was lower than the district average rate of 86.58%</p> <p>Critical Root Causes of the Problem:</p> <ul style="list-style-type: none"> Data indicates some students leave school prior to graduation because they do not feel a relevant connection to the school curriculum and their own lives or plans for the future. 	

69

Student Success	
<p>School Goal: Dayton High School will increase its graduation rate by 2%.</p> <p>Formative Measures:</p> <ul style="list-style-type: none"> By the end of the 2022-23 school year, Dayton High School will have 88% of its students on track to graduate. (Freshman will have at least 5 credits. Sophomores will have at least 11 credits. Juniors will have at least 17 credits. Seniors will have at least 23 credits). 	<p>Aligned to Nevada's STIP Goal:</p> <p><input type="checkbox"/> STIP Goal 1 <input type="checkbox"/> STIP Goal 2</p> <p><input type="checkbox"/> STIP Goal 3 <input checked="" type="checkbox"/> STIP Goal 4</p> <p><input type="checkbox"/> STIP Goal 5 <input type="checkbox"/> STIP Goal 6</p>



Improvement Strategy: Hire a College and Career Readiness teacher to monitor the progress of all students, and proactively intervene when students show early signs of attendance, behavior or academic problems and to engage students by helping them connect schoolwork with college and career success and to improve students' capacity to manage challenges in and out of school.

Evidence Level: 1-Strong (*What Works Clearinghouse, Preventing Dropouts in Secondary Schools, September 2017*).

Action Steps: *What steps do you need to take to implement this improvement strategy?*

- Identify timeline for hiring a qualified College and Career Readiness Coach
- Identify specific students needing support
- Ensure DHS staff are trained on the proper utilization of the CCR.
- DHS Staff will examine barriers to graduation throughout the year by performing grade checks on their Advisory students and conferencing with students who are failing at least one class at least twice per month.
- Dayton High School will ensure that every Senior student that has a low GRAD score as identified by the Infinite Campus Early Warning System has at least one staff member who will serve as a trusted mentor.
- Dayton High School will explore Success Criteria.

Resources Needed: *What resources do you need to implement this improvement strategy?*

- Budget for Classified teacher
- Materials/supplies budget

Challenges to Tackle: *What implementation challenges do you anticipate? What are the potential solutions?*

- *Implementation Challenge:* Hiring and retaining a qualified individual at the negotiated rate of pay.
- *Potential Solution:* Work with the College and Career Readiness to Coach to provide training and support so that they want to stay in the position for more than one year.

Funding: *What funding sources can you use to pay for this improvement strategy(ies) associated with this goal?*

- Title 1 funding will be used to cover the cost of the College and Career Readiness Coach

Lead: *Who is responsible for implementing this strategy?*
DHS Administration



Resource Equity Supports¹: Based on your Data Dive and Root Cause Analysis, what if any resource inequities did you identify for the following student groups specific to this goal? (Consider any challenges these groups face.) What, specifically, will you do to support them to overcome these challenges?

English Learners

- Challenge: Communicating appropriate level of instruction in a manner that supports language barriers.
- Support: Use of ELL instructional staff where appropriate; Use of translation technology for parent communication when appropriate.

Foster/Homeless:

- Challenge: Identifying students who qualify for CIT resources.
- Support: Utilization of CIT resources when appropriate

Free and Reduced Lunch:

- Challenge: Identifying FRL students.
- Support: Students who qualify for FRL will have the same access as those who do not.

Migrant:

- Challenge: N/A
- Support: N/A

Racial/Ethnic Groups:

- Challenge: *Enrollment in AP Course are disproportionate (with the exception of AP Spanish).*
- Support: All students enrolled at DHS will have equal access to College and Career Readiness services and programs and AP courses. *Efforts will be made to communicate in native languages to students and parents about opportunities when possible*

Students with IEPs:

- Challenge: Enrolling students in CTE programs has been disproportionate when compared to general education peers.
- Support: When working with students with disabilities, the College and Career Readiness coach will involve the student’s case manager when appropriate, as well as outside agencies such as Vocational Rehab and Rural Regional Services. CTE program paraprofessionals have been integrated into CTE classes to support all students.

71

Inquiry Area 2 - Adult Learning Culture

Adult Learning Culture	
Areas of Strength	Areas for Growth

¹ “Resource equity” is the allocation and use of resources – people, time, and money – to create student experiences that enable all children to reach empowering, rigorous learning outcomes, no matter their background. (Definition adapted from USED)



- The DHS staff is committed to improving the school culture and climate at DHS. All staff believes that the school needs to be a safe and supportive environment where all students are accepted as they are and can learn and be successful.

- While the staff agrees on the importance of a safe and respectful learning environment, many have expressed concerns that they do not know how to meet the needs of many of their students in our Post-Covid world. This is especially true when working with diverse students whose backgrounds and beliefs are unfamiliar to our teaching staff.

Problem Statement: Our students became disconnected from the physical school environment during the pandemic. We need to reconnect with our students.

Critical Root Causes of the Problem:

- The DHS chronic absenteeism report shows that we had a 9.48% Chronic Absenteeism Rate. While this number is slightly below the district average of 10.19%, this is a high number of students that were deemed chronically absent.

Adult Learning Culture

School Goal: Dayton High School staff will explore ways to connect with students and further develop a culture of productivity, responsibility, integrity, determination and empathy.

Formative Measures:

- Dayton High School staff will identify strategies to develop and strengthen a positive school culture.

Aligned to Nevada's STIP Goal:

- | | |
|--------------------------------------|---|
| <input type="checkbox"/> STIP Goal 1 | <input type="checkbox"/> STIP Goal 2 |
| <input type="checkbox"/> STIP Goal 3 | <input type="checkbox"/> STIP Goal 4 |
| <input type="checkbox"/> STIP Goal 5 | <input checked="" type="checkbox"/> STIP Goal 6 |

72



Improvement Strategy: Dayton High School will perform a book study on *Culturize: Every Student. Every Day. Whatever It Takes*.

Evidence Level: Tier 1 – Strong Evidence

Action Steps: *What steps do you need to take to implement this improvement strategy?*

- Staff members, including Teacher Leaders, Administration, and CIP committee members will read and collaborate on how to implement the principles discussed in *Culturize*.

Resources Needed: *What resources do you need to implement this improvement strategy?*

- Copies of *Culturize: Every Student. Every Day. Whatever It Takes*.

Challenges to Tackle: *What implementation challenges do you anticipate What are the potential solutions?*

- *Implementation Challenge:* Reading the book in a timeframe that will allow collaboration.
- *Potential Solution:* CIP committee will offer a reading schedule and plan monthly meetings for discussion.

Funding: *What funding sources can you use to pay for this improvement strategy(ies) associated with this goal?*

- CIP funds

Lead: *Who is responsible for implementing this strategy?*
CIP committee

73

Resource Equity Supports: *Based on your Data Dive and Root Cause Analysis, what if any resource inequities did you identify for the following student groups specific to this goal? (Consider any challenges these groups face.) What, specifically, will you do to support them to overcome these challenges?*

English Learners

- Challenge: Communicating appropriate level of instruction in a manner that supports language barriers.
- Support: Use of ELL instructional staff where appropriate; Use of translation technology for parent communication when appropriate.

Foster/Homeless:

- Challenge: Identifying students who qualify for CIT resources.
- Support: Utilization of CIT resources when appropriate

Free and Reduced Lunch:

- Challenge: Identifying FRL students.



- Support: Students who qualify for FRL will have the same access as those who do not.

Migrant:

- Challenge: N/A
- Support: N/A

Racial/Ethnic Groups:

- Challenge: Identifying ways to support students who come from different cultural backgrounds than the staff.
- Support: The book study will provide ways for teachers to support the needs of all students in the school, not just the students that they can directly identify with.

Students with IEPs:

- Challenge: Some staff members struggle with supporting students with IEP's to be fully included in the classroom.
- Support: The book study will provide ways for teachers to create a classroom and school climate that is supportive for all students.

Inquiry Area 3 - Connectedness

Connectedness	
Areas of Strength	Areas for Growth
<ul style="list-style-type: none"> ● DHS has strong relationships amongst the Senior students. 	<ul style="list-style-type: none"> ● DHS needs to strengthen its relationships amongst Freshman and LGBTQ+ students.
<p>Problem Statement: The Engagement/Relationships score was 345, this is 5 points lower than the district average and 18 points lower than the state average.</p> <p>Critical Root Causes of the Problem:</p> <ul style="list-style-type: none"> ● School Climate Survey data indicated that emotional needs are not being addressed because students do not feel they have a positive relationship with their teachers as well as being respected by other students. Groups that scored themselves the lowest were those who identified themselves as freshmen and those who do not identify as either male or female. 	

74

Connectedness



School Goal: Dayton High School will promote a more positive school culture.

Formative Measures:

- By the end of the 2022-2023 school year, Dayton High School will show a 5 point increase in the Engagement/Relationship score as measured by the Nevada School Climate Survey.

Aligned to Nevada’s STIP Goal:

- STIP Goal 1 STIP Goal 2
- STIP Goal 3 STIP Goal 4
- STIP Goal 5 STIP Goal 6

Improvement Strategy: Dayton High School staff will strengthen their relationships with students.

Evidence Level: Tier 1 – Strong PBIS (Ohio Department of education)

Action Steps: *What steps do you need to take to implement this improvement strategy?*

- DHS will use PBIS Rewards points to recognize positive behavior
- Administration will facilitate a monthly group forum to students to express their thoughts and share what they are experiencing.
- Administration will attend the already established LGBTQ+ group meeting and share needs with the staff.
- DHS will continue Professional Developments on relational practices

Resources Needed: *What resources do you need to implement this improvement strategy?*

- Training on PBIS for staff (particularly the PBIS Rewards program and referral system)
- Funds to support rewards for students

Challenges to Tackle: *What implementation challenges do you anticipate What are the potential solutions?*

- *Implementation Challenge:* Staff buy-in. Student participation
- *Potential Solution:* PD’s on how to use PBIS Rewards. Administration to work with Ashle Doran on Student Groups.

Funding: *What funding sources can you use to pay for this improvement strategy(ies) associated with this goal?*

- Title 1 funds will cover PBIS items. Grant funding covers the school social worker position.

Lead: *Who is responsible for implementing this strategy?*
Administration and PBIS committee.



Resource Equity Supports: *Based on your Data Dive and Root Cause Analysis, what if any resource inequities did you identify for the following student groups specific to this goal? (Consider any challenges these groups face.) What, specifically, will you do to support them to overcome these challenges?*

English Learners

- Challenge: Communicating appropriate level of instruction in a manner that supports language barriers.
- Support: Use of ELL instructional staff where appropriate; Use of translation technology for parent communication when appropriate.

Foster/Homeless:

- Challenge: Identifying students who qualify for CIT resources.
- Support: Utilization of CIT resources when appropriate

Free and Reduced Lunch:

- Challenge: Identifying FRL students.
- Support: Students who qualify for FRL will have the same access as those who do not.

Migrant:

- Challenge: N/A
- Support: N/A

Racial/Ethnic Groups:

- Challenge: Equity in referrals and reward point accrual.
- Support: Data will be shared with staff monthly and analyzed for trends in discipline referrals and PBIS points being rewarded.

Students with IEPs:

- Challenge: Equity in referrals and reward point accrual.
- Support: Data will be shared with staff monthly and analyzed for trends in discipline referrals and PBIS points being rewarded.

76

School Community Outreach

This section highlights our school’s deliberate and strategic efforts to engage the broader school community in our continuous improvement efforts by keeping them informed on our progress and learning and eliciting their feedback and perspective.

Outreach Activity	Date	Lessons Learned from the School Community
Freshmen/New Student Orientation	8/15/22	<ul style="list-style-type: none"> ● Parents and students were excited to be returning to a more “normal” school year. This event needs to be moved back to the spring semester so that students can make better course selections and parents can be more involved in the class selection process.



Lyon County School District
Dayton Intermediate School
2022-2023 School Performance Plan:
A Roadmap to Success

Dayton Intermediate School (DIS) has established its school improvement roadmap for the 2022-23 school year. This school performance plan includes the campus's goals and process developed during Act 1. This plan will be revisited at least three times this year during Act 2 to monitor progress and once in Act 3 to assess and update the goals. Please reach out to Kevin Kranjcec for more information.

Principal: Kevin Kranjcec
School Website: www.dis.lyoncsd.org
Email: kkranjcec@lyoncsd.org
Phone: 775-246-6250

School Designations: X Title I CSI X TSI X ATSI Zoom Victory



School Information

This section provides an at-a-glance view of the school's enrollment and student performance data. For information about Nevada's Consolidated State Plan, see [Every Student Succeeds Act \(ESSA\)](#), and for detailed information about the School and District rating system, see the [School Rating Overview](#).

Enrollment Data											
	Total	Am In/ AK Native	Asian	Hispanic	Black	White	Pacific Islander	Two or More Races	IEP	EL	FRL
School	379	1.32%	0.53%	26.39%	0.26%	64.91%	0.79%	5.8%	-	-	-
District	8,918	3.08%	1.13%	27.73%	0.85%	60.63%	0.68%	5.89%	-	-	-
State	486,682	0.8%	5.44%	43.6%	12.15%	29.27%	1.47%	7.29%	-	-	-

Student Performance Data										
Academic Year	School/ District	Math			ELA			Science	ELPA	
		Proficiency	Growth (MGP)	Growth (AGP)	Proficiency	Growth (MGP)	Growth (AGP)	Proficiency	Proficiency	Growth (AGP)
2019	School	28.6	33	28	43.3	43.5	40.6	45.1	24	23.8
	District	37.5	45.5	32.7	48.5	47	42.7	31.9	29	28.5
2020	School	20.3	-	-	41.5	-	-	30.0	-	-
	District	26.3	-	-	41.4	-	-	21.2	-	-
2021	School	23.9	52	27.5	33.1	34	31.8	35.4	-	-
	District	19.3	42	22.7	31.9	37	32.8	31.2	-	-

79



4 Year ACGR			
	Grad Rate 2018-2019	Grad Rate 2019-2020	Grad Rate 2020-2021
School	N/A	N/A	N/A
District			

School Climate Data			
	Cultural & Linguistic Competence	Relationships	Emotional Safety
School	361	340	332
District	364	350	338

School Continuous Improvement (CI) Team

The Continuous Improvement Team is made up of a diverse group of school administrators, teachers, staff, caretakers, and students. This team meets regularly to develop, monitor, and continually respond to the school's teaching and learning needs.

Name/	Role
Kevin Kranjcec	Principal(s)
Damon Etter	Vice Principal
Chris Koch, Melanie Frincke-Craig, Lori Hanses, Laura Smith, Renae Ellis, Ben Haley, Paula Patterson	Teacher(s)
Angie Marcoccia	Paraprofessional(s)
Adam Windsor	Parent(s)
Jaxson LaPorte	Student(s)
N/A	Tribes/Tribal Orgs
Lindsay Etter, Arvella Jergesen, Karen Sikora, Nancy Malone	Specialized Instructional Support Personnel

80

School Community Outreach

This section highlights outreach events facilitated by the school to engage students, regarding school partner.



Outreach Event	Date and Time	Number in Attendance	Key Takeaways
Parent Survey - During our back to school night we were advertising for more parent involvement through our PFC/PAC as well as asking them what they may need to be more connected with the school.	9/6/2022	135	Parents feel that they need additional support for IC.
Student Survey - Our first student focus group was centered around asking students what they would like to see improved at DIS. We are working with Advisory class representatives so we get a whole school snapshot of what is important to our students.	9/28/2022	22	Students would like more of a voice in decisions. (derived from student focus group - 1 student from each advisory plus the leadership executive council)



School Goals

The school goals were developed over a series of five events and included opportunities for teachers, parents, and students to share their experience and ideas for improvement. The tables on the following pages capture key aspects of the process the CI team engaged in during the creation of this plan.



Inquiry Area 1 - Student Success

Part A

Student Success			
	Student Performance	Social and Emotional Learning	Access to Rigorous Texts and Tasks
Data Reviewed	<i>SBAC and MAPs</i>	<i>School Climate Survey</i>	<i>NEPF data, Student Survey, iReady Diagnostics</i>
Problem Statement	<i>Students perform lower on both formative and summative math assessments</i>		
Critical Root Causes	<i>Due to our modified block in 2021-2022, implementation of a new curriculum (i-ready), and learning loss from the pandemic.</i>		

Part B

Student Success	
<p>School Goal: <i>We will increase proficiency on the math MAPs/SBAC assessments by 5% or better on both assessments during the 2022-2023 school year.</i></p>	<p>Aligned to Nevada's STIP Goal: <i>Goal 3</i></p>
<p>Improvement Strategy: <i>Every Monday during advisory classes, students will work in their iReady Targeted Intervention program (My Path) for 30 minutes. Tutoring will also be provided to students outside of school to help close the achievement gap and alleviate the learning loss.</i></p>	
<p>Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): <i>Ex.4- demonstrates rationale</i></p>	
<p>Intended Outcomes: <i>The iReady program is intended to reach students at their ability level and support their growth in math. Students will receive individual targeted intervention in math at least once a week, which will boost their math abilities and they will perform better on math assessments. Tutoring offered to students to help them stay current with their in class counterparts.</i></p>	
<p>Action Steps:</p> <ul style="list-style-type: none"> • Utilize the DIS website to create a link to the tutoring services. • Determine a specific time frame for students to be working in iReady. 	

83



- Track lesson mastery per month done in Advisory class.
- Plan for formative assessments (iReady Diagnostic) to track student progress.
- Students with lower scores receive additional math instruction daily.
- Whole school participation with incentives for iready lesson mastery per advisory.

Resources Needed:

- Teacher time during Advisory.
- Online Tutor paid for with Title 1A funds
- Incentives for Advisory classes

Challenges to Tackle:

- Planning schoolwide work times (Advisory on a specific day).
- Planning for teacher specific help for students who need additional support.
- Student buy-in
- Teacher buy-in

Improvement Strategy:

Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale):

84

Equity Supports. What, specifically, will we do to support the following student groups around this goal?

English Learners

- Challenge: Communicating appropriate level of instruction in a manner that supports language barriers.
- Support: Use of ELL instructional staff where appropriate; Use of translation technology for parent communication when appropriate.

Foster/Homeless:

- Challenge: Identifying students who qualify for CIT resources.
- Support: Utilization of CIT resources when appropriate.

Free and Reduced Lunch:

- Challenge: Identifying FRL students.



- Support: Students who qualify for FRL will have the same access as those who do not.

Migrant:

- Challenge: N/A
- Support: N/A

Racial/Ethnic Groups:

- Challenge: Potential language and cultural barriers
- Support: Students will receive specific and targeted intervention for their skill levels through use of iready during advisory time, select students will receive additional targeted math time as well as having access to the online tutor.

Students with IEPs:

- Challenge: Negative behaviors due to frustration and lack of math and reading skills.
- Support: Students will receive specific and targeted intervention for their skill levels through use of iready during advisory time, select students will receive additional targeted math time as well as having access to the online tutor.

85

Inquiry Area 2 - Adult Learning Culture

Part A

Adult Learning Culture			
	Instructional Practice	Instructional Leadership	Systems and Structures that Support Continuous Improvement
Data Reviewed	<i>NEPF data</i>	<i>Parent/staff surveys</i>	<i>Schedules and staff surveys</i>
Problem Statement	<i>Metacognition (what students are learning, how they know they have learned it, and why they are learning it) scores are lower than others on the NEPF.</i>		
Critical Root Causes	<i>Departments teach the same units but do not have a universal framework for success.</i>		



Part B

Adult Learning Culture	
School Goal: <i>During the 2022-2023 school year, teachers will increase scores in Standard 4, Indicator 1 on the NEPF data by beginning the process and working towards the implementation of success criteria.</i>	STIP Connection: <i>Goal 2</i>
Improvement Strategy: <i>Teachers will focus on the first steps in determining success criteria for select units for each department by the end of the 2022-2023 school year.</i>	
Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): <i>4- demonstrates rationale</i>	
Intended Outcomes: <i>Success criteria will be consistent across departments and students will know what they are learning, why they are learning it, and how to be successful.</i>	
Action Steps: <ul style="list-style-type: none"> ● Provide professional development on success criteria. ● Create a folder to hold examples of success criteria documents and allow easy access for all success criteria documents by all staff. ● Walkthroughs at Silver Stage High School. ● Meet quarterly to look at progress. ● Content area department groups ● Accountability steps put in place to ensure success as a school. Department meeting minutes, success criteria PD, Classroom observations. 	
Resources Needed: <ul style="list-style-type: none"> ● Planning time for each department to work collaboratively ● Professional development time. ● Assessment time 	
Challenges to Tackle: <ul style="list-style-type: none"> ● Time to build success criteria ● Staff buy in 	
Equity Supports. What, specifically, will we do to support the following student groups around this goal?	
English Learners	



- Challenge: Communicating appropriate level of instruction in a manner that supports language barriers.
- Support: Use of ELL instructional staff where appropriate; Use of translation technology for parent communication when appropriate.

Foster/Homeless:

- Challenge: Identifying students who qualify for CIT resources.
- Support: Utilization of CIT resources when appropriate

Free and Reduced Lunch:

- Challenge: Identifying FRL students.
- Support: Students who qualify for FRL will have the same access as those who do not.

Migrant:

- Challenge: N/A
- Support: N/A

Racial/Ethnic Groups:

- Challenge: Potential language and cultural barriers
- Support: Students will receive specific and targeted intervention for their skill levels through use of iready during advisory time, select students will receive additional targeted math time as well as having access to the online tutor.

Students with IEPs:

- Challenge: Negative behaviors due to frustration and lack of math and reading skills.
- Support: Students will receive specific and targeted intervention for their skill levels through use of iready during advisory time, select students will receive additional targeted math time as well as having access to the online tutor.



Inquiry Area 3 - Connectedness

Part A

Connectedness			
	Student	Staff	Family & Community Engagement
Data Reviewed	<i>School Climate Survey</i>	<i>Staff and Student Surveys</i>	<i>Parent Surveys</i>
Problem Statement	<i>Parents are not connected to Infinite Campus or understand what it can do or how it functions.</i>		
Critical Root Causes	<i>Parents have not been provided instruction on how to use Infinite Campus, especially current 7th graders who have been on standards based grading through elementary school. Parents are not accustomed to monitoring their students' grades through IC.</i>		

Part B

Connectedness	
<p>School Goal: <i>By June of 2023 we will improve engagement with all stakeholders by providing information and parent universities to parents and students that will teach them how to use Infinite Campus, access the school website and calendar as well as accessing school information through social media.</i></p>	<p>STIP Connection: <i>Goal 6</i></p>
<p>Improvement Strategy: <i>Utilizing the power of social media, we will provide instructions for parents to use Infinite Campus in brief posts online. We will also set up an in-person table during conferences (when able) to help parents learn and set up Infinite Campus. We will provide specific dates and times for parents to receive virtual instruction on how to use Infinite Campus.</i></p>	
<p>Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): <i>4-demonstrates a rationale</i></p>	
<p>Intended Outcomes: <i>Parents will connect with teachers, staff members, their children's grades, and the school through Infinite Campus to help improve the relationships between the school and parents.</i></p>	

88

**Action Steps:**

- Create an incentive raffle for new users to Infinite Campus.
- Set up a table during conferences to help parents use Infinite Campus during conferences or other school events.
- Infinite Campus Information Night
- Provide teachers with printed and virtual instructions that can be sent or given to parents when needed.
- Use social media to give out tips on how to use Infinite Campus.
- Provide information on how to use Infinite Campus via a pamphlet handed out during events held at the school

Resources Needed:

- Time
- Parent Participation
- Staff participation
- Access to IC/Parent Night(s)
- Incentives to come to parent night (Raffles)

Challenges to Tackle:

- Time
- Students
- Staff participation
- Parent Participation
- Parent knowledge of how to use IC

89

Equity Supports. What, specifically, will we do to support the following student groups around this goal?**English Learners**

- Challenge: Communicating appropriate level of instruction in a manner that supports language barriers.
- Support: Use of ELL instructional staff where appropriate; Use of translation technology for parent communication when appropriate.

Foster/Homeless:

- Challenge: Identifying students who qualify for CIT resources.
- Support: Utilization of CIT resources when appropriate

Free and Reduced Lunch:



- Challenge: Identifying FRL students.
- Support: Students who qualify for FRL will have the same access as those who do not.

Migrant:

- Challenge: N/A
- Support: N/A

Racial/Ethnic Groups:

- Challenge: Potential language and cultural barriers
- Support: Students will receive specific and targeted intervention for their skill levels through use of iready during advisory time, select students will receive additional targeted math time as well as having access to the online tutor.

Students with IEPs:

- Challenge: Negative behaviors due to frustration and lack of math and reading skills.
- Support: Students will receive specific and targeted intervention for their skill levels through use of iready during advisory time, select students will receive additional targeted math time as well as having access to the online tutor.

90

COORDINATION OF FUNDS TO SUPPORT THE PLAN WITH OTHER PROGRAMS

Funding Source	Amount Received for Current School Year	Purpose(s) for which funds are used	Applicable Goal(s)
General Budget	\$5000	Instruction/Teacher materials	Adult Learning Culture, Connectedness
Title 1A	\$30,000	PBIS Rewards System, PBIS Rewards, Teacher tech items,	Student Success, Adult Learning Culture, and Connectedness



		Parent involvement, Online Tutor.	
--	--	-----------------------------------	--

Lyon County School District

East Valley Elementary School

School Performance Plan: A Roadmap to Success

East Valley Elementary has established its School Performance Plan for the school year. This plan was developed by the school's continuous improvement (CI) team and informed by a comprehensive needs assessment that included data analysis and meaningful engagement with the school community. It includes the school's goals and process developed during Act 1. The CI team will monitor implementation throughout the school year and evaluate and update the goals at the end of the year.

Principal: BillieJo Hogan

School Website: <https://www.eves.lyoncsd.org/>

Email: bhogan@lyoncsd.org

Phone: 775-575-3332

School Designations: x Title I CSI TSI TSI/ATSI

Our SPP was last updated on 10/6/2022



School Continuous Improvement Team

The Continuous Improvement Team is made up of a diverse group of school administrators, teachers, staff, caretakers, and students charged with developing, implementing, and evaluating the school's continuous improvement efforts outlined in the School Performance Plan.

Name	Role
BillieJo Hogan	Principal(s) <i>(required)</i>
Shawn Romero	Other School Administrator(s) <i>(required)</i>
Julie Dolan, De Kelsey, Terri Salo, Jill Hansen, Abby Gianotti, Mardi German, Jen Beyer, Lynnel Campos, Jessica Davis	Teacher(s) <i>(required)</i>
Virginia Bates	Paraprofessional(s) <i>(required)</i>
Jessica Davis, Laurette Gregersen, Julia Torres	Parent(s) <i>(required)</i>
	Student(s) <i>(required for secondary schools)</i>
	Tribes/Tribal Orgs <i>(if present in community)</i>
Lynnel Campos, Strategies Teachers Jennifer Beyer - Technology Teacher	Specialized Instructional Support Personnel
<i>Add additional members/roles as necessary</i>	

93

School Demographics and Performance Information

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



School Goals and Improvement Plan

The improvement plan on the following pages articulates our goals for the upcoming school year, strategies we will employ to achieve our goals, and other important planning information.

Inquiry Area 1 - Student Success

Student Success	
Areas of Strength	Areas for Growth
<ul style="list-style-type: none"> ● SBAC proficiency: Reading: 4th 52%, 3rd-49%; <ul style="list-style-type: none"> ○ Math SBAC in 3rd 50% ● Math % at CUT in MAPS 4th grade 33% ● Special Ed students meeting growth goals in Reading 75% ● ESL student meeting individual growth goal in Reading 61%, Math 56% ● 59% of East Valley students were at Grade Level Cut Score ● 56% made their individual growth goal in ELA MAPs ● 61% of students were at Grade Level Cut Score in Math 	<ul style="list-style-type: none"> ● SBAC grade 4 Math = 33% passing ● MAP Math growth goals 4th - 47% <ul style="list-style-type: none"> ○ Growth goals in 2nd-4th average 53% making individual growth goals. ● Special Ed students meeting individual growth goals in Math 36%
<p>Problem Statement: Historically our Math and Reading data is not progressing beyond 60% of students meeting or exceeding individual growth goals, we want more growth.</p> <p>Critical Root Causes of the Problem:</p> <ul style="list-style-type: none"> ● Lack of a consistent Math program that teachers provide with fidelity that has common language, practice, and structure. In REading we working to close the gaps 	

94

Student Success	
<p>School Goal: By Spring of 2023, East Valley will have 60% students meeting their individual growth goal in Math and Reading as measured by the Measured Academic Progress test .</p> <p>Formative Measures:</p> <ul style="list-style-type: none"> ● iReady Diagnostics, comprehension checks 	<p>Aligned to Nevada's STIP Goal:</p> <p>x STIP Goal 1 x STIP Goal 2</p> <p>x STIP Goal 3 X STIP Goal 4</p>



- *Strategy groups - reteacher, reinforce, extend*
- *DRA and RAP strategies monitoring every 3 weeks*
- *Measured Academic Progress three times per year - Fall, Winter, Spring*
- *Grade level data teams 2x monthly*

X STIP Goal 5

Improvement Strategy: Strategy grouping of students in both Math and Reading utilizing formative data from iReady, MAPS, DRA

Evidence Level: iReady reports = grouping based on reteaching, reinforcing and extension of lessons, and DRA, RAP for Reading..

Action Steps: *What steps do you need to take to implement this improvement strategy?*

- *Understanding class data from diagnostics and comprehension checks*
- *Utilizing the Teacher Toolbox in iReady*
- *iReady Data team/PLC focus for each grade 2x monthly*
- *Strategy grouping strand data in Reading*
- *Rap Plans with focused strategy*
- *Fast For Word for bottom quartile in Reading MAPs and DRA*
- *Peer Observations*

Resources Needed: *What resources do you need to implement this improvement strategy?*

- *On going Professional Development of admin and teachers in iReady*
- *Fast For Word (extended through this year)*
- *Headphones for iReady and Fast For Word*

Challenges to Tackle: *What implementation challenges do you anticipate What are the potential solutions?*

- *Implementation Challenge: teachers lack confidence due to unfamiliarity - fidelity with iReady.*
- *Potential Solution: Provide support with professional development; admin monitor implementation with walk throughs, school wide motivation*

Lead: *Who is responsible for implementing this strategy?*
Principal
Asst. Principal
Teachers

95



Funding: *What funding sources can you use to pay for this improvement strategy(ies) associated with this goal?*

- Title I - peer observations to help teachers with implementation and strategies
- Title I - Fast For Word, headphones, incentives for iReady

96

Resource Equity Supports¹: *Based on your Data Dive and Root Cause Analysis, what if any resource inequities did you identify for the following student groups specific to this goal? (Consider any challenges these groups face.) What, specifically, will you do to support them to overcome these challenges?*

English Learners

- Challenge: *Using math and reading academic vocabulary.*
- Support: *Using resources provided in the Teacher toolbox with visual supports, strategy grouping and having our ELL teacher providing 1:1 supports*

Foster/Homeless:

- Challenge: *Make sure all have equitable opportunities; Social emotional learning, lack of resources*
- Support: *.CIT supports, counselor for SEL, social services support, monitoring group in Achievement Conferences, data teams.*

Free and Reduced Lunch:

- Challenge: *Make sure all have equitable opportunities; Lack of resources*
- Support: *21st Century Tutoring, monitoring growth in Achievement Conferences, Data Teams, data teams*

¹ “Resource equity” is the allocation and use of resources – people, time, and money – to create student experiences that enable all children to reach empowering, rigorous learning outcomes, no matter their background. (Definition adapted from USED)



Racial/Ethnic Groups:

- Challenge: *Make sure all have equitable opportunities*
- Support: *Century Tutoring, monitoring growth in Achievement Conferences, Data Teams, data teams*

Students with IEPs:

- Challenge: *Make sure all have equitable opportunities; learning gaps are targeted*
- Support: *Monitoring IEP progress quarterly, Student Achievement Conferences, Data Teams Individual education plans for push-in and pull-out services focusing on students individual goals; monitoring growth in achievement conferences, data teams*

Inquiry Area 2 - Adult Learning Culture

Adult Learning Culture	
Areas of Strength	Areas for Growth
<ul style="list-style-type: none"> ● <i>Use MAP strand data to individualize instruction with strategy grouping in Reading</i> ● <i>Data team meetings analyzing teachers MAP data to monitor student growth goals and individualized strand data as data team focus</i> 	<ul style="list-style-type: none"> ● <i>Using strategy grouping for Math</i> ● <i>Focusing on Professional Learning Communities during data teams in Math.</i> ● <i>PD training in Math with iReady.</i>
<p>Problem Statement: The last couple years the primary focus in Data teams was Read by 3, RAP data, and Mission Literacy components. Teachers feel more competent in teaching reading skills than math concepts.</p> <p>Critical Root Causes of the Problem:</p> <ul style="list-style-type: none"> ● <i>Engage NY, Envisions, TPT were used as resources, nothing consistent of implemented with Fidelity. Not having a curriculum for math to use with fidelity and creating common vocabulary.</i> 	

97

Adult Learning Culture					
<p>School Goal: <i>By Spring of 2023, 90% of East Valley classroom teachers will be trained in iReady and implementing the program with fidelity.</i></p> <p>Formative Measures:</p> <ul style="list-style-type: none"> ● <i>iReady Diagnostic results</i> 	<p>Aligned to Nevada's STIP Goal:</p> <table style="width: 100%; border: none;"> <tr> <td style="padding: 5px;">x STIP Goal 1</td> <td style="padding: 5px;">X STIP Goal 2</td> </tr> <tr> <td style="padding: 5px;">xSTIP Goal 3</td> <td style="padding: 5px;">x STIP Goal 4</td> </tr> </table>	x STIP Goal 1	X STIP Goal 2	xSTIP Goal 3	x STIP Goal 4
x STIP Goal 1	X STIP Goal 2				
xSTIP Goal 3	x STIP Goal 4				



- *Comprehension checks*
- *Walk through templates monitoring implementation*
- *Strategy grouping listed in lesson plan*
- *PD sign in sheets and PD topic*

X STIP Goal 5

Improvement Strategy: Professional Learning Communities for each grade level 2x month in iReady.

Evidence Level: PLC note taker, walk through monitoring sheets, report information

Action Steps: What steps do you need to take to implement this improvement strategy?

- *Dedicated time for each grade level to have a PLC focused on iReady implementation*
- *Professional development monthly for staff using the iReady Central videos*
- *Peer Observations*

Resources Needed: What resources do you need to implement this improvement strategy?

- *PD in iReady implementation*
- *Peer observations in classrooms*
- *School wide and classroom incentives in iReady*

Challenges to Tackle: What implementation challenges do you anticipate What are the potential solutions?

- *Implementation Challenge: New program implementation will take time to get all classroom teachers confident in how they manage in their classrooms.*
- *Potential Solution: Peer observations - teachers observing others in their implementation; school wide PD, PLC collaborative time*

Funding: What funding sources can you use to pay for this improvement strategy(ies) associated with this goal?

- *Title I - subs for Peer Observations, iReady incentives for classroom and school wide implementation.*
- *District funding - PD*

Lead: Who is responsible for implementing this strategy?

*Principal
Asst. Principal
Teachers
District level PD*

98

Resource Equity Supports: Based on your Data Dive and Root Cause Analysis, what if any resource inequities did you identify for the following student groups specific to this goal? (Consider any challenges these groups face.) What, specifically, will you do to support them to overcome



these challenges?

English Learners

- Challenge: *Using math academic vocabulary.*
- Support: *Using resources provided in the Teacher toolbox with visual supports, strategy grouping and having our ELL teacher providing 1:1 supports*

Foster/Homeless:

- Challenge: *Make sure all have equitable opportunities; Social emotional learning, lack of resources*
- Support: *.CIT supports, counselor for SEL, social services support, monitoring group in Achievement Conferences, data teams.*

Free and Reduced Lunch:

- Challenge: *Make sure all have equitable opportunities; Lack of resources*
- Support: *21st Century Tutoring, monitoring growth in Achievement Conferences, Data Teams,data teams*

Racial/Ethnic Groups:

- Challenge: *Make sure all have equitable opportunities*
- Support: *. Century Tutoring, monitoring growth in Achievement Conferences, Data Teams, data teams*

Students with IEPs:

- Challenge: *Make sure all have equitable opportunities; learning gaps are targeted*
- Support: *Monitoring IEP progress quarterly, Student Achievement Conferences, Data Teams Individual educaiton plans for push-in and pull-out services focusing on students individual goals; monitoring growth in achievement conferences, data teams*

99

Inquiry Area 3 - Connectedness

Connectedness	
Areas of Strength	Areas for Growth
<ul style="list-style-type: none"> ● <i>Pilot of Tier 2 PBIS - Gold Award for implementation.</i> 	<ul style="list-style-type: none"> ● <i>Structured Tier 2 support/documentation.</i>
<p>Problem Statement: We found several staff are not sure what Tier 2 and Tier 3 interventions are available and more specifically, what they are. This is causing problems in our documenting process for Student Study Teams and appropriate interventions for students.</p> <p>Critical Root Causes of the Problem:</p> <ul style="list-style-type: none"> ● <i>Process of implementing Tier 2 and Tier 3 supports to address student needs and move forward in the Student Study Team process.</i> 	



Connectedness

School Goal: *East Valley will implement academic and/or behavioral Tier 2 Interventions through the Tier 2 Request For Assistance process with at least 85% of our identified students demonstrating positive growth.*

Formative Measures:

- *Tier 2 and Tier 3 Strategies documented*
- *Student Study Team Documented intervention and time line for student*
- *SEL groups/lessons with counselor*

Aligned to Nevada's STIP Goal:

- | | |
|---------------|---------------|
| x STIP Goal 1 | X STIP Goal 2 |
| X STIP Goal 3 | x STIP Goal 4 |
| | X STIP Goal 5 |

Improvement Strategy: *Request for Assistance Form*

Evidence Level: *Student study team documentation, teacher notes, counselor input*

Action Steps: *What steps do you need to take to implement this improvement strategy?*

- *Social emotional second step for all classrooms 2x per month.*
- *Teacher documentation of intervention*
- *Tier 2 interventions*
- *ZOR lessons and resources*
- *Camfel Productions digit videos on Social/Emtional Learning*

Resources Needed: *What resources do you need to implement this improvement strategy?*

- *Tier 2 and Tier 3 Data Tracker*
- *Tier 2 and Tier 3 Interventions*
- *Second Step lessons*
- *PBIS incentives for students*
- *Zones of Regulation resources*
- *Camfel Production subscription to Social/Emotional Learning*

Challenges to Tackle: *What implementation challenges do you anticipate What are the potential solutions?*

Lead: *Who is responsible for implementing this strategy?*
Principal
Asst. Principal
Teachers

100



- *Implementation Challenge: Not all staff familiar with Tier 2 and Tier 3 interventions and process*
- *Potential Solution: Provide PD for all staff on Tier 2 and 3 interventions and how to document behaviors and instructional supports.*

Funding: *What funding sources can you use to pay for this improvement strategy(ies) associated with this goal?*

- *Title I*

101

Resource Equity Supports: *Based on your Data Dive and Root Cause Analysis, what if any resource inequities did you identify for the following student groups specific to this goal? (Consider any challenges these groups face.) What, specifically, will you do to support them to overcome these challenges?*

English Learners

- *Challenge: Using math and reading academic vocabulary.*
- *Support: Using resources provided in the Teacher toolbox with visual supports, strategy grouping and having our ELL teacher providing 1:1 supports*

Foster/Homeless:

- *Challenge: Make sure all have equitable opportunities; Social emotional learning, lack of resources*
- *Support: .CIT supports, counselor for SEL, social services support, monitoring group in Achievement Conferences, data teams.*

Free and Reduced Lunch:

- *Challenge: Make sure all have equitable opportunities; Lack of resources*
- *Support: 21st Century Tutoring, monitoring growth in Achievement Conferences, Data Teams,data teams*

Racial/Ethnic Groups:

- *Challenge: Make sure all have equitable opportunities*



- Support: *Century Tutoring, monitoring growth in Achievement Conferences, Data Teams, data teams*

Students with IEPs:

- Challenge: *Make sure all have equitable opportunities; learning gaps are targeted*
- Support: *Monitoring IEP progress quarterly, Student Achievement Conferences, Data Teams Individual education plans for push-in and pull-out services focusing on students individual goals; monitoring growth in achievement conferences, data teams*

School Community Outreach

This section highlights our school's deliberate and strategic efforts to engage the broader school community in our continuous improvement efforts by keeping them informed on our progress and learning and eliciting their feedback and perspective.

Outreach Activity	Date	Lessons Learned from the School Community
<i>Book Fair with hand outs and power point of School Overview Report</i>	<i>9/7/22</i>	<ul style="list-style-type: none"> • <i>Need to explain the differences in SBAC/MAP</i> • <i>Parents want more resources for individual support</i>



Lyon County School District

Fernley Elementary School

School Performance Plan: A Roadmap to Success

Fernley Elementary School has established its School Performance Plan for the school year. This plan was developed by the school's continuous improvement (CI) team and informed by a comprehensive needs assessment that included data analysis and meaningful engagement with the school community. It includes the school's goals and process developed during Act 1. The CI team will monitor implementation throughout the school year and evaluate and update the goals at the end of the year.

Principal: Jamie Henderson

School Website: www.fes.lyoncsd.org

Email: jsmith@lyoncsd.org

Phone: 775-575-3420

School Designations: Title I CSI TSI TSI/ATSI

Our SPP was last updated on 9/26/22.



School Continuous Improvement Team

The Continuous Improvement Team is made up of a diverse group of school administrators, teachers, staff, caretakers, and students charged with developing, implementing, and evaluating the school's continuous improvement efforts outlined in the School Performance Plan.

Name	Role
Jamie Henderson	Principal(s) (required)
Jennifer Bluhm	Other School Administrator(s) (required)
Kelly Simmons, Jessie Little, April Benamati, Michele Jeakins	Teacher(s) (required)
Carolyn Moore	Paraprofessional(s) (required)
Trezlyn Wieser	Parent(s) (required)
	Student(s) (required for secondary schools)
	Tribes/Tribal Orgs (if present in community)
Kristin Anders-Garcia (EL) Lindsay Parsons (SPED/ECE)	Specialized Instructional Support Personnel (if appropriate)
<i>Add additional members/roles as necessary</i>	

School Demographics and Performance Information

In compliance with federal and state law, Nevada's K-12 Accountability Portal provides detailed information about each school's student and staff demographics and school performance rating, a star-rating system based on the Nevada School Performance Framework (NSPF). You can find our School Rating Report at http://nevadareportcard.nv.gov/DI/nv/lyon/fernley_elementary_school/2022



School Goals and Improvement Plan

The improvement plan on the following pages articulates our goals for the upcoming school year, strategies we will employ to achieve our goals, and other important planning information.

Inquiry Area 1 - Student Success

Student Success	
Areas of Strength	Areas for Growth
<ul style="list-style-type: none"> SBAC math proficiency 41.4%. 	<ul style="list-style-type: none"> SBAC ELA proficiency 33.5%
<p>Problem Statement: <i>There is not a system in place to allow for analysis of schoolwide student achievement data that aligns with effective instructional/intervention strategies. Data teams were in place, but were not implemented with fidelity, nor were strategies discussed and then applied.</i></p> <p>Critical Root Causes of the Problem: <i>Achievement gaps are present due to a lack of strategy/intervention data to determine collective efficacy. Achievement gaps are present despite the availability of rigorous, peer-expected texts, tasks, and curriculum.</i></p>	

105

Student Success	
<p>School Goal: By Spring of 2023, 80% of FES students will either meet benchmarks or make 10% growth in Math and Reading as measured by MAP assessment data</p> <p>Formative Measures:</p> <ul style="list-style-type: none"> MAP RIT at 60th percentile (SBAC predictor), Historical MAP growth data Walkthrough Data Data Team notes and teacher lesson plans: tracking strategy/intervention groups 	<p>Aligned to Nevada's STIP Goal:</p> <p><input checked="" type="checkbox"/> STIP Goal 1 <input checked="" type="checkbox"/> STIP Goal 2</p> <p><input checked="" type="checkbox"/> STIP Goal 3 <input type="checkbox"/> STIP Goal 4</p> <p><input type="checkbox"/> STIP Goal 5 <input type="checkbox"/> STIP Goal 6</p>



Improvement Strategy: *Align MAP data with DRA and curricular assessments to create individualized growth plans based on skill acquisition needed for advancement. Use I-Ready math curriculum, materials and online resources as peer expected texts, tasks and assessment tools to increase Math growth. Use of Lucy Calkins framework, and optional curricular supplements: Secret Stories for phonics, Step Up to Writing for Writer’s Workshop, Café/Daily Five, and Snap Words to increase student growth in ELA. Pre-Assess, use Success Criteria, Post-Assess.*

By spring of 2023, student growth will increase by 10%, or students will meet MAP benchmarks, as measured by MAP/SBAC in data teams, PLCs, success criteria, and curricular assessments (pre- and post-)

Lead: *Who is responsible for implementing this strategy? FES teachers, admin, Teacher Leaders*

Evidence Level: 4.

Action Steps: *What steps do you need to take to implement this improvement strategy?*

- *Establish PLCs in Data Teams to increase student achievement*
- *Walkthroughs by administration team*
- *Work with teachers at Data Teams/PLCs to analyze student achievement/intervention data*
- *Work with teachers at Collaborative Planning to create lessons on grade level, using Success Criteria*

Resources Needed: *What resources do you need to implement this improvement strategy?*

- *Site-based Teacher Leaders*
- *ELA and Math curriculum materials, pacing guides, success criteria*
- *PLC+ book and Playbook*
- *Data entry form*
- *Strategy resource book*

Challenges to Tackle: *What implementation challenges do you anticipate? What are the potential solutions?*

- *Implementation Challenge: Changes to data team framework, and creation of a system to include data entry and analysis with fidelity.*
- *Potential Solution: Admin sets expectations and attends all Data Team meetings to facilitate collective efficacy. Admin works with Teacher Leaders and CIP team to maintain system of data entry and analysis.*



Funding: *What funding sources can you use to pay for this improvement strategy(ies) associated with this goal?*

- Site and Title 1 budgets

107

Resource Equity Supports¹: *Based on your Data Dive and Root Cause Analysis, what if any resource inequities did you identify for the following student groups specific to this goal? (Consider any challenges these groups face.) What, specifically, will you do to support them to overcome these challenges?*

English Learners

- Challenge: *students unable to access content due to language barriers*
- Support: *EL resources (Ellevations), EL teacher supports speaking, listening, reading and writing skills*

Foster/Homeless:

- Challenge: *students unable to access content due to socio-economic/social-emotional hardships*
- Support: *Coordinate with counselor and CIT program for individual needs.. Provide social emotional scaffolds through Second Step and PBIS.*

Free and Reduced Lunch:

- Challenge: *students unable to access content due to socio-economic/social-emotional hardships*
- Support: *ensure all children have time and access to breakfast and lunch (free to all)*

¹ “Resource equity” is the allocation and use of resources – people, time, and money – to create student experiences that enable all children to reach empowering, rigorous learning outcomes, no matter their background. (Definition adapted from USED)



<p>Migrant:</p> <ul style="list-style-type: none"> ● Challenge: N/A ● Support: N/A <p>Racial/Ethnic Groups:</p> <ul style="list-style-type: none"> ● Challenge: <i>students unable to access grade level content due to inequitable opportunities to achieve</i> ● Support: <i>track achievement, discipline, and intervention data across racial and ethnic groups to measure for disparities</i> <p>Students with IEPs:</p> <ul style="list-style-type: none"> ● Challenge: <i>students unable to access grade level content due to inequitable opportunities to achieve</i> ● Support: <i>meet IEP goals and accommodations as well as ensure all students have access to grade level content</i>

Inquiry Area 2 - Adult Learning Culture

Adult Learning Culture	
Areas of Strength	Areas for Growth
<ul style="list-style-type: none"> ● <i>SBAC math proficiency 41.4%.</i> 	<ul style="list-style-type: none"> ● <i>SBAC ELA proficiency 33.5%.</i>
<p>Problem Statement: Staff has not collectively analyzed and applied data collected through MAP, DRA, and formative assessments to create strategy groups and strategies aligning with student intervention needs.</p> <p>Critical Root Causes of the Problem:</p> <ul style="list-style-type: none"> ● <i>Data teams were not structured to enable collective data analyzation and application. Lack of training and understanding regarding how data drives instruction toward skill acquisition and not benchmark scores.</i> 	

108

Adult Learning Culture	
<p>School Goal: In order to close achievement gaps and increase student achievement, 100% of classroom teachers will collectively participate in PLCs which will drive the process of data collection, analyzation and application through the strategy grouping and intervention process.</p> <p>Formative Measures:</p> <ul style="list-style-type: none"> ● <i>MAP RIT at 60th percentile (SBAC predictor), Historical MAP growth data</i> 	<p>Aligned to Nevada’s STIP Goal:</p> <p><input checked="" type="checkbox"/> STIP Goal 1 <input checked="" type="checkbox"/> STIP Goal 2</p> <p><input checked="" type="checkbox"/> STIP Goal 3 <input type="checkbox"/> STIP Goal 4</p>



- Walkthrough Data
- Data Team(PLC) notes and teacher lesson plans: tracking strategy/intervention groups

STIP Goal 5 STIP Goal 6

Improvement Strategy: grade levels meet weekly, and whole-staff meets monthly to discuss the data collection, analyzation, and application process to drive instruction and intervention processes.

Evidence Level: 4

Action Steps: *What steps do you need to take to implement this improvement strategy?*

- Accountability measures in PLC meetings such as a data collection sheets and shared meeting notes.
- Collective efficacy through the training of staff and use of PLC + book and playbook
- Admin guiding discussions regarding strategy/intervention groups
- Training with I-ready math, ELA curriculums, and available strategic interventions
- Provide teachers feedback through walkthrough data
- Provide opportunities for peer observations

Resources Needed: *What resources do you need to implement this improvement strategy?*

- I-Ready math curriculum
- ELA curriculum and supplemental materials (secret stories, snap words,
- PLC+ book and playbook
- Staff PD to guide data collection, analyzation, and application

Challenges to Tackle: *What implementation challenges do you anticipate What are the potential solutions?*

- Implementation Challenge: Staff collects data and does not know how to use it to drive instruction, nor does the staff discuss those processes as a collective whole..
- Potential Solution: Provide guidance and PD to assist staff in the data collection, analyzation, and application processes through weekly PLC meetings, achievement conferences, and Friday collaboration meetings.

Lead: *Who is responsible for implementing this strategy? FES teachers, Admin, and Teacher Leaders*



Funding: *What funding sources can you use to pay for this improvement strategy(ies) associated with this goal?*

- *Site budget and Title 1 budget.*

110

Resource Equity Supports: *Based on your Data Dive and Root Cause Analysis, what if any resource inequities did you identify for the following student groups specific to this goal? (Consider any challenges these groups face.) What, specifically, will you do to support them to overcome these challenges?*

English Learners

- *Challenge: students unable to access content due to language barriers*
- *Support: EL resources (Ellevations), EL teacher supports speaking, listening, reading and writing skills*

Foster/Homeless:

- *Challenge: students unable to access content due to socio-economic/social-emotional hardships*
- *Support: Coordinate with counselor and CIT program for individual needs.. Provide social emotional scaffolds through Second Step and PBIS.*

Free and Reduced Lunch:

- *Challenge: students unable to access content due to socio-economic/social-emotional hardships.*
- *Support: ensure all children have time and access to breakfast and lunch (free to all).*

Migrant:

- *Challenge: N/A.*



- Support: N/A

Racial/Ethnic Groups:

- Challenge: *students unable to access grade level content due to inequitable opportunities to achieve.*
- Support: *track achievement, discipline, and intervention data across racial and ethnic groups to measure for disparities.*

Students with IEPs:

- Challenge: *students unable to access grade level content due to inequitable opportunities to achieve.*
- Support: *meet IEP goals and accommodations as well as ensure all students have access to grade level content.*

Inquiry Area 3 - Connectedness

Connectedness	
Areas of Strength	Areas for Growth
<ul style="list-style-type: none"> • SBAC math proficiency 41.3% 	<ul style="list-style-type: none"> • SBAC ELA proficiency 33.5%.
<p>Problem Statement: <i>There is not a system in place to allow for analysis of discipline referrals in order to make data-driven decisions for interventions and supports needed to decrease discipline incidents and referrals school-wide. A social-emotional curriculum was being used, but the schedule did not allow for consistent exposure for all students. A positive behavior reward system and Tier 2 intervention system was in place, but was not implemented with fidelity which resulted in a lack of data to determine effectiveness.</i></p> <p>Critical Root Causes of the Problem:</p> <ul style="list-style-type: none"> • <i>Achievement Gaps due to a high frequency of schoolwide, anti-social, maladaptive behavior incidents and low staff morale. When students and staff don't have a consistent Safe and Respectful learning environment, achievement gaps are present despite the availability of rigorous, peer-expected texts, tasks, and curriculum.</i> 	

111

Connectedness	
<p>School Goal: <i>Increase student achievement by implementing schoolwide positive behavior supports for students and staff in order to create and maintain a safe and respectful learning environment and increase morale schoolwide.</i></p> <p>Formative Measures:</p>	<p>Aligned to Nevada's STIP Goal:</p> <p><input checked="" type="checkbox"/> STIP Goal 1 <input checked="" type="checkbox"/> STIP Goal 2</p> <p><input checked="" type="checkbox"/> STIP Goal 3 <input type="checkbox"/> STIP Goal 4</p>



- *Counselor teaches Second Step every other week with every class (observational data and attendance records), monthly character education program through Camfel Productions, PBIS Rewards and Referral data, weekly student and staff recognition data, Restorative Practices are modeled and required for student discipline.*

STIP Goal 5 STIP Goal 6

Improvement Strategy:

Evidence Level: 4

Action Steps: *What steps do you need to take to implement this improvement strategy?*

- *Reframe the Tier 1 PBIS system with fidelity.*
- *Train staff to use Restorative practices when student behavior incidents occur*
- *All students in every class receive Second Step instruction twice per month*
- *Create a weekly positive recognition program for both students and staff*

Resources Needed: *What resources do you need to implement this improvement strategy?*

- *Tier 1 PBIS manual, time for monthly PBIS meetings, and monthly PBIS PD for whole staff*
- *Restorative practices professional development*
- *Second Step curriculum and scheduled time during specials schedule*
- *Spirit Sticks to award weekly*
- *Data collection tools for PBIS, Second Step, and Restorative practices*
- *Camfel Productions online programming*

Challenges to Tackle: *What implementation challenges do you anticipate What are the potential solutions?*

- *Implementation Challenge: New expectations for students and staff being implemented with fidelity*
- *Potential Solution: Time allowed for staff professional development and consistent fidelity checks on new expectations..*

Funding: *What funding sources can you use to pay for this improvement strategy(ies) associated with this goal?*

- *Site and Title 1 budgets*

Lead: *Who is responsible for implementing this strategy?*
Update after Strategy Selection

112



Resource Equity Supports: *Based on your Data Dive and Root Cause Analysis, what if any resource inequities did you identify for the following student groups specific to this goal? (Consider any challenges these groups face.) What, specifically, will you do to support them to overcome these challenges?*

English Learners

- Challenge: *students unable to access content due to language barriers*
- Support: *EL resources (Ellevations), EL teacher supports speaking, listening, reading and writing skills*

Foster/Homeless:

- Challenge: *students unable to access content due to socio-economic/social-emotional hardships*
- Support: *Coordinate with counselor and CIT program for individual needs.. Provide social emotional scaffolds through Second Step and PBIS.*

Free and Reduced Lunch:

- Challenge: *students unable to access content due to socio-economic/social-emotional hardships*
- Support: *ensure all children have time and access to breakfast and lunch (free to all).*

Migrant:

- Challenge: *N/A*
- Support: *N/A.*

Racial/Ethnic Groups:

- Challenge: *students unable to access grade level content due to inequitable opportunities to achieve.*
- Support: *track achievement, discipline, and intervention data across racial and ethnic groups to measure for disparities*

Students with IEPs:

- Challenge: *students unable to access grade level content due to inequitable opportunities to achieve.*
- Support: *: meet IEP goals and accommodations as well as ensure all students have access to grade level content*

113

School Community Outreach

This section highlights our school’s deliberate and strategic efforts to engage the broader school community in our continuous improvement efforts by keeping them informed on our progress and learning and eliciting their feedback and perspective.

Outreach Activity	Date	Lessons Learned from the School Community
<i>Meet the Teacher Night.</i>	<i>8/16/22</i>	<ul style="list-style-type: none"> ● <i>Families met teachers, viewed curriculum, and viewed classrooms</i>

Lyon County School District
Fernley Intermediate
2022-2023 School Performance Plan:
A Roadmap to Success

Fernley Intermediate School has established their school improvement roadmap for the 2021-22 school year. This school performance plan includes the campus's goals and process developed during Act 1. This plan will be revisited at least three times this year during Act 2 to monitor progress and once in Act 3 to assess and update the goals. Please reach out to Blake Cooper for more information.

Principal: Blake Cooper

School Website: <https://www.fis.lyoncsd.org/en-US>

Email: bcooper@lyoncsd.org

Phone: [\(775\) 575-3390](tel:(775)575-3390)

School Information

This section provides an at-a-glance view of the school's enrollment and student performance data. For information about Nevada's Consolidated State Plan, see [Every Student Succeeds Act \(ESSA\)](#), and for detailed information about the School and District rating system, see the [School Rating Overview](#).

Enrollment Data											
	Total	Am In/ AK Native	Asian	Hispani c	Black	White	Pacific Islande r	Two or More Races	IEP	EL	FRL
School	623	3%	2%	28%	2%	61%	2%	7%	13%	3%	NA
District	8,918	3%	1%	28%	1%	58%	1%	6%	14%	6%	NA
State	486,682	.8%	5%	44%	12%	29%	2%	7%	13%	14%	NA

Student Performance Data										
Academ ic Year	School/ District	Math			ELA			Science	ELPA	
		Proficien cy	Growth (MGP)	Growth (AGP)	Proficien cy	Growth (MGP)	Growt h (AGP)	Proficien cy	Proficien cy	Growth (AGP)
2019	School	39.2	63	44.9	47.1	56	54.8		47.6	57.8
	District	37.5	53	36	48.5	52	50.1			55.9
2020	School	NA	NA	NA	NA	NA	NA	NA	14	43.8
	District	NA	NA	NA	NA	NA	NA	NA	NA	NA
2021	School	35.7	65	44.3	40.6	54	43.3	NA	15	NA
	District	33	51	35.2	36.2	47	41.0	NA	38.8	NA

4 Year ACGR			School Climate Data		
Grad Rate 2017-	Grad Rate 2018-	Grad Rate 20	Cultural & Linguistic	Relationships	Emotion

	2018	2019	2020		Competence		
School	NA	NA	NA	School	378	355	344
District	NA	NA	NA	District	352	339	327

School Continuous Improvement (CI) Team

The Continuous Improvement Team is made up of a diverse group of school administrators, teachers, staff, caretakers, and students. This team meets regularly to develop, monitor, and continually respond to the school's teaching and learning needs.

Name	Role
Blake Cooper	Principal(s) (required)
Farrah Alexander	Other School Leader(s)/Administrator(s) (required)
Diana McDowell , Kelly Ward , Jessie Weller , Tricia Strasdin, Kelsey Fagundes, Tracy Fox, Tamara McNeill	Teacher(s) (required)
Judith Crow	Paraprofessional(s) (required)
Pam Martinez, Vanessa Tibbals	Parent(s) (required)
NA	Student(s) (required for secondary schools)
Pyramid Lake Paiute Tribe (Jannet Davis)	Tribes/Tribal Orgs (if present in community)
	Specialized Instructional Support Personnel (if appropriate)
<i>*Add rows as needed</i>	

116

School Community Outreach

This section highlights outreach events facilitated by the school to engage students, regarding school partner.

Outreach Event	Date and Time	Number in Attendance	Key Takeaways
----------------	---------------	----------------------	---------------

Back to School	8/15/22 5:00-7:00pm	332	<ul style="list-style-type: none"> -Families appreciated an open house in-person -Principal was able to introduce to families and give important dates/reminders. -Teachers were able to make connections and begin relationship building with family.
<i>9/11 Ceremony</i>	9/9/2022 12:20-1:00	75	Appreciation from Community First Responders and families invited. Our Student Leadership runs assemblies like this one and the community appreciated seeing our students remember such an important day. We were successful at educating our students, Remembering those we have lost, and thanking those who are involved in such careers in the Lyon County area.
Falcon Perch	September-May	Sept 91 October 105	Families are able to come in during their child(s) lunch and spend the time with them. Our Falcon Perch is held the second Friday of each month.
<i>Harvest Festival</i>	10/21/22		This event welcomes our families to play games, meet staff and take part in a silent auction. All monies raised go toward our Student Assistance Fund.
<i>Veterans Day</i>	11/10/22		This event give FIS the chance to honor all service members. Students in leadership take a trip to the Veterans
<i>Outdoor Education Day</i>	10/26/22		This event is for the 6th grade class. Students rotate through 12 stations all with a focus on elements of the

			outdoors. The event ties in with STEM learning taking place in each class.
<i>Student of the Month</i>	Monthly		Teachers select a student or two that have stood out in and out of the classroom each month. Administration visits each class reading the kind words about the students. Students receive a certificate and a pencil.
<i>STEM Festival</i>	TBD		
<i>STEM Day</i>	TBD		

School Goals

The school goals were developed over a series of five events and included opportunities for teachers, parents, and students to share their experience and ideas for improvement. The tables on the following pages capture key aspects of the process the CI team engaged in during the creation of this plan.

Inquiry Area 1 - Student Success

Part A

Student Success			
	Student Performance	Social and Emotional Learning	Access to Rigorous Texts and Tasks
Data Reviewed	MAP & SBAC	NV-SCSEL Survey Results	<i>This needs more study.</i>
Problem Statement	<i>The data shows that our social emotional competence is below the district average. FIS students will need to acquire the knowledge, attitudes and skills necessary to achieve self-awareness, self-management, social awareness, relationships skills and responsible decision making. (CASEL Competencies)</i>		
Critical Root Causes	<i>Post pandemic relationships and social awareness have faced challenges in our school . In our community we have 3 Elementary schools entering Intermediate. This creates a challenge for some students in SEL areas.</i>		

120

Part B

Student Success	
<p>School Goal: <i>FIS students will increase their social/emotional skills in the following areas: relationships, physical safety, emotional safety and self management by achieving 80% on our overall results in the NV-SCSEL Social and Emotional Competence Survey. In addition, 90% of FIS students will take the NV-SCSEL Social and Emotional Competence Survey in Fall and Spring.</i></p>	<p>Aligned to Nevada’s STIP Goal: <i>Insert after Event 3</i> <i>Ex. Goal 3</i></p> <ul style="list-style-type: none"> ● <i>Goal 6: All students and adults learn and work together in safe environments where identities and relationships are valued and celebrated.</i>
<p>Improvement Strategy:</p> <ul style="list-style-type: none"> ● All staff will review LCSD Student Bill of Rights at beginning of 2022-2023 school year. All certified classroom teacher will review LCSD student bill of rights with students. 	

- Wednesday SEL/PBIS Videos, Be Kind Wednesday (Assembly Topic), Falcon Pride
- PBIS Expectations reviewed daily in announcements and quarterly in the classroom. PBIS rewards to motivate and encourage positive behaviors at FIS. (In class review of points, expectations, why we earn, consistent conversations)
- Week of Respect
- Weekly Review of attendance with check in's with families. Home visits and phone calls will be done by Admin, secretaries, and counselor.
- Spirit assemblies will include SEL, Team Builders, PBIS Expectation reminders.
- Community/Parent Events. (Falcon Perch), Positive contact logs from staff. Facebook/Website engagement etc.

Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): *Ex. 4- Demonstrates a Rationale (What Works Clearinghouse puts it as level 3, but our school needs to determine this specific teacher's effectiveness).*

Newsela

All Grades: Continuous Improvement, Literacy, Numeracy, Progress Monitoring

New in 2020 with Nevada Department of Educations

Evidence Level 4

-CASEL

Parent Engagement

Focusing on improving the family-school relationship leads to measurable benefits for students, teachers, and the school, confirmed by recent research.

Research on the effects of parental involvement has shown a consistent, positive relationship between parents' engagement in their children's education and student outcomes. Studies have also shown that parental involvement is associated with student outcomes such as lower dropout and truancy rates.

Research supports the value of parental involvement in education at all levels of education but emphasizes the elementary grades. Research has shown that elementary grades were a direct predictor of middle and high school grades. With research indicating that the academic performance of students is directly influenced by the level of parental involvement, it is crucial for schools to take initiative in fostering parental involvement at this early age.

Evidence Level 4

Intended Outcomes:

*FIS will achieve 80% overall results in the NV-SCSEL Social and Emotional Competence Survey.
90% of FIS students will take the NV-SCSEL Social and Emotional Competence Survey in Fall and Spring.*

Action Steps:

- -Monthly Reflection with departments/grade levels during PLCs
- -Insert in PD to prepare, give a day/morning/afternoon to take this survey at the same time. (Rosters attached to check off completion rate etc.)
- -Data Dig to show where we can improve and help meet our students needs.
- -Track and create goal around same students at FIS 5-6
- *Complete initial survey by 11/11/22, 2nd survey completed by 4/15/23*
- *Take NV-SCSEL Surveys with classroom teacher/teacher guided*
- *Attitude of Gratitude (Peer to peer, student to staff, staff to staff, staff to student) (Quarterly in Specials)*
- *Wednesday Videos*
- *Daily Pledge*
- *PBIS and IC Reports will identify high need areas and students*
- *PBIS Student Store*
- *PBIS Monthly Fun Friday Event*
- *Community/Parent Involvement with engagement events*

Resources Needed:

- *SEL Curriculum materials for each staff member*
- *Energy Bus Books implemented again for the 22-23 school year*

- *PBIS Rewards App Budgeted/Token Rewards*
- *Family Engagement Night Food and Materials*
- *PBIS Monthly Fun Friday Event Items Needed*

Challenges to Tackle:

- Time to Teach SEL components
- Student Awareness of PBIS Points and Purpose
- Implementing a system where 100% of students take the survey

Equity Supports. What, specifically, will we do to support the following student groups around this goal?

English Learners:

- Chromebook Translating (Set by IT)*
- Accountable Talk*
- Picture Support for PBIS Rewards*

Foster/Homeless:

- Counselor Groups*
- Backpack Program w/ PBIS Rewards incorporated*

Free and Reduced Lunch:

- Free Breakfast and Lunch through 2023*
- Food Gift Cards*

Migrant:

NA

Racial/Ethnic Minorities: Track IC and PBIS data for entries. Continue to connect with minority groups and build relationships. This will be done by having our counselor connecting with Pyramid Lake Paiute Tribe (Jannet Davis) and Mrs. Burns EL instructor. The CIP team will connect with outside organizations to build a relationship and to support students and families.

Students with IEPs: Track IC and PBIS data for entries. Continue to connect with minority groups and build relationships.

Inquiry Area 2 - Adult Learning Culture

Part A

Adult Learning Culture			
	Instructional Practice	Instructional Leadership	Systems and Structures that Support Continuous Improvement
Data Reviewed	SBAC/MAP	NEPF Teacher Performance Instruction Standards	Walkthrough Data (Admin & Teacher Leaders)
Problem Statement	<i>FIS is focused on continued improvement. Access to differentiated materials and research based interventions to help with learning gaps.</i>		
Critical Root Causes	<i>Implementing new Math Curriculum (i-Ready), ELA i-Ready piloting, Staff buy in with new curriculum. Staffing (LTS's, Paid Interns, etc. in teaching positions)</i>		

124

Part B

Adult Learning Culture	
<p>School Goal: <i>FIS will continue to improve instruction through collective teacher efficacy. As a result FIS will increase student achievement in the area of Math by 5% based on the 21-22 average of 37.5% and a 5% increase in ELA based on the 21-22 average of 37.5% of students reaching the 61st percentile. As measured by MAP.</i></p>	<p>STIP Connection: <i>Goal 2: All students have access to effective educators.</i></p>
<p>Improvement Strategy: <i>Training with PLC Playbook in order to make needed changes in common assessments, data collection, or team planning.</i></p>	
<p>Evidence Level 4 High</p>	
<p>Intended Outcomes:</p> <ul style="list-style-type: none"> <i>Staff will be given feedback from Leadership team. Our staff will use this feedback to improve instructionally</i> 	

and therefore student achievement will improve.

- *i-Ready staff observing*
- *Improve PLC's through playbook and district support*
- *Productive Struggle PD and Best Practices PD*

Action Steps:

- Monthly Reflection with departments/grade levels during PLCs
- *STEM Festival Community Members Taking Action in judging for the festival.*
- *Best Practices PD*
- *Work with and meet with ANET coaches*
- *Collective Teacher Efficacy Training from LCSD Leadership implemented at school level*
- *Walkthroughs by ANET and Leadership Team*
- *Work with teachers at data meeting and track*
- *Allow for team planning time to create lesson planning*
- *FIS 5th/6th grade team is implementing i-ready Math curriculum*
- *Common prep within week to allow for more common planning time for departments and grade levels.*

Resources Needed:

- *ELA and Math Curriculum materials*
- *Time for collaborative planning*

Challenges to Tackle:

- *Changes to planning*
- *Creation of Common Assessments*
- *Instructional changes*

Equity Supports. What, specifically, will we do to support the following student groups around this goal?

English Learners: Track data, work with EL team to identify success and low areas to plan future steps.

-Chromebook Translating (Set by IT)

-Accountable Talk

-Picture Support for PBIS Rewards

-Boys and Girls Club & 21st Century

Foster/Homeless:

-Counselor Groups

-Backpack Program w/ PBIS Rewards incorporated
 -Boys and Girls Club & 21st Century

Free and Reduced Lunch:
 -Free Breakfast and Lunch through 2023
 -Food Gift Cards
 -Boys and Girls Club & 21st Century

Migrant: NA

Racial/Ethnic Minorities: *Track IC and PBIS data for entries. Continue to connect with minority groups and build relationships.*
 -Boys and Girls Club & 21st Century

Students with IEPs: *Track Data, work with SPED staff*
 -Boys and Girls Club & 21st Century

Inquiry Area 3 - Connectedness

Part A

Connectedness			
	Student	Staff	Family & Community Engagement
Data Reviewed	<i>Climate Survey/Attendance</i>	<i>Staff Survey/Attendance</i>	<i>Family Survey/Event 3</i>
Problem Statement	<i>Parent Involvement and community involvement. COVID has created a challenge with inviting families in for events. Now that we are able to invite families into our school, there is still a concern with involvement. Technology has created easy access to conferences, phone calls and meetings.</i>		
Critical Root Causes	<i>Many families are busy and working. As students get older family engagement gets lower. At our FIS Back to School Night in the Fall, 50% of families attended. FIS will continue to overcome this challenge by inviting parents to all events with Facebook, Infinite Campus phone calls, flyers (Translated documents and messages).</i>		

Part B

Connectedness	
<p>School Goal: <i>Increase parent and community involvement by tracking family engagement activities throughout the year. Based on the data, 50% of families attended our Back to School Night in Fall 2022, we will increase our parent involvement at future events during the 22-23 school year.</i></p>	<p>STIP Connection: <i>Goal 3,5, and 6</i></p>
<p>Improvement Strategy: <i>Increase parent and community involvement</i></p> <p>Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): Parent Engagement: <i>Focusing on improving the family-school relationship leads to measurable benefits for students, teachers, and the school, confirmed by recent research. Research on the effects of parental involvement has shown a consistent, positive relationship between parents' engagement in their children's education and student outcomes. Studies have also shown that parental involvement is associated with student outcomes such as lower dropout and truancy rates. Research supports the value of parental involvement in education at all levels of education but emphasizes the elementary grades. Research has shown that elementary grades were a direct predictor of middle and high school grades. With research indicating that the academic performance of students is directly influenced by the level of parental involvement, it is crucial for schools to take initiative in fostering parental involvement at this early age. Evidence Level 4</i></p>	
<p>Intended Outcomes: <i>Increased parent and community involvement.</i></p>	
<p>Action Steps:</p> <ul style="list-style-type: none"> ● Monthly Reflection of CIP Goals with departments/grade levels during PLCs ● Implement planned events (Details within outreach events) ● PAC (Parent Advisory Committee) and discuss CIP and student achievement data/SEL survey data etc. 	
<p>Resources Needed:</p> <ul style="list-style-type: none"> ● Money for events (Food, Materials, Gift baskets, books, prizes) 	
<p>Challenges to Tackle:</p> <ul style="list-style-type: none"> ● Accuracy of tracking data (Sign in's etc.) ● Getting families here ● Communication 	

Equity Supports. What, specifically, will we do to support the following student groups around this goal?

English Learners: Translation of communication documents, translator at event

-Chromebook Translating (Set by IT)

-Accountable Talk

-Picture Support for PBIS Rewards

Foster/Homeless: Backpack program, resources from counselor, community closet

-Counselor Groups

-Backpack Program w/ PBIS Rewards incorporated

-Boys and Girls Club & 21st Century

Free and Reduced Lunch: School-wide

-Free Breakfast and Lunch through 2023

-Food Gift Cards

-Boys and Girls Club & 21st Century

Migrant: NA

Racial/Ethnic Minorities: *Track IC and PBIS data for entries. Continue to connect with minority groups and build relationships.*

-Boys and Girls Club & 21st Century

Students with IEPs: *Track Data, work with SPED staff*

-Boys and Girls Club & 21st Century

COORDINATION OF FUNDS TO SUPPORT THE PLAN WITH OTHER PROGRAMS

Funding Source	Amount Received for Current School Year	Purpose(s) for which funds are used	Applicable Goal(s)
Site Budget	\$130,360 Total CIP Budgeted Amounts Web Based Learning Tools (Subscriptions) \$15,000	<i>Instruction, Curriculum, and Staff Professional Development, School Improvement, Student Support Services, Health</i>	1,2,3

	General Supplies Needed \$50,000	<i>Services, Library/Media Services, Maintenance, General Supplies</i>	
Title 1	\$77,884.50 Total CIP Budgeted Amounts Parent Involvement \$5,000 Interventionist \$32,000 PBIS \$3,342 Web Based Learning Tools (Subscriptions) \$11,295 Technology \$5,000 Travel \$6,100 Guest Speaker \$2,300	Salary/benefits for Interventionist, tutoring, PBIS and general supplies, Travel & Registrations (Title I conference), parent involvement	1,2, 3
21st Century After School Program	Funded through Boys and Girls Club	Improving academic performance	
McKinney Vento/Homeless	LCSD funded	Equity	

Lyon County School District

Riverview Elementary School

School Performance Plan: A Roadmap to Success

Riverview Elementary School has established its School Performance Plan for the school year. This plan was developed by the school's continuous improvement (CI) team and informed by a comprehensive needs assessment that included data analysis and meaningful engagement with the school community. It includes the school's goals and process developed during Act 1. The CI team will monitor implementation throughout the school year and evaluate and update the goals at the end of the year.

Principal: Rachel Kuhn

School Website: <https://www.res.lyoncsd.org/>

Email: rkuhn@lyoncsd.org

Phone: 775-400-6364

School Designations: Title I CSI TSI TSI/ATSI

Our SPP was last updated on 9/28/2022.

School Continuous Improvement Team

The Continuous Improvement Team is made up of a diverse group of school administrators, teachers, staff, caretakers, and students charged with developing, implementing, and evaluating the school's continuous improvement efforts outlined in the School Performance Plan.

Name	Role
Rachel Kuhn	Principal(s) (required)
Eric Clifford	Other School Administrator(s) (required)
Bridget Thompson, Kim Camou, Lana Frusteri, Jerri Kerns, Deby Ranft, Terrance Fontes, Kim Lehl	Teacher(s) (required)
Jeanette Woitas	Paraprofessional(s) (required)
Patricia Crowell	Parent(s) (required)
	Student(s) (required for secondary schools)
	Tribes/Tribal Orgs (if present in community)
Virginia Gula-counselor	Specialized Instructional Support Personnel (if appropriate)

School Demographics and Performance Information

In compliance with federal and state law, Nevada's K-12 Accountability Portal provides detailed information about each school's student and staff demographics and school performance rating, a star-rating system based on the Nevada School Performance Framework (NSPF). You can find our School Rating Report at http://nevadareportcard.nv.gov/DI/nv/lyon/riverview_elementary_school/2022/nspf/



School Goals and Improvement Plan

The improvement plan on the following pages articulates our goals for the upcoming school year, strategies we will employ to achieve our goals, and other important planning information.

Inquiry Area 1 - Student Success

Student Success	
Areas of Strength	Areas for Growth
<ul style="list-style-type: none"> Students are showing growth in reading through MAPs assessment Students are showing growth in Math in SBAC 	<ul style="list-style-type: none"> Student growth is slow and many students are not growing at the rate they should be or at all
<p>Problem Statement: Students are scoring below grade level in reading, writing, and math.</p> <p>Critical Root Causes of the Problem:</p> <ul style="list-style-type: none"> Students are missing foundational skills that should have been taught/learned in early elementary years. 	

133

Student Success	
<p>School Goal: Over the next three years students MAP and SBAC scores will increase by 10% every year from Fall-Spring so that by the 2025-2026 school year 40% of students will be proficient on their Fall MAPs.</p> <p>Formative Measures:</p> <ul style="list-style-type: none"> MAP assessments SBAC assessments iReady Diagnostics Really Great Reading Diagnostics Fast Forward Diagnostics 	<p>Aligned to Nevada's STIP Goal:</p> <p><input type="checkbox"/> STIP Goal 1 <input type="checkbox"/> STIP Goal 2</p> <p><input checked="" type="checkbox"/> STIP Goal 3 <input checked="" type="checkbox"/> STIP Goal 4</p> <p><input type="checkbox"/> STIP Goal 5</p>



Improvement Strategy: Implement K-3 phonics program with fidelity for next three years and implement iReady with fidelity across all grade levels.

Evidence Level 1: Teachers will use adopted curriculum and programs with fidelity to ensure all students receive the same general instruction and specific differentiated strategies.

Action Steps: *What steps do you need to take to implement this improvement strategy?*

- Use of MAP data, CORE phonics screeners, and RAP plans to provide interventions and guide instruction
- Data team meetings to commonly plan and analyze student work
- Achievement conferences to track student achievement
- Work with RPDP on reading and writing instruction

Resources Needed: *What resources do you need to implement this improvement strategy?*

- Time to plan and implement curriculum
- Time to analyze data and monitor results
- Time to collaborate

Challenges to Tackle: *What implementation challenges do you anticipate What are the potential solutions?*

- *Implementation Challenge:* Ensuring common pacing among grade level teams, students are lacking foundational skills to access grade level curriculum/standards
- *Potential Solution:* Effective PLC's, admin fidelity checks

Funding: *What funding sources can you use to pay for this improvement strategy(ies) associated with this goal?*

- Time
- Really Great Reading kits

Lead: *Gen ed teachers are responsible for planning and implementing curriculum and programs with fidelity. Admin is responsible for ensuring teachers are using curriculum and programs effectively.*

134

Resource Equity Supports¹: *Based on your Data Dive and Root Cause Analysis, what if any resource inequities did you identify for the following student groups specific to this goal? (Consider any challenges these groups face.) What, specifically, will you do to support them to overcome these challenges?*

¹ “Resource equity” is the allocation and use of resources – people, time, and money – to create student experiences that enable all children to reach empowering, rigorous learning outcomes, no matter their background. (Definition adapted from USED)



<p>English Learners</p> <ul style="list-style-type: none"> ● Challenge: Building oral, written, and reading language ● Support: EL teacher using Ellevations strategies and working with gen ed teacher <p>Foster/Homeless:</p> <ul style="list-style-type: none"> ● Challenge: Lack of basic needs being met ● Support: Coordinate with Ms. Gula, Mrs. Sanborn, Mrs. Gahr and CIT to help meet needs <p>Free and Reduced Lunch:</p> <ul style="list-style-type: none"> ● Challenge: All students having access to healthy meals ● Support: Ensure all students have enough time to eat free breakfast and lunch <p>Migrant:</p> <ul style="list-style-type: none"> ● Challenge: Extreme changes in culture ● Support: Support from Ms. Gula, Mrs. Sanborn and admin <p>Racial/Ethnic Groups:</p> <ul style="list-style-type: none"> ● Challenge: Possible disparities ● Support: Track data to ensure all students receive equal interventions <p>Students with IEPs:</p> <ul style="list-style-type: none"> ● Challenge: Ensuring students can access grade level work ● Support: Collaboration time between resource teachers and gen ed teachers 	135
--	-----

Inquiry Area 2 - Adult Learning Culture

Adult Learning Culture	
Areas of Strength	Areas for Growth
<ul style="list-style-type: none"> ● Collaborative and positive culture, supportive admin 	<ul style="list-style-type: none"> ● Continued training and PD in iReady, Really Great Reading, and reading and writing units
<p>Problem Statement: Time constraints for teachers to fit everything in and no continuous training</p> <p>Critical Root Causes of the Problem:</p> <ul style="list-style-type: none"> ● Roll out of reading and writing units did not provide continued training and teachers feel overwhelmed and overworked 	

Adult Learning Culture



School Goal: RES teachers will work toward collective teacher efficacy by participating in weekly PLC's with their grade level team and support staff. This time will be used to look at data and plan collaboratively using district curriculum and programs.

Formative Measures:

- Administrative fidelity checks
- Student data showing growth
- NEPF data, observations, and evaluations

Aligned to Nevada's STIP Goal:

- STIP Goal 1
- STIP Goal 2
- STIP Goal 3
- STIP Goal 4
- STIP Goal 5

Improvement Strategy: Teachers will work together collaboratively to effectively implement reading and writing units with supports. Teachers will attend continued iReady training offered throughout the year. K-3 teachers will attend Really Great Reading trainings throughout the year. Administration will facilitate weekly PLC's until teachers are able to run them effectively independently.

Evidence Level 1: Teachers and admin will continue to work with RPDP and Really Great Reading to improve instructional opportunities for students through collaborative learning

Action Steps: *What steps do you need to take to implement this improvement strategy?*

- Engage in professional learning, collaboration and data teams to focus on closing achievement gaps

Resources Needed: *What resources do you need to implement this improvement strategy?*

- Time

Challenges to Tackle: *What implementation challenges do you anticipate What are the potential solutions?*

- *Implementation Challenge:* Time, teacher burnout, identifying student populations needing extra support
- *Potential Solution:* Give ample time during PLC's for collaboration and planning, increase positive school culture among staff

Funding: *What funding sources can you use to pay for this improvement strategy(ies) associated with this goal?*

Lead: *Teachers will be responsible to attend trainings. Administration will be responsible to facilitate PLC's and collect fidelity and NEPF data.*



- Funding for trainings

137

Resource Equity Supports: *Based on your Data Dive and Root Cause Analysis, what if any resource inequities did you identify for the following student groups specific to this goal? (Consider any challenges these groups face.) What, specifically, will you do to support them to overcome these challenges?*

English Learners

- Challenge: Building oral, written, and reading language
- Support: EL teacher using Ellevations strategies and working with gen ed teacher

Foster/Homeless:

- Challenge: Lack of basic needs being met
- Support: Coordinate with Ms. Gula, Mrs. Sanborn, Mrs. Gahr and CIT to help meet needs

Free and Reduced Lunch:

- Challenge: All students having access to healthy meals
- Support: Ensure all students have enough time to eat free breakfast and lunch

Migrant:

- Challenge: Extreme changes in culture
- Support: Support from Ms. Gula, Mrs. Sanborn and admin



Racial/Ethnic Groups:

- Challenge: Possible disparities
- Support: Track data to ensure all students receive equal interventions

Students with IEPs:

- Challenge: Ensuring students can access grade level work
- Support: Collaboration time between resource teachers and gen ed teachers

Inquiry Area 3 - Connectedness

Connectedness	
Areas of Strength	Areas for Growth
<ul style="list-style-type: none"> ● Relationships have increased over the last year between students and teachers, staff to staff, and student to student 	<ul style="list-style-type: none"> ● Emotional Safety
<p>Problem Statement: Students cannot name their emotions or know why they feel a certain way</p> <p>Critical Root Causes of the Problem:</p> <ul style="list-style-type: none"> ● Technology is affecting the way children are raised and learn 	

138

Connectedness	
<p>School Goal: RES students and staff will improve school culture and relationships as measured through an increase in the use of PBIS points and incentive party buy ins, Teacher Hawk Tickets spent, student focus group participation, and lowered office referrals.</p> <p>Formative Measures:</p> <ul style="list-style-type: none"> ● PBIS Rewards points reports ● SWIS office referral report 	<p>Aligned to Nevada’s STIP Goal:</p> <p><input type="checkbox"/> STIP Goal 1 <input type="checkbox"/> STIP Goal 2</p> <p><input type="checkbox"/> STIP Goal 3 <input type="checkbox"/> STIP Goal 4</p> <p><input checked="" type="checkbox"/> STIP Goal 5</p>



Improvement Strategy: Teachers will teach SEL lessons every morning, use Check in Check out as a Tier 2 intervention, host clubs every Friday, and improve relationships with students through the use of PBIS points and Super Citizen and PBIS awards monthly.

Evidence Level 2: Use of PBIS interventions and strategies to continue to improve school culture for students and staff

Action Steps: *What steps do you need to take to implement this improvement strategy?*

- Continue use of Teacher Hawk Tickets
- Monthly Super Citizen and PBIS awards
- Clubs on Friday afternoons
- Implementation of SEL curriculum (second step) during advisory time daily

Resources Needed: *What resources do you need to implement this improvement strategy?*

- Prizes for student and teacher store
- Time
- PBIS Rewards App

Challenges to Tackle: *What implementation challenges do you anticipate What are the potential solutions?*

- *Implementation Challenge:* Staff buy in
- *Potential Solution:* Use data to show staff how positive relationships improve negative behaviors

Funding: *What funding sources can you use to pay for this improvement strategy(ies) associated with this goal?*

- Time

Lead: *Teachers will be responsible for creating positive relationships with students and admin will be responsible for conducting fidelity checks for the use of SEL curriculum.*

139

Resource Equity Supports: *Based on your Data Dive and Root Cause Analysis, what if any resource inequities did you identify for the following student groups specific to this goal? (Consider any challenges these groups face.) What, specifically, will you do to support them to overcome these challenges?*

English Learners

- Challenge: Building oral, written, and reading language
- Support: EL teacher using Ellevations strategies and working with gen ed teacher

Foster/Homeless:



- Challenge: Lack of basic needs being met
- Support: Coordinate with Ms. Gula, Mrs. Sanborn, Mrs. Gahr and CIT to help meet needs

Free and Reduced Lunch:

- Challenge: All students having access to healthy meals
- Support: Ensure all students have enough time to eat free breakfast and lunch

Migrant:

- Challenge: Extreme changes in culture
- Support: Support from Ms. Gula, Mrs. Sanborn and admin

Racial/Ethnic Groups:

- Challenge: Possible disparities
- Support: Track data to ensure all students receive equal interventions

Students with IEPs:

- Challenge: Ensuring students can access grade level work
- Support: Collaboration time between resource teachers and gen ed teachers

School Community Outreach

140

This section highlights our school's deliberate and strategic efforts to engage the broader school community in our continuous improvement efforts by keeping them informed on our progress and learning and eliciting their feedback and perspective.

Outreach Activity	Date	Lessons Learned from the School Community
Back to School BBQ and School Supply Drive	8/15/22, 5:00-7:00	<ul style="list-style-type: none"> ● Parents want to be involved in their children's school ● Families need additional resources in community and help with school supplies
Kindergarten Orientation	8/16/22, 5:30-6:30	<ul style="list-style-type: none"> ● Parents want students to feel safe and comfortable at school
Coffee w/ Counselor	9/23/22	<ul style="list-style-type: none"> ● Parents think highly of our school and teachers
Student Focus Group #1	19/28/22, 12:30- 1:00	<ul style="list-style-type: none"> ● Students feel that others (students) don't respect each other at school ● Students enjoy coming to school





Lyon County

Silverland Middle School

School Performance Plan: A Roadmap to Success

Silverland Middle has established its School Performance Plan for the school year. This plan was developed by the school's continuous improvement (CI) team and informed by a comprehensive needs assessment that included data analysis and meaningful engagement with the school community. It includes the school's goals and process developed during Act 1. The CI team will monitor implementation throughout the school year and evaluate and update the goals at the end of the year.

Principal: [Steve Henderson](#)

School Website: <https://www.sms.lyoncsd.org/en-US?showHomepage=true>

Email: Shenderson@lyoncsd.org

Phone: 775-575-1575

School Designations: Title I CSI TSI TSI/ATSI

Our SPP was last updated on October 11, 2022.



School Continuous Improvement Team

The Continuous Improvement Team is made up of a diverse group of school administrators, teachers, staff, caretakers, and students charged with developing, implementing, and evaluating the school's continuous improvement efforts outlined in the School Performance Plan.

Name	Role
Steve Henderson	Principal(s) (required)
Tammie Moniz	Other School Administrator(s) (required)
Donald Fisher, Peggy Merrell, Tammi Valentine, Elizabeth Baumann, Marjorie Mauk, Jillian Fillmore	Teacher(s) (required)
Kathy Mayer	Paraprofessional(s) (required)
MaryJo Glass, Kristina Pryor	Parent(s) (required)
Emma Masters	Student(s) (required for secondary schools)
Natalia Gonzales	Tribes/Tribal Orgs (if present in community)
Jeremy Elsmore	Specialized Instructional Support Personnel (if appropriate)
<i>Add additional members/roles as necessary</i>	

School Demographics and Performance Information

In compliance with federal and state law, Nevada's K-12 Accountability Portal provides detailed information about each school's student and staff demographics and school performance rating, a star-rating system based on the Nevada School Performance Framework (NSPF). You can find our School Rating Report at http://nevadareportcard.nv.gov/DI/nv/lyon/silverland_middle_school/2022



School Goals and Improvement Plan

The improvement plan on the following pages articulates our goals for the upcoming school year, strategies we will employ to achieve our goals, and other important planning information.

Inquiry Area 1 - Student Success

Student Success	
Areas of Strength	Areas for Growth
<ul style="list-style-type: none"> Teachers and students know what maps are Data is comparable to other middle schools in the district. 	<ul style="list-style-type: none"> Not all students tested and gaps in data. Significant number of students regressed. Maps buy in by students and staff
<p>Problem Statement: Approximately half of our students are showing regression on their MAPs test in ELA, Math and Science. Majority of our students are below the national average in the spring on MAPs in ELA, Math, Science. Only about $\frac{2}{3}$ of our students are completing both Fall and Spring MAPs tests for ELA, MATH and Science.</p> <p>Critical Root Causes of the Problem:</p> <ul style="list-style-type: none"> Students don't understand the importance and relevance of testing, not getting graded on it. Brain development of middle school learners. Literary stamina is low for middle school students. Environmental challenges causing Middle school erratic behavior affecting teacher morale Consequences have no immediate impact 	

144

Student Success	
<p>School Goal:By the Spring of the 2023 MAP test, 51% or more of our students will meet their individual expected growth goals in Math and ELA to reduce the performance gap.</p> <p>90% of students will show academic growth in Math and ELA shown by fall to spring maps data.</p> <p>Formative Measures:</p> <ul style="list-style-type: none"> Fall, Winter, and Spring MAPS data in Math and ELA. 	<p>Aligned to Nevada's STIP Goal:</p> <p><input type="checkbox"/>STIP Goal 1 <input type="checkbox"/>STIP Goal 2</p> <p><input checked="" type="checkbox"/>STIP Goal 3 <input checked="" type="checkbox"/>STIP Goal 4</p>



STIP Goal 5 STIP Goal 6

Improvement Strategy:

- Meeting in intervention teams to identify student interventions for Tier 1 instructions and students who need Tier 2 instruction. **(Admin lead and team members will follow through)**
- Using a research based PLC model to train and guide teachers in effective PLCs that focus on the student learning. **(Admin lead and PLC members will follow through)**
- Utilize Iready, and edgenuity/MyPath to remediate and fill gaps. **(all advisory teachers)**
- Continue the implementation of co-taught classes in ELA and Math for students with disabilities **(sped, math, and ela teachers)**
- Utilize Read 180 and Assisted Math, and Interventionist to provide tier 2 instruction to students and reduce instructional gap **(remediation teachers, still looking for an interventionist)**
- Implementation of homework club in both 7th and 8th grade hallways, 4 days a week monday-thursday **(tutoring teachers)**

Evidence Level: 1 (research -based with positive effects)

Action Steps: *What steps do you need to take to implement this improvement strategy?*

- Use iReady in advisory weekly for math growth and Edgenuity MyPath weekly for reading growth **(advisory teachers)**
- Create suggested weekly routine for advisories that cover SEL, grade checks, and ELA/ math recovery skills **(admin or teacher leaders)**
- Establish intervention teams and identify students who need targeted supports and tier 2 intervention using grad scores and MAPs data - Meetings will be on Friday's every 2 weeks **(PBIS tier 2, admin team, counselors, intervention teams)**
- Discuss and explore methods of implementing effective co- teaching in math and ELA **(ela, math, and sped teachers)**
- Continuing the implementation of homework club (tutoring) **(tutoring teachers)**
- Discuss better ways to communicate home about homework club and other academic interventions (**assisted reading/ math, credit recovery, and counseling groups**) **(p-t conference, social media posts on FB, newsletters)**

Lead: *Who is responsible for implementing this strategy?*

See bullets

145



Resources Needed: *What resources do you need to implement this improvement strategy?*

- NWEA Training (teacher lead, or administration lead)
- Clear Expectations from administration regarding the objective of advisory
- Co-teaching support and strategies
- Regular substitute teacher to allow for peer observations. Potentially allot 1 day a month for roving sub to cover teachers during observations. This will need to be planned with teachers identified that would like to be observed and teachers want to go and observe.

Challenges to Tackle: *What implementation challenges do you anticipate? What are the potential solutions?*

- *Implementation Challenge:*
 - Onboarding new staff member (new math and ELA teachers)
 - Transportation for students from Homework Club
 - No Interventionist
- *Potential Solution:*
 - *Mentorship from teacher leads and from experienced teachers*
 - *Boys and Girls club pickup*
- **Funding:** *What funding sources can you use to pay for this improvement strategy(ies) associated with this goal?*
 - *Title Funds*
- *Update after Strategy Selection*

146

Resource Equity Supports¹: *Based on your Data Dive and Root Cause Analysis, what if any resource inequities did you identify for the following student groups specific to this goal? (Consider any challenges these groups face.) What, specifically, will you do to support them to overcome these challenges?*

English Learners

- Challenge: English language learners have language deficits. More students need to be maps tested in order to assess this group’s achievement in comparison to the whole student body.
- Support: One -to- one technology, push-in assistance with paraprofessional, academic monitoring.

Foster/Homeless:

¹ “Resource equity” is the allocation and use of resources – people, time, and money – to create student experiences that enable all children to reach empowering, rigorous learning outcomes, no matter their background. (Definition adapted from USED)



- Challenge: CIT students tend to be chronically absent. This makes it difficult to get students to complete all MAPs tests throughout the year. These students also miss instructional time and accumulate missing assignments due to absences. More students need to be maps tested in order to assess this group’s achievement in comparison to the whole student body.
- Support: One-to-one technology, backpack program, Safe School Professional check in, Homework club

Free and Reduced Lunch:

- Challenge: In the 2021-2022 school year, approximately 40% of our student body qualified for FRL program. Due to breakfast and lunch being provided to all students for free, not all families who qualify fill out forms. More students need to be maps tested in order to assess this group’s achievement in comparison to the whole student body.
- Support: One-on-one technology, backpack program, Safe School Professional check in, Homework Club.

Migrant:

- Challenge: N/A
- Support: N/A

Racial/Ethnic Groups:

- Challenge: Our student body has a significant number of native american students and multicultural students. District-wide, our native american population underperforms compared to the rest of the student body according to data released by the district. More students need to be maps tested in order to assess this group’s achievement in comparison to the whole student body.
- Support: Track formative data across racial groups to measure if any disparities during intervention

Students with IEPs:

- Challenge: Students with learning disabilities and medical conditions have challenges meeting grade level expectations. More students need to be maps tested in order to assess this group’s achievement in comparison to the whole student body.
- Support: Co-teach classes in ELA, and Math

147

Inquiry Area 2 - Adult Learning Culture

Adult Learning Culture	
Areas of Strength	Areas for Growth
<ul style="list-style-type: none"> ● Collaborative teams in PLCs and grade level teams. ● Highly qualified and experienced staff 	<ul style="list-style-type: none"> ● Teacher buy in on PLC+ book. ● Teams and PLCs change due to turnover.
<p>Problem Statement: Teacher collective efficacy needs improvement.</p> <p>Critical Root Causes of the Problem:</p> <ul style="list-style-type: none"> ● Many students are far below level in both reading and math. ● Substitute shortages lead to teachers covering other classes during their prep. 	



- Teachers are being asked to do more with less time. More teachers are working after contract hours on weekdays and weekends.
- Multiple unfilled positions, and positions filled by long term subs (ELA,SPED)
- Environmental challenges causing Middle school erratic behavior affecting teacher morale

Adult Learning Culture

School Goal: We will improve our teacher collective efficacy through PLCs and development of success criteria in all departments. Additionally, teachers will be able to use MTSS/PBIS Tier 2 supports to minimize behaviors in the classroom.

By the end of the 2022-23 school year all PLC groups will have an understanding of success criteria and its importance. By completing our PLC+ and Success criteria playbook.

By the end of the 2023-24 school year, success criteria will be implemented.

Formative Measures:

- *PLC meeting notes will be turned into admin.*

Aligned to Nevada's STIP Goal:

STIP Goal 1 STIP Goal 2

STIP Goal 3 STIP Goal 4

STIP Goal 5 STIP Goal 6



Improvement Strategy: Increase teacher efficacy through providing increased time for planning, grading, and professional learning communities (PLC) meetings.

Evidence Level: 1 (Strong)

Action Steps: *What steps do you need to take to implement this improvement strategy?*

- Use a research-based PLC model by department that focuses on student learning
 - Use NEPF criteria to guide best practices in department PLCs (PLC members)
 - Analyzing and understanding subject level content standards to develop success criteria (PLC members)
 - Teacher - choice book study or continuous improvement resources used within PLCs (PLC members)
 - Informal observations through teacher leaders and peers through PLCs and interventions teams
 - SMS staff need to read and discuss PLC+ book in PLCs
 - Develop Success criteria in grade level department teams that are reviewed by PLC.
- Develop accountability for PLC meeting and expectations for PLCs school wide (admin)
- Provide teacher- led PD training during school hours (admin lead, follow through by teachers)
- Creating Schedule for Team Intervention Meetings on Fridays for 30 minutes
- Observe success criteria implementation in Silver Springs (CIP Team)

Resources Needed: *What resources do you need to implement this improvement strategy?*

- Credit hours for collaboration time on PLC's
- Dedicated time to read PLC+ book and Success Criteria PlayBook
- Clear expectations for admin regarding implementation of PLC
- Schedule of Team Intervention Meeting Times
- Means to pull teachers to observe at Silver Springs and get class coverage.

Challenges to Tackle: *What implementation challenges do you anticipate? What are the potential solutions?*

- *Implementation Challenge:*
 - *Getting the CIP team to Silver Springs during the school day due to a lack of substitutes.*
 - *Teacher buy-in and actually reading the book and implementing success criteria with fidelity*

Lead: *Who is responsible for implementing this strategy?*
Teachers



- *Potential Solution:*
 - *Using Friday collaboration time, but there will be no students to observe, we will not be able to see how it actually looks in the classroom.*
 - *Using 'camera swivel tech' to videotape classrooms to analyze.*
 - *Clear expectations and accountability from the admin team.*

Funding: *What funding sources can you use to pay for this improvement strategy(ies) associated with this goal?*

- *Title Funds*

150

Resource Equity Supports: *Based on your Data Dive and Root Cause Analysis, what if any resource inequities did you identify for the following student groups specific to this goal? (Consider any challenges these groups face.) What, specifically, will you do to support them to overcome these challenges?*

English Learners

- Challenge: English language learners have language deficits. More students need to be maps tested in order to assess this group's achievement in comparison to the whole student body.
- Support: Meeting with intervention teams and PLCs will allow us to collaborate and discuss strategies and supports for these learners.

Foster/Homeless:

- Challenge: CIT students tend to be chronically absent. This makes it difficult to get students to complete all MAPs tests throughout the year. These students also miss instructional time and accumulate missing assignments due to absences. More students need to be maps tested in order to assess this group's achievement in comparison to the whole student body.
- Support: Meeting with intervention teams and PLCs will allow us to collaborate and discuss strategies and supports for these learners

Free and Reduced Lunch:

- Challenge: In the 2021-2022 school year, approximately 40% of our student body qualified for FRL program. Due to breakfast and lunch being provided to all students for free, not all families who qualify fill out forms. More students need to be maps tested in order to assess this group's achievement in comparison to the whole student body.



- Support: Meeting with intervention teams and PLCs will allow us to collaborate and discuss strategies and supports for these learners

Migrant:

- Challenge: N/A
- Support: N/A

Racial/Ethnic Groups:

- Challenge: Our student body has a significant number of native american students and multicultural students. District-wide, our native american population underperforms compared to the rest of the student body according to data released by the district. More students need to be maps tested in order to assess this group’s achievement in comparison to the whole student body.
- Support: Meeting with intervention teams and PLCs will allow us to collaborate and discuss strategies and supports for these learners

Students with IEPs:

- Challenge: Students with learning disabilities and medical conditions have challenges meeting grade level expectations. More students need to be maps tested in order to assess this group’s achievement in comparison to the whole student body.
- Support: Meeting with intervention teams and PLCs will allow us to collaborate and discuss strategies and supports for these learners

Inquiry Area 3 - Connectedness

Connectedness	
Areas of Strength	Areas for Growth
<ul style="list-style-type: none"> ● 80% implementation of tier 1 ● Parent and student advisory focus groups. ● Leadership and PBIS provide opportunities for students to connect. ● Favorable in all areas of student climate survey 	<ul style="list-style-type: none"> ● Tier 2 Implementation ● Teacher Buy-In
<p>Problem Statement: Self-management skills, emotional safety, and physical safety at school can be improved. We are favorable in all categories, but lowest in self management skills.</p> <p>Critical Root Causes of the Problem:</p> <ul style="list-style-type: none"> ● SEL program has not been implemented with fidelity, these skills are not taught explicitly. 	

151

Connectedness



School Goal: We will improve our students' connectedness by increasing physical safety, emotional safety, and social/emotional competence scores by 5 points in each category by June 2023. 70% of students need to participate and parents must engage in active consent.

Formative Measures:

- *School Climate Survey*

Aligned to Nevada's STIP Goal:

- STIP Goal 1 STIP Goal 2
- STIP Goal 3 STIP Goal 4
- STIP Goal 5 STIP Goal 6

Improvement Strategy:

- Assemblies and dances (winter formal, and spring dance, and 8th grade promotion dance)
- Quarterly buy in day. Students can use PBIS points to enter the event. Teachers can sign up to facilitate a fun activity. (first will be Oct 27th)
- School- wide raffles, school events, student store
- Counseling groups (grief, glow, friendship, divorce, career, growth mindset)
- Club - HW club, Gamer's club D&D club, yearbook, sports, extracurricular
- Implement SEL (second step or Scholastic SEL magazine and circles) Program in advisory

Evidence Level: 4- Demonstrates a Rationale

Action Steps: *What steps do you need to take to implement this improvement strategy?*

- Plan and have assemblies for students based on school/student needs
- PBIS team will plan Buy-In days
- Continue clubs and counseling groups
- Plan and have dances

Resources Needed: *What resources do you need to implement this improvement strategy?*

- Upfront costs for dances (snacks, DJ, decorations)
- Chaperones for dances
- Time to plan buy in days

Challenges to Tackle: *What implementation challenges do you anticipate? What are the potential solutions?*

Lead: *Who is responsible for implementing this strategy?*



- **Implementation Challenge:**
 - Find human resources (reliable family chaperones- not in teacher contract time)
 - Finding funds for dance
 - Honor Society is still being established
 - Having items for raffles and turn around times to get items in the store and knowing what funds can be used for which items.
 - Getting 70% of active consent from students.
- **Potential Solution:**
 - Scanning and sending digital form directly to families for permission.
 - Contacting home about family chaperones for dances

Funding: What funding sources can you use to pay for this improvement strategy(ies) associated with this goal?

- Title Funds and School Funds

153

Resource Equity Supports: Based on your Data Dive and Root Cause Analysis, what if any resource inequities did you identify for the following student groups specific to this goal? (Consider any challenges these groups face.) What, specifically, will you do to support them to overcome these challenges?

English Learners

- Challenge: English language learners have language deficits. More students need to be maps tested in order to assess this group’s achievement in comparison to the whole student body.
- Support: Allow students to express their feelings in their native language and have someone translate after. Building empathy skills and active listening.

Foster/Homeless:

- Challenge: CIT students tend to be chronically absent. This makes it difficult to get students to complete all MAPs tests throughout the year. These students also miss instructional time and accumulate missing assignments due to absences. More students need to be maps tested in order to assess this group’s achievement in comparison to the whole student body.
- Support: Allow students to write privately and only share if comfortable. Allow students to meet with counselors and/ or interventionists when needed.

Free and Reduced Lunch:

- Challenge: In the 2021-2022 school year, approximately 40% of our student body qualified for FRL program. Due to breakfast and lunch



being provided to all students for free, not all families who qualify fill out forms. More students need to be maps tested in order to assess this group’s achievement in comparison to the whole student body.

- Support: Allow students to write privately and only share if comfortable.

Migrant:

- Challenge: N/A
- Support: N/A

Racial/Ethnic Groups:

- Challenge: Our student body has a significant number of native american students and multicultural students. District-wide, our native american population underperforms compared to the rest of the student body according to data released by the district. More students need to be maps tested in order to assess this group’s achievement in comparison to the whole student body.
- Support: Acknowledge, encourage, and offer opportunities for the students to share experiences that will allow them to feel heard.

Students with IEPs:

- Challenge: Students with learning disabilities and medical conditions have challenges meeting grade level expectations. More students need to be maps tested in order to assess this group’s achievement in comparison to the whole student body.
- Support: Provide opportunities for students to self-advocate by sharing their ideas and emotions with peers and teachers.

School Community Outreach

This section highlights our school’s deliberate and strategic efforts to engage the broader school community in our continuous improvement efforts by keeping them informed on our progress and learning and eliciting their feedback and perspective.

Outreach Activity	Date	Lessons Learned from the School Community
<i>Back to School Night</i>	<i>8/15/22</i>	<ul style="list-style-type: none"> ● <i>Students and families are enthusiastic for school to start again.</i>
<i>Parent Teacher Conferences</i>	<i>10/19/22 10/20/22</i>	
<i>Parent informational event (IC access & PBIS)</i>	<i>10/19/22</i>	<ul style="list-style-type: none"> ● <i>Parents/ Guardians have the opportunity to ask questions in regards to IC and PBIS as well as receive assistance on logging in.</i>
<i>Parent Advisory Committee meeting</i>	<i>10/18/22</i>	<ul style="list-style-type: none"> ● <i>Our advisory committee will have the opportunity to look over our SSP</i>
<i>SOS parents night</i>	<i>11/1/22</i>	<ul style="list-style-type: none"> ● <i>Parents/ guardians will receive information on Signs of Suicide.</i>

District Name

Silver Stage Elementary

School Performance Plan: A Roadmap to Success

Silver Stage Elementary has established its School Performance Plan for the school year. This plan was developed by the school's continuous improvement (CI) team and informed by a comprehensive needs assessment that included data analysis and meaningful engagement with the school community. It includes the school's goals and process developed during Act 1. The CI team will monitor implementation throughout the school year and evaluate and update the goals at the end of the year.

Principal: Erin Korf

School Website:

Email: ekorf@lyoncsd.org

Phone: 775-577-5060

School Designations: Title I CSI TSI TSI/ATSI

Our SPP was last updated on 10/9/2022

School Continuous Improvement Team

The Continuous Improvement Team is made up of a diverse group of school administrators, teachers, staff, caretakers, and students charged with developing, implementing, and evaluating the school's continuous improvement efforts outlined in the School Performance Plan.

Name	Role
Erin Korf	Principal(s) (required)
Tony Wilson	Other School Administrator(s) (required)
Ethel Hatch Teri Arends	Teacher(s) (required)
Colleen Ferre	Paraprofessional(s) (required)
Le-An Roberts	Parent(s) (required)
	Student(s) (required for secondary schools)
N/A	Tribes/Tribal Orgs (if present in community)
Lori Rittenhouse Susan Cruson	Specialized Instructional Support Personnel (if appropriate)
<i>Add additional members/roles as necessary</i>	

School Demographics and Performance Information

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



School Goals and Improvement Plan

The improvement plan on the following pages articulates our goals for the upcoming school year, strategies we will employ to achieve our goals, and other important planning information.

Inquiry Area 1 - Student Success

Student Success	
Areas of Strength	Areas for Growth
<ul style="list-style-type: none"> Higher percentage of students passed math in 2021-22 than in previous years. Students are excited to take the test and are taking their time to test 	<ul style="list-style-type: none"> Data is stagnate or showing minimal growth 30% or more of students in some classrooms are still on RAP by 3rd and 4th grade
<p>Problem Statement: Student scores continue to slowly decline or remain minimally changed.</p> <p>Critical Root Causes of the Problem:</p> <ul style="list-style-type: none"> Lack of effective Tier 1 instruction with effective instructional practices. Lack of effectively identifying critical gaps and closing them. Using formative data to drive instruction 	

157

Student Success	
<p>School Goal: By Spring of 2023, SSES will have 50% of students meeting or exceeding their individual growth goals in Reading and Math as measured MAPs. Math is currently at 39.7% meeting growth targets, and reading is 33.2%.</p> <p>Formative Measures:</p> <ul style="list-style-type: none"> iReady Comprehension Checks as Pre and Post test Units of Study pre and post writing assessments DRA and Sight word assessment MAPs Assessment 	<p>Aligned to Nevada's STIP Goal:</p> <p>X STIP Goal 1 X STIP Goal 2</p> <p>X STIP Goal 3 X STIP Goal 4</p> <p> X STIP Goal 5</p>



Improvement Strategy: Use small group time to close critical gaps as measured by formative assessments.

Evidence Level: 3- Promising (What Works ClearingHouse) Our staff needs to be specific and focus on one simple strategy at a time.

Action Steps: *What steps do you need to take to implement this improvement strategy?*

- Review standards and use rubrics to determine proficiency
- Use data teams to create common assessments and develop strategies for small groups
- Use Monthly Running Records to determine books

Resources Needed: *What resources do you need to implement this improvement strategy?*

- Grade Level standards list
- Common assessments (iReady, Units of Study Writing, DRA-Collaboratively Scored)
- Planning time to understand all standards
- Continued Partnership with Boys and Girls Club
- Running Records

Challenges to Tackle: *What implementation challenges do you anticipate? What are the potential solutions?*

- *Implementation Challenge:* Creating blocked time to allow staff to dig deep into the standards
- *Potential Solution:* Each team receives 45 minutes allotted time/week for data teams and 45 minute allotted time for collaboration around essential standards and creating success criteria

Funding: *What funding sources can you use to pay for this improvement strategy(ies) associated with this goal?*

- Title 1: Part-time interventionist
- General Funds-purchase books if necessary to meet student needs

Lead: *Who is responsible for implementing this strategy?*

- Administration
- All teachers
- Support Staff

158

Resource Equity Supports¹: *Based on your Data Dive and Root Cause Analysis, what if any resource inequities did you identify for the following*

¹ “Resource equity” is the allocation and use of resources – people, time, and money – to create student experiences that enable all children to reach empowering, rigorous learning outcomes, no matter their background. (Definition adapted from USED)



student groups specific to this goal? (Consider any challenges these groups face.) What, specifically, will you do to support them to overcome these challenges?

English Learners

- Challenge: Building background knowledge and prior experiences to link to. Creating multiple opportunities for students to hear lessons/strategies.
- Support: support from ESL teacher, tutoring, 1:1 support, visual supports, various strategies to support ELL, manipulatives, books in native language and interest,

Foster/Homeless:

- Challenge: Multiple opportunities to access curriculum, create a caring environment to meet ALL student needs
- Support: Children in transition get first placement in tutoring groups, social service support, small group support

Free and Reduced Lunch:

- Challenge: Filling gaps currently there without removing from 1st shot instruction
- Support: tutoring, small group support, monitor during data teams

Migrant:

- Challenge: *NA*
- Support: *NA*

Racial/Ethnic Groups:

- Challenge: *NA*
- Support: *NA*

Students with IEPs:

- Challenge: Providing support at their current academic and social level, while also providing supports to access grade level academics and social interaction
- Support: SPED staff will have access to the same curriculum to support students, most service time will be done in the classroom with peers and not pulled out.

159

Inquiry Area 2 - Adult Learning Culture

Adult Learning Culture	
Areas of Strength	Areas for Growth
<ul style="list-style-type: none"> ● Open, collaborative teams ● Data focused meetings in place 	<ul style="list-style-type: none"> ● Deeper understanding of standards and what it means to be proficient



- Implementation of remediation and enrichment group within the classroom

Problem Statement: Although we are implementing data teams, student scores are not changing and teacher effectiveness is staying the same. We question the fidelity to which we are implementing data teams as well as the level of conversation around standards and proficiency.

Critical Root Causes of the Problem:

- Devoted, uninterrupted time in PLC’s for both administrators and teachers
- Unfamiliarity with standards and progression of standards

Adult Learning Culture

School Goal:By June 2023, 100% of teachers will be implementing success criteria for district chosen power standards as measured by data team notes and classroom walkthroughs.

Formative Measures:

- Student access to standards and success criteria
- Data Team Notetaker
- Success Criteria
- Administrator Walk-throughs

Aligned to Nevada’s STIP Goal:

- STIP Goal 1 STIP Goal 2
- STIP Goal 3 STIP Goal 4
- STIP Goal 5

160



Improvement Strategy: Staff will use “Success Criteria Book” to build success criteria for standards and assessments.

Evidence Level: Level 1: Collective Teacher Efficacy indicates an effect size of 1.57 using Hattie's research on Effective Practices (Visible Learning, John Hattie, 2009)

Action Steps: *What steps do you need to take to implement this improvement strategy?*

- Partner with Doug Reeves/Ann McCarty to visit data teams and provide feedback (7 visits)
- Assess each team 3 times during the year (self-assessment) and provide support on areas set as goals
- Administration to be present at data teams, at minimum every team, every other week.
- Data teams meet during a prep and will use a google note taker each time
- Administration to provide feedback on data team notes

Resources Needed: *What resources do you need to implement this improvement strategy?*

- Success Criteria Playbook
- Uninterrupted Scheduled Data Team Time
- Partnership with Creative Leadership Solutions

Challenges to Tackle: *What implementation challenges do you anticipate? What are the potential solutions?*

- *Implementation Challenge:* Time to create success criteria for standards
- *Potential Solution:* Use professional development time on Friday to work through “Success Criteria Playbook” book study and activities.

Funding: *What funding sources can you use to pay for this improvement strategy(ies) associated with this goal?*

- ESSERS-Collaboration with Creative Leadership Solutions
- Title 1 Funds-Professional Development Budget Line

Lead: *Who is responsible for implementing this strategy?*

- Administration to plan on going PD
- Teachers to create Success Criteria
- SPP Grade level team members to bring strengths and challenges to CIP Team to make adjustments

161

Resource Equity Supports: *Based on your Data Dive and Root Cause Analysis, what if any resource inequities did you identify for the following student groups specific to this goal? (Consider any challenges these groups face.) What, specifically, will you do to support them to overcome these challenges?*

English Learners



- Challenge: Building background knowledge and prior experiences to link to. Creating multiple opportunities for students to hear lessons/strategies.
- Support: support from ESL teacher, tutoring, 1:1 support, visual supports, various strategies to support ELL, manipulatives, books in

Foster/Homeless:

- Challenge: Multiple opportunities to access curriculum, create a caring environment to meet ALL student needs
- Support: Children in transition get first placement in tutoring groups, social service support, small group support

Free and Reduced Lunch:

- Challenge: Filling gaps currently there without removing from 1st shot instruction
- Support: tutoring, small group support, monitor during data teams

Migrant:

- Challenge: NA
- Support: NA

Racial/Ethnic Groups:

- Challenge: NA
- Support: NA

Students with IEPs:

- Challenge: Providing support at their current academic and social level, while also providing supports to access grade level academics and social interaction
- Support: SPED staff will have access to the same curriculum to support students, most service time will be done in the classroom with peers and not pulled out.

162

Inquiry Area 3 - Connectedness

Connectedness	
Areas of Strength	Areas for Growth
<ul style="list-style-type: none"> ● Welcoming, safe environment for families 	<ul style="list-style-type: none"> ● Communication with families ● Planned activities with a lot of notice to families
<p>Problem Statement: Families want more in-person events and more opportunities to be at school. Families also want more communication from school regarding events.</p>	
<p>Critical Root Causes of the Problem:</p>	



- Hard to come back to school after hours
- Schedules (when to reach the most families)

Connectedness

School Goal: By June 2023, we will increase our parent involvement at events by 20% as measured by parent sign-in sheets at events.

Formative Measures:

- Parent Sign-In pages from events
- Family Survey

Aligned to Nevada’s STIP Goal:

- X STIP Goal 1 X STIP Goal 2
- X STIP Goal 3 X STIP Goal 4
- X STIP Goal 5

Improvement Strategy 1: Monthly Newsletter Posted to Facebook, Webpage, and family emails.

Evidence Level: 3-Promising: Parental Involvement shows a .50 Effect Size based on John Hattie’s research. (Visible Learning, John Hattie, 2009).

Action Steps: *What steps do you need to take to implement this improvement strategy?*

- Create Newsletter
- Send Monthly
- Have events planned in advance to be able to notify families about

Resources Needed: *What resources do you need to implement this improvement strategy?*

- Purchase “S’more” newsletter-\$59/year subscription

Challenges to Tackle: *What implementation challenges do you anticipate? What are the potential solutions?*

- *Implementation Challenge:* Keeping up to date on the newsletter.
- *Potential Solution:* Counselor to take on responsibility of newsletter.

Lead: *Who is responsible for implementing this strategy?*

- Jessica Billings (Counselor) is in charge of newsletter
- Family Engagement Committee responsible for events
- Administration responsible for contributing to newsletter

163



Funding: *What funding sources can you use to pay for this improvement strategy(ies) associated with this goal?*

- Title 1-Family Engagement

Improvement Strategy 2: Family Nights Monthly with a student focus or attached to student presentation

Evidence Level: 3-Promising: Parental Involvement shows a .50 Effect Size based on John Hattie's research. (Visible Learning, John Hattie, 2009).

Action Steps: *What steps do you need to take to implement this improvement strategy?*

- Create family engagement committee
- Create events for the year and give to families ahead of time

Resources Needed: *What resources do you need to implement this improvement strategy?*

- Supplies specific to each event
- Prizes for event nights to encourage participation

Challenges to Tackle: *What implementation challenges do you anticipate? What are the potential solutions?*

- *Implementation Challenge:* Scheduling events well out in advance.
- Committee schedules events for the year with dates.

Funding: *What funding sources can you use to pay for this improvement strategy(ies) associated with this goal?*

- Title 1 Family Engagement Funds

164

Resource Equity Supports: *Based on your Data Dive and Root Cause Analysis, what if any resource inequities did you identify for the following student groups specific to this goal? (Consider any challenges these groups face.) What, specifically, will you do to support them to overcome these challenges?*

English Learners

- Challenge: Language Barrier to notify of events
- Support: Translate all flyers into home language, use bi-lingual staff to call EL families about events



Foster/Homeless:

- Challenge: Transportation and consistent means to get to events.
- Support: Be sure to invite foster families, connect this student with other adults that can show up for them, reach out to them individually to determine challenges of families coming to school and set interventions in place to overcome the challenges (pick up the family to get them to school if necessary)

Free and Reduced Lunch:

- Challenge: Families unable to afford to come to several events, have to pick and choose.
- Support: video chat with families that are unable to attend during “I am Proud Showcase”,

Migrant:

- Challenge: NA
- Support: NA

Racial/Ethnic Groups:

- Challenge: NA
- Support: NA

Students with IEPs:

- Challenge: Importance to families and students that they can participate as well.
- Support: phone call from special education teacher with an invite, resource staff to help students prepare work for showcase, showcase items could be related to their IEP

165

School Community Outreach

This section highlights our school’s deliberate and strategic efforts to engage the broader school community in our continuous improvement efforts by keeping them informed on our progress and learning and eliciting their feedback and perspective.

Outreach Activity	Date	Lessons Learned from the School Community
<ul style="list-style-type: none"> ● Parent Teacher Conferences ● CIP Plan Presentation ● Community Feedback Event 	Oct 19-20 Nov. 10 March. (TBD)	<ul style="list-style-type: none"> ● Add lessons learned after each outreach event.



Silver Stage High School

www.sshs.lyoncsd.org

2022-2023 School Performance Plan: A Roadmap to Success

Silver Stage High School has established their school improvement roadmap for the 2022-2023 school year. This school performance plan includes the campus's goals and process developed during Act 1. This plan will be revisited at least three times this year during Act 2 to monitor progress and once in Act 3 to assess and update the goals. Please reach out to Patrick Peters for more information.

Principal: Patrick Peters

School Website: <https://www.sshs.lyoncsd.org>

Email: ppeters@lyoncsd.org

Phone: 775-577-5071

School Designations: Title I CSI TSI TSI/ATSI

Our SPP was last updated on 10/3/2022.

School Continuous Improvement Team

The Continuous Improvement Team is made up of a diverse group of school administrators, teachers, staff, caretakers, and students charged with developing, implementing, and evaluating the school's continuous improvement efforts outlined in the School Performance Plan.

Name	Role
Patrick Peters	Principal(s) <i>(required)</i>
Stephanie Coplan	Other School Administrator(s) <i>(required)</i>
Bridget Perez- Social Studies Daniel Senger – PE – Health Patrick Billings – Social Studies Dee Connolly – Math Jenn Golden – English Jessika Batchelor – Science Anna Brueher – Librarian Priscilla Castaneda-Special Education	Teacher(s) <i>(required)</i>
Welch, Laura	Paraprofessional(s) <i>(required)</i>
Mitchelle Lee Crystal Rankin	Parent(s) <i>(required)</i>
Ayden Hesselgesser Josie McMahan WNC EDU 110 Class	Student(s) <i>(required for secondary schools)</i>
	Tribes/Tribal Orgs <i>(if present in community)</i>
	Specialized Instructional Support Personnel <i>(if appropriate)</i>
<i>Add additional members/roles as necessary</i>	

School Demographics and Performance Information

In compliance with federal and state law, Nevada's K-12 Accountability Portal provides detailed information about each school's student and staff demographics and school performance rating, a star-rating system based on the Nevada School Performance Framework (NSPF). You can find our School Rating Report at (http://nevadareportcard.nv.gov/DI/nv/lyon/silver_stage_high_school/2022)

School Goals and Improvement Plan

The improvement plan on the following pages articulates our goals for the upcoming school year, strategies we will employ to achieve our goals, and other important planning information.

Inquiry Area 1 - Student Success

Student Success	
Areas of Strength	Areas for Growth
<ul style="list-style-type: none"> SSHS Pass Rates above 95% in all core academic areas as before COVID disruptions 	<ul style="list-style-type: none"> Social Emotional - All teachers consistently using PBIS rewards
<p>Problem Statement:</p> <ul style="list-style-type: none"> We are currently not meeting all the students' individual academic and social & emotional learning needs. <p>Critical Root Causes of the Problem:</p> <ul style="list-style-type: none"> During the past two school years students struggled to be engaged in online learning. Most students struggled with being consistently engaged in the in-person learning model that occurred most of the 2021-2022 school year. 	

169

Student Success	
<p>School Goal:</p> <ul style="list-style-type: none"> By the end of the school year, SSHS students' course pass rate will remain at the successful levels Pre-COVID disruptions to have Pass Rates above 95% in all core academic areas. <p>Formative Measures:</p> <ul style="list-style-type: none"> Weekly F-Report and Pass-rate. Semester Pass Rate report.sdaddddd 	<p>Aligned to Nevada's STIP Goal:</p> <p><input type="checkbox"/> STIP Goal 1 <input checked="" type="checkbox"/> STIP Goal 2</p> <p><input checked="" type="checkbox"/> STIP Goal 3 <input checked="" type="checkbox"/> STIP Goal 4</p> <p><input type="checkbox"/> STIP Goal 5 <input checked="" type="checkbox"/> STIP Goal 6</p>

Improvement Strategy:

- Continue Student Intervention Systems - SSHS will use their student intervention activities to meet different needs of the students.

Evidence Level:

- **Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): 1 – Strong**
- **The Promise of Performance Assessments: Innovations in High School Learning and College Admission by Ronetta Guha, Tony Wagner, Linda Darling-Hammond Terri Taylor, and Diane Curtis**
- The report on which this brief is based describes performance assessments and their value for guiding and evaluating high school students' learning, as well as informing colleges and universities about what students know and can do. It explores state and local policies that support the use of such assessments, along with emerging higher education efforts to incorporate them in college admission, placement, and advising. It discusses steps that can help ensure that performance assessments are high- quality, rigorous, and well understood and that can facilitate the use of these assessments in higher education decisions care and attention.
- **External Reviewers** This report benefited from the insights and expertise of two external reviewers: Jerome A. Lucido, Professor of Practice and Executive Director, Center for Enrollment Research, Policy, and Practice, and Associate Dean for Strategic Enrollment Services, University of Southern California Rossier School of Education; and Steven Mintz, Professor of History, The University of Texas at Austin. We thank them for the care and attention they gave the report care and attempt they gave the report.

Action Steps: *What steps do you need to take to implement this improvement strategy?*

- *Continue to develop Success Criteria for Skills/Strategies and ALL Academic Content Area Standards*
- *F - Clearinghouse: This is a day that SSHS celebrates students that are passing all their classes with a free bingo celebration and other various activities for rewarding their successes and to provide remediation for students that are struggling academically.*
- *School Student Invention Team to review student data: Attendance, grades, behavior and PBIS*
- *Reboot PBIS System- Return to full PBIS implementation. Teachers struggled with Tier I and II. We need to retrain staff on the PBIS Expectations.*

Resources Needed: *What resources do you need to implement this improvement strategy?*

- *F-Clearinghouse rewards and incentives*

Lead: *Who is responsible for implementing this strategy?*
Staff, Teacher, Counselor and Administration

Challenges to Tackle: *What implementation challenges do you anticipate? What are the potential solutions?*

- *Implementation Challenge: Update during SPP Roadmap Development.*
- *Potential Solution: Update during SPP Roadmap Development.*

Funding: *What funding sources can you use to pay for this improvement strategy(ies) associated with this goal?*

- *Title I Funding \$42,000*

171

Resource Equity Supports¹: *Based on your Data Dive and Root Cause Analysis, what if any resource inequities did you identify for the following student groups specific to this goal? (Consider any challenges these groups face.) What, specifically, will you do to support them to overcome these challenges?*

English Learners

- *Challenge: Meeting the diverse needs of students.*
- *Support: Use the current student intervention system, F-Clearinghouse and additional equity support and funding that are provided to all students through use of success criteria and units of study across all content areas.*

Foster/Homeless:

- *Challenge: Meeting the diverse needs of students.*
- *Support: Use the current student intervention system, F-Clearinghouse and additional equity support and funding that are provided to all students through use of success criteria and units of study across all content areas.*

Free and Reduced Lunch:

¹ “Resource equity” is the allocation and use of resources – people, time, and money – to create student experiences that enable all children to reach empowering, rigorous learning outcomes, no matter their background. (Definition adapted from USED)

- Challenge: *Meeting the diverse needs of students.*
- Support: *Use the current student intervention system, F-Clearinghouse and additional equity support and funding that are provided to all students through use of success criteria and units of study across all content areas.*

Migrant:

- Challenge: *Meeting the diverse needs of students.*
- Support: *Use the current student intervention system, F-Clearinghouse and additional equity support and funding that are provided to all students through use of success criteria and units of study across all content areas.*

Racial/Ethnic Groups:

- Challenge: *Meeting the diverse needs of students.*
- Support: *Use the current student intervention system, F-Clearinghouse and additional equity support and funding that are provided to all students through use of success criteria and units of study across all content areas.*

Students with IEPs:

- Challenge: *Meeting the diverse needs of students.*
- Support: *Use the current student intervention system, F-Clearinghouse and additional equity support and funding that are provided to all students through use of success criteria and units of study across all content areas.*

172

Inquiry Area 2 - Adult Learning Culture

Adult Learning Culture	
Areas of Strength	Areas for Growth
<ul style="list-style-type: none"> ● <i>Professional Learning Community - Using Learning Intention and success criteria</i> 	<ul style="list-style-type: none"> ● <i>Implement School Wide Success Criteria on Close Reading</i>
<p>Problem Statement:</p> <ul style="list-style-type: none"> ● <i>Teachers need to provide more clear and focused lessons. Most teachers provide structured instructional practices based on high impact strategies (Success Criteria). The teachers that are using Success Criteria effectively have less behavior problems and little to no grade inflation. We have a high percentage of teachers use Success Criteria but we need to increase the capacity of the teacher that are not using Success Criteria</i> <p>Critical Root Causes of the Problem:</p> <ul style="list-style-type: none"> ● <i>Some teachers believe the way they are teaching is fine for their students with no research-based practices to support their argument.</i> 	

Adult Learning Culture

School Goal:

***GOAL 2:** By the end of the school year, SSHS teachers will increase the number of teachers engaged in using SSHS Instructional Units based on Learning Intentions, Success Criteria and monitoring plan to be shared out in the school's Professional Learning Communities (PLC) across all content area to 100% - Focused each Teachers' Course Units of Study and Close Reading Units of Study.*

Build a strong more Formalized/Focused Professional Learning Community by the end of the 2022/2023 school year.

Formative Measures:

- Quarterly monitoring plan that is to build in the Close Reading Unit of Study.

Aligned to Nevada's STIP Goal:

- STIP Goal 1 STIP Goal 2
- STIP Goal 3 STIP Goal 4
- STIP Goal 5 STIP Goal 6

Improvement Strategy: *Create Formal and Structured Professional Learning Communities (PLC).*

Evidence Level:

1-Strong The process has been cited by researchers and professional organizations as having potential to impact student achievement in a positive manner. As the current era of high-stakes accountability has left teachers struggling to improve the quality of teaching and learning, PLCs have been recommended to foster collaboration and make teacher practices public. Therefore, the purpose of this study was to examine elementary teachers' descriptions of their PLCs to determine if practice of the principles had an effect on student academic performance. A quantitative research design was implemented to explore the extent to which teacher training in PLC principles, the actual practice of PLC principles, and student achievement were related. A survey was utilized to collect data regarding 194 teachers' perceptions of the existence of four dimensions of PLCs within their schools, 4 years of CRCT data was examined to measure student achievement, and descriptive and inferential statistics were used to look for possible relationships between the factors. Statistical examination indicated PLC members who observed peers, provided feedback on instructional practices, worked with colleagues to judge student work quality, and collaboratively reviewed student work to improve instructional analysis were more likely to improve their quality of teaching. Further results indicated positive correlations between teacher level of education and observing peers, and between level of education and providing feedback on instructional practices. Positive correlations were also identified between student achievement on standardized assessments and teacher practice of collaboratively reviewing student work, working with colleagues to judge the quality of student work, and discussing student-centered educational issues.

Action Steps: *What steps do you need to take to implement this improvement strategy?*

- Develop Instructional Units Study Across All Academic Content to be shared in the PLC collaborations
- Share Instructional Unit data and instructional strategies used during school collaborations within the Professional Learning Community to have colleagues to provide input and feedback to build teacher efficacy

Resources Needed: *What resources do you need to implement this improvement strategy?*

- *Sibme: Instructional Video Recording System \$2,000*

Lead: *Who is responsible for implementing this strategy?
Teachers, support staff,
counselor and administration*

Challenges to Tackle: *What implementation challenges do you anticipate? What are the potential solutions?*

- *Implementation Challenge: All staff continue to push collaboration to a more data-driven, student-focused approach.*
- *Potential Solution: Continue doing what we are doing.*

Funding: *What funding sources can you use to pay for this improvement strategy(ies) associated with this goal?*

- *Title I Funding*

Resource Equity Supports: *Based on your Data Dive and Root Cause Analysis, what if any resource inequities did you identify for the following student groups specific to this goal? (Consider any challenges these groups face.) What, specifically, will you do to support them to overcome these challenges?*

English Learners

- *Challenge: Meeting the diverse needs of students.*
- *Support: Use the current student intervention system, F-Clearinghouse and additional equity support and funding that are provided to all students through use of success criteria and units of study across all content areas.*

Foster/Homeless:

- *Challenge: Meeting the diverse needs of students.*
- *Support: Use the current student intervention system, F-Clearinghouse and additional equity support and funding that are provided to all students through use of success criteria and units of study across all content areas.*

Free and Reduced Lunch:

- *Challenge: Meeting the diverse needs of students.*
- *Support: Use the current student intervention system, F-Clearinghouse and additional equity support and funding that are provided to all students through use of success criteria and units of study across all content areas.*

Migrant:

- Challenge: *Meeting the diverse needs of students.*
- Support: *Use the current student intervention system, F-Clearinghouse and additional equity support and funding that are provided to all students through use of success criteria and units of study across all content areas.*

Racial/Ethnic Groups:

- Challenge: *Meeting the diverse needs of students.*
- Support: *Use the current student intervention system, F-Clearinghouse and additional equity support and funding that are provided to all students through use of success criteria and units of study across all content areas..*

Students with IEPs:

- Challenge: *Meeting the diverse needs of students.*
- Support: *Use the current student intervention system, F-Clearinghouse and additional equity support and funding that are provided to all students through use of success criteria and units of study across all content areas.*

Inquiry Area 3 - Connectedness

Connectedness	
Areas of Strength	Areas for Growth
<ul style="list-style-type: none"> ● <i>Connecting Parents and Students Through Student LED Conferences</i> 	<p><i>Develop positive students relationship with all students.</i></p>
<p>Problem Statement:</p> <ul style="list-style-type: none"> ● We are currently not meeting all the student social & emotional learning needs of our students. <p>Critical Root Causes of the Problem:</p> <ul style="list-style-type: none"> ● Some of the students have had limited interaction amongst their peers. Students have not accessed needed support to meet the social emotional needs. 	

176

Connectedness

School Goal:

Provide 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 as measured by the Schools Fall Social Emotional Survey in the Spring of 2022.

Formative Measures:

- *Monitoring student academic success through Weekly Student Pass Rate Reports and student intervention team meetings.*

Aligned to Nevada's STIP Goal:

- STIP Goal 1 STIP Goal 2
- STIP Goal 3 STIP Goal 4
- STIP Goal 5 STIP Goal 6

Improvement Strategy:

- Develop Tier Two PBIS interventions to meet the needs of students that have more challenging needs

Evidence Level:

Level 2-Moderate

School culture is the belief and attitude influencing every aspect of how a school functions. Culture shared by all school stakeholders makes the actualization of both short-and long-term objectives easier. In this context, the best practices for shaping school culture for professional educators are personal mastery, team learning, and building a shared vision (Hall & Hord, 2015). Instructional leaders can use school culture as a tool to influence and lead by establishing coordination among employees, having a direct impact on student achievement.

Action Steps: *What steps do you need to take to implement this improvement strategy?*

- School Student Invention Team – School wide time analyzes data of students that are struggling; Attendance, grades and behavioral logs.
- Individual Student Intervention meeting – with Students Study Team (SST) – Administration, Counselor, teachers, parent and student.
- School Student Invention Team to review student data: Attendance, grades, behavior and

Lead: *Who is responsible for implementing this strategy? Staff, PBIS Team, Student Intervention Team, MTSS Facilitator, Administration*

PBIS

- Reboot PBIS System – Retrain teachers on PBIS and develop school wide Staff Expectations.

Resources Needed: *What resources do you need to implement this improvement strategy?*

- *Tier Two PBIS intervention training*
- *PBIS Reward Software \$ 1,200*

Challenges to Tackle: *What implementation challenges do you anticipate? What are the potential solutions?*

- *Implementation Challenge: **Time Management, Meeting and Collaboration Time. Small Staff, everyone doing a lot.***
- *Potential Solution: **Update during SPP Roadmap Development.***

Funding: *What funding sources can you use to pay for this improvement strategy(ies) associated with this goal?*

- *Update after Strategy Selection*

178

Resource Equity Supports: *Based on your Data Dive and Root Cause Analysis, what if any resource inequities did you identify for the following student groups specific to this goal? (Consider any challenges these groups face.) What, specifically, will you do to support them to overcome these challenges?*

English Learners

- *Challenge: **Meeting the diverse needs of students.***
- *Support: **Use the current student intervention system, F-Clearinghouse and additional equity support and funding that are provided to all students through use of success criteria and units of study across all content areas.***

Foster/Homeless:

- *Challenge: **Meeting the diverse needs of students.***
- *Support: **Use the current student intervention system, F-Clearinghouse and additional equity support and funding that are provided to all students through use of success criteria and units of study across all content areas.***

Free and Reduced Lunch:

- Challenge: *Meeting the diverse needs of students.*
- Support: *Use the current student intervention system, F-Clearinghouse and additional equity support and funding that are provided to all students through use of success criteria and units of study across all content areas.*

Migrant:

- Challenge: *Meeting the diverse needs of students.*
- Support: *Use the current student intervention system, F-Clearinghouse and additional equity support and funding that are provided to all students through use of success criteria and units of study across all content areas.*

Racial/Ethnic Groups:

- Challenge: *Meeting the diverse needs of students.*
- Support: *Use the current student intervention system, F-Clearinghouse and additional equity support and funding that are provided to all students through use of success criteria and units of study across all content areas.*

Students with IEPs:

- Challenge: *Meeting the diverse needs of students.*
- Support: *Use the current student intervention system, F-Clearinghouse and additional equity support and funding that are provided to all students through use of success criteria and units of study across all content areas.*

School Community Outreach

This section highlights our school’s deliberate and strategic efforts to engage the broader school community in our continuous improvement efforts by keeping them informed on our progress and learning and eliciting their feedback and perspective.

Outreach Activity	Date	Lessons Learned from the School Community
<i>Halloween Bash, Burger Bash, Taco. Bingo, Fine Arts Night. FASFA, Graduation Celebration. Student</i>	<i>10/6/22, 10/20/22, 11/14/22, 1/24/23</i>	Challenges: Funding restriction that we are not allow to provide dinners and lunches for parents



Lyon County School District

Silver Stage Middle School

School Performance Plan: A Roadmap to Success

Silver Stage Middle School has established its School Performance Plan for the school year. This plan was developed by the school’s continuous improvement (CI) team and informed by a comprehensive needs assessment that included data analysis and meaningful engagement with the school community. It includes the school’s goals and process developed during Act 1. The CI team will monitor implementation throughout the school year and evaluate and update the goals at the end of the year.

Principal: Amber Taylor

School Website: <https://www.ssms.lyoncsd.org>

Email: ataylor@lyoncsd.org

Phone: 775-577-5050

School Designations: Title I CSI TSI TSI/ATS

School Designations: Title I CSI TSI ATSI Zoom Victory

Our SPP was last updated on 10/03/2022

School Continuous Improvement Team

The Continuous Improvement Team is made up of a diverse group of school administrators, teachers, staff, caretakers, and students charged with developing, implementing, and evaluating the school's continuous improvement efforts outlined in the School Performance Plan.

Name	Role
Amber Taylor	Principal(s) (required)
Monie Byers	Other School Administrator(s) (required)
Monica Copple, Rachel Leach, Meghann Hackstaff, Kylie Hargett, Katrina Cooney, Tiffany Townley, Laurel Winchester	Teacher(s) (required)
Cathy Ely and David Varnadoe	Paraprofessional(s) (required)
Randie Haak, Brandy Calvet, Amber Halloway	Parent(s) (required)
Cameron Wilson	Student(s) (required for secondary schools)
na	Tribes/Tribal Orgs (if present in community)
Robyn Mergell and Madeline Hull-Taylor	Specialized Instructional Support Personnel (if appropriate)
<i>Add additional members/roles as necessary</i>	

School Demographics and Performance Information

In compliance with federal and state law, Nevada's K-12 Accountability Portal provides detailed information about each school's student and staff demographics and school performance rating, a star-rating system based on the Nevada School Performance Framework (NSPF). You can find our School Rating Report at [SchoolRatings \(2\).zip](#)



School Goals and Improvement Plan

The improvement plan on the following pages articulates our goals for the upcoming school year, strategies we will employ to achieve our goals, and other important planning information.

Inquiry Area 1 - Student Success

Student Success	
Areas of Strength	Areas for Growth
<ul style="list-style-type: none"> Majority of students grew in the area of Math and Reading on their Spring MAPs scores. Students are aware of their academic levels and are able to communicate their scores to others. Reading scores on the SBAC have remained similar over the years through the Pandemic. 	<ul style="list-style-type: none"> Only two 5th grade students passed the SBAC and five 8th grade students passed the SBAC in the Spring. Our math scores on the SBAC also decreased since the Pandemic.
<p>Problem Statement: Teachers at SSMS are not proficiently meeting their students' needs at their achievement level.</p> <p>Critical Root Causes of the Problem:</p> <ul style="list-style-type: none"> Student trauma is causing setbacks and teachers are not sure how to effectively handle the trauma. Students lack self-esteem and tend to give up easily once learning becomes difficult for them. The Pandemic caused bigger learning gaps and incomplete learning for students. Teachers lack efficacy in the area of differentiation. Teachers also lack clarity as to what differentiation looks like in their room. Students are missing fundamental math skills. 	

183

Student Success	
<p>School Goal: By the end of Spring MAPs Assessments, all students below benchmark in math and ELA will meet their typical growth goal plus 1/2 (Fall to Spring). Ex. If a student has a goal of 10 points, they will be expected to reach 15 points.</p> <p>Formative Measures:</p>	<p>Aligned to Nevada's STIP Goal:</p> <p><input type="checkbox"/> STIP Goal 1 <input type="checkbox"/> STIP Goal 2</p>



- iReady formative assessments after each unit taught in math
- 1:1 conferring session using Success Criteria
- Pre and Post writing assessments using Units of Study
- Winter MAPs assessment in math and ELA
- Student and Teacher surveys given out 4 times per year in regards to needs getting met and teacher efficacy in area of differentiation.

STIP Goal 3 STIP Goal 4
 STIP Goal 5

Improvement Strategies: Teachers will conduct conferring sessions individually or in small groups providing specific feedback in the subject areas of math and ELA. A roster will be used to check off names and take notes of students’ needs. Teachers will also check in with each other each Monday Planning Meeting to hold each other accountable in this area. Success Criteria will be used during 1:1 conferring sessions to promote student metacognition and guide instruction for differentiation.

Lead: *Who is responsible for implementing this strategy?*
All Classroom Teachers

Evidence Level: 1-John Hattie’s Visible Learning Specific Feedback .70 effect size, Specific Feedback .75, record keeping .52

Action Steps: *What steps do you need to take to implement this improvement strategy?*

- Ensure all teachers have a pensive to track 1:1 conferring conversations
- Time during Monday Planning Team Meetings and Friday Collaboration to create Success Criteria as vertical teams/departments/grade levels.
- Identify specific students needing support using the MAPs Learning Continuum and iReady Diagnostic Results.
- Work with teachers and schedule peer observation times during small group instruction and 1:1 conferring sessions.
- Office staff will refrain from interrupting class instruction and only do all calls at 7:50am and 2:00pm.
- Novice teachers will formally meet with teacher leaders once per week.

Resources Needed: *What resources do you need to implement this improvement strategy?*

- School-wide shared calendar
- Time during Monday Planning Team Meetings and Friday Collaboration
- MAPs and iReady Results and tools



- Schedule for peer observations
- Data to enter into the school-wide digital data spreadsheet

Challenges to Tackle: *What implementation challenges do you anticipate? What are the potential solutions?*

- *Implementation Challenge:* Time for collaboration, training & vertical/horizontal teaming
- Time to input data into the digital data spreadsheet
- *Potential Solution:* Plan out a yearlong master plan for Monday Planning Team Meetings, Peer Observations, and Friday Collaboration. Insert meetings into the school-wide master calendar.

Funding: *What funding sources can you use to pay for this improvement strategy(ies) associated with this goal?*

- General Budget for roving sub

185

Resource Equity Supports¹: *FRL, Racial/Ethnic Minorities, Foster/Homeless, ELL, and IEP groups will be addressed through meaningful, authentic collaboration between general education, sped teachers and support staff We also have a novice SPED teacher whom will also need support in inclusion, engagement, and discourse strategies.*

English Learners

- *Challenge:* We currently have an ELL substitute teacher with little experience working with our second language learners.
- *Support:* Provide PD in the area of engagement and discourse strategies. Also contact the District’s ELL manager so she can help provide support.

Foster/Homeless:

- *Challenge:* Our CIT population continues to increase with limited resources in this area.
- *Support:* Our counselor will identify the CIT students and provide extra tutoring for them after school.

Free and Reduced Lunch:

- *Challenge:* 100% of our population is Free and Reduced.
- *Support:* We will continue to support all of our students and ensure struggling students go through the SST process if tier 1 interventions are not successful.

¹ “Resource equity” is the allocation and use of resources – people, time, and money – to create student experiences that enable all children to reach empowering, rigorous learning outcomes, no matter their background. (Definition adapted from USED)



Migrant:

- Challenge: *NA*
- Support: *NA*

Racial/Ethnic Groups:

- Challenge: *There is not a lot of diversity at SSMS allowing our students to relate to others that look like them.*
- Support: *We will continue to support all of our students and ensure struggling students go through the SST process if tier 1 interventions are not successful. We will also include them into our Quarterly Focus Groups and ask them how we can support them better.*

Students with IEPs:

- Challenge: *Our numbers continue to grow in this area and our scores are dropping.*
- Support: *The district gave us .5 more of an allocation in our SPED staff. We will be able to do more inclusion with the added .5 teacher and support our students with their peers while in the gen. ed. Classroom.*

Inquiry Area 2 - Adult Learning Culture

Adult Learning Culture	
Areas of Strength	Areas for Growth
<ul style="list-style-type: none"> ● <i>Staff members reported that they felt more confident in the area of differentiation.</i> ● <i>Staff members are also reaching out to other staff members asking questions about small group instruction.</i> ● <i>Staff members are becoming more familiar with iReady Diagnostic results and placing kids into groups.</i> ● <i>Peer Observations were conducted and teachers found them useful.</i> 	<ul style="list-style-type: none"> ● <i>More exposure to success criteria and how to break it down.</i> ● <i>More Peer Observations and making it part of our routine.</i> ● <i>Videotaping lessons to use for reflection practices.</i>
<p>Problem Statement: Teachers do not know how to implement effective ways to differentiate and find balance in their classes.</p> <p>Critical Root Causes of the Problem:</p> <ul style="list-style-type: none"> ● Lack of time ● Lack of training ● Lack of understanding what differentiation looks like in their classroom ● Having time to analyze data and implementing the results 	

186



Adult Learning Culture

School Goal: By the end of the first semester of the 2022-2023 school year, all teachers at SSMS will build their capacity in the area of differentiation and effectively conduct differentiation and intervention groups in their classrooms, measured by teachers completing a self-assessment and administration collecting walk through data.

Formative Measures:

- Teacher Surveys
- Student Surveys
- Daily Walk-Throughs
- School-wide master calendar of all time allocated for collaboration in area of differentiation

Aligned to Nevada’s STIP Goal:

- STIP Goal 1 STIP Goal 2
- STIP Goal 3 STIP Goal 4
- STIP Goal 5

Improvement Strategy: *Teachers will analyze MAPs data (Reading and Math), iReady Data (Math), and Lucy Calkin’s Pre and Post Data (Writing) to determine students’ strengths and weaknesses and conduct learning centers with small group instruction to meet students’ needs more accurately.*

Evidence Level: (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): 1-John Hattie’s Visible Learning-Teacher Clarity .75 effect size

Action Steps: *What steps do you need to take to implement this improvement strategy?*

- *Complete Fall MAPs (math and ELA) and identify student strengths and needs.*
- *Complete Fall, Winter, and Spring iReady Diagnostic Assessment.*
- *Group students based on skill sets.*
- *Plan small group activities to address each student’s needs.*
- *Implement activities and use a roster to track specific teacher/student interactions.*
- *Complete Winter MAPs and identify student strengths and needs.*
- *Adjust small student groups accordingly*
- *During Monday Planning Team Meetings, Create Success Criteria in math and ELA to use during 1:1 conferring sessions.*
- *Peer Observations during small groups*

Resources Needed: *What resources do you need to implement this improvement strategy?*

Lead: *Who is responsible for implementing this strategy?*
All classroom teachers

187



- Professional development in the areas of differentiation, intervention, acceleration, and on how to schedule and implement centers/rotations
- PD Manager and Assistant Manager
- Supplies for centers
- Access to skill appropriate learning materials
- iReady PD in Teacher Toolbox on iReady website
- Planning Team Meetings on Mondays
- Roving Sub for Peer Observations

Challenges to Tackle: What implementation challenges do you anticipate What are the potential solutions?

- Implementation Challenge: Time for professional development & teacher collaboration/observation and teacher buy-in
- Potential Solution: Plan out a yearlong master plan for Monday Planning Team Meetings, Peer Observations, and Friday Collaboration. Insert meetings into the school-wide master calendar.

Funding: What funding sources can you use to pay for this improvement strategy(ies) associated with this goal?

- General Budget for roving sub

188

Resource Equity Supports: Based on your Data Dive and Root Cause Analysis, what if any resource inequities did you identify for the following student groups specific to this goal? (Consider any challenges these groups face.) What, specifically, will you do to support them to overcome these challenges?

Free and Reduced Lunch:

- Challenge: 100% of our population is Free and Reduced.
- Support: We will continue to support all of our students and ensure struggling students go through the SST process if tier 1 interventions are not successful.

Migrant:

- Challenge: NA
- Support: NA

Racial/Ethnic Groups:

- Challenge: There is not a lot of diversity at SSMS allowing our students to relate to others that look like them.
- Support: We will continue to support all of our students and ensure struggling students go through the SST process if tier 1 interventions are not successful. We will also include them into our Quarterly Focus Groups and ask them how we can support them better.



Students with IEPs:

- Challenge: *Our numbers continue to grow in this area and our scores are dropping.*

Support: *This district gave us .5 more of an allocation in our SPED staff. We will be able to do more inclusion with the added .5 teacher and support our students with their peers while in the gen. ed. Classroom.*

Inquiry Area 3 - Connectedness

Connectedness	
Areas of Strength	Areas for Growth
<ul style="list-style-type: none"> ● <i>Our SEL data has increased in all categories: Cultural Linguistic Competencies, Relationships, Physical Safety, Emotional Safety, and Social Emotional Competence. Our scores are higher than the district average in all areas minus one.</i> ● <i>100% of our students felt connected to at least one adult last year.</i> 	<ul style="list-style-type: none"> ● <i>We need to figure out how to improve in the area of Social Emotional Competence on the NV Climate Survey.s</i> ● <i>We also need to focus on teaching accurate ways to communicate how students are feeling.</i> ● <i>Continue to teach SEL lessons consistently.</i>
<p>Problem Statement: <i>100% of our students feel connected to one adult at SSMS, but only 48% of our students feel connected to two adults at SSMS.</i></p> <p>Critical Root Causes of the Problem:</p> <ul style="list-style-type: none"> ● <i>COVID-inconsistent attendance due to having to quarantine.</i> ● <i>Misbehaviors-causing students to miss class due to In-School Suspension, Out of School Suspension, and APEP</i> ● <i>School culture</i> ● <i>Families in this area are transient and do not stay in one location a long time.</i> ● <i>Lack of skills in building a trauma-sensitive environment</i> 	

189

Connectedness	
<p>School Goal: <i>By the end of the 3rd quarter in the 2022-2023 school year, 100% of the students at SSMS will feel connected to at least two adults who work at SSMS, students will feel valued, safe, and celebrated for their strengths. A student and teacher survey will be used to measure this goal.</i></p>	<p>Aligned to Nevada’s STIP Goal:</p> <p><input type="checkbox"/> STIP Goal 1 <input type="checkbox"/> STIP Goal 2</p>



Formative Measures:

- *Student Surveys-4 times per year*
- *NV Climate Survey*

STIP Goal 3 STIP Goal 4

STIP Goal 5 STIP Goal 6

Improvement Strategy: All Teachers will greet each student every morning and intentionally and authentically use strategies to build trauma sensitive classrooms.

Evidence Level: 2-John Hattie’s Visible Learning-Teacher and Student Relationships .52 effect size

Action Steps: *What steps do you need to take to implement this improvement strategy?*

- *Greet every student each day with a positive interaction.*
- *Model how to give appropriate comments and praise to students.*
- *Use SEL check-ins to identify students that are struggling.*
- *Consistently teach SEL lessons*
- *Read the books “Fostering the Resilient Learner” and “Strategies for Building a Trauma Sensitive Classroom.”*

Resources Needed: *What resources do you need to implement this improvement strategy?*

- *List of different ways to greet students at the door.*
- *Family Engagement Activities done monthly-Parenting Classes, Parent Universities, and Community Outreach Events.*
- *SEL app and SEL 2nd Shot Curriculum*
- *Books-“Fostering the Resilient Learner” and “Strategies for Building a Trauma Sensitive Classroom.”*
- *Teacher Leaders and Grade Level Teams to lead the book studies*

Challenges to Tackle: *What implementation challenges do you anticipate? What are the potential solutions?*

- *Implementation Challenge: Navigating negative behaviors in class. Getting all staff on board. Getting students to “buy-in” to the initiative. Providing time for grade level teams to collaborate and conduct book study lessons to staff.*
- *Potential Solution: Set up buddy room systems to help teachers navigate negative behaviors*

Lead: *Who is responsible for implementing this strategy? Teachers, custodians, administration, paraprofessionals, and secretaries*

190



demonstrated in class, consistent and frequent SEL observations, Training on the importance of SEL, Place all collaboration times onto the school-wide master calendar.

Funding: *What funding sources can you use to pay for this improvement strategy(ies) associated with this goal?*

- *Title 1 funding for books, SEL app, and parent engagement activities*

191

Resource Equity Supports: *Based on your Data Dive and Root Cause Analysis, what if any resource inequities did you identify for the following student groups specific to this goal? (Consider any challenges these groups face.) What, specifically, will you do to support them to overcome these challenges?*

Free and Reduced Lunch:

- *Challenge: 100% of our population is Free and Reduced.*
- *Support: We will continue to support all of our students and ensure struggling students go through the SST process if tier 1 interventions are not successful.*

Migrant:

- *Challenge: NA*
- *Support: NA*

Racial/Ethnic Groups:

- *Challenge: There is not a lot of diversity at SSMS allowing our students to relate to others that look like them.*
- *Support: We will continue to support all of our students and ensure struggling students go through the SST process if tier 1 interventions are not successful. We will also include them into our Quarterly Focus Groups and ask them how we can support them better. Emphasis on trauma sensitive classrooms will give teachers more strategies to develop healthy and authentic relationships.*

Students with IEPs:



- Challenge: *Our numbers continue to grow in this area and our scores are dropping.*
- Support: *This district gave us .5 more of an allocation in our SPED staff. We will be able to do more inclusion with the added .5 teacher and support our students with their peers while in the gen. ed. Classroom. Emphasis on trauma sensitive classrooms will give teachers more strategies to develop healthy and authentic relationships.*

School Community Outreach

This section highlights our school's deliberate and strategic efforts to engage the broader school community in our continuous improvement efforts by keeping them informed on our progress and learning and eliciting their feedback and perspective.

Outreach Activity	Date	Lessons Learned from the School Community
<i>Parent Advisory Committee Meeting</i>	<i>9/20/22</i>	<ul style="list-style-type: none">● Parents are concerned about their child's mental health. They are also concerned about the safety concerns at a few of our bus stops due to how adults (parents of other children) are interacting with our students. They do appreciate seeing our SRO out and about and really like the buzz-in system getting into our school. Parenting classes were suggested.

192

Lyon County School District

Sutro Elementary School

School Performance Plan: A Roadmap to Success

Sutro Elementary School has established its School Performance Plan for the school year. This plan was developed by the school's continuous improvement (CI) team and informed by a comprehensive needs assessment that included data analysis and meaningful engagement with the school community. It includes the school's goals and process developed during Act 1. The CI team will monitor implementation throughout the school year and evaluate and update the goals at the end of the year.

Principal: Michael Walker

School Website: ses.lyoncsd.org

Email: mbwalker@lyoncsd.org

Phone: (775) 246-6270

School Designations: Title I CSI TSI TSI/ATSI

Our SPP was last updated on October 6, 2022.

School Continuous Improvement Team

The Continuous Improvement Team is made up of a diverse group of school administrators, teachers, staff, caretakers, and students charged with developing, implementing, and evaluating the school's continuous improvement efforts outlined in the School Performance Plan.

Name	Role
Michael Walker	Principal
Corinne Burns	Other School Administrator(s)
Tami Bolton, April Atkinson, Kamille Carlson, Christina Reid, Renae Oliver, Kerri Estep, Emily Drews, Audrey Fitzsimmons, Allura Addington	Teacher(s)
Yolanda Ramirez	Paraprofessional(s)
Shannon Fowler	Parent(s)
N/A	Student(s)
N/A	Tribes/Tribal Orgs
N/A	Specialized Instructional Support Personnel
<i>Add additional members/roles as necessary</i>	

School Demographics and Performance Information

In compliance with federal and state law, Nevada's K-12 Accountability Portal provides detailed information about each school's student and staff demographics and school performance rating, a star-rating system based on the Nevada School Performance Framework (NSPF). You can find our School Rating Report at http://nevadareportcard.nv.gov/DI/nv/lyon/sutro_elementary_school/2022



School Goals and Improvement Plan

The improvement plan on the following pages articulates our goals for the upcoming school year, strategies we will employ to achieve our goals, and other important planning information.

Inquiry Area 1 - Student Success

Student Success	
Areas of Strength	Areas for Growth
<ul style="list-style-type: none"> ● Students are back in the classroom full time. ● Students are receiving tier I instruction and programs are in place for targeted intervention in both reading and math. ● There is a strong correlation between MAP and SBAC data showing consistency in data. ● Cohesive staff working collaboratively to meet students' needs ● 84% of the student population tested is above, at or near on Reading Claim 3 "Speaking and Listening" ● 73% of the student population tested is above, at or near on Reading Claim 4 "Research/Inquiry" ● 83% of the student population tested is above, at or near on Math Claims 2 & 4 "Problem Solving" and "Modeling and Data Analysis" ● 78% of the student population tested is above, at or near on Math Claim 3 "Communicating reasoning" ● Students participate in a minimum of 1 hour of STEAM Instruction and activities a week. 	<ul style="list-style-type: none"> ● Student MAP data shows a need for focus on: <ul style="list-style-type: none"> ○ Operations and algebraic thinking ○ Informational text strands ● SBAC data shows a need for focus in Reading aligned to: <ul style="list-style-type: none"> ○ Claim 1 "...read closely and analytically to comprehend a range of increasingly complex literary and informational texts." ○ Claim 2 "...produce effective and well-grounded writing for a range of purposes and audiences." ● SBAC data shows a need for focus in Math aligned to: <ul style="list-style-type: none"> ○ Claim 1 "...explain and apply mathematical concepts and interpret and carry out mathematical procedures with precision and fluency." ● The iReady Diagnostic has shown that over 50% of our students are at least one grade level below. ● An increased percentage of students are requiring reading acceleration plans (RAP) and extensive remediation to access grade level content.
<p>Problem Statement: Sutro students are showing great need academically and teachers are struggling to meet the diverse needs of our student population.</p> <p>Critical Root Causes of the Problem:</p> <ul style="list-style-type: none"> ● Student attendance declined because of COVID protocols and requirements ● Student behavior issues due to lack of socialization during COVID interfere with teaching/learning ● Learning loss from COVID years requires extensive intervention time while still trying to teach grade level material ● Teachers lack certainty with new curriculum and interventions 	

195



Student Success

School Goal: By spring 2025, the percent of students proficient on MAP reading and math assessments will increase to a minimum of 51%.

Formative Measures:

- By spring 2023, the percent of students proficient on MAP reading and math assessments will increase to a minimum of 37%.
- By spring 2024, the percent of students proficient on MAP reading and math assessments will increase to a minimum of 44%.

Aligned to Nevada’s STIP Goal:

x STIP Goal 1 x STIP Goal 2

x STIP Goal 3 X STIP Goal 4

STIP Goal 5

Improvement Strategy: Teachers will plan effective Tier I instruction and targeted interventions for diverse learners using instructional practices, which will be planned and prepared in PLC and coaching meetings.

Evidence Level: Hattie's research on collective teacher efficacy shows strong correlation between student achievement and collective teacher efficacy.

Action Steps: *What steps do you need to take to implement this improvement strategy?*

- Focused training for staff members on The 8 Mathematical practices, including development of academic language and resilience in students
- Professional development opportunities for ELA interventions
- Guided PLC meetings to review and address grade level data from both summative and formative assessments
- Monitoring of student progress and adjustment of interventions through the Reading Acceleration Plans for struggling readers
- Math interventions targeted to specific student needs based off individual MAP and iReady data

Lead: School Administration



Student Success

Resources Needed: *What resources do you need to implement this improvement strategy?*

- Site subscription for Fast Forward, Reflex and Frax math, and MyPath
- Teacher training for new math curriculum

Challenges to Tackle: *What implementation challenges do you anticipate? What are the potential solutions?*

- *Implementation Challenge:* Students are lacking foundational skills which impacts their ability to access grade level content.
- *Potential Solution:* PLC meetings will be used to analyze data, create a shared understanding of student achievement and mastery, and to plan for instruction, assessment, and remediation or acceleration of student learning. Common planning and preparation will be documented in Planbook.

Funding: *What funding sources can you use to pay for this improvement strategy(ies) associated with this goal?*

- Title I funds for Fast Forward, Reflex Math, and Planbook
- Title I funds to contract with math consultant for training and coaching on 8 mathematical practices
- District will purchase Edgenuity myPath

197

Resource Equity Supports¹: *Based on your Data Dive and Root Cause Analysis, what if any resource inequities did you identify for the following student groups specific to this goal? (Consider any challenges these groups face.) What, specifically, will you do to support them to overcome these challenges?*

English Learners

- **Challenge:** English language learners lack the academic vocabulary to access the content adequately.
- **Support:** Effective strategies for teaching English Language Learners will be shared during collaboration time. Teachers will use research based targeted strategies such as SIOP, GLAD, or TESL, as found in the Elevations Program, to help support English Language Learners develop their listening, speaking, reading, and writing skills. Students reading at the 40th percentile or below will be placed on a Reading Acceleration Plan (RAP) and receive targeted interventions and progress monitoring every 3 weeks.

¹ “Resource equity” is the allocation and use of resources – people, time, and money – to create student experiences that enable all children to reach empowering, rigorous learning outcomes, no matter their background. (Definition adapted from USED)



Student Success

Foster/Homeless:

- Challenge: Students in transition typically have holes in their educational record, lack access to important records such as birth certificates and immunization records, and have many social emotional needs.
- Support: These students will have quarterly academic plan reviews by the teachers and school counselor. Area resource coordinator assists families based on individualized needs. Students reading at the 40th percentile or below will be placed on a Reading Acceleration Plan (RAP) and receive targeted interventions and progress monitoring every 3 weeks. Second Step is a social emotional learning program that is implemented schoolwide.

Free and Reduced Lunch:

- Challenge: Students living in poverty and/or experiencing food insecurity have many social emotional needs.
- Support: This school year all students receive free meals. All students receive Tier 1 interventions. Data teams will focus on vertical and horizontal alignment of curriculum. Students reading at the 40th percentile or below will be placed on a Reading Acceleration Plan (RAP) and receive targeted interventions and progress monitoring every 3 weeks. Area resource coordinator will assist families based on individualized needs.

Migrant: N/A

- Challenge:
- Support:

Racial/Ethnic Groups:

- Challenge: Students of diverse backgrounds can feel isolated in school.
- Support: The data show consistent achievement among the races represented at the school. Students reading at the 40th percentile or below will be placed on a Reading Acceleration Plan (RAP) and receive targeted interventions and progress monitoring every 3 weeks. Second Step provides a framework for students to discuss similarities and differences with peers and feel connected to the school community.

Students with IEPs:

- Challenge: Students with individualized educational plans have educational goals set by their teams. The challenge is for students to receive the required support and access grade level content.
- Support: Direct explicit multisensory instruction is provided by special education teachers as determined by IEP teams. Special education teachers work with general education teachers on accommodating students to access the general education curriculum. IEP teams utilize Goalbook to align IEP goals to district standards. Students reading at the 40th percentile or below will be placed on a Reading Acceleration Plan (RAP) and receive targeted interventions and progress monitoring every 3 weeks.

198



Inquiry Area 2 - Adult Learning Culture

Adult Learning Culture	
Areas of Strength	Areas for Growth
<ul style="list-style-type: none"> Teachers and administrators received training from Creative Leadership Solutions on holding efficient professional learning communities. Teachers and administrators completed the school district's HACK training which provided knowledge and resources for digital learning and 21st Century Skills. Sixth grade teachers implemented a new math curriculum and attended professional development with school administrators on effective implementation of the program and data analysis. 	<ul style="list-style-type: none"> Lack of substitute teachers and Covid Protocols impacted the participation rates for our PLC professional development. Student data illustrates a need for greater focus on Tier I instruction and targeted interventions. The school culture needs to be more collaborative and cooperative to improve Tier I instruction.
<p>Problem Statement: Sutro students are showing great need academically and social emotionally. Teachers are struggling to meet the diverse needs of our student population.</p> <p>Critical Root Causes of the Problem:</p> <ul style="list-style-type: none"> Interrupted school attendance due to pandemic Hybrid learning models of instruction were not effective for all students Students are lacking foundational skills Teachers are lacking the skills to provide necessary remediation (academic and social emotional) while also providing instruction based on the Nevada Academic Standards 	

199

Adult Learning Culture	
<p>School Goal: By spring 2023, Sutro teachers will receive targeted professional development opportunities to enhance tier I instructional practices, data analysis skills, and to create targeted intervention and enrichment opportunities for students through work with our Creative Leadership Solutions consultant and coaching from a math consultant. Progress will be measured by self-rating of</p>	<p>Aligned to Nevada's STIP Goal:</p> <p><input type="checkbox"/> STIP Goal 1 <input checked="" type="checkbox"/> STIP Goal 2</p> <p><input checked="" type="checkbox"/> STIP Goal 3 <input checked="" type="checkbox"/> STIP Goal 4</p>



PLC processes, teacher surveys following professional development opportunities, SEL lesson tracker, and observations from administrators.

STIP Goal 5

Formative Measures:

- Self-rating of PLC groups administered three times throughout the school year
- Teacher Surveys after professional development opportunities
- Observation data from administrator notes
- Teacher reporting on lesson tracker

Improvement Strategy: Professional development will be focused on improving Tier I Instruction and collaborative practices.

Lead: School administration

Evidence Level: Hattie's research on collective teacher efficacy shows strong correlation between student achievement and collective teacher efficacy.

Action Steps: *What steps do you need to take to implement this improvement strategy?*

- Schedule PD and create a PD calendar.
- Schedule common preparation times for PLC meetings and coaching opportunities
- Create surveys to follow professional development
- Administrators will need to frequently observe Tier I instruction through teacher walkthroughs

Resources Needed: *What resources do you need to implement this improvement strategy?*

- School district will provide access to CLS for PLC development

Challenges to Tackle: *What implementation challenges do you anticipate? What are the potential solutions?*

- Implementation Challenge: Substitute shortages may still impact professional development scheduled during the work day.
- *Potential Solution:* As a team we can brainstorm creative staffing solutions to overcome substitute shortages during professional development.

Funding: *What funding sources can you use to pay for this improvement strategy(ies) associated with this goal?*

200



- Title I funds to fund contract with a math consultant

201

Resource Equity Supports: *Based on your Data Dive and Root Cause Analysis, what if any resource inequities did you identify for the following student groups specific to this goal? (Consider any challenges these groups face.) What, specifically, will you do to support them to overcome these challenges?*

English Learners

- Challenge: English language learners lack the academic vocabulary to access the content adequately.
- Support: Effective strategies for teaching English Language Learners will be shared during collaboration time. Teachers will use research based targeted strategies such as SIOP, GLAD, or TESL, as found in the Elevations Program, to help support English Language Learners develop their listening, speaking, reading, and writing skills. Students reading at the 40th percentile or below will be placed on a Reading Acceleration Plan (RAP) and receive targeted interventions and progress monitoring every 3 weeks.

Foster/Homeless:

- Challenge: Students in transition typically have holes in their educational record, lack access to important records such as birth certificates and immunization records, and have many social emotional needs.
- Support: These students will have quarterly academic plan reviews by the teachers and school counselor. Area resource coordinator assists families based on individualized needs. Students reading at the 40th percentile or below will be placed on a Reading Acceleration Plan (RAP) and receive targeted interventions and progress monitoring every 3 weeks. Second Step is a social emotional learning program that is implemented schoolwide.



Free and Reduced Lunch:

- Challenge: Students living in poverty and/or experiencing food insecurity have many social emotional needs.
- Support: This school year all students receive free meals. All students receive Tier 1 interventions. Data teams will focus on vertical and horizontal alignment of curriculum. Students reading at the 40th percentile or below will be placed on a Reading Acceleration Plan (RAP) and receive targeted interventions and progress monitoring every 3 weeks. Area resource coordinator will assist families based on individualized needs.

Migrant: N/A

- Challenge:
- Support:

Racial/Ethnic Groups:

- Challenge: Students of diverse backgrounds can feel isolated in school.
- Support: The data show consistent achievement among the races represented at the school. Students reading at the 40th percentile or below will be placed on a Reading Acceleration Plan (RAP) and receive targeted interventions and progress monitoring every 3 weeks. Second Step provides a framework for students to discuss similarities and differences with peers and feel connected to the school community.

Students with IEPs:

- Challenge: Students with individualized educational plans have educational goals set by their teams. The challenge is for students to receive the required support and access grade level content.
- Support: Direct explicit multisensory instruction is provided by special education teachers as determined by IEP teams. Special education teachers work with general education teachers on accommodating students to access the general education curriculum. IEP teams utilize Goalbook to align IEP goals to district standards. Students reading at the 40th percentile or below will be placed on a Reading Acceleration Plan (RAP) and receive targeted interventions and progress monitoring every 3 weeks.

202

Inquiry Area 3 - Connectedness

Connectedness	
Areas of Strength	Areas for Growth
<ul style="list-style-type: none"> ● All results of the school climate survey are in the favorable/most favorable areas. Physical safety is the highest of all areas. ● A social-emotional learning curriculum exists and is accessible to all teachers. It is the expectation that one 	<ul style="list-style-type: none"> ● Social and emotional competence; especially emotional regulation and grit. Students identified these areas as the most difficult in the social and emotional competence area of the school climate survey. ● Ensure the school-wide social-emotional learning



<p>lesson a week is taught in each classroom.</p> <ul style="list-style-type: none"> ● MTSS/PBIS teams service tiers I and II ● Students are placed in one of four teams (houses). They work together to earn points for their house. The theme for this year is “responsibility.” ● The school's expectations to be Respectful, Responsible, and Safe are known by all students, and teachers are modeling and implementing restorative practices on campus. 	<p>program is implemented with fidelity across all grades.</p> <ul style="list-style-type: none"> ● Streamlined referral process for students requiring targeted academic and/or behavioral interventions. ● EL and IEP students may have inadequate access to social-emotional learning curriculum due to pull out schedules and/or may not fully understand the questions asked on the climate survey. ● Parent involvement
--	--

Problem Statement: According to school climate survey data, many students report self-management as an aspect of social-emotional learning they have difficulty with. The majority of students surveyed stated they found the following two statements difficult or very difficult: “getting through something even when I feel frustrated” (70% of repondants) and “finishing tasks even when they are hard for me” (53% of repondants). There is a lack of resources to deal with extreme student behaviors.

Critical Root Causes of the Problem:

- Interrupted school attendance due to pandemic. Inconsistent attendance may lead to a lack of connectedness and falling behind of peers academically
- Hybrid learning models of instruction were not effective for all students
- Student behavior issues interfere with learning
- Students are lacking foundational social-emotional competencies
- Extreme student behaviors on campus are impacting a feeling of being safe among students
- Stresses from society (economical, social, and political) are impacting the emotional health of all students and staff.

Connectedness

<p>School Goal: By Spring 2023, all teachers will teach weekly Second Step lessons in order to increase the following CASEL competencies: Self-management and goal-directed behavior. The competency scores measured by the DESSA-mini will increase by 10% and 20% respectively.</p> <p>Formative Measures:</p> <ul style="list-style-type: none"> ● DESSA-Mini 	<p>Aligned to Nevada’s STIP Goal:</p> <p><input type="checkbox"/> STIP Goal 1 <input type="checkbox"/> STIP Goal 2</p> <p><input type="checkbox"/> STIP Goal 3 <input type="checkbox"/> STIP Goal 4</p>
---	--



- School climate survey
- Completion of the lesson tracker
- Lesson plans in Planbook include Second Step Lessons

x STIP Goal 5

Improvement Strategy: SEL curriculum will be implemented consistently and supplemental lessons and activities will be provided to support improvement in self-management. Furthermore, a universal screener will be completed to identify students lacking self-management and personal responsibility skills and carry out interventions to support areas of need. Positive Behavior Interventions and Supports (PBIS) will be implemented schoolwide to positively address student behaviors and expectations.

Evidence Level: <https://www.secondstep.org/research>

Action Steps: *What steps do you need to take to implement this improvement strategy?*

- Provide training on completing the DESSA-Mini and an opportunity to analyze the results
- Provide professional development opportunity to learn Love and Logic strategies to provide strategies teachers can use to positively influence student behaviors
- Provide training and additional support to teachers focused on the implementation of the Second Step Curriculum
- Provide incentives and rewards for positive behaviors
- Provide at least 3 parent university sessions to educate parents on school goals, state and federal requirements

Resources Needed: *What resources do you need to implement this improvement strategy?*

- Second Step curriculum
- DESSA-Mini access
- PBIS Rewards Access
- School Climate Survey

Challenges to Tackle: *What implementation challenges do you anticipate? What are the potential solutions?*

Lead: *School Counselor*

204



- **Implementation Challenge:** Teachers are concerned about the academic gaps in the educational levels of their students and may not understand the value of social emotional learning.
- **Potential Solution:** During PLC meetings and professional development meetings support and training will be provided on the importance of supporting the social emotional competencies and best practices for implementing Tier I PBIS supports.

Funding: *What funding sources can you use to pay for this improvement strategy(ies) associated with this goal?*

- Title I funds to purchase positive behavior supports, incentives, and rewards
- Title I funds to purchase subscription to PBIS Rewards site

205

Resource Equity Supports: *Based on your Data Dive and Root Cause Analysis, what if any resource inequities did you identify for the following student groups specific to this goal? (Consider any challenges these groups face.) What, specifically, will you do to support them to overcome these challenges?*

English Learners

- **Challenge:** The majority of EL's are of Hispanic origin. This population reported less favorable perceptions in each area of the school climate survey.
- **Support:** These students have access to the tier I Second Step SEL curriculum and tier II interventions. Second Step provides a framework for students to learn social-emotional competencies, discuss similarities and differences with peers, and feel connected to the school community.

Foster/Homeless:

- **Challenge:** Students in transition typically have holes in their educational record, lack access to important records such as birth certificates and immunization records, and have many social emotional needs.
- **Support:** These students will have quarterly academic plan reviews by the teachers and school counselor. Area resource coordinator assists families based on individualized needs. Second Step is a social emotional learning program that is implemented schoolwide.

Free and Reduced Lunch:

- **Challenge:** Students living in poverty and/or experiencing food insecurity have many social emotional needs.



- Support: This school year all students receive free meals. All students receive Tier I interventions. Area resource coordinator will assist families based on individualized needs.

Migrant: N/A

- Challenge:
- Support:

Racial/Ethnic Groups:

- Challenge: Students of diverse backgrounds can feel isolated in school.
- Support: Second Step provides a framework for students to learn social-emotional competencies, discuss similarities and differences with peers, and feel connected to the school community.

Students with IEPs:

- Challenge: Students with individualized educational plans have educational, behavioral, and social-emotional goals set by their teams. The challenge is for students to receive the required support and access grade level content.
- Support: Direct explicit multisensory instruction is provided by special education teachers as determined by IEP teams. Special education teachers work with general education teachers and with students in small groups to address specific social and emotional competencies that are lacking.

School Community Outreach

This section highlights our school’s deliberate and strategic efforts to engage the broader school community in our continuous improvement efforts by keeping them informed on our progress and learning and eliciting their feedback and perspective.

Outreach Activity	Date	Lessons Learned from the School Community
<i>October PAC Meeting</i>	<i>10/6/22</i>	<ul style="list-style-type: none"> ● Parents reviewed the school’s achievement data and goals established by the CIP team. There were no suggestions or even questions about the goals. ● Parents were presented information about SBAC results, which included a description of each claim. ● Parents were presented information about the CASEL competencies, school climate data, and our social emotional curriculum, Second Step.

Lyon County School District

Smith Valley School

School Performance Plan: A Roadmap to Success

Smith Valley School has established its School Performance Plan for the school year. This plan was developed by the school's continuous improvement (CI) team and informed by a comprehensive needs assessment that included data analysis and meaningful engagement with the school community. It includes the school's goals and process developed during Act 1. The CI team will monitor implementation throughout the school year and evaluate and update the goals at the end of the year.

Principal: Mr. Duane Mattice

School Website: svs.lyoncsd.org

Email: dmattice@lyoncsd.org

Phone: 775-465-2332

School Designations: Title I CSI TSI TSI/ATSI

Our SPP was last updated on October 7, 2022.

School Continuous Improvement Team

The Continuous Improvement Team is made up of a diverse group of school administrators, teachers, staff, caretakers, and students charged with developing, implementing, and evaluating the school's continuous improvement efforts outlined in the School Performance Plan.

Name	Role
Mr. Duane Mattice	Principal(s) <i>(required)</i>
Mr. Eric Ozolins (Counselor)	Other School Administrator(s) <i>(required)</i>
Mrs. Kristin Paine, Mrs. Kristina Thran, Mrs. Hollie Acciari, and Mr. Zach Kirkwood	Teacher(s) <i>(required)</i>
Ms. Jennifer Mason	Paraprofessional(s) <i>(required)</i>
Mrs. Alicia Hartman (elementary) and Mrs. Jody York (secondary)	Parent(s) <i>(required)</i>
Ms. Sarah Thran	Student(s) <i>(required for secondary schools)</i>
N/A	Tribes/Tribal Orgs <i>(if present in community)</i>
Mrs. Dana Fenili-Doll (Special Education Teacher)	Specialized Instructional Support Personnel <i>(if appropriate)</i>

School Demographics and Performance Information

In compliance with federal and state law, Nevada's K-12 Accountability Portal provides detailed information about each school's student and staff demographics and school performance rating, a star-rating system based on the Nevada School Performance Framework (NSPF). You can find our School Rating Report at (http://nevadareportcard.nv.gov/DI/nv/lyon/smith_valley_schools/2022)



School Goals and Improvement Plan

The improvement plan on the following pages articulates our goals for the upcoming school year, strategies we will employ to achieve our goals, and other important planning information.

Inquiry Area 1 - Student Success

Student Success	
Areas of Strength	Areas for Growth
<ul style="list-style-type: none"> • More than 50% of students who scored below the 40th percentile decreased (from Fall to Spring) • Literacy rates did not decrease due to summer slide 	<ul style="list-style-type: none"> • Middle school struggled with overall literacy rates • Prepare kindergarten students for MAP testing before Winter MAP assessment.
<p>Problem Statement: Student Performance Problem Statement: Kindergarten through 8th grade students at Smith Valley Schools are scoring anywhere between 7% to 44% at each grade level in the Low or Low Average area for Reading according to the MAP's testing. For example, 42% of 6th graders scored Low or Low Average and 44% of 8th graders scored Low or Low Average.</p> <p>Critical Root Causes of the Problem: Student Performance Critical Root Causes:</p> <ul style="list-style-type: none"> - Students need access to reading interventions. - Students need reading strategies throughout their classrooms/grade levels. - Students need test taking strategies and practice on questions designed and asked in the same way as the MAP's test. 	

209

Student Success	
<p>School Goal: Using the 2022-23 MAP's data, the percentage of students K - 8 who score in the Low or Low Average level, in respective grades/classes, will decrease at each testing session (Winter and Spring) by 5% or will be below 15%.</p> <p>Formative Measures:</p> <ul style="list-style-type: none"> • After reviewing the Winter and Spring data for 2021-2022, Kindergarten -6th grade and 8th grade decreased by 5% or had 15% or less in the low/low average range. 7th grade had an increase from 	<p>Aligned to Nevada's STIP Goal:</p> <p><input type="checkbox"/> STIP Goal 1 <input type="checkbox"/> STIP Goal 2</p> <p><input type="checkbox"/> STIP Goal 3 <input type="checkbox"/> STIP Goal 4</p> <p><input type="checkbox"/> STIP Goal 5</p>



15% to 33% in the low/low average range. Because of this data, we will continue this student success goal for 2022-2023.

Improvement Strategy: 7th and 8th grade to receive reading intervention in the classroom. This will be one on one or in a small group setting at least four times a week.
K-6th grade at risk students will receive reading intervention with the reading interventionist and/or in the classroom. This will be one on one or in a small group setting at least four times a week.

Evidence Level: 4- Demonstrates a Rationale

Action Steps: What steps do you need to take to implement this improvement strategy?

- Identify specific students needing support.
- Working with the teachers to receive specific strategies (RAP Plans).
- Collecting data and using the data to drive the remediation.
- Work with teachers to set up a weekly push in schedule/tracker.

Resources Needed: What resources do you need to implement this improvement strategy?

- More time for the Reading Interventionist
- Financial resources for Reading Interventionist
- Decodable books

Challenges to Tackle: What implementation challenges do you anticipate? What are the potential solutions?

- Implementation Challenge:
 - Finding financial resources given a limited budget.
 - Time in the classroom to implement the reading strategies.
- Potential Solution: Increased funding for LLI support 4 days a week.

Funding: What funding sources can you use to pay for this improvement strategy(ies) associated with this goal?

- Additional district funding

Lead: Who is responsible for implementing this strategy?
Classroom teachers and reading interventionist/s.

210



Resource Equity Supports¹: *Based on your Data Dive and Root Cause Analysis, what if any resource inequities did you identify for the following student groups specific to this goal? (Consider any challenges these groups face.) What, specifically, will you do to support them to overcome these challenges?*

English Learners

- Challenge: Language barrier, staff is spread thin.
- Support: Access to EL teacher during advisory for extra support. EL Aide will be providing both push in and pull out services during the school day

Foster/Homeless:

- Challenge: n/a
- Support: n/a

Free and Reduced Lunch:

- Challenge: n/a
- Support: Small group environment. Devices are provided for all students who are unable to purchase their own

Migrant:

- Challenge: Transient
- Support: Access to EL teacher during advisory for extra support. EL Aide will be providing both push in and pull out services during the school day

Racial/Ethnic Groups:

- Challenge: Language barrier, staff is spread thin.
- Support: Track formative data across racial groups to measure if any disparities exist during intervention.

Students with IEPs:

- Challenge: SPED staff is spread thin.
- Support: IEP accommodations and small group environment

211

¹ “Resource equity” is the allocation and use of resources – people, time, and money – to create student experiences that enable all children to reach empowering, rigorous learning outcomes, no matter their background. (Definition adapted from USED)



Inquiry Area 2 - Adult Learning Culture

Adult Learning Culture	
Areas of Strength	Areas for Growth
<ul style="list-style-type: none"> The Smith Valley School staff has performed at an effective to highly effective level on the NEPF evaluation rating system for the previous 3 years of data collection. The majority of SVS staff scored a 3 out of 4 on the NEPF instructional practice standard 4 indicator 1. A limited number of staff scored a 4 out of 4. 	<ul style="list-style-type: none"> Teachers at Smith Valley School perform lower on standard 4 indicator 1 of the NEPF teacher instructional practice evaluation framework than on any other instructional practice standards and indicators. Average scores over the 3 years ranged from a 2.7 to 2.92.
<p>Problem Statement: Most Smith Valley School students are not able to generally explain what the intended learning goal of the lesson is, why they are learning it, and what successful performance looks like. Or fully explain two of the three of the following; what the intended learning goal of the lesson is, why they are learning it, and what successful performance looks like. Both of the above descriptions are scored at a level 3 on the NEPF instructional practice evaluation framework.</p> <p>Critical Root Causes of the Problem:</p> <ul style="list-style-type: none"> Teachers prioritizing NEPF standards 1, 2, 3, and 5 as they are more directly aligned to teacher centered instruction. NEPF standard 4 is a student centered, not teacher centered activity. Lack of integration in teacher lesson design due to the need for additional training/modeling. Metacognitive activities look dramatically different across the elementary, middle, and secondary levels. 	

212

Adult Learning Culture	
<p>School Goal: The NEPF instructional practice rubric rating for standard 4 indicator 1 will be a cumulative score of 3 or higher for all Smith Valley School instructional staff during the 2022 - 2023 school year.</p> <p>Formative Measures:</p> <ul style="list-style-type: none"> Formal and informal observation data for the 2022-23 school year specific to the NEPF instructional practice standard 4 indicator 1 	<p>Aligned to Nevada's STIP Goal:</p> <p><input type="checkbox"/> STIP Goal 1 <input type="checkbox"/> STIP Goal 2</p> <p><input type="checkbox"/> STIP Goal 3 <input type="checkbox"/> STIP Goal 4</p>



STIP Goal 5

Improvement Strategy: Increase teachers exposure to student metacognition strategies K - 12th grade.

Evidence Level: 2 - Moderate

Action Steps: *What steps do you need to take to implement this improvement strategy?*

- Add student-metacognition teacher strategy share-outs during monthly staff collaboration meetings (professional development).
- Document strategies used by teachers in elementary, middle, and high school within their lesson plan design.
- Conduct formal and informal observations weekly in order to document and rate in the Evaluwise NEPF platform the students' understanding of what they are learning, why they are learning it, and what successful performance looks like.

Resources Needed: *What resources do you need to implement this improvement strategy?*

- Dedicated professional learning time for all instructional staff.
- Access to the NEPF Evaluwise platform.

Challenges to Tackle: *What implementation challenges do you anticipate? What are the potential solutions?*

- *Implementation Challenge:* There are limited opportunities to implement professional development specific to the NEPF instructional practice standard 4 indicator 1.
- *Potential Solution:* Reserve monthly collaboration time for student metacognition professional development.

Funding: *What funding sources can you use to pay for this improvement strategy(ies) associated with this goal?*

- N/A - No funding required.

Lead: *Who is responsible for implementing this strategy?*
Smith Valley School principal and teacher leaders.

213



Resource Equity Supports: *Based on your Data Dive and Root Cause Analysis, what if any resource inequities did you identify for the following student groups specific to this goal? (Consider any challenges these groups face.) What, specifically, will you do to support them to overcome these challenges?*

English Learners

- Challenge: The majority of our English learners speak English as a second language and may have difficulty in explaining their metacognitive understanding.
- Support: Opportunity for EL students to demonstrate their understanding using a variety of methods.

Foster/Homeless:

- Challenge: No specific challenge identified.
- Support: No specific support identified.

Free and Reduced Lunch:

- Challenge: No specific challenge identified.
- Support: No specific support identified.

Migrant:

- Challenge: Majority of the school’s migrant students are English learners.
- Support: EL teacher/aide support during class time.

Racial/Ethnic Groups:

- Challenge: No specific challenge identified.
- Support: No specific support identified.

Students with IEPs:

- Challenge: Students ability to perform at peer expected level.
- Support: IEP accommodations and specially designed instruction.

214

Inquiry Area 3 - Connectedness

Connectedness	
Areas of Strength	Areas for Growth
<ul style="list-style-type: none"> ● The Smith Valley School scored above the state and district averages in all climate categories. In addition, 5th/6th and 9th-12th grades scored in the favorable range in all categories exceeding district and state results. 	<ul style="list-style-type: none"> ● Although in the favorable range, our 7th-8th grade scored lowest in the area of cultural and linguistic competence. Our school scored 2 points below district and 15 points below state average respectively.
<p>Problem Statement: Students at Smith Valley School lack exposure to different cultures and ethnicities found in metropolitan areas which is</p>	



evidenced in unfavorable student relationships. In addition, Smith Valley School experiences low transiency rates, thereby limiting exposure to other cultures and ethnicities.

Connectedness

School Goal: 7th and 8th grade students will exceed the state score average of 377 by 5 points on the Culture and Climate Survey in the category of Cultural and Linguistic Competence as measured by student survey results for the 2022-2023 school year.

Formative Measures:

- 2022-2023 Climate Survey
- PBIS Data (Minor Behavior Reports)
- Staff observations

Aligned to Nevada’s STIP Goal:

- STIP Goal 1 STIP Goal 2
- STIP Goal 3 STIP Goal 4
- STIP Goal 5 STIP Goal 6

Improvement Strategy: Social emotional learning (SEL) continued to be taught to grades K-6 on a weekly basis. In addition, all 8th graders will participate and complete Pathways To Success training. This 6 week training will assist with transition from middle to high school. This SEL curriculum focuses on future goals as it strengthens the SEL of the students.

Evidence Level: 2 - Moderate.

Action Steps: What steps do you need to take to implement this improvement strategy?

- Teach Pathways curriculum to 8th graders Spring of 2023
- Design opportunities in Advisory to have students of different grade levels (7-12) interacting with one another
- 7-12 grade teachers will create advisory enrichment opportunities for collaborative interaction amongst the student body
- SEL opportunities in advisory once per month (activities with younger students, workshops with the counselor, etc)
- Student of the week and various student recognition activities

Resources Needed: What resources do you need to implement this improvement strategy?

Lead: *Who is responsible for implementing this strategy?*
All school staff

215



- Pathways curriculum

Challenges to Tackle:

- Cultural inertia
- Purposeful exposure to cultures and ethnicities outside of the Smith Valley area
- Potential Solution: guest speakers, field trips, classroom lessons/activities addressing cultural diversity

Funding: What funding sources can you use to pay for this improvement strategy(ies) associated with this goal?

- School budget
- Fundraising
- Local community organizations

216

Resource Equity Supports: *Based on your Data Dive and Root Cause Analysis, what if any resource inequities did you identify for the following student groups specific to this goal? (Consider any challenges these groups face.) What, specifically, will you do to support them to overcome these challenges?*

English Learners

- Challenge: N/A (sub-population did not meet the minimum requirement for data reporting in the Nevada School Climate Social Emotional Survey)
- Support: N/A

Foster/Homeless:

- Challenge: N/A (sub-population did not meet the minimum requirement for data reporting in the Nevada School Climate Social Emotional Survey)
- Support: N/A

Free and Reduced Lunch:

- Challenge: N/A (sub-population did not meet the minimum requirement for data reporting in the Nevada School Climate Social Emotional Survey)
- Support: N/A



<p>Migrant:</p> <ul style="list-style-type: none"> ● Challenge: N/A (sub-population did not meet the minimum requirement for data reporting in the Nevada School Climate Social Emotional Survey) ● Support: N/A <p>Racial/Ethnic Groups:</p> <ul style="list-style-type: none"> ● Challenge: N/A (sub-population did not meet the minimum requirement for data reporting in the Nevada School Climate Social Emotional Survey) ● Support: N/A <p>Students with IEPs:</p> <ul style="list-style-type: none"> ● Challenge: N/A (sub-population did not meet the minimum requirement for data reporting in the Nevada School Climate Social Emotional Survey) ● Support: N/A

School Community Outreach

This section highlights our school’s deliberate and strategic efforts to engage the broader school community in our continuous improvement efforts by keeping them informed on our progress and learning and eliciting their feedback and perspective.

217

Outreach Activity	Date	Lessons Learned from the School Community
Event 1: Fall Parent/Teacher Conferences	October 19 & 20, 2022	<ul style="list-style-type: none"> ● To be determined pending the occurrence of the event.
Event 2 : Student Focus Group Meeting	October 27, 2022	<ul style="list-style-type: none"> ● To be determined pending the occurrence of the event.
Event 3: Staff Survey	October 17, 2022	<ul style="list-style-type: none"> ● To be determined pending the occurrence of the event.
Event 3: Spring Parent/Teacher Conferences	March 29 & 30, 2023	<ul style="list-style-type: none"> ● To be determined pending the occurrence of the event.



Lyon County School District

Yerington Elementary School

School Performance Plan: A Roadmap to Success

Yerington Elementary School has established its School Performance Plan for the school year. This plan was developed by the school's continuous improvement (CI) team and informed by a comprehensive needs assessment that included data analysis and meaningful engagement with the school community. It includes the school's goals and process developed during Act 1. The CI team will monitor implementation throughout the school year and evaluate and update the goals at the end of the year.

218

Principal: Shannon Coombs

School Website: <https://www.yes.lyoncsd.org>

Email: scoombs@lyoncsd.org

Phone: 775-463-6844

School Designations: Title I CSI TSI TSI/ATSI

Our SPP was last updated on October 7, 2022



School Continuous Improvement Team

The Continuous Improvement Team is made up of a diverse group of school administrators, teachers, staff, caretakers, and students charged with developing, implementing, and evaluating the school's continuous improvement efforts outlined in the School Performance Plan.

Name	Role
Shannon Coombs	Principal(s) (required)
Alfredo Martinez	Other School Administrator(s) (required)
Kristina Matheson, Jill Page, DeeDee Kersch, Daylene Foli, Angela Sciarani, Bridgett Hartman, Korina Santos	Teacher(s) (required)
Sarah Thomas	Paraprofessional(s) (required)
Joy Manford	Parent(s) (required)
	Student(s) (required for secondary schools)
Justin Zuniga, YPT	Tribes/Tribal Orgs (if present in community)
	Specialized Instructional Support Personnel (if appropriate)

219

School Demographics and Performance Information

In compliance with federal and state law, Nevada's K-12 Accountability Portal provides detailed information about each school's student and staff demographics and school performance rating, a star-rating system based on the Nevada School Performance Framework (NSPF). You can find our School Rating Report at http://nevadareportcard.nv.gov/DI/nv/lyon/yerington_elementary_school/2022/nspf/



School Goals and Improvement Plan

The improvement plan on the following pages articulates our goals for the upcoming school year, strategies we will employ to achieve our goals, and other important planning information.

Inquiry Area 1 - Student Success

Student Success	
Areas of Strength	Areas for Growth
<ul style="list-style-type: none"> SBAC proficiency in 2022: Math 29%, 10% higher than 2021, Reading 25% SBAC ELA & Math proficiency for LEP students: 23% NWEA MAP Math proficiency > 60th percentile in Spring 2022: 27% (8% higher than 2021) Reading proficiency > 60th percentile in Spring 2022: 26% 	<ul style="list-style-type: none"> SBAC Reading and Math proficiency growth needs to continue to increase in Math, make growth year after year in Reading WIDA proficiency needs to increase, demonstrated by a higher percentage of students receiving overall scores of 4.5 or higher (10% of students tested in 2022 were proficient)
<p>Problem Statement: Yerington Elementary School has historically remained stagnant in Reading growth year after year or has had decreases in overall reading proficiency when compared to prior years when using MAP and SBAC data to determine growth. Math proficiency growth has been inconsistent in recent years.</p> <p>Critical Root Causes of the Problem:</p> <ul style="list-style-type: none"> Interventions applied are not appropriately meeting all student needs Teachers are uncertain about how to make instructional matches for such a variety of student performance levels; few math interventions are showing student growth SEL needs within our school are impacting academic performance 	

220

Student Success



School Goal: *Increase the percentage of students at or above the 60th percentile in Reading and Math, as measured by MAP for each grade level*

Formative Measures:

- *MAP data, Heggerty Phonemic Awareness Skills Screener Assessment, Developmental Reading Assessment, i-Ready assessment data*

Aligned to Nevada's STIP Goal:

- | | |
|---|--------------------------------------|
| <input checked="" type="checkbox"/> STIP Goal 1 | <input type="checkbox"/> STIP Goal 2 |
| <input checked="" type="checkbox"/> STIP Goal 3 | <input type="checkbox"/> STIP Goal 4 |
| <input type="checkbox"/> STIP Goal 5 | <input type="checkbox"/> STIP Goal 6 |

Improvement Strategy: Small Group instruction based on students' current academic needs

- *Use Heggerty Phonemic Awareness resources to monitor and track phonemic awareness skills across the school*
- *Use i-Ready resources to provide targeted instruction based on individual student needs*

Evidence Level: *Heggerty Phonemic Awareness Skills Screener indicates where students are currently performing in regard to phonological and phonemic awareness skills. i-Ready assessment data provides information about student performance in grade level curriculum as well as progress in individual skillset.*

Action Steps: *What steps do you need to take to implement this improvement strategy?*

- *Teachers need to know how to conduct the Heggerty Phonemic Awareness Skills Screener Assessment and complete the i-Ready assessments as determined by the curriculum*
- *Teachers need to provide skill appropriate Heggerty lessons to students both whole group and in strategy/small group sessions for students needing phonological and phonemic awareness skills*
- *Teachers need to continue whole group and small group literacy instruction in addition to interventions for specific students*
- *When appropriate, utilize Aimsweb for data tracking to indicate student progress in targeted areas*
- *Monitor RAP intervention strategies with data collection every 3 weeks*
- *SAC meetings in 1st and 3rd quarter where literacy progress and interventions are discussed*
- *Grade level PLCs will focus on analyzing i-Ready data 1x/month*

Resources Needed: *What resources do you need to implement this improvement strategy?*

Lead: *Who is responsible for implementing this strategy?*
Principal
Asst. Principal
Teachers

221



- *Heggerty Manuals for teachers*
- *Heggerty Subscription to skills videos*
- *Student computers to utilize skills videos*
- *Headphones if using student computers for either Literacy or Math instruction/intervention*
- *Interventionist position to provide additional small group Phonological and Phonemic Awareness lessons*
- *Interventionist position to provide Leveled Literacy Intervention to targeted students*
- *Second Step Curriculum to assist in providing SEL lessons to all students in Tier 1*
- *DESSA data to indicate student SEL needs within Tier 2*

Challenges to Tackle: *What implementation challenges do you anticipate? What are the potential solutions?*

- *Implementation Challenge: All teachers providing appropriate literacy and math lessons as well as interventions consistently in classrooms.*
- *Potential Solution: Grade level team collaboration/strategy groups*

Funding: *What funding sources can you use to pay for this improvement strategy(ies) associated with this goal?*

- *Title 1*
- *General Budget*

222

Resource Equity Supports¹: *Based on your Data Dive and Root Cause Analysis, what if any resource inequities did you identify for the following student groups specific to this goal? (Consider any challenges these groups face.) What, specifically, will you do to support them to overcome these challenges?*

English Learners

- *Challenge: Understanding the tasks assigned by teachers, how to complete the task, and how to correctly use academic vocabulary*
- *Support: EL staff collaborating with classroom teachers and providing support within the classroom to help provide accommodations to increase student understanding*

Foster/Homeless:

¹ “Resource equity” is the allocation and use of resources – people, time, and money – to create student experiences that enable all children to reach empowering, rigorous learning outcomes, no matter their background. (Definition adapted from USED)



- Challenge: *Making sure that student SEL needs are met and that students have the resources needed to be ready for school*
- Support: *CIT Supports, Counselor monthly meetings to discuss the students qualifying for CIT and to collaborate on how to meet these students' needs*

Free and Reduced Lunch:

- Challenge: *Some students receive their most complete and consistent meals when attending school*
- Support: *Counselor and HCC social worker provide food bags for students to take home on Fridays*

Migrant:

- Challenge: *Some students have received limited schooling and have enrolled at multiple schools within a short time frame and are significantly below grade level with their peers*
- Support: *EL support for students when at school, family support through Family Newsletters from EL staff*

Racial/Ethnic Groups:

- Challenge: *Make sure that all students feel supported and that their cultures/demographical areas are embraced*
- Support: *Muti-Cultural Committee will continue to plan school-wide events and educational opportunities that expose students to a variety of cultural traditions*

Students with IEPs:

- Challenge: *Students with IEPs traditionally have not made accelerated growth to perform at grade level*
- Support: *SpEd staff will collaborate with classroom teachers to help learn how to appropriately make accommodations and modifications as written into IEPs, Aimsweb data tracking to carefully examine growth in particular academic areas*

223

Inquiry Area 2 - Adult Learning Culture

Adult Learning Culture	
Areas of Strength	Areas for Growth
<ul style="list-style-type: none"> ● <i>YES Certified teachers are utilizing PLC time to examine i-Ready assessment data to assist with strategy grouping and interventions in Math</i> ● <i>MTSS provides support to teachers who are uncertain of how to make instructional matches for students; teachers are actively involved throughout the entire process of evaluating student performance, determining needs, designing interventions, and implementing interventions.</i> ● <i>School-wide PD will focus on providing support to teachers using the Love and Logic framework; teachers will be able to learn strategies for when students exhibit undesired behaviors</i> 	<ul style="list-style-type: none"> ● <i>Using small group strategy grouping as a grade level</i> ● <i>Implementation of i-Ready curriculum</i>



and collaborate with others regarding using these strategies

Problem Statement: PLCs amongst various grade levels elicited inconsistent data analysis last school year.

Critical Root Causes of the Problem:

- *Coverage for PLCs was not consistent as subs were needed to cover every classroom within a grade level*
- *Not all teachers brought data to meetings*
- *PLCs were not structured with timeframes for each step of a data team discussion*

Adult Learning Culture

School Goal: *YES Staff will improve instructional techniques in PLCs by examining class, grade level and school wide data from i-Ready, as measured by the percentage of students performing at grade level, near grade level and below grade level.*

Formative Measures:

- *i-Ready class data*
- *i-Ready grade level data*
- *i-Ready school wide data*

Aligned to Nevada's STIP Goal:

- | | |
|--|--|
| X <input type="checkbox"/> STIP Goal 1 | X <input type="checkbox"/> STIP Goal 2 |
| <input type="checkbox"/> STIP Goal 3 | <input type="checkbox"/> STIP Goal 4 |
| <input type="checkbox"/> STIP Goal 5 | X <input type="checkbox"/> STIP Goal 6 |

224



Improvement Strategy: *Structured PLCs once a month during PD time*

Evidence Level: *PLC Agendas provided by administration, data reports provided by i-Ready, Note takers from meetings, walk-through monitoring sheets for Math instruction*

Action Steps: *What steps do you need to take to implement this improvement strategy?*

- *PD schedule to include PLC time (allows for data team discussions without the need for subs)*
- *Administration conducting walk throughs during math instruction*
- *Printing grade level and school-wide i-Ready data results for discussion*

Resources Needed: *What resources do you need to implement this improvement strategy?*

- *I-Ready reports*
- *Time to provide extra support and PD to teachers*
- *PD Sessions (provided by LCSD)*

Challenges to Tackle: *What implementation challenges do you anticipate What are the potential solutions?*

- *Implementation Challenge: Full implementation of i-Ready curriculum, utilizing all aspects of new curriculum*
- *Potential Solution: Continue to provide support and PD to teachers about the aspects of i-Ready curriculum*

Funding: *What funding sources can you use to pay for this improvement strategy(ies) associated with this goal?*

- *Title 1*
- *General Budget*

Lead: *Who is responsible for implementing this strategy?*

*Principal
Asst. Principal
Teachers*

225

Resource Equity Supports: *Based on your Data Dive and Root Cause Analysis, what if any resource inequities did you identify for the following student groups specific to this goal? (Consider any challenges these groups face.) What, specifically, will you do to support them to overcome these challenges?*

English Learners

- *Challenge: Understanding the tasks assigned by teachers, how to complete the task, and how to correctly use academic vocabulary*
- *Support: EL staff collaborating with classroom teachers and providing support within the classroom to help provide accommodations to increase student understanding*



Foster/Homeless:

- Challenge: *Challenge: Making sure that student SEL needs are met and that students have the resources needed to be ready for school*
- Support: *CIT Supports, Counselor monthly meetings to discuss the students qualifying for CIT and to collaborate on how to meet these*

Free and Reduced Lunch:

- Challenge: *Some students receive their most complete and consistent meals when attending school*
- Support: *Counselor and HCC social worker provide food bags for students to take home on Fridays*

Migrant:

- Challenge: *Some students have received limited schooling and have enrolled at multiple schools within a short time frame and are significantly below grade level with their peers*
- Support: *EL support for students when at school, family support through Family Newsletters from EL staff*

Racial/Ethnic Groups:

- Challenge: *Make sure that all students feel supported and that their cultures/demographical areas are embraced*
- Support: *Muti-Cultural Committee will continue to plan school-wide events and educational opportunities that expose students to a variety of cultural traditions*

Students with IEPs:

- Challenge: *Students with IEPs traditionally have not made accelerated growth to perform at grade level*
- Support: *SpEd staff will collaborate with classroom teachers to help learn how to appropriately make accommodations and modifications as written into IEPs, Aimsweb data tracking to carefully examine growth in particular academic areas*

226

Inquiry Area 3 - Connectedness

Connectedness	
Areas of Strength	Areas for Growth
<ul style="list-style-type: none"> ● <i>Family Nights encourage family engagement in students' education</i> ● <i>PBIS Diamond Award for 2021-22 School Year</i> 	<ul style="list-style-type: none"> ● <i>Utilizing DESSA results for providing appropriate SEL services</i> ● <i>Providing Newsletters and Videos that EL families to help provide support to all families</i> ● <i>Communicating what interventions are available in all Tier Levels</i> ● <i>Consistently using PBIS Rewards</i>
<p>Problem Statement: <i>Some staff members are utilizing PBIS Rewards and regularly recognizing students for following expectations. However, staff who work with younger students have voiced frustration because awarding points in the app is not meaningful for a young child as they</i></p>	



can't grasp the concept of a digital point. Additionally, staff is uncertain about who is Tier 1, Tier 2, and Tier 3 at YES.

Critical Root Causes of the Problem:

- *Different systems are in place across the school to reward students for being respectful, responsible, and safe.*
- *PBIS Team meets to discuss Tier 1, Tier 2 and Tier 3. This information has not been shared out to staff.*

Connectedness

School Goal: *YES will have all staff members using the PBIS databases, with all staff explicitly teaching and reviewing expectations and documenting student interventions.*

Formative Measures:

- *SWIS data regarding student behavior*
- *PBIS Rewards system data*

Aligned to Nevada's STIP Goal:

- STIP Goal 1 STIP Goal 2
- STIP Goal 3 STIP Goal 4
- STIP Goal 5 STIP Goal 6

227



Improvement Strategy: *YES staff will be more consistent with the use of SWIS and PBIS Rewards to collect data as well as encourage responsible, respectful and safe behavior.*

Evidence Level: PBIS Team Meeting notes

Action Steps: *What steps do you need to take to implement this improvement strategy?*

- *SEL Lesson support (Tier 1)*
- *Provide directions to staff about using SWIS and PBIS Rewards*
- *Develop a plan with PBIS team about communicating Tier 1 and Tier 2 interventions and their effectiveness*

Resources Needed: *What resources do you need to implement this improvement strategy?*

- *Second Step SEL lessons in classrooms*
- *Staff access to PBIS Apps SWIS Suite*
- *Staff access to PBIS Rewards*
- *Student and group codes for PBIS Rewards printed*

Challenges to Tackle: *What implementation challenges do you anticipate What are the potential solutions?*

- *Implementation Challenge: Lack of consistency across YES Staff*
- *Potential Solution: Provide optional PD sessions to staff on PBIS Rewards and SWIS usage*

Funding: *What funding sources can you use to pay for this improvement strategy(ies) associated with this goal?*

- *Title 1*
- *General Budget*

Lead: *Who is responsible for implementing this strategy?
Update after Strategy
Selection*

228

Resource Equity Supports: *Based on your Data Dive and Root Cause Analysis, what if any resource inequities did you identify for the following student groups specific to this goal? (Consider any challenges these groups face.) What, specifically, will you do to support them to overcome these challenges?*

English Learners

- *Challenge: Understanding the tasks assigned by teachers, how to complete the task, and how to correctly use academic vocabulary*
- *Support: EL staff collaborating with classroom teachers and providing support within the classroom to help provide accommodations to*



increase student understanding

Foster/Homeless:

- Challenge: *Making sure that student SEL needs are met and that students have the resources needed to be ready for school*
- Support: *CIT Supports, Counselor monthly meetings to discuss the students qualifying for CIT and to collaborate on how to meet these*

Free and Reduced Lunch:

- Challenge: *Some students receive their most complete and consistent meals when attending school*
- Support: *Counselor and HCC social worker provide food bags for students to take home on Fridays*

Migrant:

- Challenge: *Some students have received limited schooling and have enrolled at multiple schools within a short time frame and are significantly below grade level with their peers*
- Support: *EL support for students when at school, family support through Family Newsletters from EL staff*

Racial/Ethnic Groups:

- Challenge: *Make sure that all students feel supported and that their cultures/demographical areas are embraced*
- Support: *Muti-Cultural Committee will continue to plan school-wide events and educational opportunities that expose students to a variety of cultural traditions*

Students with IEPs:

- Challenge: *Students with IEPs traditionally have not made accelerated growth to perform at grade level*
- Support: *SpEd staff will collaborate with classroom teachers to help learn how to appropriately make accommodations and modifications as written into IEPs, Aimsweb data tracking to carefully examine growth in particular academic areas*

229

School Community Outreach

This section highlights our school’s deliberate and strategic efforts to engage the broader school community in our continuous improvement efforts by keeping them informed on our progress and learning and eliciting their feedback and perspective.

Outreach Activity	Date	Lessons Learned from the School Community
<i>Open House Meet and Greet</i>	<i>8/15/2022</i>	<ul style="list-style-type: none"> ● <i>The Yerington Community loved to meet their children’s’ teachers prior to school stating on 8/17/22</i>
<i>Family Literacy Night and Book Fair</i>	<i>9/19/2022</i>	<ul style="list-style-type: none"> ● <i>Parents were excited to have packets of ways to enhance literacy skills at home for a variety of reading levels, students were excited to pick a free</i>



		<i>book to take home! Parents encouraged students to pick books that were a “good fit” for independent reading or picked books together that they could read together.</i>
		•

Lyon County School District

Yerington High School

School Performance Plan: A Roadmap to Success

Yerington High School has established its School Performance Plan for the school year. This plan was developed by the school's continuous improvement (CI) team and informed by a comprehensive needs assessment that included data analysis and meaningful engagement with the school community. It includes the school's goals and process developed during Act 1. The CI team will monitor implementation throughout the school year and evaluate and update the goals at the end of the year.

Principal: Kathy Bomba-Edgerton, PhD
School Website: <https://www.yhs.lyoncsd.org>
Email: kbomba-edgerton@lyoncsd.org
Phone: 775-463-6822, ext. # 60306
School Designations: Title I

Our SPP was last updated on October 15^h, 2022

School Continuous Improvement Team

The Continuous Improvement Team is made up of a diverse group of school administrators, teachers, staff, caretakers, and students charged with developing, implementing, and evaluating the school's continuous improvement efforts outlined in the School Performance Plan.

Name	Role
Kathy Bomba-Edgerton, principal	Principal(s) <i>(required)</i>
Ally Sceirine, assistant principal	Other School Administrator(s) <i>(required)</i>
Jennifer Smith, Shane Wake, Royce Aldridge, Nicole LaFleur, Jennifer Sexson	Teacher(s) <i>(required)</i>
Sydney Davis	Paraprofessional(s) <i>(required)</i>
Sarah Thomas	Parent(s) <i>(required)</i>
Trinity Ricketts, senior	Student(s) <i>(required for secondary schools)</i>
	Tribes/Tribal Orgs <i>(if present in community)</i>
	Specialized Instructional Support Personnel <i>(if appropriate)</i>
Todd Hunt	School Counselor

School Demographics and Performance Information

In compliance with federal and state law, Nevada's K-12 Accountability Portal provides detailed information about each school's student and staff demographics and school performance rating, a star-rating system based on the Nevada School Performance Framework (NSPF). You can find our School Rating Report at http://nevadareportcard.nv.gov/DI/nv/lyon/yerington_high_school/2022.



School Goals and Improvement Plan

The improvement plan on the following pages articulates our goals for the upcoming school year, strategies we will employ to achieve our goals, and other important planning information.

Inquiry Area 1 - Student Success

Student Success	
Areas of Strength	Areas for Growth
<ul style="list-style-type: none"> According to the 2021 Nevada Climate Survey, our strength is being able to build positive relationships with students. 	<ul style="list-style-type: none"> Reduce failure rates
<p>Problem Statement: We feel that too many students are failing classes at the end of each semester, so students are not on track to graduate on time.</p> <p>Critical Root Causes of the Problem:</p> <ul style="list-style-type: none"> We are not using data to drive instructional strategies. We do not self-reflect enough on our instruction in order to make improvements. 	

233

Student Success	
<p>School Goal: Our goal is to reduce failure rates each semester by 5%.</p> <p>Formative Measures:</p> <ul style="list-style-type: none"> Fall, winter, and spring MAP data “Reflection Monday” meetings Grade checks every Monday Progress report grades & semester grades 	<p>Aligned to Nevada’s STIP Goal:</p> <p><input type="checkbox"/> STIP Goal 1 <input checked="" type="checkbox"/> STIP Goal 2</p> <p><input checked="" type="checkbox"/> STIP Goal 3 <input type="checkbox"/> STIP Goal 4</p> <p><input type="checkbox"/> STIP Goal 5</p>



Improvement Strategy: Use MAP data to help guide instruction, and to use “Reflection Mondays” to ensure we are making instructional matches with students based on needs.

Evidence Level: Grade checks, planning, attendance at “Reflection Mondays”, observation data to track instructional strategies

Action Steps: What steps do you need to take to implement this improvement strategy?

- MAP test students
- Train staff how to read MAP data
- Provide time for teachers to review data and provide strategies to help fill in gaps
- Calendar “Reflection Mondays” for staff
- Track high yield strategies used in the classroom through observation data

Resources Needed: What resources do you need to implement this improvement strategy?

- Administration to train staff on MAP data
- High Yield, research based instructional strategies to use in the classroom

Challenges to Tackle: *What implementation challenges do you anticipate? What are the potential solutions?*

- *Implementation Challenge:* Time for teachers to dive into MAP data
- *Potential Solution:* Provide time during staff collaboration & during department meetings

Funding: *What funding sources can you use to pay for this improvement strategy(ies) associated with this goal?*

- No funding needed

Lead: *Who is responsible for implementing this strategy?*
All of the YHS teachers and the administration are responsible for implementing this strategy.

234

Resource Equity Supports¹: *Based on your Data Dive and Root Cause Analysis, what if any resource inequities did you identify for the following student groups specific to this goal? (Consider any challenges these groups face.) What, specifically, will you do to support them to overcome these challenges?*

English Learners

- Challenge: 43% of our student population is Hispanic. Some of these students do not speak English so MAP data may not be data that help us.

¹ “Resource equity” is the allocation and use of resources – people, time, and money – to create student experiences that enable all children to reach empowering, rigorous learning outcomes, no matter their background. (Definition adapted from USED)



- Support: We will also use WIDA data and reach out to ELIS (English Language Implementation Specialist) for support.

Foster/Homeless:

- Challenge: Attendance can be a challenge for these students. We will schedule enough time to ensure we can get these students tested so we have data for them as well.
- Support: Attendance secretary can help us know when these students are present at school, so these students can take the MAP tests. We will work closely with foster parents so they understand what we are doing at our school allowing them to help their foster students.

Free and Reduced Lunch:

- Challenge: No specific challenges identified at this time. All students receive free breakfast and lunch this year.
- Support: No specific challenges identified at this time.

Migrant:

- Challenge: Some of our students do not speak English so MAP data may not be data that help us. We will also use WIDA data in our daily instruction and when creating assignments and assessments for these students.
- Support: We will support these students like we do our ELL students, getting support and help from ELIS (English Language Implementation Specialist).

Racial/Ethnic Groups:

- Challenge: 43% of our students are Hispanic.
- Support: We will also use WIDA data for students in the ESL program and reach out to ELIS (English Language Implementation Specialist) for support.

Students with IEPs:

- Challenge: Students with IEPs struggle with mastering curriculum. Some teachers do not know how to correctly accommodate for students.
- Support: Administration and special education teachers will provide detailed support for teachers with ways to accommodate students. We will continue to review IEPs and ensure that instruction is consistently aligned to meet students' needs.

235

Inquiry Area 2 - Adult Learning Culture

Adult Learning Culture	
Areas of Strength	Areas for Growth
<ul style="list-style-type: none"> ● According to the 2021-2022 Nevada Climate survey data, 79% of the students feel safe at YHS. 	<ul style="list-style-type: none"> ● An area of growth is to strengthen our PBIS program among the staff to ultimately reduce referrals.
<p>Problem Statement: Not all teachers fully understand PBIS. We need to know the purpose and the “why” behind using PBIS.</p>	



Critical Root Causes of the Problem:

- We need to dedicate more time during collaboration to train and collaborate on PBIS.

Adult Learning Culture

School Goal: As a staff at YHS, we want to strengthen our PBIS program and reduce referrals by 5% every semester.

Formative Measures:

- Follow our PBIS behavior flowchart/discuss as a staff
- Communication logs with parents/guardians
- Review referrals written by teachers in IC

Aligned to Nevada’s STIP Goal:

- STIP Goal 1 STIP Goal 2
- STIP Goal 3 STIP Goal 4
- STIP Goal 5 STIP Goal 6

Improvement Strategy: Train staff on PBIS Behavior Flowchart to promote communication with families and reduce referrals, keeping students in class

Evidence Level: Number of referrals in IC

Action Steps: *What steps do you need to take to implement this improvement strategy?*

- Provide training to all staff in PBIS Behavior Flowchart
- Review referral data quarterly during staff collaboration

Resources Needed: *What resources do you need to implement this improvement strategy?*

- Copies of PBIS Behavior Flowchart for all classrooms and staff members

Challenges to Tackle: *What implementation challenges do you anticipate? What are the potential solutions?*

- *Implementation Challenge:* A challenge is making all staff members confident using the PBIS Behavior Flowchart. This is new for several teachers. Some teachers never reteach expectations and just write a referral without giving students another opportunity to learn.

Lead: *Who is responsible for implementing this strategy?* Administration will provide training on PBIS Behavior Flowchart. Teachers are responsible for communicating with parents/guardians.

236



- *Potential Solution:* We will continue to talk about this at every staff meeting to ensure that there aren't any questions from staff so we can support them along the way. We want this to be an open dialogue all year.

Funding: *What funding sources can you use to pay for this improvement strategy associated with this goal?*

- Title I

237

Resource Equity Supports: *Based on your Data Dive and Root Cause Analysis, what if any resource inequities did you identify for the following student groups specific to this goal? (Consider any challenges these groups face.) What, specifically, will you do to support them to overcome these challenges?*

English Learners

- Challenge: Ensuring our Spanish speaking students understand why they are receiving tickets for positive behaviors, and using them in the PBIS store.
- Support: Remind students to use their tickets earned in the PBIS store.

Foster/Homeless:

- Challenge: Ensuring students know why they are getting PBIS tickets and to use them in the PBIS student store.
- Support: Remind students to use their tickets earned in the PBIS store.

Free and Reduced Lunch:

- Challenge: Ensuring students understand why they are receiving tickets for positive behaviors, and using them in the PBIS store.
- Support: Remind students to use their tickets earned in the PBIS store.

Migrant:

- Challenge: Ensuring our Spanish speaking students understand why they are receiving tickets for positive behaviors, and using them in



the PBIS store.

- Support: Remind students to use their tickets earned in the PBIS store.

Racial/Ethnic Groups:

- Challenge: Ensuring Spanish speaking students understand why they are receiving tickets for positive behaviors, and using them in the PBIS store.
- Support: Remind students to use their tickets earned in the PBIS store.

Students with IEPs:

- Challenge: Ensuring students understand why they are receiving tickets for positive behaviors, and using them in the PBIS store.
- Support: Remind students to use their tickets earned in the PBIS store.

Inquiry Area 3 - Connectedness

Connectedness	
Areas of Strength	Areas for Growth
<ul style="list-style-type: none"> ● According to our Nevada Climate survey data from 2021, 79% of our students feel like they belong to the school. 	<ul style="list-style-type: none"> ● We would like more parent involvement, especially at events such as parent/teacher conferences and FASA night. We need to have more events like Open House to invite the parents.
<p>Problem Statement: We do not have enough parent involvement.</p> <p>Critical Root Causes of the Problem:</p> <ul style="list-style-type: none"> ● We are not communicating enough. We are not maximizing ways to communicate with parents through our website, social media, school newsletter, and IC messages. We have not had events in the past like Open House so parents could attend. 	

238

Connectedness	
<p>School Goal: As a school, we want to offer two more school events that we initiate and communicate with parents to get them more involved.</p> <p>Formative Measures:</p> <ul style="list-style-type: none"> ● Checklist of ways to communicate to ensure we have used all ways of communication. ● Take attendance at events so we can count how many parents are attending. 	<p>Aligned to Nevada’s STIP Goal:</p> <p><input type="checkbox"/> STIP Goal 1 <input type="checkbox"/> STIP Goal 2</p> <p><input type="checkbox"/> STIP Goal 3 <input type="checkbox"/> STIP Goal 4</p>



- Offer two more events for families to attend at YHS

STIP Goal 5 STIP Goal 6

Improvement Strategy: We would like to offer two more events and increase communication for more parent/guardian involvement.

Evidence Level: Checklist of ways to communicate and offer more events for YHS families

Action Steps: *What steps do you need to take to implement this improvement strategy?*

- Create checklist so all of our events get posted and communicated to families
- Offer two more events for families to attend

Resources Needed: *What resources do you need to implement this improvement strategy?*

- Webmaster
- List of current events and brainstorm other events for YHS families

Challenges to Tackle: *What implementation challenges do you anticipate What are the potential solutions?*

- *Implementation Challenge:* Some parents do not notify us when their information changes, so some of this information like cell phone numbers and email addresses are not updated or correct, which makes it hard to communicate with all families.
- *Potential Solution:* At the entrance of events, we will have a table for parents to stop at to ensure demographic information is up to date. If information has changed, we will ask our registrar to update the information in IC.

Funding: *What funding sources can you use to pay for this improvement strategy associated with this goal?*

- Title I

Lead: *Who is responsible for implementing this strategy?*
Administration, staff, and webmaster

239

Resource Equity Supports: *Based on your Data Dive and Root Cause Analysis, what if any resource inequities did you identify for the following student groups specific to this goal? (Consider any challenges these groups face.) What, specifically, will you do to support them to overcome these challenges?*



English Learners

- Challenge: Our ELL students have parents who do not speak English, so communication can be challenging.
- Support: Translate information into Spanish for parents, and have translators available at events so all families feel welcomed.

Foster/Homeless:

- Challenge: It be a challenge for our homeless/foster families to get to school because they do not have the means to do so. These families may not have child care for other siblings in the household.
- Support: We can work with the families and arrange a time to do a home visit with them.

Free and Reduced Lunch:

- Challenge: Like our foster/homeless families, our free and reduced lunch students may have families that cannot make it to the school for events because they do not have the means to do so. Some of these parents also work multiple jobs so they do not have the time to attend. They also may not have child care for other siblings in the household.
- Support: We can work with the families and arrange time to do a home visit with them.

Migrant:

- Challenge: Some of these students have parents who do not speak English, so communication can be challenging.
- Support: Translate information into Spanish for parents, and have translators available at events so all families feel welcomed.

Racial/Ethnic Groups:

- Challenge: Some of these students have parents who do not speak English, so communication can be challenging.
- Support: Translate information into Spanish for parents, and have translators available at events so all families feel welcomed.

Students with IEPs:

- Challenge: There are families who feel that the information does not pertain to them because their student is in the special education program.
- Support: When communicating about events at school, we need to be clear that all students and families are invited and that the event is important that all families to attend because it will benefit all students and their families.

240

School Community Outreach

This section highlights our school’s deliberate and strategic efforts to engage the broader school community in our continuous improvement efforts by keeping them informed on our progress and learning and eliciting their feedback and perspective.

Outreach Activity	Date	Lessons Learned from the School Community
Open House	August 15 th , 5pm	<ul style="list-style-type: none"> ● We learned that parents enjoyed Open House. Feedback from families was positive. The parents liked meeting the teachers and having the opportunity to talk to them before the school year started. One thing we



FAFSA Night	October 10 th , 6pm	will do next year is wear name tags so we can easily be identified. <ul style="list-style-type: none">• We have 45 families attend our FAFSA night on October 10, 2022.
Parent University- Sharing student MAP data with parents/guardians	October 19 th & 20 th , 2022	



Lyon County School District

Yerington Intermediate School

School Performance Plan: A Roadmap to Success

Yerington Intermediate School has established its School Performance Plan for the school year. This plan was developed by the school's continuous improvement plan (CIP) team and informed by a comprehensive needs assessment that included data analysis and meaningful engagement with the school community. It includes the school's goals and process developed during Act 1. The CI team will monitor implementation throughout the school year and evaluate and update the goals at the end of the year.

Principal: Christina Haas

School Website: www.yis.lyoncsd.org

Email: chaas@lyoncsd.org

Phone: 775.463.6833

School Designations: Title I CSI TSI TSI/ATSI

Our SPP was last updated on 9/30/22



School Continuous Improvement Team

The Continuous Improvement Team is made up of a diverse group of school administrators, teachers, staff, caretakers, and students charged with developing, implementing, and evaluating the school's continuous improvement efforts outlined in the School Performance Plan.

Name	Role
Christina Haas	Principal
Scott Gillespie	Other School Administrator(s) <i>(required)</i>
John Nicholas	Teacher(s) <i>(required)</i>
Monica Sanderson	Teacher(s) <i>(required)</i>
Vicky-Ow-Wing	Teacher(s) <i>(required)</i>
Rebecca Lee	Teacher(s) <i>(required)</i>
Vicky Ross	Paraprofessional(s) <i>(required)</i>
Jazmine Galindo	Parent(s) <i>(required)</i>
Student Focus Group	Student(s) <i>(required for secondary schools)</i>
Education Director	Tribes/Tribal Orgs <i>(if present in community)</i>
Elisa Martinez, Carrie Osborne	Specialized Instructional Support Personnel <i>(if appropriate)</i>

School Demographics and Performance Information

In compliance with federal and state law, Nevada's K-12 Accountability Portal provides detailed information about each school's student and staff demographics and school performance rating, a star-rating system based on the Nevada School Performance Framework (NSPF). You can find our School Rating Report at http://nevadareportcard.nv.gov/DI/nv/lyon/yerington_intermediate_school/2022/nspf/



School Goals and Improvement Plan

The improvement plan on the following pages articulates our goals for the upcoming school year, strategies we will employ to achieve our goals, and other important planning information.

Inquiry Area 1 - Student Success

Student Success	
Areas of Strength	Areas for Growth
<ul style="list-style-type: none"> Our opportunity to pilot I-Ready in 2021-2022 school year has increased student and teacher knowledge base of the program for students in the 2022-2023 school year 	<ul style="list-style-type: none"> Continued focus on student math achievement and the number of EL students testing proficient on WIDA ACCESS assessment
<p>Problem Statement:</p> <ol style="list-style-type: none"> There was a continued decline in math achievement up until last year. The number of EL students who are proficient on WIDA ACCESS assessment remains low. <p>Critical Root Causes of the Problem:</p> <ul style="list-style-type: none"> Gaps in curriculum over the last several years due to hybrid schedule/attendance Not integrating ample student discourse in all subjects Lack of focus on power standards 	

244

Student Success	
<p>School Goal: Yerington Intermediate School by the next SBAC math assessment, student proficiency will increase to 30% in all grade levels and 15% of students taking WIDA ACCESS will score an overall 4.5 or higher.</p> <p>Formative Measures:</p> <ul style="list-style-type: none"> Each quarter YIS administration and Math/ELA/EL teachers will monitor student progress through I-Ready, MyPath, and success in student led conversations. We will identify students who are at risk of not meeting proficiency levels and intervene as appropriate for each individual. The counselor, tutoring, and ESL/core teachers will assist with parent contacts and placement in tutoring. 	<p>Aligned to Nevada's STIP Goal:</p> <p><input type="checkbox"/> STIP Goal 1 <input checked="" type="checkbox"/> STIP Goal 2</p> <p><input checked="" type="checkbox"/> STIP Goal 3 <input checked="" type="checkbox"/> STIP Goal 4</p> <p><input type="checkbox"/> STIP Goal 5 <input type="checkbox"/> STIP Goal 6</p>



Improvement Strategy: YIS will provide after school tutoring for students to receive additional help in all subjects.

Evidence Level: 1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): 3- Promising

What Works Clearinghouse indicates this strategy is a level 3).

Action Steps: *What steps do you need to take to implement this improvement strategy?*

- *Increase student discourse strategies in all classrooms.*
- *Increase Collective Teacher Efficacy*
- *Use of Ellevations program by all teachers*
- *Use of student metacognition in all classrooms*
- *Successful implementation of iReady math curriculum in grades 5-8*
- *Data teams/subject areas analyze student pre/post assessments and MAP data*
- *Use of MyPath in ELA and IReady math for remediation and enrichment*

Resources Needed: *What resources do you need to implement this improvement strategy?*

- Continued training in Ellevations, metacognition, MyPath, iReady
- Teacher Leader Support
- District trainings and Title I

● **Challenges to Tackle:** *What implementation challenges do you anticipate?*

- Focusing in on most important MAP strands to focus on
- Implementing strategies in increase student discourse
- Continue training staff in Collective Efficacy and metacognition
- Supporting students of all abilities to close learning gaps while providing acceleration to those needing it

What are the potential solutions?

- *Reviewing data in teams*
- *Plan for project based learning/presenting*
- *Scheduling Trainings in Collective Efficacy and metacognition*
- *Use of MyPath and iReady to meet individual needs and provide training as needed for staff*

Lead: *Who is responsible for implementing this strategy*
Administration
Counseling
ESL, and core teachers.

245



Funding: *What funding sources can you use to pay for this improvement strategy(ies) associated with this goal?*

Title I

246

Resource Equity Supports¹: *Based on your Data Dive and Root Cause Analysis, what if any resource inequities did you identify for the following student groups specific to this goal? (Consider any challenges these groups face.) What, specifically, will you do to support them to overcome these challenges?*

English Learners: Use of Ellevations strategies, pre-teaching vocabulary, EL staff providing resources and remediation

Foster/Homeless: CIT supports, tutoring, counseling and social service supports

Free and Reduced Lunch: Tutoring, monitoring growth on assessments

Racial/Ethnic Groups: Track formative data across racial groups to measure if any disparities exist during intervention

Students with IEPs: Meet IEP goals and ensure students are taught grade level standards

Inquiry Area 2 - Adult Learning Culture

Adult Learning Culture

¹ “Resource equity” is the allocation and use of resources – people, time, and money – to create student experiences that enable all children to reach empowering, rigorous learning outcomes, no matter their background. (Definition adapted from USED)



Areas of Strength	Areas for Growth
<ul style="list-style-type: none"> <i>YIS has a majority of veteran experienced teachers that are committed to the profession and linked to the community.</i> 	<ul style="list-style-type: none"> <i>YIS would benefit in an increased use of platforms/project based learning.</i>
<p>Problem Statement: Ability for teachers to fill student gaps which have been magnified due to the Pandemic, student stamina has been impacted.</p>	
<p>Critical Root Causes of the Problem:</p> <ul style="list-style-type: none"> Staff have noticed an increase in student gaps and student stamina due to the Pandemic, which has impacted teacher’s ability to teach effectively. 	

Adult Learning Culture	
<p>School Goal: YIS teachers will work to increase student proficiency to 30% in math on the SBAC; Increase WIDA ACCESS proficiency to 15%; and teachers will support this growth through collective teacher efficacy with 80% of teachers attaining a level 3 on Standard 4, Metacognitive Activity.</p> <p>Formative Measures:</p> <ul style="list-style-type: none"> <i>NEPF Data collected in 22-23.</i> 	<p>Aligned to Nevada’s STIP Goal:</p> <p><input type="checkbox"/> STIP Goal 1 <input checked="" type="checkbox"/> STIP Goal 2</p> <p><input checked="" type="checkbox"/> STIP Goal 3 <input checked="" type="checkbox"/> STIP Goal 4</p> <p><input checked="" type="checkbox"/> STIP Goal 5 <input type="checkbox"/> STIP Goal 6</p>

247



Improvement Strategy: *YIS Teacher Leaders will meet weekly with new/existing teachers to provide PD, administration and invited experts will provide trainings at collaboration and on-going training in collective teacher efficacy and student metacognition.*

Evidence Level: (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): 1- Collective Teacher Efficacy is the collective belief of teachers in their ability to positively affect increased student achievement.

Action Steps: *What steps do you need to take to implement this improvement strategy?*

- Provide PD to new/existing teachers by our Teacher Leaders
- Training in collective teacher efficacy
- Improve data team and grade level collaboration regarding student achievement, metacognition, and EL strategies related to student discourse

Resources Needed: *What resources do you need to implement this improvement strategy?*

- Designated Teacher Leaders
- Administrative trainings in collective teacher efficacy
- NEPF data collection

Challenges to Tackle: *What implementation challenges do you anticipate What are the potential solutions?*

- Implementation Challenge: Staff buy-in and time for trainings.
- Potential Solution: Continued support and praise with staff individually, and schedule targeted trainings in advance.

Funding: *What funding sources can you use to pay for this improvement strategy(ies) associated with this goal?*

- Teacher Leader funding provided by the district

Lead: *Who is responsible for implementing this strategy?*

*Administration
Teacher Leaders*

248

Resource Equity Supports: *Based on your Data Dive and Root Cause Analysis, what if any resource inequities did you identify for the following student groups specific to this goal? (Consider any challenges these groups face.) What, specifically, will you do to support them to overcome these challenges?*

English Learners

Challenge: Use of Ellevations resources (reading, writing, speaking, and listening) and activities to focus on EL students in planning and interventions

- Support: Provide trainings for ease of use



Free and Reduced Lunch:

- Challenge: Free breakfast and lunch available to all; tutoring; implementation of strategies to assist students in poverty for academic and social-emotional needs.
- Support: *Connecting with students and parents*

Foster/Homeless:

- Challenge: Coordination with Counselor and CIT program for needs and strategies to use.
- Support: *CIT funding and resources*

Migrant:

- Challenge: Track formative data across groups to investigate existence of disparities
- Support: *Connecting with students and parents to provide resource links*

Racial/Ethnic Groups:

- Challenge: Track formative data across groups to investigate existence of disparities
- Support: *Connecting with students and parents to provide resource links*

Students with IEPs:

- Challenge: Use IEP goals for teacher planning learning opportunities and differentiation. Pre-teaching of content and vocabulary during study skills.
- Support: *MyPath, I-Ready, tutoring,*

249

Inquiry Area 3 - Connectedness

Connectedness	
Areas of Strength	Areas for Growth
<ul style="list-style-type: none"> ● <i>Results of the most recent Nevada School Climate/Emotional Learning Survey (NVSC/ELS) indicate students from almost all sub-pops responded favorably to questions about engagement and YIS scored 17 points above LCSD in the area of physical safety at school.</i> 	<ul style="list-style-type: none"> ● <i>Even though results were favorable, the overall score of 64 was below LCSD averages.</i>
<p>Problem Statement: Yerington Intermediate School scored lower with 8th graders in all areas surveyed. Specifically, YIS scored a 321 on Cultural and Linguistic Competencies; a 317 on Relationships; 336 on Physical Safety; and 302 on Emotional Safety.</p> <p>Critical Root Causes of the Problem:</p> <ul style="list-style-type: none"> ● YIS 8th graders feedback on the Nevada Climate Survey results communicates the feeling of lack of connectedness to YIS, the staff and 	



other students.

Connectedness

School Goal: All Yerington Intermediate School Students are provided a positive learning experience that meets the Student Bill of Rights and highest factors influencing student achievement.

Formative Measures:

- *Update after Survey.*

Aligned to Nevada’s STIP Goal:

- STIP Goal 1 STIP Goal 2
- STIP Goal 3 STIP Goal 4
- STIP Goal 5 STIP Goal 6

Improvement Strategy: YIS will implement school wide PBIS (Positive Behavioral Interventions and Supports) during the 2022-23 school year. The program was introduced last year, but not fully implemented.

Evidence Level: (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): 1- Strong

What Works Clearinghouse indicated this strategy is a Level 1 intervention.

Action Steps: *What steps do you need to take to implement this improvement strategy?*

YIS will fully implement the PBIS system throughout the school by January 2023

Resources Needed: *What resources do you need to implement this improvement strategy?*

PBIS Reward System, PBIS Incentives for students, staff training, PBIS app

Challenges to Tackle: *What implementation challenges do you anticipate What are the potential solutions?*

- *Implementation Challenge: Finding time for professional development*
- *Potential Solution: Designate staff to attend meetings and develop training plans to take back to*

Lead: *Who is responsible for implementing this strategy?*
Administration, YIS PBIS Committee

250



teams.

Funding: *What funding sources can you use to pay for this improvement strategy(ies) associated with this goal?*

- Title 1 , General Budget

251

Resource Equity Supports: *Based on your Data Dive and Root Cause Analysis, what if any resource inequities did you identify for the following student groups specific to this goal? (Consider any challenges these groups face.) What, specifically, will you do to support them to overcome these challenges?*

English Learners

- Challenge: *Provide discreet vocabulary and opportunities to speak, listen, and write.*
- Support: *Ellevations, technology use*

Free and Reduced Lunch:

- Challenge: *FRL students may have difficulties participating in after-school events due to reliance on school transportation.*
- Support: *When possible, school events will be held during school hours for things like pep assemblies.*

Foster/Homeless:

- Challenge: *Attendance at school can be a problem, and attendance becomes more prevalent for after-school events.*
- Support: *CIT supports, counseling supports, and SRO supports can all be utilized.*

Migrant:

- Challenge: *Provide supports as needed. Community outreach resources*
- Support: *CIT resources*



Racial/Ethnic Groups:

- Challenge: *Some sub-populations gave less favorable responses in the survey compared to the population as a whole, indicating certain racial/ethnic groups feel less connected or safe than the school population as a whole.*
- Support: *Culturally centered clubs or groups might be beneficial for some students.*

Students with IEPs:

- Challenge: *Continue to provide individualized teaching supports and accommodations regarding multi-tiered systems of supports and SEL*
- Support: *Tutoring*

School Community Outreach

This section highlights our school's deliberate and strategic efforts to engage the broader school community in our continuous improvement efforts by keeping them informed on our progress and learning and eliciting their feedback and perspective.

Outreach Activity	Date	Lessons Learned from the School Community
<i>YIS Meet the teacher Event</i>	<i>8/17/22</i>	<ul style="list-style-type: none"> ● <i>Participation from our families was the most represented, as it was meet the teacher night.</i>
<i>ELL Parent night</i>	<i>10/4/22</i>	<ul style="list-style-type: none"> ● <i>Families representing approximately 20 students were in attendance. The event was well-publicized and planned and parents learned about IC.</i>
<i>Will continue to add events as they occur</i>		<ul style="list-style-type: none"> ●
		<ul style="list-style-type: none"> ●

252



Lyon County School District

Fernley High School

School Performance Plan: A Roadmap to Success

Fernley High School has established its School Performance Plan for the school year. This plan was developed by the school's continuous improvement (CI) team and informed by a comprehensive needs assessment that included data analysis and meaningful engagement with the school community. It includes the school's goals and process developed during Act 1. The CI team will monitor implementation throughout the school year and evaluate and update the goals at the end of the year.

Principal: Ryan Cross

School Website: www.fhs.lyoncsd.org

Email: rcross@lyoncsd.org

Phone: 775.575.3400

School Designations: X Title I CSI TSI TSI/ATSI

Our SPP was last updated on 10/3/22



School Continuous Improvement Team

The Continuous Improvement Team is made up of a diverse group of school administrators, teachers, staff, caretakers, and students charged with developing, implementing, and evaluating the school's continuous improvement efforts outlined in the School Performance Plan.

Name	Role
Ryan Cross	Brooke Keller
Brooke Keller	Other School Administrator(s) <i>(required)</i>
Cory Sanford	Other School Administrator(s) <i>(required)</i>
Paul Sullivan	Other School Administrator(s) <i>(required)</i>
Patrick Whitehead	Teacher(s) <i>(required)</i>
Teresa McCallum	Teacher(s) <i>(required)</i>
Chad Rice	Teacher(s) <i>(required)</i>
Kaylea Dunn	Teacher(s) <i>(required)</i>
Shannon Ross	Teacher(s) <i>(required)</i>
Tamara McNeill	Teacher(s) <i>(required)</i>
Jackie Kingston	Teacher(s) <i>(required)</i>
Kristi Varner	Teacher(s) <i>(required)</i>
Heather Sanchez	Paraprofessional(s) <i>(required)</i>
Brandy Jensen	Parent(s) <i>(required)</i>
Shaylee Gavin	Student(s) <i>(required for secondary schools)</i>
	Tribes/Tribal Orgs <i>(if present in community)</i>
	Specialized Instructional Support Personnel <i>(if appropriate)</i>
<i>Add additional members/roles as necessary</i>	

School Demographics and Performance Information

In compliance with federal and state law, Nevada's K-12 Accountability Portal provides detailed information about each school's student and staff demographics and school performance rating, a star-

rating system based on the Nevada School Performance Framework (NSPF). You can find our School Rating Report at [\(Add a link to the school's School Rating Report.\)](#)



School Goals and Improvement Plan

The improvement plan on the following pages articulates our goals for the upcoming school year, strategies we will employ to achieve our goals, and other important planning information.

Inquiry Area 1 - Student Success

Student Success	
Areas of Strength	Areas for Growth
<ul style="list-style-type: none"> Our overall graduation rate (86%) is slightly higher than the national average of 81% and the state average of 81.3%. 	<ul style="list-style-type: none"> FHS is working toward a graduation rate of 90% or higher.
<p>Problem Statement: There is a significant gap, 0.8, between our 11th grade ACT scores, English, Math and Science, compared to the state data.</p> <p>Critical Root Causes of the Problem:</p> <ul style="list-style-type: none"> Gaps in curriculum over the last two years, insufficient focus on ACT specific strategies, Academic Plans developed yearly, Remediation strategies not fully implemented over the pandemic. 	

256

Student Success	
<p>School Goal: Fernley High School will graduate all students to be college, career and life successful by improving our graduation rate to 90% or higher by the end of the 22-23 school year.</p> <p>Formative Measures:</p> <ul style="list-style-type: none"> Each quarter FHS administration and counselors will monitor student progress through the Infinite Campus Early Warning system. We will identify students who are at risk of not obtaining the necessary credits and intervene as appropriate for each individual. The College and Career Readiness Coach will assist with parent contacts and placement in tutoring. 	<p>Aligned to Nevada's STIP Goal:</p> <p><input type="checkbox"/> STIP Goal 1 <input checked="" type="checkbox"/> STIP Goal 2</p> <p><input checked="" type="checkbox"/> STIP Goal 3 <input type="checkbox"/> STIP Goal 4</p> <p><input checked="" type="checkbox"/> STIP Goal 5 <input type="checkbox"/> STIP Goal 6</p>



Improvement Strategy: FHS will provide after school tutoring for students to receive additional help in all subjects.

Evidence Level: 1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): 3- Promising

What Works Clearinghouse indicates this strategy is a level 3).

Action Steps: *What steps do you need to take to implement this improvement strategy?*

Create tutoring sessions for Monday, Tuesday, Wednesday and Thursday for one hour.

Resources Needed: *What resources do you need to implement this improvement strategy?*

- Staffing for tutors
- A funding source for compensation @ \$26 per hour
- **Challenges to Tackle:** *What implementation challenges do you anticipate? What are the potential solutions?*
- Communication with parents and students
- Transportation for those students who must ride the bus
- Securing enough staff for tutoring sessions
- Staff knowledge in all content areas or finding enough staff who have expertise in core content areas
- *Implementation Challenge: Finding staff and a suitable location for tutoring.*
- *Potential Solution: Offer the negotiated rate, a rotating schedule with flexibility, online and in person tutoring.*

Funding: *What funding sources can you use to pay for this improvement strategy(ies) associated with this goal?*

- Title 1A

Lead: *Who is responsible for implementing this strategy*
Administration
Counseling
College and Career Readiness
Coach

257



Resource Equity Supports¹: *Based on your Data Dive and Root Cause Analysis, what if any resource inequities did you identify for the following student groups specific to this goal? (Consider any challenges these groups face.) What, specifically, will you do to support them to overcome these challenges?*

English Learners

- Challenge: *Communicating with parents may be a challenge.*
- Support: Provide documents in home language, peer support for language understanding of content

Foster/Homeless:

- Challenge: *Transportation is usually the biggest challenge.*
- Support: Provide access to resources inside and outside of the school day
- **Free and Reduced Lunch:**
- Challenge: *Transportation and access to technology outside of the school is usually the greatest challenge.*
- Support: Provide access to resources inside and outside of the school day

Racial/Ethnic Groups:

- Challenge: *Transportation and access to technology outside of school is prevalent in low income families. Racial minorities are often over-represented in the low socio-economic demographic .*
- Support: Provide access to resources inside and outside of the school day. Give students the option to attend tutoring virtually and provide them with a device and Wi-Fi.

Students with IEPs:

- Challenge: *Many students are working to their potential, but may not be successful meeting academic standards.*
- Support: Provide resources and accommodations for students to access the content and resources

258

Inquiry Area 2 - Adult Learning Culture

Adult Learning Culture	
Areas of Strength	Areas for Growth
<ul style="list-style-type: none"> ● <i>FHS has a balance of veteran, experienced teachers and teachers that are new to the profession.</i> 	<ul style="list-style-type: none"> ● <i>FHS would benefit from a decreased staff turnover rate.</i>

¹ “Resource equity” is the allocation and use of resources – people, time, and money – to create student experiences that enable all children to reach empowering, rigorous learning outcomes, no matter their background. (Definition adapted from USED)



Problem Statement: NEPF school rating averages were 0.10 points lower on Instructional Standard 4 and Professional Standard 2.

Critical Root Causes of the Problem:

- Staff have limited access to instructional coaching beyond their immediate supervisor to improve on the NEPF standards of quality instruction.

Adult Learning Culture

School Goal: FHS will increase its average NEPF score on Instructional Standard 4 and Professional Standard 2 by 0.10 during the 2022-23 school year.

Formative Measures:

- *NEPF Data collected in 22-23.*

Aligned to Nevada's STIP Goal:

- | | |
|--------------------------------------|---|
| <input type="checkbox"/> STIP Goal 1 | <input checked="" type="checkbox"/> STIP Goal 2 |
| <input type="checkbox"/> STIP Goal 3 | <input type="checkbox"/> STIP Goal 4 |
| <input type="checkbox"/> STIP Goal 5 | <input checked="" type="checkbox"/> STIP Goal 6 |

259



Improvement Strategy: *FHS Teacher Leaders will meet weekly with new teachers to provide PD, collaboration and observational feedback.*

Evidence Level: (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): 3- Promising

What Works Clearinghouse indicates this strategy is a level 3 intervention).

Action Steps: *What steps do you need to take to implement this improvement strategy?*

- Provide PD weekly to new teachers by our Teacher Leaders
- Conduct peer observations monthly of new teachers
- Facilitate requests for classroom observations of teacher leaders by all staff
-

Resources Needed: *What resources do you need to implement this improvement strategy?*

- Designated Teacher Leaders
- Curriculum Department Support
- Substitute teachers as needed

Challenges to Tackle: *What implementation challenges do you anticipate? What are the potential solutions?*

- Implementation Challenge: *Substitute teacher availability has been a major challenge.*
- Potential Solution: *We can look at matching prep times between teacher leaders and those receiving professional development to avoid the need for a sub.*

Funding: *What funding sources can you use to pay for this improvement strategy(ies) associated with this goal?*

- TL funding provided by the district through an ESSERS grant
- Curriculum Department support is provided upon request

Lead: *Who is responsible for implementing this strategy?*

*Administration
Teacher Leaders*

260

Resource Equity Supports: *Based on your Data Dive and Root Cause Analysis, what if any resource inequities did you identify for the following student groups specific to this goal? (Consider any challenges these groups face.) What, specifically, will you do to support them to overcome these challenges?*

English Learners

- Challenge: *N/A*
- Support:



<p>Foster/Homeless:</p> <ul style="list-style-type: none"> ● Challenge: <i>N/A</i> ● Support: <p>Free and Reduced Lunch:</p> <ul style="list-style-type: none"> ● Challenge: <i>N/A</i> ● Support:. <p>Migrant:</p> <ul style="list-style-type: none"> ● Challenge: <i>N/A</i> ● Support: <p>Racial/Ethnic Groups:</p> <ul style="list-style-type: none"> ● Challenge: <i>N/A</i> ● Support: <p>Students with IEPs:</p> <ul style="list-style-type: none"> ● Challenge: <i>N/A</i> ● Support:
--

261

Inquiry Area 3 - Connectedness

Connectedness	
Areas of Strength	Areas for Growth
<ul style="list-style-type: none"> ● <i>Results of the most recent Nevada School Climate/Emotional Learning Survey (NVSC/ELS) indicate students from almost all sub-pops responded favorably to questions about engagement and safety at school.</i> 	<ul style="list-style-type: none"> ● <i>Even though results were favorable, scores were below LCSD averages.</i>
<p>Problem Statement: Fernley High School is on average 30 points lower than the Nevada state average in the areas of Engagement and Safety. Specifically, FHS scored a 337 on Cultural and Linguistic Competencies; a 332 on Relationships; 354 on Physical Safety; and 314 on Emotional Safety.</p> <p>Critical Root Causes of the Problem:</p> <ul style="list-style-type: none"> ● FHS has scored a 71 on the Nevada Climate Survey the last two years. Not all students feel connected to FHS, the staff or other students. 	



Connectedness

School Goal: All Fernley High School Students will be provided with a positive learning experience that complies with the Student Bill of Rights.

Formative Measures:

- *FHS will take steps to move average student responses in all areas of the NV-SCSEL to at or above district averages.*

Aligned to Nevada's STIP Goal:

- | | |
|--------------------------------------|--------------------------------------|
| <input type="checkbox"/> STIP Goal 1 | X STIP Goal 2 |
| <input type="checkbox"/> STIP Goal 3 | <input type="checkbox"/> STIP Goal 4 |
| X STIP Goal 5 | X STIP Goal 6 |

Improvement Strategy: FHS will implement school wide PBIS (Positive Behavioral Interventions and Supports) during the 2022-23 school year. The program was introduced last year, but not fully implemented.

Evidence Level: (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): 1- Strong

What Works Clearinghouse indicated this strategy is a Level 1 intervention.

Action Steps: *What steps do you need to take to implement this improvement strategy?*

FHS will fully implement the PBIS system throughout the school by January 2023, starting with a staff roll-out in October of 2022.

Resources Needed: *What resources do you need to implement this improvement strategy?*

PBIS Reward System, PBIS Incentives for students, staff training

Challenges to Tackle: *What implementation challenges do you anticipate? What are the potential solutions?*

- *Implementation Challenge: Finding time for professional development*
- *Potential Solution: Designate time during collaboration periods for staff to attend meetings and develop training plans.*

Lead: *Who is responsible for implementing this strategy?*
Administration, FHS PBIS Committee

262



Funding: *What funding sources can you use to pay for this improvement strategy(ies) associated with this goal?*

- *Title 1 A, General Budget*

263

Resource Equity Supports: *Based on your Data Dive and Root Cause Analysis, what if any resource inequities did you identify for the following student groups specific to this goal? (Consider any challenges these groups face.) What, specifically, will you do to support them to overcome these challenges?*

English Learners

- Challenge: *Communicating with students can be a challenge.*
- Support: *Creating informal support groups, such as a Spanish Language club, may help some of our EL Students feel more connected to FHS. Additionally, providing informational materials in Spanish when possible would be beneficial.*

Foster/Homeless:

- Challenge: *Attendance at school can be a problem, and attendance becomes more prevalent for after-school events.*
- Support: *CIT supports, counseling supports, and school social worker supports can all be utilized.*

Free and Reduced Lunch:

- Challenge: *FRL students may have difficulties participating in after-school events due to reliance on school transportation.*
- Support: *When possible, school events will be held during school hours for things like pep assemblies.*

Migrant:

- Challenge: *N/A*



- Support: *N/A*

Racial/Ethnic Groups:

- Challenge: *Some sub-populations gave less favorable responses in the survey compared to the population as a whole, indicating certain racial/ethnic groups feel less connected or safe than the school population as a whole.*
- Support: *Culturally centered clubs or groups might be beneficial for some students.*

Students with IEPs:

- Challenge: *Student data on the NVSC/SEL Survey is not disaggregated by this measure.*
- Support: *N/A*

School Community Outreach

This section highlights our school’s deliberate and strategic efforts to engage the broader school community in our continuous improvement efforts by keeping them informed on our progress and learning and eliciting their feedback and perspective.

Outreach Activity	Date	Lessons Learned from the School Community
<i>FHS Open House Event</i>	<i>8/18/22</i>	<ul style="list-style-type: none"> • <i>We had a lot of participation from our 9th and 10th grade families. Participation in upper classmen was less. Approximately 800 students were represented at the open house.</i>
<i>Planning for College Information night</i>	<i>9/21/22</i>	<ul style="list-style-type: none"> • <i>Families representing 21 students were in attendance. The event was well-publicized and planned around other family responsibilities, such as work, athletics, etc., but attendance was still low.</i>
<i>FAFSA Information Night</i>	<i>10/5/22</i>	<ul style="list-style-type: none"> • <i>27 students were represented.</i>
<i>TBD</i>		<ul style="list-style-type: none"> •

264

LYON COUNTY SCHOOL DISTRICT LICENSED

PERSONNEL REPORT LIC1001 – October 25, 2022

That the Board of Trustees approves the following recommendations:

HIRINGS:

SCHOOL/SITE	POSITION	NEW	EST	FUNDED BY and BOARD APPROVAL DATE {if new position}	EFF. DATE	NAME OF RECOMMENDED EMPLOYEE
Fernley Elementary	Teacher		X	(R. Reeder)	10/3/22	Michelle Guy
Dayton Elementary	Counselor		X	(J. Batten)	9/20/22	F. Dianne Hopps
Cottonwood Elementary	Teacher		X	(M. Plumb)	8/10/22	Joy Hurt
Cottonwood Elementary	Teacher		X	(H. Glaittli)	8/10/22	Diana Foster

SEPARATIONS:

SCHOOL/SITE	POSITION	EFF. DATE	EMPLOYEE
Silver Stage Middle	Teacher	9/19/22	Chip Rutledge
Cottonwood Elementary	Teacher	10/13/22	Joy Hurt

OTHER CONSIDERATIONS:

SCHOOL/SITE	POSITION	REQUEST	REASON	EFF. DATE	EMPLOYEE

LYON COUNTY SCHOOL DISTRICT

CLASSIFIED

PERSONNEL REPORT CL1001– October 25, 2022

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
Sutro Elementary	Paraprofessional		X	(A. Rizzo)	9/19/22	Zabrina Rodriguez
Silver Stage Elementary	Paraprofessional		X	(L. Oberman)	9/26/22	Sabrina Samsoe
Silver Stage Transportation	Bus Driver		X	(A. Russ)	9/14/22	Jennifer Thompson
Silver Stage Elementary	Paraprofessional	X		IEP Requirement	9/26/22	Michaela Wardrobe
Smith Valley Schools	Paraprofessional	X		IEP Requirement	10/3/22	Maggie Kleine
Fernley High	Paraprofessional	X		IEP Requirement	9/26/22	Danielle Haumann
Sutro Elementary	Paraprofessional	X		IEP Requirement	9/27/22	Kirby Jordan
Dayton High	College and Career Readiness Coach		X	(M. Estes)	8/29/22	Aubrey Workman
Dayton Elementary	Paraprofessional	X		IEP Requirement	9/26/22	Whitney White
Silver Stage Transportation	Bus Driver		X	(S. Polwort)	10/6/22	Anthony LaCoe
Dayton Intermediate	Custodian		X	(J. Estep)	10/17/22	Vincent Daw
Silverland Middle	Library Aide		X	(N. Barona)	9/15/22	Amanda Stewart
Fernley Intermediate	Paraprofessional	X		IEP Requirement	10/10/22	Jennet Presto
Dayton Intermediate	Paraprofessional		X	(S. King)	09/13/22	Tracy Hand

SEPARATIONS:

SCHOOL/SITE	POSITION	EFF. DATE	EMPLOYEE
Dayton Intermediate	Custodian	9/20/22	Jason Estep
Food Service	Food Service Assistant	9/21/22	Lonnie Winslett
Fernley Elementary	Custodian	10/7/22	Megan Knight
Fernley High	Custodian	9/26/22	Daniel Wright
Smith Valley	Custodian	10/21/22	Juan Covian
Fernley High	Custodian	10/12/22	Steven McCandless

OTHER CONSIDERATIONS:

SCHOOL/SITE	POSITION	REQUEST	REASON	EFF. DATE	EMPLOYEE
Dayton Elementary/High	Parapro	Transfer from DHS	Open Position	9/19/22	Maxine Hileman
Yerington High	Custodian	Transfer from custodian lead	Open Position	10/3/22	Donald Wertz Jr.
Fernley Intermediate	Parapro	Transfer from SSMS	Open Position	10/31/22	Sara Welsh
Fernley High/Silverland Middle	Parapro	Transfer from FHS	Open Position	9/28/22	Daphne Holstin

	DAC	Description	Name
1	YERINGTON HIGH SCHOOL	Xduty - Football Assistant	GALVIN, MATTHEW
2	YERINGTON HIGH SCHOOL	Xduty - Football Assistant	MILLER, JEFFREY
3	YERINGTON HIGH SCHOOL	Xduty - Football Head	POPE, BRAD
4	YERINGTON HIGH SCHOOL	Xduty - Soccer Boys Head	SANCHEZ-GUERRERO, MIGUEL
5	YERINGTON HIGH SCHOOL	Xduty - Soccer Boys Assistant	HERNANDEZ AGUIRRE, ALEXANDER
6	YERINGTON HIGH SCHOOL	Xduty - Football Assistant	REYES, GEORGE A
7	DAYTON ELEMENTARY SCHOOL	Xduty - Yearbook Advisor ES .5 FTE	GARRARD, NANCY
8	SILVERLAND MIDDLE SCHOOL	Xduty - Basketball Boys 8	MILLER, DEREK
9	YERINGTON HIGH SCHOOL	Xduty - Volleyball HS Assist	ANGELES, AMANDA K
10	SILVER STAGE HIGH SCHOOL	Xduty - Band Director HS	ANDERSON, HILARY E
11	SILVER STAGE HIGH SCHOOL	Xduty - Choir Director HS	ANDERSON, HILARY E
12	SILVER STAGE HIGH SCHOOL	Xduty - Activity Director HS	ANDERSON, HILARY E
13	SILVER STAGE HIGH SCHOOL	Xduty - Class Advisor 10,11,12 .5 FTE	BATCHELOR, JESSICA
14	COTTONWOOD ELEMENTARY SCHOOL	Xduty - Music Programs ES .5 FTE	LEPIRE GLEDHILL, HAILEY M
15	SILVER STAGE HIGH SCHOOL	Xduty - Class Advisor 10,11,12	BATCHELOR, JESSICA
16	SILVER STAGE HIGH SCHOOL	Xduty - Department Head	BATCHELOR, JESSICA
17	SILVER STAGE HIGH SCHOOL	Xduty - Volleyball HS Assist	BOBADILLA, LUZ M
18	SILVER STAGE HIGH SCHOOL	Xduty - Site Webmaster/School Technology Assistant	BRUEHER, ANNA
19	SILVER STAGE HIGH SCHOOL	Xduty - Yearbook Advisor HS	COOK, STEPHANIE
20	SILVER STAGE HIGH SCHOOL	Xduty - Department Head	GOLDEN, JENNIFER
21	SILVER STAGE HIGH SCHOOL	Xduty - Class Advisor 10,11,12 .5 FTE	HIDALGO, NICOLE
22	SILVER STAGE HIGH SCHOOL	Xduty - Football Assistant	MARCHESE, MICHAEL A
23	SILVER STAGE HIGH SCHOOL	Xduty - Dance/Drill HS Fall	MATTHEWS-LASES, TATANYA M
24	SILVER STAGE HIGH SCHOOL	Xduty - Cheerleader Fall Head	MATTHEWS-LASES, TATANYA M
25	SILVER STAGE HIGH SCHOOL	Xduty - Play Director HS Fall	PIATT, DALTON J
26	SILVER STAGE HIGH SCHOOL	Xduty - Play Director HS Spring	PIATT, DALTON J
27	SILVER STAGE HIGH SCHOOL	Xduty - Academic Team Advisor HS	PIATT, DALTON J
28	SILVER STAGE HIGH SCHOOL	Xduty - Athletic Director HS	SENGER, DANIEL
29	SILVER STAGE HIGH SCHOOL	Xduty - MTSS Program Facilitator	SENGER, DANIEL
30	SILVER STAGE HIGH SCHOOL	Xduty - Baseball Head	SENGER, DANIEL
31	SILVER STAGE HIGH SCHOOL	Xduty - Football Head	SENGER, DANIEL
32	SILVER STAGE HIGH SCHOOL	Xduty - Basketball Girls HS Head	VOLKOV, PETER M
33	SILVER STAGE HIGH SCHOOL	Xduty - Baseball Assistant	VOLKOV, PETER M
34	SILVER STAGE HIGH SCHOOL	Xduty - Basketball Boys HS Head	VON LINSOWE, CODY
35	SILVER STAGE HIGH SCHOOL	Xduty - Football Assistant	VON LINSOWE, CODY
36	SILVER STAGE HIGH SCHOOL	Xduty - Shop Maintenance HS	VON LINSOWE, CODY
37	SILVER STAGE HIGH SCHOOL	Xduty - Volleyball HS Head	WATKINS, ALICIA
38	SILVER STAGE HIGH SCHOOL	Xduty - Softball Head	WATKINS, ALICIA
39	COTTONWOOD ELEMENTARY SCHOOL	Xduty - Site Webmaster/School Technology Assistant	ADKINS, ERICA
40	COTTONWOOD ELEMENTARY SCHOOL	Xduty - MTSS Program Facilitator .5 FTE	TROUSDALE, MICHELLE L
41	COTTONWOOD ELEMENTARY SCHOOL	Xduty - MTSS Program Facilitator .5 FTE	PARALE, SARAH
42	COTTONWOOD ELEMENTARY SCHOOL	Xduty - Yearbook Advisor ES .5 FTE	JOHNSON, ELISE L
43	COTTONWOOD ELEMENTARY SCHOOL	Xduty - Yearbook Advisor ES .5 FTE	JURICH, CAROLINA C
44	COTTONWOOD ELEMENTARY SCHOOL	Xduty - Academic Fair Advisor ES	KELLER, HANNAH
45	YERINGTON HIGH SCHOOL	Xduty - Soccer Girls Assistant	FAUSTO, INES
46	FERNLEY HIGH SCHOOL	Xduty - Soccer Girls Assistant	DICKSON, AMY L
47	FERNLEY HIGH SCHOOL	Xduty - Volleyball HS Assist	KNUTSON, JORDAN E
48	FERNLEY HIGH SCHOOL	Xduty - Volleyball HS Assist	YABLONOVSKY, CATHERINE L
49	FERNLEY HIGH SCHOOL	Xduty - Academic Team Advisor HS	SIMONS, ILEIGH A
50	FERNLEY HIGH SCHOOL	Xduty - Department Head	KNUTSON, CADE F
51	FERNLEY HIGH SCHOOL	Xduty - Class Advisor 9	KINGSTON, JACKIE
52	FERNLEY HIGH SCHOOL	Xduty - Class Advisor 10,11,12	WHITEHEAD, PATRICK
53	FERNLEY HIGH SCHOOL	Xduty - Class Advisor 10,11,12 .5 FTE	KUNTZ, HEATHER
54	FERNLEY HIGH SCHOOL	Xduty - Football Assistant	MOORE, AARON A
55	FERNLEY HIGH SCHOOL	Xduty - Class Advisor 10,11,12	CHAPIN, DIANE
56	FERNLEY HIGH SCHOOL	Xduty - Class Advisor 10,11,12 .5 FTE	KINGSTON, JACKIE
57	FERNLEY INTERMEDIATE SCHOOL	Xduty - Track MS Head	DICKSON, AMY L
58	FERNLEY INTERMEDIATE SCHOOL	Xduty - Track MS Assistant	WELLER, JESSIE
59	YERINGTON HIGH SCHOOL	Xduty - Volleyball Site Paid	AIAZZI, JAMES

	DAC	Description	Name
60	RIVERVIEW ELEMENTARY SCHOOL	Xduty - Academic Fair Advisor ES .5 FTE	GULA, VIRGINIA
61	DAYTON HIGH SCHOOL	Xduty - Track HS Head	FRANTZ, KELLY R
62	DAYTON HIGH SCHOOL	Xduty - CTE Student Organization Advisor (CTSO)	CHILDERS, CAMERON N
63	DAYTON HIGH SCHOOL	Xduty - Football Assistant	BIRCHEFF, NICHOLAS M
64	DAYTON HIGH SCHOOL	Xduty - Cheerleader Fall Assistant	STEINECKE, ROBIN J
65	DAYTON HIGH SCHOOL	Xduty - Cheerleader Winter Assistant	STEINECKE, ROBIN J
66	YERINGTON ELEMENTARY SCHOOL	Xduty - MTSS Program Facilitator .5 FTE	KENT, JERILEE
67	YERINGTON ELEMENTARY SCHOOL	Xduty - MTSS Program Facilitator .5 FTE	PAGE, MARILEE J
68	YERINGTON ELEMENTARY SCHOOL	Xduty - Site Webmaster/School Tech Assist .5 FTE	AVENT, RACHEL L
69	YERINGTON ELEMENTARY SCHOOL	Xduty - Site Webmaster/School Tech Assist .5 FTE	SCIARANI, ANGELA N
70	FERNLEY HIGH SCHOOL	Xduty - Soccer Boys Assistant	MESSERSCHMIDT, MARK C
71	SILVER STAGE MIDDLE SCHOOL	Xduty - Intermurals MS	WUNGNEMA, ERNEST
72	SMITH VALLEY SCHOOLS	Xduty - Basketball Girls 7	ROGACZEWSKI, HEATHER

LYON COUNTY SCHOOL DISTRICT

Supplemental Pay Schedule for Unclassified Positions

School Year Licensed Positions Rate **effective duration of assignment Aug-Jun**

Substitute Teacher	
Emergency Subs (NDE requires HS diploma/GED)	\$100.00 daily
Regular licensed subs with	
NDE Substitute License	\$110.00 daily
NDE Substitute License + STEDI/LCSD certificate	\$120.00 daily
Long-Term licensed subs (20 consecutive days in same assignment)	
NDE Substitute License	\$ 130.00 daily
NDE Substitute License + STEDI/LCSD certificate	\$ 160.00 daily
Long-Term licensed sub in open position	
NDE Substitute License + STEDI/LCSD certificate	\$ 170.00 daily
Home Bound Teacher	\$ 25.00 hourly
Adult Education Teacher	\$ 25.00 hourly
Driver Education Teacher	\$ 25.00 hourly
Pre-approved work beyond contract day	\$ 25.00 hourly
Licensed Teacher Tutor	\$ 25.00 hourly

Summer School/ESY Rates **effective duration of assignment Jun/July/Aug**

Summer School Licensed Instructor	\$ 25.00 hourly
Summer School Paraprofessional – classroom or bus (Grade 4, Step 1)	\$ 16.22 hourly
Summer School Administration	\$ 36.00 hourly
Summer School Nurse (Grade 8, Step 1)	\$ 18.76 hourly
Summer Home Bound Teacher	\$ 25.00 hourly

Summer School/ESY Rates **June 2023**

Summer School Administration (admin license)	\$ 75.00 hourly
Summer School Instructor (substitute teacher, Provisional, Standard license)	\$ 60.00 hourly
Summer School Licensed Teacher Tutor	\$ 60.00 hourly
Summer School Paraprofessional - classroom or bus	\$ 25.00 hourly
Summer School Certified Nurse	\$ 40.00 hourly
Summer School RN	\$30.00 hourly
Summer School LPN	\$28.00 hourly
Summer School Health Aide	\$26.00 hourly
Summer School Homebound Teacher	\$60.00 hourly
Summer School Sign Language Interpreter (EIPA score dependent)	\$25.00 hourly
Summer School OT/PT, Speech Therapist	\$72.00 hourly
Summer School Bus Driver	\$25.00 hourly

Substitute Rates **Flat rate based on**

Grounds Helper	(95% Grade 2, Step 1)	\$ 12.95 hourly
Custodian	(95% Grade 3, Step 1)	\$ 14.69 hourly
Courier	(95% Grade 3, Step 1)	\$ 14.69 hourly
Maintenance	(95% Grade 3, Step 1)	\$ 14.69 hourly
Paraprofessional – classroom or bus	(95% Grade 4, Step 1)	\$ 15.41 hourly
Tech Aide	(95% Grade 4, Step 1)	\$ 15.41 hourly
Bus Driver	(95% Grade 4, Step 1)	\$ 15.41 hourly
Sign Language Interpreter (EIPA 0-1.9)	(95% Grade 4, Step 1)	\$ 15.41 hourly
Secretary	(95% Grade 5, Step 1)	\$ 16.52 hourly
Driver Trainer	(95% Grade 5, Step 1)	\$ 16.52 hourly
School Health Aide	(95% Grade 5, Step 1)	\$ 16.52 hourly
Sign Language Interpreter (EIPA 2-3.9)	(95% Grade 7, Step 1)	\$ 16.98 hourly
LPN and RN	(95% Grade 8, Step 1)	\$ 17.82 hourly
Mechanic	(95% Grade 11, Step 1)	\$ 22.46 hourly
Computer Technician	(95% Grade 11, Step 1)	\$ 22.46 hourly
<u>Classified Specialist (NDE sub license required)</u>	<u>270</u>	<u>\$120.00 daily</u>

Temporary/Special Positions Hourly Rate	effective through duration of assignment	
Temporary Office Clerk	<u>(NV minimum wage)</u>	\$ 10.00 50 hourly
Groundskeeper – Student Summer helper	(95% Grade 2, Step 1)	\$ 12.95 hourly
Summer Custodian	(95% Grade 3, Step 1)	\$ 14.69 hourly
Bus Driver Trainee	(NV minimum wage)	\$ 9.75- <u>10.50</u> hourly
Lunchroom/Playground Supervisor <u>Aide</u>	<u>(NV minimum wage)</u>	\$ 10.00 50 hourly
Staff Training Presenter		\$35.00/hourly
Staff Training Attendee		\$ 25.00 hourly
Special Projects		\$ 25.00 hourly
Specialist Therapists		\$ 31.00 hourly
Non-licensed Tutor Aide	<u>(NV minimum wage)</u>	\$ 10.00 50 hourly

Grant funded positions could cause the rates to change based on grant requirements and duration.

Nevada Department of Education
Quarterly Class Size Reduction Certification

Pursuant to Nevada Revised Statute (NRS) 388.700-725, districts must submit information related to class size ratios on a quarterly basis, and for each school and grade that exceeds the target ratio, must request a variance to include reasonable justification for the exceeded target ratio. Every quarter, regardless of the need to request a variance, each district must submit and certify the requested data pursuant to this report.

Please answer all questions included within this certification to the best of your ability and return a signed copy to sidcompliance@doe.nv.gov.

School Year:	2023-2024
Submission Quarter:	July 1 - September 30
School District:	Lyon
Superintendent's Name:	Wayne Workman

Primary CSR Contact:	Dawn Huckaby
Title:	Executive Director of Human Resources
Email:	dhuckaby@lyoncsd.org
Phone:	775-463-6800 X10053

District-Wide Class Size Ratios by Grade

Kindergarten:	18	Fourth Grade:	24
First Grade:	21	Fifth Grade:	23
Second Grade:	21	Sixth Grade:	24
Third Grade:	21		

Did any class size ratio reported for this quarter differ from the established annual base district ratio, requiring the submission of a new plan for class size reduction?

<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
------------------------------	--

Were there any significant revisions or changes to the district's plan for class size reduction?

<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
---	-----------------------------

Has the district's website been updated to reflect the average daily enrollment, class size ratios, and variances requested and granted from the previous quarter's report?

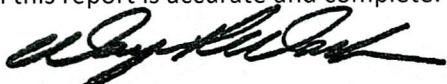
<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
---	-----------------------------

The district is requesting the following:	Both New and Renewal Variances
---	--------------------------------

Overall for this quarter, the district's number of variance requests has:	Increased
---	-----------

CERTIFICATION

I, Wayne Workman hereby certify that to the best of my knowledge, the information contained in this report is accurate and complete.



 Signature

10/18/22

 Date

**Nevada Department of Education
Request for Class Size Variance Renewal**

Please submit **one** Request for Class Size Variance Renewal that summarizes **all schools** that have exceeded the prescribed ratio of pupils per class in a given grade **and** have previously submitted and had approved a New Variance Justification Request. Only those schools, grades, and ratios that have previously been approved may request a renewal. Schools and grades eligible for the Request for Class Size Variance Renewal are any school/grade that calculates "Yes" under Column W, "Renewal Variance" within the District Data Entry Tab. Please complete each of the following sections completely.

School Year:	2023-2024
Submission Quarter:	July 1 - September 30
School District:	Lyon

CERTIFICATION

I, Wayne Workman hereby request these variance renewals from the Nevada State Board of Education and certify that the schools and grades cited here are both eligible and accurate.



Signature, Superintendent

10/18/22

Date

The following schools, grades, and ratios have had New Variance Justification Forms submitted and approved within the current school year for exceeding the prescribed ratio of pupils per class in a given grade. Since there have been no substantive changes to the reason for the request, the justification for exceeding the ratio, the plan of action to reduce the ratios, nor the ratios themselves, we respectfully request that the following variances be renewed pursuant to the justification and request cited in their respectively approved FY23 New Variance Justifications:

Elementary School	Grade	Ratio
Cottonwood Elementary School	3	25
Dayton Elementary School	K	18
East Valley Elementary School	K	19
Fernley Elementary School	K	18
Silver Stage Elementary School	3	23
Yerington Elementary School	K	18

Nevada Department of Education
New Request for Class Size Variance and Justification

Please submit **one** New Request for Class Size Variance and Justification **per school** that has exceeded the prescribed ratio of pupils per class in a given grade. A New Request for Class Size Variance and Justification should be submitted for any school/grade that calculates "Yes" under Column W, "New Variance" within the District Data Entry Tab. Each New Request for Class Size Variance and Justification must include the reasons for the request, the justification for exceeding the prescribed ratio, and a plan of actions the district will take to reduce the ratio of pupils, pursuant to Nevada Revised Statute (NRS) 388.700. Please complete each of the following sections completely.

School Year:	2022-2023
Submission Quarter:	Q1
School District:	Lyon
Elementary School:	Cottonwood Elementary School

Grade and Corresponding Class Size Ratio Requesting a Variance

K	23	4	#N/A
1	#N/A	5	#N/A
2	#N/A	6	#N/A
3	#N/A		

Reason for Variances

<input checked="" type="checkbox"/>	Facility Limitations	<input checked="" type="checkbox"/>	Difficulty Hiring	<input checked="" type="checkbox"/>	Funding Limitations	<input type="checkbox"/>	Other
-------------------------------------	-------------------------	-------------------------------------	----------------------	-------------------------------------	------------------------	--------------------------	-------

Justification for Variances

With the all day kindergarten, our facilities are being limited in elementary schools. There are difficulties hiring teachers in all LCSD schools due to the rural setting and five unique areas within the District. We designated Elementary teachers as a critical labor shortage area to aide in filling classrooms with qualified teacher. In order to add another teacher we would need an additional \$80,000. This is a hardship on the district financially. We are currently only slightly above the class size requirement, but we are unable to justify hiring a new teacher and create such small classes and would require funding that is not cost effective.

School-Level Plan to Address the Student-Teacher Ratios

The enrollment numbers are stable and have largely been for our district for years. If these class sizes do grow larger we would look at adding teachers. If our numbers do grow then we would need to hire another teacher and share them between grades to lower the class sizes. This will be re-evaluated at the start of each quarter.

CERTIFICATION

I, Wayne Workman hereby request this variance from the Nevada State Board of Education and certify that the justifications cited are accurate and complete.



 Signature, Superintendent

10/18/22

 Date

Nevada Department of Education
New Request for Class Size Variance and Justification

Please submit **one** New Request for Class Size Variance and Justification **per school** that has exceeded the prescribed ratio of pupils per class in a given grade. A New Request for Class Size Variance and Justification should be submitted for any school/grade that calculates "Yes" under Column W, "New Variance" within the District Data Entry Tab. Each New Request for Class Size Variance and Justification must include the reasons for the request, the justification for exceeding the prescribed ratio, and a plan of actions the district will take to reduce the ratio of pupils, pursuant to Nevada Revised Statute (NRS) 388.700. Please complete each of the following sections completely.

School Year:	2022-2023
Submission Quarter:	Q1
School District:	Lyon
Elementary School:	Dayton Elementary School

Grade and Corresponding Class Size Ratio Requesting a Variance

	K	#N/A		4	26
	1	#N/A		5	#N/A
	2	24		6	#N/A
	3	21			

Reason for Variances

<input checked="" type="checkbox"/>	Facility Limitations	<input checked="" type="checkbox"/>	Difficulty Hiring	<input checked="" type="checkbox"/>	Funding Limitations	<input type="checkbox"/>	Other
-------------------------------------	----------------------	-------------------------------------	-------------------	-------------------------------------	---------------------	--------------------------	-------

Justification for Variances

With the all day kindergarten, our facilities are being limited in elementary schools. There are difficulties hiring teachers in all LCSD schools due to the rural setting and five unique areas within the District. We designated Elementary teachers as a critical labor shortage area to aide in filling classrooms with qualified teacher. In order to add another teacher we would need an additional \$80,000. This is a hardship on the district financially. We are currently only slightly above the class size requirement, but we are unable to justify hiring a new teacher and create such small classes and would require funding that is not cost effective.

School-Level Plan to Address the Student-Teacher Ratios

The enrollment numbers are stable and have largely been for our district for years. If these class sizes do grow larger we would look at adding teachers. If our numbers do grow then we would need to hire another teacher and share them between grades to lower the class sizes. This will be re-evaluated at the start of each quarter.

CERTIFICATION

I, Wayne Workman hereby request this variance from the Nevada State Board of Education and certify that the justifications cited are accurate and complete.



Signature, Superintendent

10/18/22

Date

Nevada Department of Education
New Request for Class Size Variance and Justification

Please submit **one** New Request for Class Size Variance and Justification **per school** that has exceeded the prescribed ratio of pupils per class in a given grade. A New Request for Class Size Variance and Justification should be submitted for any school/grade that calculates "Yes" under Column W, "New Variance" within the District Data Entry Tab. Each New Request for Class Size Variance and Justification must include the reasons for the request, the justification for exceeding the prescribed ratio, and a plan of actions the district will take to reduce the ratio of pupils, pursuant to Nevada Revised Statute (NRS) 388.700. Please complete each of the following sections completely.

School Year:	2022-2023
Submission Quarter:	Q1
School District:	Lyon
Elementary School:	East Valley Elementary School

Grade and Corresponding Class Size Ratio Requesting a Variance

	K	#N/A		4	26
	1	22		5	#N/A
	2	#N/A		6	#N/A
	3	#N/A			

Reason for Variances

<input checked="" type="checkbox"/>	Facility Limitations	<input checked="" type="checkbox"/>	Difficulty Hiring	<input checked="" type="checkbox"/>	Funding Limitations	<input type="checkbox"/>	Other
-------------------------------------	-------------------------	-------------------------------------	----------------------	-------------------------------------	------------------------	--------------------------	-------

Justification for Variances

With the all day kindergarten, our facilities are being limited in elementary schools. There are difficulties hiring teachers in all LCSD schools due to the rural setting and five unique areas within the District. We designated Elementary teachers as a critical labor shortage area to aide in filling classrooms with qualified teacher. In order to add another teacher we would need an additional \$80,000. This is a hardship on the district financially. We are currently only slightly above the class size requirement, but we are unable to justify hiring a new teacher and create such small classes and would require funding that is not cost effective.

School-Level Plan to Address the Student-Teacher Ratios

The enrollment numbers are stable and have largely been for our district for years. If these class sizes do grow larger we would look at adding teachers. If our numbers do grow then we would need to hire another teacher and share them between grades to lower the class sizes. This will be re-evaluated at the start of each quarter.

CERTIFICATION

I, Wayne Workman hereby request this variance from the Nevada State Board of Education and certify that the justifications cited are accurate and complete.



Signature, Superintendent

10/18/22

Date

**Nevada Department of Education
New Request for Class Size Variance and Justification**

Please submit **one** New Request for Class Size Variance and Justification **per school** that has exceeded the prescribed ratio of pupils per class in a given grade. A New Request for Class Size Variance and Justification should be submitted for any school/grade that calculates "Yes" under Column W, "New Variance" within the District Data Entry Tab. Each New Request for Class Size Variance and Justification must include the reasons for the request, the justification for exceeding the prescribed ratio, and a plan of actions the district will take to reduce the ratio of pupils, pursuant to Nevada Revised Statute (NRS) 388.700. Please complete each of the following sections completely.

School Year:	2022-2023
Submission Quarter:	Q1
School District:	Lyon
Elementary School:	Fernley Intermediate School

Grade and Corresponding Class Size Ratio Requesting a Variance

	K	#N/A		4	#N/A
	1	#N/A		5	#N/A
	2	#N/A		6	26
	3	#N/A			

Reason for Variances

<input checked="" type="checkbox"/>	Facility Limitations	<input checked="" type="checkbox"/>	Difficulty Hiring	<input checked="" type="checkbox"/>	Funding Limitations	<input type="checkbox"/>	Other
-------------------------------------	----------------------	-------------------------------------	-------------------	-------------------------------------	---------------------	--------------------------	-------

Justification for Variances

With the all day kindergarten, our facilities are being limited in elementary schools. There are difficulties hiring teachers in all LCSD schools due to the rural setting and five unique areas within the District. We designated Elementary teachers as a critical labor shortage area to aide in filling classrooms with qualified teacher. In order to add another teacher we would need an additional \$80,000. This is a hardship on the district financially. We are currently only slightly above the class size requirement, but we are unable to justify hiring a new teacher and create such small classes and would require funding that is not cost effective.

School-Level Plan to Address the Student-Teacher Ratios

The enrollment numbers are stable and have largely been for our district for years. If these class sizes do grow larger we would look at adding teachers. If our numbers do grow then we would need to hire another teacher and share them between grades to lower the class sizes. This will be re-evaluated at the start of each quarter.

CERTIFICATION

I, Wayne Workman hereby request this variance from the Nevada State Board of Education and certify that the justifications cited are accurate and complete.



Signature, Superintendent

10/28/22

Date

Nevada Department of Education
New Request for Class Size Variance and Justification

Please submit **one** New Request for Class Size Variance and Justification **per school** that has exceeded the prescribed ratio of pupils per class in a given grade. A New Request for Class Size Variance and Justification should be submitted for any school/grade that calculates "Yes" under Column W, "New Variance" within the District Data Entry Tab. Each New Request for Class Size Variance and Justification must include the reasons for the request, the justification for exceeding the prescribed ratio, and a plan of actions the district will take to reduce the ratio of pupils, pursuant to Nevada Revised Statute (NRS) 388.700. Please complete each of the following sections completely.

School Year:	2022-2023
Submission Quarter:	Q1
School District:	Lyon
Elementary School:	Riverview Elementary School

Grade and Corresponding Class Size Ratio Requesting a Variance

	K	19		4	#N/A
	1	#N/A		5	#N/A
	2	#N/A		6	26
	3	#N/A			

Reason for Variances

<input checked="" type="checkbox"/>	Facility Limitations	<input checked="" type="checkbox"/>	Difficulty Hiring	<input checked="" type="checkbox"/>	Funding Limitations	<input type="checkbox"/>	Other
-------------------------------------	----------------------	-------------------------------------	-------------------	-------------------------------------	---------------------	--------------------------	-------

Justification for Variances

With the all day kindergarten, our facilities are being limited in elementary schools. There are difficulties hiring teachers in all LCSD schools due to the rural setting and five unique areas within the District. We designated Elementary teachers as a critical labor shortage area to aide in filling classrooms with qualified teacher. In order to add another teacher we would need an additional \$80,000. This is a hardship on the district financially. We are currently only slightly above the class size requirement, but we are unable to justify hiring a new teacher and create such small classes and would require funding that is not cost effective.

School-Level Plan to Address the Student-Teacher Ratios

The enrollment numbers are stable and have largely been for our district for years. If these class sizes do grow larger we would look at adding teachers. If our numbers do grow then we would need to hire another teacher and share them between grades to lower the class sizes. This will be re-evaluated at the start of each quarter.

CERTIFICATION

I, Wayne Workman hereby request this variance from the Nevada State Board of Education and certify that the justifications cited are accurate and complete.



 Signature, Superintendent

10/18/22

 Date

**Nevada Department of Education
New Request for Class Size Variance and Justification**

Please submit **one** New Request for Class Size Variance and Justification **per school** that has exceeded the prescribed ratio of pupils per class in a given grade. A New Request for Class Size Variance and Justification should be submitted for any school/grade that calculates "Yes" under Column W, "New Variance" within the District Data Entry Tab. Each New Request for Class Size Variance and Justification must include the reasons for the request, the justification for exceeding the prescribed ratio, and a plan of actions the district will take to reduce the ratio of pupils, pursuant to Nevada Revised Statute (NRS) 388.700. Please complete each of the following sections completely.

School Year:	2022-2023
Submission Quarter:	Q1
School District:	Lyon
Elementary School:	Silver Stage Elementary School

Grade and Corresponding Class Size Ratio Requesting a Variance

	K	#N/A		4	26
	1	20		5	#N/A
	2	#N/A		6	#N/A
	3	#N/A			

Reason for Variances

<input checked="" type="checkbox"/>	Facility Limitations	<input checked="" type="checkbox"/>	Difficulty Hiring	<input checked="" type="checkbox"/>	Funding Limitations	<input type="checkbox"/>	Other
-------------------------------------	-------------------------	-------------------------------------	----------------------	-------------------------------------	------------------------	--------------------------	-------

Justification for Variances

With the all day kindergarten, our facilities are being limited in elementary schools. There are difficulties hiring teachers in all LCSD schools due to the rural setting and five unique areas within the District. We designated Elementary teachers as a critical labor shortage area to aide in filling classrooms with qualified teacher. In order to add another teacher we would need an additional \$80,000. This is a hardship on the district financially. We are currently only slightly above the class size requirement, but we are unable to justify hiring a new teacher and create such small classes and would require funding that is not cost effective.

School-Level Plan to Address the Student-Teacher Ratios

The enrollment numbers are stable and have largely been for our district for years. If these class sizes do grow larger we would look at adding teachers. If our numbers do grow then we would need to hire another teacher and share them between grades to lower the class sizes. This will be re-evaluated at the start of each quarter.

CERTIFICATION

I, Wayne Workman hereby request this variance from the Nevada State Board of Education and certify that the justifications cited are accurate and complete.



Signature, Superintendent

10/18/22

Date

Nevada Department of Education
New Request for Class Size Variance and Justification

Please submit **one** New Request for Class Size Variance and Justification **per school** that has exceeded the prescribed ratio of pupils per class in a given grade. A New Request for Class Size Variance and Justification should be submitted for any school/grade that calculates "Yes" under Column W, "New Variance" within the District Data Entry Tab. Each New Request for Class Size Variance and Justification must include the reasons for the request, the justification for exceeding the prescribed ratio, and a plan of actions the district will take to reduce the ratio of pupils, pursuant to Nevada Revised Statute (NRS) 388.700. Please complete each of the following sections completely.

School Year:	2022-2023
Submission Quarter:	Q1
School District:	Lyon
Elementary School:	Smith Valley Schools

Grade and Corresponding Class Size Ratio Requesting a Variance

	K	#N/A		4	#N/A
	1	19		5	#N/A
	2	17		6	#N/A
	3	15			

Reason for Variances

<input checked="" type="checkbox"/>	Facility Limitations	<input checked="" type="checkbox"/>	Difficulty Hiring	<input checked="" type="checkbox"/>	Funding Limitations	<input type="checkbox"/>	Other
-------------------------------------	-------------------------	-------------------------------------	----------------------	-------------------------------------	------------------------	--------------------------	-------

Justification for Variances

With the all day kindergarten, our facilities are being limited in elementary schools. There are difficulties hiring teachers in all LCSD schools due to the rural setting and five unique areas within the District. We designated Elementary teachers as a critical labor shortage area to aide in filling classrooms with qualified teacher. In order to add another teacher we would need an additional \$80,000. This is a hardship on the district financially. We are currently only slightly above the class size requirement, but we are unable to justify hiring a new teacher and create such small classes and would require funding that is not cost effective.

School-Level Plan to Address the Student-Teacher Ratios

The enrollment numbers are stable and have largely been for our district for years. If these class sizes do grow larger we would look at adding teachers. If our numbers do grow then we would need to hire another teacher and share them between grades to lower the class sizes. This will be re-evaluated at the start of each quarter.

CERTIFICATION

I, Wayne Workman hereby request this variance from the Nevada State Board of Education and certify that the justifications cited are accurate and complete.



 Signature, Superintendent

10/18/22

 Date

Nevada Department of Education
New Request for Class Size Variance and Justification

Please submit **one** New Request for Class Size Variance and Justification **per school** that has exceeded the prescribed ratio of pupils per class in a given grade. A New Request for Class Size Variance and Justification should be submitted for any school/grade that calculates "Yes" under Column W, "New Variance" within the District Data Entry Tab. Each New Request for Class Size Variance and Justification must include the reasons for the request, the justification for exceeding the prescribed ratio, and a plan of actions the district will take to reduce the ratio of pupils, pursuant to Nevada Revised Statute (NRS) 388.700. Please complete each of the following sections completely.

School Year:	2022-2023
Submission Quarter:	Q1
School District:	Lyon
Elementary School:	Sutro Elementary School

Grade and Corresponding Class Size Ratio Requesting a Variance

	K	#N/A		4	24
	1	#N/A		5	#N/A
	2	22		6	#N/A
	3	#N/A			

Reason for Variances

<input checked="" type="checkbox"/>	Facility Limitations	<input checked="" type="checkbox"/>	Difficulty Hiring	<input checked="" type="checkbox"/>	Funding Limitations	<input type="checkbox"/>	Other
-------------------------------------	----------------------	-------------------------------------	-------------------	-------------------------------------	---------------------	--------------------------	-------

Justification for Variances

With the all day kindergarten, our facilities are being limited in elementary schools. There are difficulties hiring teachers in all LCSD schools due to the rural setting and five unique areas within the District. We designated Elementary teachers as a critical labor shortage area to aide in filling classrooms with qualified teacher. In order to add another teacher we would need an additional \$80,000. This is a hardship on the district financially. We are currently only slightly above the class size requirement, but we are unable to justify hiring a new teacher and create such small classes and would require funding that is not cost effective.

School-Level Plan to Address the Student-Teacher Ratios

The enrollment numbers are stable and have largely been for our district for years. If these class sizes do grow larger we would look at adding teachers. If our numbers do grow then we would need to hire another teacher and share them between grades to lower the class sizes. This will be re-evaluated at the start of each quarter.

CERTIFICATION

I, Wayne Workman hereby request this variance from the Nevada State Board of Education and certify that the justifications cited are accurate and complete.



 Signature, Superintendent

10/18/22

 Date

Nevada Department of Education
New Request for Class Size Variance and Justification

Please submit **one** New Request for Class Size Variance and Justification **per school** that has exceeded the prescribed ratio of pupils per class in a given grade. A New Request for Class Size Variance and Justification should be submitted for any school/grade that calculates "Yes" under Column W, "New Variance" within the District Data Entry Tab. Each New Request for Class Size Variance and Justification must include the reasons for the request, the justification for exceeding the prescribed ratio, and a plan of actions the district will take to reduce the ratio of pupils, pursuant to Nevada Revised Statute (NRS) 388.700. Please complete each of the following sections completely.

School Year:	2022-2023
Submission Quarter:	Q1
School District:	Lyon
Elementary School:	Yerington Elementary School

Grade and Corresponding Class Size Ratio Requesting a Variance

	K	#N/A		4	23
	1	#N/A		5	#N/A
	2	#N/A		6	#N/A
	3				25

Reason for Variances

<input checked="" type="checkbox"/>	Facility Limitations	<input checked="" type="checkbox"/>	Difficulty Hiring	<input checked="" type="checkbox"/>	Funding Limitations	<input type="checkbox"/>	Other
-------------------------------------	----------------------	-------------------------------------	-------------------	-------------------------------------	---------------------	--------------------------	-------

Justification for Variances

With the all day kindergarten, our facilities are being limited in elementary schools. There are difficulties hiring teachers in all LCSD schools due to the rural setting and five unique areas within the District. We designated Elementary teachers as a critical labor shortage area to aide in filling classrooms with qualified teacher. In order to add another teacher we would need an additional \$80,000. This is a hardship on the district financially. We are currently only slightly above the class size requirement, but we are unable to justify hiring a new teacher and create such small classes and would require funding that is not cost effective.

School-Level Plan to Address the Student-Teacher Ratios

The enrollment numbers are stable and have largely been for our district for years. If these class sizes do grow larger we would look at adding teachers. If our numbers do grow then we would need to hire another teacher and share them between grades to lower the class sizes. This will be re-evaluated at the start of each quarter.

CERTIFICATION

I, Wayne Workman hereby request this variance from the Nevada State Board of Education and certify that the justifications cited are accurate and complete.



 Signature, Superintendent

10/18/22

 Date

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 Michael Walker, Tonya Fontes, Kamille Carlson DATE of
Attendees request: 10/3/22
SCHOOL Sutro Elementary

NAME OF CONFERENCE: 2023 National Elementary and Secondary Education Act (ESEA) Conference
(Do Not Use Acronyms)
(ATTACH conference program information and provide website address)

CITY/STATE OF CONFERENCE: Indianapolis, IN

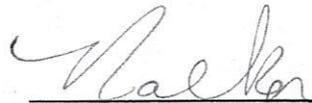
DATE OF DEPARTURE: 1/31/23 DATE OF RETURN: 2/4/23

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
 Performance Plan Related to our School
 Performance Plan Related to a specific program/course Other

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

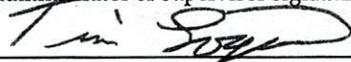
The National ESEA Conference is an annual project of the National Association of ESEA State Program Administrators (NAESPA) and the only conference focused entirely on federal education programs for disadvantaged students. The Conference emphasizes the critical nature of doing what's right and what's needed today - to help every child succeed and achieve at high levels.

TRAVEL APPROVED: Yes No
DATE: _____



Site administrator or supervisor signature

TRAVEL APPROVED: Yes No
DATE: _____



Superintendent or designee signature

DATE: Received by Superintendent's Office
10/4/22

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

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

****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# 280.633.0000.000.2213.330.10210.10.000 Registration Fees: Attendees <u>3</u> x <u>629</u> Reg. fee \$	<u>1887.00</u>		✓		
<i>Title 1</i>					
BUDGET# 280.633.0000.000.2213.330.10210.10.000 Travel By: <u>Air for 3 people</u> \$ (Air, district car, private car for personal convenience, etc.)	<u>1442.10</u>		✓		
BUDGET# 280.633.0000.000.2213.330.10210.10.000 Lodging: Room rate \$ <u>279</u> x <u>4x2</u> nights \$	<u>2232.00</u>		✓		
(Use GSA ratings for lodging and meals www.gsa.gov ATTENDEE WILL OWE DIFFERENCE if applicable) <u>lodging receipts must be obtained and sent to District Office upon return.</u>					
Meals: Breakfast \$ <u>16</u> x <u>5x3</u> days \$	<u>240.00</u>		✓		
Lunch \$ <u>17</u> x <u>5x3</u> days \$	<u>255.00</u>		✓		
Dinner \$ <u>31</u> x <u>5x3</u> days \$	<u>465.00</u>		✓		
Incidental \$ <u>5</u> x <u>5x3</u> days \$	<u>75.00</u>		✓		
Substitutes: # of Days <u>4x2</u> x \$ <u>120</u> /day	<u>960.00</u>		✓		
Other transportation fees: (i.e. car rental, taxi, shuttle, parking, mileage to/from airport, etc.) \$	<u> </u>				
Other Miscellaneous expenses: (attach explanation) \$	<u>7556.10</u>				
TOTAL EXPENSES \$					

Conference Dates & Times:	Feb 1 -4, 2023
Name of where conference/training is being held (i.e. Hotel, School, College, Convention Center):	Indiana 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:	1/31/23 @ 6:00 am
Date & Time you wish to RETURN:	2/4/23 @ 3:00 pm
List any special notes here:	

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

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

Do you need lodging reservations? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Single <input checked="" type="checkbox"/>	Double <input type="checkbox"/>	Triple <input type="checkbox"/>
<i>(Circle Preferences)</i> Note: Lodging must be made by Attendee or Site for purchase order payments only. "No" district office credit card charges.	Smoking <input type="checkbox"/>		Non-Smoking <input checked="" type="checkbox"/>
GSA (Per Diem Rate) : \$127.00	All travelers agree to share lodging as appropriate?		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Register under what name(s)?	Michael Walker, Tonya Fontes, Kamille Carlson		
Name, Address, Phone number of lodging establishment:			

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 : 12/31/22 **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.



Attendee Guide

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

This year's theme:

Lift Up!

Anchored in evidence-based practices, lift up students to reach their potential through maximized access and expanded opportunities.

Anchored in unwavering appreciation and high-quality professional development, lift up teachers and administrators to their joint focus on student success.

Anchored in ongoing collaboration and partnership, lift up parents and communities to meaningful connections and active involvement.

Lift up yourself every day to maximize your potential. Lift up each other—for together, there is nothing we can't do!

February 1-4, 2023

Indianapolis

at the Indiana Convention Center
& Online

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

"The Conference was absolutely transformational to me as an educator. It is my third year in Title I, and I cannot express enough how much the various presenters allowed me to fit things into the National Title I landscape, and to see how different states and districts are responding to the COVID-19 pandemic. I am so inspired!! It far surpassed all of my expectations."

- 2022 National ESEA Conference Attendee

Conference Schedule

Times shown are listed in Eastern Time
(local time Indianapolis, IN)

Tuesday, January 31

12:00 PM – 9:00 PM - Badge Pick Up

Wednesday, February 1

7:00 AM – 5:00 PM - Badge Pick Up

9:00 AM – 10:30 AM - Opening Keynote

10:45 AM – 5:00 PM - Concurrent Sessions

Thursday, February 2

7:30 AM – 5:00 PM - Badge Pick Up

8:00 AM – 9:15 AM - Keynote

9:30 AM – 11:00 AM - Concurrent Sessions

10:30 AM – 5:00 PM - Exhibit Hall Open

11:00 AM – 12:30 PM - Dedicated Exhibit Hall

12:30 PM – 2:00 PM - Dedicated Exhibit Hall & Promotional Sessions

2:00 PM – 5:00 PM - Concurrent Sessions

Friday, February 3

7:30 AM – 5:00 PM - Badge Pick Up

8:00 AM – 11:00 AM - Concurrent Sessions

9:00 AM – 3:00 PM - Exhibit Hall Open

11:00 AM – 1:00 PM - Dedicated Exhibit Hall & Promotional Sessions

1:00 PM – 3:45 PM - Concurrent Sessions

4:00 PM – 5:15 PM - Keynote

Saturday, February 4

8:15 AM – 12:30 PM - Badge Pick Up

8:30 AM – 9:45 AM - Keynote

10:00 AM – 1:00 PM - Concurrent Sessions

Schedule subject to change.

Complete schedule with session details will be available in fall 2022.

287

"The Conference
was outstanding!
All of the sessions
that I attended and
then watched the
recordings of later
were fabulous!"

- 2022 National ESEA
Conference Attendee

NATIONAL ESEA
CONFERENCE *Lift Up!*

[EXHIBIT](#)
[PRESENT](#)
[ATTEND](#)

[SCHEDULE](#)
[HOTELS &](#)
[TRAVEL](#)
[WEBINARS](#)

February 1-4, 2023
Indianapolis & Online

Downtown Marriott

Pricing:

\$279 (including all taxes and fees)

[Make a Reservation](#)

Conference rate of \$237 plus taxes and fees of \$42

\$299 - triple occupancy

\$319 - quad occupancy

The sleek and unrivaled comfort of the Indianapolis Marriott Downtown boasts skywalk access to Indianapolis' most popular destinations including the Indiana Convention Center, Circle Centre Mall and Lucas Oil Stadium.

Address:

350 W Maryland St.
Indianapolis, IN 46225

0.1 mile Skywalk Connection to Indiana
Convention Center



Amenities:

- Free WiFi
- Plush bedding
- Casual restaurant
- Two bars
- Coffee shop
- Fitness center
- Business center
- Restaurants

View hotel policies on the [Hotels & Travel Page](#)

Choose flights

« New search

Your trip summary

Main Cabin

Round trip (Non-refundable)

\$481 average per person

Total \$1,442.10 (all passengers)

Price and tax information 

Make my trip refundable

No change fees; cancel any time

Round trip

+\$130 per person

Make it refundable

Includes taxes and carrier imposed fees.

Bag and optional fees 

Depart Reno, NV to Indianapolis, IN Tuesday, January 31, 2023

6:00 AM → 2:48 PM 5h 48m 1 stop Main Cabin

RNO - PHX  AA 1037  320-Airbus A320



PHX - IND  AA 1980  321-Airbus A321



 Please note connection time

[Details](#) | [Change](#)

Return Indianapolis, IN to Reno, NV Saturday, February 4, 2023

3:42 PM → 10:02 PM 9h 20m 2 stops Main Cabin

IND - ORD  AA 4218  E75-Embraer 175



 Operated by Envoy Air As American Eagle

ORD - PHX  AA 2826  321-Airbus A321



PHX - RNO  AA 1040  320-Airbus A320



[Details](#) | [Change](#)

Upgrade to Main Plus

Round trip (Non-refundable)

+\$136 average per person

Total \$ 1,850.10 (all passengers)

Upgrade

More seat and bag benefits

- No change fees (difference in ticket price may apply) ¹
- Complimentary access to Main Cabin Extra and Preferred seats if available
- 1 additional free checked bag ²
- Preferred boarding (Group 5) ²
- AAdvantage[®] miles

¹ Changes for trips that begin in Spain, the UK, New Zealand or Australia are allowed with a fee.

² If you're an AAdvantage[®] status member or AAdvantage[®] credit cardholder, your bag benefit and boarding group applies if higher based on status. (Benefits may not apply on partner airlines.)





Passengers

« New search

ROUND TRIP

Reno, NV to Indianapolis, IN

Tuesday, January 31, 2023 to Saturday, February 4, 2023

Your trip total
\$1,442.10

Price for all passengers
[Price and tax information](#)

Includes taxes and carrier imposed fees
[Bag and optional fees](#)

Earn up to a \$200 statement credit

Plus, 40,000 bonus miles with this credit card offer.
Terms apply.



[Learn more](#)

Pay today:	\$1,442.10
Card statement credit:	- \$200.00
Total after statement credit:	\$1,242.10

Passenger details

Enter names as printed on each passenger's government-issued photo ID. TSA Secure Flight rules

We collect your personal data in accordance with applicable laws and regulations, including certain data related to COVID-19 and your health status during the pandemic. Read how we use and protect your personal information.
[American Airlines privacy policy](#)

Passenger 1

(• Required)



Meals & Incidentals (M&IE) rates and breakdown¹

Use this table to find the following information for federal employee travel:

M&IE Total - the full daily amount received for a single calendar day of travel when that day is neither the first nor last day of travel.

Breakfast, lunch, dinner, incidentals - Separate amounts for meals and incidentals. M&IE Total = Breakfast + Lunch + Dinner + Incidentals. Sometimes meal amounts must be deducted from trip voucher. [See More Information](#)

First & last day of travel - amount received on the first and last day of travel and equals 75% of total M&IE.

Primary Destination ¹	County ²	M&IE Total	Continental Breakfast/Breakfast	Lunch	Dinner	Incidental Expenses	First & Last Day of Travel ¹
Bloomington	Monroe	\$64	\$14	\$16	\$29	\$5	\$48.00
Ft. Wayne	Allen	\$64	\$14	\$16	\$29	\$5	\$48.00
Hammond / Munster / Merrillville	Lake	\$64	\$14	\$16	\$29	\$5	\$48.00
Indianapolis / Carmel	Marion / Hamilton	\$69	\$16	\$17	\$31	\$5	\$51.75
Lafayette / West Lafayette	Tippecanoe	\$64	\$14	\$16	\$29	\$5	\$48.00
Standard Rate	Applies for all locations without specified rates	\$59	\$13	\$15	\$26	\$5	\$44.25

I'm interested in:

Last Reviewed: 2022-08-16

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 DATE of request: 9/26/22

SCHOOL Dayton Intermediate School

NAME OF CONFERENCE: Title 1 ESEA Conference
(Do Not Use Acronyms)
(ATTACH conference program information and provide website address)

CITY/STATE OF CONFERENCE: Indianapolis

DATE OF DEPARTURE: 1/31/23 DATE OF RETURN: 2/4/23

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
Performance Plan Related to a specific program/course Other

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

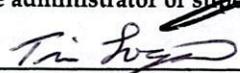
The Ensuring Student Equality and Access National (ESEA) Conference focused on professional development for teachers, school and district leaders around title 1. These details will have a positive impact on our school by understanding the unique needs and disadvantaged children and the ability to centralize support through this program. This conference will benefit our school by providing innovative ideas and resources to move our team forward to face new challenges.

TRAVEL APPROVED: Yes No
DATE: _____

TRAVEL APPROVED: Yes No
DATE: 10/11/22



Site administrator or supervisor signature



Superintendent or designee signature

DATE: 10/6/22
Received by Superintendent's Office
Request received at least 4 weeks prior to next board meeting? Yes No
Board Approved: Yes No Date: 292

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

ESTIMATED EXPENSES

If funded by a grant or other, specify grant/other name here: Title 1

	Total	District Office	Grant	School Site	Other
BUDGET# <u>280683000000022135801020831</u> Registration Fees: Attendees <u>1</u> x <u>629</u> Reg. fee \$	629	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
BUDGET# <u>280683000000022135801020831</u> Travel By: <u>Air, round trip</u> \$ (Air, district car, private car for personal convenience, etc.)	538	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
BUDGET# <u>280683000000022135801020831</u> Lodging: Room rate \$ <u>289</u> x <u>4</u> nights \$	1156	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(Use GSA ratings for lodging and meals www.gsa.gov ATTENDEE WILL OWE DIFFERENCE if applicable) <u>lodging receipts must be obtained and sent to District Office upon return.</u>					
Meals: Breakfast \$ <u>16</u> x <u>5</u> days \$	80	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lunch \$ <u>17</u> x <u>5</u> days \$	85	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dinner \$ <u>31</u> x <u>5</u> days \$	155	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Incidental \$ <u>5</u> x <u>4</u> days \$	20	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Substitutes: # of Days <u>0</u> x \$ <u>0</u> /day	0	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other transportation fees: (i.e. car rental, taxi, shuttle, parking, mileage to/from airport, etc.) \$	60	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other Miscellaneous expenses: (attach explanation) \$	2723	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
TOTAL EXPENSES \$					

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

Conference Dates & Times:	2/1/23 12pm-2/4/23-1pm
Name of where conference/training is being held (i.e. Hotel, School, College, Convention Center):	JW Marriott

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:	1/31/23 @ 10:45AM
Date & Time you wish to RETURN:	2/4/23 @ 3:30PM
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) <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) : 127	All travelers agree to share lodging as appropriate?		<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Register under what name(s)?	Kevin Kranjcec		
Name, Address, Phone number of lodging establishment:	JW Mariott, 10 S West St, Indianapolis, IN		

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. ₂₉₄

Registration Options

Virtual and In-Person Registrations are priced the same.

	Individual	Group Package Mix & Match in-person and virtual registrations
2022	June	\$589 each Group Rate (10 or more people) June 1 - November 30
	July	
	August	
	September	
	October	
	November	
	December	
2023	January	No Group Packages available after November 30
	February	

\$629
Early Bird
June 1 - December 31

Every Registration Includes:

- 130+ sessions over four days
- Keynote presentations
- 3-month subscription to all session recordings
- Q&A chat opportunities with presenters
- Attendee-to-attendee networking via live chat, discussion boards, messaging
- Conference Guide - PDF
- Downloadable session materials
- Individual attendance record
- Option to earn graduate-level extension credits
- Virtual Exhibitor Directory

Each In-Person Registration Includes All the above PLUS:

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

Group Registration

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

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

Continuing Education

Attendees may earn up to two graduate-level extension credits (GLECs) for attending a majority of Conference sessions. First, register for the Conference, then [enroll here](#) through the University of San Diego. (Extra \$79 fee applies, enrollment open June 1, 2022 through March 31, 2023.)

Purchase early for the best price!

JAN 31 - FEB 4
 ✈ RNO → IND

Trip & Price Details

✈ Price

Payment

Confirmation

✈ Flight [Modify](#)

✈ Tue 1/31	# 2088 / 392 RNO → IND 10:45 AM 7:15 PM	5 hr 30 min	1 stop	✈ <u>Wanna Get Away</u>
✈ Sat 2/4	# 2039 / 2359 IND → RNO 12:00 PM 3:35 PM	6 hr 35 min	1 stop	✈ <u>Wanna Get Away</u>

Price per Passenger	\$457.45
Taxes and fees per Passenger	\$81.51
Total per Passenger	\$538.96
Passenger(s)	x1
Flight total	\$538.96
	or from \$53/mo* with uplift Learn more

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.

✈ Flight Extras

Upgrade to Wanna Get Away *plus*

Prices shown per passenger, per one-way.

- ✓ Same-day confirmed change*
- ✓ Transferable Flight Credit™*
- ✓ 8 Rapid Rewards points per dollar per qualifying flight*

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

Upgrade departing trip for \$20

Upgrade returning trip for \$20

Upgrade both for \$40

Feedback

An experience you can count on.



No cancel* 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.

*Failure to cancel a reservation at least 10 minutes prior to scheduled departure may result in forfeited travel funds.

BAG FEE *	\$0.00
SUBTOTAL	\$457.45
TAXES & FEES	\$81.51
TRIP TOTAL	\$538.96

Meals & Incidentals (M&IE) Breakdown ⁱ

Use this table to find the following information for federal employee travel:

M&IE Total - the full daily amount received for a single calendar day of travel when that day is neither the first nor last day of travel.

Breakfast, lunch, dinner, incidentals - Separate amounts for meals and incidentals. M&IE Total = Breakfast + Lunch + Dinner + Incidentals. Sometimes meal amounts must be deducted from trip voucher. [See More Information](#)

First & last day of travel - amount received on the first and last day of travel and equals 75% of total M&IE.

Primary Destination ⁱ	County ⁱ	M&IE Total	Continental Breakfast/Breakfast	Lunch	Dinner	Incidental Expenses	First & Last Day of Travel ⁱ
Indianapolis / Carmel	Marion / Hamilton	\$69	<u>\$16</u>	<u>\$17</u>	<u>\$31</u>	<u>\$5</u>	\$51.75
Standard Rate	Applies for all locations without specified rates	\$59	\$13	\$15	\$26	\$5	\$44.25

I'm interested in:

Last Reviewed: 2022-08-16

FY 2023 Per Diem Rates for Indiana

I'm interested in:

Lodging by month (excluding taxes) | October 2022 - September 2023

Cities not appearing below may be located within a county for which rates are listed. To determine what county a city is located in, visit the National Association of Counties (NACO) website (a non-federal website).

Primary Destination ⓘ	County ⓘ	2022 Oct	Nov	Dec	2023 Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep
Indianapolis / Carmel	Marion / Hamilton	\$127	\$127	\$127	\$127	\$127	\$127	\$127	\$127	\$127	\$127	\$127	\$127
Standard Rate	Applies for all locations without specified rates	\$98	\$98	\$98	\$98	\$98	\$98	\$98	\$98	\$98	\$98	\$98	\$98



Meals & Incidentals (M&IE) Breakdown ⓘ

Use this table to find the following information for federal employee travel:

M&IE Total - the full daily amount received for a single calendar day of travel when that day is neither the first nor last day of travel.

Breakfast, lunch, dinner, incidentals - Separate amounts for meals and incidentals. M&IE Total = Breakfast + Lunch + Dinner + Incidentals. Sometimes meal amounts must be deducted from trip voucher. See More Information

First & last day of travel - amount received on the first and last day of travel and equals 75% of total M&IE.

Primary Destination ⓘ	County ⓘ	M&IE Total	Continental Breakfast/Breakfast	Lunch	Dinner	Incidental Expenses	First & Last Day of Travel ⓘ
Indianapolis / Carmel	Marion / Hamilton	\$69	\$16	\$17	\$31	\$5	\$51.75
Standard Rate	Applies for all locations without specified rates	\$59	\$13	\$15	\$26	\$5	\$44.25

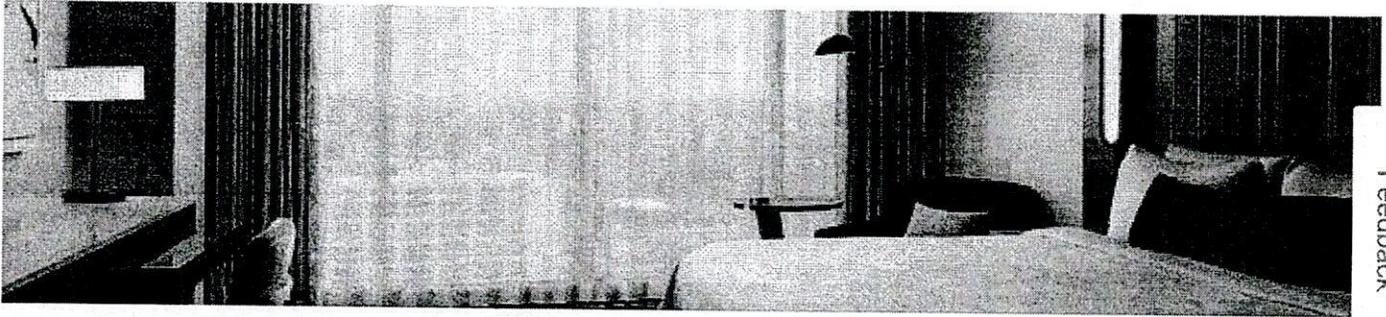
I'm interested in:

⌚ Reserve Your Room Before Time Runs Out!

⌚ Room(s) held for: 13:02

CONTINUE

Review Reservation Details



Feedback

1 King Bed, City View, Guest Room, Shower Only

ROOM DETAILS

Check in: Tuesday, January 31, 2023

Check out: Friday, February 3, 2023

Room(s): 1

Guest(s) per room: 1

EDIT

Choose Room Features



✓ Summary of Charges



Attendee Guide

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

This year's theme:

Lift Up!

Anchored in evidence-based practices, lift up students to reach their potential through maximized access and expanded opportunities.

Anchored in unwavering appreciation and high-quality professional development, lift up teachers and administrators to their joint focus on student success.

Anchored in ongoing collaboration and partnership, lift up parents and communities to meaningful connections and active involvement.

Lift up yourself every day to maximize your potential. Lift up each other—for together, there is nothing we can't do!

February 1-4, 2023
Indianapolis
at the Indiana Convention Center
& Online

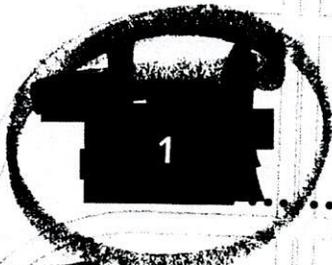
Federal programs practitioners from around the country will convene in Indianapolis and online for meaningful and timely professional development – you've got to be there!

"The Conference was absolutely transformational to me as an educator. It is my third year in Title I, and I cannot express enough how much the various presenters allowed me to fit things into the National Title I landscape, and to see how different states and districts are responding to the COVID-19 pandemic. I am so inspired!! It far surpassed all of my expectations."

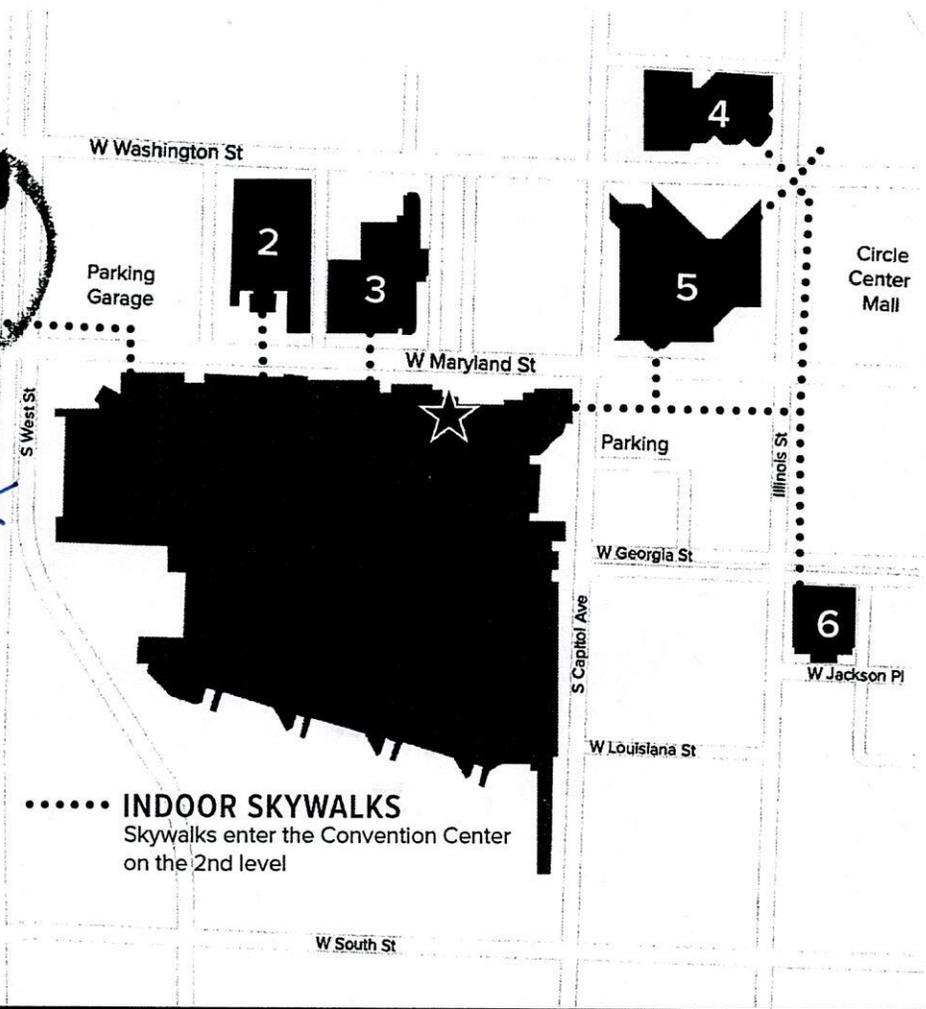
- 2022 National ESEA Conference Attendee

Hotels

\$289



- 2. **MARRIOTT DOWNTOWN** (\$279*)
350 W Maryland St
 - 3. **THE WESTIN** (\$279*)
241 W Washington St
 - 4. **EMBASSY SUITES** (\$279*)
110 W Washington St
 - 5. **HYATT REGENCY** (\$279*)
1 S Capitol Ave
 - 6. **OMNI SEVERIN** (\$279*)
40 W Jackson Pl
- *All prices include tax*



Hotel Pricing

The National ESEA Conference contracts with several local hotels to ensure the best possible rates.

Hotel rooms are charged at a flat rate. All locally mandated taxes and fees have been paid in advance by the Conference and are itemized on invoices for transparency. Attendees are offered the same flat rates on hotel reservations, regardless of tax-exempt status.

Policies

All reservations are made via the event section of your account Dashboard and require payment in full, in advance. In-person registration is required prior to securing a hotel reservation. Hotels will not sell rooms directly to attendees within the conference block nor at the conference rates. Refunds are available on cancelled hotel reservations in accordance with the same sliding-scale refund policy as registration items. A reduction in the number of nights of a hotel reservation is considered a cancellation, and the same refund scale is applied to the cost of each reduced night of the stay.

It is the 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. In 2021 the Elementary and Secondary School Emergency Relief Fund (ESSER) provided an unprecedented \$1.9 trillion dollars in additional federal assistance. 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** - McKinney-Vento Homeless Assistance Act, Education for Homeless Children and Youth
- **IDEA** - Individuals with Disabilities Act (Special Education)

Conference Schedule

Times shown are listed in Eastern Time
(local time Indianapolis, IN)

Tuesday, January 31

12:00 PM – 9:00 PM - Badge Pick Up

Wednesday, February 1

7:00 AM – 5:00 PM - Badge Pick Up

9:00 AM – 10:30 AM - Opening Keynote

10:45 AM – 5:00 PM - Concurrent Sessions

Thursday, February 2

7:30 AM – 5:00 PM - Badge Pick Up

8:00 AM – 9:15 AM - Keynote

9:30 AM – 11:00 AM - Concurrent Sessions

10:30 AM – 5:00 PM - Exhibit Hall Open

11:00 AM – 12:30 PM - Dedicated Exhibit Hall

12:30 PM – 2:00 PM - Dedicated Exhibit Hall & Promotional Sessions

2:00 PM – 5:00 PM - Concurrent Sessions

Friday, February 3

7:30 AM – 5:00 PM - Badge Pick Up

8:00 AM – 11:00 AM - Concurrent Sessions

9:00 AM – 3:00 PM - Exhibit Hall Open

11:00 AM – 1:00 PM - Dedicated Exhibit Hall & Promotional Sessions

1:00 PM – 3:45 PM - Concurrent Sessions

4:00 PM – 5:15 PM - Keynote

Saturday, February 4

8:15 AM – 12:30 PM - Badge Pick Up

8:30 AM – 9:45 AM - Keynote

10:00 AM – 1:00 PM - Concurrent Sessions

Schedule subject to change.

Complete schedule with session details will be available in fall 2022.

"The Conference was outstanding! All of the sessions that I attended and then watched the recordings of later were fabulous!"

- 2022 National ESEA Conference Attendee

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: Ryan Cross
Patrick Whitehead
Heather Sanchez
DATE of request: 10/18/22

SCHOOL: Fernley High School

NAME OF CONFERENCE: Title 1 ESEA Conference
(Do Not Use Acronyms)
(ATTACH conference program information and provide website address)

CITY/STATE OF CONFERENCE: Indianapolis, IN

DATE OF DEPARTURE: 1/31/23 DATE OF RETURN: 2/4/23

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
 Performance Plan Related to a specific program/course Other Related to our School

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

The National ESEA (Elementary and Secondary Education Act) Conference is an annual project of NAESPA (National Association of ESEA Program Administrators) and the only national 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.

TRAVEL APPROVED: Yes No
DATE: 10/18/22

[Signature]
Site administrator or supervisor signature

TRAVEL APPROVED: Yes No
DATE: 10/18/22

[Signature]
Superintendent or designee signature

DATE: 10/18/22
 Received by Superintendent's Office
 Request received at least 4 weeks prior to next board meeting? Yes No
 Board Approved: Yes No Date: _____

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

ESTIMATED EXPENSES

If funded by a grant or other, specify grant/other name here: Title 1 Grant

	Total	District Office	Grant	School Site	Other
BUDGET# 280.633.0000.000.2213.330.10601.32 Registration Fees: Attendees <u>3</u> x <u>629</u> Reg. fee \$	1887	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
BUDGET# 280.633.0000.000.2213.580.10601.32 Travel By: <u>Air 3 @ \$505</u> \$ (Air, district car, private car for personal convenience, etc.)	1515	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
BUDGET# 280.633.0000.000.2213.580.10601.32 Lodging: Room rate \$ <u>289</u> x <u>3</u> x <u>4</u> nights \$	3468	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(Use GSA ratings for lodging and meals www.gsa.gov ATTENDEE WILL OWE DIFFERENCE if applicable) <u>lodging receipts must be obtained and sent to District Office upon return.</u>					
Meals: Breakfast \$ <u>16</u> x <u>5</u> x <u>3</u> days \$	240	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lunch \$ <u>17</u> x <u>5</u> x <u>3</u> days \$	255	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dinner \$ <u>31</u> x <u>5</u> x <u>3</u> days \$	465	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Incidental \$ <u>5</u> x <u>5</u> x <u>3</u> days \$	75	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Substitutes: # of Days <u>4</u> x \$ <u>110</u> /day	440	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other transportation fees: (i.e. car rental, taxi, shuttle, parking, mileage to/from airport, etc.) \$	100	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other Miscellaneous expenses: (attach explanation) \$	8445	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
TOTAL EXPENSES \$	8445				

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

Conference Dates & Times:	2/1/23 12pm-2/4/23 1pm
Name of where conference/training is being held (i.e. Hotel, School, College, Convention Center):	JW Marriott

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:	1/31/23 @ 10:45 am
Date & Time you wish to RETURN:	2/4/23 @ 3:30
List any special notes here:	Reservations will be made by attendees

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 type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Single <input type="checkbox"/>	Double <input 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 type="checkbox"/>
GSA (Per Diem Rate) : 127	All travelers agree to share lodging as appropriate?		<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Register under what name(s)?	Ryan Cross		
Name, Address, Phone number of lodging establishment:	JW Marriott, 10 S West St, Indianapolis, IN		

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.

FY 2023 Per Diem Rates for Indiana

I'm interested in:

Lodging by month (excluding taxes) | October 2022 - September 2023

Cities not appearing below may be located within a county for which rates are listed. To determine what county a city is located in, visit the National Association of Counties (NACO) website (a non-federal website).

Primary Destination ⓘ	County ⓘ	2022 Oct	Nov	Dec	2023 Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep
Indianapolis / Carmel	Marion / Hamilton	\$127	\$127	\$127	\$127	\$127	\$127	\$127	\$127	\$127	\$127	\$127	\$127
Standard Rate	Applies for all locations without specified rates	\$98	\$98	\$98	\$98	\$98	\$98	\$98	\$98	\$98	\$98	\$98	\$98



Meals & Incidentals (M&IE) Breakdown ⓘ

Use this table to find the following information for federal employee travel:

M&IE Total - the full daily amount received for a single calendar day of travel when that day is neither the first nor last day of travel.

Breakfast, lunch, dinner, incidentals - Separate amounts for meals and incidentals. M&IE Total = Breakfast + Lunch + Dinner + Incidentals. Sometimes meal amounts must be deducted from trip voucher. See More Information

First & last day of travel - amount received on the first and last day of travel and equals 75% of total M&IE.

Primary Destination ⓘ	County ⓘ	M&IE Total	Continental Breakfast/Breakfast	Lunch	Dinner	Incidental Expenses	First & Last Day of Travel ⓘ
Indianapolis / Carmel	Marion / Hamilton	\$69	\$16	\$17	\$31	\$5	\$51.75
Standard Rate	Applies for all locations without specified rates	\$59	\$13	\$15	\$26	\$5	\$44.25

I'm interested in:

JAN 31 - FEB 4
X RNO → IND

Trip & Price Details

✈ Price

Payment

Confirmation

Flight [Modify](#)

	Tue 1/31	# 2088 / 392 RNO → IND 10:45 AM 7:15 PM	5 hr 30 min	1 stop	<u>Wanna Get Away</u>	Price per Passenger	\$457.45
	Sat 2/4	# 2039 / 2359 IND → RNO 12:00 PM 3:35 PM	6 hr 35 min	1 stop	<u>Wanna Get Away</u>	Taxes and fees per Passenger	\$81.51
						Total per Passenger	\$538.96
						Passenger(s)	x1
						Flight total	\$538.96
						or from \$53/mo* with uplift Learn more	

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.

Flight Extras

Upgrade to Wanna Get Away *plus*

Prices shown per passenger, per one-way.

- ✓ Same-day confirmed change*
- ✓ Transferable Flight Credit™*
- ✓ 8 Rapid Rewards points per dollar per qualifying flight*

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

Upgrade departing trip for \$20

Upgrade returning trip for \$20

Upgrade both for \$40

Apply upgrade

Feedback

An experience you can count on.



No cancel¹ 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.

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

BAG FEE *	\$0.00
SUBTOTAL	\$457.45
TAXES & FEES	\$81.51
TRIP TOTAL	\$538.96

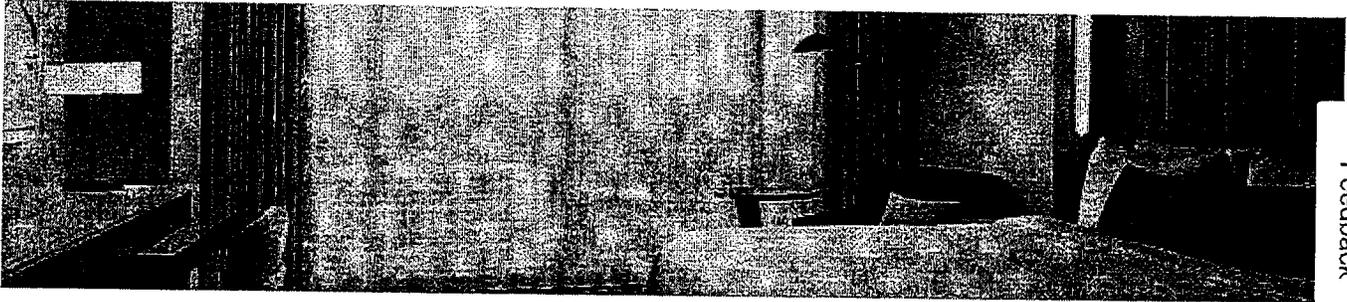
[Show price breakdown](#)

⌚ Reserve Your Room Before Time Runs Out!

⌚ Room(s) held for: 13:02

CONTINUE

Review Reservation Details



Feedback

1 King Bed, City View, Guest Room, Shower Only

ROOM DETAILS

Check in: Tuesday, January 31, 2023

Check out: Friday, February 3, 2023

Room(s): 1

Guest(s) per room: 1

EDIT

Choose Room Features



✓ Summary of Charges



Attendee Guide

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

This year's theme:

Lift Up!

Anchored in evidence-based practices, lift up students to reach their potential through maximized access and expanded opportunities.

Anchored in unwavering appreciation and high-quality professional development, lift up teachers and administrators to their joint focus on student success.

Anchored in ongoing collaboration and partnership, lift up parents and communities to meaningful connections and active involvement.

Lift up yourself every day to maximize your potential. Lift up each other—for together, there is nothing we can't do!

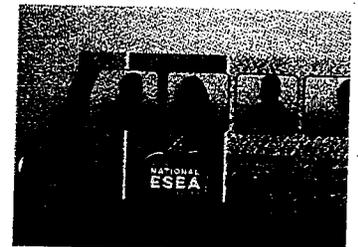
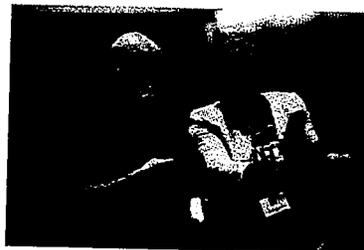
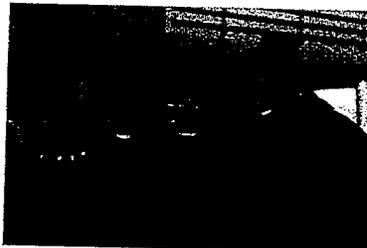
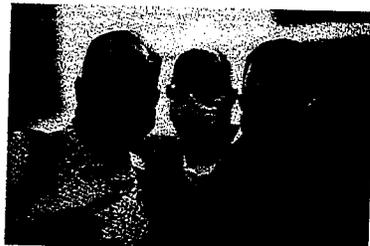
February 1-4, 2023
Indianapolis
at the Indiana Convention Center
& Online

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

"The Conference was absolutely transformational to me as an educator. It is my third year in Title I, and I cannot express enough how much the various presenters allowed me to fit things into the National Title I landscape, and to see how different states and districts are responding to the COVID-19 pandemic. I am so inspired!! It far surpassed all of my expectations."

- 2022 National ESEA Conference Attendee

It is the 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. In 2021 the Elementary and Secondary School Emergency Relief Fund (ESSER) provided an unprecedented \$1.9 trillion dollars in additional federal assistance. 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** - McKinney-Vento Homeless Assistance Act, Education for Homeless Children and Youth
- **IDEA** - Individuals with Disabilities Act (Special Education)

Welcome!

A Hybrid Approach

We hope you will join us in Indianapolis. If travel restrictions, cost or other factors prevent you from attending the Conference in person, don't worry – you can still be a part of the action! We are pleased to offer a virtual registration option allowing you to participate in live sessions, access the same great content, and interact with your colleagues.

We Heard You!

The 2022 Conference was the first hybrid iteration of the National ESEA Conference, and we are always looking for ways to improve what we offer. In light of feedback received, we are implementing changes for 2023 – aimed specifically at bettering the Conference experience for our virtual attendees.

Lectures will be available in real time for all attendees, virtual and in-person, while workshops will take on a different format. We're still working out all the details, but we aim to offer virtual-only workshops led by virtual presenters so they may better engage with those joining remotely. In-person workshops will be limited to in-person engagement in the moment. Both in-person and virtual workshops will be available for viewing at a later time by all attendees.

Health and Safety

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!

The Indiana 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 Indiana Convention Center is available here.

Conference Schedule

Times shown are listed in Eastern Time
(local time Indianapolis, IN)

Tuesday, January 31

12:00 PM – 9:00 PM - Badge Pick Up

Wednesday, February 1

7:00 AM – 5:00 PM - Badge Pick Up

9:00 AM – 10:30 AM - Opening Keynote

10:45 AM – 5:00 PM - Concurrent Sessions

Thursday, February 2

7:30 AM – 5:00 PM - Badge Pick Up

8:00 AM – 9:15 AM - Keynote

9:30 AM – 11:00 AM - Concurrent Sessions

10:30 AM – 5:00 PM - Exhibit Hall Open

11:00 AM – 12:30 PM - Dedicated Exhibit Hall

12:30 PM – 2:00 PM - Dedicated Exhibit Hall & Promotional Sessions

2:00 PM – 5:00 PM - Concurrent Sessions

Friday, February 3

7:30 AM – 5:00 PM - Badge Pick Up

8:00 AM – 11:00 AM - Concurrent Sessions

9:00 AM – 3:00 PM - Exhibit Hall Open

11:00 AM – 1:00 PM - Dedicated Exhibit Hall & Promotional Sessions

1:00 PM – 3:45 PM - Concurrent Sessions

4:00 PM – 5:15 PM - Keynote

Saturday, February 4

8:15 AM – 12:30 PM - Badge Pick Up

8:30 AM – 9:45 AM - Keynote

10:00 AM – 1:00 PM - Concurrent Sessions

Schedule subject to change.

Complete schedule with session details will be available in fall 2022.

"The Conference was outstanding! All of the sessions that I attended and then watched the recordings of later were fabulous!"

- 2022 National ESEA
Conference Attendee

Registration Options

Virtual and In-Person Registrations are priced the same.

	Individual	Group Package Mix & Match in-person and virtual registrations
2022	June	\$589 each Group Rate (10 or more people) June 1 - November 30
	July	
	August	
	September	
	October	
	November	
	December	
2023	January	No Group Packages available after November 30
	February	

Every Registration Includes:

- 130+ sessions over four days
- Keynote presentations
- 3-month subscription to all session recordings
- Q&A chat opportunities with presenters
- Attendee-to-attendee networking via live chat, discussion boards, messaging
- Conference Guide - PDF
- Downloadable session materials
- Individual attendance record
- Option to earn graduate-level extension credits
- Virtual Exhibitor Directory

Each In-Person Registration Includes All the above PLUS:

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

Group Registration

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

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

Continuing Education

Attendees may earn up to two graduate-level extension credits (GLECs) for attending a majority of Conference sessions. First, register for the Conference, then [enroll here](#) through the University of San Diego. (Extra \$79 fee applies, enrollment open June 1, 2022 through March 31, 2023.)

Purchase early for the best price!

Hotels

1. **MARRIOTT DOWNTOWN** (\$279*)
350 W Maryland St

2. **THE WESTIN** (\$279*)
241 W Washington St

3. **EMBASSY SUITES** (\$279*)
110 W Washington St

4. **HYATT REGENCY** (\$279*)
1 S Capitol Ave

5. **OMNI SEVERIN** (\$279*)
40 W Jackson Pl

*All prices include tax

..... **INDOOR SKYWALKS**
Skywalks enter the Convention Center on the 2nd level

Map labels: W Washington St, W Maryland St, W Georgia St, W Louisiana St, W South St, S West St, S Capitol Ave, Illinois St, Circle Center Mall, Parking Garage, Parking.

Hotel Pricing

The National ESEA Conference contracts with several local hotels to ensure the best possible rates.

Hotel rooms are charged at a flat rate. All locally mandated taxes and fees have been paid in advance by the Conference and are itemized on invoices for transparency. Attendees are offered the same flat rates on hotel reservations, regardless of tax-exempt status.

Policies

All reservations are made via the event section of your account Dashboard and require payment in full, in advance. In-person registration is required prior to securing a hotel reservation. Hotels will not sell rooms directly to attendees within the conference block nor at the conference rates. Refunds are available on cancelled hotel reservations in accordance with the same sliding-scale refund policy as registration items. A reduction in the number of nights of a hotel reservation is considered a cancellation, and the same refund scale is applied to the cost of each reduced night of the stay.

Traveling Near & Far

Nearby Attractions

Indianapolis is an engaging city, filled with memorable attractions and historic architecture – perfect for plenty of photo ops! The compact and tourist-friendly downtown is easily walkable, allowing visitors to explore the eclectic neighborhoods, live music venues, and flourishing culinary and brewing scenes.

Boasting the world's largest children's museum, Indianapolis has something for everyone. Pins Mechanical is open until midnight and offers duck pin bowling, giant Jenga, and more. Newfields, the 152-acre museum of art, showcases 54,000 works with seasonal exhibition changes. The LUME features an immersive digital exhibit highlighting the prestigious artworks of Claude Monet. Head to the largest bouldering facility in the country at North Mass Boulder, book an evening class with Indy Fused Glass, schedule a tasting experience with SoChatti's dairy-free chocolate tasting bar, or try your hand at Fowling – all within steps from each other. We hope that whatever you choose to do with your evenings in Indianapolis, you have an enjoyable time!

Museums open past 5PM:

- Kurt Vonnegut Museum & Library (10AM-7PM)
- Newfields (11AM-8PM)
- Museum of 20th Century Warfare (10AM-6PM)
- Soldiers & Sailors Monument (10:30AM-5:30PM)
- Children's Museum - Museum by Moonlight Events (21+, select nights in 2023)

Activities open past 5PM:

- Living Room Theatre
- Kan-Kan Cinema, Bar and Brasserie
- North Mass Boulder
- Fowling Warehouse
- Indy Fused Glass
- HiFi Lounge (check events calendar)
- Shopping at Circle Centre Mall

Airport / Ground Transportation

Indianapolis International Airport's Ground Transportation Center, located on the first floor of the Terminal Garage, offers connection to bus service, car rental, taxi service, Uber & Lyft, BlueIndy, hotel courtesy vehicles, and limousines. Curbside taxicab service is available just outside Baggage Claim.

Parking

Denison Parking operates all Indiana Convention Center parking lots. www.denisonparking.com

There is ample parking in Downtown Indianapolis, including for persons with disabilities.

For more information on parking, maps and directions, skywalks, transportation, local attractions, and dining guides, visit [Indiana Convention Center Website](http://IndianaConventionCenterWebsite.com).

Go to VisitIndy.com for more info



How to Register

1. Log in to ESEAnetwork.org or create a free user account.

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 "2023 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 6th, whichever comes first.

Effective January 7, 2023, 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. (page 13)

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.

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.

Questions? Call 800-256-6452

Cancellations & Refunds

Can I Change My Registration Type?

Maybe you planned to attend in-person in Indianapolis and suddenly travel is no longer an option, or you bought a virtual registration but have decided to go to Indianapolis...not to worry. 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
June 1, 2022 - October 3, 2022	90% Refund
October 4, 2022 - November 3, 2022	75% Refund
November 4, 2022 - December 3, 2022	50% Refund
December 3, 2022 - February 4, 2023	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 Payments and Policies 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.

Questions? Call 800-256-6452

318

2023 NATIONAL ESEA CONFERENCE

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 6, 2023, 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

Registrants acknowledge that in-person attendance at an event is completely voluntary. In exchange for being given the opportunity to register for and attend this event in-person, registrants hereby waive any and all claims or causes of action against the National Association of ESEA State Program Administrators ("the Association"), Show Management, its contractors, or staff for any exposure to COVID-19 or for contracting COVID-19, a related illness, or other harm that may result from registrants' in-person participation in this event. Registrants further agree to comply with the COVID-19 Conference Protocols published and made available to attendees by the Association and any safety guidelines or protocols posted or communicated onsite by the Association, Show Management, the host venue, or any governmental authority.

2023 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 must be claimed by January 20, 2023. Once a group registration has been purchased, additional discounted registrations can be added at any time through November 30, 2022. 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 canceled 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
June 1, 2022 - October 3, 2022	90% Refund
October 4, 2022 - November 3, 2022	75% Refund
November 4, 2022 - December 3, 2022	50% Refund
December 4, 2022 - February 4, 2023	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 Indianapolis. 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, but every effort will be made to refund hotel reservation purchases that no longer apply.

Cancellation of Event

In the unlikely event that the Conference is canceled 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.

**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 Kayleen Larkins, Jeremy Lattin DATE of request: 9/26/2022
 Attendees Harman Bains, Jennifer Apgar
 SCHOOL Grants Department

NAME OF CONFERENCE: National Elementary and Secondary Education Act (ESEA) Conference
 (Do Not Use Acronyms)
 (ATTACH conference program information and provide website address)

CITY/STATE OF CONFERENCE: Indianapolis, IN

DATE OF DEPARTURE: 1/31/2023 DATE OF RETURN: 2/4/2023

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

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

The annual National ESEA Conference is coming to Indianapolis, February 1-4, 2023. In addition to hearing from renowned educational experts on stage, you will have multiple engagement opportunities with presenters, colleagues, and exhibitors, as well as learn about the latest developments in education - from your local school, district, state, and federal level. For the second year, the National ESEA Conference is a hybrid event, allowing you to engage with peers in-person or virtually. Over one hundred sessions and outstanding keynote presentations are scheduled for the event, along with ample time for networking.

TRAVEL APPROVED: Yes No
 DATE: _____

TRAVEL APPROVED: Yes No 9/28/22
 DATE: _____



 Site administrator or supervisor signature



 Superintendent or designee signature

DATE: *Received by Superintendent's Office*
9/27/22

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

Board Approved: Yes No Date: October 25, 2022

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

ESTIMATED EXPENSES

If funded by a grant or other, specify grant/other name here: Title 1

	Total	District Office	Grant	School Site	Other
BUDGET# 280.633.0000.000.2213.340.10000.00.000 Registration Fees: Attendees <u>4</u> x <u>629</u> Reg. fee \$	2516	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
BUDGET# 280.633.0000.000.2213.580.10000.00.000 Travel By: <u>Southwest Airlines</u> \$	2239.84	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>(Air, district car, private car for personal convenience, etc.)</i>					
BUDGET# 280.633.0000.000.2213.580.10000.00.000 Lodging: Room rate \$ <u>279</u> x <u>3</u> x <u>4</u> nights \$	3348	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>(Use GSA ratings for lodging and meals www.gsa.gov ATTENDEE WILL OWE DIFFERENCE if applicable) <u>lodging receipts must be obtained and sent to District Office upon return.</u></i>					
Meals: Breakfast \$ <u>16</u> x <u>4</u> x <u>5</u> days \$	320	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lunch \$ <u>17</u> x <u>4</u> x <u>5</u> days \$	340	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dinner \$ <u>31</u> x <u>4</u> x <u>5</u> days \$	620	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Incidental \$ <u>5</u> x <u>4</u> x <u>5</u> days \$	100	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Substitutes: # of Days _____ X \$ _____ /day		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other transportation fees: (i.e. car rental, taxi, shuttle, parking, mileage to/from airport, etc.) \$	200	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other Miscellaneous expenses: (attach explanation) \$	9683.84	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
TOTAL EXPENSES \$					

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

Conference Dates & Times:	Feb 1, 2023 @ 7am - Feb 4 @ 1pm
Name of where conference/training is being held (i.e. Hotel, School, College, Convention Center):	Indiana 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:	1/31/2023 @ 9:15am
Date & Time you wish to RETURN:	2/4/2023 @ 7:05pm
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 checked="" type="checkbox"/>	Triple <input type="checkbox"/>
(Circle Preferences) Note: Lodging must be made by Attendee or Site for purchase order payments only. "No" district office credit card charges.	Smoking <input type="checkbox"/>		Non-Smoking <input checked="" type="checkbox"/>
GSA (Per Diem Rate) : 127 _____	All travelers agree to share lodging as appropriate?		<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Register under what name(s)?			
Kayleen Larkins with Jennifer Apgar, Jeremy Lattin and Harman Bains			
Name, Address, Phone number of lodging establishment:			
Downtown Marriott 350 W Maryland St Indianapolis, IN 46225 (317) 822-3500			

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: 12/1/2022 **Code Information:** Booking provided via Conference Website

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.

[DOWNLOAD IT NOW!](#)



Registration Types & Prices

INDIVIDUAL REGISTRATION In-Person & Virtual

\$629 – EARLY BIRD PRICE

Available June 1 - December 31, 2022

\$699 - STANDARD PRICE

Starting January 1, 2023

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

NOTE: If paying by check, the check must be received no later than January 27, 2023.

GROUP REGISTRATION 10 or more people

\$589/each

June 1 - November 30

No Group Packages available after November 30

[Group Registration FAQs](#)

[REGISTER HERE!](#)

Exhibit Hall Schedule

The National ESEA Conference includes two full days of exhibits inside the Exhibit Hall and many Conference sessions

Thursday
February 2

Friday
February 3

presented by exhibitors. Be sure to carve out some time on Wednesday and Thursday to get acquainted with exhibiting organizations and learn about their products and services.

Exhibit Hall Open

10:30am - 5:00pm

Dedicated Exhibit Hall Time

11:00am - 12:30pm

Promotional Sessions

12:30pm - 2:00pm

Exhibit Hall Open

9:00am - 3:00pm

Promotional Sessions

11:00am - 1:00pm

"The Conference was absolutely transformational to me as an educator. It is my third year in Title I and I cannot express enough how much the various presenters allowed me to fit things into the national Title I landscape, and to see how different states and districts are responding to the covid-19 pandemic.

I am so inspired!! It far surpassed all of my expectations."

- 2022 National ESEA Conference Attendee

ESEA Network

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

About

- About Us
- About ESEA
- Mission & Principles
- Bylaws
- Association Leadership
- State ESEA Leaders
- Staff

Conference

- Attendees
- Presenters
- Exhibitors
- Schedule

Video

- Featured
- Policy
- Instruction
- Leadership
- Browse All

News

- Latest News
- Legislation
- USED & White House
- Policy
- Projects & Events
- News from Others

Connect With Us



Contact Us

ESEA Network • Phone & Fax: 800-256-6452
532 North Franklin Street • Fort Bragg, CA 95437



Trip & Price Details

Price Payment Confirmation

Flight [Modify](#)

	Tue 1/31	# 2367 / 392 RNO → IND 9:15 AM 7:15 PM	7 hr 0 min	1 stop 	<u>Wanna Get Away</u>
	Sat 2/4	# 2014 / 1069 IND → RNO 3:30 PM 7:05 PM	6 hr 35 min	1 stop 	<u>Wanna Get Away</u> Only 5 left!

Price per Passenger	\$476.99
Taxes and fees per Passenger	\$82.97
Total per Passenger	\$559.96
Passenger(s)	x4
Flight total	\$2,239.84
	or from \$220/mo* with  Learn more

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..

Flight Extras

Upgrade to Wanna Get Away *plus*

Prices shown per passenger, per one-way.

-  Same-day confirmed change*
-  Transferable Flight Credit™*
-  8 Rapid Rewards points per dollar per qualifying flight*

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

Upgrade departing trip for \$20

Upgrade returning trip for \$21

Upgrade both for \$41

Apply upgrade

An experience you can count on.



No cancel¹ 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.

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

BAG FEE *	\$0.00
SUBTOTAL	\$1,907.96
TAXES & FEES	\$331.88
TRIP TOTAL	\$2,239.84

Show price breakdown

Feedback



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 **\$2,239.84**

CREDIT ON YOUR STATEMENT **-\$200.00**

TOTAL AFTER STATEMENT CREDIT \$2,039.84

Not ready to buy yet? [Save this flight for later.](#)
*1st and 2nd checked bags fly free®. [Weight and size limits apply.](#)

[Log in for faster checkout](#)

[Continue](#)

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

Add a Car Products not confirmed until purchase.

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



Add a car

Book now. Pay later!
From \$103.54*/day in Indianapolis

*Taxes and fees excl. Terms apply.



[Book now](#)

PICK-UP LOCATION

Indianapolis,
Indianapolis, IN - IND

PICK-UP DATE

1/31
Tue, Jan 31, 2023

PICK-UP TIME

8:00 PM

RETURN LOCATION

Indianapolis,
Indianapolis, IN - IND

RETURN DATE

2/04
Sat, Feb 4, 2023

RETURN TIME

2:00 PM

RENTAL COMPANY (Optional)

No preference

VEHICLE SIZE (Optional)

No preference

[Search](#)

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.

Feedback

NATIONAL ESEA
CONFERENCE *Lift Up!*

[EXHIBIT](#)
[PRESENT](#)
[ATTEND](#)

[SCHEDULE](#)
[HOTELS &](#)
[TRAVEL](#)
[WEBINARS](#)

February 1-4, 2023
Indianapolis & Online

Downtown Marriott

Pricing:

\$279 (including all taxes and fees)

[Make a Reservation](#)

Conference rate of \$237 plus taxes and fees of \$42

\$299 - triple occupancy

\$319 - quad occupancy

The sleek and unrivaled comfort of the Indianapolis Marriott Downtown boasts skywalk access to Indianapolis' most popular destinations including the Indiana Convention Center, Circle Centre Mall and Lucas Oil Stadium.

Address:

350 W Maryland St.
Indianapolis, IN 46225

0.1 mile Skywalk Connection to Indiana
Convention Center

Amenities:

- Free WiFi
- Plush bedding
- Casual restaurant
- Two bars
- Coffee shop
- Fitness center
- Business center
- Restaurants



View hotel policies on the [Hotels & Travel Page](#)



FY 2023 Per Diem Rates for Indiana

I'm interested in:

Lodging by month (excluding taxes) | October 2022 - September 2023

Cities not appearing below may be located within a county for which rates are listed. To determine what county a city is located in, visit the [National Association of Counties \(NACO\) website \(a non-federal website\)](#).

Primary Destination 	County 	2022 Oct	Nov	Dec	2023 Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep
Indianapolis / Carmel	Marion / Hamilton	\$127	\$127	\$127	\$127	\$127	\$127	\$127	\$127	\$127	\$127	\$127	\$127
Standard Rate	Applies for all locations without specified rates	\$98	\$98	\$98	\$98	\$98	\$98	\$98	\$98	\$98	\$98	\$98	\$98

Meals & Incidentals (M&IE) Breakdown ⁱ

Use this table to find the following information for federal employee travel:

M&IE Total - the full daily amount received for a single calendar day of travel when that day is neither the first nor last day of travel.

Breakfast, lunch, dinner, incidentals - Separate amounts for meals and incidentals. M&IE Total = Breakfast + Lunch + Dinner + Incidentals. Sometimes meal amounts must be deducted from trip voucher. [See More Information](#)

First & last day of travel - amount received on the first and last day of travel and equals 75% of total M&IE.

Primary Destination ⁱ	County ⁱ	M&IE Total	Continental Breakfast/Breakfast	Lunch	Dinner	Incidental Expenses	First & Last Day of Travel ⁱ
Indianapolis / Carmel	Marion / Hamilton	\$69	\$16	\$17	\$31	\$5	\$51.75
Standard Rate	Applies for all locations without specified rates	\$59	\$13	\$15	\$26	\$5	\$44.25

I'm interested in:

Last Reviewed: 2022-08-16

Schedule Overview

Times shown are listed in Eastern Time (local time Indianapolis, IN)

Schedule subject to change

Session titles and presenters will be posted as they are finalized

Tuesday January 31

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

Wednesday, February 1

- 7:00am - 5:00pm - Badge Pick Up
- 9:00am - 10:30am - Opening Keynote
- 10:45am - 5:00pm - Concurrent Sessions

Thursday, February 2

- 7:30am - 5:00pm - Badge Pick Up
- 8:00am - 9:15am - Keynote
- 9:30am - 11:00am - Concurrent Sessions
- 10:30am - 5:00pm - Exhibit Hall Open
- 11:00am - 12:30pm - Dedicated Exhibit Hall Time
- 12:30pm - 2:00pm - Dedicated Exhibit Hall Time & Promotional Sessions
- 2:00pm - 5:00pm - Concurrent Sessions

Friday, February 3

- 7:30am - 5:00pm - Badge Pick Up
- 8:00am - 11:00am - Concurrent Sessions
- 9:00am - 3:00pm - Exhibit Hall Open
- 11:00am - 1:00pm - Dedicated Exhibit Hall Time & Promotional Sessions
- 1:00pm - 3:45pm - Concurrent Sessions
- 4:00pm - 5:15pm - Keynote

Saturday, February

- 8:15am - 12:30pm - Badge Pick Up
- 8:30am - 9:45am - Keynote
- 10:00am - 1:00pm - Concurrent Sessions

ESEA Network

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

Connect With Us



Contact Us

ESEA Network • Phone & Fax: 800-256-6452
532 North Franklin Street • Fort Bragg, CA 95437

About

- About Us
- About ESEA
- Mission & Principles
- Bylaws
- Association Leadership
- State ESEA Leaders
- Staff

Conference

- Attendees
- Presenters
- Exhibitors
- Schedule

Video

- Featured
- Policy
- Instruction
- Leadership
- Browse All

News

- Latest News
- Legislation
- USED & White House
- Policy
- Projects & Events
- News from Others

Information Technology
Service Ticket Report
9/1/2022 - 9/30/2022

Created 9/1/2022 - 9/30/2022

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	0
High		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Medium		8	0	0	0	0	2	5	3	7	0	8	3	4	2	2	5	6	3	3	0	4	2	5	3	75	
Normal		24	2	0	3	0	23	35	47	45	0	24	14	109	34	62	40	105	24	42	43	23	27	25	46	797	
Project		1	0	0	0	0	1	0	0	0	0	0	0	0	1	0	0	0	0	1	0	0	0	0	0	4	
Total		33	2	0	3	0	26	40	50	52	0	32	17	113	37	64	45	111	27	46	43	27	29	30	49	876	

Closed 9/1/2022 - 9/30/2022

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	0
	Canceled	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Resolved	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
High	Closed	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Canceled	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Resolved	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Medium	Closed	12	0	0	0	0	4	5	4	6	0	6	3	4	3	2	5	3	4	3	0	3	2	6	3	75	
	Canceled	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	1	
	Resolved	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
	Total	12	0	0	0	0	4	5	4	6	0	7	3	4	3	2	5	3	4	3	0	3	2	6	3	76	
Normal	Closed	14	2	0	2	0	24	33	44	20	0	22	13	75	24	30	33	55	28	81	23	41	33	19	18	23	638
	Canceled	0	0	0	0	0	0	2	1	1	0	0	0	3	1	2	1	2	1	0	0	0	1	1	1	13	
	Resolved	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
	Total	14	2	0	2	0	24	35	45	21	0	22	13	78	31	57	29	83	24	41	33	19	19	24	39	655	
Project	Closed	1	0	0	0	0	1	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	4	
	Canceled	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
	Resolved	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
	Total	1	0	0	0	0	1	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	4	
Total	Closed	27	2	0	2	0	29	38	49	27	0	28	16	79	33	57	33	84	27	44	33	22	20	29	41	720	
	Canceled	0	0	0	0	0	0	2	1	1	0	1	0	3	1	2	1	2	1	0	0	0	1	1	1	14	
	Resolved	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
	Total	27	2	0	2	0	29	40	50	28	0	29	16	82	34	59	34	86	28	44	33	22	21	30	42	738	

333

Closed by Site/District Tech

Technician Type		DO	AdultEd	SSDO-PDC	PLC	B&G	CES	DES	DHS	DIS	ERHS	EVES	FES	FHS	FIS	RES	SES	SMS	SSES	SSHS	SSMS	SVS	YES	YHS	YIS	Total
Site Tech		0	0	0	0	0	0	1	5	0	0	1	3	2	1	1	3	1	0	0	0	0	1	5	3	27
I. T. Tech		24	2	0	2	0	29	34	36	26	0	27	13	71	29	53	30	83	26	43	28	21	16	21	33	647
Oasis Support		3	0	0	0	0	0	2	9	2	0	1	0	8	3	3	1	1	2	1	5	1	3	4	5	54

Information Technology
Service Ticket Report
9/1/2022 - 9/30/2022

Open as of 9/30/2022

Ticket Type		DO	AdultEd	SSDO-PDC	PLC	B&G	CES	DES	DHS	DIS	ERHS	EVES	FES	FHS	FIS	RES	SES	SMS	SSES	SSHS	SSMS	SVS	YES	YHS	YIS	Total
Urgent	Open	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Pending	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	On Hold	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
High	Open	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Pending	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	On Hold	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Medium	Open	1	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2
	Pending	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	On Hold	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Total	1	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2
Normal	Open	10	0	0	0	0	1	8	16	25	0	2	1	6	2	3	7	2	2	1	7	14	18	25	14	164
	Pending	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	1
	On Hold	2	0	0	0	0	3	4	34	56	0	7	4	58	18	21	12	26	13	15	30	0	10	10	9	332
	Total	12	0	0	0	0	4	12	50	81	0	9	5	64	20	24	19	28	15	16	38	14	28	35	23	497
Project	Open	3	0	0	0	0	0	0	0	0	0	0	1	3	0	0	0	0	0	1	0	0	0	0	1	9
	Pending	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	On Hold	1	0	0	0	0	0	1	1	0	0	0	0	0	0	0	0	0	0	1	0	1	0	1	0	6
	Total	4	0	0	0	0	0	1	1	0	0	0	1	3	0	0	0	0	0	2	0	1	0	1	1	15
Total	Open	14	0	0	0	0	1	8	16	26	0	2	1	7	5	3	7	2	2	2	7	14	18	25	15	175
	Pending	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	1
	On Hold	3	0	0	0	0	3	5	35	56	0	7	4	58	18	21	12	26	13	16	30	1	10	11	9	338
	Total	17	0	0	0	0	4	13	51	82	0	9	5	65	23	24	19	28	15	18	38	15	28	36	24	514

334

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
2022	264	11	19	11	0	240	159	238	213	4	198	173	579	246	210	205	836	179	216	221	95	141	198	211	4867
2021	369	31	30	2	3	260	249	366	258	16	218	225	700	351	323	297	498	247	168	179	154	211	297	277	5729
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
Total	1343	175	50	27	6	945	840	1272	1052	93	869	795	2416	1312	1047	918	1957	839	792	848	600	864	1233	876	21169

LYON COUNTY SCHOOL DISTRICT VOUCHER

Voucher No: 1059

Voucher Date: 09/07/2022

Prepared By:

Abbie McDonald

Printed: 09/21/2022 08:25:49 AM

LYON COUNTY SCHOOL DISTRICT is hereby authorized to draw warrants against LYON COUNTY SCHOOL DISTRICT funds for the sum of \$17,403.49 on account of obligations incurred for value received in services and for materials as shown below for period July 1, 2022 to June 30, 2023 (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

Mike Hogan Member

Barbara Jones Member

Sherry Parsons Member

Bridget Peterson Member

Neal E. McIntyre Member

LYON COUNTY SCHOOL DISTRICT

Fund		Amount
100	General Fund	\$14,121.79
280	Federal Funds	\$3,151.71
290	Food Service Funds	\$129.99
		<hr/>
		\$17,403.49

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1059

09/07/2022

Fiscal Year: 2022-2023

Vendor Remit Name	Vendor #	Account	Description	Amount
AMAZON BUSINESS				
		100.104.0000.000.2213.610.10000.00.00	General Supplies	\$112.24
		Check #: 207846		
		100.104.0000.000.2213.615.10000.00.00	Snacks, Food & Beverages	\$33.16
		Check #: 207846		
		100.104.0000.100.1000.610.10000.00.00	General Supplies	\$284.70
		Check #: 207846		
		100.106.0000.000.2515.610.10000.00.00	General Supplies	\$289.75
		Check #: 207846		
		100.108.0000.000.2630.610.10000.00.00	General Supplies	\$17.98
		Check #: 207846		
		100.121.0000.100.1000.650.10201.10.00	Supplies-Information Technology-related	\$41.39
		Check #: 207846		
		100.122.0000.100.1000.610.10202.10.00	General Supplies	\$999.95
		Check #: 207846		
		100.122.0000.100.1000.640.10202.10.00	Books and Periodicals	\$233.94
		Check #: 207846		
		100.123.0000.100.1000.610.10203.10.00	General Supplies	(\$74.10)
		Check #: 207846		
		100.126.0000.000.2410.610.10206.10.00	General Supplies	\$95.58
		Check #: 207846		
		100.126.0000.100.1000.610.10206.10.00	General Supplies	\$87.27
		Check #: 207846		
		100.136.0000.100.1000.610.10208.31.00	General Supplies	\$1,103.49
		Check #: 207846		
		100.170.0000.000.2730.614.10000.00.00	Parts	\$428.03
		Check #: 207846		
		280.633.0000.000.2100.610.10202.10.00	General Supplies	\$85.71
		Check #: 207846		
		280.709.0000.000.2213.610.10000.00.00	General Supplies	\$43.98
		Check #: 207846		
		280.709.0000.000.2213.640.10000.00.00	Books and Periodicals	\$2,165.10
		Check #: 207846		

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1059

09/07/2022

Fiscal Year: 2022-2023

Vendor Remit Name	Vendor #	Account	Description	Amount
		290.180.0000.000.3100.610.10000.00.00	General Supplies Check #: 207846	\$129.99
			Vendor Total:	\$6,078.16
AMAZON BUSINESS		100.127.0000.100.1000.610.10210.10.00	General Supplies Check #: 207847	\$226.95
		100.133.0000.100.1000.610.10303.10.00	General Supplies Check #: 207847	\$134.41
		100.136.0000.100.1000.610.10208.31.00	General Supplies Check #: 207847	\$1,996.97
		100.162.0000.103.0000.610.10602.50.00	General Supplies Check #: 207847	\$161.49
		100.162.0000.170.1000.610.10602.50.00	General Supplies Check #: 207847	\$142.13
		100.164.0000.100.1000.610.10604.32.00	General Supplies Check #: 207847	\$917.66
		280.633.0000.000.2100.610.10210.10.00	General Supplies Check #: 207847	\$489.88
		280.742.0000.100.1000.610.10602.50.00	General Supplies Check #: 207847	\$72.14
		280.742.0000.440.1000.610.10208.31.00	General Supplies Check #: 207847	\$288.91
		280.742.0000.440.1000.610.10304.20.00	General Supplies Check #: 207847	\$5.99
			Vendor Total:	\$4,436.53
OFFICE DEPOT	15366	100.125.0000.000.2410.610.10205.10.00	General Supplies Check #: 207848	\$398.99
		100.126.0000.000.2410.610.10206.10.00	General Supplies Check #: 207848	\$1,304.55
		100.126.0000.100.1000.610.10206.10.00	General Supplies Check #: 207848	\$4,571.50

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1059

09/07/2022

Fiscal Year: 2022-2023

Vendor Remit Name	Vendor #	Account	Description	Amount
		100.128.0000.100.1000.610.10211.10.00	General Supplies	\$20.62
		Check #: 207848		
		100.133.0000.100.1000.610.10303.10.00	General Supplies	\$593.14
		Check #: 207848		
			Vendor Total:	\$6,888.80
			Grand Total:	\$17,403.49

End of Report

LYON COUNTY SCHOOL DISTRICT VOUCHER

Voucher No: 1060

Voucher Date: 09/08/2022

Prepared By:

Debbie McDonald

Printed: 09/13/2022 09:48:54 AM

LYON COUNTY SCHOOL DISTRICT is hereby authorized to draw warrants against LYON COUNTY SCHOOL DISTRICT funds for the sum of \$1,106,397.33 on account of obligations incurred for value received in services and for materials as shown below for period July 1, 2022 to June 30, 2023 (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

Mike Hogan Member

Barbara Jones Member

Sherry Parsons Member

Bridget Peterson Member

Neal E. McIntyre Member

LYON COUNTY SCHOOL DISTRICT

Fund		Amount
100	General Fund	\$86,062.71
250	Special Education	\$25,753.51
290	Food Service Funds	\$89,924.53
310	Residential Construction Tax	\$177,316.06
340	Governmental Services Tax (GST)	\$230.00
360	Bond Issues	\$727,110.52
		<hr/> <hr/>
		\$1,106,397.33

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1060

09/08/2022

Fiscal Year: 2022-2023

Vendor Remit Name	Vendor #	Account	Description	Amount
CHARTWELLS				
		290.180.0000.000.3100.442.10000.00.00 0	Rental of Equipment and Vehicles	\$7,060.79
		290.180.0000.000.3100.570.10000.00.00 0	Food Service Management	\$33,233.01
		290.180.0000.000.3100.610.10000.00.00 0	General Supplies	\$5,022.93
		290.182.0000.000.3100.630.10000.00.00 0	Food	\$7,583.33
		290.183.0000.000.3100.630.10000.00.00 0	Food	\$4,906.86
		290.184.0000.000.1000.630.10000.00.00 0	Food	\$19,627.43
		290.185.0000.000.1000.630.10000.00.00 0	Food	\$12,490.18
			Vendor Total:	\$89,924.53
DELL, INC USA				
		100.107.0000.000.2580.650.10000.00.00 0	Supplies–Information Technology–related	\$27,256.80
		100.107.0000.000.2580.652.10000.00.00 0	Inventoried Supplies/Equipment – IT Related <\$5000	\$3,838.42
		100.127.0000.000.2410.652.10210.10.00 0	Inventoried Supplies/Equipment – IT Related <\$5000	\$1,919.21
			Vendor Total:	\$33,014.43
LUMOS AND ASSOCIATES, INC 11860				
		310.032.0000.000.4300.340.10603.32.00 0	Other Professional Services	\$6,317.00
		310.034.0000.000.4300.340.10601.32.00 0	Other Professional Services	\$690.50
		340.101.0000.000.4600.340.10000.00.00 0	Other Professional Services	\$230.00
		360.021.0000.000.4300.340.10000.00.00 0	Other Professional Services	\$7,526.50
			Vendor Total:	\$14,764.00
PELLETT CONSTRUCTION, LLC				

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1060

09/08/2022

Fiscal Year: 2022-2023

Vendor Remit Name	Vendor #	Account	Description	Amount
		310.032.0000.000.4600.450.10603.32.00 0	Construction Services	\$18,399.98
		310.034.0000.000.4600.450.10601.32.00 0	Construction Services	\$105,806.73
		310.035.0000.000.4600.450.10604.32.00 0	Construction Services	\$46,101.85
		360.022.0000.000.4600.450.10601.32.00 0	Construction Services	\$177,732.46
		360.022.0000.000.4600.450.10603.32.00 0	Construction Services	\$135,803.36
		360.022.0000.000.4600.450.10604.32.00 0	Construction Services	\$406,048.20
			Vendor Total:	<u>\$889,892.58</u>
SAVVAS LEARNING CO.		100.104.0000.000.2213.330.10000.00.00 0	Professional Employee Training & Development Serv	\$2,900.00
		100.104.0000.100.1000.641.10000.00.00 0	Textbooks	\$49,050.28
			Vendor Total:	<u>\$51,950.28</u>
STATE OF NEVADA		100.102.0000.000.2570.270.10000.00.00 0	Workers" Compensation	\$1,098.00
			Vendor Total:	<u>\$1,098.00</u>
STATE OF NV DIVISION OF HEALTH CARE	102723	250.781.0000.000.0000.000.10000.00.19 1	Deposits	\$25,753.51
			Vendor Total:	<u>\$25,753.51</u>
			Grand Total:	<u>\$1,106,397.33</u>

End of Report

LYON COUNTY SCHOOL DISTRICT VOUCHER

Voucher No: 1061

Voucher Date: 09/08/2022

Prepared By:

Printed: 09/08/2022 01:33:42 PM

LYON COUNTY SCHOOL DISTRICT is hereby authorized to draw warrants against LYON COUNTY SCHOOL DISTRICT funds for the sum of \$347,935.79 on account of obligations incurred for value received in services and for materials as shown below for period July 1, 2022 to June 30, 2023 (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
Mike Hogan	Member
Barbara Jones	Member
Sherry Parsons	Member
Bridget Peterson	Member
Neal E. McIntyre	Member

LYON COUNTY SCHOOL DISTRICT

Fund		Amount
100	General Fund	\$141,803.95
230	Adult Education	\$700.00
240	State Grants	\$56.28
250	Special Education	\$5,295.79
280	Federal Funds	\$196,192.31
290	Food Service Funds	\$145.53
830	Private-Purpose Trust Funds	\$3,741.93
		\$347,935.79

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1061

09/08/2022

Fiscal Year: 2022-2023

Vendor Remit Name	Vendor #	Account	Description	Amount
A T & T MONTHLY STATEMENT	99712	100.125.0000.000.2410.533.10205.10.00 Check #: 207849	Telephone – Land Line phone services	\$138.44
			Vendor Total:	\$138.44
ACE HARDWARE	200	100.108.0000.000.2620.610.10000.00.00 Check #: 207850	General Supplies	\$132.27
		100.108.0000.000.2620.610.10603.32.00 Check #: 207850	General Supplies	\$2.02
		100.108.0000.000.2620.610.10604.32.00 Check #: 207850	General Supplies	\$36.71
		100.122.0000.000.2620.610.10202.10.00 Check #: 207850	General Supplies	\$219.48
		100.132.0000.100.1000.610.10302.20.00 Check #: 207850	General Supplies	\$419.41
		100.162.0000.000.2620.610.10602.50.00 Check #: 207850	General Supplies	\$23.37
		100.163.0000.000.2620.610.10603.32.00 Check #: 207850	General Supplies	\$532.84
			Vendor Total:	\$1,366.10
ADVANCED INTEGRATED PEST MANAGEMENT		100.122.0000.000.2620.430.10202.10.00 Check #: 207851	Repairs and Maintenance Services	\$150.00
		100.132.0000.100.1000.610.10302.20.00 Check #: 207851	General Supplies	\$150.00
		100.136.0000.000.2620.610.10208.31.00 Check #: 207851	General Supplies	\$205.00
			Vendor Total:	\$505.00
AIR FILTER SALES AND SERVICE	98789	100.127.0000.000.2620.610.10210.10.00 Check #: 207852	General Supplies	\$2,623.20
			Vendor Total:	\$2,623.20

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1061

09/08/2022

Fiscal Year: 2022-2023

Vendor Remit Name	Vendor #	Account	Description	Amount
AIRBORNE ATHLETICS, INC				
		100.161.0000.920.1000.610.10601.32.00	General Supplies	\$14,154.50
		Check #: 207853		
			Vendor Total:	\$14,154.50
ALHAMBRA WATER				
	97540	100.107.0000.000.2580.615.10000.00.00	Snacks, Food & Beverages	\$52.40
		Check #: 207854		
		100.170.0000.000.2730.411.10000.00.00	Water / Sewer	\$634.20
		Check #: 207854		
			Vendor Total:	\$686.60
ALPINE LOCK, INC				
	98481	250.136.0000.200.1000.610.10208.31.00	General Supplies	\$48.75
		Check #: 207855		
			Vendor Total:	\$48.75
ARAMARK UNIFORM SERVICES				
		100.121.0000.000.2620.422.10201.10.00	Janitorial / Custodial Services	\$65.02
		Check #: 207856		
		100.127.0000.000.2620.430.10210.10.00	Repairs and Maintenance Services	\$629.30
		Check #: 207856		
			Vendor Total:	\$694.32
BIG R FERNLEY				
		100.108.0000.000.2630.610.10000.00.00	General Supplies	\$82.86
		Check #: 207857		
		100.123.0000.000.2620.610.10203.10.00	General Supplies	\$32.26
		Check #: 207857		
		100.129.0000.000.2620.610.10209.10.00	General Supplies	\$385.88
		Check #: 207857		
		100.133.0000.000.2620.610.10303.10.00	General Supplies	\$37.58
		Check #: 207857		
		100.161.0000.000.2620.610.10601.32.00	General Supplies	\$36.14
		Check #: 207857		
			Vendor Total:	\$574.72

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1061

09/08/2022

Fiscal Year: 2022-2023

Vendor Remit Name	Vendor #	Account	Description	Amount
COMMITTEE FOR CHILDREN				
		100.104.0000.000.2213.610.10000.00.00	General Supplies	\$17.00
		Check #: 207858		
			Vendor Total:	\$17.00
CREATIVE LEADERSHIP SOLUTIONS				
		280.624.0000.000.2213.300.10202.10.00	Purchased Professional and Technical Services	\$29,250.00
		Check #: 207859		
		280.624.0000.000.2213.300.10205.10.00	Purchased Professional and Technical Services	\$29,250.00
		Check #: 207859		
		280.624.0000.000.2213.300.10210.10.00	Purchased Professional and Technical Services	\$29,250.00
		Check #: 207859		
			Vendor Total:	\$87,750.00
D & S WASTE REMOVAL, INC	4960			
		100.162.0000.000.2620.610.10602.50.00	General Supplies	\$4.00
		Check #: 207860		
			Vendor Total:	\$4.00
DEPARTMENT OF PUBLIC SAFETY	14394			
		100.102.0000.000.2570.340.10000.00.00	Other Professional Services	\$435.25
		Check #: 207861		
			Vendor Total:	\$435.25
DIVISION OF PUBLIC & BEHAVIORAL HEALTH				
		240.270.0000.000.2130.732.10000.00.00	Vehicles	\$56.28
		Check #: 207862		
			Vendor Total:	\$56.28
DONNELLEY SPORTS	97433			
		100.162.0000.920.1000.610.10602.50.00	General Supplies	\$741.83
		Check #: 207863		
			Vendor Total:	\$741.83
E-RATE ELITE SERVICES INC	103130			
		100.101.0000.000.2320.340.10000.00.00	Other Professional Services	\$4,750.00
		Check #: 207864		

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1061

09/08/2022

Fiscal Year: 2022-2023

Vendor Remit Name	Vendor #	Account	Description	Amount
				Vendor Total:
ESPECIAL NEEDS, LLC				\$4,750.00
		280.639.0000.200.2170.610.10000.00.00	General Supplies	\$1,116.59
		Check #: 207865		
				Vendor Total:
FATBEAM, LLC				\$1,116.59
		100.107.0000.000.2580.535.10000.00.00	Data Communications, Internet, Video, T-lines, etc	\$435.00
		Check #: 207866		
				Vendor Total:
FERGUSON ENTERPRISES, INC	99119			\$435.00
		100.108.0000.000.2620.610.10000.00.00	General Supplies	\$1,392.00
		Check #: 207867		
		100.108.0000.000.2620.610.10303.10.00	General Supplies	\$2,900.00
		Check #: 207867		
		100.108.0000.000.2620.610.10604.32.00	General Supplies	\$3,036.79
		Check #: 207867		
				Vendor Total:
FERNLEY CHAMBER OF COMMERCE	7160			\$7,328.79
		100.126.0000.000.2410.810.10206.10.00	Dues and Fees	\$60.00
		Check #: 207868		
				Vendor Total:
FILLMORE, JILLIAN				\$60.00
		280.633.0000.000.2100.610.10305.31.00	FY21 Grants Budget Loads--Title I	\$100.37
		Check #: 207869		
				Vendor Total:
FRATTO, JEFFERY				\$100.37
		100.101.0000.000.2213.810.10000.00.00	Dues and Fees	\$150.00
		Check #: 207870		
				Vendor Total:
FRONTIER	21702			\$150.00
		100.162.0000.000.2410.532.10602.50.00	Voice/Voicemail	\$171.03
		Check #: 207871		

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1061

09/08/2022

Fiscal Year: 2022-2023

Vendor Remit Name	Vendor #	Account	Description	Amount
		100.162.0000.000.2410.533.10602.50.00	Telephone - Land Line phone services	\$168.37
		Check #: 207871		
			Vendor Total:	\$339.40
FRONTIER	21702			
		100.122.0000.000.2410.533.10202.10.00	Telephone - Land Line phone services	\$300.59
		Check #: 207872		
			Vendor Total:	\$300.59
GENE WATSON	22210			
		100.108.0000.000.2620.422.10000.00.00	Janitorial / Custodial Services	\$1,334.32
		Check #: 207873		
			Vendor Total:	\$1,334.32
GOALBOOK				
		280.639.0000.200.1000.653.10000.00.00	Web-based and similar programs	\$4,760.00
		Check #: 207874		
			Vendor Total:	\$4,760.00
GRAINGER	99826			
		100.108.0000.000.2620.610.10208.31.00	General Supplies	\$55.82
		Check #: 207875		
		100.163.0000.000.2620.610.10603.32.00	General Supplies	\$56.88
		Check #: 207875		
			Vendor Total:	\$112.70
HIRMAN, SHANNON				
		250.105.0000.000.2321.580.10000.00.00	Staff Travel	\$124.32
		Check #: 207876		
			Vendor Total:	\$124.32
HUDL				
		100.164.0000.920.1000.810.10604.32.00	Dues and Fees	\$9,658.70
		Check #: 207877		
			Vendor Total:	\$9,658.70
INFINISOURCE, INC.	99766			
		100.102.0000.000.2570.340.10000.00.00	Other Professional Services	\$2,839.25
		Check #: 207878		

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1061

09/08/2022

Fiscal Year: 2022-2023

Vendor Remit Name	Vendor #	Account	Description	Amount
			Vendor Total:	\$2,839.25
J J KELLER AND ASSOCIATES, INC	10266	100.170.0000.000.2710.550.10000.00.00	Printing and Binding	\$2,068.00
		Check #: 207879		
			Vendor Total:	\$2,068.00
JIMENEZ, BREE A.		280.763.0000.000.2213.340.10000.00.00	Other Professional Services	\$10,084.02
		Check #: 207880		
			Vendor Total:	\$10,084.02
JOHN V. ROBINSON, P.C.		280.667.0000.000.2200.531.10000.00.00	Postage	\$132.65
		Check #: 207881		
			Vendor Total:	\$132.65
KERSEY, JAKE		250.105.0000.000.2321.580.10000.00.00	Staff Travel	\$226.24
		Check #: 207882		
			Vendor Total:	\$226.24
LOGMEIN USA, INC		280.709.0000.000.2213.651.10000.00.00	FY18 Title IIA Budget Load AMENDMENT	\$399.00
		Check #: 207883		
			Vendor Total:	\$399.00
LOUIE'S HOME CENTER		100.164.0000.000.2620.610.10604.32.00	General Supplies	\$11.38
		Check #: 207884		
			Vendor Total:	\$11.38
LOWE, KEITH III		250.105.0000.000.2321.580.10000.00.00	Staff Travel	\$147.78
		Check #: 207885		
			Vendor Total:	\$147.78
LUNDBERG, JAYNE				

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1061

09/08/2022

Fiscal Year: 2022-2023

Vendor Remit Name	Vendor #	Account	Description	Amount
		280.639.0000.200.2213.331.10000.00.00 Check #: 207886	Training & Development-Instruct Licensed Personnel	\$398.00
			Vendor Total:	\$398.00
LUSTRE-CAL CORPORATION	11858	100.107.0000.000.2580.610.10000.00.00 Check #: 207887	General Supplies	\$6,015.00
			Vendor Total:	\$6,015.00
LYON COUNTY SHERIFF	P101	280.742.0000.000.2100.340.10000.00.00 Check #: 207888	Other Professional Services	\$51,710.98
			Vendor Total:	\$51,710.98
MIMS, PAMELA J.		280.763.0000.000.2213.340.10000.00.00 Check #: 207889	Other Professional Services	\$10,857.66
			Vendor Total:	\$10,857.66
MOTION PICTURE LICENSING CORPORATION		100.164.0000.000.2410.810.10604.32.00 Check #: 207890	Dues and Fees	\$282.85
			Vendor Total:	\$282.85
MYSTERY SCIENCE INC.		280.633.0000.000.2100.653.10209.10.00 Check #: 207891	Web-based and similar programs	\$349.00
			Vendor Total:	\$349.00
NNBOA, INC.	98794	100.101.0000.920.1000.340.10305.31.00 Check #: 207892	Other Professional Services	\$4,687.82
			Vendor Total:	\$4,687.82
NNFOA	13587	100.101.0000.920.1000.340.10601.32.00 Check #: 207893	Other Professional Services	\$3,906.50

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1061

09/08/2022

Fiscal Year: 2022-2023

Vendor Remit Name	Vendor #	Account	Description	Amount
		100.101.0000.920.1000.340.10602.50.00 Check #: 207893	Other Professional Services	\$1,052.50
		100.101.0000.920.1000.340.10603.32.00 Check #: 207893	Other Professional Services	\$4,789.85
		100.101.0000.920.1000.340.10604.32.00 Check #: 207893	Other Professional Services	\$3,956.60
		100.101.0000.920.1000.340.10605.32.00 Check #: 207893	Other Professional Services	\$625.93
			Vendor Total:	\$14,331.38
OFFICE OF STUDENT FINANCIAL AID		830.064.0000.000.2410.890.10000.00.00 Check #: 207894	Miscellaneous Expenditures	\$2,500.00
			Vendor Total:	\$2,500.00
OZOLINS, ERIC		100.103.0000.300.1000.810.10000.00.00 Check #: 207895	Dues and Fees	\$120.00
			Vendor Total:	\$120.00
PACIFIC SHREDDING/PACIFIC STORAGE CO.		100.164.0000.000.2410.421.10604.32.00 Check #: 207896	Garbage / Disposal	\$56.71
			Vendor Total:	\$56.71
PBIS REWARDS		280.633.0000.000.2100.610.10303.10.00 Check #: 207897	General Supplies	\$2,215.00
		280.633.0000.000.2100.610.10601.32.00 Check #: 207897	FY19 Title IA FHS Budget Load	\$2,937.50
		280.633.0000.000.2100.653.10209.10.00 Check #: 207897	Web-based and similar programs	\$2,215.00
			Vendor Total:	\$7,367.50
PLOTTER PROS. INC.	100201	100.132.0000.100.1000.610.10302.20.00 Check #: 207898	General Supplies	\$1,226.46

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1061

09/08/2022

Fiscal Year: 2022-2023

Vendor Remit Name	Vendor #	Account	Description	Amount
				Vendor Total:
PRESENCE LEARNING, INC				\$1,226.46
		280.639.0000.240.2150.340.10000.00.00	Other Professional Services	\$37.50
		Check #: 207899		
				Vendor Total:
PROCARE THERAPY				\$37.50
		250.101.0000.200.2150.340.10000.00.00	Other Professional Services	\$4,326.53
		Check #: 207900		
				Vendor Total:
QUADIENT LEASING USA, INC				\$4,326.53
		100.101.0000.000.2500.442.10000.00.00	Rental of Equipment and Vehicles	\$352.26
		Check #: 207901		
				Vendor Total:
REALLY GREAT READING COMPANY, LLC				\$352.26
		100.128.0000.000.2120.333.10211.10.00	Training & Development - Admin Licensed Personnel	\$1,000.00
		Check #: 207902		
		280.633.0000.000.2100.653.10211.10.00	Web-based and similar programs	\$14,950.10
		Check #: 207902		
				Vendor Total:
REFRIGERATION SUPPLIES DISTRIBUTOR 96586				\$15,950.10
		100.108.0000.000.2620.610.10208.31.00	General Supplies	\$423.30
		Check #: 207903		
		100.108.0000.000.2620.610.10601.32.00	General Supplies	\$174.31
		Check #: 207903		
		100.123.0000.000.2620.610.10203.10.00	General Supplies	\$98.05
		Check #: 207903		
		100.133.0000.000.2620.610.10303.10.00	General Supplies	\$344.72
		Check #: 207903		
				Vendor Total:
RICOH AMERICAS CORP	102825			\$1,040.38
		100.122.0000.100.1000.430.10202.10.00	Repairs and Maintenance Services	\$199.45
		Check #: 207904		

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1061

09/08/2022

Fiscal Year: 2022-2023

Vendor Remit Name	Vendor #	Account	Description	Amount
		100.125.0000.000.2410.430.10205.10.00 Check #: 207904	Repairs and Maintenance Services	\$147.90
		100.132.0000.100.1000.430.10302.20.00 Check #: 207904	Repairs and Maintenance Services	\$59.37
			Vendor Total:	\$406.72
RICOH USA, INC		100.135.0000.000.2410.442.10305.31.00 Check #: 207905	Rental of Equipment and Vehicles	\$36.65
			Vendor Total:	\$36.65
RIDDELL		100.164.0000.920.1000.430.10604.32.00 Check #: 207906	Repairs and Maintenance Services	\$653.60
			Vendor Total:	\$653.60
ROCHESTER 100 INC.		100.126.0000.100.1000.610.10206.10.00 Check #: 207907	General Supplies	\$4,015.25
			Vendor Total:	\$4,015.25
RUSSELL SIGLER INC.	3076	100.108.0000.000.2620.610.10303.10.00 Check #: 207908	General Supplies	\$62.73
		100.108.0000.000.2620.610.10604.32.00 Check #: 207908	General Supplies	\$8,961.72
			Vendor Total:	\$9,024.45
SCHOLASTIC CLASSROOM MAGAZINES	102740	280.633.0000.000.2100.640.10202.10.00 Check #: 207909	Books and Periodicals	\$4,064.94
			Vendor Total:	\$4,064.94
SHRED-IT USA		100.101.0000.610.1000.421.10000.00.00 Check #: 207910	Garbage / Disposal	\$16.00
		100.106.0000.000.2515.421.10000.00.00 Check #: 207910	Garbage / Disposal	\$42.00

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1061

09/08/2022

Fiscal Year: 2022-2023

Vendor Remit Name	Vendor #	Account	Description	Amount
		100.125.0000.000.2410.421.10205.10.00 Check #: 207910	Garbage / Disposal	\$134.89
		100.136.0000.000.2410.421.10208.31.00 Check #: 207910	Garbage / Disposal	\$47.00
		100.161.0000.000.2410.421.10601.32.00 Check #: 207910	Garbage / Disposal	\$50.00
			Vendor Total:	\$289.89
SILVER SPRINGS G.I.D	19181	100.108.0000.000.2620.411.10205.10.00 Check #: 207911	Water / Sewer	\$798.00
		100.108.0000.000.2620.411.10304.20.00 Check #: 207911	Water / Sewer	\$525.00
		100.108.0000.000.2620.411.10605.32.00 Check #: 207911	Water / Sewer	\$693.00
			Vendor Total:	\$2,016.00
SILVER SPRINGS MUTUAL WATER CO	19183	100.108.0000.000.2620.411.10205.10.00 Check #: 207912	Water / Sewer	\$3,858.56
		100.108.0000.000.2620.411.10304.20.00 Check #: 207912	Water / Sewer	\$1,211.28
		100.108.0000.000.2620.411.10605.32.00 Check #: 207912	Water / Sewer	\$7,279.72
		100.170.0000.000.2730.411.10000.00.00 Check #: 207912	Water / Sewer	\$81.00
			Vendor Total:	\$12,430.56
SILVER STATE INDUSTRIES_19209	19209	100.170.0000.000.2710.550.10000.00.00 Check #: 207913	Printing and Binding	\$2,000.00
			Vendor Total:	\$2,000.00
SINNING, MEGHAN		250.105.0000.000.2321.580.10000.00.00 Check #: 207914	Staff Travel	\$57.12

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1061

09/08/2022

Fiscal Year: 2022-2023

Vendor Remit Name	Vendor #	Account	Description	Amount	
				Vendor Total:	\$57.12
SPIRIT MONKEY, LLC		280.633.0000.000.2100.610.10205.10.00 Check #: 207915	General Supplies	\$800.00	
				Vendor Total:	\$800.00
STEVENS, KUTOVEN		830.053.0000.000.2410.890.10000.00.00 Check #: 207916	Miscellaneous Expenditures	\$500.00	
				Vendor Total:	\$500.00
SUMMIT COMPANIES		100.108.0000.000.2620.430.10201.10.00 Check #: 207917	Repairs and Maintenance Services	\$1,220.00	
		100.108.0000.000.2620.430.10202.10.00 Check #: 207917	Repairs and Maintenance Services	\$1,175.00	
		100.108.0000.000.2620.430.10203.10.00 Check #: 207917	Repairs and Maintenance Services	\$1,185.00	
		100.108.0000.000.2620.430.10205.10.00 Check #: 207917	Repairs and Maintenance Services	\$1,385.00	
		100.108.0000.000.2620.430.10206.10.00 Check #: 207917	Repairs and Maintenance Services	\$1,185.00	
		100.108.0000.000.2620.430.10208.31.00 Check #: 207917	Repairs and Maintenance Services	\$1,060.00	
		100.108.0000.000.2620.430.10209.10.00 Check #: 207917	Repairs and Maintenance Services	\$1,445.00	
		100.108.0000.000.2620.430.10210.10.00 Check #: 207917	Repairs and Maintenance Services	\$1,060.00	
		100.108.0000.000.2620.430.10211.10.00 Check #: 207917	Repairs and Maintenance Services	\$1,220.00	
		100.108.0000.000.2620.430.10302.20.00 Check #: 207917	Repairs and Maintenance Services	\$825.00	
		100.108.0000.000.2620.430.10303.10.00 Check #: 207917	Repairs and Maintenance Services	\$1,025.00	

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1061

09/08/2022

Fiscal Year: 2022-2023

Vendor Remit Name	Vendor #	Account	Description	Amount
		100.108.0000.000.2620.430.10305.31.00	Repairs and Maintenance Services	\$1,485.00
		Check #: 207917		
		100.108.0000.000.2620.430.10601.32.00	Repairs and Maintenance Services	\$1,985.00
		Check #: 207917		
		100.108.0000.000.2620.430.10602.50.00	Repairs and Maintenance Services	\$2,185.00
		Check #: 207917		
		100.108.0000.000.2620.430.10603.32.00	Repairs and Maintenance Services	\$1,300.00
		Check #: 207917		
		100.108.0000.000.2620.430.10604.32.00	Repairs and Maintenance Services	\$2,640.00
		Check #: 207917		
		100.108.0000.000.2620.430.10605.32.00	Repairs and Maintenance Services	\$1,660.00
		Check #: 207917		
		100.165.0000.000.2620.430.10605.32.00	Repairs and Maintenance Services	\$284.00
		Check #: 207917		
			Vendor Total:	\$24,324.00
TEACHER'S DISCOVERY	20506			
		100.161.0000.188.1000.610.10601.32.00	General Supplies	\$239.13
		Check #: 207918		
			Vendor Total:	\$239.13
TEACHERS PAY TEACHERS	103026			
		100.165.0000.100.1000.610.10605.32.00	General Supplies	\$400.00
		Check #: 207919		
			Vendor Total:	\$400.00
TURNER, JESSICA				
		830.054.0000.000.2410.890.10000.00.00	Miscellaneous Expenditures	\$367.57
		Check #: 207920		
			Vendor Total:	\$367.57
U S POSTAL SERVICE_3478	3478			
		100.101.0000.000.2320.531.10000.00.00	Postage	\$750.00
		Check #: 207921		
			Vendor Total:	\$750.00
UNRUH, COLIN				

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1061

09/08/2022

Fiscal Year: 2022-2023

Vendor Remit Name	Vendor #	Account	Description	Amount
		830.065.0000.000.2410.890.10000.00.00 Check #: 207922	Miscellaneous Expenditures	\$374.36
			Vendor Total:	\$374.36
VERIZON WIRELESS_21703	21703			
		100.101.0000.000.2310.535.10000.00.00 Check #: 207923	Data Communications, Internet, Video, T-lines, etc	\$142.71
		100.101.0000.000.2510.534.10000.00.00 Check #: 207923	Telephone - Cell phone services	\$65.92
		100.101.0000.000.2520.534.10000.00.00 Check #: 207923	Telephone - Cell phone services	\$35.82
		100.104.0000.000.2210.534.10000.00.00 Check #: 207923	Telephone - Cell phone services	\$96.55
		100.104.0000.000.2210.535.10000.00.00 Check #: 207923	Data Communications, Internet, Video, T-lines, etc	\$202.98
		100.107.0000.000.2580.534.10000.00.00 Check #: 207923	Telephone - Cell phone services	\$393.18
		100.108.0000.000.2620.534.10000.00.00 Check #: 207923	Telephone - Cell phone services	\$621.70
		100.125.0000.000.2410.533.10205.10.00 Check #: 207923	Telephone - Land Line phone services	\$121.51
		100.170.0000.000.2710.534.10000.00.00 Check #: 207923	Telephone - Cell phone services	\$1,688.38
		250.105.0000.000.2321.535.10000.00.00 Check #: 207923	Data Communications, Internet, Video, T-lines, etc	\$274.79
		290.180.0000.000.3100.534.10000.00.00 Check #: 207923	Telephone - Cell phone services	\$145.53
			Vendor Total:	\$3,789.07
WALKER LAKE DISPOSAL INC.	102157			
		100.108.0000.000.2620.421.10305.31.00 Check #: 207924	Garbage / Disposal	\$572.00
			Vendor Total:	\$572.00
XEROX CORPORATION				

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1061

09/08/2022

Fiscal Year: 2022-2023

Vendor Remit Name	Vendor #	Account	Description	Amount
		250.105.0000.000.2321.430.10000.00.00	Repairs and Maintenance Services	\$55.04
		Check #: 207925		
		250.105.0000.000.2321.442.10000.00.00	Rental of Equipment and Vehicles	\$35.22
		Check #: 207925		
			Vendor Total:	\$90.26
YERINGTON READY MIX	23350			
		100.108.0000.000.2620.610.10205.10.00	General Supplies	\$835.00
		Check #: 207926		
			Vendor Total:	\$835.00
YERINGTON THEATRE FOR THE ARTS	100157			
		230.231.0000.610.1000.441.10909.41.00	Renting Land and Buildings	\$700.00
		Check #: 207927		
			Vendor Total:	\$700.00
ZARAZUA, YESSENIA				
		280.633.0000.000.2100.610.10304.20.00	FY18 Title IA SSMS Budget Load	\$1,314.00
		Check #: 207928		
			Vendor Total:	\$1,314.00
			Grand Total:	\$347,935.79

End of Report

LYON COUNTY SCHOOL DISTRICT VOUCHER

Voucher No: 1062

Voucher Date: 09/08/2022

Prepared By:

Hebbie McDonald

Printed: 10/18/2022 10:04:52 AM

LYON COUNTY SCHOOL DISTRICT is hereby authorized to draw warrants against LYON COUNTY SCHOOL DISTRICT funds for the sum of \$21,679.21 on account of obligations incurred for value received in services and for materials as shown below for period July 1, 2022 to June 30, 2023 (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

Mike Hogan Member

Barbara Jones Member

Sherry Parsons Member

Bridget Peterson Member

Neal E. McIntyre Member

LYON COUNTY SCHOOL DISTRICT

Fund		Amount
100	General Fund	\$19,258.41
280	Federal Funds	\$2,420.80
		\$21,679.21

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1062

09/08/2022

Fiscal Year: 2022-2023

Vendor Remit Name	Vendor #	Account	Description	Amount
BSN SPORTS		P-Card Payee: COMMERCE BANK		
		100.136.0000.100.1000.610.10208.31.00	General Supplies	\$5,076.59
		0		
		100.136.0000.920.1000.610.10208.31.00	General Supplies	\$3,420.38
		0		
			Vendor Total:	\$8,496.97
STAPLES ADVANTAGE	99736	P-Card Payee: COMMERCE BANK		
		100.104.0000.000.2213.610.10000.00.00	General Supplies	\$60.83
		0		
		100.122.0000.100.1000.610.10202.10.00	General Supplies	\$1,628.65
		0		
		100.123.0000.100.1000.610.10203.10.00	General Supplies	\$1,040.44
		0		
		100.126.0000.100.1000.610.10206.10.00	General Supplies	\$1,671.24
		0		
		100.129.0000.000.2410.610.10209.10.00	General Supplies	\$318.85
		0		
		100.129.0000.100.1000.610.10209.10.00	General Supplies	\$1,964.44
		0		
		100.133.0000.100.1000.610.10303.10.00	General Supplies	\$1,505.79
		0		
		100.134.0000.100.1000.610.10304.20.00	General Supplies	\$413.47
		0		
		100.135.0000.000.2410.610.10305.31.00	General Supplies	\$730.39
		0		
		100.135.0000.100.1000.610.10305.31.00	General Supplies	\$642.89
		0		
		100.163.0000.000.2410.610.10603.32.00	General Supplies	\$784.45
		0		
		280.633.0000.000.2100.610.10205.10.00	General Supplies	\$2,420.80
		0		
			Vendor Total:	\$13,182.24
			Grand Total:	\$21,679.21

End of Report

LYON COUNTY SCHOOL DISTRICT VOUCHER

Voucher No: 1065

Voucher Date: 09/15/2022

Prepared By:

Michelle Miller
Printed: 09/15/2022 01:13:10 PM

LYON COUNTY SCHOOL DISTRICT is hereby authorized to draw warrants against LYON COUNTY SCHOOL DISTRICT funds for the sum of \$38,143.73 on account of obligations incurred for value received in services and for materials as shown below for period July 1, 2022 to June 30, 2023 (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

Mike Hogan Member

Barbara Jones Member

Sherry Parsons Member

Bridget Peterson Member

Neal E. McIntyre Member

LYON COUNTY SCHOOL DISTRICT

Fund		Amount
100	General Fund	\$36,209.88
250	Special Education	\$363.58
280	Federal Funds	\$1,570.27
		<hr/> <hr/>
		\$38,143.73

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1065

09/15/2022

Fiscal Year: 2022-2023

Vendor Remit Name	Vendor #	Account	Description	Amount
AMAZON BUSINESS				
		100.121.0000.000.2410.610.10201.10.00	General Supplies	\$417.97
		Check #: 207929		
		100.121.0000.100.1000.610.10201.10.00	General Supplies	\$59.66
		Check #: 207929		
		100.122.0000.100.1000.610.10202.10.00	General Supplies	\$166.25
		Check #: 207929		
		100.123.0000.000.2620.610.10203.10.00	General Supplies	\$427.73
		Check #: 207929		
		100.123.0000.100.1000.610.10203.10.00	General Supplies	\$35.96
		Check #: 207929		
		100.123.0000.103.1000.610.10203.10.00	General Supplies	\$137.69
		Check #: 207929		
		100.123.0000.120.1000.610.10203.10.00	General Supplies	\$313.04
		Check #: 207929		
		100.126.0000.000.2410.610.10206.10.00	General Supplies	\$70.20
		Check #: 207929		
		100.126.0000.000.2620.610.10206.10.00	General Supplies	\$64.53
		Check #: 207929		
		100.126.0000.100.1000.610.10206.10.00	General Supplies	\$5,637.00
		Check #: 207929		
		100.126.0000.100.1000.640.10206.10.00	Books and Periodicals	\$720.11
		Check #: 207929		
		100.135.0000.100.1000.610.10305.31.00	General Supplies	\$306.85
		Check #: 207929		
		100.136.0000.100.1000.610.10208.31.00	General Supplies	\$900.34
		Check #: 207929		
		100.170.0000.000.2730.614.10000.00.00	Parts	\$359.94
		Check #: 207929		
		250.123.0000.200.1000.610.10203.10.00	General Supplies	\$207.59
		Check #: 207929		
		280.633.0000.000.2100.610.10201.10.00	General Supplies	\$288.97
		Check #: 207929		

Vendor Total: \$10,113.83

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1065

09/15/2022

Fiscal Year: 2022-2023

Vendor Remit Name	Vendor #	Account	Description	Amount
AMAZON BUSINESS				
		100.127.0000.000.2130.610.10210.10.00	General Supplies Check #: 207930	\$169.00
		100.127.0000.000.2410.610.10210.10.00	General Supplies Check #: 207930	\$39.98
		100.127.0000.100.1000.610.10210.10.00	General Supplies Check #: 207930	\$106.58
		100.128.0000.100.1000.610.10211.10.00	General Supplies Check #: 207930	\$951.20
		100.129.0000.000.2620.610.10209.10.00	General Supplies Check #: 207930	\$62.06
		100.129.0000.100.1000.610.10209.10.00	General Supplies Check #: 207930	\$880.02
		100.133.0000.000.2410.610.10303.10.00	General Supplies Check #: 207930	\$637.20
		100.133.0000.100.1000.610.10303.10.00	General Supplies Check #: 207930	\$1,268.30
		100.134.0000.100.1000.610.10304.20.00	General Supplies Check #: 207930	\$54.17
		100.135.0000.100.1000.430.10305.31.00	Repairs and Maintenance Services Check #: 207930	\$66.87
		100.135.0000.100.1000.610.10305.31.00	General Supplies Check #: 207930	\$1,022.15
		100.136.0000.000.2130.610.10208.31.00	General Supplies Check #: 207930	\$174.45
		100.136.0000.000.2410.610.10208.31.00	General Supplies Check #: 207930	\$340.61
		100.136.0000.100.1000.610.10208.31.00	General Supplies Check #: 207930	\$502.33
		100.136.0000.100.1000.650.10208.31.00	Supplies-Information Technology-related Check #: 207930	\$29.98
		280.742.0000.440.1000.610.10304.20.00	General Supplies Check #: 207930	\$1,281.30

Vendor Total: \$7,586.20

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1065

09/15/2022

Fiscal Year: 2022-2023

Vendor Remit Name	Vendor #	Account	Description	Amount
AMAZON BUSINESS				
		100.161.0000.000.2410.610.10601.32.00	General Supplies	\$9.50
		Check #: 207931		
		100.161.0000.192.1000.610.10601.32.00	General Supplies	\$806.96
		Check #: 207931		
		100.161.0000.196.1000.610.10601.32.00	General Supplies	\$145.99
		Check #: 207931		
		100.162.0000.000.2220.610.10602.50.00	General Supplies	\$13.56
		Check #: 207931		
		100.162.0000.000.2410.610.10602.50.00	General Supplies	\$42.98
		Check #: 207931		
		100.162.0000.103.0000.610.10602.50.00	General Supplies	\$168.35
		Check #: 207931		
		100.162.0000.170.1000.610.10602.50.00	General Supplies	\$141.19
		Check #: 207931		
		100.164.0000.194.1000.610.10604.32.00	General Supplies	\$720.78
		Check #: 207931		
		100.165.0000.000.2410.610.10605.32.00	General Supplies	\$333.18
		Check #: 207931		
		100.165.0000.000.2620.610.10605.32.00	General Supplies	\$112.41
		Check #: 207931		
		100.165.0000.100.1000.610.10605.32.00	General Supplies	\$3,394.49
		Check #: 207931		
		250.161.0000.200.1000.610.10601.32.00	General Supplies	\$155.99
		Check #: 207931		
			Vendor Total:	\$6,045.38
OFFICE DEPOT				
	15366			
		100.000.0000.000.0000.000.10000.00.17	Inventories for Resale	\$13,756.80
		Check #: 207932		
		100.128.0000.100.1000.610.10211.10.00	General Supplies	\$35.19
		Check #: 207932		
		100.161.0000.000.2410.610.10601.32.00	General Supplies	\$441.58
		Check #: 207932		

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1065

09/15/2022

Fiscal Year: 2022-2023

Vendor Remit Name	Vendor #	Account	Description	Amount
		100.161.0000.100.1000.610.10601.32.00	General Supplies	\$164.75
		Check #: 207932		
Vendor Total:				\$14,398.32
Grand Total:				\$38,143.73

End of Report

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1066

09/15/2022

Fiscal Year: 2022-2023

Vendor Remit Name	Vendor #	Account	Description	Amount
IMAGINE LEARNING, LLC		100.162.0000.170.1000.653.10602.50.00 0	Web-based and similar programs	\$3,675.00
			Vendor Total:	\$3,675.00
PAUL CAVIN ARCHITECT LLC		310.031.0000.000.4300.340.10602.50.00 0	Other Professional Services	\$925.00
		310.032.0000.000.4300.340.10603.32.00 0	Other Professional Services	\$1,850.00
		310.033.0000.000.4300.340.10605.32.00 0	Other Professional Services	\$925.00
		310.034.0000.000.4300.340.10601.32.00 0	Other Professional Services	\$3,420.00
		310.035.0000.000.4300.340.10604.32.00 0	Other Professional Services	\$2,280.00
		360.021.0000.000.4300.340.10601.32.00 0	Other Professional Services	\$103,117.50
		360.023.0000.000.4300.340.10305.31.00 0	Other Professional Services	\$650.00
		360.023.0000.000.4300.340.10601.32.00 0	Other Professional Services	\$1,850.00
		360.023.0000.000.4300.340.10603.32.00 0	Other Professional Services	\$1,650.00
		360.023.0000.000.4300.340.10604.32.00 0	Other Professional Services	\$1,650.00
		360.023.0000.000.4300.340.10605.32.00 0	Other Professional Services	\$2,640.00
			Vendor Total:	\$120,957.50
			Grand Total:	\$124,632.50

End of Report

LYON COUNTY SCHOOL DISTRICT VOUCHER

Voucher No: 1067

Voucher Date: 09/15/2022

Prepared By:

Nette McDonald

Printed: 09/15/2022 02:27:48 PM

LYON COUNTY SCHOOL DISTRICT is hereby authorized to draw warrants against LYON COUNTY SCHOOL DISTRICT funds for the sum of \$165,041.93 on account of obligations incurred for value received in services and for materials as shown below for period July 1, 2022 to June 30, 2023 (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

Mike Hogan Member

Barbara Jones Member

Sherry Parsons Member

Bridget Peterson Member

Neal E. McIntyre Member

LYON COUNTY SCHOOL DISTRICT

Fund		Amount
100	General Fund	\$115,172.11
230	Adult Education	\$124.11
250	Special Education	\$19,324.18
280	Federal Funds	\$27,824.62
285	Medicaid Funds	\$600.00
290	Food Service Funds	\$1,393.66
360	Bond Issues	\$603.25
		<hr/>
		\$165,041.93

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1067

09/15/2022

Fiscal Year: 2022-2023

Vendor Remit Name	Vendor #	Account	Description	Amount
A I C P A		100.103.0000.300.1000.610.10601.32.00	General Supplies	\$3,085.00
		Check #: 207933		
			Vendor Total:	\$3,085.00
A T & T MONTHLY STATEMENT	99712	100.121.0000.000.2410.533.10201.10.00	Telephone – Land Line phone services	\$2,207.40
		Check #: 207934		
			Vendor Total:	\$2,207.40
A T & T MONTHLY STATEMENT	99712	100.126.0000.000.2410.533.10206.10.00	Telephone – Land Line phone services	\$551.71
		Check #: 207935		
			Vendor Total:	\$551.71
A-1 RADIATOR REPAIR, INC	165	100.170.0000.000.2710.614.10000.00.00	Parts	\$180.00
		Check #: 207936		
			Vendor Total:	\$180.00
ACTION GLASS CARSON LLC	102563	100.170.0000.000.2710.340.10000.00.00	Other Professional Services	\$530.00
		Check #: 207937		
			Vendor Total:	\$530.00
ADVANCED CHILD BEHAVIOR SOLUTIONS,LLC	102918	280.639.0000.200.2240.340.10000.00.00	Other Professional Services	\$13,544.55
		Check #: 207938		
			Vendor Total:	\$13,544.55
ALL ABOUT VISION, LLC	94550	250.105.0000.200.2155.340.10000.00.00	Other Professional Services	\$1,720.00
		Check #: 207939		
			Vendor Total:	\$1,720.00
APEX CYBER SYSTEMS		100.123.0000.000.2660.734.10203.10.00	Technology–Related Hardware	\$12,815.94
		Check #: 207940		

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1067

09/15/2022

Fiscal Year: 2022-2023

Vendor Remit Name	Vendor #	Account	Description	Amount
			Vendor Total:	\$12,815.94
APPLE COMPUTER_1112	1112	100.136.0000.000.2410.652.10208.31.00 Check #: 207941	Inventoried Supplies/Equipment – IT Related <\$5000	\$2,948.00
			Vendor Total:	\$2,948.00
ARAMARK UNIFORM SERVICES		100.136.0000.000.2620.610.10208.31.00 Check #: 207942	General Supplies	\$69.47
			Vendor Total:	\$69.47
AUTO & TRUCK ELECTRIC,INC	1382	100.170.0000.000.2730.617.10000.00.00 Check #: 207943	Batt & Antifreeze	\$1,170.00
			Vendor Total:	\$1,170.00
BATCHELOR, JESSICA		280.742.0000.440.1000.610.10605.32.00 Check #: 207944	General Supplies	\$585.37
			Vendor Total:	\$585.37
BIG R FERNLEY		100.108.0000.000.2620.610.10000.00.00 Check #: 207945	General Supplies	\$196.65
		100.108.0000.000.2620.610.10203.10.00 Check #: 207945	General Supplies	\$286.72
		100.108.0000.000.2630.610.10000.00.00 Check #: 207945	General Supplies	\$669.94
		100.170.0000.000.2710.610.10000.00.00 Check #: 207945	General Supplies	\$219.99
			Vendor Total:	\$1,373.30
BROOKS, ROBIN		100.126.0000.100.1000.610.10206.10.00 Check #: 207946	General Supplies	\$364.10
		100.126.0000.100.1000.640.10206.10.00 Check #: 207946	Books and Periodicals	\$206.18

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1067

09/15/2022

Fiscal Year: 2022-2023

Vendor Remit Name	Vendor #	Account	Description	Amount
			Vendor Total:	\$570.28
BRYSON SALES & SERVICE	2380	100.170.0000.000.2730.614.10000.00.00	Parts	\$1,509.98
		Check #: 207947		
			Vendor Total:	\$1,509.98
BUS PARTS WAREHOUSE	2534	100.170.0000.000.2730.614.10000.00.00	Parts	\$1,353.25
		Check #: 207948		
			Vendor Total:	\$1,353.25
BUSWEST		100.170.0000.000.2730.614.10000.00.00	Parts	\$296.29
		Check #: 207949		
			Vendor Total:	\$296.29
C & L COATINGS, INC	2652	100.134.0000.000.2410.430.10304.20.00	Repairs and Maintenance Services	\$4,850.00
		Check #: 207950		
		100.134.0000.000.2620.430.10304.20.00	Repairs and Maintenance Services	\$4,850.00
		Check #: 207950		
			Vendor Total:	\$9,700.00
CLARK PEST CONTROL		100.108.0000.000.2630.340.10601.32.00	Other Professional Services	\$114.00
		Check #: 207951		
		100.108.0000.000.2630.340.10605.32.00	Other Professional Services	\$114.00
		Check #: 207951		
			Vendor Total:	\$228.00
CMC TIRE		100.170.0000.000.2710.340.10000.00.00	Other Professional Services	\$422.50
		Check #: 207952		
		100.170.0000.000.2730.611.10000.00.00	Tires/Flooring	\$3,750.68
		Check #: 207952		
			Vendor Total:	\$4,173.18

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1067

09/15/2022

Fiscal Year: 2022-2023

Vendor Remit Name	Vendor #	Account	Description	Amount
CONNECTIONS SPEECH&LANGUAGE SERVICES LLC		250.101.0000.200.2150.340.10000.00.00	Other Professional Services Check #: 207953	\$17,392.50
			Vendor Total:	\$17,392.50
CR ENGINEERING	102406	100.108.0000.000.2620.340.10000.00.00	Other Professional Services Check #: 207954	\$16,200.00
			Vendor Total:	\$16,200.00
D & S WASTE REMOVAL, INC	4960	100.108.0000.000.2620.421.10000.00.00	Garbage / Disposal Check #: 207955	\$476.42
		100.108.0000.000.2620.421.10202.10.00	Garbage / Disposal Check #: 207955	\$790.48
		100.108.0000.000.2620.421.10302.20.00	Garbage / Disposal Check #: 207955	\$395.25
		100.108.0000.000.2620.421.10602.50.00	Garbage / Disposal Check #: 207955	\$892.94
		100.108.0000.000.2620.421.10603.32.00	Garbage / Disposal Check #: 207955	\$1,334.03
		100.122.0000.000.2620.610.10202.10.00	General Supplies Check #: 207955	\$1,284.83
		100.170.0000.000.2730.421.10000.00.00	Garbage / Disposal Check #: 207955	\$258.99
		290.182.0000.000.3100.421.10000.00.00	Garbage / Disposal Check #: 207955	\$1,185.66
			Vendor Total:	\$6,618.60
FERGUSON ENTERPRISES, INC	99119	100.108.0000.000.2620.610.10303.10.00	General Supplies Check #: 207956	\$4,350.00
			Vendor Total:	\$4,350.00
FERNLEY CHIROPRACTIC, INC.				

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1067

09/15/2022

Fiscal Year: 2022-2023

Vendor Remit Name	Vendor #	Account	Description	Amount
		100.170.0000.000.2710.340.10000.00.00 Check #: 207957	Other Professional Services	\$400.00
			Vendor Total:	\$400.00
FLYERS ENERGY, LLC	102216	100.170.0000.000.2730.626.10000.00.00 Check #: 207958	Gasoline	\$12,247.12
		100.170.0000.000.2760.626.10000.00.00 Check #: 207958	Gasoline	\$5,577.73
			Vendor Total:	\$17,824.85
FOLLETT LIBRARY RESOURCES	7820	100.129.0000.000.2220.640.10209.10.00 Check #: 207959	Books and Periodicals	\$1,499.02
			Vendor Total:	\$1,499.02
GENE WATSON	22210	100.108.0000.000.2620.422.10000.00.00 Check #: 207960	Janitorial / Custodial Services	\$960.00
			Vendor Total:	\$960.00
HALTERMAN, ROBERT		100.170.0000.000.2710.810.10000.00.00 Check #: 207961	Dues and Fees	\$6.00
			Vendor Total:	\$6.00
HEGGERTY		250.133.0000.200.1000.610.10303.10.00 Check #: 207962	General Supplies	\$211.68
			Vendor Total:	\$211.68
HUNTLEY MOTOR WORLD	102698	100.170.0000.000.2700.610.10000.00.00 Check #: 207963	General Supplies	\$75.00
		100.170.0000.000.2730.611.10000.00.00 Check #: 207963	Tires/Flooring	\$302.75
			Vendor Total:	\$377.75
JOHNSTONE SUPPLY	10580			

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1067

09/15/2022

Fiscal Year: 2022-2023

Vendor Remit Name	Vendor #	Account	Description	Amount
		100.108.0000.000.2620.610.10604.32.00 Check #: 207964	General Supplies	\$2,050.43
Vendor Total:				\$2,050.43
JORDAN'S TRUCK & TRAILER EQUIPMENT	10595			
		100.170.0000.000.2730.614.10000.00.00 Check #: 207965	Parts	\$44.68
		100.170.0000.000.2730.730.10000.00.00 Check #: 207965	Equipment	\$4,250.00
Vendor Total:				\$4,294.68
LOUIE'S HOME CENTER				
		100.128.0000.000.2620.610.10211.10.00 Check #: 207966	General Supplies	\$19.98
		100.170.0000.000.2700.610.10000.00.00 Check #: 207966	General Supplies	\$21.97
Vendor Total:				\$41.95
NAPA AUTO & TRUCK PARTS_99614	99614			
		100.108.0000.000.2620.610.10000.00.00 Check #: 207967	General Supplies	\$4,299.00
		100.161.0000.000.2620.610.10601.32.00 Check #: 207967	General Supplies	\$45.98
		100.170.0000.000.2730.610.10000.00.00 Check #: 207967	General Supplies	\$86.15
		100.170.0000.000.2730.614.10000.00.00 Check #: 207967	Parts	\$380.64
Vendor Total:				\$4,811.77
NEVADA DRUG & ALCOHOL TESTING INC	101753			
		100.170.0000.000.2710.340.10000.00.00 Check #: 207968	Other Professional Services	\$132.00
Vendor Total:				\$132.00
NIAA_102628	102628			
		100.101.0000.000.2310.810.10000.00.00 Check #: 207969	Dues and Fees	\$35.00

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1067

09/15/2022

Fiscal Year: 2022-2023

Vendor Remit Name	Vendor #	Account	Description	Amount
			Vendor Total:	\$35.00
PACIFIC STATES COMMUNICATIONS OF NV, INC		100.107.0000.000.2580.350.10000.00.00	Technical Services Check #: 207970	\$1,692.59
			Vendor Total:	\$1,692.59
PALMER, JUSTIN		100.134.0000.000.2410.610.10304.20.00	General Supplies Check #: 207971	\$211.98
			Vendor Total:	\$211.98
PETERS, PATRICK		100.165.0000.000.2213.330.10605.32.00	Professional Employee Training & Development Serv Check #: 207972	\$500.00
		100.165.0000.100.1000.610.10605.32.00	General Supplies Check #: 207972	\$412.68
			Vendor Total:	\$912.68
PITNEY BOWES INC	98355	100.121.0000.000.2410.442.10201.10.00	Rental of Equipment and Vehicles Check #: 207973	\$65.97
			Vendor Total:	\$65.97
PROCARE THERAPY		280.639.0000.200.1000.340.10000.00.00	Other Professional Services Check #: 207974	\$8,393.00
			Vendor Total:	\$8,393.00
RENNER EQUIPMENT COMPANY	17400	100.108.0000.000.2630.610.10000.00.00	General Supplies Check #: 207975	\$670.76
		100.132.0000.100.1000.610.10302.20.00	General Supplies Check #: 207975	\$57.47
		100.162.0000.000.2620.610.10602.50.00	General Supplies Check #: 207975	\$811.30
			Vendor Total:	\$1,539.53

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1067

09/15/2022

Fiscal Year: 2022-2023

Vendor Remit Name	Vendor #	Account	Description	Amount
RICOH AMERICAS CORP	102825	100.101.0000.610.1000.430.10909.41.00	Repairs and Maintenance Services	\$50.29
		Check #: 207976		
		100.104.0000.100.1000.430.10907.41.00	Repairs and Maintenance Services	\$5.44
		Check #: 207976		
		100.127.0000.100.1000.430.10210.10.00	Repairs and Maintenance Services	\$9.35
		Check #: 207976		
		100.133.0000.100.1000.430.10303.10.00	Repairs and Maintenance Services	\$115.00
		Check #: 207976		
Vendor Total:				\$180.08
ROBIN L. TITUS	102690	285.781.0000.200.2321.340.10000.00.00	Other Professional Services	\$600.00
		Check #: 207977		
Vendor Total:				\$600.00
ROMERO, SHAWN		100.126.0000.000.2410.610.10206.10.00	General Supplies	\$43.05
		Check #: 207978		
Vendor Total:				\$43.05
SHRED-IT USA		100.121.0000.000.2410.421.10201.10.00	Garbage / Disposal	\$74.00
		Check #: 207979		
		100.134.0000.000.2410.421.10304.20.00	Garbage / Disposal	\$50.00
		Check #: 207979		
Vendor Total:				\$124.00
SILVER STATE INTERNATIONAL	19211	100.170.0000.000.2730.614.10000.00.00	Parts	\$321.16
		Check #: 207980		
Vendor Total:				\$321.16
SMITH VALLEY FIRE PROTECTION DISTRICT		360.021.0000.000.4300.810.10000.00.00	Dues and Fees	\$603.25
		Check #: 207981		

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1067

09/15/2022

Fiscal Year: 2022-2023

Vendor Remit Name	Vendor #	Account	Description	Amount
			Vendor Total:	\$603.25
SOC CER.COM		100.161.0000.920.1000.610.10601.32.00	General Supplies	\$440.79
		Check #: 207982		
			Vendor Total:	\$440.79
SOLIANT HEALTH, LLC		280.639.0000.200.1000.340.10000.00.00	Other Professional Services	\$3,920.00
		Check #: 207983		
			Vendor Total:	\$3,920.00
SPECIALIZED ELEVATOR SERVICES HOLDINGS		100.108.0000.000.2620.430.10604.32.00	Repairs and Maintenance Services	\$694.88
		Check #: 207984		
			Vendor Total:	\$694.88
SPINITAR PRESENTATION	101820	100.128.0000.100.1000.610.10211.10.00	General Supplies	\$964.96
		Check #: 207985		
			Vendor Total:	\$964.96
SYNCHRONY BANK/JCP		280.688.0000.000.2100.610.10000.00.00	General Supplies	\$904.70
		Check #: 207986		
			Vendor Total:	\$904.70
TEACHER INNOVATIONS, INC.		100.126.0000.100.1000.653.10206.10.00	Web-based and similar programs	\$270.00
		Check #: 207987		
		280.633.0000.000.2100.653.10210.10.00	Web-based and similar programs	\$391.50
		Check #: 207987		
			Vendor Total:	\$661.50
TORRES, MARIA		100.126.0000.000.2620.610.10206.10.00	General Supplies	\$37.42
		Check #: 207988		
			Vendor Total:	\$37.42

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1067

09/15/2022

Fiscal Year: 2022-2023

Vendor Remit Name	Vendor #	Account	Description	Amount
TRUCKEE-CARSON IRRIGATION	21020	100.108.0000.000.2620.810.10000.00.00 Check #: 207989	Dues and Fees	\$2,622.02
			Vendor Total:	\$2,622.02
WALKER LAKE DISPOSAL INC.	102157	100.108.0000.000.2620.421.10305.31.00 Check #: 207990	Garbage / Disposal	\$572.00
		290.180.0000.000.3100.421.10000.00.00 Check #: 207990	Garbage / Disposal	\$208.00
			Vendor Total:	\$780.00
WELLS FARGO VENDOR FINANCIAL SERVICES		100.123.0000.000.2410.442.10203.10.00 Check #: 207991	Rental of Equipment and Vehicles	\$138.18
		100.123.0000.100.1000.430.10203.10.00 Check #: 207991	Repairs and Maintenance Services	\$36.24
		100.125.0000.000.2410.442.10205.10.00 Check #: 207991	Rental of Equipment and Vehicles	\$474.72
		100.128.0000.000.2410.430.10211.10.00 Check #: 207991	Repairs and Maintenance Services	\$601.24
		100.132.0000.000.2410.442.10302.20.00 Check #: 207991	Rental of Equipment and Vehicles	\$462.50
		100.165.0000.000.2410.442.10605.32.00 Check #: 207991	Rental of Equipment and Vehicles	\$221.34
		100.165.0000.100.1000.430.10605.32.00 Check #: 207991	Repairs and Maintenance Services	\$45.93
			Vendor Total:	\$1,980.15
WESTERN NEVADA REGIONAL YOUTH CENTER		280.650.0000.100.1000.300.10000.00.00 Check #: 207992	Purchased Professional and Technical Services	\$85.50
			Vendor Total:	\$85.50
XCAST LABS, INC.				

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1067

09/15/2022

Fiscal Year: 2022-2023

Vendor Remit Name	Vendor #	Account	Description	Amount
		100.107.0000.000.2580.533.10000.00.00 Check #: 207993	Telephone – Land Line phone services	\$41.27
		100.121.0000.000.2410.533.10201.10.00 Check #: 207993	Telephone – Land Line phone services	\$41.37
		100.122.0000.000.2410.533.10202.10.00 Check #: 207993	Telephone – Land Line phone services	\$41.37
		100.123.0000.000.2410.533.10203.10.00 Check #: 207993	Telephone – Land Line phone services	\$41.37
		100.125.0000.000.2410.533.10205.10.00 Check #: 207993	Telephone – Land Line phone services	\$41.37
		100.126.0000.000.2410.533.10206.10.00 Check #: 207993	Telephone – Land Line phone services	\$41.37
		100.127.0000.000.2410.533.10210.10.00 Check #: 207993	Telephone – Land Line phone services	\$41.37
		100.128.0000.000.2410.533.10211.10.00 Check #: 207993	Telephone – Land Line phone services	\$41.37
		100.129.0000.000.2410.533.10209.10.00 Check #: 207993	Telephone – Land Line phone services	\$41.37
		100.132.0000.000.2410.533.10302.20.00 Check #: 207993	Telephone – Land Line phone services	\$41.37
		100.133.0000.000.2410.533.10303.10.00 Check #: 207993	Telephone – Land Line phone services	\$41.37
		100.134.0000.000.2410.533.10304.20.00 Check #: 207993	Telephone – Land Line phone services	\$41.37
		100.135.0000.000.2410.533.10305.31.00 Check #: 207993	Telephone – Land Line phone services	\$41.37
		100.136.0000.000.2410.533.10208.31.00 Check #: 207993	Telephone – Land Line phone services	\$41.37
		100.161.0000.000.2410.533.10601.32.00 Check #: 207993	Telephone – Land Line phone services	\$41.37
		100.162.0000.000.2410.533.10602.50.00 Check #: 207993	Telephone – Land Line phone services	\$41.37
		100.163.0000.000.2410.533.10603.32.00 Check #: 207993	Telephone – Land Line phone services	\$41.37

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1067

09/15/2022

Fiscal Year: 2022-2023

Vendor Remit Name	Vendor #	Account	Description	Amount
		100.164.0000.000.2410.533.10604.32.00 Check #: 207993	Telephone - Land Line phone services	\$41.37
		100.165.0000.000.2410.533.10605.32.00 Check #: 207993	Telephone - Land Line phone services	\$41.37
		100.170.0000.000.2710.533.10000.00.00 Check #: 207993	Telephone - Land Line phone services	\$41.37
		230.231.0000.610.1000.533.10601.41.00 Check #: 207993	Telephone - Land Line phone services	\$41.37
		230.231.0000.610.1000.533.10907.41.00 Check #: 207993	Telephone - Land Line phone services	\$41.37
		230.231.0000.610.1000.533.10909.41.00 Check #: 207993	Telephone - Land Line phone services	\$41.37
			Vendor Total:	\$951.41
XEROX FINANCIAL SERVICES		100.170.0000.000.2710.442.10000.00.00 Check #: 207994	Rental of Equipment and Vehicles	\$493.36
			Vendor Total:	\$493.36
			Grand Total:	\$165,041.93

End of Report

LYON COUNTY SCHOOL DISTRICT VOUCHER

Voucher No: 1070

Voucher Date: 09/21/2022

Prepared By: Michelle Miller

Printed: 09/28/2022 08:43:14 AM

LYON COUNTY SCHOOL DISTRICT is hereby authorized to draw warrants against LYON COUNTY SCHOOL DISTRICT funds for the sum of \$41,594.02 on account of obligations incurred for value received in services and for materials as shown below for period July 1, 2022 to June 30, 2023 (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

Mike Hogan Member

Barbara Jones Member

Sherry Parsons Member

Bridget Peterson Member

Neal E. McIntyre Member

LYON COUNTY SCHOOL DISTRICT

Fund		Amount
100	General Fund	\$32,044.29
250	Special Education	\$235.99
280	Federal Funds	\$9,313.74
		<hr/>
		\$41,594.02

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1070

09/21/2022

Fiscal Year: 2022-2023

Vendor Remit Name	Vendor #	Account	Description	Amount
AMAZON BUSINESS				
		100.126.0000.100.1000.610.10206.10.00	General Supplies	\$70.44
		Check #: 207995		
		100.126.0000.100.1000.640.10206.10.00	Books and Periodicals	\$81.33
		Check #: 207995		
			Vendor Total:	\$151.77
AMAZON BUSINESS				
		100.101.0000.000.2510.610.10000.00.00	General Supplies	\$40.21
		Check #: 207996		
		100.108.0000.000.2620.610.10000.00.00	General Supplies	\$3,710.00
		Check #: 207996		
		100.122.0000.000.2410.650.10202.10.00	Supplies-Information Technology-related	\$15.86
		Check #: 207996		
		100.123.0000.000.2410.610.10203.10.00	General Supplies	\$22.29
		Check #: 207996		
		100.123.0000.000.2620.610.10203.10.00	General Supplies	\$19.97
		Check #: 207996		
		100.123.0000.130.1000.610.10203.10.00	General Supplies	\$173.44
		Check #: 207996		
		100.125.0000.100.1000.610.10205.10.00	General Supplies	\$1,226.93
		Check #: 207996		
		100.170.0000.000.2700.610.10000.00.00	General Supplies	\$326.31
		Check #: 207996		
		250.123.0000.200.1000.610.10203.10.00	General Supplies	\$200.07
		Check #: 207996		
		280.633.0000.000.2100.610.10203.10.00	General Supplies	\$508.66
		Check #: 207996		
		280.633.0000.000.2100.610.10205.10.00	General Supplies	\$3,114.37
		Check #: 207996		
		280.709.0000.000.2213.640.10000.00.00	Books and Periodicals	\$343.70
		Check #: 207996		
		280.715.0000.000.2100.610.10000.00.00	General Supplies	\$41.96
		Check #: 207996		

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1070

09/21/2022

Fiscal Year: 2022-2023

Vendor Remit Name	Vendor #	Account	Description	Amount
		280.767.0000.000.2100.610.10000.00.00	FY21 Grant Budget Load- 21st CCLC	\$48.99
		Check #: 207996		
			Vendor Total:	\$9,792.76
AMAZON BUSINESS				
		100.126.0000.000.2120.610.10206.10.00	General Supplies	\$120.08
		Check #: 207997		
		100.126.0000.100.1000.610.10206.10.00	General Supplies	\$721.07
		Check #: 207997		
		100.126.0000.100.1000.640.10206.10.00	Books and Periodicals	\$40.19
		Check #: 207997		
		100.127.0000.000.2410.610.10210.10.00	General Supplies	\$39.99
		Check #: 207997		
		100.127.0000.100.1000.610.10210.10.00	General Supplies	\$119.82
		Check #: 207997		
		100.128.0000.100.1000.610.10211.10.00	General Supplies	\$250.13
		Check #: 207997		
		100.129.0000.100.1000.650.10209.10.00	Supplies-Information Technology-related	\$146.00
		Check #: 207997		
		100.134.0000.000.2620.610.10304.20.00	General Supplies	\$359.74
		Check #: 207997		
		100.134.0000.100.1000.610.10304.20.00	General Supplies	\$644.65
		Check #: 207997		
		100.135.0000.000.2620.610.10305.31.00	General Supplies	\$35.40
		Check #: 207997		
		100.135.0000.100.1000.610.10305.31.00	General Supplies	\$271.99
		Check #: 207997		
		100.136.0000.000.2410.610.10208.31.00	General Supplies	\$19.99
		Check #: 207997		
		100.136.0000.000.2410.650.10208.31.00	Supplies-Information Technology-related	\$45.36
		Check #: 207997		
		100.136.0000.000.2620.610.10208.31.00	General Supplies	\$723.72
		Check #: 207997		
		100.136.0000.100.1000.610.10208.31.00	General Supplies	\$2,104.68
		Check #: 207997		

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1070

09/21/2022

Fiscal Year: 2022-2023

Vendor Remit Name	Vendor #	Account	Description	Amount
		100.161.0000.000.2410.610.10601.32.00 Check #: 207997	General Supplies	\$105.88
		100.161.0000.100.1000.610.10601.32.00 Check #: 207997	General Supplies	\$1,248.97
		100.161.0000.189.1000.610.10601.32.00 Check #: 207997	General Supplies	\$69.95
		100.161.0000.196.1000.610.10601.32.00 Check #: 207997	General Supplies	\$161.88
		280.633.0000.000.2100.610.10206.10.00 Check #: 207997	General Supplies	\$817.76
		280.633.0000.000.2100.610.10210.10.00 Check #: 207997	General Supplies	\$580.65
		280.742.0000.440.1000.610.10304.20.00 Check #: 207997	General Supplies	\$247.65
			Vendor Total:	<u>\$8,875.55</u>
AMAZON BUSINESS				
		100.161.0000.000.2410.610.10601.32.00 Check #: 207998	General Supplies	\$634.52
		100.161.0000.000.2620.610.10601.32.00 Check #: 207998	General Supplies	\$399.90
		100.161.0000.100.1000.610.10601.32.00 Check #: 207998	General Supplies	\$473.20
		100.163.0000.000.2120.610.10603.32.00 Check #: 207998	General Supplies	\$95.00
		100.163.0000.000.2410.610.10603.32.00 Check #: 207998	General Supplies	\$58.52
		100.165.0000.100.1000.610.10605.32.00 Check #: 207998	General Supplies	(\$99.99)
			Vendor Total:	<u>\$1,561.15</u>
OFFICE DEPOT	15366			
		100.123.0000.100.1000.610.10203.10.00 Check #: 207999	General Supplies	\$187.96

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1070

09/21/2022

Fiscal Year: 2022-2023

Vendor Remit Name	Vendor #	Account	Description	Amount
		100.125.0000.000.2410.610.10205.10.00 Check #: 207999	General Supplies	\$235.49
		100.125.0000.100.1000.610.10205.10.00 Check #: 207999	General Supplies	\$412.78
		100.128.0000.100.1000.610.10211.10.00 Check #: 207999	General Supplies	\$874.79
		100.134.0000.100.1000.610.10304.20.00 Check #: 207999	General Supplies	\$1,679.60
			Vendor Total:	\$3,390.62
STAPLES ADVANTAGE	99736			
		100.106.0000.000.2515.610.10000.00.00 Check #: 208000	General Supplies	\$504.77
		100.123.0000.000.2410.610.10203.10.00 Check #: 208000	General Supplies	\$117.80
		100.123.0000.100.1000.610.10203.10.00 Check #: 208000	General Supplies	\$148.00
		100.125.0000.000.2620.610.10205.10.00 Check #: 208000	General Supplies	\$627.00
		100.125.0000.100.1000.610.10205.10.00 Check #: 208000	General Supplies	\$477.83
		100.126.0000.100.1000.610.10206.10.00 Check #: 208000	General Supplies	\$438.67
		100.133.0000.100.1000.610.10303.10.00 Check #: 208000	General Supplies	\$2,963.81
		100.134.0000.100.1000.610.10304.20.00 Check #: 208000	General Supplies	\$120.85
		100.135.0000.000.2410.610.10305.31.00 Check #: 208000	General Supplies	\$198.41
		100.135.0000.100.1000.610.10305.31.00 Check #: 208000	General Supplies	\$7,491.78
		100.136.0000.100.1000.610.10208.31.00 Check #: 208000	General Supplies	\$1,087.33
		250.105.0000.000.2321.610.10000.00.00 Check #: 208000	General Supplies	\$35.92

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1070

09/21/2022

Fiscal Year: 2022-2023

Vendor Remit Name	Vendor #	Account	Description	Amount
		280.709.0000.000.2213.610.10000.00.00	General Supplies	\$3,610.00
		Check #: 208000		
			Vendor Total:	\$17,822.17
			Grand Total:	\$41,594.02

End of Report

LYON COUNTY SCHOOL DISTRICT VOUCHER

Voucher No: 1072

Voucher Date: 09/21/2022

Prepared By:

Walter McDonald

Printed: 09/28/2022 10:27:55 AM

LYON COUNTY SCHOOL DISTRICT is hereby authorized to draw warrants against LYON COUNTY SCHOOL DISTRICT funds for the sum of \$172,135.81 on account of obligations incurred for value received in services and for materials as shown below for period July 1, 2022 to June 30, 2023 (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

Mike Hogan Member

Barbara Jones Member

Sherry Parsons Member

Bridget Peterson Member

Neal E. McIntyre Member

LYON COUNTY SCHOOL DISTRICT

Fund		Amount
100	General Fund	\$84,546.73
290	Food Service Funds	\$3,547.31
310	Residential Construction Tax	\$7,013.00
340	Governmental Services Tax (GST)	\$6,151.25
360	Bond Issues	\$16,965.00
703	Workers Compensation	\$53,912.52
		\$172,135.81

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1072

09/21/2022

Fiscal Year: 2022-2023

Vendor Remit Name	Vendor #	Account	Description	Amount
BUILDING CONTROL SERVICES	101439	340.101.0000.000.4700.340.10601.32.00 0	Other Professional Services	\$3,040.00
		340.101.0000.000.4700.340.10604.32.00 0	Other Professional Services	\$3,111.25
			Vendor Total:	\$6,151.25
CCMSI		703.102.0000.000.2310.340.10000.00.00 0	Other Professional Services	\$50,745.86
			Vendor Total:	\$50,745.86
CLARK & ASSOCIATES OF NEVADA, INC.		703.102.0000.000.2310.340.10000.00.00 0	Other Professional Services	\$3,166.66
			Vendor Total:	\$3,166.66
LUMOS AND ASSOCIATES, INC	11860	310.034.0000.000.4300.340.10601.32.00 0	Other Professional Services	\$7,013.00
		360.022.0000.000.4300.340.10601.32.00 0	Other Professional Services	\$16,965.00
			Vendor Total:	\$23,978.00
NEVADA DEPARTMENT OF AGRICULTURE	14535	290.184.0000.000.3100.630.10000.00.00 0	Food	\$3,547.31
			Vendor Total:	\$3,547.31
SKY FIBER INTERNET		100.107.0000.000.2580.535.10000.00.00 0	Data Communications, Internet, Video, T-lines, etc	\$58,121.00
			Vendor Total:	\$58,121.00
STATE OF NEVADA_98141	98141	100.102.0000.000.2329.210.10000.00.00 0	Group Insurance	\$26,425.73
			Vendor Total:	\$26,425.73

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1072

09/21/2022

Fiscal Year: 2022-2023

Vendor Remit Name	Vendor #	Account	Description	Amount
				Grand Total: \$172,135.81

End of Report

LYON COUNTY SCHOOL DISTRICT VOUCHER

Voucher No: 1073

Voucher Date: 09/21/2022

Prepared By:

Rebbie McDonald

Printed: 09/28/2022 12:48:51 PM

LYON COUNTY SCHOOL DISTRICT is hereby authorized to draw warrants against LYON COUNTY SCHOOL DISTRICT funds for the sum of \$121,476.41 on account of obligations incurred for value received in services and for materials as shown below for period July 1, 2022 to June 30, 2023 (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

Mike Hogan Member

Barbara Jones Member

Sherry Parsons Member

Bridget Peterson Member

Neal E. McIntyre Member

LYON COUNTY SCHOOL DISTRICT

Fund		Amount
100	General Fund	\$107,563.02
230	Adult Education	\$0.89
250	Special Education	\$236.94
280	Federal Funds	\$9,234.64
290	Food Service Funds	\$3,440.92
360	Bond Issues	\$1,000.00
		\$121,476.41

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1073

09/21/2022

Fiscal Year: 2022-2023

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 #: 208001	\$0.05
		100.121.0000.000.2410.533.10201.10.00	Telephone - Land Line phone services Check #: 208001	\$0.87
		100.122.0000.000.2410.533.10202.10.00	Telephone - Land Line phone services Check #: 208001	\$6.57
		100.123.0000.000.2410.533.10203.10.00	Telephone - Land Line phone services Check #: 208001	\$0.52
		100.125.0000.000.2410.533.10205.10.00	Telephone - Land Line phone services Check #: 208001	\$0.67
		100.126.0000.000.2410.533.10206.10.00	Telephone - Land Line phone services Check #: 208001	\$0.96
		100.127.0000.000.2410.533.10210.10.00	Telephone - Land Line phone services Check #: 208001	\$0.94
		100.128.0000.000.2410.533.10211.10.00	Telephone - Land Line phone services Check #: 208001	\$0.65
		100.129.0000.000.2410.533.10209.10.00	Telephone - Land Line phone services Check #: 208001	\$0.41
		100.132.0000.000.2410.533.10302.20.00	Telephone - Land Line phone services Check #: 208001	\$6.76
		100.133.0000.000.2410.533.10303.10.00	Telephone - Land Line phone services Check #: 208001	\$1.45
		100.134.0000.000.2410.533.10304.20.00	Telephone - Land Line phone services Check #: 208001	\$0.78
		100.135.0000.000.2410.533.10305.31.00	Telephone - Land Line phone services Check #: 208001	\$0.99
		100.136.0000.000.2410.533.10208.31.00	Telephone - Land Line phone services Check #: 208001	\$0.75
		100.161.0000.000.2410.533.10601.32.00	Telephone - Land Line phone services Check #: 208001	\$1.93
		100.162.0000.000.2410.533.10602.50.00	Telephone - Land Line phone services Check #: 208001	\$2.94

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1073

09/21/2022

Fiscal Year: 2022-2023

Vendor Remit Name	Vendor #	Account	Description	Amount
		100.163.0000.000.2410.533.10603.32.00 Check #: 208001	Telephone – Land Line phone services	\$11.47
		100.164.0000.000.2410.533.10604.32.00 Check #: 208001	Telephone – Land Line phone services	\$1.54
		100.165.0000.000.2410.533.10605.32.00 Check #: 208001	Telephone – Land Line phone services	\$1.37
		100.170.0000.000.2710.533.10000.00.00 Check #: 208001	Telephone – Land Line phone services	\$0.19
		230.231.0000.610.1000.533.10907.41.00 Check #: 208001	Telephone – Land Line phone services	\$0.12
		230.231.0000.610.1000.533.10909.41.00 Check #: 208001	Telephone – Land Line phone services	\$0.77
		290.182.0000.000.3100.533.10000.00.00 Check #: 208001	Telephone – Land Line phone services	\$7.07
		290.183.0000.000.3100.533.10000.00.00 Check #: 208001	Telephone – Land Line phone services	\$0.99
			Vendor Total:	\$50.76
A T & T MONTHLY STATEMENT	99712			
		100.165.0000.000.2410.533.10605.32.00 Check #: 208002	Telephone – Land Line phone services	\$110.00
			Vendor Total:	\$110.00
A T & T MONTHLY STATEMENT	99712			
		100.133.0000.000.2410.533.10303.10.00 Check #: 208003	Telephone – Land Line phone services	\$1,233.63
			Vendor Total:	\$1,233.63
A T & T MONTHLY STATEMENT	99712			
		100.128.0000.000.2410.533.10211.10.00 Check #: 208004	Telephone – Land Line phone services	\$185.66
			Vendor Total:	\$185.66
A T & T MONTHLY STATEMENT	99712			
		100.126.0000.000.2410.533.10206.10.00 Check #: 208005	Telephone – Land Line phone services	\$335.51

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1073

09/21/2022

Fiscal Year: 2022-2023

Vendor Remit Name	Vendor #	Account	Description	Amount
			Vendor Total:	\$335.51
A T & T MONTHLY STATEMENT	99712	100.101.0000.000.2320.533.10000.00.00 Check #: 208006	Telephone - Land Line phone services	\$1,682.39
			Vendor Total:	\$1,682.39
A T & T MONTHLY STATEMENT	99712	100.170.0000.000.2710.340.10000.00.00 Check #: 208007	Other Professional Services	\$93.56
			Vendor Total:	\$93.56
A T & T MONTHLY STATEMENT	99712	100.123.0000.000.2410.533.10203.10.00 Check #: 208008	Telephone - Land Line phone services	\$2,816.27
			Vendor Total:	\$2,816.27
A T & T MONTHLY STATEMENT	99712	100.125.0000.000.2410.533.10205.10.00 Check #: 208009	Telephone - Land Line phone services	\$138.44
			Vendor Total:	\$138.44
AARON, CASSANDRA		290.184.1611.000.0000.000.10000.00.00 Check #: 208010	Daily Sales-School Lunch Program	\$37.30
			Vendor Total:	\$37.30
ADVANCED INTEGRATED PEST MANAGEMENT		100.121.0000.000.2620.422.10201.10.00 Check #: 208011	Janitorial / Custodial Services	\$179.00
		100.135.0000.000.2620.610.10305.31.00 Check #: 208011	General Supplies	\$395.00
		100.163.0000.000.2620.430.10603.32.00 Check #: 208011	Repairs and Maintenance Services	\$150.00
			Vendor Total:	\$724.00
ALBERT W VACEK	7050			

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1073

09/21/2022

Fiscal Year: 2022-2023

Vendor Remit Name	Vendor #	Account	Description	Amount
		100.170.0000.000.2710.340.10000.00.00 Check #: 208012	Other Professional Services	\$90.00
			Vendor Total:	\$90.00
ALDRIDGE, ROYCE	98853	100.163.0000.915.1000.610.10603.32.00 Check #: 208013	General Supplies	\$620.17
		100.163.0000.915.1000.615.10603.32.00 Check #: 208013	Snacks, Food & Beverages	\$340.28
			Vendor Total:	\$960.45
ALHAMBRA WATER	97540	100.101.0000.000.2500.615.10000.00.00 Check #: 208014	Snacks, Food & Beverages	\$36.42
			Vendor Total:	\$36.42
APEX CYBER SYSTEMS		100.132.0000.000.2410.650.10302.20.00 Check #: 208015	Supplies--Information Technology--related	\$199.00
			Vendor Total:	\$199.00
ARAMARK UNIFORM SERVICES		100.136.0000.000.2620.422.10208.31.00 Check #: 208016	Janitorial / Custodial Services	\$138.94
		100.170.0000.000.2730.619.10000.00.00 Check #: 208016	Uniforms	\$940.64
			Vendor Total:	\$1,079.58
C. I. SOLUTIONS		100.170.0000.000.2710.651.10000.00.00 Check #: 208017	Supplies - Technology - Software	\$4,145.00
			Vendor Total:	\$4,145.00
CAPITAL CITY AUTO PARTS	102852	100.170.0000.000.2730.614.10000.00.00 Check #: 208018	Parts	\$595.94
			Vendor Total:	\$595.94
CONCENTRA				

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1073

09/21/2022

Fiscal Year: 2022-2023

Vendor Remit Name	Vendor #	Account	Description	Amount
		100.170.0000.000.2710.340.10000.00.00	Other Professional Services	\$896.00
		Check #: 208019		
			Vendor Total:	\$896.00
CONDIE, SHEILA		100.132.0000.100.1000.610.10302.20.00	General Supplies	\$63.49
		Check #: 208020		
			Vendor Total:	\$63.49
DAYTON VALLEY TIRE		100.170.0000.000.2710.340.10000.00.00	Other Professional Services	\$88.00
		Check #: 208021		
			Vendor Total:	\$88.00
DMV-ASD REVENUE OFFICE	14491	100.170.0000.000.2710.340.10000.00.00	Other Professional Services	\$229.00
		Check #: 208022		
			Vendor Total:	\$229.00
DURAND, EDWARD		100.163.0000.000.2410.610.10603.32.00	General Supplies	\$52.30
		Check #: 208023		
			Vendor Total:	\$52.30
EDMENTUM, INC	102116	280.633.0000.000.2100.653.10206.10.00	Web-based and similar programs	\$1,880.00
		Check #: 208024		
			Vendor Total:	\$1,880.00
ESCHAT		100.170.0000.000.2710.340.10000.00.00	Other Professional Services	\$5,549.64
		Check #: 208025		
			Vendor Total:	\$5,549.64
FRONTIER	21702	100.163.0000.000.2410.533.10603.32.00	Telephone - Land Line phone services	\$261.20
		Check #: 208026		
			Vendor Total:	\$261.20

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1073

09/21/2022

Fiscal Year: 2022-2023

Vendor Remit Name	Vendor #	Account	Description	Amount
FRONTIER	21702	100.132.0000.000.2410.533.10302.20.00	Telephone - Land Line phone services	\$224.93
		Check #: 208027		
			Vendor Total:	\$224.93
FRONTIER	21702	100.101.0000.000.2320.533.10000.00.00	Telephone - Land Line phone services	\$596.96
		Check #: 208028		
			Vendor Total:	\$596.96
HERMITAGE ART		100.162.0000.000.2410.610.10602.50.00	General Supplies	\$73.20
		Check #: 208029		
			Vendor Total:	\$73.20
HI TECH COMMERCIAL SERVICE	94855	290.183.0000.000.3100.430.10000.00.00	Repairs and Maintenance Services	\$1,175.49
		Check #: 208030		
		290.184.0000.000.3100.430.10000.00.00	Repairs and Maintenance Services	\$1,274.05
		Check #: 208030		
		290.185.0000.000.3100.430.10000.00.00	Repairs and Maintenance Services	\$930.69
		Check #: 208030		
			Vendor Total:	\$3,380.23
HOME DEPOT	9654	100.128.0000.000.2620.610.10211.10.00	General Supplies	\$109.45
		Check #: 208031		
		100.164.0000.000.2620.610.10604.32.00	General Supplies	\$93.94
		Check #: 208031		
			Vendor Total:	\$203.39
HUNT, TODD		100.163.0000.000.2120.610.10603.32.00	General Supplies	\$125.23
		Check #: 208032		
			Vendor Total:	\$125.23
HUNTLEY MOTOR WORLD	102698			

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1073

09/21/2022

Fiscal Year: 2022-2023

Vendor Remit Name	Vendor #	Account	Description	Amount
		100.170.0000.000.2730.614.10000.00.00	Parts	\$75.98
		Check #: 208033		
		100.170.0000.000.2730.730.10000.00.00	Equipment	\$15,523.25
		Check #: 208033		
			Vendor Total:	\$15,599.23
IMAGING CONCEPTS NORTH	101833			
		100.121.0000.000.2410.610.10201.10.00	General Supplies	\$91.22
		Check #: 208034		
			Vendor Total:	\$91.22
J W WELDING SUPPLY_10300	10300			
		100.108.0000.000.2620.610.10303.10.00	General Supplies	\$346.82
		Check #: 208035		
			Vendor Total:	\$346.82
JUNIOR LIBRARY GUILD	95920			
		100.164.0000.000.2220.640.10604.32.00	Books and Periodicals	\$2,725.32
		Check #: 208036		
			Vendor Total:	\$2,725.32
KIMBALL MIDWEST	96824			
		100.170.0000.000.2730.614.10000.00.00	Parts	\$872.76
		Check #: 208037		
			Vendor Total:	\$872.76
LAKESHORE LEARNING MATERIALS	11240			
		100.121.0000.100.1000.610.10201.10.00	General Supplies	\$113.75
		Check #: 208038		
		250.129.0000.200.1000.610.10209.10.00	General Supplies	\$236.94
		Check #: 208038		
			Vendor Total:	\$350.69
LAPTOPSCREEN.COM				
		100.107.0000.000.2580.650.10000.00.00	Supplies-Information Technology-related	\$166.44
		Check #: 208039		
			Vendor Total:	\$166.44
LOGMEIN USA, INC				

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1073

09/21/2022

Fiscal Year: 2022-2023

Vendor Remit Name	Vendor #	Account	Description	Amount
		280.709.0000.000.2213.651.10000.00.00 Check #: 208040	FY18 Title IIA Budget Load AMENDMENT	\$399.00
			Vendor Total:	\$399.00
LORENTZ, SAMANTHA M		100.102.0000.000.2570.334.10000.00.00 Check #: 208041	Training & Development - Admin Non-Licensed	\$750.00
			Vendor Total:	\$750.00
LYNCH, NIKKI		100.170.0000.000.2710.580.10000.00.00 Check #: 208042	Staff Travel	\$56.00
			Vendor Total:	\$56.00
LYON COUNTY SCHOOL DIST._99346	99346	100.101.0000.000.2320.615.10000.00.00 Check #: 208043	Snacks, Food & Beverages	\$252.00
			Vendor Total:	\$252.00
M.F. BARCELLOS, INC	1560	100.170.0000.000.2730.613.10000.00.00 Check #: 208044	Oil & Lubricants	\$2,475.00
		100.170.0000.000.2730.623.10000.00.00 Check #: 208044	Bottled Gas	\$33.00
			Vendor Total:	\$2,508.00
MASON VALLEY AUTO BODY		100.170.0000.000.2710.340.10000.00.00 Check #: 208045	Other Professional Services	\$2,754.00
			Vendor Total:	\$2,754.00
MASON VALLEY PRINTING	96748	100.163.0000.000.2410.550.10603.32.00 Check #: 208046	Printing and Binding	\$710.65
			Vendor Total:	\$710.65
MATTICE, CRYSTAL		100.163.0000.197.1000.610.10603.32.00 Check #: 208047	General Supplies	\$180.81

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1073

09/21/2022

Fiscal Year: 2022-2023

Vendor Remit Name	Vendor #	Account	Description	Amount
			Vendor Total:	\$180.81
MULL, KELLY		100.108.0000.000.2620.610.10000.00.00	General Supplies	\$397.34
		Check #: 208048		
			Vendor Total:	\$397.34
N S S R A SOCCER	13603	100.101.0000.920.1000.340.10601.32.00	Other Professional Services	\$6,507.63
		Check #: 208049		
		100.101.0000.920.1000.340.10603.32.00	Other Professional Services	\$3,877.93
		Check #: 208049		
		100.101.0000.920.1000.340.10604.32.00	Other Professional Services	\$4,871.57
		Check #: 208049		
			Vendor Total:	\$15,257.13
NAPA AUTO & TRUCK PARTS_99614	99614	100.108.0000.000.2620.612.10000.00.00	Inventoried Supplies/Equipment <\$5000	\$3,149.00
		Check #: 208050		
			Vendor Total:	\$3,149.00
NASSP/NHS	101272	100.163.0000.000.2410.810.10603.32.00	Dues and Fees	\$480.00
		Check #: 208051		
			Vendor Total:	\$480.00
O'REILLY AUTO PARTS	102278	100.170.0000.000.2700.610.10000.00.00	General Supplies	\$124.71
		Check #: 208052		
		100.170.0000.000.2730.614.10000.00.00	Parts	\$1,272.02
		Check #: 208052		
			Vendor Total:	\$1,396.73
ORIENTAL TRADING CO.,INC.	15565	280.742.0000.440.3300.610.10201.10.00	General Supplies	\$58.74
		Check #: 208053		
			Vendor Total:	\$58.74
OSKAR SEPTIC SERVICES, LLC				

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1073

09/21/2022

Fiscal Year: 2022-2023

Vendor Remit Name	Vendor #	Account	Description	Amount
		100.108.0000.000.2620.430.10000.00.00	Repairs and Maintenance Services	\$400.00
		Check #: 208054		
			Vendor Total:	\$400.00
PACIFIC COAST BREAKER				
		100.108.0000.000.2620.610.10000.00.00	General Supplies	\$585.51
		Check #: 208055		
			Vendor Total:	\$585.51
POPE, MALINDA				
		100.132.0000.100.1000.610.10302.20.00	General Supplies	\$281.51
		Check #: 208056		
			Vendor Total:	\$281.51
REALLY GOOD STUFF	17338			
		100.129.0000.100.1000.610.10209.10.00	General Supplies	\$110.33
		Check #: 208057		
		100.132.0000.100.1000.610.10302.20.00	General Supplies	\$132.24
		Check #: 208057		
			Vendor Total:	\$242.57
REFRIGERATION SUPPLIES DISTRIBUTOR	96586			
		100.108.0000.000.2620.610.10000.00.00	General Supplies	\$1,797.92
		Check #: 208058		
		100.108.0000.000.2620.610.10201.10.00	General Supplies	\$98.71
		Check #: 208058		
		100.108.0000.000.2620.610.10601.32.00	General Supplies	\$178.28
		Check #: 208058		
			Vendor Total:	\$2,074.91
RENAISSANCE LEARNING INC	17337			
		100.132.0000.100.1000.653.10302.20.00	Web-based and similar programs	\$6,021.00
		Check #: 208059		
			Vendor Total:	\$6,021.00
RICOH AMERICAS CORP	102825			
		100.123.0000.100.1000.430.10203.10.00	Repairs and Maintenance Services	\$6.38
		Check #: 208060		

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1073

09/21/2022

Fiscal Year: 2022-2023

Vendor Remit Name	Vendor #	Account	Description	Amount
		100.125.0000.000.2410.430.10205.10.00 Check #: 208060	Repairs and Maintenance Services	\$466.77
		100.126.0000.100.1000.430.10206.10.00 Check #: 208060	Repairs and Maintenance Services	\$1,273.34
		100.133.0000.100.1000.430.10303.10.00 Check #: 208060	Repairs and Maintenance Services	\$795.00
		100.135.0000.100.1000.430.10305.31.00 Check #: 208060	Repairs and Maintenance Services	\$6.67
		100.136.0000.000.2410.442.10208.31.00 Check #: 208060	Rental of Equipment and Vehicles	\$74.44
		100.136.0000.100.1000.442.10208.31.00 Check #: 208060	Rental of Equipment and Vehicles	\$646.18
		100.163.0000.100.1000.430.10603.32.00 Check #: 208060	Repairs and Maintenance Services	\$9.06
		100.164.0000.100.1000.430.10604.32.00 Check #: 208060	Repairs and Maintenance Services	\$801.05
			Vendor Total:	\$4,078.89
RICOH USA, INC		100.126.0000.000.2410.442.10206.10.00 Check #: 208061	Rental of Equipment and Vehicles	\$404.98
			Vendor Total:	\$404.98
ROUND UP AWARDS LLC	17901	100.104.0000.000.2210.610.10000.00.00 Check #: 208062	General Supplies	\$110.00
		100.132.0000.100.1000.610.10302.20.00 Check #: 208062	General Supplies	\$180.00
		100.163.0000.000.2410.610.10603.32.00 Check #: 208062	General Supplies	\$1,300.00
			Vendor Total:	\$1,590.00
RUSSELL SIGLER INC.	3076	100.108.0000.000.2620.610.10604.32.00 Check #: 208063	General Supplies	\$299.54
			Vendor Total:	\$299.54

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1073

09/21/2022

Fiscal Year: 2022-2023

Vendor Remit Name	Vendor #	Account	Description	Amount
SAGEBRUSH LEAGUE	18123	100.132.0000.920.1000.810.10302.20.00 Check #: 208064	Dues and Fees	\$350.00
				Vendor Total: \$350.00
SCHOLASTIC CLASSROOM MAGAZINES	102740	100.132.0000.100.1000.640.10302.20.00 Check #: 208065	Books and Periodicals	\$2,713.60
				Vendor Total: \$2,713.60
SCHOOL SPECIALTY_103213	103213	100.132.0000.100.1000.610.10302.20.00 Check #: 208066	General Supplies	\$112.99
				Vendor Total: \$112.99
SCHOOLKIDZ.COM LLC	102439	280.688.0000.000.2100.610.10000.00.00 Check #: 208067	General Supplies	\$6,896.90
				Vendor Total: \$6,896.90
SHARMIN, SHIFAT		100.101.0000.000.2213.810.10000.00.00 Check #: 208068	Dues and Fees	\$198.00
				Vendor Total: \$198.00
SWIVL		100.104.0000.100.1000.651.10000.00.00 Check #: 208069	Supplies - Technology - Software	\$3,975.00
				Vendor Total: \$3,975.00
TAHOE FENCE CO., INC	101980	100.108.0000.000.2620.430.10203.10.00 Check #: 208070	Repairs and Maintenance Services	\$2,105.00
				Vendor Total: \$2,105.00
TRUE VALUE HARDWARE_21030	21030	100.132.0000.000.2620.610.10302.20.00 Check #: 208071	General Supplies	\$74.89

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1073

09/21/2022

Fiscal Year: 2022-2023

Vendor Remit Name	Vendor #	Account	Description	Amount
		100.163.0000.000.2620.610.10603.32.00	General Supplies	\$65.33
		Check #: 208071		
			Vendor Total:	\$140.22
WALKER LAKE DISPOSAL INC.	102157	100.108.0000.000.2620.421.10305.31.00	Garbage / Disposal	\$572.00
		Check #: 208072		
			Vendor Total:	\$572.00
WEDCO INC.	22320	100.108.0000.000.2620.610.10603.32.00	General Supplies	\$220.31
		Check #: 208073		
		100.108.0000.000.2620.610.10604.32.00	General Supplies	\$182.12
		Check #: 208073		
		100.127.0000.000.2620.610.10210.10.00	General Supplies	\$646.02
		Check #: 208073		
		100.133.0000.000.2620.610.10303.10.00	General Supplies	\$107.81
		Check #: 208073		
		100.164.0000.000.2620.610.10604.32.00	General Supplies	\$371.64
		Check #: 208073		
			Vendor Total:	\$1,527.90
WELLS FARGO BANK_96568	96568	360.023.0000.000.2300.340.10000.00.00	Other Professional Services	\$1,000.00
		Check #: 208074		
			Vendor Total:	\$1,000.00
WELLS FARGO VENDOR FINANCIAL SERVICES		100.104.0000.000.2210.442.10000.00.00	Rental of Equipment and Vehicles	\$15.34
		Check #: 208075		
		100.123.0000.000.2410.442.10203.10.00	Rental of Equipment and Vehicles	\$286.31
		Check #: 208075		
		100.123.0000.100.1000.430.10203.10.00	Repairs and Maintenance Services	\$158.39
		Check #: 208075		
		100.125.0000.000.2410.442.10205.10.00	Rental of Equipment and Vehicles	\$474.72
		Check #: 208075		

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1073

09/21/2022

Fiscal Year: 2022-2023

Vendor Remit Name	Vendor #	Account	Description	Amount
		100.132.0000.000.2410.442.10302.20.00 Check #: 208075	Rental of Equipment and Vehicles	\$462.50
		100.135.0000.000.2410.442.10305.31.00 Check #: 208075	Rental of Equipment and Vehicles	\$888.12
		100.135.0000.100.1000.430.10305.31.00 Check #: 208075	Repairs and Maintenance Services	\$405.48
		100.162.0000.000.2410.430.10602.50.00 Check #: 208075	Repairs and Maintenance Services	\$288.31
		100.163.0000.000.2410.442.10603.32.00 Check #: 208075	Rental of Equipment and Vehicles	\$477.26
		100.163.0000.100.1000.430.10603.32.00 Check #: 208075	Repairs and Maintenance Services	\$606.38
		290.180.0000.000.3100.442.10000.00.00 Check #: 208075	Rental of Equipment and Vehicles	\$15.33
			Vendor Total:	\$4,078.14
WESTERN NEVADA SUPPLY	22580			
		100.108.0000.000.2620.610.10604.32.00 Check #: 208076	General Supplies	\$206.66
		100.127.0000.000.2620.610.10210.10.00 Check #: 208076	General Supplies	\$24.28
		100.128.0000.000.2620.610.10211.10.00 Check #: 208076	General Supplies	\$689.07
		100.129.0000.000.2620.610.10209.10.00 Check #: 208076	General Supplies	\$1,212.18
			Vendor Total:	\$2,132.19
XEROX CORPORATION				
		100.101.0000.000.2500.442.10000.00.00 Check #: 208077	Rental of Equipment and Vehicles	\$85.34
		100.101.0000.000.2510.430.10000.00.00 Check #: 208077	Repairs and Maintenance Services	\$161.40
		100.106.0000.000.2515.442.10000.00.00 Check #: 208077	Rental of Equipment and Vehicles	\$42.68

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1073

09/21/2022

Fiscal Year: 2022-2023

Vendor Remit Name	Vendor #	Account	Description	Amount
		100.107.0000.000.2580.430.10000.00.00	Repairs and Maintenance Services	\$0.19
		Check #: 208077		
		100.107.0000.000.2580.442.10000.00.00	Rental of Equipment and Vehicles	\$22.19
		Check #: 208077		
			Vendor Total:	\$311.80
XEROX FINANCIAL SERVICES				
		100.170.0000.000.2710.442.10000.00.00	Rental of Equipment and Vehicles	\$66.57
		Check #: 208078		
			Vendor Total:	\$66.57
YERINGTON AUTO PARTS	23100			
		100.122.0000.000.2620.610.10202.10.00	General Supplies	\$213.98
		Check #: 208079		
		100.163.0000.000.2620.610.10603.32.00	General Supplies	\$20.49
		Check #: 208079		
		100.170.0000.000.2730.614.10000.00.00	Parts	\$1,974.01
		Check #: 208079		
		100.170.0000.000.2730.617.10000.00.00	Batt & Antifreeze	\$469.35
		Check #: 208079		
			Vendor Total:	\$2,677.83
			Grand Total:	\$121,476.41

End of Report

LYON COUNTY SCHOOL DISTRICT VOUCHER

Voucher No: 1079

Voucher Date: 09/28/2022

Prepared By:

Debbie McDonald

Printed: 10/18/2022 10:07:15 AM

LYON COUNTY SCHOOL DISTRICT is hereby authorized to draw warrants against LYON COUNTY SCHOOL DISTRICT funds for the sum of \$31,259.08 on account of obligations incurred for value received in services and for materials as shown below for period July 1, 2022 to June 30, 2023 (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
Mike Hogan	Member
Barbara Jones	Member
Sherry Parsons	Member
Bridget Peterson	Member
Neal E. McIntyre	Member

LYON COUNTY SCHOOL DISTRICT

Fund		Amount
100	General Fund	\$23,981.61
250	Special Education	\$1,792.83
280	Federal Funds	\$5,484.64
		\$31,259.08

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1079

09/28/2022

Fiscal Year: 2022-2023

Vendor Remit Name	Vendor #	Account	Description	Amount
AMAZON BUSINESS				
		100.101.0000.000.2320.610.10000.00.00	General Supplies	\$469.92
		Check #: 208080		
		100.104.0000.000.2213.610.10000.00.00	General Supplies	\$1,962.50
		Check #: 208080		
		100.104.0000.000.2213.615.10000.00.00	Snacks, Food & Beverages	\$117.39
		Check #: 208080		
		100.104.0000.100.1000.640.10000.00.00	Books and Periodicals	\$173.24
		Check #: 208080		
		100.107.0000.000.2580.610.10000.00.00	General Supplies	\$614.55
		Check #: 208080		
		100.107.0000.100.1000.650.10000.00.00	Supplies-Information Technology-related	\$4,644.50
		Check #: 208080		
		100.170.0000.000.2730.614.10000.00.00	Parts	\$192.98
		Check #: 208080		
		280.633.0000.000.2100.610.10201.10.00	General Supplies	\$825.52
		Check #: 208080		
			Vendor Total:	\$9,000.60
AMAZON BUSINESS				
		100.122.0000.000.2410.610.10202.10.00	General Supplies	\$573.38
		Check #: 208081		
		100.122.0000.000.2620.610.10202.10.00	General Supplies	\$29.98
		Check #: 208081		
		100.122.0000.100.1000.610.10202.10.00	General Supplies	\$636.00
		Check #: 208081		
		100.123.0000.000.2410.610.10203.10.00	General Supplies	\$141.58
		Check #: 208081		
		100.123.0000.103.1000.610.10203.10.00	General Supplies	\$127.09
		Check #: 208081		
		100.123.0000.110.1000.610.10203.10.00	General Supplies	\$346.80
		Check #: 208081		
		100.123.0000.130.1000.610.10203.10.00	General Supplies	\$157.22
		Check #: 208081		

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1079

09/28/2022

Fiscal Year: 2022-2023

Vendor Remit Name	Vendor #	Account	Description	Amount
		100.126.0000.100.1000.640.10206.10.00 Check #: 208081	Books and Periodicals	\$541.14
		100.128.0000.100.1000.610.10211.10.00 Check #: 208081	General Supplies	\$36.82
		100.129.0000.000.2130.610.10209.10.00 Check #: 208081	General Supplies	\$100.99
		100.129.0000.000.2410.640.10209.10.00 Check #: 208081	Books and Periodicals	\$19.95
		100.129.0000.100.1000.610.10209.10.00 Check #: 208081	General Supplies	\$33.54
		100.133.0000.100.1000.610.10303.10.00 Check #: 208081	General Supplies	\$256.37
		100.134.0000.100.1000.610.10304.20.00 Check #: 208081	General Supplies	\$490.99
		100.136.0000.000.2410.610.10208.31.00 Check #: 208081	General Supplies	\$8.07
		100.136.0000.100.1000.640.10208.31.00 Check #: 208081	Books and Periodicals	\$480.90
		100.136.0000.100.1000.651.10208.31.00 Check #: 208081	Supplies - Technology - Software	\$56.70
		100.161.0000.000.2620.610.10601.32.00 Check #: 208081	General Supplies	\$351.80
		100.161.0000.192.1000.610.10601.32.00 Check #: 208081	General Supplies	\$198.04
		100.161.0000.193.1000.610.10601.32.00 Check #: 208081	General Supplies	\$102.24
		100.162.0000.103.0000.610.10602.50.00 Check #: 208081	General Supplies	\$366.02
		100.162.0000.103.1000.610.10602.50.00 Check #: 208081	General Supplies	\$10.32
		100.162.0000.170.1000.610.10602.50.00 Check #: 208081	General Supplies	\$425.80
		250.133.0000.200.1000.610.10303.10.00 Check #: 208081	General Supplies	\$19.99

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1079

09/28/2022

Fiscal Year: 2022-2023

Vendor Remit Name	Vendor #	Account	Description	Amount
		250.161.0000.200.1000.610.10601.32.00 Check #: 208081	General Supplies	\$122.85
		280.633.0000.000.2100.610.10202.10.00 Check #: 208081	General Supplies	\$736.42
		280.633.0000.000.2100.610.10208.31.00 Check #: 208081	FY21 Grants Budget Loads–Title I	\$522.63
		280.633.0000.000.2100.610.10303.10.00 Check #: 208081	General Supplies	\$758.54
		280.633.0000.000.2100.610.10304.20.00 Check #: 208081	FY18 Title IA SSMS Budget Load	\$1,437.34
		280.633.0000.000.2100.652.10208.31.00 Check #: 208081	FY21 Grants Budget Loads–Title I	\$627.99
			Vendor Total:	\$9,717.50
OFFICE DEPOT	15366			
		100.127.0000.100.1000.610.10210.10.00 Check #: 208082	General Supplies	\$177.89
		100.134.0000.100.1000.610.10304.20.00 Check #: 208082	General Supplies	\$711.00
		100.162.0000.103.0000.610.10602.50.00 Check #: 208082	General Supplies	\$397.61
		250.161.0000.200.1000.610.10601.32.00 Check #: 208082	General Supplies	\$1,649.99
			Vendor Total:	\$2,936.49
STAPLES ADVANTAGE	99736			
		100.123.0000.000.2410.610.10203.10.00 Check #: 208083	General Supplies	\$66.82
		100.123.0000.100.1000.610.10203.10.00 Check #: 208083	General Supplies	\$704.60
		100.125.0000.000.2620.610.10205.10.00 Check #: 208083	General Supplies	\$67.04
		100.129.0000.100.1000.610.10209.10.00 Check #: 208083	General Supplies	\$1,010.26

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1079

09/28/2022

Fiscal Year: 2022-2023

Vendor Remit Name	Vendor #	Account	Description	Amount
		100.132.0000.100.1000.610.10302.20.00 Check #: 208083	General Supplies	\$2,705.16
		100.134.0000.100.1000.610.10304.20.00 Check #: 208083	General Supplies	\$3.10
		100.135.0000.000.2410.610.10305.31.00 Check #: 208083	General Supplies	\$87.74
		100.135.0000.100.1000.610.10305.31.00 Check #: 208083	General Supplies	\$440.31
		100.161.0000.100.1000.610.10601.32.00 Check #: 208083	General Supplies	\$3,542.81
		100.165.0000.100.1000.610.10605.32.00 Check #: 208083	General Supplies	\$400.45
		280.709.0000.000.2213.610.10000.00.00 Check #: 208083	General Supplies	\$576.20
			Vendor Total:	\$9,604.49
			Grand Total:	\$31,259.08

End of Report

Lyon County School District Consent Agenda

Date: October 25, 2022
To: Board of School Trustees
From: Wayne Workman, Superintendent
Re: Create Special Revenue Fund for Fund 206 English Learners Weighted Funding

Recommendation

That the Board of Trustees approves the creation to create Fund 206 English Learners Weighted Funding and Approves the Resolution filing with the Nevada Department of Taxation.

Background Information

During the 2019 legislative session Senate Bill 543 was passed and signed into law by Governor Sisolak. This bill replaced the “Nevada Plan” formula-based funding method in July 2021, with the State’s current “Pupil Centered Funding Plan” (PCFP). With PCFP, new “weighted” funding categories were created to replace categorical grant funding for identified populations of students, including English Learners, Gifted and Talented and At-Risk pupils. These new special revenue funds will allow us to account for revenues and expenses to educating the related weighted categories.

Nevada Administrative Code (NAC354.241) lists seven requirements to creating certain funds. The seven requirements are listed below and answered immediately after.

- 1) **A Statement of Purpose:**
 - To create a new special revenue fund numbered 206 and named English Learners. The purpose of the fund is to account for all revenues and expenditures associated with Weighted PCFP English Learners. This fund will only be used for educating English Learners.
- 2) **The sources of the money that is expected to be deposited into the fund:**
 - The source of funding is the monthly funding for English Learners from the weighted PCFP revenues. Also, if the English Learner fund program expenditures are in excess of the weighted funding through PCFP a General Fund transfer may be necessary.
- 3) **A short-term and long-term plan for the expenditures from the fund:**
 - Both the short-term and long-term plan are to educating English Learners on an annual and ongoing basis.
- 4) **A plan for the retention or disposition of the balance, reserves and retained earnings of the fund:**
 - The revenues in this fund are restricted for the use of educating English Learners. Ending fund balance will roll over to the next fiscal year.
- 5) **A mechanism for curing deficiencies in the balance, reserves and retained earnings of the fund:**
 - Deficiencies in this fund will be cured by an interfund transfer from the General Fund. The English Learner fund will be monitored closely to ensure the budget is not exceeded. Currently there are no reserves or fund balance in this fund.
- 6) **The method by which a determination will be made as to whether the balance, reserve and retained earnings of the fund are reasonable and necessary to carry out the purpose of the fund:**
 - During the biennial budget the State will determine the appropriate level of funding for the English Learners for all Districts in the State of Nevada. The District’s current budget procedures will also ensure that the district has appropriate funding necessary to carry out the purpose of the fund.

7) **A list of all statutes and regulations that apply to the fund:**

- (1) Governmental Accounting Standards Board (GASB) Statement 54 – “Fund Balance Reporting and Governmental Fund Type Definitions” issued on March 11, 2009; (2) Nevada Revised Statutes (NRS) 354.612; (3) NRS 387.1214; (4) NRS 387.12445; and (5) Nevada Administrative Code (NAC) 354.241.

Financial Considerations

“**NRS 387.12445** Distribution and use of adjusted base per-pupil funding and weighted funding; separate accounting of certain funds; regulations”. The creation of a special revenue fund is justified as these revenues are restricted for a specific purpose. The creation of this fund will have no financial impact on the District, but rather increase the effectiveness of our accounting.

*Respectfully Submitted,
Harman Bains, Executive Director of Operations
Kyle Rodriguez, Finance Manager/Comptroller*

Lyon County School District Consent Agenda

Date: October 25, 2022
To: Board of School Trustees
From: Wayne Workman, Superintendent
Re: Create Special Revenue Fund for Fund 207 Gifted and Talented

Recommendation

That the Board of Trustees approves the creation to create Fund 207 Gifted and Talented Weighted Funding and Approves the Resolution filing with the Nevada Department of Taxation.

Background Information

During the 2019 legislative session Senate Bill 543 was passed and signed into law by Governor Sisolak. This bill replaced the “Nevada Plan” formula-based funding method in July 2021, with the State’s current “Pupil Centered Funding Plan” (PCFP). With PCFP, new “weighted” funding categories were created to replace categorical grant funding for identified populations of students, including English Learners, Gifted and Talented and At-Risk pupils. These new special revenue funds will allow us to account for revenues and expenses to educating the related weighted categories.

Nevada Administrative Code (NAC354.241) lists seven requirements to creating certain funds. The seven requirements are listed below and answered immediately after.

- 1) **A Statement of Purpose:**
 - To create a new special revenue fund numbered 207 and named Gifted & Talented. The purpose of the fund is to account for all revenues and expenditures associated with Weighted PCFP Gifted and Talented. This fund will only be used for educating Gifted and Talented students.
- 2) **The sources of the money that is expected to be deposited into the fund:**
 - The source of funding is the monthly funding for Gifted and Talented from the weighted PCFP revenues. Also, if the Gifted and Talented fund program expenditures are in excess of the weighted funding through PCFP a General Fund transfer may be necessary.
- 3) **A short-term and long-term plan for the expenditures from the fund:**
 - Both the short-term and long-term plan are to educating Gifted and Talented on an annual and ongoing basis.
- 4) **A plan for the retention or disposition of the balance, reserves and retained earnings of the fund:**
 - The revenues in this fund are restricted for the use of educating Gifted and Talented. Ending fund balance will roll over to the next fiscal year.
- 5) **A mechanism for curing deficiencies in the balance, reserves and retained earnings of the fund:**
 - Deficiencies in this fund will be cured by an interfund transfer from the General Fund. The Gifted and Talented fund will be monitored closely to ensure the budget is not exceeded. Currently there are no reserves or fund balance in this fund.
- 6) **The method by which a determination will be made as to whether the balance, reserve and retained earnings of the fund are reasonable and necessary to carry out the purpose of the fund:**
 - During the biennial budget the State will determine the appropriate level of funding for the Gifted and Talented students for all districts in the State of Nevada. The District’s current

budget procedures will also ensure that the district has appropriate funding necessary to carry out the purpose of the fund.

7) **A list of all statutes and regulations that apply to the fund:**

- (1) Governmental Accounting Standards Board (GASB) Statement 54 – “Fund Balance Reporting and Governmental Fund Type Definitions” issued on March 11, 2009; (2) Nevada Revised Statutes (NRS) 354.612; (3) NRS 387.1214; (4) NRS 387.12445; and (5) Nevada Administrative Code (NAC) 354.241.

Financial Considerations

“NRS 387.12445 Distribution and use of adjusted base per-pupil funding and weighted funding; separate accounting of certain funds; regulations”. The creation of a special revenue fund is justified as these revenues are restricted for a specific purpose. The creation of this fund will have no financial impact on the District, but rather increase the effectiveness of our accounting.

*Respectfully Submitted,
Harman Bains, Executive Director of Operations
Kyle Rodriguez, Finance Manager/Comptroller*

Lyon County School District Consent Agenda

Date: October 25, 2022
To: Board of School Trustees
From: Wayne Workman, Superintendent
Re: Create Special Revenue Fund for Fund 208 At-Risk.

Recommendation

That the Board of Trustees approves the creation to create Fund 208 At-Risk Weighted Funding and Approves the Resolution filing with the Nevada Department of Taxation.

Background Information

During the 2019 legislative session Senate Bill 543 was passed and signed into law by Governor Sisolak. This bill replaced the “Nevada Plan” formula-based funding method in July 2021, with the State’s current “Pupil Centered Funding Plan” (PCFP). With PCFP, new “weighted” funding categories were created to replace categorical grant funding for identified populations of students, including English Learners, Gifted and Talented and At-Risk pupils. These new special revenue funds will allow us to account for revenues and expenses to educating the related weighted categories.

Nevada Administrative Code (NAC354.241) lists seven requirements to creating certain funds. The seven requirements are listed below and answered immediately after.

- 1) **A Statement of Purpose:**
 - To create a new special revenue fund numbered 208 and named At-Risk. The purpose of the fund is to account for all revenues and expenditures associated with Weighted PCFP At-Risk. This fund will only be used for educating At-Risk students.
- 2) **The sources of the money that is expected to be deposited into the fund:**
 - The source of funding is the monthly funding for At-Risk from the weighted PCFP revenues. Also, if the At-Risk fund program expenditures are in excess of the weighted funding through PCFP a General Fund transfer may be necessary.
- 3) **A short-term and long-term plan for the expenditures from the fund:**
 - Both the short-term and long-term plan are to educating At-Risk on an annual and ongoing basis.
- 4) **A plan for the retention or disposition of the balance, reserves and retained earnings of the fund:**
 - The revenues in this fund are restricted for the use of educating At-Risk. Ending fund balance will roll over to the next fiscal year.
- 5) **A mechanism for curing deficiencies in the balance, reserves and retained earnings of the fund:**
 - Deficiencies in this fund will be cured by an interfund transfer from the General Fund. The At-Risk fund will be monitored closely to ensure the budget is not exceeded. Currently there are no reserves or fund balance in this fund.
- 6) **The method by which a determination will be made as to whether the balance, reserve and retained earnings of the fund are reasonable and necessary to carry out the purpose of the fund:**
 - During the biennial budget the State will determine the appropriate level of funding for the At-Risk students for all Districts in the State of Nevada. The District’s current budget procedures will also ensure that the district has appropriate funding necessary to carry out the purpose of the fund.

7) **A list of all statutes and regulations that apply to the fund:**

- (1) Governmental Accounting Standards Board (GASB) Statement 54 – “Fund Balance Reporting and Governmental Fund Type Definitions” issued on March 11, 2009; (2) Nevada Revised Statutes (NRS) 354.612; (3) NRS 387.1214; (4) NRS 387.12445; and (5) Nevada Administrative Code (NAC) 354.241.

Financial Considerations

“**NRS 387.12445** Distribution and use of adjusted base per-pupil funding and weighted funding; separate accounting of certain funds; regulations”. The creation of a special revenue fund is justified as these revenues are restricted for a specific purpose. The creation of this fund will have no financial impact on the District, but rather increase the effectiveness of our accounting.

*Respectfully Submitted,
Harman Bains, Executive Director of Operations
Kyle Rodriguez, Finance Manager/Comptroller*

**Lyon County School District
Board Memo**

Date: October 25, 2022
To: Board of School Trustees
From: Wayne Workman, Superintendent
Re: Donation

Recommendation

That the Board of School Trustees accepts the generous donations to Fernley High School FFA to assist with students' travel to Nationals in the fall.

- Fernley Free Methodist Church donation in the amount of \$1500.
- Fernley Vaqueros Booster Club Inc. donation in the amount of \$1000.
- Big R Fernley donation in the amount of \$500.
- Homeslice LLC donation in the amount of \$500.
- Jayme King Batter Up donation in the amount of \$500.

And the donation of \$800 from Fernley Vaqueros Booster Club Inc. to the Fernley High School Football Club to replace items that were destroyed in the concession stand flood.

*Respectfully Submitted,
Wayne Workman, Superintendent*



FERNLEY HIGH SCHOOL

HOME OF THE VAQUEROS



Ryan Cross
Principal

Brooke Keller
Assistant Principal

Cory Sanford
Assistant Principal

Paul Sullivan
Assistant Principal

MEMO

TO: Mr. Wayne Workman, LCSD Superintendent
FROM: Ryan Cross, FHS Principal
DATE: October 4, 2022
RE: Donation to Fernley FFA Program

Fernley High School is greatly appreciative to Fernley Free Methodist Church for their extremely generous donation of \$1500.00 to our FHS FFA Program. This donation will help FHS's FFA members with travel to Nationals in the fall of 2022.

Respectfully,

Ryan Cross
Principal



FERNLEY HIGH SCHOOL

HOME OF THE VAQUEROS



Ryan Cross
Principal

Brooke Keller
Assistant Principal

Cory Sanford
Assistant Principal

Paul Sullivan
Assistant Principal

MEMO

TO: Mr. Wayne Workman, LCSD Superintendent
FROM: Ryan Cross, FHS Principal
DATE: October 4, 2022
RE: Donation to Fernley FFA Program

Fernley High School is greatly appreciative to Fernley Vaqueros Booster Club INC. for their extremely generous donation of \$1000.00 to our FHS FFA Program. This donation will help FHS's FFA members with travel to Nationals in the fall of 2022.

Respectfully,

Ryan Cross
Principal



FERNLEY HIGH SCHOOL

HOME OF THE VAQUEROS



Ryan Cross
Principal

Brooke Keller
Assistant Principal

Cory Sanford
Assistant Principal

Paul Sullivan
Assistant Principal

MEMO

TO: Mr. Wayne Workman, LCSD Superintendent
FROM: Ryan Cross, FHS Principal
DATE: October 4, 2022
RE: Donation to Fernley FFA Program

Fernley High School is greatly appreciative to BIG R Fernley for their extremely generous donation of \$500.00 to our FHS FFA Program. This donation will help FHS's FFA members with travel to Nationals in the fall of 2022.

Respectfully,

Ryan Cross
Principal



FERNLEY HIGH SCHOOL

HOME OF THE VAQUEROS



Ryan Cross
Principal

Brooke Keller
Assistant Principal

Cory Sanford
Assistant Principal

Paul Sullivan
Assistant Principal

MEMO

TO: Mr. Wayne Workman, LCSD Superintendent
FROM: Ryan Cross, FHS Principal
DATE: October 4, 2022
RE: Donation to Fernley FFA Program

Fernley High School is greatly appreciative to Homeslice LLC for their extremely generous donation of \$500.00 to our FHS FFA Program. This donation will help FHS's FFA members with travel to Nationals in the fall of 2022.

Respectfully,

Ryan Cross
Principal



FERNLEY HIGH SCHOOL

HOME OF THE VAQUEROS



Ryan Cross
Principal

Brooke Keller
Assistant Principal

Cory Sanford
Assistant Principal

Paul Sullivan
Assistant Principal

MEMO

TO: Mr. Wayne Workman, LCSD Superintendent
FROM: Ryan Cross, FHS Principal
DATE: October 4, 2022
RE: Donation to Fernley FFA Program

Fernley High School is greatly appreciative to Jayme King Batter Up for their extremely generous donation of \$500.00 to our FHS FFA Program. This donation will help FHS's FFA members with travel to Nationals in the fall of 2022.

Respectfully,

Ryan Cross
Principal



FERNLEY HIGH SCHOOL

HOME OF THE VAQUEROS



Ryan Cross
Principal

Brooke Keller
Assistant Principal

Cory Sanford
Assistant Principal

Paul Sullivan
Assistant Principal

MEMO

TO: Mr. Wayne Workman, LCSD Superintendent
FROM: Ryan Cross, FHS Principal
DATE: October 4, 2022
RE: Donation to Fernley FFA Program

Fernley High School is greatly appreciative to Fernley Vaqueros Booster Club INC for their extremely generous donation of \$800.00 to our FHS Football Program. This donation will help FHS's Football Club replace items that were destroyed in the flooding of the concession stand.

Respectfully,

Ryan Cross
Principal

Lyon County School District Board Memo

Date: October 25, 2022
To: Board of School Trustees
From: Wayne Workman, Superintendent
Re: Public Comment and Discussion vs Deliberation

Recommendation

At the discretion of the Board of Trustees.

Background Information

Public comment is a very important part of any open public meeting as it provides opportunity for citizens to have their voice heard. However, great care must be taken by the governing body to ensure that Nevada Open Meeting Law is not violated based on their possible reaction to the public comment. Section 7.04 of the Nevada Open Meeting Law manual states the following:

§ 7.04 Public comment: multiple periods of public comment

NRS 241.020(2)(d)(3) provides that the public body must allow periods devoted to comments by the general public, if any, and discussion of those comments, if the public body chooses to engage the public in discussion. The statute does not mandate discussion with the public, but it does allow discussion. A public body may not inform the public that it legally is prohibited from discussing public comments, either among themselves, or with speakers from the public. NRS 241.020(2)(d)(3) clearly allows discussion with members of the public. Of course, no matter raised in public comment may be the subject of either deliberation or action. AG File No. 10-037 (October 19, 2010); see § 5.01 for definition of “deliberation.”

Additionally, the “Petitions” section of LCSD Board Policy BDD: Board Meeting Procedures states the following:

Petitions

Questions asked by the public, when possible, will be answered immediately by the President or referred to staff members for reply. Questions requiring investigation may, at the discretion of the President, be referred to the superintendent for response at a later time.

Because great care must be taken to avoid deliberation and action on items brought forward during public comment, LCSD Legal Counsel Don Lattin will advise the board as to how best they can manage public comment. Additionally, the board may wish to take official action on whether they will choose to engage in discussion during public comment since there is such a fine line between discussion and deliberation.

Budget Considerations

None

Discussed at Previous Meeting

No

Attachment(s)

BDD- Board Meeting Procedures, Notice and Agenda.pdf

*Respectfully Submitted,
Wayne Workman, Superintendent*

BOARD MEETING PROCEDURES, NOTICE AND AGENDA

Quorum

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

Vote Needed for Exercise of Powers

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

Board Member Voting

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

Abstaining from Vote

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

Parliamentary Procedure

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

Except as otherwise provided by state law and/or Board policy, the rules of parliamentary procedure comprised in Robert's Rules of Order Newly Revised, "Procedure in Small Boards" as modified by the Board will govern the Board in its deliberation.

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

NOTIFICATION OF BOARD MEETINGS

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

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

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

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

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

BOARD MEETING AGENDA

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

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

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

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

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

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

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

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

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

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

CONDUCT OF BOARD MEETINGS

The rules of parliamentary procedure contained in *Robert's Rules of Order Newly Revised*, "Procedure in Small Boards" as modified by the Board will govern the Board in its deliberations. Discussion by Board members will be unlimited as long as it applies to the motion before the Board or the matter under consideration. The Board may vote to limit discussion and the President will confine discussion to the matter before the Board. The President may limit the time of any citizen appearing before the Board so that all who wish to be heard may have the opportunity.

MINUTES OF BOARD MEETINGS

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

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

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

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

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

Closed Sessions:

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

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

PUBLIC PARTICIPATION IN BOARD MEETINGS

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

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

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

Procedures for Public Participation in Meetings

During an open session of a Board meeting, members of the public are specifically

invited to present concerns during the public comment portion of the agenda. Public speakers will identify themselves for inclusion in the minutes.

At the discretion of the Board President, anyone wishing to speak before the Board, either as an individual or as a member of a group, on any agenda item or other topic, may do so by coming forward DURING PUBLIC COMMENT or by respectfully requesting the opportunity during the discussion portion of an agenda item.

Any person who is invited by the President to speak to the Board during a meeting should state his/her name and, if speaking for an organization, the name and identity of the organization. A spokesman should be designated to represent a group with a common purpose.

Statements by members of the public should be brief and concise. The President may use discretion to establish a time limit on discussion or oral presentation by visitors.

Discussion or presentation concerning a published agenda item is limited to its designated place on the agenda, unless otherwise authorized by the President.

Petitions

A visitor speaking during the meeting may introduce a topic not on the published agenda DURING PUBLIC COMMENT. The Board, at its discretion, may require that a proposal, inquiry or request be submitted in writing, and reserves the right to refer the matter to the administration for action or study. No action will be taken in response to a petition before the next regular meeting.

Questions asked by the public, when possible, will be answered immediately by the President or referred to staff members for reply. Questions requiring investigation may, at the discretion of the President, be referred to the superintendent for response at a later time.

The Board President should be alert to see that all visitors have been acknowledged and thanked for their presence and especially for any contributed comments on agenda issues. Similar courtesy should be extended to members of staff who have been in attendance. Their return for future meetings should be welcomed.

Criticisms of Staff Members

Speakers may offer objective criticism of district operations and programs, but the Board will not hear complaints concerning individual district personnel. The President will direct the visitor to the appropriate means for Board consideration and disposition of legitimate complaints involving individuals.

**Legal Reference(s): NRS 241, 281, 281A and 392
LCSD Board Policy GBBH: Employment of Relatives**

Policy BDD
Revised 4/25/17

**Lyon County School District
Board Memo**

Date: October 25, 2022
To: Board of School Trustees
From: Wayne Workman, Superintendent
Re: Funding of the Arts

Requested By

Board Member Barbara Jones

Recommendation

The Board of Trustees provide further direction regarding funding of the arts in the Lyon County School District.

Background Information

All school sites are provided an annual budget based on enrollment. These budgets are used as school administration see fit. School budgets are used for various things like the purchase of new technology, maintenance, supplies, athletics, curriculum, books, field trips, etc. Funding school art programs are no exception and can be funded if school administration sees fit.

Budget Considerations

N/A.

Discussed at Prior Meetings

N/A

Attachments:

N/A

*Respectfully Submitted,
Harman Bains, Executive Director of Operations*

Lyon County School District Board Memo

Date: October 25, 2022
To: Board of School Trustees
From: Wayne Workman, Superintendent
Re: Business Office Update

Recommendation

That the Board of Trustees approve a business office update.

Background Information

Wells Fargo updates: We are creating a new zero balance account (ZBA) for accounts payable that will be connected to our Depository Bank Account. Also, we have created a bank account for our Nutrition/Food services revenues, these changes will increase our efficiencies with Bank Reconciliation. Lastly, we are working with Wells Fargo on our Purchase Card process, to enable each card to be linked to specific budget codes. This change will improve both the Business Office and school sites efficiencies.

Investment Updates: Fixed income investment yields are continuing to rise, currently yields upwards of 2%. The Finance office will continue to meet with our financial fiduciaries to ensure compliance and preservation of invested capital. We currently have investments held with the Nevada Treasurer LGIP, Buckhead Capital, and have recently set up Sweep investments with Wells Fargo. The Sweep account will be tied to our Depository Bank account where we will set a peg limit. With all additional monies being “swept” in overnight investments and returning the next business day for operational liquidity needs, we project an annual return of approximately \$350,000. All returns will be reinvested back into the Depository account which then can be used for operational improvements. Core investments other than bond proceeds are invested in compliance with NRS 355 and 356. Bond proceeds are invested in securities that are also in compliance with NRS 350.

During the 2019 legislative session Senate Bill 543 was passed and signed into law by Governor Sisolak. This bill replaced the “Nevada Plan” formula-based funding method in July 2021, with the State’s current “Pupil Centered Funding Plan” (PCFP). With PCFP, new “weighted” funding categories were created to replace categorical grant funding for identified populations of students, including English Learners, Gifted and Talented and At-Risk pupils. These new special revenue funds will allow us to account for revenues and expenses to educating the related weighted categories. Lastly, this will simplify Lyon CSD budgetary and NRS reporting as Nevada Department of Education and Taxation are continuing their transition to this format. PCFP has also increased our reporting requirements to gauge our compliance with the weighted fundings.

Future projects: One of the projects planned for business office has been to implement and manage Position Control within the district Tyler Tech software Infinite Visions. This has been a project which has been delayed for several years now due to the lack of staff and time necessary for implementation and continued management of the project. Position Control is a tool which would allow the district to organize our entire workforce by position rather than by employee. This organization allows for better visibility, hiring efficiency, and most importantly budgeting. The business office plans to conduct an analysis of the roles and responsibilities within the business office in hopes of creating the capacity necessary for this project.

Budget Considerations

N/A

Discussed at Previous Meeting

N/A

Attachments

N/A

*Respectfully Submitted,
Harman Bains, Executive Director of Operations
Kyle Rodriguez, Finance Manager/Comptroller*

Lyon County School District Board Memo

Date: October 25, 2022
To: Board of School Trustees
From: Wayne Workman, Superintendent
Re: District Wide Building Controls, Equipment, and Engineering

Recommendation

The Board of Trustees approve the recommended quotes from Building Control Services, and Trane to upgrade building controls, purchase equipment, and conduct necessary engineering.

BCS Building control upgrades:

- Silver Stage Elementary School (\$179,000)
- Silver Spring Dining Hall (\$59,125)
- Silver Stage Middle School (\$148,100)
 - o Total: \$225,125

Trane Equipment:

- Dayton Intermediate School (\$15,650)
 - o Total: \$15,650

All projects combined have a total cost of \$240,775.

Background Information

April 2021, the Board of Trustees recognized the need for district wide facilities and approved an annual allocation of \$350,000 from the Government Services Tax fund towards district wide HVAC, boilers, and carpeting. Since then the district has predominately focused these funds on upgrading district wide HVAC controls and equipment.

October 2021, LCSD contracted with CR Engineering to conduct a district wide condition assessment of heating, ventilation, and air conditioning (HVAC). An opinion of cost was also done as a part of a 10-year master plan for each school. Utilizing this assessment, the district operations and maintenance team have developed a facilities priority list for Board review. This facilities priority list is fluid and can be changed as equipment malfunctions occur.

All building controls recommended for replacement are operating on failed Staefa Building Controls. Staefa Building Control parts have become unavailable due to Staefa going out of business nearly a decade ago. District facilities team has managed to keep systems operational by locating parts available from the secondary market but now is unable to locate necessary parts. Upgrading building control systems is necessary to keep sufficient HVAC control over both campuses.

Following NRS 332.115, Building Control Service (BCS) has been the sole source provider of Alerton HVAC Controls and therefore the district does not have to solicit competitive bids.

Budget Considerations

Total cost of \$240,775 to be paid from Fund 340 Government Services Tax Fund.

Discussed at Prior Meetings

June 2022

January 2022

April 2021

Attachments:

Lyon CSD Priority List

Quotes - Controls, Equipment, and Engineering

NRS 332.115

Respectfully Submitted,

Harman Bains, Director of Operations

Kirk McCallum, O&M Supervisor

Lyon CSD Facilities Priority List

Completed:

- East Valley Elementary School (Controls)
- Silverland Middle School (Controls)
- Fernley Elementary School A,B,D (Controls)
- Fernley Elementary School (Boiler)
- Yerington Intermediate School (Boiler)
- Yerington Elementary School (Boiler)
- Cottonwood Elementary School (Controls)
- Fernley High School (Controls)
- Dayton High School (Controls)

In-progress:

- Silver Stage High School (Controls)
- Sutro Elementary School (Controls)
- Dayton Intermediate School (Controls)
- Yerington Elementary School (Controls)
- Yerington Intermediate School (Controls)
- Dayton Elementary School Main A (HVAC)
- Dayton High School 1,2,3 (HVAC)
- Fernley High School 1,2,3 (HVAC)
- Yerington Elementary School (HVAC)
- Yerington Intermediate School (HVAC)
- Yerington Elementary School (HVAC Condenser and Coil)

Outstanding Priority List

1. Silver Stage Elementary School (Controls)
2. Silver Stage Middle School and Dining Hall (Controls)
3. Dayton Intermediate School Office (HVAC)
4. Fernley Intermediate School (HVAC)
5. Fernley Intermediate School (Controls)
6. Riverview Elementary School (Controls)
7. Riverview Elementary School (HVAC)
8. Dayton Elementary School (Controls)
9. Smith Valley School (Controls)
10. Smith Valley School (HVAC)
11. Dayton Intermediate School Gym (HVAC)
12. Fernley Elementary School (HVAC)



September 7, 2022

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

Attn: Kirk McCallum
Re: Silver Springs Elementary Alerton HVAC Controls

Dear Kirk,

We propose to furnish labor, materials, and tools to upgrade your existing failed Staefa HVAC control system to a new Alerton control system as follows:

**INCLUDED:
BUILDING "A"**

ITEM #1: FRONT END / GLOBAL CONTROL SYSTEM:

1. Alerton ACM global controller with network access to existing Lyon County School District Alerton control system network. (Network connection provided by LCSD)
2. ACM device license.
3. ACM battery backup.
4. Web based dynamic graphical displays.
5. Programming.
6. Control conduit, wiring, and terminations.

ITEM #2: FURNACE W/ DX SPLIT CONTROL (4 TOTAL):

1. Alerton DDC controller.
2. Alerton temperature sensors.
3. Control wiring, and terminations.

ITEM #3: ROOF TOP UNIT CONTROL (8 TOTAL):

4. Alerton DDC controller.
5. Alerton temperature sensors.
6. Control wiring, and terminations.

BUILDING "B"

ITEM #1: FRONT END / GLOBAL CONTROL SYSTEM:

1. Alerton ACM global controller with network access to existing Lyon County School District Alerton control system network. (Network connection provided by LCSD)
2. ACM device license.
3. ACM battery backup.
4. Web based dynamic graphical displays.
5. Programming.
6. Control conduit, wiring, and terminations.

ITEM #2: BOILER PLANT CONTROL:

1. Rework existing control panel.
2. Alerton DDC controller.
3. Alerton temperature sensors.
4. Control wiring, and terminations.

ITEM #3: MAIN AHU CONTROL (1 TOTAL):

1. Rework existing control panel.
2. Alerton DDC controller.
3. Alerton temperature sensors.
4. Control wiring, and terminations.

ITEM #4: FAN POWERED TERMINAL CONTROL (10 TOTAL):

1. Alerton DDC controller.
2. Alerton room temperature sensors.
3. Supply air temperature sensors.
4. Phase-cut cards for existing HW valves.
5. Control wiring, and terminations.

BUILDING "C"

ITEM #1: FRONT END / GLOBAL CONTROL SYSTEM:

7. Alerton ACM global controller with network access to existing Lyon County School District Alerton control system network. (Network connection provided by LCSD)
8. ACM device license.
9. ACM battery backup.
10. Web based dynamic graphical displays.
11. Programming.
12. Control conduit, wiring, and terminations.

ITEM #2: BOILER PLANT CONTROL:

5. Rework existing control panel.
6. Alerton DDC controller.
7. Alerton temperature sensors.
8. Control wiring, and terminations.

ITEM #3: MAIN AHU CONTROL (1 TOTAL):

5. Rework existing control panel.
6. Alerton DDC controller.
7. Alerton temperature sensors.
8. Control wiring, and terminations.

ITEM #4: FAN POWERED TERMINAL CONTROL (10 TOTAL):

6. Alerton DDC controller.
7. Alerton room temperature sensors.
8. Supply air temperature sensors.
9. Phase-cut cards for existing HW valves.
10. Control wiring, and terminations.

ITEM #5: INCIDENTAL ITEMS:

1. Submittals and O&M's.
2. Programming and web-based dynamic graphical displays.
3. Coordination.
4. Startup and checkout.
5. Owner training.
6. One (1) year warranty.

EXCLUDED:

1. Control valves. Reuse existing.
2. Damper actuators. Reuse existing.
3. High voltage power wiring, power conduit, disconnects, starters, etc.
4. Balancing.
5. Equipment, equipment start-up, pump start-up, pump alignments, etc.
6. Fire alarm systems and interface to fire alarm systems.
7. Isolation valves, balancing valves, circuit setters, hose kits, etc.
8. Chemical treatment controls, chemicals, pumps, sensors, etc.
9. Excavation, trenching, cutting, etc.
10. Drywall, patching, painting, etc.
11. Asbestos, Lead, or other hazardous material work and/or abatement.
12. Printers, routers, network IT system, internet fees, etc.
13. Permits, fees, and bonds.



*For Building "A", we ask the sum of.....\$53,400.00
(Fifty-Three Thousand, Four Hundred Dollars and Zero Cents)*

*For Building "B", we ask the sum of.....\$62,800.00
(Sixty-Two Thousand, Eight Hundred Dollars and Zero Cents)*

*For Building "C", we ask the sum of.....\$62,800.00
(Sixty-Two Thousand, Eight Hundred Dollars and Zero Cents)*

*TOTAL for the above work, we ask the sum of.....\$179,000.00
(One Hundred Seventy-Nine Thousand Dollars and Zero Cents)*

Add 1% if bonding is required

This proposal is subject to change thirty (30) days from date of proposal.
Pay terms shall be Net thirty (30) from date of invoice. BCS reserves the right to require payment in advance or other alternative method of payment prior to shipment [completion of work] if BCS determines, in its sole discretion, that the Buyer's financial condition at any time does not justify continuance of the Net thirty (30) days payment terms. In all other respects, this quotation shall be subject to the terms and conditions as outlined on the reverse side or attached page(s) of this proposal and are in lieu of any terms that may appear on any purchase order issued.

Please do not hesitate to call if you have any questions regarding this proposal.

Sincerely,

Jesse Jensen
Building Control Services, Inc.

Accepted By/Date:



AGREEMENT TERMS AND CONDITIONS

1. **Service Response.** All services performed under this Agreement, including major repairs, will be provided during Building Control Services, Inc.'s ("BCS's") normal working hours as available, unless otherwise agreed. Weather conditions and work load may effect response times. Qualified independent contractors, at BCS's discretion, may be used to provide services required under this Agreement.
2. **Equipment Inspections and Service Evaluations.** Following the initial scheduled operating and annual stop operation inspections, BCS will provide Customer with recommendations for repairs or replacements of equipment or controls and written cost estimates. In the event BCS recommends certain services which are not included herein, which Customer declines to have performed as or when recommended, BCS shall not be responsible for any equipment or control failures, operability or any resulting damage. BCS, at its option, may either continue to use its best efforts to maintain such equipment or controls, without any responsibility therefor, or remove such equipment from this Agreement and adjust the price accordingly.
3. **Additional Service.** Services or parts requested by Customer in addition to those specified in this Agreement, will be provided upon receipt of Customer's written authorization and invoiced at BCS's prevailing labor rates and material prices.
4. **Compensation.** Customer's payment shall be due within thirty (30) days from the date of BCS's invoice. Past due invoices shall bear interest at the rate of one and one-half percent (1.5%) per month until fully satisfied. All parts and materials furnished under this Agreement shall remain BCS's exclusive property until payment of all invoices in full by Customer. BCS reserves the right to require cash payment or other payment prior to completion of work, in the event BCS determines, in its sole discretion, that Customer's financial condition does not justify standard payment terms. Customer also agrees to pay any applicable taxes or government charges assessed for the services or materials furnished under this Agreement.
5. **Responsibilities of Customer.** Customer shall be responsible for the following:
 - a. Provide BCS with all necessary instructions, information and specifications;
 - b. Provide safe working access to Customer's facilities and building services, including but not limited to water, elevators, receiving docks, electrical service and telephone service;
 - c. Keep areas adjacent to equipment free of obstructions and remove any personal property, fixtures, walls or partitions as necessary to perform the specified service;
 - d. Provide BCS prompt notice of any equipment malfunctions or unusual operating conditions;
 - e. Allow BCS to stop and start equipment as necessary;
 - f. Provide adequate water treatment for equipment operation;
 - g. Provide for daily routine operation of equipment (if not part of this Agreement) in accordance with manufacturer's specifications;
 - h. Maintain appropriate equipment operating logs; and
 - i. Provide and maintain a telephone line with long distance direct dial and answer capability, in the event remote monitoring service is to be provided by BCS under this Agreement.
6. **Warranty.** BCS warrants that all services under this Agreement shall be performed in a workmanlike manner in accordance with standard industry practices. For parts or components determined to be defective within one (1) year from date of installation or before the termination date of this Agreement, whichever is earlier, and in the case of service determined to be defective within ninety (90) days of completion of that specific service, BCS shall at its option repair, replace, or issue a credit, for any such parts, components or service, provided they were not damaged, abused, or affected by chemical properties. BCS must receive written notice of all claims for defective workmanship. BCS's obligation to repair, replace, or issue credit for any defective parts, components or service shall be Customer's exclusive remedy. BCS EXPRESSLY DISCLAIMS AND EXCLUDES ALL OTHER WARRANTIES, EXPRESS, IMPLIED OR STATUTORY INCLUDING THE IMPLIED WARRANTIES OF MERCHANTABILITY AND FITNESS FOR A PARTICULAR PURPOSE.
7. **Exclusions.** BCS shall not be responsible for items not normally subject to mechanical maintenance including but not limited to: duct work, casings, cabinets, fixtures, structural supports, grills, water piping, steam piping, drain piping, cooling tower fill, boiler tubes, boiler refractory, disconnect switches and circuit breakers. BCS is not responsible for repairs, replacements or alterations which are necessitated by repairs, adjustments or alterations made by others, negligent operation, abuse, misuse, prior improper maintenance, vandalism, obsolescence, building system design, weather damage, war, corrosion, erosion, deterioration due to unusual wear and tear, or any other abnormal conditions or cause beyond BCS's control. BCS shall not be required to repair or replace equipment that has not been properly maintained or which was improperly designed or installed. BCS shall not be responsible for conducting tests, installing equipment, making modifications or performing labor recommended or required by insurance companies, real estate contracts, inspection agencies, or any federal, state or municipal government or other authority. In the event of any such recommendation or requirement, Customer may request BCS to provide a cost estimate and proposal therefor, in addition to the scope of work of this Agreement. BCS shall not be liable for delays caused by war, theft, strikes, fires, accidents, government acts, acts of God or other conditions beyond its reasonable control. Upon removal of the cause of such failure or interpretation, if practicable, BCS will resume service performance pursuant to the terms of this Agreement.
8. **Hazardous Materials and Asbestos Disclaimer.** Customer shall be solely responsible for the removal and proper disposal of waste oil, refrigerant and any other hazardous or regulated substance or material generated during the term of this Agreement and BCS shall have no responsibility therefor. BCS's scope of work does not include the identification, detection, abatement, encapsulation or removal of asbestos or products or materials containing asbestos or similar hazardous substances. In the event BCS encounters any asbestos product or hazardous material in the course of performing its work, BCS may suspend its work and remove its employees from the project, until such product or material and any related hazards are abated and BCS shall receive an extension of time to complete its work hereunder and receive compensation for delays encountered as a result of such situation and its correction. Customer, in consideration of BCS performing the work required, hereunder, agrees to indemnify, defend and hold BCS harmless from and against any and all liability, damages, losses, claims, demands or lawsuits arising out of or relating to the presence of asbestos product of hazardous material.
9. **Liability Disclaimer.** BCS shall not be liable for damage to property or persons unless BCS's negligent acts or omissions directly caused to such injury or property damage. BCS's sole and exclusive liability for any reason, shall be to refund all moneys paid by Customer to BCS under this Agreement, subject to BCS's right of removal and return of its proprietary equipment and devices provided to Customer under this Agreement. BCS will not be liable for any damages whatsoever that result from defective design, defective materials, defective operation or malfunction of equipment or for any equipment that Customer specifies or that is designed in accordance with Customer's instructions or specifications. UNDER NO CIRCUMSTANCES SHALL BCS BE LIABLE FOR ANY INCIDENTAL, SPECIAL OR CONSEQUENTIAL DAMAGES, INCLUDING LOSS OF REVENUE, LOSS OF USE OF EQUIPMENT OR FACILITIES OR ECONOMIC DAMAGES.
10. **Property of BCS.** In the performance of certain services under this Agreement, BCS may install in Customer's facilities or attach to Customer's equipment, devices, hardware or software which shall remain the personal proprietary property of BCS. No such equipment, devices, hardware or software, whether or not attached to real property, shall become the property of Customer or become a fixture to the real property. Customer shall not acquire any interest, title or equity in any equipment, devices, hardware, software, processes, and other intellectual or proprietary rights therein.
11. **Government Contracts.** BCS offers standard commercial items which may not comply with Government specifications. BCS does not comply with the cost Accounting Standards (CAS) nor with the Federal Acquisition Regulations (FAR). In no event shall BCS provide any Cost or Pricing Data in connection with this Agreement or subsequent modifications.
12. **Termination.** BCS reserves the right to discontinue performance of the services required hereunder any time payments have not been made as required under this Agreement or if alterations, adjustments or repairs are made to equipment by anyone other than BCS without prior written agreement between Customer and BCS. Customer may terminate this Agreement for BCS's non-performance, provided that BCS fails to cure such non-performance within thirty (30) days after receipt of prior written notice of the non-performance. Upon early termination or expiration of this Agreement, BCS shall have reasonable access to Customer's facilities to disconnect and remove any of BCS's personal proprietary equipment, devices, hardware or software and remove any and all of BCS's parts, tools and other personal property. Customer agrees to pay BCS for all services performed by BCS which have not been invoiced, including overhead fees and a reasonable profit.
13. **Claims.** Any claim or action arising from the performance or non-performance of this Agreement, whether based upon contract, negligence, strict liability or otherwise, shall be brought within one (1) year from the date the claim arose and jurisdiction and venue for all such actions shall be exclusively in Washoe County, Nevada. Whether or not suit is instituted, Customer shall pay to BCS all costs and expenses, including attorney's fees incurred by BCS in collecting any payments or sums due from Customer under this Agreement.
14. **Governing Law, Entire Agreement, Assignment and Amendment.** This Agreement shall be governed by and construed in accordance with the Laws of the State of Nevada. This Agreement contains the complete and exclusive statement of the agreement between the parties and supersedes all previous or contemporaneous oral or written statements. Customer may not assign this Agreement without BCS's prior written consent. No amendment or modification to this Agreement shall be binding unless in writing and signed by both parties.

September 22, 2022

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

Attn: Kirk McCallum
Re: Silver Stage Middle School Alerton HVAC Controls

Dear Kirk,

We propose to furnish labor, materials, and tools to upgrade your existing failed Staefa HVAC control system to a new Alerton control system as follows:

INCLUDED:

ITEM #1: FRONT END / GLOBAL CONTROL SYSTEM:

1. Alerton ACM global controller with network access to existing Lyon County School District Alerton control system network. (Network connection provided by LCSD)
2. ACM device license.
3. ACM battery backup.
4. Web based dynamic graphical displays.
5. Programming.
6. Control conduit, wiring, and terminations.

ITEM #2: BOILER SYSTEM CONTROL:

1. Rework existing control panel.
2. Alerton DDC controller.
3. Alerton temperature sensors.
4. Control wiring, and terminations.

ITEM #3: AIR HANDLER CONTROL (3 TOTAL):

1. Rework existing control panel.
2. Alerton DDC controller.
3. Alerton temperature sensors.
4. Staefa Phase-Cut cards.
5. Control wiring, and terminations.

ITEM #4: OFFICE RTU CONTROL (1 TOTAL):

1. Alerton DDC controllers.
2. Alerton temperature sensors.
3. Control wiring, and terminations.

ITEM #5: FPTU CONTROL (29 TOTAL):

4. Alerton DDC controllers.
5. Alerton temperature sensors.
6. Staefa Phase-Cut cards.
7. Control wiring, and terminations.

ITEM #6: INCIDENTAL ITEMS:

1. Submittals and O&M's.
2. Programming and web-based dynamic graphical displays.
3. Coordination.
4. Startup and checkout.
5. Owner training.
6. One (1) year warranty.



EXCLUDED:

1. Control valves. Reuse existing.
2. Damper actuators. Reuse existing.
3. High voltage power wiring, power conduit, disconnects, starters, etc.
4. Balancing.
5. Equipment, equipment start-up, pump start-up, pump alignments, etc.
6. Fire alarm systems and interface to fire alarm systems.
7. Isolation valves, balancing valves, circuit setters, hose kits, etc.
8. Chemical treatment controls, chemicals, pumps, sensors, etc.
9. Excavation, trenching, cutting, etc.
10. Drywall, patching, painting, etc.
11. Asbestos, Lead, or other hazardous material work and/or abatement.
12. Printers, routers, network IT system, internet fees, etc.
13. Permits, fees, and bonds.

TOTAL for the above work, we ask the sum of.....\$148,100.00
(One Hundred Forty-Eight Thousand, One Hundred Dollars and Zero Cents)

****Add 1% if bonding is required****

This proposal is subject to change thirty (30) days from date of proposal.
 Pay terms shall be Net thirty (30) from date of invoice. BCS reserves the right to require payment in advance or other alternative method of payment prior to shipment [completion of work] if BCS determines, in its sole discretion, that the Buyer's financial condition at any time does not justify continuance of the Net thirty (30) days payment terms. In all other respects, this quotation shall be subject to the terms and conditions as outlined on the reverse side or attached page(s) of this proposal and are in lieu of any terms that may appear on any purchase order issued.

Please do not hesitate to call if you have any questions regarding this proposal.

Sincerely,

Jesse Jensen
 Building Control Services, Inc.

 Accepted By/Date:



AGREEMENT TERMS AND CONDITIONS

1. **Service Response.** All services performed under this Agreement, including major repairs, will be provided during Building Control Services, Inc.'s ("BCS's") normal working hours as available, unless otherwise agreed. Weather conditions and work load may effect response times. Qualified independent contractors, at BCS's discretion, may be used to provide services required under this Agreement.
2. **Equipment Inspections and Service Evaluations.** Following the initial scheduled operating and annual stop operation inspections, BCS will provide Customer with recommendations for repairs or replacements of equipment or controls and written cost estimates. In the event BCS recommends certain services which are not included herein, which Customer declines to have performed as or when recommended, BCS shall not be responsible for any equipment or control failures, operability or any resulting damage. BCS, at its option, may either continue to use its best efforts to maintain such equipment or controls, without any responsibility therefor, or remove such equipment from this Agreement and adjust the price accordingly.
3. **Additional Service.** Services or parts requested by Customer in addition to those specified in this Agreement, will be provided upon receipt of Customer's written authorization and invoiced at BCS's prevailing labor rates and material prices.
4. **Compensation.** Customer's payment shall be due within thirty (30) days from the date of BCS's invoice. Past due invoices shall bear interest at the rate of one and one-half percent (1.5%) per month until fully satisfied. All parts and materials furnished under this Agreement shall remain BCS's exclusive property until payment of all invoices in full by Customer. BCS reserves the right to require cash payment or other payment prior to completion of work, in the event BCS determines, in its sole discretion, that Customer's financial condition does not justify standard payment terms. Customer also agrees to pay any applicable taxes or government charges assessed for the services or materials furnished under this Agreement.
5. **Responsibilities of Customer.** Customer shall be responsible for the following:
 - a. Provide BCS with all necessary instructions, information and specifications;
 - b. Provide safe working access to Customer's facilities and building services, including but not limited to water, elevators, receiving docks, electrical service and telephone service;
 - c. Keep areas adjacent to equipment free of obstructions and remove any personal property, fixtures, walls or partitions as necessary to perform the specified service;
 - d. Provide BCS prompt notice of any equipment malfunctions or unusual operating conditions;
 - e. Allow BCS to stop and start equipment as necessary;
 - f. Provide adequate water treatment for equipment operation;
 - g. Provide for daily routine operation of equipment (if not part of this Agreement) in accordance with manufacturer's specifications;
 - h. Maintain appropriate equipment operating logs; and
 - i. Provide and maintain a telephone line with long distance direct dial and answer capability, in the event remote monitoring service is to be provided by BCS under this Agreement.
6. **Warranty.** BCS warrants that all services under this Agreement shall be performed in a workmanlike manner in accordance with standard industry practices. For parts or components determined to be defective within one (1) year from date of installation or before the termination date of this Agreement, whichever is earlier, and in the case of service determined to be defective within ninety (90) days of completion of that specific service, BCS shall at its option repair, replace, or issue a credit, for any such parts, components or service, provided they were not damaged, abused, or affected by chemical properties. BCS must receive written notice of all claims for defective workmanship. BCS's obligation to repair, replace, or issue credit for any defective parts, components or service shall be Customer's exclusive remedy. BCS EXPRESSLY DISCLAIMS AND EXCLUDES ALL OTHER WARRANTIES, EXPRESS, IMPLIED OR STATUTORY INCLUDING THE IMPLIED WARRANTIES OF MERCHANTABILITY AND FITNESS FOR A PARTICULAR PURPOSE.
7. **Exclusions.** BCS shall not be responsible for items not normally subject to mechanical maintenance including but not limited to: duct work, casings, cabinets, fixtures, structural supports, grills, water piping, steam piping, drain piping, cooling tower fill, boiler tubes, boiler refractory, disconnect switches and circuit breakers. BCS is not responsible for repairs, replacements or alterations which are necessitated by repairs, adjustments or alterations made by others, negligent operation, abuse, misuse, prior improper maintenance, vandalism, obsolescence, building system design, weather damage, war, corrosion, erosion, deterioration due to unusual wear and tear, or any other abnormal conditions or cause beyond BCS's control. BCS shall not be required to repair or replace equipment that has not been properly maintained or which was improperly designed or installed. BCS shall not be responsible for conducting tests, installing equipment, making modifications or performing labor recommended or required by insurance companies, real estate contracts, inspection agencies, or any federal, state or municipal government or other authority. In the event of any such recommendation or requirement, Customer may request BCS to provide a cost estimate and proposal therefor, in addition to the scope of work of this Agreement. BCS shall not be liable for delays caused by war, theft, strikes, fires, accidents, government acts, acts of God or other conditions beyond its reasonable control. Upon removal of the cause of such failure or interpretation, if practicable, BCS will resume service performance pursuant to the terms of this Agreement.
8. **Hazardous Materials and Asbestos Disclaimer.** Customer shall be solely responsible for the removal and proper disposal of waste oil, refrigerant and any other hazardous or regulated substance or material generated during the term of this Agreement and BCS shall have no responsibility therefor. BCS's scope of work does not include the identification, detection, abatement, encapsulation or removal of asbestos or products or materials containing asbestos or similar hazardous substances. In the event BCS encounters any asbestos product or hazardous material in the course of performing its work, BCS may suspend its work and remove its employees from the project, until such product or material and any related hazards are abated and BCS shall receive an extension of time to complete its work hereunder and receive compensation for delays encountered as a result of such situation and its correction. Customer, in consideration of BCS performing the work required, hereunder, agrees to indemnify, defend and hold BCS harmless from and against any and all liability, damages, losses, claims, demands or lawsuits arising out of or relating to the presence of asbestos product of hazardous material.
9. **Liability Disclaimer.** BCS shall not be liable for damage to property or persons unless BCS's negligent acts or omissions directly caused to such injury or property damage. BCS's sole and exclusive liability for any reason, shall be to refund all moneys paid by Customer to BCS under this Agreement, subject to BCS's right of removal and return of its proprietary equipment and devices provided to Customer under this Agreement. BCS will not be liable for any damages whatsoever that result from defective design, defective materials, defective operation or malfunction of equipment or for any equipment that Customer specifies or that is designed in accordance with Customer's instructions or specifications. UNDER NO CIRCUMSTANCES SHALL BCS BE LIABLE FOR ANY INCIDENTAL, SPECIAL OR CONSEQUENTIAL DAMAGES, INCLUDING LOSS OF REVENUE, LOSS OF USE OF EQUIPMENT OR FACILITIES OR ECONOMIC DAMAGES.
10. **Property of BCS.** In the performance of certain services under this Agreement, BCS may install in Customer's facilities or attach to Customer's equipment, devices, hardware or software which shall remain the personal proprietary property of BCS. No such equipment, devices, hardware or software, whether or not attached to real property, shall become the property of Customer or become a fixture to the real property. Customer shall not acquire any interest, title or equity in any equipment, devices, hardware, software, processes, and other intellectual or proprietary rights therein.
11. **Government Contracts.** BCS offers standard commercial items which may not comply with Government specifications. BCS does not comply with the cost Accounting Standards (CAS) nor with the Federal Acquisition Regulations (FAR). In no event shall BCS provide any Cost or Pricing Data in connection with this Agreement or subsequent modifications.
12. **Termination.** BCS reserves the right to discontinue performance of the services required hereunder any time payments have not been made as required under this Agreement or if alterations, adjustments or repairs are made to equipment by anyone other than BCS without prior written agreement between Customer and BCS. Customer may terminate this Agreement for BCS's non-performance, provided that BCS fails to cure such non-performance within thirty (30) days after receipt of prior written notice of the non-performance. Upon early termination or expiration of this Agreement, BCS shall have reasonable access to Customer's facilities to disconnect and remove any of BCS's personal proprietary equipment, devices, hardware or software and remove any and all of BCS's parts, tools and other personal property. Customer agrees to pay BCS for all services performed by BCS which have not been invoiced, including overhead fees and a reasonable profit.
13. **Claims.** Any claim or action arising from the performance or non-performance of this Agreement, whether based upon contract, negligence, strict liability or otherwise, shall be brought within one (1) year from the date the claim arose and jurisdiction and venue for all such actions shall be exclusively in Washoe County, Nevada. Whether or not suit is instituted, Customer shall pay to BCS all costs and expenses, including attorney's fees incurred by BCS in collecting any payments or sums due from Customer under this Agreement.
14. **Governing Law, Entire Agreement, Assignment and Amendment.** This Agreement shall be governed by and construed in accordance with the Laws of the State of Nevada. This Agreement contains the complete and exclusive statement of the agreement between the parties and supersedes all previous or contemporaneous oral or written statements. Customer may not assign this Agreement without BCS's prior written consent. No amendment or modification to this Agreement shall be binding unless in writing and signed by both parties.

August 10, 2022

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

Attn: Kirk McCallum
Re: Silver Springs Dining Hall Alerton HVAC Controls

Dear Kirk,

We propose to furnish labor, materials, and tools to upgrade your existing failed Staefa HVAC control system to a new Alerton control system as follows:

INCLUDED:

ITEM #1: FRONT END / GLOBAL CONTROL SYSTEM:

1. Alerton ACM global controller with network access to existing Lyon County School District Alerton control system network. (Network connection provided by LCSD)
2. ACM device license.
3. ACM battery backup.
4. Web based dynamic graphical displays.
5. Programming.
6. Control conduit, wiring, and terminations.

ITEM #2: BOILER PLANT CONTROL:

1. Rework existing control panel.
2. Alerton DDC controller.
3. Alerton temperature sensors.
4. Control wiring, and terminations.

ITEM #3: CHILLER PLANT CONTROL:

1. Rework existing control panel.
2. Alerton DDC controller.
3. Alerton temperature sensors.
4. Control wiring, and terminations.

ITEM #4: AH-1, 2, 3, and 4 CONTROL (4 TOTAL):

1. Rework existing control panel.
2. Alerton DDC controller.
3. Alerton temperature sensors.
4. Control wiring, and terminations.

ITEM #5: KITCHEN MUA-1 CONTROL (1 TOTAL):

1. Rework existing control panel.
2. Alerton DDC controller.
3. Alerton temperature sensors.
4. Control wiring, and terminations.

ITEM #6: INCIDENTAL ITEMS:

1. Submittals and O&M's.
2. Programming and web-based dynamic graphical displays.
3. Coordination.
4. Startup and checkout.
5. Owner training.
6. One (1) year warranty.



EXCLUDED:

1. Control valves. Reuse existing.
2. Damper actuators. Reuse existing.
3. High voltage power wiring, power conduit, disconnects, starters, etc.
4. Balancing.
5. Equipment, equipment start-up, pump start-up, pump alignments, etc.
6. Fire alarm systems and interface to fire alarm systems.
7. Isolation valves, balancing valves, circuit setters, hose kits, etc.
8. Chemical treatment controls, chemicals, pumps, sensors, etc.
9. Excavation, trenching, cutting, etc.
10. Drywall, patching, painting, etc.
11. Asbestos, Lead, or other hazardous material work and/or abatement.
12. Printers, routers, network IT system, internet fees, etc.
13. Permits, fees, and bonds.

TOTAL for the above work, we ask the sum of.....\$59,125.00
(Fifty-Nine Thousand, One Hundred Twenty-Five Dollars and Zero Cents)

****Add 1% if bonding is required****

This proposal is subject to change thirty (30) days from date of proposal. Pay terms shall be Net thirty (30) from date of invoice. BCS reserves the right to require payment in advance or other alternative method of payment prior to shipment [completion of work] if BCS determines, in its sole discretion, that the Buyer's financial condition at any time does not justify continuance of the Net thirty (30) days payment terms. In all other respects, this quotation shall be subject to the terms and conditions as outlined on the reverse side or attached page(s) of this proposal and are in lieu of any terms that may appear on any purchase order issued.

Please do not hesitate to call if you have any questions regarding this proposal.

Sincerely,

Jesse Jensen
 Building Control Services, Inc.

 Accepted By/Date:

AGREEMENT TERMS AND CONDITIONS

1. **Service Response.** All services performed under this Agreement, including major repairs, will be provided during Building Control Services, Inc.'s ("BCS's") normal working hours as available, unless otherwise agreed. Weather conditions and work load may effect response times. Qualified independent contractors, at BCS's discretion, may be used to provide services required under this Agreement.
2. **Equipment Inspections and Service Evaluations.** Following the initial scheduled operating and annual stop operation inspections, BCS will provide Customer with recommendations for repairs or replacements of equipment or controls and written cost estimates. In the event BCS recommends certain services which are not included herein, which Customer declines to have performed as or when recommended, BCS shall not be responsible for any equipment or control failures, operability or any resulting damage. BCS, at its option, may either continue to use its best efforts to maintain such equipment or controls, without any responsibility therefor, or remove such equipment from this Agreement and adjust the price accordingly.
3. **Additional Service.** Services or parts requested by Customer in addition to those specified in this Agreement, will be provided upon receipt of Customer's written authorization and invoiced at BCS's prevailing labor rates and material prices.
4. **Compensation.** Customer's payment shall be due within thirty (30) days from the date of BCS's invoice. Past due invoices shall bear interest at the rate of one and one-half percent (1.5%) per month until fully satisfied. All parts and materials furnished under this Agreement shall remain BCS's exclusive property until payment of all invoices in full by Customer. BCS reserves the right to require cash payment or other payment prior to completion of work, in the event BCS determines, in its sole discretion, that Customer's financial condition does not justify standard payment terms. Customer also agrees to pay any applicable taxes or government charges assessed for the services or materials furnished under this Agreement.
5. **Responsibilities of Customer.** Customer shall be responsible for the following:
 - a. Provide BCS with all necessary instructions, information and specifications;
 - b. Provide safe working access to Customer's facilities and building services, including but not limited to water, elevators, receiving docks, electrical service and telephone service;
 - c. Keep areas adjacent to equipment free of obstructions and remove any personal property, fixtures, walls or partitions as necessary to perform the specified service;
 - d. Provide BCS prompt notice of any equipment malfunctions or unusual operating conditions;
 - e. Allow BCS to stop and start equipment as necessary;
 - f. Provide adequate water treatment for equipment operation;
 - g. Provide for daily routine operation of equipment (if not part of this Agreement) in accordance with manufacturer's specifications;
 - h. Maintain appropriate equipment operating logs; and
 - i. Provide and maintain a telephone line with long distance direct dial and answer capability, in the event remote monitoring service is to be provided by BCS under this Agreement.
6. **Warranty.** BCS warrants that all services under this Agreement shall be performed in a workmanlike manner in accordance with standard industry practices. For parts or components determined to be defective within one (1) year from date of installation or before the termination date of this Agreement, whichever is earlier, and in the case of service determined to be defective within ninety (90) days of completion of that specific service, BCS shall at its option repair, replace, or issue a credit, for any such parts, components or service, provided they were not damaged, abused, or affected by chemical properties. BCS must receive written notice of all claims for defective workmanship. BCS's obligation to repair, replace, or issue credit for any defective parts, components or service shall be Customer's exclusive remedy. **BCS EXPRESSLY DISCLAIMS AND EXCLUDES ALL OTHER WARRANTIES, EXPRESS, IMPLIED OR STATUTORY INCLUDING THE IMPLIED WARRANTIES OF MERCHANTABILITY AND FITNESS FOR A PARTICULAR PURPOSE.**
7. **Exclusions.** BCS shall not be responsible for items not normally subject to mechanical maintenance including but not limited to: duct work, casings, cabinets, fixtures, structural supports, grills, water piping, steam piping, drain piping, cooling tower fill, boiler tubes, boiler refractory, disconnect switches and circuit breakers. BCS is not responsible for repairs, replacements or alterations which are necessitated by repairs, adjustments or alterations made by others, negligent operation, abuse, misuse, prior improper maintenance, vandalism, obsolescence, building system design, weather damage, war, corrosion, erosion, deterioration due to unusual wear and tear, or any other abnormal conditions or cause beyond BCS's control. BCS shall not be required to repair or replace equipment that has not been properly maintained or which was improperly designed or installed. BCS shall not be responsible for conducting tests, installing equipment, making modifications or performing labor recommended or required by insurance companies, real estate contracts, inspection agencies, or any federal, state or municipal government or other authority. In the event of any such recommendation or requirement, Customer may request BCS to provide a cost estimate and proposal therefor, in addition to the scope of work of this Agreement. BCS shall not be liable for delays caused by war, theft, strikes, fires, accidents, government acts, acts of God or other conditions beyond its reasonable control. Upon removal of the cause of such failure or interpretation, if practicable, BCS will resume service performance pursuant to the terms of this Agreement.
8. **Hazardous Materials and Asbestos Disclaimer.** Customer shall be solely responsible for the removal and proper disposal of waste oil, refrigerant and any other hazardous or regulated substance or material generated during the term of this Agreement and BCS shall have no responsibility therefor. BCS's scope of work does not include the identification, detection, abatement, encapsulation or removal of asbestos or products or materials containing asbestos or similar hazardous substances. In the event BCS encounters any asbestos product or hazardous material in the course of performing its work, BCS may suspend its work and remove its employees from the project, until such product or material and any related hazards are abated and BCS shall receive an extension of time to complete its work hereunder and receive compensation for delays encountered as a result of such situation and its correction. Customer, in consideration of BCS performing the work required, hereunder, agrees to indemnify, defend and hold BCS harmless from and against any and all liability, damages, losses, claims, demands or lawsuits arising out of or relating to the presence of asbestos product of hazardous material.
9. **Liability Disclaimer.** BCS shall not be liable for damage to property or persons unless BCS's negligent acts or omissions directly caused to such injury or property damage. BCS's sole and exclusive liability for any reason, shall be to refund all moneys paid by Customer to BCS under this Agreement, subject to BCS's right of removal and return of its proprietary equipment and devices provided to Customer under this Agreement. BCS will not be liable for any damages whatsoever that result from defective design, defective materials, defective operation or malfunction of equipment or for any equipment that Customer specifies or that is designed in accordance with Customer's instructions or specifications. **UNDER NO CIRCUMSTANCES SHALL BCS BE LIABLE FOR ANY INCIDENTAL, SPECIAL OR CONSEQUENTIAL DAMAGES, INCLUDING LOSS OF REVENUE, LOSS OF USE OF EQUIPMENT OR FACILITIES OR ECONOMIC DAMAGES.**
10. **Property of BCS.** In the performance of certain services under this Agreement, BCS may install in Customer's facilities or attach to Customer's equipment, devices, hardware or software which shall remain the personal proprietary property of BCS. No such equipment, devices, hardware or software, whether or not attached to real property, shall become the property of Customer or become a fixture to the real property. Customer shall not acquire any interest, title or equity in any equipment, devices, hardware, software, processes, and other intellectual or proprietary rights therein.
11. **Government Contracts.** BCS offers standard commercial items which may not comply with Government specifications. BCS does not comply with the cost Accounting Standards (CAS) nor with the Federal Acquisition Regulations (FAR). In no event shall BCS provide any Cost or Pricing Data in connection with this Agreement or subsequent modifications.
12. **Termination.** BCS reserves the right to discontinue performance of the services required hereunder any time payments have not been made as required under this Agreement or if alterations, adjustments or repairs are made to equipment by anyone other than BCS without prior written agreement between Customer and BCS. Customer may terminate this Agreement for BCS's non-performance, provided that BCS fails to cure such non-performance within thirty (30) days after receipt of prior written notice of the non-performance. Upon early termination or expiration of this Agreement, BCS shall have reasonable access to Customer's facilities to disconnect and remove any of BCS's personal proprietary equipment, devices, hardware or software and remove any and all of BCS's parts, tools and other personal property. Customer agrees to pay BCS for all services performed by BCS which have not been invoiced, including overhead fees and a reasonable profit.
13. **Claims.** Any claim or action arising from the performance or non-performance of this Agreement, whether based upon contract, negligence, strict liability or otherwise, shall be brought within one (1) year from the date the claim arose and jurisdiction and venue for all such actions shall be exclusively in Washoe County, Nevada. Whether or not suit is instituted, Customer shall pay to BCS all costs and expenses, including attorney's fees incurred by BCS in collecting any payments or sums due from Customer under this Agreement.
14. **Governing Law, Entire Agreement, Assignment and Amendment.** This Agreement shall be governed by and construed in accordance with the Laws of the State of Nevada. This Agreement contains the complete and exclusive statement of the agreement between the parties and supersedes all previous or contemporaneous oral or written statements. Customer may not assign this Agreement without BCS's prior written consent. No amendment or modification to this Agreement shall be binding unless in writing and signed by both parties.



Proposal

Proposal is valid for 15 days.

Customer must obtain credit approval and release order to production within 60 days of proposal date.

PROPRIETARY AND CONFIDENTIAL PROPERTY OF Trane U.S. Inc.
DISTRIBUTION TO OTHER THAN THE NAMED RECIPIENT IS PROHIBITED

Prepared For:
Lyon County School District

Date: October 10, 2022

Job Name:
LCSD DIS 10 T Split System

Proposal Number: C8-11362-151-1

Delivery Terms:
Freight Allowed and Prepaid - F.O.B. Factory

Payment Terms:
Net 30 Days

Trane U.S. Inc. is pleased to provide the following proposal for your review and approval.

Tag Data - Odyssey Split System Outdoor Unit (Qty: 1)

Item	Tag(s)	Qty	Description	Model Number
A1	10 T	1	6 - 25 Ton Unitary Split Systems Outdoor	TTA12044CAA**BS010001000000000000 00000000

Product Data - Odyssey Split System Outdoor Unit

Item: A1 Qty: 1 Tag(s): 10 T

Cooling (TTA)
10 Tons
R-410A Refrigerant
460/60/3
Manifold Compressors / Single Circuit
Generation B (2023 DOE)
Symbio (Cooling)
STD Coil w/ Guards
Advanced Diagnostics and BACnet BAS

Product Data - Coil Replacement

Item: B1 Qty: 1 Tag(s): MAT-1-1

Coil Model DX12C04Q12-30x37-RH
.006 Aluminum Corrugated Fin Material
No Coating
Header Diameter 1.125"
Distributor .875-6.25-6
Supply/Return - .875 / 1.125"
Sweat Copper Connections

Exclusions:

- Controls/Electrical: Disconnects, Circuit Breakers, BACnet, Service Valves, Temperature/Pressure/ Sensors, Thermostats,
- Accessories/Features: Strainers, Line Sets, **TXV Control Valves**, Zone/Temp Sensors
- Warranties/Startup Services: Extended Parts and Labor, Startup, Storage/Rigging, Owner Training,
- Startup Services: Startup, Storage/Rigging, Owner Training, **Integration into Existing Controls System**

Total Net Price (Excluding Sales Tax) \$ 12,450.00

Add for 16 hours Start Up Assistance (Excluding Sales Tax) \$ 3,200.00

Tax Status: Taxable <input type="checkbox"/> Exempt <input type="checkbox"/>	IF EXEMPT PLEASE SUBMIT COMPLETED TAX EXEMPTION CERTIFICATE WITH YOUR SIGNED PROPOSAL OR WITH YOUR PURCHASING DOCUMENTS, KEEP YOUR ORIGINAL ON FILE IN THE OFFICE. YOU WILL BE CHARGED TAX IF A VALID EXEMPTION CERTIFICATE IS NOT ON FILE BEFORE EQUIPMENT, PARTS OR SERVICES ARE PROVIDED. SEE WWW.TAXSITES.COM/STATE-LINKS.HTML FOR TAX FORMS.
---	--

Sincerely,

Alexander Lyons

Trane U.S. Inc.

5595 Equity Avenue, Suite 100

Reno, NV 89502

Office Phone: (775) 856-3343

COVID-19 NATIONAL EMERGENCY CLAUSE

The parties agree that they are entering into this Agreement while the nation is in the midst of a national emergency due to the Covid-19 pandemic (“Covid-19 Pandemic”). With the continued existence of Covid-19 Pandemic and the evolving guidelines and executive orders, it is difficult to determine the impact of the Covid-19 Pandemic on Trane’s performance under this Agreement. Consequently, the parties agree as follows:

1. Each party shall use commercially reasonable efforts to perform its obligations under the Agreement and to meet the schedule and completion dates, subject to provisions below;
2. Each party will abide by any federal, state (U.S.), provincial (Canada) or local orders, directives, or advisories regarding the Covid-19 Pandemic with respect to its performance of its obligations under this Agreement and each shall have the sole discretion in determining the appropriate and responsible actions such party shall undertake to so abide or to safeguard its employees, subcontractors, agents and suppliers;
3. Each party shall use commercially reasonable efforts to keep the other party informed of pertinent updates or developments regarding its obligations as the Covid-19 Pandemic situation evolves; and
4. If Trane’s performance is delayed or suspended as a result of the Covid-19 Pandemic, Trane shall be entitled to an equitable adjustment to the project schedule and/or the contract price.

This proposal is subject to your acceptance of the attached Trane terms and conditions.

TERMS AND CONDITIONS - COMMERCIAL EQUIPMENT

"Company" shall mean Trane U.S. Inc. for sales in the United States and Trane Canada ULC for sales in Canada.

1. Acceptance. These terms and conditions are an integral part of Company's offer and form the basis of any agreement (the "Agreement") resulting from Company's proposal (the "Proposal") for the sale of the described commercial equipment and any ancillary services (the "Equipment"). **COMPANY'S TERMS AND CONDITIONS AND EQUIPMENT PRICES ARE SUBJECT TO PERIODIC CHANGE OR AMENDMENT.** The Proposal is subject to acceptance in writing by the party to whom this offer is made or an authorized agent ("Customer") delivered to Company within 15 days from the date of the Proposal. Prices in the Proposal are subject to change at any time upon notice to Customer. If Customer accepts the Proposal by placing an order, without the addition of any other terms and conditions of sale or any other modification, Customer's order shall be deemed acceptance of the Proposal subject to Company's terms and conditions. If Customer's order is expressly conditioned upon Company's acceptance or assent to terms and/or conditions other than those expressed herein, return of such order by Company with Company's terms and conditions attached or referenced serves as Company's notice of objection to Customer's terms and as Company's counteroffer to provide Equipment in accordance with the Proposal and the Company's terms and conditions. If Customer does not reject or object in writing to Company within 10 days, Company's counteroffer will be deemed accepted. Notwithstanding anything to the contrary herein, Customer's acceptance of the Equipment will in any event constitute an acceptance by Customer of Company's terms and conditions. This Agreement is subject to credit approval by Company. Upon disapproval of credit, Company may delay or suspend performance or, at its option, renegotiate prices and/or terms and conditions with Customer. If Company and Customer are unable to agree on such revisions, this Agreement shall be cancelled without any liability.

2. Connected Services. In addition to these terms and conditions, the Connected Services Terms of Service ("Connected Services Terms"), available at <https://www.trane.com/TraneConnectedServicesTerms>, as updated from time to time, are incorporated herein by reference and shall apply to the extent that Company provides Customer with Connected Services, as defined in the Connected Services Terms.

3. Title and Risk of Loss. All Equipment sales with destinations to Canada or the U.S. shall be made as follows: FOB Company's U.S. manufacturing facility or warehouse (full freight allowed). Title and risk of loss or damage to Equipment will pass to Customer upon tender of delivery of such to carrier at Company's U.S. manufacturing facility or warehouse.

4. Pricing and Taxes. Within forty-five (45) days following Customer acceptance of the Proposal without addition of any other terms and conditions of sale or any modification, Customer shall provide notification of release for immediate production at Company's factory. Prices for Equipment are subject to change at any time prior to shipment to reflect any cost increases related to the manufacture, supply, and shipping of Equipment. This includes, but is not limited to, cost increases in raw materials, supplier components, labor, utilities, freight, logistics, wages and benefits, regulatory compliance, or any other event beyond Company's control. If shipment is delayed due to Customer's actions, Company may also charge Customer with storage fees. If a release is not received within 6 months following order acceptance, Company reserves the right to cancel any order. Company shall be entitled to equitable adjustments in the contract price to reflect any cost increases as set forth above and will provide notice to Customer prior to the date for which the increased price is to be in effect for the applicable customer contract. In no event will prices be decreased. The price of Equipment does not include any present or future foreign, federal, state, or local property, license, privilege, sales, use, excise, value added, gross receipts or other like taxes or assessments. Such amounts will be itemized separately to Customer, who will make prompt payment to Company. Company will accept valid exemption documentation for such taxes and assessments from Customer, if applicable. All prices include packaging in accordance with Company's standard procedures. Charges for special packaging, crating or packing are the responsibility of Customer.

5. Delivery and Delays. Delivery dates are approximate and not guaranteed. Company will use commercially reasonable efforts to deliver the Equipment on or before the estimated delivery date, will notify Customer if the estimated delivery dates cannot be honored, and will deliver the Equipment and services as soon as practicable thereafter. In no event will Company be liable for any damages or expenses caused by delays in delivery.

6. Performance. Company shall be obligated to furnish only the Equipment described in the Proposal and in submittal data (if such data is issued in connection with the order). Company may rely on the acceptance of the Proposal and submittal data as acceptance of the suitability of the Equipment for the particular project or location. Unless specifically stated in the Proposal, compliance with any local building codes or other laws or regulations relating to specifications or the location, use or operation of the Equipment is the sole responsibility of Customer. If Equipment is tendered that does not fully comply with the provisions of this Agreement and Equipment is rejected by Customer, Company will have the right to cure within a reasonable time after notice thereof by substituting a conforming tender whether or not the time for performance has passed.

7. Force Majeure. Company's duty to perform under this Agreement and the Equipment prices are contingent upon the non-occurrence of an Event of Force Majeure. If the Company shall be unable to carry out any material obligation under this Agreement due to an Event of Force Majeure, this Agreement shall at Company's election (i) remain in effect but Company's obligations shall be suspended until the uncontrollable event terminates or (ii) be terminated upon 10 days' notice to Customer, in which event Customer shall pay Company for all parts of the Work furnished to the date of termination. An "Event of Force Majeure" shall mean any cause or event beyond the control of Company. Without limiting the foregoing, "Event of Force Majeure" includes: acts of God; acts of terrorism, war or the public enemy; flood; earthquake; tornado; storm; fire; civil disobedience; pandemic insurrections; riots; labor/labour disputes; labor/labour or material shortages; sabotage; restraint by court order or public authority (whether valid or invalid); and action or non-action by or inability to obtain or keep in force the necessary governmental authorizations, permits, licenses, certificates or approvals if not caused by Company; and the requirements of any applicable government in any manner that diverts either the material or the finished product to the direct or indirect benefit of the government.

8. Limited Warranty. Company warrants the Equipment manufactured by Company for a period of the lesser of 12 months from initial start-up or 18 months from date of shipment, whichever is less, against failure due to defects in material and manufacture and that it has the capacities and ratings set forth in Company's catalogs and bulletins ("Warranty"). **Equipment manufactured by Company that includes required start-up and sold in North America will not be warranted by Company unless Company performs the Equipment startup.** Exclusions from this Warranty include damage or failure arising from: wear and tear; corrosion, erosion, deterioration; modifications made by others to the Equipment; repairs or alterations by a party other than Company that adversely affects the stability or reliability of the Equipment; vandalism; neglect; accident; adverse weather or environmental conditions; abuse or improper use; improper installation; commissioning by a party other than Company; unusual physical or electrical or mechanical stress; operation with any accessory, equipment or part not specifically approved by Company; refrigerant not supplied by Company; and/or lack of proper maintenance as recommended by Company. Company shall not be obligated to pay for the cost of lost refrigerant or lost product. Company's obligations and liabilities under this Warranty are limited to furnishing replacement equipment or parts, at its option, FCA (Incoterms 2000) factory or warehouse (f.o.b. factory or warehouse for US domestic purposes) at Company-designated shipping point, freight-allowed to Company's warranty agent's stock location, for all non-conforming Company-manufactured Equipment (which have been returned by Customer to Company). Returns must have prior written approval by Company and are subject to restocking charge where applicable. Equipment, material and/or parts that are not manufactured by Company ("Third-Party Product(s)") are not warranted by Company and have such warranties as may be extended by the respective manufacturer. **CUSTOMER UNDERSTANDS THAT COMPANY IS NOT THE MANUFACTURER OF ANY THIRD-PARTY PRODUCT(S) AND ANY WARRANTIES, CLAIMS, STATEMENTS, REPRESENTATIONS, OR SPECIFICATIONS ARE THOSE OF THE THIRD-PARTY MANUFACTURER, NOT COMPANY AND CUSTOMER IS NOT RELYING ON ANY WARRANTIES, CLAIMS, STATEMENTS, REPRESENTATIONS, OR SPECIFICATIONS REGARDING THE THIRD-PARTY PRODUCT THAT MAY BE PROVIDED BY COMPANY OR ITS AFFILIATES, WHETHER ORAL OR WRITTEN. COMPANY MAKES NO REPRESENTATION OR WARRANTY OF ANY KIND, INCLUDING WARRANTY OF MERCHANTABILITY OR FITNESS FOR PARTICULAR PURPOSE. ADDITIONALLY, COMPANY MAKES NO REPRESENTATION OR WARRANTY OF ANY KIND REGARDING PREVENTING, ELIMINATING, REDUCING OR INHIBITING ANY MOLD, FUNGUS, BACTERIA, VIRUS, MICROBIAL GROWTH, OR ANY OTHER CONTAMINANTS (INCLUDING COVID-19 OR ANY SIMILAR VIRUS)**

(COLLECTIVELY, "CONTAMINANTS"), WHETHER INVOLVING OR IN CONNECTION WITH EQUIPMENT, ANY COMPONENT THEREOF, SERVICES OR OTHERWISE. IN NO EVENT SHALL COMPANY HAVE ANY LIABILITY FOR THE PREVENTION, ELIMINATION, REDUCTION OR INHIBITION OF THE GROWTH OR SPREAD OF SUCH CONTAMINANTS INVOLVING OR IN CONNECTION WITH ANY EQUIPMENT, THIRD-PARTY PRODUCT, OR ANY COMPONENT THEREOF, SERVICES OR OTHERWISE AND CUSTOMER HEREBY SPECIFICALLY ACKNOWLEDGES AND AGREES THERETO. No warranty liability whatsoever shall attach to Company until Customer's complete order has been paid for in full and Company's liability under this Warranty shall be limited to the purchase price of the Equipment shown to be defective. Additional warranty protection is available on an extra-cost basis and must be in writing and agreed to by an authorized signatory of the Company. **EXCEPT FOR COMPANY'S WARRANTY EXPRESSLY SET FORTH HEREIN, COMPANY DOES NOT MAKE, AND HEREBY EXPRESSLY DISCLAIMS, ANY WARRANTIES, EXPRESS OR IMPLIED CONCERNING ITS PRODUCTS, EQUIPMENT OR SERVICES, INCLUDING, WITHOUT LIMITATION, ANY WARRANTY OF DESIGN, MERCHANTABILITY OR OF FITNESS FOR A PARTICULAR PURPOSE, OR OTHERS THAT ARE ALLEGED TO ARISE FROM COURSE OF DEALING OR TRADE.**

9. Indemnity. To the fullest extent permitted by law, Company and Customer shall indemnify, defend and hold harmless each other from any and all claims, actions, costs, expenses, damages and liabilities, including reasonable attorneys' fees, resulting from death or bodily injury or damage to real or personal property, to the extent caused by the negligence or misconduct of their respective employees or other authorized agents in connection with their activities within the scope of this Agreement. Neither party shall indemnify the other against claims, damages, expenses or liabilities to the extent attributable to the acts or omissions of the other party. If the parties are both at fault, the obligation to indemnify shall be proportional to their relative fault. The duty to indemnify will continue in full force and effect, notwithstanding the expiration or early termination hereof, with respect to any claims based on facts or conditions that occurred prior to expiration or termination.

10. Insurance. Upon request, Company will furnish evidence of its standard insurance coverage. If Customer has requested to be named as an additional insured under Company's insurance policy, Company will do so but only subject to Company's manuscript additional insured endorsement under its primary Commercial General Liability policies. In no event does Company waive any rights of subrogation.

11. Customer Breach. Each of the following events or conditions shall constitute a breach by Customer and shall give Company the right, without an election of remedies, to terminate this Agreement, require payment prior to shipping, or suspend performance by delivery of written notice: (1) Any failure by Customer to pay amounts when due; (2) any general assignment by Customer for the benefit of its creditors, or if Customer becomes bankrupt or insolvent or takes the benefit of any statute for bankrupt or insolvent debtors, or makes or proposes to make any proposal or arrangement with creditors, or if any steps are taken for the winding up or other termination of Customer or the liquidation of its assets, or if a trustee, receiver, or similar person is appointed over any of the assets or interests of Customer; (3) Any representation or warranty furnished by Customer in connection with this Agreement is false or misleading in any material respect when made; or (4) Any failure by Customer to perform or comply with any material provision of this Agreement. Customer shall be liable to the Company for all Equipment furnished and all damages sustained by Company (including lost profit and overhead).

12. Limitation of Liability. NOTWITHSTANDING ANYTHING TO THE CONTRARY, IN NO EVENT SHALL COMPANY BE LIABLE FOR ANY SPECIAL, INCIDENTAL, INDIRECT CONSEQUENTIAL, PUNITIVE, EXEMPLARY DAMAGES (INCLUDING WITHOUT LIMITATION REFRIGERANT LOSS, BUSINESS INTERRUPTION, LOST DATA, LOST REVENUE, LOST PROFITS), OR CONTAMINANTS LIABILITIES, EVEN IF A PARTY HAS BEEN ADVISED OF SUCH POSSIBLE DAMAGES OR IF SAME WERE REASONABLY FORESEEABLE AND REGARDLESS OF WHETHER THE CAUSE OF ACTION IS FRAMED IN CONTRACT, NEGLIGENCE, ANY OTHER TORT, WARRANTY, STRICT LIABILITY, OR PRODUCT LIABILITY. In no event will Company's liability in connection with the provision of products or services or otherwise under this Agreement exceed the entire amount paid to Company by Customer under this Agreement.

13. CONTAMINANTS LIABILITY

The transmission of COVID-19 may occur in a variety of ways and circumstances, many of the aspects of which are currently not known. HVAC systems, products, services and other offerings have not been tested for their effectiveness in reducing the spread of COVID-19, including through the air in closed environments. **IN NO EVENT WILL COMPANY BE LIABLE UNDER THIS AGREEMENT OR OTHERWISE FOR ANY INDEMNIFICATION, ACTION, OR CLAIM, WHETHER BASED ON WARRANTY, CONTRACT, TORT OR OTHERWISE, FOR ANY BODILY INJURY (INCLUDING DEATH), DAMAGE TO PROPERTY, OR ANY OTHER LIABILITIES, DAMAGES OR COSTS RELATED TO CONTAMINANTS (INCLUDING THE SPREAD, TRANSMISSION, MITIGATION, ELIMINATION, OR CONTAMINATION THEREOF) (COLLECTIVELY, "CONTAMINANTS LIABILITIES") AND CUSTOMER HEREBY EXPRESSLY RELEASES COMPANY FROM ANY SUCH CONTAMINANTS LIABILITIES.**

14. Nuclear Liability. In the event that the Equipment sold hereunder is to be used in a nuclear facility, Customer will, prior to such use, arrange for insurance or governmental indemnity protecting Company against all liability and hereby releases and agrees to indemnify Company and its suppliers for any nuclear damage, including loss of use, in any manner arising out of a nuclear incident, whether alleged to be due, in whole or in part to the negligence or otherwise of Company or its suppliers.

15. Intellectual Property; Patent Indemnity. Company retains all ownership, license and other rights to all patents, trademarks, copyrights, trade secrets and other intellectual property rights related to the Equipment, and, except for the right to use the Equipment sold, Customer obtains no rights to use any such intellectual property. Company agrees to defend any suit or proceeding brought against Customer so far as such suit or proceeding is solely based upon a claim that the use of the Equipment provided by Company constitutes infringement of any patent of the United States of America, provided Company is promptly notified in writing and given authority, information and assistance for defense of same. Company will, at its option, procure for Customer the right to continue to use said Equipment, or modify it so that it becomes non-infringing, or replace same with non-infringing Equipment, or to remove said Equipment and to refund the purchase price. The foregoing will not be construed to include any Agreement by Company to accept any liability whatsoever in respect to patents for inventions including more than the Equipment furnished hereunder, or in respect of patents for methods and processes to be carried out with the aid of said Equipment. The provision of Equipment by Company does not convey any license, by implication, estoppel, or otherwise, under patent claims covering combinations of said Equipment with other devices or elements. The foregoing states the entire liability of Company with regard to patent infringement. Notwithstanding the provisions of this paragraph, Customer will hold Company harmless against any expense or loss resulting from infringement of patents or trademarks arising from compliance with Customer's designs or specifications or instructions.

16. Cancellation. Equipment is specially manufactured in response to orders. An order placed with and accepted by Company cannot be delayed, canceled, suspended, or extended except with Company's written consent and upon written terms accepted by Company that will reimburse Company for and indemnify Company against loss and provide Company with a reasonable profit for its materials, time, labor, services, use of facilities and otherwise. Customer will be obligated to accept any Equipment shipped, tendered for delivery or delivered by Company pursuant to the order prior to any agreed delay, cancellation, suspension or extension of the order. Any attempt by Customer to unilaterally revoke, delay or suspend acceptance for any reason whatever after it has agreed to delivery of or accepted any shipment shall constitute a breach of this Agreement. For purposes of this paragraph, acceptance occurs by any waiver of inspection, use or possession of Equipment, payment of the invoice, or any indication of exclusive control exercised by Customer.

17. Invoicing and Payment. Unless otherwise agreed to in writing by Company, equipment shall be invoiced to Customer upon tender of delivery thereof to the carrier. Customer shall pay Company's invoices within net 30 days of shipment date. Company reserves the right to add to any account outstanding for more than 30 days a service charge equal to the lesser of the maximum allowable legal interest rate or 1.5% of the principal amount due at the end of each month. Customer shall pay all costs (including attorneys' fees) incurred by Company in attempting to collect amounts due and otherwise enforcing these terms and conditions. If requested, Company will provide appropriate lien waivers upon receipt of payment. Company may at any time decline to ship, make delivery or perform work except upon receipt of cash payment, letter of credit, or security, or upon other terms

and conditions satisfactory to Company. Customer agrees that, unless Customer makes payment in advance, Company will have a purchase money security interest in all Equipment to secure payment in full of all amounts due Company and its order for the Equipment, together with these terms and conditions, form a security agreement (as defined by the UCC in the United States and as defined in the Personal Property Security Act in Canada). Customer shall keep the Equipment free of all taxes and encumbrances, shall not remove the Equipment from its original installation point and shall not assign or transfer any interest in the Equipment until all payments due Company have been made. The purchase money security interest granted herein attaches upon Company's acceptance of Customer's order and on receipt of the Equipment described in the accepted Proposal but prior to its installation. The parties have no agreement to postpone the time for attachment unless specifically noted in writing on the accepted order. Customer will have no rights of set off against any amounts, which become payable to Company under this Agreement or otherwise.

18. Claims. Company will consider claims for concealed shortages in shipments or rejections due to failure to conform to an order only if such claims or rejections are made in writing within 15 days of delivery and are accompanied by the packing list and, if applicable, the reasons in detail why the Equipment does not conform to Customer's order. Upon receiving authorization and shipping instructions from authorized personnel of Company, Customer may return rejected Equipment, transportation charges prepaid, for replacement. Company may charge Customer any costs resulting from the testing, handling, and disposition of any Equipment returned by Customer which are not found by Company to be nonconforming. All Equipment damaged during shipment and all claims relating thereto must be made with the freight carrier in accordance with such carrier's policies and procedures. Claims for Equipment damaged during shipment are not covered under the warranty provision stated herein.

19. Export Laws. The obligation of Company to supply Equipment under this Agreement is subject to the ability of Company to supply such items consistent with applicable laws and regulations of the United States and other governments. Company reserves the right to refuse to enter into or perform any order, and to cancel any order, under this Agreement if Company in its sole discretion determines that performance of the transaction to which such order relates would violate any such applicable law or regulation. Customer will pay all handling and other similar costs from Company's factories including the costs of freight, insurance, export clearances, import duties and taxes. Customer will be "exporter of record" with respect to any export from the United States of America and will perform all compliance and logistics functions in connection therewith and will also comply with all applicable laws, rules and regulations. Customer understands that Company and/or the Equipment are subject to laws and regulations of the United States of America which may require licensing or authorization for and/or prohibit export, re-export or diversion of Company's Equipment to certain countries, and agrees it will not knowingly assist or participate in any such diversion or other violation of applicable United States of America laws and regulations. Customer agrees to hold harmless and indemnify Company for any damages resulting to Customer or Company from a breach of this paragraph by Customer.

20. General. Except as provided below, to the maximum extent provided by law, this Agreement is made and shall be interpreted and enforced in accordance with the laws of the state of New York for Equipment shipped to a U.S. location and the laws of the province to which Equipment is shipped within Canada, without regard to its conflict of law principles that might otherwise call for the application of a different state's or province's law, and not including the United Nations Convention on Contracts for the International Sale of Goods. Any action or suit arising out of or related to this Agreement must be commenced within one year after the cause of action has accrued. To the extent the Equipment is being used at a site owned and/or operated by any agency of the Federal Government, determination of any substantive issue of law shall be according to the Federal common law of Government contracts as enunciated and applied by Federal judicial bodies and boards of contract appeals of the Federal Government. This Agreement contains all of the agreements, representations and understandings of the parties and supersedes all previous understandings, commitments or agreements, oral or written, related to the subject matter hereof. This Agreement may not be amended, modified or terminated except by a writing signed by the parties hereto. No documents shall be incorporated herein by reference except to the extent Company is a signatory thereon. If any term or condition of this Agreement is invalid, illegal or incapable of being enforced by any rule of law, all other terms and conditions of this Agreement will nevertheless remain in full force and effect as long as the economic or legal substance of the transaction contemplated hereby is not affected in a manner adverse to any party hereto. Customer may not assign, transfer, or convey this Agreement, or any part hereof, or its right, title or interest herein, without the written consent of the Company. Subject to the foregoing, this Agreement shall be binding upon and inure to the benefit of Customer's permitted successors and assigns. This Agreement may be executed in several counterparts, each of which when executed shall be deemed to be an original, but all together shall constitute but one and the same Agreement. A fully executed facsimile copy hereof or the several counterparts shall suffice as an original.

21. Equal Employment Opportunity/Affirmative Action Clause. Company is a federal contractor that complies fully with Executive Order 11246, as amended, and the applicable regulations contained in 41 C.F.R. Parts 60-1 through 60-60, 29 U.S.C. Section 793 and the applicable regulations contained in 41 C.F.R. Part 60-741; and 38 U.S.C. Section 4212 and the applicable regulations contained in 41 C.F.R. Part 60-250 Executive Order 13496 and Section 29 CFR 471, appendix A to subpart A, regarding the notice of employee rights in the United States and with Canadian Charter of Rights and Freedoms Schedule B to the Canada Act 1982 (U.K.) 1982, c. 11 and applicable Provincial Human Rights Codes and employment law in Canada.

22. U.S. Government Work.

The following provision applies only to direct sales by Company to the US Government. The Parties acknowledge that Equipment ordered and delivered under this Agreement are Commercial Items as defined under Part 12 of the Federal Acquisition Regulation (FAR). In particular, Company agrees to be bound only by those Federal contracting clauses that apply to "commercial" suppliers and that are contained in FAR 52.212-5(e)(1).

The following provision applies only to indirect sales by Company to the US Government. As a Commercial Item Subcontractor, Company accepts only the following mandatory flow down provisions: 52.219-8; 52.222-26; 52.222-35; 52.222-36; 52.222-39; 52.247-64. If the sale of the Equipment is in connection with a U.S. Government contract, Customer certifies that it has provided and will provide current, accurate, and complete information, representations and certifications to all government officials, including but not limited to the contracting officer and officials of the Small Business Administration, on all matters related to the prime contract, including but not limited to all aspects of its ownership, eligibility, and performance. Anything herein notwithstanding, Company will have no obligations to Customer unless and until Customer provides Company with a true, correct and complete executed copy of the prime contract. Upon request, Customer will provide copies to Company of all requested written communications with any government official related to the prime contract prior to or concurrent with the execution thereof, including but not limited to any communications related to Customer's ownership, eligibility or performance of the prime contract. Customer will obtain written authorization and approval from Company prior to providing any government official any information about Company's performance of the work that is the subject of the Proposal or this Agreement, other than the Proposal or this Agreement.

23. Limited Waiver of Sovereign Immunity. If Customer is an Indian tribe (in the U.S.) or a First Nation or Band Council (in Canada), Customer, whether acting in its capacity as a government, governmental entity, a duly organized corporate entity or otherwise, for itself and for its agents, successors, and assigns: (1) hereby provides this limited waiver of its sovereign immunity as to any damages, claims, lawsuit, or cause of action (herein "Action") brought against Customer by Company and arising or alleged to arise out of the furnishing by Company of any product or service under this Agreement, whether such Action is based in contract, tort, strict liability, civil liability or any other legal theory; (2) agrees that jurisdiction and venue for any such Action shall be proper and valid (a) if Customer is in the U.S., in any state or United States court located in the state in which Company is performing this Agreement or (b) if Customer is in Canada, in the superior court of the province or territory in which the work was performed; (3) expressly consents to such Action, and waives any objection to jurisdiction or venue; (4) waives any requirement of exhaustion of tribal court or administrative remedies for any Action arising out of or related to this Agreement; and (5) expressly acknowledges and agrees that Company is not subject to the jurisdiction of Customer's tribal court or any similar tribal forum, that Customer will not bring any action against Company in tribal court, and that Customer will not avail itself of any ruling or direction of the tribal court permitting or directing it to suspend its payment or other obligations under this Agreement. The individual signing on behalf of Customer warrants and represents that such individual is duly authorized to

provide this waiver and enter into this Agreement and that this Agreement constitutes the valid and legally binding obligation of Customer, enforceable in accordance with its terms.

1-26.130-4 (0622)
Supersedes 1-26.130-4(1221b)

NRS 332.115 Contracts not adapted to award by competitive solicitation; purchase of certain equipment by local law enforcement agency, response agency or other local governmental agency; purchase of goods commonly used by hospital.

1. Contracts which by their nature are not adapted to award by a competitive solicitation, including contracts for:
 - (a) Items which may only be contracted from a sole source;
 - (b) Professional services;
 - (c) Additions to and repairs and maintenance of equipment which may be more efficiently added to, repaired or maintained by a certain person;
 - (d) Equipment which, by reason of the training of the personnel or of an inventory of replacement parts maintained by the local government is compatible with existing equipment;
 - (e) Perishable goods;
 - (f) Insurance;
 - (g) Hardware and associated peripheral equipment and devices for computers;
 - (h) Software for computers;
 - (i) Maintenance and support for:
 - (1) Hardware and associated peripheral equipment and devices for computers; and
 - (2) Software for computers;
 - (j) Equipment containing hardware or software for computers;
 - (k) Books, instructional materials, library materials and subscriptions;
 - (l) Motor vehicle fuel purchased by a local law enforcement agency for use in an undercover investigation;
 - (m) Motor vehicle fuel for use in a vehicle operated by a local law enforcement agency or local fire department if such fuel is not available within the vehicle's assigned service area from a fueling station owned by the State of Nevada or a local government;
 - (n) Purchases made with money in a store fund for prisoners in a jail or local detention facility for the provision and maintenance of a canteen for the prisoners;
 - (o) Supplies, materials, equipment or services that are available pursuant to an agreement with a vendor that has entered into an agreement with the General Services Administration or another federal governmental agency located within or outside this State;
 - (p) Items for resale through a retail outlet operated in this State by a local government or the State of Nevada;
 - (q) Commercial advertising within a recreational facility operated by a county fair and recreation board;
 - (r) Goods or services purchased from organizations or agencies whose primary purpose is the training and employment of persons with disabilities; and
 - (s) The design of, and equipment and services associated with, systems of communication,

È are not subject to the requirements of this chapter for a competitive solicitation, as determined by the governing body or its authorized representative.
2. The purchase of forensic equipment and supplies used in forensic analysis or other equipment for use by a local law enforcement agency in the course of an undercover investigation is not subject to the requirements of this chapter for a competitive solicitation, as determined by the governing body or its authorized representative, if:
 - (a) The equipment is an electronic or mechanical device which by design is intended to monitor and document in a clandestine manner suspected criminal activity;
 - (b) Purchasing the equipment pursuant to such requirements would limit or compromise the use of such equipment by an agency authorized to conduct such investigations; or
 - (c) The equipment and supplies are:
 - (1) Used in analysis in such investigations; or
 - (2) Required to comply with specific forensic standards or quality standards.
3. The purchase of personal safety equipment for use by a response agency or any other local governmental agency is not subject to the requirements of this chapter for a competitive solicitation, as determined by the governing body or its authorized representative, if:
 - (a) The personal safety equipment will be used by personnel of the response agency or other local governmental agency in preventing, responding to or providing services of recovery or relief in connection with emergencies, acts of terrorism or other natural or man-made disasters in which the health, safety or welfare of those personnel may be compromised, impaired or otherwise threatened; and
 - (b) The cost of the personal safety equipment is comparable to the cost of similar personal safety equipment that is available for purchase by the public.
4. The purchase of goods commonly used by a hospital, including, without limitation, medical equipment, implantable devices and pharmaceuticals, by the governing body of a hospital or its authorized representative is not subject to the requirements of this chapter for a competitive solicitation. The governing body of the hospital or its authorized representative shall make available for public inspection each such contract and records related to those purchases.
5. This section does not prohibit a governing body or its authorized representative from advertising for or requesting responses.
6. As used in this section:
 - (a) "Act of terrorism" has the meaning ascribed to it in [NRS 239C.030](#).
 - (b) "Personal safety equipment" means safety equipment that personnel of a response agency or other local governmental agency:
 - (1) Use in the course of preventing, responding to or providing services of recovery or relief in connection with emergencies, acts of terrorism or other natural or man-made disasters; or
 - (2) Wear or otherwise carry on a regular basis.

È The term includes, without limitation, firearms, boots, bulletproof vests or other types of body armor, protective garments, protective eyewear, gloves, helmets, and any specialized apparatus, equipment or materials approved or recommended by the United States Department of Homeland Security.

 - (c) "Response agency" means an agency of a local government that provides services related to law enforcement, firefighting, emergency medical care or public safety.

**Lyon County School District
Board Memo**

Date: October 25, 2022
To: Board of School Trustees
From: Wayne Workman, Superintendent
Re: Reclassification of the Finance Manager/Comptroller

Recommendation

The LCSD Board of Trustees approve the reclassification of the Finance Manager/Comptroller position with the title change to Fiscal Services Officer.

Background Information

The district is seeking approval of a reclassification of the Finance Manager/Comptroller position based on the responsibilities of the position. This reclassification includes a change in title to Fiscal Services Officer.

Human Resources conducted a job analysis to determine the responsibilities of this position compared to other manager positions in the district. Human Resources also reviewed similar positions in other districts for comparison. The Finance Manager/Comptroller differs from the other managers in Lyon CSD in that the consequences of error are greater; assignments are more complex and require a high level of knowledge and skills.

This position is distinguished from other managers by being regularly required to perform duties of fiscal agent for the school district. This position serves as the district Finance Manager performing data analysis and advising senior managers on financial health of the school district and as the district Comptroller overseeing the district business office which includes accounting, payroll, account receivable, revenue collection and accounts payable. This position is also responsible for major district functions like budget building, budget monitoring, budget augmentation, student activity funds, school site budgets, preparation of the District's financial statements, reviewing, analyzing and advising on fiscal impacts of legislative proposals, and successful completion of the comprehensive annual financial report (CAFR). Unlike other manager positions, this position requires public speaking in front of governing bodies like the Board of Examiners, Nevada Legislature, Interim Finance Committee, Commission on School Funding, and the Board of Trustees. Also, unlike other manager positions this position is regularly relied upon by other managers and supervisors for technical and financial assistance.

Besides the administrative, fiscal and fiduciary responsibilities for the budgeting and accounting for large and complex public organizations, this position must have the ability to work effectively with high level state and local officials on behalf of the interests of the Lyon County School District. This position must also effectively communicate features of the school district's financial structure to the Board of Trustees, Nevada Department of Education, other elected and

appointed officials, taxpayers, LCSD employees and to other audiences like Certified, Classified, and Administrative associations and leadership teams.

While the district is required to negotiate for positions operating under a collective bargaining agreement such as classified employees, teachers and administrators, this position does not fall within a recognized association. This position serves at the pleasure of the Superintendent under an employment contract signed every year.

In determining the salary for this position several other factors were also considered. Primary factor being salaries of positions which are comparable to not only the role and responsibility of this position but also salaries of positions in neighboring districts and public organizations. A total of 30 positions were used for this analysis. All positions were senior level finance positions, based in Northern Nevada, and within the Public Employees Retirement System. The district felt this comparison was important because the previous 3 incumbents in this position left for either higher paying position in neighboring districts/organizations and or due to stress and “burnout”. The current employee was also recruited post-hiring for a higher paying position in a different neighboring district. This position is a vital position for this district’s operations, and it is important that Lyon CSD can compete for and more importantly retain a highly effective employee in this role.

The district also conducted a business office analysis with neighboring and most comparable school district Carson City CSD. Carson City CSD has a FY23 budget of \$145.5 million and for this budget they utilize the support of 3 salaried senior level finance personnel; Superintendent/CFO, Finance Director, and Accounting Manager. In comparison, Lyon CSD currently has a budget of \$176.8 million utilizing only 2 salaried senior level finance personnel; Executive Director of Operations and Finance Manager/Comptroller. When considering the organizational structure of Lyon CSD, the Executive Director of Operations also oversees several other departments (Facilities, Transportation, Information Technology, Nutrition Services) along with Finance. This organizational structure therefore much of the finance/budget responsibilities land upon the Finance Manager/Comptroller. Lyon CSD Finance Manager/Comptroller while managing a \$31million larger budget, 9 more schools and approximately 115+ full time employees is still classified as the lowest salaried position.

For determining the salary schedule for this position, the salary was aligned to the Elementary principal salary base daily rate. This position is a 12-month position at 261 days. It’s important to note that the daily rate of pay for principals does not take into consideration additional compensation such as supervisor pay, pay for performance bonus, or other additional compensation potentially summing up to \$26,400 (\$3,000 for Pay for Performance, \$10,900 Supervisor pay, and \$12,500 for Principal Leaders). This new salary schedule and title change puts the Fiscal Services Officer above other district managers but under executive cabinet and net principal salaries.

Budget Considerations

Additional annual salary costs will depend on the incumbent experience.

Discussed at Previous Meeting

N/A

Attachments:

Northern Nevada Finance Job Comparisons

Fiscal Services Officer Job Description

Respectfully Submitted,

Dawn Huckaby, Executive Director of Human Resources

Harman Bains, Executive Director of Operations

LYON COUNTY SCHOOL DISTRICT

Fiscal Services Officer

Job Group: Business Office

Classification: Fiscal Services Officer

Terms of Employment: Defined under Fiscal Services Officer Employment Agreement (12 Months)

FLSA STATUS: EXEMPT

POSITION SUMMARY: Under the general direction of the Executive Director of Operations, the Fiscal Services Officer is responsible for overseeing the General Accounting, Annual Fiscal Audit, oversees the planning, development and maintenance of the district's budget to assure that the district has a sound financial plan reflecting the goals of the district, Financial Reporting functions and supervises the Finance Department including payroll, accounts receivable, accounts payable, purchasing, and warehousing. This position is distinguished by the high level of supervisory responsibility, the complexity of tasks assigned, and the high level of independence in carrying out duties. This position is evaluated by and reports directly to the Executive Director of Operations.

ESSENTIAL DUTIES AND RESPONSIBILITIES:

This list of Essential Duties and Responsibilities is not exhaustive and may be supplemented.

1. Responsible for all activities of the Accounting/Finance Department, including budgeting, accounting, financial planning, payroll, and accounts payable/receivable.
2. Responsible for implementing and maintaining a system of internal accounting controls (audits) that will ensure that the District assets are adequately safeguarded and that all financial reporting is prepared in compliance with all financial policies and U.S. Generally Accepted Accounting Principles (GAAP).
3. Makes recommendations to the Executive Director of Operations as to actions that maintain the financial soundness of the District.
4. Responsible for the successful completion of the Annual Comprehensive Financial Report (ACFR)
5. Responsible for reviewing monthly/quarterly account reconciliations, budget reports and other documents.
6. Coordinates work relating to both internal and external audits in the periodic review of the District financial records. Is further responsible for the implementation of agreed-upon recommendations, related to areas of responsibility, resulting from potential audit findings.
7. Plans, develops and manages any bonds issued by the District.
8. Provide the grants department with financial support including developing systems to meet required grant controls and reports.
9. Directly supervises all employees in the Finance Office and conducts evaluations on an annual basis.
10. Attends meetings of the Board of School Trustees, Nevada Dept of Education, Nevada Legislature or any other governing body as needed and directed by the Superintendent or the Executive Director of Operations.
11. Recommends and implements approved changes and/or training for efficient operations and quality programs and services.
12. Oversees the District's accounting software system and works closely with the software company to provide appropriate training, upgrading, and implementation.
13. Works closely with district administration, school administration and principal secretaries to ensure efficient accounting practices at each school site.
14. Attends and/or coordinates meetings as required, including state meetings.
15. Performs other duties related to the position as assigned.

POSITION EXPECTATIONS:

1. Extensive knowledge of school district finance, accounting, budgeting and financial planning.

2. Extensive knowledge of school district policies and procedures, District regulations, and negotiated contracts as they pertain to District employees.
3. Extensive knowledge of Generally Accepted Accounting Principles (GAAP) as applicable to governmental entities and public financing procedures.
4. Extensive knowledge of cost principles and reporting requirements applicable to state and federal grants.
5. Extensive knowledge of computer systems that include Microsoft based applications, work orders, purchasing, payroll, accounting, database functions, and other related programs/software.
6. Ability to apply strong supervisory, administrative and organizational leadership.
7. Ability to effectively communicate verbally and in writing; to write legibly; to prepare and maintain accurate records.
8. Ability to coordinate and delegate operational assignments and duties to ensure adequate staffing and prioritize daily responsibilities, duties, and tasks.
9. Ability to maintain security of confidential employee information.
10. Ability to interpret written manuals, handbooks, laws, and regulations pertaining to district operations.
11. Ability to use good judgment in applying established guidelines to solve work problems.
12. Ability to handle multiple assignments, with shifting priorities, to meet established deadlines.
13. Ability to research, analyze and compile accurate information using data extraction techniques.
14. Ability to analyze business performance and develop financial plans within a government environment.
15. Ability to work independently and collaboratively as a team.
16. Ability to effectively supervise and evaluate employees.
17. Ability to work cooperatively with administrators, employees, other District departments, and outside agencies.
18. Ability to recognize deficiencies and resolve conflicts within the scope of his/her authority.
19. Ability to efficiently use communication skills to promote and provide quality customer service to staff and the public.
20. Ability to appropriately handle stress and interact with others, including supervisors, coworkers, students, and the community.
21. Regular and consistent punctuality and attendance are essential functions of the job.

POSITION REQUIREMENTS:

Education and Training:

1. Bachelor's Degree in accounting, business administration, finance, or demonstrated equivalent experience in a directly related field. Master's Degree or license as a Certified Public Accountant from the Nevada State Board of Accountancy desired, but not required.
2. Minimum of five (5) years' experience in the field of financial management or general business management. Supervisory experience is desired.

Licenses and Certifications:

1. Must possess or be able to acquire a Nevada driver's license that allows legal operation of a motor vehicle.

Candidates must meet the minimum qualifications as listed on the appropriate position vacancy announcement.

PHYSICAL AND MENTAL REQUIREMENTS:

The physical and mental requirements described here are representative of those that must be met by an employee to successfully perform the essential functions of the job.

Cognitive ability and dexterity to operate office equipment for long periods of time. Strength and stamina to bend, stoop, sit and stand for long periods. Dexterity and coordination to handle periodic lifting and moving of boxes. Reaching for items above and below waist level. Involves hearing and speech to communicate in person or over the telephone. Must have the ability to lift 50 pounds to waist height.

In compliance with applicable disability laws, reasonable accommodations may be provided for qualified individuals with a disability who require and request such accommodations. Incumbents and individuals who have been offered

employment are encouraged to discuss potential accommodations with the employer.

WORKING CONDITIONS:

Work is performed under the following conditions: Position functions primarily within an office. The majority of work will be performed sitting at a computer for prolonged periods of time. Exposure to climate controlled office settings to outside weather with temperatures ranging from mild/moderate to extreme cold/heat. May involve exposure to noise levels ranging from low to moderate for frequent time periods.

Hazards: Stress, anxiety and office equipment (as related to specific assignment).

PHYSICAL CAPACITY REQUIREMENTS FOR POSITION

<i>ESSENTIAL FUNCTION</i>	<i>LESS THAN 25% OF TIME</i>	<i>25% TO 49% OF TIME</i>	<i>50% TO 74% OF TIME</i>	<i>75% TO 100% OF TIME</i>
Sitting				X
Standing	X			
Walking	X			
Bending/Stooping/ Squatting/Twisting	X			
Crawling	X			
Kneeling	X			
Reaching above of body	X			
Reaching away from body	X			
Climbing Stairs	X			
Climbing while working (ladder, stools, roofs, poles)	X			
Balancing	X			
Lifting &/Or Carrying objects:	X			
50 Pounds or 1/3 Bodyweight	X			
Pushing	X			
Pulling	X			
Grasping/ Gripping				X
Handling	X			
Applying Torque (arms)	X			
Fine Manipulation	X			
Repetitive Work				X
Weight Bearings	X			
Typing, Keyboarding, or Entering Data				X
Computer Monitor/ CRT				X
Driving a Vehicle	X			
Working Alone			X	
Operating Machinery or Equipment:	X			
Heavy Equipment	X			
Vibrating Equipment	X			
Power Tools	X			
Machine/Electrical Hazards	X			
Ladders ≥ 6 Feet	X			
Personal Protective Equipment	X			
Respirator Use	X			
Work Conditions:				
High Noises	X			
Heights	X			
Confined Spaces	X			
Heat Stress	X			
Cold Stress	X			
UV Exposure	X			
Hazardous Chemical/Waste	X			

>8 Hrs Day			X	
Overtime/Irregular Hrs	X			
Senses:				
Eyes			X	
Visually Demanding Work			X	
Near Vision			X	
Far Vision	X			
Depth Perception	X			
Basic Color Discrimination			X	
Hearing Protection	X			
Speech Discrimination			X	
Audio Alarms	X			
Ability to Smell	X			

Equal Opportunity Employer

The Lyon County School District is an equal opportunity employer and will not knowingly discriminate in any area of employment. Those include discriminatory recruiting and hiring practices against any United States citizen or legal alien on the basis of race, color, creed, religion, sex, age, marital status, national or ethnic origin, disability, or any other protected class and shall extend to working conditions, training, promotion, and terms and conditions of employment.

Individuals with a disability who require reasonable accommodation(s) during any step of the screening process or who have questions about qualifications should notify a representative in Human Resources. Notification may be made in person, in writing, or by calling: (775) 463-6800.

I have read and understand the requirements of my job.

Employee Name: _____

Employee Signature: _____ Date: _____

Administrator/Management Signature: _____ Date: _____

Organization	Title	Min	Max
Washoe CSD	Chief Financial Officer	\$149,408	\$192,404
Regional Transportation Commission	Chief Financial Officer	\$125,001	\$168,000
Washoe CSD	Controller	\$108,289	\$166,911
Lyon County	Comptroller	\$108,288	\$162,432
Washoe CSD	Budget Director	\$118,293	\$147,974
City of Sparks	Budget Manager	\$98,051	\$147,056
Carson City CSD	Fiscal Director	\$91,329	\$139,117
City of Fernley	Finance Director	\$96,478	\$137,825
Regional Transportation Commission	Finance Manager	\$91,187	\$134,014
Elko CSD	Chief Financial Officer	N/A	\$131,000
Douglas CSD**	Director	\$94,170	\$130,858
City of Reno	Accounting Manager	\$106,843	\$129,855
Douglas CSD**	Assistant Director	\$89,000	\$126,214
University of Nevada	Principal Budget Analyst	\$98,675	\$125,545
Lyon CSD	Fiscal Services Officer (Proposed)	\$99,802	\$123,041
Humboldt CSD	Finance Supervisor	\$81,597	\$120,581
Nevada Board of Pharmacy	Chief Financial Officer	\$104,986	\$120,108
Regional Transportation Commission	Senior Financial Analyst	\$78,894	\$116,521
Legislative Counsel Bureau Fiscal	Principal Program Analysts	\$76,775	\$111,123
City of Sparks	Accounting Manager	\$71,718	\$107,557
Attorney Generals Office	Chief Financial Officer	N/A	\$101,194
State of Nevada	Administrative Services Officer 4	\$66,962	\$101,194
Nevada Forestry Division	Fiscal Administrator	\$66,962	\$101,194
Legislative Counsel Bureau Fiscal	Deputy Fiscal Analysts	\$66,962	\$101,184
Carson City CSD	Accounting Manager	\$70,462	\$99,423
City of Reno	Accountant	\$80,175	\$97,427
Lyon CSD	Finance Manager/Comptroller	\$80,800	\$96,963
Governors Office of Finance	Executive Branch Budget Officer	\$64,080	\$96,951
Legislative Counsel Bureau Fiscal	Budgetary Program Analyst	\$64,080	\$96,951
Legislative Counsel Bureau Fiscal	Senior Program Analysts	\$64,080	\$96,951
Nevada Housing Division	Chief Financial Officer	N/A	\$94,671
Public Employees Benefits Program	Chief Financial Officer	N/A	\$94,671
Churchill CSD	Comptroller	N/A	\$88,000

**Lyon County School District
Board Memo**

Date: October 25, 2022
To: Board of School Trustees
From: Tim Logan, Deputy 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 2022-2023 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,
Tim Logan, Deputy Superintendent*



Silver Stage Elementary School

Highlights

★ 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

- Social Emotional Curriculum offered to all classes
- Calm room offered
- Daily Check-In/Check-Out System

★ Family Engagement

- I am Proud Showcase
- Soar Cards send home
- Positive Postcards
- Family Engagement Committee created to support monthly event

★ MTSS/PBIS

- Diamond Level Recognition for PBIS Implementation
- PBIS-Tier 3 Implementation
- Spirit Sticks Awarded to Students and Staff

★ SPP Goals

- Increase student achievement in reading and math by 17% and 11% respectively
- Increase Tier 1 Instruction effectiveness by implementing success criteria for power standards
- Continued implementation of MTSS Practices with a focus on Tier 3 interventions.

SSES Mission and Vision Statements

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 & Social Worker ½ time
 - Food Backpacks
 - Immunization Clinics
 - SOS-Signs of Suicide
 - Home visits (attendance, transportation, other resources, etc.)
 - MDT-Multi Disciplinary Team Meetings
 - groups with students such as grief, girls group, boys group, etc.
 - Boys' and Girls' Club
 - 21st Century Grant-Hawk Club
- **Family Engagement**
 - Facebook, website
 - Fall Festival, Halloween Parade, Family, Art in the Garden, Volunteer Breakfast Celebration, Student-Led Conferences
- **PBIS and Enrichment Opportunities**
 - MTSS Coordinator
 - Nevada State PBIS Platinum Award Winner
 - Robotics Club, Glee Club, Sports, Academic Club
 - Health, Computers, CTE Middle School Course-Digital Designers, Teaming to Adulting, Building Engineers I, and Business Innovators
 - Homecoming with SSHS, 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 2022-2023:

- **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 differentiation and 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 two adults who work 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/>

Mrs. Coplan
Assistant Principal

Mission Statement

Providing a safe learning environment to gain college, career and life skills for a successful future!

SCHOOL HIGHLIGHTS

- 🦉 Over 85% of 2022 SSHS graduates were enrolled in Western Nevada College Courses
- 🦉 Fourth 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 by building Instructional Units across all disciplines to be shared in the school’s professional learning community.
- 🦉 Continued use of 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
- 🦉 SSHS Boosters restarted the SSHS Show-N-Shine
- 🦉 8th 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 future successes
- 🦉 Nine years of Student-Led Parent Conferences
- 🦉 All teachers are teaching Close Reading Strategies using a common success criteria across all content areas.

SCHOOL FOCUS

GOAL 1: By the end of the school year, SSHS students' course pass rate will remain at the successful levels Pre-COVID disruptions to have Pass Rates above 95% in all core academic areas.

GOAL 2: By the end of the school year, SSHS teachers will increase the number of teachers engaged in using SSHS Instructional Units based on Learning Intentions, Success Criteria and monitoring plan to be shared out in the school’s Professional Learning Communities (PLC) across all content area to 100% - Focus each Teachers’ Course with a Units of Study and Close Reading - Units of Study

GOAL 3: Provide targeted support 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 25, 2022
To: Board of School Trustees
From: Wayne Workman, Superintendent
Re: Policy JHA: Student Wellness

Recommendation

That the Board of Trustees provide guidance towards LCSD Policy JHA: Student Wellness

Background Information

District Policy EEA was last updated November 2015. In accordance with Policy JHA – Student Wellness Policy, Lyon County School District (LCSD) is committed to providing an environment in which students can make healthy food choices and have opportunities to be physically active.

Now having the Covid-19 Pandemic seemingly behind us, LCSD and Chartwells are getting back to aligning with state and USDA requirements. One of which requires that an advisory group be formed to address the development, implementation, and review of the local school wellness policy. The policy must include a plan to include representatives from the following suggested categories: parents, students, school food authority, PE teachers, school health professionals, school board, school administrators, and the public (which may include a local dietitian, medical professional, business owner, parks and recreation representative, community leader, farmer, etc.).

The policy requires the school district to inform and update the public (including parents, students, and others in the community) about the content and implementation of the local school wellness policy annually. The school wellness policy must include goals for nutrition promotion and education, physical activity, and other school-based activities that promote student wellness. School districts must designate one or more school district official(s) or school official(s), as appropriate, to ensure that each school complies with the local school wellness policy. The school district must inform the Nevada Department of Agriculture (NDA) the name(s), position(s), and contact information for the person(s) responsible for the oversight of the local school wellness policy at the district and/or school level by September 30th of each school year.

LCSD and Chartwell’s for the 2022-23 school year have aligned Policy JHA with the State of Nevada template and are in the process of creating a new advisory group to review Policy JHA twice a year and make an annual recommendation to the board.

Budget Considerations

N/A

Discussed at Previous Meeting

N/A

Attachment(s):

Policy JHA: Student Wellness Policy Pupil Transportation

*Respectfully submitted by
Executive Director of Operations Harman Bains and
Chartwells Food Service Manager Akiko Miyagi*

CHILD NUTRITION, WELLNESS, AND HEALTHY SCHOOL ENVIRONMENT POLICY

Lyon County School District (LCSD) values student health and wellness. LCSD is committed to providing an environment in which students can make healthy food choices and have opportunities to be physically active.

This Student Wellness Policy complies with the Nevada Department of Agriculture guidelines as stated in the Nevada's School Wellness Policy and the Child Nutrition Program (CNP), and with the federal statute: Healthy, Hunger-Free Kids Act of 2010.

LCSD will adhere to this policy and all requirements as directed by USDA and the NDA. Our policy is intended to create a healthy environment for students and staff and this policy will be updated as new information is released.

Policy #JHA
Revised 11/24/15
11/15/22

DRAFT

Definitions:

~~Nevada's School Wellness Policy- statewide school wellness policy updated to meet Healthy-Huger free Kids Act of 2010 requirements, adopted July 1, 2014 affecting all National School Lunch Program sponsors across Nevada.~~

Combination Food- products that contain two or more components representing two or more of the recommended food groups: fruit, vegetable, dairy, protein or grains.

Competitive Food- all food and beverages other than meals reimbursed available for sale to students on the school campus during the school day.

Fundraisers- the sale of items for monetary gain intended for consumption during the school day.

Local School Wellness Policy (LSWP)- the policy that applies to your local school district which supports a school environment that promotes sound nutrition and student health, reduces childhood obesity, and provides transparency to the public on school wellness policy content and implementation.

Marketing- advertising and other promotions in schools. Includes oral, written, or graphic statements made for the purpose of promoting the sale of a food or beverage product made by the producer, manufacturer, seller, or any other entity with a commercial interest in the product.

Moderate to Vigorous Physical Activity- physical activities done at an intensity that increases children's heart and breathing rates above normal. For example: A child walking to school is moderate activity; Running and chasing others during a tag game is vigorous activity

Non-program food- food sold in school during the school day at any time or location on the school campus other than reimbursable meals.

Physical Activity- bodily movement produced by the contraction of skeletal muscle that increases a person's energy expenditure above a basal level.

School Day- the period from the midnight before, to 30 minutes after the end of the official school day.

School Property/Campus- all areas of the property under the jurisdiction of the institution that are accessible to students during the school day.

Smart Snack Nutrition Standards- a part of the Healthy Hunger-free Kids Act of 2010 that provide science-based nutrition standards for all foods and beverages sold to students in school during the school day.

ADMINISTRATIVE REGULATIONS

I. Advisory Group

- A. School districts must establish a diverse team made up of committed school and community stakeholders to assess the school districts needs and develop a policy that meets the operational realities of the school district and works toward improved health and wellness outcomes for schoolchildren. In addition, this group must meet at a minimum twice a year to review and update the local school wellness policy (LSWP), as needs change, goals are met, new information emerges, and the annual review is completed.
- B. Each school district is required to include a plan that identifies representatives from the following categories to participate in the development, implementation, and periodic review and update of the LSWP: Parents, students, representatives of the school food authority, teachers of physical education, school health professionals, the school board, school administrators, and the general public.
- C. School districts will determine incentives and/or penalties for school compliance with their LSWP.

II. Wellness Policy Coordinator

- A. Each school district must establish LSWP leadership, at the district and/or school level, who fully understands the LSWP requirements, who can facilitate the development and implementation of the LSWP, and who has the authority and responsibility to ensure that each school complies with the policy.
- B. The school district must designate at the district and/or school level, the position(s) responsible for reporting the status of Policy implementation annually. The school district must inform the Nevada Department of Agriculture (NDA) the name(s), position(s), and contact information for the person(s) responsible for the oversight of the local school wellness policy at the district and/or school level by September 30th of each school year. If the designated wellness policy coordinator changes, the school district must notify NDA within 60 days.

III. Recordkeeping

School districts must retain basic records demonstrating compliance with the LSWP and must include the following documentation: Compliance with the requirements of advisory group representation, triennial assessment of the LSWP, annual LSWP progress reports for each school under the jurisdiction, demonstrate compliance with public notification which includes:

The web site address for the LSWP and/or how the public can receive/access a copy of the LSWP;

A description of each school's progress in meeting the local school wellness goals;

A summary of each school's events or activities related to LSWP implementation;

The name, position(s)/title, and contact information of the designated wellness policy coordinator at the district and/or school level;

and Information on how individuals and the public can get involved with the advisory group.

IV. School Wellness Policy Goals

School districts must select, measure, and report progress for at least one goal from each of the following categories:

Nutrition promotion and education, physical activity, and other school-based activities that promote student wellness.

V. Incentives and Rewards

Schools and teachers are strongly encouraged to utilize forms of incentives or rewards that are not food-based. Any food awards are required to be in alignment with the nutrient and beverage standards as specified in Sections I and II of this regulation.

VI. Fundraising

All items sold to students on the school campus during the school day must meet the Smart Snacks Nutrition Standards, there are no exemptions.

VII. Special Occasions

In observance of state or national holidays; for established observances such as Christmas, Hanukah, Kwanzaa; School Community observances, such as birthday parties; as part of a learning experience related to the reinforcement of established lesson plans in the classroom.

It is recommended that food be commercially prepared to minimize risks of foodborne illnesses and to avoid known food allergens.

The sale of foods as part of a business enterprise or fundraising activity is not allowed unless the food item(s) meet the Smart Snacks Nutrition Standards.

VIII. Revenue

School districts must identify how they will track revenue from the sale of food on the school campus during the school day by one or both of the following methods:

Federal Standard: All revenue from the sale of non-program foods purchased with funds from the non-profit school food service account shall accrue to the non-profit school food service account of the participating school food authority.

Nevada Revised Statute: Each school's wellness policy shall include: Guidelines for revenue accounting, in accordance with NRS 233B.050, or in accordance with established school district rules of practice.

IX. Meal Consumption

A. Students will be allowed adequate time to eat their meals.

B. Time spent acquiring the meal will not be included in the time allotted to consume the meal.

C. All schools will designate at least 15 minutes for each student to consume the breakfast meal.

D. All schools will designate at least 20 minutes for each student to consume the lunch meal.

X. Physical Activity

A. All schools will provide the opportunity for at least 30 minutes during each regular school day (as defined by USDA) for moderate to vigorous physical activity.

B. Passing periods do not qualify as physical activity time.

C. Teachers, school personnel, and community personnel will not use physical activity or withhold opportunities for physical activity (e.g., recess, physical education) as punishment.

D. It is recommended that students be given physical activity opportunities in bouts of 10 minutes at a minimum.

XI. Recess Before Lunch

Recess before lunch is recommended, but will be left to the discretion of the school district

XII. Marketing

~~VI. Marketing~~

Only marketing consistent with the nutrient and beverage standards will be allowed on the school campus. This includes advertising and other promotions on the school campus during the school day (oral, written, or visual). Marketing and advertising on school property that does not currently meet the nutrient and beverage standards will be eliminated as leases, agreements, or contracts are renewed and/or items replaced.

XIII. I. Smart Snacks Nutrition Standards

- A. Nutrient and beverage standards will apply to all foods and beverages sold or given away to students during the period from midnight before, to 30 minutes after, the end of the official school day. Only approved snacks and beverages may be offered. The food must be commercially prepared and meet all nutrient and beverage standards with the exception of food grown in school gardens. Food and beverages sold more than one-half hour after regular school hours are exempt from this regulation.
- B. These standards govern the nutrient value, calories, and portion sizes of foods and beverages sold in all school venues, including, but not limited to, student stores, vending machines, and cafeteria a-la-carte lines. This regulation also applies to fund-raising and all activities sponsored by school organizations (clubs, sports, PTA, etc.) conducted on school property during the school day.
- C. Lists of approved foods and beverages will be updated annually by the Registered Dietitian in the Lyon County School District Food Service Department. The approved lists will be posted on the Lyon County School District Food Service Department's Web site.

- D. All food and beverage choices sold or given to students on the school campus during the school day must meet all of the following nutrient standards (including any

condiments):

Calories:	Snack/Side Item:	Less than or equal to (<) 200 calories per item as served (including condiments)
	Entree:	Less than or equal to (<) 350 calories per item as served (including condiments)
Sodium:	Snack/Side Item:	Less than or equal to (<) 230 mg per item as served (until 6/30/16) Less than or equal to (<) 200 mg per item as served (after 7/1/16)
	Entree:	Less than or equal to (<) 480 mg per item as served
Fat:	Total Fat:	Less than or equal to 35 percent <u>of total</u> calories from fat
	Saturated Fat:	Less than (<) 10 percent total calories from saturated fat <u>from fat</u>
	Trans Fat:	Zero (0) <u>grams per serving</u> calories from trans fat
Sugar:	Total Sugar:	Less than (<) 35 percent by weight

XIV. Specific Nutrient Standards for Food

In addition to the above nutrient standards, food items must meet at least one of the following criteria:

1. Be a grain product that contains greater than (>) 50 percent whole grains by weight or have whole grains listed as the first ingredient on the food label, or
2. Have listed as the first ingredient on the food label, one of the non-grain main food groups: fruit, vegetable, dairy, or protein foods, or
3. Be a combination food that contains at least one-quarter (%) cup fruit and/or vegetable, or

If water is the first ingredient listed, the second ingredient must meet one of the above criteria.

XV. Beverage Standards

~~Sugar free chewing gum is exempt from all competitive food standards and may be sold to students at the discretion of the principal upon approval by the Instruction Unit.~~

~~H. Beverage Standards~~

Carbonated beverages or beverages containing any dietary supplements that do not have a Recommended Daily Allowance/Adequate Intake (RDA/AI), including herbal supplements, cannot be sold or given away during the school day⁴⁷²

A. Allowable Beverages Include:

1. Plain water: No size limit
2. Milk – Unflavored nonfat, unflavored low-fat, or flavored nonfat milk:
 - Elementary School: Less than or equal (<) to 8 fluid ounces per serving
 - Middle and High School: Less than or equal (<) to 12 fluid ounces per serving.
3. Juice - 100 percent fruit and/or vegetable juice, 100 percent juice diluted with plain water (no added sweeteners):
 - Elementary School: Less than or equal to (<) 8 fluid ounces per serving (recommended size is 4 to 6 fluid ounces).
 - Middle and High School: Less than or equal to (<)12 fluid ounces per serving (recommended size is 8 fluid ounces).

B. Other Allowable Beverages - High School Only:

1. Noncarbonated calorie-free beverages less than or equal to (<) 20 fluid ounces per serving and:

Less than (<) 5 calories per 8 fluid ounces; or
Less than or equal to (<)10 calories per 20 fluid ounces.

2. Noncarbonated lower-calorie beverages:

Less than or equal to (<) 12 fluid ounces per serving and less than or equal to (<) 60 calories. Eight (8) fluid ounce servings must be less than or equal to (<) 40 calories.

XVI. Caffeine

1. All foods and beverages in elementary schools and middle schools must be noncarbonated and caffeine-free, with the exception of trace amounts of naturally-occurring caffeine substances (e.g., chocolate milk).

2. Caffeine is permitted at the high school level at the discretion of the principal school district.

XVII. Chewing Gum

Sugar-free chewing gum is exempt from all competitive food standards and may be sold to students at the discretion of the school district.

Incentives and Rewards

~~Schools and teachers are strongly encouraged to utilize forms of incentives or rewards that are not food-based. Any food awards are required to be in alignment with the nutrient and beverage standards as specified in Sections I and II of this regulation.~~

XVIII. Contracts

All vending and food purchasing contracts ~~will~~ include a statement requiring compliance with this Regulation. All vending contracts must be reviewed and approved by the school principal and Executive Director of Operations.

~~VII. Marketing~~

~~Only marketing consistent with the nutrient and beverage standards will be allowed on the school campus. This includes advertising and other promotions on the school campus during the school day (oral, written, or visual). Marketing and advertising on school property that does not currently meet the nutrient and beverage standards will be eliminated as leases, agreements, or contracts are renewed and/or items replaced.~~

~~VIII. Exempt Areas~~

XIX. Exempt Areas

Food and beverages sold in administrative and faculty areas that are not accessible to students are exempt from this regulation.

~~IX. Revenue~~

~~Proceeds from the sale of food and beverages on school grounds must directly benefit school academics, activities, or the Lyon County School District Food Service Department.~~

~~X. Fund Raising~~

~~During the school day, all items sold to students on the school campus (all areas of the property under the jurisdiction of the school that are accessible to students) must meet the nutrient and beverage standards as specified in Sections I and II of this regulation. The school day is defined as the period from midnight before, to 30 minutes after, the end of the official school day.~~

~~XI. Reimbursable Meals~~

~~Meals provided to students under the National School Lunch Program and School Breakfast Program are exempt from this regulation as they are governed by Federal Regulation (CFR 7 [II] [A] Parts 210 and 220).~~

~~XII. Special Occasions~~

~~Special celebrations, including Nevada Day, Thanksgiving, Christmas/Hanukah/Kwanza, Valentine's Day, 100th day of school, Cinco de Mayo, End of School Parties and Birthday celebrations (1x/month) will be allowed, and certain exceptions to these wellness guidelines will be made for these events. It is suggested that all foods for these special occasions be commercially prepared to minimize risks of foodborne illnesses and to avoid known food allergens.~~

~~XIII. Recess~~

~~Recess before lunch is recommended, but will be left to the discretion of the school administrator.~~

~~XIV. Meal Consumption~~

474

~~A. Students will be allowed adequate time to eat their meals.~~

~~B. Time spent acquiring the meal will not be included in the time allotted to~~

~~consume the meal.~~

~~C. All schools will designate at least 15 minutes for each student to consume the breakfast meal.~~

~~D. All schools will designate at least 20 minutes for each student to consume the lunch meal.~~

~~XV. Physical Activity~~

~~A. All schools will provide the opportunity for at least 30 minutes daily for moderate to vigorous physical activity.~~

~~B. Passing periods do not qualify as physical activity time.~~

~~C. Teachers, school personnel, and community personnel are encouraged not to withhold opportunities for physical activity (e.g., recess, physical education), whenever possible.~~

~~D. It is recommended that students be given physical activity opportunities in bouts of 10 minutes at a minimum.~~

~~XVI.~~

XX. Nutrition and Wellness Education

A. Nutrition and wellness information, including tobacco, alcohol, and other harmful substances prevention resources, will be disseminated to students through the health and physical education curricula.

B. Nutrition and wellness information will be available on the District Website to assist students, teachers, and parents in making healthy lifestyle choices. This information will be updated annually.

C. Nutrition and wellness information will be provided to parents through Lyon County School District publications, which are distributed throughout the school year to the homes of all Lyon County students.

~~XVII. Monitoring and Accountability~~

~~A. Advisory Committee~~

~~1. In compliance with the Federal and State Wellness Policies, Lyon County School District (LCSD) will utilize a diverse team of committed school and community stakeholders (LCSD School Wellness Committee) to assess the District's needs, continuously monitor and make recommendations that meet the operational realities of the District, and work toward improved health and wellness outcomes for all students.~~

~~2. This group will meet annually to update implementation procedures when needs change, goals are met, new information emerges, and the annual review is completed.~~

~~B. District Wellness Coordinator~~

- ~~1. The District Wellness Coordinator will facilitate the development and implementation of this regulation.~~
- ~~2. The District Wellness Coordinator will be responsible for reporting the status of this regulation's implementation annually.~~
- ~~3. The District Wellness Coordinator will be responsible for organizing and facilitating the LCSD School Wellness Committee meetings twice annually.~~

~~D. School Wellness Coordinator~~

- ~~1. Every principal will designate a School Wellness Coordinator at his/her school who will provide an annual status of the school's implementation of this regulation to the District Wellness Coordinator.~~
- ~~2. The principal will work with the School Wellness Coordinator to ensure the District's wellness goals are met.~~
- ~~3. The School Wellness Coordinator will promote a health and wellness lifestyle for students and staff, and will provide activities and events throughout the year to achieve this goal.~~

~~E. Recordkeeping~~

~~The District Wellness Coordinator will retain records demonstrating compliance with this regulation that includes the following documentation:~~

- ~~1. Compliance with advisory group requirements.~~
- ~~2. Triennial review of this regulation.~~
- ~~3. Annual progress reports for each school.~~
- ~~3. Compliance with public notification.~~
- ~~4. The Web site address for this regulation.~~
- ~~5. A description of each school's progress in meeting the District's wellness goals.~~
- ~~6. A summary of each school's events and activities.~~
- ~~7. The name and contact information of the designated District Wellness Coordinator.~~
- ~~8. Name and contact information for the School Wellness Coordinator at each school.~~

- ~~9. Information on how individuals and the public can get involved with the LCSD School Wellness Committee.~~

~~F. School District Wellness Regulation Goals~~

- ~~1. The LCSD School Wellness Committee will develop one (1) annual District goal from one of the following categories: nutrition promotion and education, physical activity, and other school-based activities that promote student wellness.~~
- ~~2. Goals will be measured and progress reported to the NDA~~

**Lyon County School District
Board Memo**

Date: October 25, 2022
To: Board of School Trustees
From: Wayne Workman, Superintendent
Re: Revisions to Policy ICA: Development of School Calendar

Recommendation

That the Board of Trustees approve revisions to LCSD Policy ICA: Development of School Calendar as a first reading.

Background Information

Board Clerk, Phil Cowee requested revisions to LCSD Policy ICA: Development of School Calendar during the September 27, 2022 board meeting. The attached proposed policy revision includes his requested of starting school after Labor Day each year. There is an additional proposal to have the master school calendar approved by October 1st of the preceding school year as opposed to March 1st of the preceding school year.

Budget Considerations

Yes, an estimated increase of approximately \$200,000 from lost per pupil funding with an additional estimated \$25,000 in energy savings.

Discussed at Previous Meeting

Yes, September 27, 2022

Attachment(s)

ICA - Development of School Master Calendar-DRAFT-11-2022.pdf

Respectfully Submitted,

Dawn Huckaby, Executive Director of Human Resources and Wayne Workman, Superintendent

~~POLICY OF DEVELOPMENT OF SCHOOL~~ **MASTER** CALENDAR

The Lyon County School District Board of Trustees believes that it has a fundamental responsibility to provide its students the highest quality education. Therefore, to maximize student learning a school master calendar will be developed and presented by the Superintendent and/or designee to the Board by ~~March~~ October 1st of the preceding school year.

Reference: NRS 236.015, 388.080, 388.090, and 388.110.

Policy #ICA
Revised 2/24/15
11/15/22

DRAFT

ADMINISTRATIVE GUIDELINES **REGULATIONS**

1. Schedule Christmas Vacation for two (2) full weeks, if possible.
2. Schedule Spring Break for one (1) full week, five (5) school days, the first full week in April.
3. Schedule the first day of school immediately after Labor Day each year, if possible.
4. ~~3.~~ Calendars will be approved annually.
5. 4. A two-year calendar may be submitted in an effort to provide stakeholders the opportunity for long-term planning. However, the second year is subject to change due to unforeseen circumstances.

DRAFT

**Lyon County School District
Board Memo**

Date: October 25, 2022
To: Board of School Trustees
From: Wayne Workman, Superintendent
Re: Master School Calendar Approval 2024-25

Recommendation

That the Board of Trustees approve the tentative 2024-2025 Master School Calendar.

Background Information

The calendar is being brought to the Board for approval well in advance of the 2024-25 school year so that the public, our families and our staff have access to the calendar in order to make plans and decisions.

We are recommending the first day of school begin September 3, 2024 and the last day of school would be June 13, 2025. The calendars all follow the guidelines outlined in Policy ICA that requires Spring Break be held the first full week in April and recommends three days at Thanksgiving and two full weeks for winter break which is similar to the 2023-24 calendar.

Budget Considerations

None

Discussed at Previous Meeting

N/A

Attachments:

2024-2025 Master School Calendar

*Respectfully Submitted,
Dawn Huckaby, Executive Director of Human Resources*

Lyon County School District 2024-2025

Academic Year Calendar

LCSD DRAFT CALENDAR

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

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

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

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

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

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

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

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

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

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

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

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

Holidays

Labor Day	September 2, 2024
Nevada Day Observed	October 25, 2024
Veteran's Day Observed	November 11, 2024
Thanksgiving Break	November 27-29, 2024
Winter Break	Dec 23 - Jan 3, 2025
Martin Luther King Jr.	January 20, 2025
President's Day	February 17, 2025
Spring Break	April 7-11, 2025
Memorial Day	May 26, 2025
Juneteenth	June 19, 2025

Black School is in Session
Red School is not In Session

First Day of School	September 3, 2024
New Teacher Professional Development	August 23 & 26, 2024
Teacher Training/Work Day (Full Day)	August 28-30, 2024
All Staff Celebration (work day)	August 27, 2024
Parent Teacher Conference Set Aside Days	November 6-7, 2024 and April 23-23, 2025
End of Semester, Teacher Work Day (Full Day)	January 31, 2025
First Day of Second Semester	February 3, 2025
Last Day of School 1/2 Day Students	June 13, 2025
Contingency Days	June 16-18, 2025

Nine Week Period Ends	Quarter days	Semester days
11/1/24	1st Quarter	43
1/30/25	2nd Quarter/1st Semester	92
4/18/25	3rd Quarter	49
6/13/25	4th Quarter/ 2nd Semester	88