

Agenda

Lyon County School District Board of Trustees

A Closed meeting at 6:00 pm if needed, Open Meeting at 6:30 pm of the Board of Trustees of Lyon County School District will be held Tuesday, November 15, 2022, beginning at 6:00 PM at the Yerington Intermediate School, 215 Pearl St., Yerington, NV 89447.

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

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 4
7. BOARD MEMBER REPORTS
8. ATTITUDE OF GRATITUDE 30
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. Request for Leave (confidential)
 - C. Personnel Reports 39
 - D. Travel 43
 - E. NWRPDP Annual Report 70
 - F. Work Based Learning Application 190

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Checks # 208080-208453, Vouchers #1079, 1082, 1086, 1090, 11115, 1116, 1128, 1129; Total \$1,069,199.45	
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14. (For Possible Action) Discussion and possible action regarding an update on the Lyon County School District Strategic Plan, including work on the Portrait of a Learner. This item is being presented by Communications and Public Relations Officer Erika Cowger and Deputy Superintendent Tim Logan.	359
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17. (For Possible Action) Discussion and possible action regarding revisions to LCSD Policy ICA: Development of School Calendar as a second and final reading. This item is being presented by Executive Director of Human Resources Dawn Huckaby.	403
18. (For Possible Action) Discussion and possible action regarding potential violations of Lyon County School District Policies BBA, BBAA, BCD, and BDD by Board Member Sherry Parsons. This item is being presented by Board President Holly Villines, Member Bridget Peterson, Member Neal McIntyre, and LCSD Legal Counsel Don Lattin.	406
19. (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.	
20. 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.	
21. ADJOURN:	

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

LYON COUNTY SCHOOL DISTRICT STATEMENT OF NONDISCRIMINATION AND ACCESSIBILITY

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

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

Minutes

Lyon County School District Board of Trustees

A meeting of the Board of Trustees of Lyon County School District was held October 25, 2022, beginning at the Professional Learning Center, PLC, on the SSMS Campus, 3800 W. Spruce St., Silver Springs, NV 89429.

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 Clerk Phil Cowee.

4. WELCOME OF GUESTS

Trustees in attendance:

President Holly Villines

Clerk Phil Cowee

Trustee Barbara Jones

Trustee Sherry Parsons

Trustee Neal McIntyre

Trustee Mike Hogan

Trustee Bridget Peterson was absent at this time.

Executive Cabinet in attendance:

Superintendent Wayne Workman

Deputy Superintendent Tim Logan

Executive Director of Human Resources Dawn Huckaby

Executive Director of Special Services Marva Clevon

Executive Director of Student Services Heather Moyle

Executive Director of Student Services Jim Gianotti

Executive Director of Operations Harman Bains

SSHS Student Representative Alannah Murray

Legal Counsel Don Lattin

Risk Manager Blake Smith

Grants Manager Jeremy Lattin

Finance Manager Kyle Rodriguez

Neal McIntyre II
Operations and Maintenance Supervisor Kirk McCallum
Communication and Public Relations Officer Erika Cowger
Rachel Pickett
Jessica Houge
Ingrid Frenna
Rebecca Gore
Sherri Dressler
Travis Dressler
Marcie Dressler
Reese Jones
Monie Byers
Amber Taylor
LCEA President Loraine De La Torre
Aaron Harroun
Le-An Roberts
Michael Turner
Jeff Ulrich
Gwen Ernst-Ulrich
Erin Korf
Tony Wilson
Stephanie Coplan
Patrick Peters
Daniel Senger
Meredyth Keast
Elisa Martinez
Lori Rittenhouse
Aimee Rogers-Steele
Marie Bingham
Sabrena Samsøe
Katheryn Merriam
Laurel Winchester
Margaret Heim

5. APPROVAL OF AGENDA

Clerk Cowee made a motion that the Board of Trustees approve the agenda as presented.
It was seconded by Trustee McIntyre.
Motion carried 6-0.

6. APPROVAL OF MINUTES

Trustee McIntyre made a motion that the Board of Trustees approve the minutes of the
September 27, 2022 meeting as written.
It was seconded by Trustee Jones.
Motion carried 6-0.

7. BOARD MEMBER REPORTS

Trustee Parsons reported on her visit to Fernley Intermediate School during their Kids for Cancer event. Students and staff participated in games for cancer research. She attended the Fernley High School game against Carson City, and appreciated seeing the new bleachers and improvements at the school.

Trustee Hogan accompanied the district administration on walkthroughs of the Fernley schools and reported on seeing the great teaching going on.

Trustee McIntyre opportunity to attend the Eagle Ridge graduation. He listened to their stories and recognized the pride they had in their accomplishments.

Clerk Cowee attended the Eagle Ridge graduation as well and felt that they really appreciated their diploma and enjoyed listening to their stories. He went on the Fernley schools walkthroughs, attended the FIS event, and commented on the relationship-building between the students and staff. He added that students love their school meals.

Trustee Jones agreed that adult graduations are impressive. She participated in the site visits in Fernley and was pleased with the learning going on and appreciated the work of the teachers and dedicated staff.

8. ATTITUDE OF GRATITUDE

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

9. SUPERINTENDENT REPORT

Superintendent Workman thanked SSHS Student Representative Alannah Murray for attending the meeting, and he extended his gratitude to the staff and food services for hosting. He wished everyone a safe and happy Nevada Day.

The Silver Stage school principals introduced their new staff.

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Silver Springs resident Tom Hendrix shared his opinions regarding the responsibilities of the school board. He spoke on sharing public comments at different meetings and feels this participation is not welcome at LCSD. A written statement of his comments was provided and is attached to the end of the minutes of the meeting.

Resident Meredyth Keast has grandchildren in the district. She expressed her concern that the board will enforce Covid vaccine requirements on students upon enrollment. She handed out information on the seriousness of the vaccine and its consequences and reactions. The handout is attached to the end of the minutes of the meeting.

FHS parent Arron Harroun commented on the Fernley bus situation and the dangers involved for the students walking, including the hazards of snow, darkness, and traffic. He feels the funds from driver vacancies could be used to entice new drivers.

Wellington resident Greg Clausen spoke about his notes from August 25 and October 12, holding Zoom/virtual meetings for public participation and allowing emailed public comment for board meetings. A written statement of his comments was provided and is attached to the end of the minutes of the meeting.

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- A. Request for Early Graduation/HSE (confidential)
- B. Enrollment Report
- C. Continuous Improvement Plans (CIP)
- D. Personnel Reports
- E. Supplemental Pay Schedule for Temps (New minimum wage requirement)
- F. Class Size Reduction (CSR) Quarter 1 Report
- G. Travel
- H. IT Department Report
- I. District Financial Report
- J. Special Revenue Fund - English Learners
- K. Special Revenue Fund - Gifted & Talented
- L. Special Revenue Fund – At-Risk Pupils

12. END OF CONSENT AGENDA: MOTION TO APPROVE

Trustee Parsons began to speak on calls she has received regarding the buses in Fernley.

Without an item specifically about buses, Clerk Cowee called for a point of order and made a motion to approve the consent agenda as written.

The motion was seconded by Trustee Jones.

President Villines called for a vote but it was not completed. There was a question if the consent agenda had officially been introduced. It was determined it had been.

Trustee Parsons spoke again about removing an item from the consent agenda due to problems with the buses.

Trustee Bridget Peterson arrived at this time.

Trustee Parsons requested to have an item pulled from the consent agenda and continued to discuss buses/drivers being hired for Silver Springs and not for Fernley. It was determined that she wanted the personnel report pulled. She wanted to make the point that drivers are being hired for other areas when they are needed in Fernley.

Legal Counsel Don Lattin pointed out that personnel reports cannot be removed from the consent without the proper process. He recommended asking for discussion and moving on to the vote for the motion currently on the table.

President Villines called for discussion and Trustee Parsons repeated her opinion that drivers are needed in Fernley and she has received calls from parents regarding this issue.

President Villines called for any other discussion and there was none.

Upon calling for the vote the motion to approve the consent agenda as written carried 6-1.

Trustee Parsons opposed.

13. ACCEPTANCE OF DONATIONS

Clerk Cowee made a motion that the Board of Trustees accept the donations made to our schools.

It was seconded by Trustee Parsons.

President Villines called for any discussion. There was none.

Motion carried 7-0.

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.

President Villines began the discussion by stating that public comment is important in public meetings as it allows citizens to have their voice heard. She pointed out that care needs to be taken not to violate Open Meeting Law (OML) based on possible reactions.

Mr. Lattin presented a review of the board policy BDD: Board Meeting Procedures, Notice and Agenda. "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 can respond with a comment or answer but it may not lead to deliberation or action. Items can be referred to the superintendent or staff, or you can ask that it be put on a future agenda to be discussed further.

The board spoke about the call for discussion after a motion was made. If there is no second, the motion dies and the board is open for discussion and another motion. If there is a second, typically the discussion will first be that of the board and then the public. Whether this had been asked for specifically in the past or not, this is the purpose of the review.

President Villines spoke about a scenario if a board member, not the chair, answers the public question and engages in a discussion. This is where it could be construed as a violation. There is a fine line and it would be a time for the chair of the board or legal council to watch for it.

President Villines called for public comment.

Scott Keller expressed his opinion that calling for public comment before the motion, would

help to form the motion.

Mr. Lattin will speak with Mr. Keller regarding OML on this issue.

President Villines called for any further public comment. There was none.

Trustee Parsons gave an example of attending a legislative or commission meeting. There is an agenda that shows approximately when the public should be there to give their comment.

Mr. Lattin explained the intention is that the board would have their initial discussion and then listen to the public, who may bring up a point that was not already considered.

Trustees Jones asked for clarification that a motion can be amended after discussion and before a vote. This is correct and the discussion may change the way the members vote.

Tom Hendrix asked if it was prohibited to ask for comment before a motion is made.

Mr. Lattin said no.

Clerk Cowee commented that he has attended many commissioners' meetings where they call for public comment after the board has made a motion and a second. It is rare that they have public comment before a motion is made.

No motion was made.

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.

Mr. Bains presented the item on funding the arts in regard to site budgets that are based on enrollment numbers. The Site administration has the authority to use their budget as needed for various school needs.

President Villines asked about the process for a school site seeking to fund a program, by talking to the administrator to fit it into the site budget. Mr. Bains confirmed that is correct. Clerk Cowee noted that the administrators work with staff and others to prioritize the budget, they do not work alone. Teachers are able to state their case for additional funds for classes. Trustee Hogan asked if teacher aides are funded this way as well. Mr. Bains explained that staff are covered by district funds.

Trustee Jones listed the positive results of having the arts in school, adding richness, contributing to a well-rounded education, increasing test scores and class engagement by students that generally don't participate. She wanted to ensure that the basic needs of the schools for offering the arts are met. She used the safety of the stage at a specific school as an example.

Mr. Bains explained that the school sites can address these problem areas with their site budgets but bigger items can be taken care of at the district level.

Superintendent Workman added that the specific school situation Trustee Jones spoke of has been addressed, and the administrator and the staff are in open dialogue about the needs for their program.

LCEA President Lorraine De La Torre added that this is a great moment for staff to know the proper procedure to grow the arts at their schools.

Trustee Jones announced that teachers and staff are encouraged to speak to board members.

Student Representative Alannah Murray proposed that scholarships for all of the arts be made available to students interested in the field of art, music, and drama.

President Villines called for any discussion or public comment.

Greg Clausen asked if the spending is by site, and that administration decides what would be spent on the arts

Clerk Cowee answered that every school site is given a site budget, based on the number of students. There are tiers between high school, middle, and elementary school.

Greg Clausen asked what the variance would be across the schools.

Clerk Cowee commented that it would be based on multiple variables, and would vary from year to year. Greg Clausen would like to have more information on the variance.

There was no further discussion or comment.

No motion was made.

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 Rodriguez.

Finance Manager/Comptroller Kyle Rodriguez presented the update beginning with the Wells Fargo addition of the accounts payable, zero balance bank account, that would clear nightly into the depository account as one line item. Another addition is the Nutrition Food Service bank account for all the revenue that the school sites receive. The business office is also enhancing the P-card process with Wells Fargo to expedite the recording of expenses and reconciliation.

Trustee Peterson asked if this would address annual audit timelines more efficiently.

Mr. Rodriguez confirmed that it would and explained that the goal is to close each month before the end of the following month. Next, he described the Wells Fargo Sweep investment which will earn funds on monies that go into overnight investments and return to the depository account the next day. Funds then go to a money market account yielding roughly 2% as highly-rated, liquid, risk-free revenue that can be used for operations. The last few years fixed income yields were low, but now there are good opportunities to invest. This is new to the district. The funds will be available the next day, with no duration. He spoke favorably on the three fiduciaries used for investing, that they have the district's best interests in mind. Yields are going up now but he will continue to follow up with the board on their status.

The special revenue funds: At-Risk, English learners, and Gifted and Talented, that were passed in the consent agenda, will allow better recording of revenues and expenditures on a monthly basis in the weighted categories of the Pupil Centered Funding Plan. It will also simplify the state's compliance and reporting process.

Trustee Peterson asked if the district is getting a similar amount through the PCFP that we were when the funds were separate through grants.

Mr. Rodriguez stated that he is seeing increased revenue.

Mr. Bains added that the Position Control project, within the Tyler Tech software, has been in the works for some time. The goal is to have an update on it later this year with transparency regarding all of our positions as it relates to the budget.

Trustee Peterson made a motion that the Board of Trustees approve the update on the LCSD Business Office.

It was seconded by Trustee Jones

President Villines called for any discussion or public comment. There was none.

Motion carried 7-0.

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.

Mr. Bains requested approval on the continued priority list and recommendations. He referred to the building control upgrades and equipment listed in the presentation, adding that the equipment and materials will still be slow in arriving, as they have been on our most recent projects. His hope is to have the installation in the spring.

Clerk Cowee noted a concern at Cottonwood Elementary School where some rooms were not keeping up on cooling and heating. This school is listed as completed, so the controls need to be fine-tuned.

There was discussion about the adjustments being done in the schools as we go from hot to cold weather. Mr. McCallum commented that the team is working with BCS going room by room with the controls to see what needs to be done.

Trustee Peterson made a motion that the Board of Trustees approve the recommended quotes from Building Control Services and Trane to upgrade building controls, purchase equipment, and conduct necessary engineering.

Clerk Cowee seconded.

President Villines called for other discussion. There was none. She called for public comment. There was none.

Motion carried 7-0.

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.

Mr. Bains explained that the LCSD Human Resources office conducted a job analysis and found this job to be unlike any other within the district. The consequences of error are great, the needs are complex and require a higher level of skill and knowledge. Managers sit outside collective bargaining units, therefore changes to the position are brought forward as needed. The Finance Manager/Comptroller position works within two fiscal years and is constant updating to the audits, among all other duties. The district is dependent on accuracy to build bond ratings and see ahead while staying financially healthy. In determining the salary, the department made 30 comparisons and found that the current position is not competitive. The proposed salary aligns with principal salaries, minus bonuses.

Trustee McIntyre agreed with the recommendation and stressed that retention is critical. He was glad it was brought forward.

Clerk Cowee also agreed, adding that there are other necessary skills not already mentioned, like grants compliance, and complex banking reconciliations. He compared the position with Lyon County's fiscal position and the responsibilities required. He agrees that it is important to raise the salary level of this position.

Trustee Peterson made a motion that the board of trustees approve the reclassification of

the Lyon County School District Finance Manager/Comptroller position with the title change to Fiscal Services Officer.

Trustee McIntyre seconded.

President Villines called for any discussion Trustee Parsons stated that she would vote against, stressing that if we can't afford buses for the kids, she would not vote for district level people. She feels not everybody is equally paid and that is why there are problems retaining teachers and bus drivers. She doesn't feel the salary is that far down.

President Villines called for any discussion or public comment.

LCEA President Loraine De La Torre questioned the way the proposed pay scale was formulated, saying the percentage of the increase in the steps was not consistent.

Mr. Bains explained that it was set on the same daily rate as the Elementary principals. It was not created by percentage.

Tom Hendrix asked for the actual dollar amount, current pay and future pay.

It was determined this will need to be calculated and provided at a later time.

Trustee Hogan asked for clarification if we have someone in that position currently and regarding the increased salary.

There was a discussion on what the board was specifically voting on, which would be the salary range for the position of Fiscal Services Officer, not the individual's actual pay increase.

Trustee Hogan wanted to table the item until the pay could be calculated.

President Villines reminded the board of the motion and second on the table. With no further discussion or comment she called for a vote.

The motion to approve the reclassification carried 4-3. Trustees Hogan, Jones and Parsons opposed.

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.

The SSES Principal Erin Korf began the presentation by sharing highlights and goals.

10 minute break taken at this time.

Principal Amber Taylor presented an i-movie on the things going on at SSMS.

SSHS Principal Patrick Peters shared last.

Trustee Peterson made a motion to approve the report by the Silver Stage principals on the work of their respective schools.

It was seconded by Trustee Jones.

President Villines called for any discussion or public comment. There was none.

Motion carried 7-0.

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

Mr. Bains presented the revision to the Policy JHA: Wellness which was last updated in 2015. He explained that with the Chartwells contract coming up for renewal it was necessary to have the policy be current and aligned with the state.

Chartwells Nutrition Director Akiko Miyagi explained that the revision is meant to ensure that healthy food and drinks are accessible and that the schools are following all guidelines. Trustee Peterson asked that they add clarification on what is exempt under section VII of the Administrative Regulations, Special occasions.

The board expressed gratitude for the care that Chartwells shows to the students in teaching them healthy ways of eating. There were comments about how much the students enjoyed their meals.

Trustee Peterson made a motion that the board of trustees approve Policy JHA: Wellness as a first reading with the inclusion of clarifying the section on special occasions.

It was seconded by Trustee McIntyre.

President Villines called for any discussion or public comment. There was none.

Motion carried 7-0.

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.

Dawn Huckaby presented the revision to the policy ICA: Development of School Calendar after a request from Trustee Cowee with the change that the start date would be after Labor Day each school year.

Trustee McIntyre recalled that years ago the start date of school was consistently after Labor Day. He is in favor of making it permanent so students know year after year.

Trustee Parsons announced that she would vote no because she understood that it used to be the people who decided when the start date would be. She feels this is the first time the district has come up with it randomly with no survey.

Clerk Cowee brought up the main reasons, discussed at recent meetings, that many parents complained about the heat in the classrooms in August, funding, and the significant number of students that don't come to school before Labor Day.

Trustee Parsons claimed that people may be manipulating the calendar to remove one month of PERS.

Trustee Cowee stated that he had no hidden agenda, and never heard that discussion.

Trustee Peterson recalled the survey that was done where many people approved of the start after Labor Day.

Mrs. Huckaby responded that this calendar came in as second of four choices on that survey. She talked about the reasons it was chosen at the last meeting; the cost savings due to weather, the enrollment before Labor Day, and the impact on construction. She also commented on Trustee Parsons' remark about PERS, that there is no intention of changing PERS or teachers' pay. They will continue to be paid the same, August through September, 12 months of pay and 12 months of PERS.

Trustee Peterson made a motion that the board of trustees approve the revisions to LCSD Policy ICA: Development of School Calendar as a first reading.

Clerk Cowee seconded.

President Villines called for further discussion. There was none. She called for public comment.

Neal McIntyre II appreciated that it is permanent, but he expressed concerns about the alignment with other school districts for athletics and what ramifications it will have on activities.

Superintendent Workman answered that there is no impact on sports and activities, adding that coaches will already be there preparing, as they do every year. It makes no difference to the seasons, NIAA, or eligibility. Historically, there have been events and activities that start before students are in session. There is no impact on transportation either.

LCEA President Lorainne De LaTorre stressed the idea of waiting to make this permanent. She asked them to wait to see what ramifications there will be after we go through the calendar once. She spoke on some of the difficulties she would experience, and would like to revisit this to see what parents think.

Gwen Ernst-Ulrich asked for clarification on the funding difference that the district would experience with the later date.

Mrs. Huckaby explained how the funding of the district is affected by the enrollment number. There are more students enrolled after Labor Day.

With no further comment, the motion carried 6-1, Trustee Parsons opposed.

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.

Mrs. Huckaby brought the 2024-25 calendar for a tentative approval.

Clerk Cowee pointed out a typo on the April parent teacher conferences to be fixed.

Clerk Cowee made a motion to approve the 2024-25 calendar.

Trustee McIntyre seconded.

President Villines called for further discussion.

Trustee Hogan commented that this is two years out. He would like to see how this coming year goes and then revisit it.

Superintendent Workman pointed out that this is tentative, brought to the board a year in advance of the final approval, but two years in advance for tentative approval.

Trustee Parsons asked if this was the calendar with less days for Thanksgiving.

Mrs. Huckaby responded that there will be two days in this calendar that students will be in class during the Thanksgiving week.

Trustee Parsons commented that people want their vacation with their families.

Laurel Winchester, LCEA, reminded of the associated agreement, section 6-4-1, where the association can submit their calendar two years in advance of the current year to the district for consideration. The association has not shared their calendar with their membership because of the uncertainty of this item.

President Villines points out that the motion on the table is to approve it tentatively two years in advance.

With no further comment, the motion carried 6-1, Trustee Parsons opposed.

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.

November 15 Meeting at YIS

Possible items:

Augmented budget FY23

Yerington SV principal update

Strategic Plan

FY22 grad rates

Informal feedback to Superintendent

Policy ICA second reading

Policy JHA second reading - with special occasion clarification of exemptions.

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.

Tom Hendrix requested to have an agenda item associated with item 18, on the pay increase for the Fiscal Services Officer position. Mr. Hendrix also spoke on the restorative discipline item approved at the September meeting in relation to an incident in Fernley and shared his view on the implementation of the plan in this case.

Gwen Ernst-Ulrich requested information on Senate candidate Robin Titus listed as a school district employee, her job and her salary. She also requested the cost of the Portrait of a Learner and the results so far.

Superintendent Workman will follow up with her.

Neal McIntyre II asked if site repairs come from the same the bucket.

Superintendent Workman answered that facility related repairs like floors, would be part of the master facility plan with the district. Coaches and teachers can budget with the site administrator on specific things for their school, ie. wrestling mats, that are not replaced every year. They can rotate their big budget items over a course of a few years.

Mr. McIntyre II asked if they just need to ask their principals and Superintendent Workman answered that departments get a budget as well. If they need more for an item, then they budget for it. Facility repair is part of the district plan.

25. **ADJOURN:** 9:03 PM

The notice for this meeting was posted on October 19, 2022, at the 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).

LYON COUNTY SCHOOL DISTRICT STATEMENT OF NONDISCRIMINATION AND ACCESSIBILITY
THE LYON COUNTY SCHOOL DISTRICT DOES NOT DISCRIMINATE ON THE BASIS OF RACE, COLOR, NATIONAL ORIGIN, GENDER, DISABILITY OR AGE IN ANY OF ITS POLICIES, PROCEDURES, OR PRACTICES, IN COMPLIANCE WITH TITLE VI OF THE CIVIL RIGHTS ACT OF 1964 (PERTAINING TO RACE, COLOR, AND NATIONAL ORIGIN), TITLE IX OF THE EDUCATIONAL AMENDMENTS OF 1972, SECTION 504 OF THE REHABILITATION ACT, THE AMERICANS WITH DISABILITIES ACT, AND AGE DISCRIMINATION ACT OF 1975, AND ANY OTHER PERTINENT STATUTE OR REQUIREMENT. THIS NON-DISCRIMINATION POLICY COVERS ADMISSION, ACCESS, TREATMENT, AND EMPLOYMENT IN THE DISTRICT'S PROGRAMS AND ACTIVITIES, INCLUDING OCCUPATIONAL EDUCATION. FOR INFORMATION REGARDING OPPORTUNITY POLICIES, OR THE FILING OF GRIEVANCES, CONTACT YOUR SCHOOL PRINCIPAL.

THE LYON COUNTY SCHOOL DISTRICT IS PLEASED TO PROVIDE ACCOMMODATIONS FOR THE HANDICAPPED OR DISABLED. MEMBERS OF THE PUBLIC WHO ARE DISABLED AND REQUIRE SPECIAL ACCOMMODATIONS OR ASSISTANCE AT THE MEETING ARE REQUESTED TO NOTIFY MARGARET HEIM, ADMINISTRATIVE ASSISTANT TO THE SUPERINTENDENT AND BOARD OF TRUSTEES, IN WRITING AT 25 E. GOLDFIELD AVENUE, YERINGTON, NEVADA 89447; E-MAIL AT MHEIM@LYONCS.D.ORG; OR BY CALLING (775) 463-6800 EXT. 10034, AT LEAST ONE WEEK PRIOR TO THE MEETING.

You as school board trustees are elected officials and answer to the people of Lyon County. You were elected to be stewards over the school district and the steer decisions that control funding of projects, salaries, programs and policies. The policies that you vote to approve are then yours to own, regardless of who presented them. Whatever action or inaction on your part is public record and open to public view.

I have attended county commissioner meetings, state legislative committee meetings, as well as numerous Lyon County advisory board meetings. I have also attended school district meetings. I have spoken on a number of issues at all of these meetings and I have felt that public comment was welcomed from all of these agencies, except one. Each of these agencies when discussing agenda items deliberate amongst themselves, then ask for public comment. This is done before making a motion and voting.

Unfortunately that is not the case at our Lyon County School District meetings. Here before you ask for public comment you make your motions and you vote. It is only after you have made your decision that you ask for public comment. This in no way shows representation of the people of Lyon County in your decisions. It is perceived that you are trying to silence the voice of parents and concerned citizens in this county. Why would you not want to correct this perception with more information, instead of only listening to one point of view.

Request by Meredyth Keast, a Lyon County Resident and homeowner in Lyon County. I have a grandchild of school age in this county.

To the Lyon County School Board 10/25/22

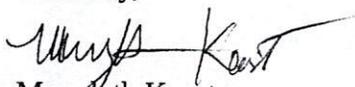
Dear Members and Chair,

I am strongly urging that you:

1. Not require or mandate coronavirus vaccines of any kind, including vaccines commonly known as Covid-19 or Sars CoV- 2 -vaccines, in order to attend school in a classroom or otherwise.
2. Not to accept any monies or incentives of any kind from agencies whether governmental or otherwise to promote or administer vaccinations or injections.
3. Not to allow coercion, manipulation, or shame into accepting vaccines by students or physically vaccinate or inject students without parental or guardian written consent.
4. Not to discriminate based on vaccination status in any way.
5. Before parents/guardians vaccinate their children before attending school, please clearly make all parents and guardians aware they have a right to refuse to vaccinate/ inject their children and still have them attend public schools based on medical and religious exemptions that are already allowed by the state of Nevada.
6. Since many parents/ guardians may not have religious or medical exemptions and since childhood schedule vaccines are currently otherwise required to attend school, I request that parents/guardians are given informed consent on all vaccines currently on the childhood vaccination schedule, and have it written in a manner they can understand. I request it be recognized by this governing body and anyone of influence in the matter of school attendance rights, that the relationship of a parent/guardian with child is undeniable and paramount to medical decision making as the parent/guardian has a unique history and responsibility with their child.

Please see attached graph that has Serious Reactions to date of the injections known as Covid-19 reported in the VAERS (www.vaers.hhs.gov) reporting system which is described by the department of Health and Human Services as "underreporting" is one of the main limitations of passive surveillance systems, including VAERS . Serious AE's or adverse events are defined per FDA as attached.

Sincerely,


Meredyth Keast



National Vaccine
Information Center
Your Health. Your Family. Your Choice. MedAlerts.org

Search Results

From the 10/14/2022 release of VAERS data:

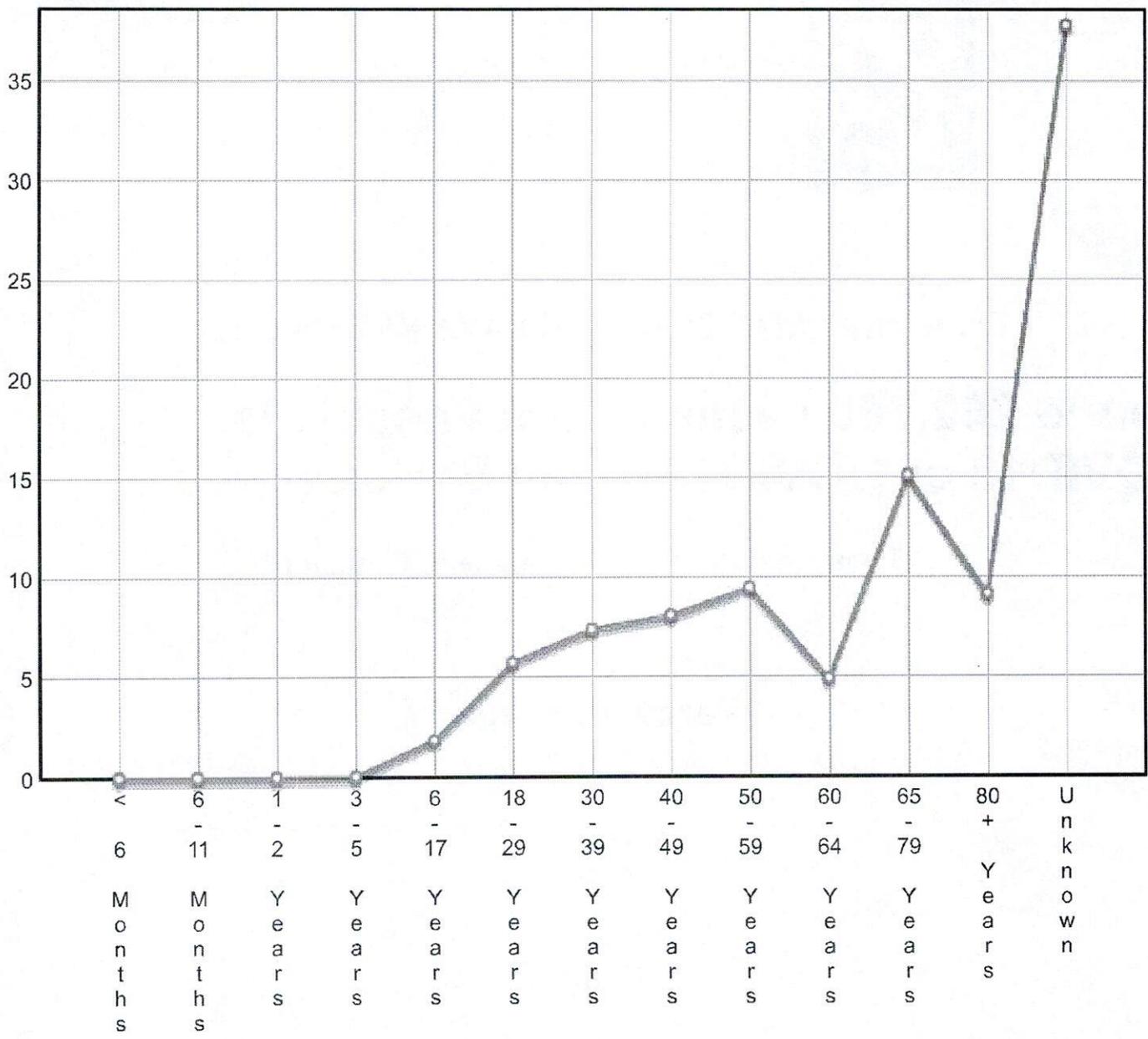
**Found 262,760 cases where Vaccine is
COVID19 or COVID19-2 and Serious**

[Government Disclaimer on use of this data](#)

Graph

Percent by Age

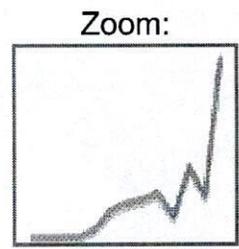
Percent



Age

Chart type: Swap Axes Show Percent Show Shadow

Width (pixels): Height (pixels):



Table

Age		Count		Percent	
< 6 Months	Yes	20	36	0.01%	

	total	36	0.01%
6-11 Months	Yes	20	0.01%
	total	20	0.01%
1-2 Years	Yes	36	0.01%
	total	36	0.01%
3-5 Years	Yes	129	0.05%
	total	129	0.05%
6-17 Years	Yes	4,949	1.88%
	total	4,949	1.88%
18-29 Years	Yes	15,164	5.77%
	total	15,164	5.77%
30-39 Years	Yes	19,492	7.42%
	total	19,492	7.42%
40-49 Years	Yes	21,327	8.12%
	total	21,327	8.12%
50-59 Years	Yes	25,004	9.52%
	total	25,004	9.52%
60-64 Years	Yes	13,028	4.96%
	total	13,028	4.96%
65-79 Years	Yes	39,906	15.19%
	total	39,906	15.19%
80+ Years	Yes	24,155	9.19%
	total	24,155	9.19%
Unknown	Yes	99,514	37.87%
	total	99,514	37.87%
TOTAL		262,760	100%

Case Details

This is page 1 out of 26,276

Result pages: [1](#) [2](#) [3](#) [4](#) [5](#) [6](#) [7](#) [8](#) [9](#) [10](#) [next](#)

VAERS ID: 902479 <small>(history)</small>	Vaccinated:	2020-12-14
Form: Version 2.0	Onset:	2020-12-14
Age: 46.0	Days after vaccination:	0
Sex: Female	Submitted:	0000-00-00
Location: Kansas	Entered:	21 2020-12-15

Vaccination / Manufacturer

Lot /

Site /

	Dose	Route
COVID19: COVID19 (COVID19 (PFIZER-BIONTECH)) / PFIZER/BIONTECH	- / 1	LA / IM

Administered by: Other **Purchased by:** ?

Symptoms: Chest pain, Feeling abnormal, Flushing, Intensive care

SMQs: Anaphylactic reaction (broad), Dementia (broad), Gastrointestinal nonspecific symptoms and therapeutic procedures (broad), Cardiomyopathy (broad), Hypersensitivity (broad)

Life Threatening? No

Birth Defect? No

Died? No

Permanent Disability? No

Recovered? Yes

Office Visit? No

ER Visit? No

ER or Doctor Visit? No

Hospitalized? Yes, 1 days

Extended hospital stay? No

Previous Vaccinations:

Other Medications: unknown

Current Illness: No

Preexisting Conditions: unknown

Allergies: No

Diagnostic Lab Data: Unknown but sent to SICU for monitoring

CDC Split Type:

Write-up: rPfizer-BionNTech COVID-19 Vaccine EUA 5-7 minutes after the vaccine Associate stated she did not feel right, mentioned chest pain. "My chest feels funny. It feels like when you have really bad heartburn coming on". "I feel flushed like when you get contrast for a CT". Pulse 90 BP 160/90 checked later 130/90

VAERS ID: 902946 <small>(history)</small>	Vaccinated:	2020-12-17
Form: Version 2.0	Onset:	2020-12-17
Age: 26.0	Days after vaccination:	0
Sex: Male	Submitted:	0000-00-00
Location: West Virginia	Entered:	2020-12-17

Vaccination / Manufacturer	Lot / Dose	Site / Route
COVID19: COVID19 (COVID19 (PFIZER-BIONTECH)) / PFIZER/BIONTECH	EH9899 / 1	RA / IM

Administered by: Public **Purchased by:** ?

Symptoms: Angioedema, Peripheral swelling

SMQs: Cardiac failure (broad), Anaphylactic reaction (broad), Angioedema (narrow), Oropharyngeal allergic conditions (narrow), Extravasation events (injections, infusions and implants) (broad), Haemodynamic oedema, effusions and fluid overload (narrow), Hypersensitivity (narrow), Drug reaction with eosinophilia and systemic symptoms syndrome (broad)

Life Threatening? Yes

Birth Defect? No

Died? No

Permanent Disability? No

Recovered? No



Vaccine Adverse Event Reporting System
www.vaers.hhs.gov

(index.html)

[VAERS Home \(index.html\)](#)

[VAERS \(index.html\)](#)

[Home \(index.html\)](#) / [Report an Adverse Event](#)

[/ en Español \(reporteventspanish.html\)](#)

Report an Adverse Event to VAERS

The Vaccine Adverse Event Reporting System (VAERS) is a passive reporting system, meaning it relies on individuals to send in reports of their experiences. Anyone can submit a report to VAERS, including parents and patients.

Healthcare providers are **required by law** to report to VAERS:

- Any adverse event listed in the VAERS Table of Reportable Events Following Vaccination (/docs/VAERS_Table_of_Reportable_Events_Following_Vaccination.pdf) that occurs within the specified time period after vaccinations
- An adverse event listed by the vaccine manufacturer as a contraindication to further doses of the vaccine

Healthcare providers are strongly **encouraged** to report to VAERS:

- Any adverse event that occurs after the administration of a vaccine licensed in the United States, whether it is or is not clear that a vaccine caused the adverse event
- Vaccine administration errors

Vaccine manufacturers are required to report to VAERS all adverse events that come to their attention.

Online reporting is strongly encouraged. Please report clinically important adverse events that occur after vaccination of adults and children, even if you are not sure whether the vaccine caused the adverse event.

VAERS accepts all reports, including reports of vaccination errors. Guidance on reporting vaccination errors is available if you have additional questions.

VAERS Reporting Requirements for COVID-19 Vaccines

As of August 2022, there are four vaccines available to protect against COVID-19 disease:

- Pfizer-BioNTech COVID-19 Vaccine (Comirnaty®) (<https://www.fda.gov/emergency-preparedness-and-response/coronavirus-disease-2019-covid-19/comirnaty-and-pfizer-biontech-covid-19-vaccine>)
- Moderna COVID-19 Vaccine (Spikevax®) (<https://www.fda.gov/emergency-preparedness-and-response/coronavirus-disease-2019-covid-19/moderna-covid-19-vaccine>)
- Johnson & Johnson's Janssen COVID-19 Vaccine (<https://www.fda.gov/emergency-preparedness-and-response/coronavirus-disease-2019-covid-19/janssen-covid-19-vaccine>)
- Novavax COVID-19 Vaccine, Adjuvanted (<https://www.fda.gov/emergency-preparedness-and-response/coronavirus-disease-2019-covid-19/novavax-covid-19-vaccine-adjuvanted>)

The reporting requirements for COVID-19 vaccines are the same for those authorized under emergency use (EUA) or approved under Biologics License Application (BLA) by the FDA. Healthcare providers who administer COVID-19 vaccines are **required** by FDA, and under the provider agreements for the CDC COVID-19 Vaccination Program to report the following to VAERS:

- Vaccine administration errors, whether or not associated with an adverse event (AE).
 - If the incorrect mRNA COVID-19 vaccine product was inadvertently administered for a second dose in a 2-dose series, VAERS reporting is required.



[Click here for VAERS reporting requirements for healthcare providers administering COVID-19 vaccines \(faq.html\)](#)

- If a different product from the primary series is inadvertently administered for the additional or booster (third dose), VAERS reporting is required.
- **VAERS reporting is not required for the following situations:**
 - If a mixed series is given intentionally (e.g., due to hypersensitivity to a vaccine ingredient)
 - Mixing and matching of booster doses intentionally (as of October 21, 2021, mixing and matching of booster doses is allowed)
- Serious AEs regardless of whether the reporter thinks the vaccine caused the AE. Serious AEs per FDA are defined as:
 - Death
 - A life-threatening AE
 - Inpatient hospitalization or prolongation of existing hospitalization
 - A persistent or significant incapacity or substantial disruption of the ability to conduct normal life functions
 - A congenital anomaly/birth defect
 - An important medical event that based on appropriate medical judgement may jeopardize the individual and may require medical or surgical intervention to prevent one of the outcomes listed above
- Cases of myocarditis after a Pfizer-BioNTech, Moderna, or Novavax vaccine
- Cases of pericarditis after a Pfizer-BioNTech, Moderna, or Novavax vaccine
- Cases of Multisystem Inflammatory Syndrome in children and adults
- Cases of COVID-19 that result in hospitalization or death

Healthcare providers are encouraged to report to VAERS any additional clinically significant AEs following vaccination, even if they are not sure whether the vaccine caused the event.

Healthcare providers must also report any additional selected AEs and/or any revised safety reporting requirements per FDA's conditions of authorized use of vaccine(s) throughout the duration of any COVID-19 vaccine's Emergency Use Authorization (EUA) or any approved COVID-19 vaccine as outlined in the Fact Sheet for Healthcare Providers (<https://www.fda.gov/emergency-preparedness-and-response/mcm-legal-regulatory-and-policy-framework/emergency-use-authorization>).

VAERS Reporting Requirements for Monkeypox vaccines

The vaccination provider must report all serious* adverse events following administration of JYNNEOS or ACAM2000 vaccine and vaccine administration errors to the Vaccine Adverse Event Reporting System (VAERS) by submitting online at <https://vaers.hhs.gov/reportevent.html> (<https://vaers.hhs.gov/reportevent.html>).

The vaccination provider is responsible for mandatory reporting of the following listed events following JYNNEOS or ACAM2000 vaccination to VAERS:

- Vaccine administration errors, whether or not associated with an adverse event
- Serious* adverse events (irrespective of attribution to vaccination)
- Cases of cardiac events, including myocarditis and pericarditis
- Cases of thromboembolic events and neurovascular events

*Serious adverse events are defined as:

- Death
- A life-threatening AE
- Inpatient hospitalization or prolongation of existing hospitalization
- A persistent or significant incapacity or substantial disruption of the ability to conduct normal life functions
- A congenital anomaly/birth defect
- An important medical event that based on appropriate medical judgement may jeopardize the individual and may require medical or surgical intervention to prevent one of the outcomes listed above

Providers are encouraged to also report to VAERS any additional clinically significant AEs following vaccination, even if they are not sure if vaccination caused the event.

As of August 9, 2022, FDA issued an Emergency Use Authorization (EUA) for JYNNEOS monkeypox vaccine. It authorizes the vaccine to be administered in one of two ways:

1. Intradermally (between the layers of the skin) on the inner aspect of the forearm, and
2. Subcutaneously (under the skin) in the upper arm above the elbow

These are considered routes of vaccination. When submitting a VAERS report, ensure that you document the **Route** in **Section 17** of the VAERS form, by choosing "intradermal" or "subcutaneous" from the selection menu.

Knowingly filing a false VAERS report is a violation of Federal law (18 U.S. Code § 1001) punishable by fine and imprisonment.

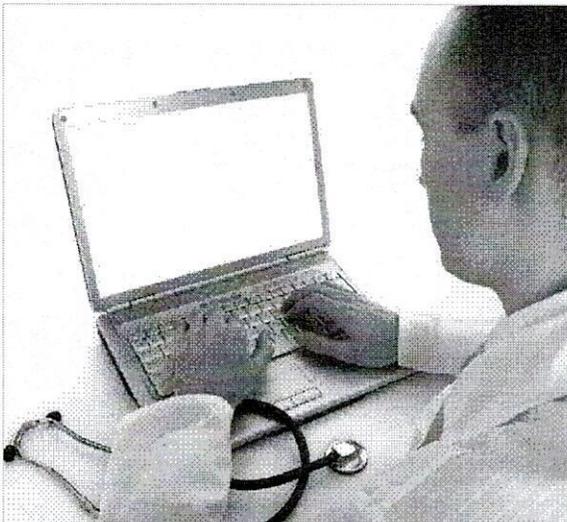
Two Ways to Submit an Online Report to VAERS



Option 1 - Report Online to VAERS

Submit a VAERS report online. The report must be completed online and submitted in one sitting and cannot be saved and returned to at a later time. Your information will be erased if you are inactive for 20 minutes; you will receive a warning after 15 minutes.

[\(/esub/index.jsp\)](#)



Option 2 - Report using a Writable PDF Form

Download the Writable PDF Form to a computer. Complete the VAERS report offline if you do not have time to complete it all at once. Return to this page to upload the completed Writable PDF form by clicking here.

[\(/uploadFile/index.jsp\)](#)

If you need further assistance with reporting to VAERS, please email info@VAERS.org (<mailto:info@vaers.org>) or call 1-800-822-7967.

Checklist

What will I need to fill out the report?

- Patient information (age, date of birth, sex)
- Vaccine information (brand name, dosage)
- Date, time, and location administered
- Date and time when adverse event(s) started
- Symptoms and outcome of the adverse event(s)
- Medical tests and laboratory results (if applicable)
- Physician's contact information (if applicable)

[Full checklist](#)

What happens after a report is submitted

Each VAERS report is assigned a VAERS identification number. This number can be used to provide additional information about the report to VAERS, if necessary. VAERS will send the identification number to the reporting individual in a confirmation letter (electronically or by mail, depending on communications preferences listed on the original report).

Other than the confirmation letter, **VAERS will only reach out to the reporting individual for additional information if "essential fields" of the VAERS form are not filled out. VAERS will not contact the reporting individual by phone for follow-up.** Additional information requests are sent electronically or by mail and will explain what information is missing from the report and how the reporter can update it.

The VAERS program follows up on reports classified as serious by attempting to obtain medical records to better understand the event. These requests for medical records are made directly to health institutions or public health authorities that create and maintain medical records. The medical records are added to the permanent record under the VAERS ID, compliant with privacy standards.

Privacy Protection

Information identifying the person who received the vaccine and the person who filed the report is not made available to the public. You or your health care provider may be contacted for further information after your report is received.

Information supplied in the online submission form is transmitted securely to VAERS. Visit the VAERS Privacy Policies and Disclaimers section ([privacy.html](#)) for more information about Secure Sockets Layer and data transmission.

[FAQs \(faq.html\)](#) | [Contact Us \(contact.html\)](#) | [Privacy \(privacy.html\)](#) | [info@vaers.org \(mailto:info@vaers.org\)](mailto:info@vaers.org) |

[Vulnerability Disclosure Policy - HHS.gov \(https://urldefense.us/v3/_https://www.hhs.gov/vulnerability-disclosure-policy/index.html_!!JRQnnSFuzw7wjAKq6ti6!gyBeT_HGREEd5t14KdwIRf5ZQVFqyRtp14miSwyxziZwqdmRMEA3YjGiHz5gU4Q\\$\)](https://urldefense.us/v3/_https://www.hhs.gov/vulnerability-disclosure-policy/index.html_!!JRQnnSFuzw7wjAKq6ti6!gyBeT_HGREEd5t14KdwIRf5ZQVFqyRtp14miSwyxziZwqdmRMEA3YjGiHz5gU4Q$)

[USA.gov \(http://www.usa.gov\)](http://www.usa.gov) | [Centers for Disease Control and Prevention \(https://www.cdc.gov/\)](https://www.cdc.gov/) | [Food and Drug Administration \(http://www.fda.gov/\)](http://www.fda.gov/) |

[U.S. Department of Health & Human Services \(https://www.hhs.gov/\)](https://www.hhs.gov/)

VAERS is co-sponsored by the Centers for Disease Control and Prevention (CDC), and the Food and Drug Administration (FDA), agencies of the U.S. Department of Health and Human Services (HHS).

NRS 241 — PUBLIC COMMENT PER AUG 25 “REQUIREMENTS”

President Villines / Superintendent Workman,

Thank you for your notes of Aug 25 and Oct 12 — curiously, they contain many factual errors, so perhaps that is Why these notes and my original note have not been entered into the Minutes.

So, will correct the record, but I would ask, seriously, Who proofreads these letters for correctness before they are sent to the parents and citizens of Lyon County. . . ?

Lyon County School District (LCSD) Board of Trustees (BoT) Zoom Meetings (Aug 25)

First, Page 1 of your Aug 25 note states:

“There are no longer any ZOOM meetings held by the LCSD.”

Incorrect, Members of the LCSD BoT as well as presenters on various topics join and participate via Zoom.

If what the note intended to say is that Lyon County parents and citizens will not be allowed to join via Zoom — especially as winter and icy roads approach — while LCSD BoT and everyone else except Lyon County parents and citizens will be able to join via Zoom, then please confirm this is the present shameless position of the LCSD BoT. . . .

Zoom v In Person Meetings (Aug 25)

Next, Page 2 of your Aug 25 note states:

“What is readily apparent from the information is that all of these entities are holding ZOOM meetings where the public participates, **not in person** but on an electronic platform.”

Again, Incorrect.

All three examples I provided hold both Zoom and In Person meetings as can be seen by both the virtual and physical addresses.

Just one example from the Lyon County ²⁷BoC page I provided:

"County Commission meetings are open to the public and members of the public may attend in person and the meetings are also virtual and the public may attend via Virtual Zoom." . . .

"Routinely" (Oct 12)

Next, Page 2 of your Oct 12 note states:

"Mr. Clausen **routinely** exceeds the three minute limit requirement and does not respond when the Board Chair attempts to redirect Mr. Clausen and have him **comply with court regulations.**"

First, please provide one instance when I have exceeded the three minute limit, let alone "routinely" do so, and to What "court" and "court regulations" do the BoT / Administration imply Lyon County parents and citizens must "comply" . . . ?

First Amendment — and Accountability — Cost Too Much (Oct 12)

Lastly, Page 2 of your Oct 12 note complains that Lyon County parents and citizens should not make "numerous requests" since, apparently, the Administration is "redirected unnecessarily" to be held Accountable by Lyon County parents and citizens.

It would have been easier if this Administration and BoT had simply said to the parents and citizens of Lyon County, "The First Amendment is a tiresomely expensive thing, so just shut up." . . .

Written Public Comment by Email *and Zoom Meetings Zoom meetings as well as*

My request remains unchanged: The LCSD BoT will permit written Public Comment via email just as the Nevada Legislature, the Lyon County BoC, and other Nevada school districts do.

As noted above, the statements made to justify this constraint on the general public are incorrect, and I would ask the LCSD BoT to reinstate this courtesy and convenience that other Nevada public bodies have not taken away from their citizens. . . .

Best regards,
Greg Clausen
District V / Wellington

At the last school board meeting a Progressive and Restorative Discipline plan was presented and approved by the board. Since then there has been have been many incidents that require discipline across our county.

One of these incidents happened at Fernley High School and was documented in a video that was posted online. The incident occurred on school grounds in the bathroom where it appears at least 20 individuals were present for a fight. One young man was being bullied, assaulted and battered by multiple other young men. It is risen to the point that outraged parents have contacted the sheriffs office. I as a concerned citizen questioned the sheriffs office and although they have seen the video they were never contacted by the school or school district.

Without swift implementation of the plan to restore discipline you in fact promote reoccurrence of these events. I have heard from parents that students are now leaveing school to go home to use the restroom during the day or are reluctant to come to school at all, as they fear for their safety. Having a good comprehensive plan as a framework is useless without constant subjective swift implementation at all schools at all levels in our county. There must be follow-up to insure that those that break the rules are held to the standard as well as making sure that administrators are implementing the plan equally in all of our schools.

* I Ask that you add an agenda item to be transparent on the actual immediate pay increase that you a approving for the Finance Manager.

Tom Hendrix

Sutro Elementary



Attitude of Gratitude

My name is Noah and I am successful at Sutro Elementary School
because of Mr. Walker.

I want to thank him/her for

I want to thank him for being the principal.
Thank you for announcing the
Pledge of Allegiance. Thank you for
being nice to everyone.



Attitude of Gratitude

My name is Rose Lee I am thankful for,

(Your Name)

Mrs. Martinez

(Teacher / staff member's name)

at Cottonwood

(School Name)

I want to thank him/her for helping me talk, and
for always being so nice. She makes
me really happy.



Signed:

Staff members signature



Attitude of Gratitude

My name is Dominic Armendariz and I am successful at my school, Yerington Elementary because of Miss. Kent + third grade.

I want to thank him/her for:

being my teacher and teaching me all I know
but the best teacher ever in the world ever.





Attitude of Gratitude

My name is Alyce Horn and I am successful at
student name

FIS because of Mrs. Nott.
school name teacher/staff member's name

I want to thank him/her for helping me read
more and making me
excited to do things in
FLA ♥



Signed: Alyce
student signature





Attitude of Gratitude

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

I want to thank him/her for:

Teaching us algebra and helping me
with money when I needed it. Also for making me
feel good when I'm not sure of the answer to it.

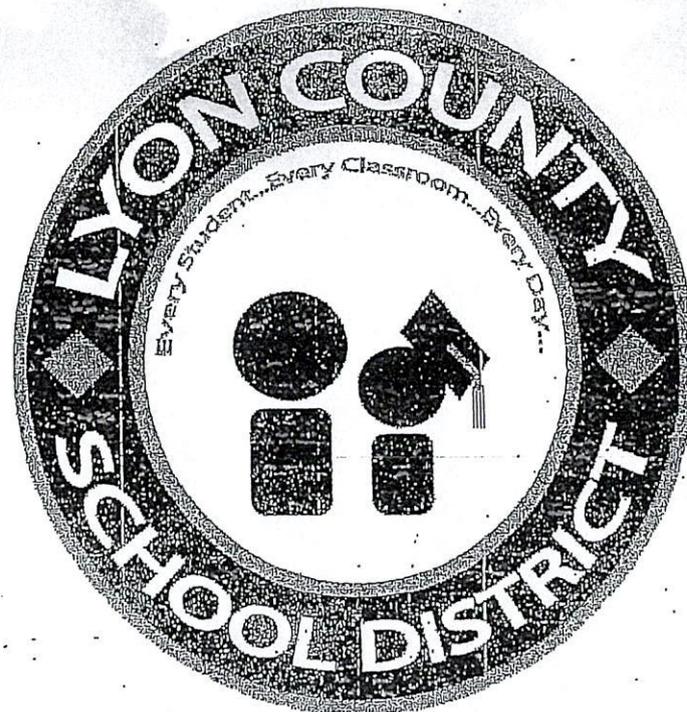


Attitude of Gratitude

My name is Mari Basaca and I am successful at
student name

YIS because of Mrs. Ow-wing
school name teacher/staff member's name

I want to thank him/her for always pushing me to
work better and for always pushing me
beyond my limits.



Signed: Mari

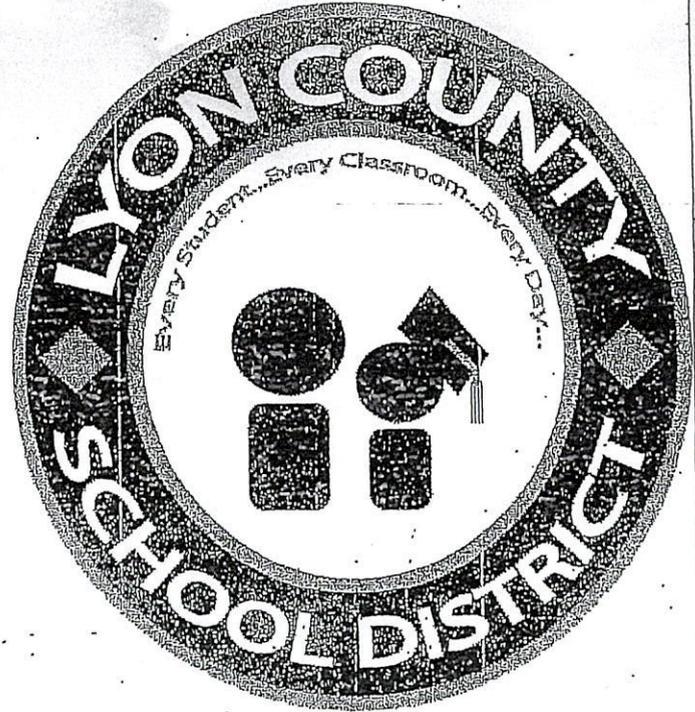
student signature

Attitude of Gratitude

My name is Dakota Frazier and I am successful at:
student name

Y.I.S. because of Mrs. Bobrick
school name teacher/staff member's name

I want to thank him/her for being nice and teaching
me stuff. I also want to thank you
for just being a great teacher.
Thank you for checking in on
everybody.



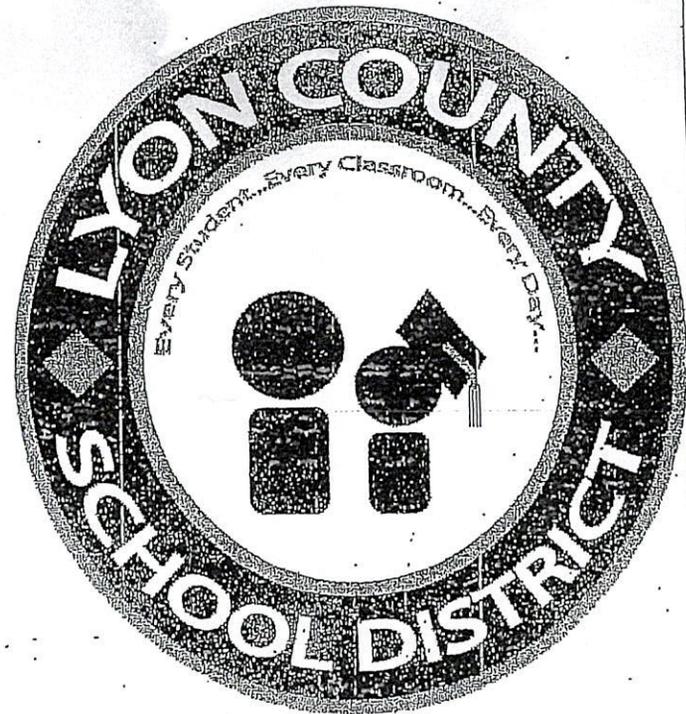
Signed: Dakota Frazier
student signature

Attitude of Gratitude

My name is Karina Triplet and I am successful at
student name

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

I want to thank him/her for teaching me to move up from
7th grade math all the way to Algebra 1. The
reason why I am thankful of this is because
when I was homeschooled for 6th grade, math
was hard for me. When I got to 7th grade Mrs.
Crane helped me understand, and the I-ready
we do helps me too.



Signed: Karina Triplet
student signature

Attitude of Gratitude

My name is Sean Pandora and I am successful at
(Student's Name)

Smith Valley because of Mrs. Geney
(School Name) (Teacher/Staff Member's Name)

I want to thank him/her for teaching me
to be better at everything
like math, reading and so much
more. She teaching us how
to use money for our daily
real money. I am so happy
to have Mrs. Geney as my
teacher. Go bulldogs.

Signed: Sean Pandora
(Student's Signature)



LYON COUNTY SCHOOL DISTRICT LICENSED

PERSONNEL REPORT LIC1101 – November 15, 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
Dayton Intermediate	Teacher		X	(D. Houk)	8/10/22	Michael Tremayne
Silverland Middle	Teacher		X	(J. Karadeema)	8/10/22	Scott Fellows
Dayton Elementary	Teacher		X	(R. Shelton)	8/10/22	Alyssa Taylor
Fernley High	Teacher		X	(B. Valdez)	8/10/22	Ryann Kulbeth

SEPARATIONS:

SCHOOL/SITE	POSITION	EFF. DATE	EMPLOYEE

OTHER CONSIDERATIONS:

SCHOOL/SITE	POSITION	REQUEST	REASON	EFF. DATE	EMPLOYEE

LYON COUNTY SCHOOL DISTRICT

CLASSIFIED

PERSONNEL REPORT CL1101– November 15, 2022

That the Board of Trustees approve the following recommendations:

HIRINGS:

SCHOOL/SITE	POSITION	NEW	EST.	FUNDED BY and BOARD APPROVAL DATE	EFF. DATE	Name of Recommended Employee
District Office	GL& Account Specialist		X	(C. Kilgore)	11/1/22	Shellie Terry
Cottonwood Elementary	Paraprofessional	X		IEP Requirement	10/18/22	Jenny De La Rosa
Fernley High	Custodian		X	(S. McCandless)	11/7/22	Kami Harkins
District Wide	Bus Driver		X	Substitute	10/13/22	Tina Dunnuck
Smith Valley Schools	Custodian		X	(J. Covian)	10/21/22	Thomas Doll
Yerington High	Paraprofessional		X	(L. Covian)	11/4/22	Guadalupe Gutierrez

SEPARATIONS:

SCHOOL/SITE	POSITION	EFF. DATE	EMPLOYEE
Dayton Transportation	Bus Driver	11/4/22	Alison Coleman
Dayton Transportation	Bus Driver	11/3/22	Chelsey Sandstrom
Dayton Intermediate	Nurse	11/4/22	Rebecca Pinzon
Yerington Intermediate	Aide-Library	10/31/22	Mary Jackson
Riverview Elementary	Paraprofessional	11/16/22	Heidi Bailey
Silver Springs Transportation	Bus Driver	11/1/22	Stephanie Bradley

OTHER CONSIDERATIONS:

SCHOOL/SITE	POSITION	REQUEST	REASON	EFF. DATE	EMPLOYEE
Yerington Intermediate	Parapro	From YHS Para	Open Position	10/25/22	Sydney Davis
Fernley High	Custodian	From SSMS Custodian	Open Position	11/7/22	Diane Campbell
Silver Stage High	Maintenance III	From SSSH Custodian	Open Position	10/26/22	Logan Roberts

LYON COUNTY SCHOOL DISTRICT

Administrative

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
District Office	Chief Nurse		X	(N. Bisard)	10/10/22	Kelly Frederick

OTHER CONSIDERATIONS:

SCHOOL/SITE	POSITION	REQUEST	REASON	EFF. DATE	EMPLOYEE
District Office	Fiscal Services Officer	From DO Finance Manager/Comptroller	Reclassified	10/26/22	Kyle Rodriguez

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: Donald Fisher, Marjorie Mauk DATE of request: 10/19/22
 SCHOOL: Silverland Middle School
 NAME OF CONFERENCE: ELEMENTARY AND SECONDARY EDUCATION ACT
 (Do Not Use Acronyms)
 (ATTACH conference program information and provide website address)
 CITY/STATE OF CONFERENCE: Indianapolis, Indiana
 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 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.

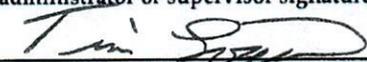
SMS has a diverse population of learners including students with disabilities, native american learners, and disadvantaged students. This conference will have strategies that can support these specific subgroups. Additionally, all of our students are rural and ESEA has a rural education initiative. Marjorie Mauk is a teacher leader at our school and teaches 7th grade science. Donald Fisher is an 8th grade science teacher who is on our school's Continuous Improvement Plan (CIP) team. Our CIP team has goals on student's academic success, improving instructional practices, and school community; the ESEA conference will have learning opportunities that address all of these goals. Both of these teachers will bring insights and strategies of what they learn from this conference to our SMS staff and to the CIP team.

TRAVEL APPROVED: Yes No
 DATE: 10/24/22



 Site administrator or supervisor signature

TRAVEL APPROVED: Yes No
 DATE: 10/24/22



 Superintendent or designee signature

Received by Superintendent's Office
 DATE: 10/24/22
 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 Conference

	<u>Total</u>	District Office	Grant	School Site	Other
BUDGET# 280.633.0000.000.2213.330.10305.31.00 Registration Fees: Attendees <u>2</u> x <u>699</u> Reg. fee \$	1,398	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
BUDGET# 280.633.0000.000.2213.580.10305.31.000 Travel By: <u>Air</u> \$	1,349.92	<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# 280.633.0000.000.2213.580.10305.31.00 Lodging: Room rate \$ <u>279</u> x <u>4</u> nights \$	1,116	<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> days \$	128	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lunch \$ <u>17</u> x <u>4</u> days \$	136	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dinner \$ <u>31</u> x <u>4</u> days \$	248	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Incidental \$ <u>5</u> x <u>4</u> days \$	40	<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.) \$	103.5	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other Miscellaneous expenses: (attach explanation) \$	4,519.42	<input type="checkbox"/>	<input checked="" 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: **Feb1st - 4th 12pm-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: **1/31/23 -6:00 am**

Date & Time you wish to RETURN: **2/4/23 - 2:20 pm**

List any special notes here:

Are you renting a car? Yes No How many Days? _____

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

Do you need lodging reservations? Yes No

Single Double Triple

(Circle Preferences)
Note: Lodging must be made by Attendee or Site for purchase order payments only. "No" district office credit card charges.

Smoking Non-Smoking

GSA (Per Diem Rate) : 127 All travelers agree to share lodging as appropriate? Yes No

Register under what name(s)? **Donald Fisher, Marjorie Mauk**

Name, Address, Phone number of lodging establishment: **Downtown Marriott**

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.

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

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.

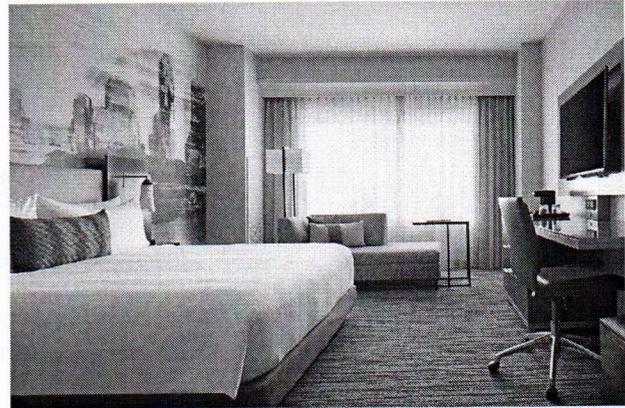
Address:

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](#)



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

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- Projects & Events
- News from Others

Trip & Price Details

Price Payment Confirmation

✈ Flight [Modify](#)

	Tue 1/31	# 2281 / 1511 RNO → IND 6:00 AM 2:50 PM	5 hr 50 min 1 stop 	<u>Anytime</u>	Price per Passenger	\$583.96
	Sat 2/4	# 1699 / 3059 IND → RNO 2:20 PM 9:00 PM	9 hr 40 min 1 stop 	<u>Anytime</u>	Taxes and fees per Passenger	\$91.00
					Total per Passenger	\$674.96
					Passenger(s)	x2
					Flight total	\$1,349.92
					or from \$133/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 Business Select®

Prices shown per passenger, per one-way.

- ✓ Guaranteed A1-A15 boarding
- ✓ Refundable fare*
- ✓ 12 Rapid Rewards points per dollar per qualifying flight*

*Please read the [fare rules](#) associated with this purchase.

Upgrade departing trip for \$51

Upgrade returning trip for \$50

Upgrade both for \$101

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	\$1,167.92
TAXES & FEES	\$182.00
TRIP TOTAL	\$1,349.92

[Show price breakdown](#)



Get a \$200.00 statement credit

after first purchase.

Earn 10,000 points

after you spend \$500 in your first 3 months.

[Learn more >](#)

YOU PAY TODAY \$1,349.92

CREDIT ON YOUR STATEMENT -\$200.00

TOTAL AFTER STATEMENT CREDIT \$1,149.92

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 \$100.69*/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

4:00 PM

RETURN LOCATION

Indianapolis,

Indianapolis, IN - IND

RETURN DATE

2/04

Sat, Feb 4, 2023

RETURN TIME

1:00 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.

FY 2023 Per Diem Rates for Indiana

I'm interested in:



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
Bloomington	Monroe	\$98	\$98	\$98	\$98	\$98	\$98	\$98	\$106	\$106	\$106	\$106	\$98
Ft. Wayne	Allen	\$108	\$108	\$108	\$108	\$108	\$108	\$108	\$108	\$108	\$108	\$108	\$108
Hammond / Munster / Merrillville	Lake	\$102	\$102	\$102	\$102	\$102	\$102	\$102	\$102	\$102	\$102	\$102	\$102
Indianapolis / Carmel	Marion / Hamilton	\$127	\$127	\$127	\$127	\$127	\$127	\$127	\$127	\$127	\$127	\$127	\$127
Lafayette / West Lafayette	Tippecanoe	\$100	\$100	\$100	\$100	\$100	\$100	\$100	\$100	\$100	\$100	\$118	\$118
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) rates and 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
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: Diana McDowell DATE of request: 10/20/2022
 SCHOOL: Fernley Intermediate School
 NAME OF CONFERENCE: Modern Teacher National Conference on Digital Convergence (NCDC23)
 (Do Not Use Acronyms) (ATTACH conference program information and provide website address)
 CITY/STATE OF CONFERENCE: Colorado Springs, Colorado
 DATE OF DEPARTURE: February 5, 2023 DATE OF RETURN: February 8, 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
 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 Modern Teacher conference is a deep dive into competency-based learning. The conference focuses on blending curriculum and technology through competency based delivery. The conference teaches student-centered, best practices that push critical thinking at differentiated levels.

TRAVEL APPROVED: Yes No
 DATE: 10/26/22
 TRAVEL APPROVED: Yes No
 DATE: 10/26/22

[Signature]
 Site administrator or supervisor signature
[Signature]
 Superintendent or designee signature

DATE: Received by Superintendent's Office
10/26/22
 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: _____

	<u>Total</u>	<i>District Office</i>	<i>Grant</i>	<i>School Site</i>	<i>Other</i>
BUDGET# 280.633.0000.000.2213.330.10303.10 Registration Fees: Attendees <u>1</u> x <u>750</u> Reg. fee \$	750	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
BUDGET# 280.633.0000.000.2213.580.10303.10 Travel By: <u>Air</u> \$	574	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<i>(Air, district car, private car for personal convenience, etc.)</i>					
BUDGET# 280.633.0000.000.2213.580.10303.10 Lodging: Room rate \$ <u>179</u> x <u>3</u> nights \$	537	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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>2</u> days \$	32	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Lunch \$ <u>17</u> x <u>2</u> days \$	34	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Dinner \$ <u>31</u> x <u>3</u> days \$	93	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Incidental \$ <u>5</u> x <u>4</u> days \$	20	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Substitutes: # of Days <u>3</u> x \$ <u>120</u> /day	360	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Other Miscellaneous expenses: (attach explanation) \$	2500	<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: Feburary 6, 2022 7am-8:30pm, February 7, 2022 7am to 9pm

Name of where conference/training is being held (i.e. Hotel, School, College, Convention Center): **The Broadmoor Resort**

Do you need airline reservations? Yes No

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

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

Date & Time you wish to **DEPART:** 2/5/22 8:40 am

Date & Time you wish to **RETURN:** 2/8/22 11:10 am

List any special notes here:

Are you renting a car? Yes No How many Days? _____

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

Do you need lodging reservations? Yes No

(Circle Preferences)
Note: Lodging must be made by Attendee or Site for purchase order payments only. "No" district office credit card charges.

GSA (Per Diem Rate) : \$127 _____ All travelers agree to share lodging as appropriate? Yes No

Register under what name(s)?
Diana McDowell

Name, Address, Phone number of lodging establishment:
The Broadmoor, 1 Lake Ave Colorado Springs, CO 80906 18007555011

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.

23

SCHEDULE THE BROADMOOR SITE VISITS SESSIONS AWARDS

REGISTRATION



THE BROADMOOR

 1 Lake Ave, Colorado Springs, CO 80906

 Room Block Rate: \$179/night (+ \$10/person for room sharing)

 Please note: double occupancy rooms are limited.

 Daily Resort Fee: \$39/night +tax added upon hotel departure

 Standard Stay: Sunday 2/5 - Wednesday 2/8

 11 miles from Colorado Springs Airport

 90 miles from Denver International Airport

 For shuttle pricing & options, please call

 Broadmoor Concierge at (719) 471-6205.

**Booking for a Team: Email Gary Prinz | Conference
Reservations Manager**

Booking as an Individual: [Click Here](#)

By using this website, you agree to our use of cookies. We use cookies to provide you with a great experience and to help our website run effectively.

OK

23

SCHEDULE THE BROADMOOR SITE VISITS SESSIONS AWARDS

REGISTRATION

Registration

As we anticipate this year's conference selling out, we recommend that you register and book hotel rooms as early as possible.

**Network
Member**

Guest

**By November
15**

\$650

\$750

What's Included

Monday, Feb. 6th

- All scheduled programming
- Breakfast, lunch, and Networking Reception (drinks & hors d'oeuvres)
- Dinner on your own

**By December
15**

\$750

\$850

Tuesday, Feb. 7th

- All scheduled programming
- Breakfast & lunch
- Networking reception & awards dinner

**After
December 15**

\$850

\$950

Email ncdc@modernteacher.com with questions.

Team Registration Information

Cancellation Policy

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OK

23

SCHEDULE THE BROADMOOR SITE VISITS SESSIONS AWARDS

REGISTRATION

Monday, Feb 6

7:00 am - 2:00 pm **School Site Visits**

2:00 pm - 6:00 pm **Team Collaboration or Outings**

6:00 pm - 6:30 pm **Opening Keynote**

6:30 pm - 8:30 pm **Networking Reception**

Tuesday, Feb 7

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OK

8:00 am - 9:00 am	The Convergence Hour
9:30 am - 12:30 pm	Breakouts
12:30 pm - 1:30 pm	Lunch
1:30 pm - 3:30 pm	Flex Time Gallery National Showcase Digital Convergence Personalized Learning Job-Alike Sessions Panels Round Tables
3:30 pm - 6:00 pm	Team Collaboration or Outings
6:00 pm - 7:00 pm	Awards Reception
7:00 pm - 9:00 pm	Awards Gala Dinner

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OK

Trip & Price Details

Price Payment Confirmation

✈ Flight [Modify](#)

✈ Sun 2/5	# 2065 / 815	RNO → COS	4 hr 50 min	1 stop	Business Select
		8:40 AM 2:30 PM			
✈ Wed 2/8	# 3125 / 478	COS → RNO	4 hr 20 min	1 stop	Business Select
		11:10 AM 2:30 PM			

Price per Passenger	\$490.01
Taxes and fees per Passenger	\$83.95
Total per Passenger	\$573.96
Passenger(s)	x1
Flight total	\$573.96
	or from \$57/mo* with uplift Learn more

 An official website of the United States government



FY 2023 Per Diem Rates for Colorado Springs, Colorado

I'm interested in:

Daily lodging rates (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
Colorado Springs	El Paso	\$121	\$121	\$121	\$121	\$121	\$121	\$121	\$121	\$178	\$178	\$178	\$121

Meals & Incidentals (M&IE) rates and 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
Colorado Springs	El Paso	\$69	\$16	\$17	\$31	\$5	\$51.75



I'm interested in:

Last Reviewed: 2022-08-16

LYON COUNTY SCHOOL DISTRICT

*Staff Travel Report
to
School Board of Trustees*

Your recent request to travel has been approved. Within two weeks of the date of the conference, the following report is due in the office of the Deputy Superintendent via Margaret Heim.

Please **TYPE** the following information.

Staff Member:	<u>Shannon Hirman</u>	School:	<u>District Office</u>
Assignment:	<u>Program & AT Specialist</u>	Conference	<u>Attended: Closing the Gap Training</u>
Location of Conference:	<u>Minneapolis, MN</u>	Dates	<u>Attended: 10/16 - 10/21/2022</u>

General Overview: Monday and Tuesday (October 17 &18) were two full days of training in the area of Assistive Technology. Wednesday through Friday (October 19-21) were broken into multiple trainings in different areas of Assistive Technology. I learned about different tools, applications, and ways to use assistive technology when teaching lessons, meeting compliance in IEP's, how to assess for assistive technology and different modalities of assistive technology.

How will this positively impact student learning?

These different courses that I attended will help me in the area of compliance when assessing and writing assistive technology into an IEP. These courses also showed me different types of tools and ways to implement and use assistive technology to better support our student with needs in their learning and communication. Being able to learn new and different ways to use assistive technology effectively in the classroom and with individual students with needs helps to set up our students for success in their learning by being able to access tools that support them in a positive way in their learning and communication.

How will I implement what I learned and how will I share this information with my colleagues?

I am currently working with some of the schools to train all the staff on how to use Google Read&Write and OrbitNote for all students to access on their computers and in their classrooms to help meet the needs of our students who are needing extra support in the classroom. Also, I am working on modeling a lesson for some of my CLS teachers on how to effectively use assistive technology in their lessons for the students in their classrooms to keep them engaged in their learning.

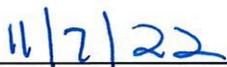
I will be able to work with and train staff on different ways to access assistive technology in the classroom and train them on the different assistive technology tools to help with our students who have varying communication needs to create more effective learning environments for our students.

Other Comments:

I would like to thank the LCSD school board and the district office for allowing me the opportunity to learn and increase my skills at this very valuable learning experience!



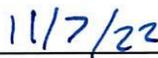
Site Principal/Supervisor Approval



Date



Director/Deputy Superintendent Approval



Date

LYON COUNTY SCHOOL DISTRICT

*Staff Travel Report
to
School Board of Trustees*

Your recent request to travel has been approved. Within two weeks of the date of the conference, the following report is due in the office of the Deputy Superintendent via Margaret Heim.

Please **TYPE** the following information.

Staff Member:	<u>Jayne Lundberg</u>	School:	<u>DHS & DIS</u>
Assignment:	<u>Speech Language Pathologist</u>	Conference Attended:	<u>Closing The Gap</u>
Location of Conference:	<u>Minneapolis, Minnesota</u>	Dates Attended:	<u>10-16-2022 to 10-21-22</u>

General Overview:

The Closing The Gap Conference is an annual assistive technology conference that increases knowledge and strengthens implementation strategies. The conference week is designed to dig deeper into critical areas that have the power, when implemented strategically, to transform your classroom, your school, your district, your practice. When you start thinking differently about how to reach ALL students, how to infuse technology into learning, how to leverage AT strategies in all areas we increase achievement and independence.

Closing The Gap pre-conference workshops are full-day workshops (8:00 am – 4:30 pm) providing the in-depth professional skills necessary to successfully implement assistive technology in the lives persons with disabilities. Each workshop is conducted by a nationally recognized leader in the field.

The Exhibit Hall is a place to discover rich resources and tools that support students in accessing instruction and enhance learning opportunities. This was taken from the brochure so that readers can get a true understanding of the depth of this amazing conference.

I attended two full day pre-conference sessions and 11 mini sessions. I also attended a private 2 hour Preview Exhibit Hall Training(s) and a documentary that was recently finished on a nonverbal Autistic women. She and her family were told she would never do anything, labelled a behavior problem and was failed by the school system. She was given a speech device and explicit intensive instruction her Junior year in high school. She just graduated with her Master's Degree and gave a keynote speech using her speech generated AAC device.

How will this positively impact student learning?

I was able to get new training and resources that not only I can use with my specific caseload, but I can also share with other special educators in Lyon County. One of the beauties of this conference is that I can find resources/materials for the wide spectrum of students I serve at the vastly different levels. I can share with both my schools as well as with other Speech Language Pathologists. During several of the sessions attended I was given hands on opportunities to create materials that I could use immediately upon getting home. The resources are vast and cover many areas that I can use now as well as in the future. The opportunity to make contacts both with participants in the State of Nevada but also nationally and internationally will also help improve my practice with my students especially if I come across a situation I need help with to provide the highest quality of services. I have a few specific students right now that require more advanced instruction in the area of Assistive Technology and Augmentative and Alternative Communication. With the way technology has changed and post Covid-19 school shut down, I was able to get great ideas for these students and for classrooms in general. I have been home and back at school for 2 days and am already implementing a few ideas and sharing with one specific classroom.

How will I implement what I learned and how will I share this information with my colleagues?

I will implement the ideas directly with my students and staff working with the AT and AAC users. I have already meet with one classroom to set up a time to go over many of the sessions I attended. I currently have several students who have consultation services in their IEP. I will share the new best practice ideas/information along with collaborate on how we can implement the materials in the classroom. I will use the low, mid and high tech resources directly with my students to assist in meeting their IEP goals.

If students and staff are not given the opportunity to understand and implement what is best for the AAC/AT Users generalization will be difficult.

I have also been asked by the State of Nevada to put together a few ideas to share with other Nevada Special Education Assistive Technology Project Members through the Consortium so they too can bring the new information to their districts, staff and students.

Other Comments:

I am so thankful for Lyon County supporting the needs of students who require Assistive Technology and Augmentative and Alternative Communication. Understanding the importance of keeping up with technology and best practice is crucial to the success of our students and the confidence level in the professionals serving them. This allows them to access the curriculum, which is their right by law. In my opinion communication is everything and we need to give them the tools to be as successful communicators as possible. Just because a person with a disability that has a complex body or communication needs does not mean they can't be successful or contributing members to our society.



Site Principal/Supervisor Approval



Director/Deputy Superintendent Approval



Date



Date

LYON COUNTY SCHOOL DISTRICT

*Staff Travel Report
to
School Board of Trustees*

Your recent request to travel has been approved. Within two weeks of the date of the conference, the following report is due in the office of the Deputy Superintendent via Margaret Heim.

Please **TYPE** the following information.

Staff Member: Tamara Roseberry School: Special Services
Assignment: Behavior and Instruction Intervention Coordinator Conference Attended: The National Leadership Forum on PBIS
Location of Conference: Chicago, IL Dates Attended: 10/27-28/22

General Overview:

The National PBIS Leadership Forum is a technical assistance activity of the Center on PBIS and provides an opportunity for the Center to share information on the latest applications of PBIS. Sessions are organized into blocks of single-topic breakout sessions and topic-specific strands and provide guidance and tools for strengthening prevention-based systems that support the social, emotional, and behavioral needs of students to ensure engagement in learning. Opportunities for dialogue and sharing with other implementers is provided. There was an emphasis in assisting states, districts, and schools in advancing comprehensive positive school climates centered around the following principles: family-school-community partnerships, multi-tiered system of mental health support (MTSS) for all students, evidence-based programs and practices which are developmentally, culturally, and linguistically relevant, promotion of equity and cultural responsiveness and engagement in ongoing quality improvement and sustainability planning.

How will this positively impact student learning?

This conference supported my knowledge and skill acquisition in Positive Behavior Intervention Supports (PBIS) and other areas of multi-tiered level of supports for students. I will incorporate the best practices I have learned into my support of students and school teams as they make the shift to positive behavior supports which involve a perspective shift of adult behaviors in the school. Having a broader range of skills in MTSS will allow for an adaptable multi-tier support service model for our students and our staff. Having knowledge of the latest evidence based practices will ensure that our students are receiving adequate supports to their learning and create more successful opportunities for student achievement.

How will I implement what I learned and how will I share this information with my colleagues?

I will look at our developing model of PBIS implementation for up-to-date practices in family-school-community partnerships, multi-tiered system of support (MTSS) for all students, evidence-based programs and practices which are developmentally, culturally, and linguistically relevant, promotion of equity and cultural responsiveness, and engagement in ongoing quality improvement and sustainability planning. I will share pertinent information with facilitators and school teams to positively affect MTSS implementation and student supports for successful achievement.

Other Comments:

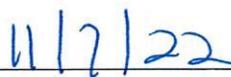
I would like to thank both the School Board and the District for allowing me to participate in this professionally challenging learning opportunity which will undoubtedly enhance, improve and increase my ability to support instructional skills in the areas of behavior and content.



Site Principal/Supervisor Approval



Director/Deputy Superintendent Approval



Date



Date

**Lyon County School District
Board Memo**

Date: November 15, 2022
To: Board of School Trustees
From: Wayne Workman, Superintendent
Re: A report by the Northwest Regional Professional Development Program (NWRPDP) regarding their work during the 2021-2022 School Year.

Recommendation

That the board approves a report by the Northwest Regional Professional Development Program (NWRPDP) regarding their work during the 2021-2022 School Year.

Background Information

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

Budget Considerations

N/A

Discussed at Previous Meeting

N/A

Attachment(s)

NWRPDP 21-22 Annual Report

*Respectfully Submitted,
Jim Gianotti, Executive Director of Student Services*



NWRPDP

Northwestern Nevada Regional Professional Development Program

2021-2022 Annual Report
August 2022

Sara Cunningham
Program Director

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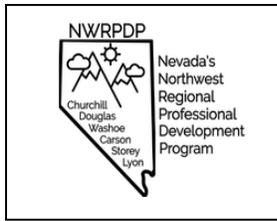
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NWRPDP

Northwestern Nevada Regional Professional Development Program

Introduction

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

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

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

1. When professional learning is standards-based, it has greater potential to change what educators know, are able to do, and believe.
2. When educators' knowledge, skills, and dispositions change, they have a broader repertoire of effective strategies to use to adapt their practices to meet performance expectations and student learning needs.

3. When educator practice improves, students have a greater likelihood of achieving results.

4. When student results improve, the cycle repeats for continuous improvement (p. 16).

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

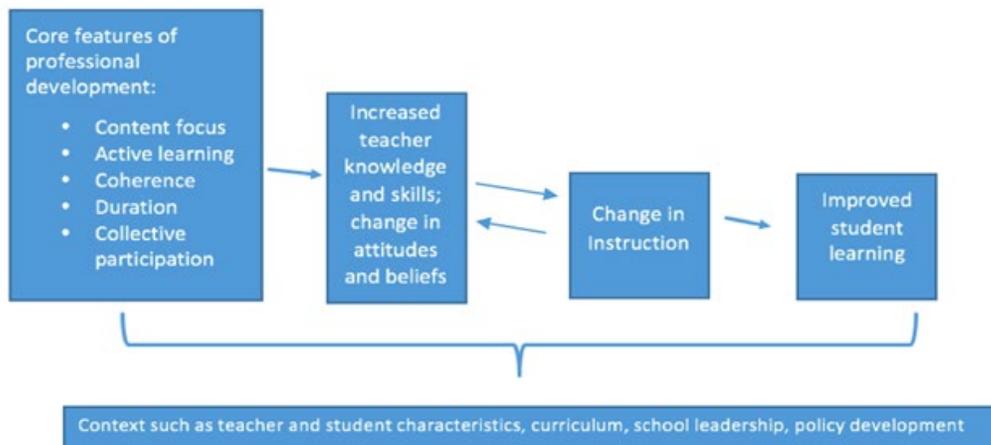


Figure 1: Conceptual Framework for Studying Effects for Professional Development on Teachers and Students

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

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

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

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

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

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

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

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

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

Table 1: RPDP State Approved Evaluation

RPDP State Approved Evaluation (5-point scale)	2021-22
1. The training matched my needs.	4.58
2. The training provided opportunities for interactions and reflections.	4.79
3. The presenter’s/facilitator’s experience and expertise enhanced the quality of the training.	4.72

4. The presenter/facilitator efficiently managed time and pacing of activities.	4.70
5. The presenter/facilitator modeled effective teaching strategies.	4.67
6: This training added to my knowledge of standards and/or my subject matter content.	4.63
7. This training will improve my teaching skills.	4.63
8. I will use the knowledge and skills from this training in my classroom or professional duties.	4.69
9. This training will help me meet the needs of diverse student populations.	4.61

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

Table 2: *Type of Training*

	<i>Aggregate</i>	<i>Carson</i>	<i>Churchill</i>	<i>Douglas</i>	<i>Lyon</i>	<i>Storey</i>	<i>Washoe</i>
<i>Total Trainings</i>	216	18	21	25	9	7	52
<i>Instructional</i>	172	14	12	24	7	6	38
<i>Observation and Mentoring</i>	21	0	1	1	2	1	9
<i>Consulting</i>	22	4	7	0	0	0	5

Note: Aggregate total trainings equals the total of all 2021-2022 NWRPDP trainings. Because educators from different districts often attend the same trainings, totals by district may exceed the aggregate total.

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

Table 3: Number of Teachers and Administrators Who Received Training

	<i>Aggregate</i>	<i>Carson</i>	<i>Churchill</i>	<i>Douglas</i>	<i>Lyon</i>	<i>Storey</i>	<i>Washoe</i>
<i>Total Regional Teachers</i>	4,633	454	205	323	179	31	3,235
<i>Unduplicated Teachers</i>	2,158	228	201	229	175	9	1,243
<i>Duplicated Teachers</i>	4,030	399	377	486	317	18	2,305
<i>Total Regional Administrators</i>	598	37	13	29	58	4	457
<i>Unduplicated Administrators</i>	284	21	13	15	28	2	199
<i>Duplicated Administrators</i>	431	44	27	21	42	2	284

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

Table 4: Number of Administrators Receiving Training

	<i>Aggregate</i>	<i>Carson</i>	<i>Churchill</i>	<i>Douglas</i>	<i>Lyon</i>	<i>Storey</i>	<i>Washoe</i>
<i>Unduplicated Administrators</i>	284	21	13	15	28	2	199
<i>Duplicated Administrators</i>	431	44	27	21	42	2	284

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

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

	<i>Aggregate</i>	<i>Carson</i>	<i>Churchill</i>	<i>Douglas</i>	<i>Lyon</i>	<i>Storey</i>	<i>Washoe</i>
<i>Teachers, Admin, OLEP</i>	51	0	11	21	0	0	19

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

Table 6: *Teacher Training in Family Engagement*

	<i>Aggregate</i>	<i>Carson</i>	<i>Churchill</i>	<i>Douglas</i>	<i>Lyon</i>	<i>Storey</i>	<i>Washoe</i>
<i>Unduplicated Teachers</i>	146	18	3	12	23	0	85
<i>Duplicated Teachers</i>	147	18	3	12	24	0	85

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

Table 7: *Paraprofessional Training*

	<i>Aggregate</i>	<i>Carson</i>	<i>Churchill</i>	<i>Douglas</i>	<i>Lyon</i>	<i>Storey</i>	<i>Washoe</i>
<i>Para-professionals</i>	44	0	39	1	3	0	1

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

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

	<i>Aggregate</i>	<i>Carson</i>	<i>Churchill</i>	<i>Douglas</i>	<i>Lyon</i>	<i>Storey</i>	<i>Washoe</i>
<i>Total Trainings</i>	216	18	21	25	9	7	52
<i>NVACS</i>	162	14	3	18	6	7	45
<i>NEPF</i>	97	7	9	7	5	7	23
<i>Culturally Relevant Pedagogy</i>	109	10	5	10	4	1	31

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

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



NWRPDP

Northwestern Nevada Regional Professional Development Program

Five Year Plan

Establishment

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

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

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

Service Area

The NWRPDP serves over 6,076 teachers and administrators in schools across six counties in Northwestern Nevada. The NWRPDP services Carson City, Churchill, Douglas, Lyon, Storey, and Washoe County School Districts. Among districts there is considerable disparity in the number of students, ranging from approximately 445 in Storey County to 62,000 in Washoe County.

Measurement

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

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

Northwest Regional Professional Development Five-Year Plan 2022-27

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

Vision and Mission

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

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

Professional Development Standards

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

Goals

The mission and vision of the NWRPDP guide the goals of the organization by providing a framework around which services are provided. An important aspect of the goals is to meet our organization’s charges while continuing to honor and respect the individual regional districts’ initiatives, strategic plans, and identities. Ultimately, there are four major goals to improve our

performance and meet the needs of our region along with bulleted strategies identified to meet these goals:

Goal 1:

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

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

Goal 2:

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

- Partner with administrators in order to develop positive relationships and trust.
- Provide ongoing leadership and support for understanding the Nevada Academic Content Standards.
- Encourage administrators to participate actively with teachers in content specific professional development.
- Provide professional development that improves teaching and learning through the Standards.

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

Goal 3:

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

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

Goal 4:

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

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

A Two-Year Focus (2022-24)

NRS 391A.175 section 1

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

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

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

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

Biennial Budget for the NWRPDP for 2021-23: \$2,172,984.00

NWRPDP Sponsored Training Programs

The Northwest Regional Professional Development Program (NWRPDP) is a service organization providing professional learning opportunities to districts and schools within our region. Training programs offered each year vary depending upon the needs and requests of the districts we serve; the NWRPDP does not solely determine those training programs without significant input from our stakeholders. In addition to serving the requests of our districts and schools, the NWRPDP has developed and provided the training listed below for teachers and administrators during the 2021-23 biennium.

- Gifted and Talented Education (GATE) endorsement courses- NWRPDP has partners with leaders from Carson and Washoe County School District to develop the four required courses for educators to earn their endorsement to teach GATE. Three cohorts, with approximately 30 educators enrolled in each cohort, ran throughout the 2021-22 school year.
- Dare to Lead for school administrators and teacher leaders. NWRPDP facilitated multiple book studies for educators with the book, Dare to Lead, as well as with all Washoe County School District administrators.
- NVACS K-12 Computer Science Standards implementation and professional learning opportunities including Computer Science Endorsement courses, Python Programming with Raspberry Pi, Programming C with Robots, and Code.org courses.
- Technology Integration
 - Various self-paced professional learning opportunities were developed in CANVAS for educators in Churchill County
- NVACS Social Studies implementation and instructional resource support.
 - Various book clubs were facilitated with a focus on content and lesson development as a support in social studies classrooms.
 - ECON Summit
 - Vanguard group
- (NELIP) Early Literacy Cadre/Literacy Cohorts:
 - Year 1 and year 2 of the Early Literacy Cadre was held for PreK-third grade teachers. Classroom observation and feedback, peer observation, lesson study, and video self-analysis are included. Content to include: strategies for teaching and learning in reading and writing, guided reading, running records, choice of literature, speaking and listening, assessment.
 - Phonological Awareness training
 - Early Childhood Learning Series-
 - Kindergarten cohort Year 1 and Year 2
 - Make May about play workshops
- Math professional learning opportunities
 - Math support will include a variety of models
 - Math Routines for Reasoning site professional learnings- Three school sites participated in training targeted in the eight mathematical practices.

- Site support for novice math teachers focuses on lesson design, standards, and assessment of student learning.
 - Building Thinking Classrooms
 - Cognitively Guided Instruction (CGI) workshops. Teachers will explore how CGI starts with what students know and builds on their intuitive problem-solving processes so that students grow in their understanding of rigorous math concepts.
- Retrieval Practice
 - Teachers participated in a 16 hour course focuses on incorporating retrieval practice into content instruction.
- Science of Reading- Educators engage in a book study with the text *Shifting the Balance* and participated in new learning and discussions regarding new trends and research in reading instruction.
- STEM Program
 - Teachers across the region participated in an Introduction to STEM course.
 - AWIM kit training was provided for schools that requested. Each teacher participating received an instructional kit
- Teacher Leadership Cohort (TLC) – continuation
 - Teachers engage in a two-year program based on teacher leadership competencies. Teachers engage in workshops to learn the competencies and to develop action research plans. By developing and acting upon action research, teachers practice the competencies and self-assess their efficacy. A professional learning community model is practiced and teachers learn to give and receive highly effective feedback. Content includes but is not limited to: Reflective practice, personal effectiveness, interpersonal effectiveness, communication, continuing learning and education, group processes, adult learning, technological facility, coaching, resistance, research, and assessment, among others.
- National Board Certification (NBC) - continuation
 - Teachers meet throughout the year in a cohort model to learn the NBC process, work on submissions, receive feedback from facilitators and colleagues, as well as provide feedback and support to other candidates. Teachers are responsible for practicing the NBC expectations in their classrooms and bringing student samples to share and analyze. Classroom observation, peer observation, and video analysis are included.
- NVACS Science training for three content areas: Life, Earth, and Physical
 - Teachers receive training in science standards, cross-cutting concepts, science and engineering practices, and disciplinary core ideas.
 - Supports for all areas of science standards were provided on an ongoing basis. Integrated opportunities will be provided as follow up.
 - Nevada CONNECTS year 2

- Parent and Family Engagement
 - SUU three-credit course was offered three times during the 2020-21 school year. This course focuses on strategies for educators to engage families in their child’s educational experience.
 - Family literacy club are designed to support teacher leaders in planning and implementing 2-4 literacy events at their individual school sites.
- Multicultural Education
 - Educators receive training on the foundations of multicultural education and culturally responsive teaching practices.

Professional Development Standards Recommendations

Nevada State Board of Education Adopted 7/19/18

Recommendation 1(a):

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

Recommendation 1(b):

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

Standard #1 (Learning Communities):

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

Standard #2 (Leadership):

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

Standard #3 (Resources):

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

Standard #4 (Data):

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

Standard #5 (Learning Designs):

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

Standard #6 (Implementation):

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

Standard #7 (Outcomes):

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

Standard #8 (Equity):

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

Standard #9 (Cultural Competency):

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

Part Two: Individual RPDP Information

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

The Nevada Regional Professional Development Programs revised two gifts and grants in the 2021-2022 academic year: 1) TESLA (Computer Science) and). The Southern RPDP served as the fiscal agent for the TESLA award and the Northwest RPDP for the Developmentally Appropriate Practices for Kindergarten (DAP K) professional learning sub-grant award.

TESLA

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

Developmentally Appropriate Practices for Kindergarten (DAP K) Professional Learning

One hundred and seventy-two teachers participated in professional learning offered through a series in-service and/or workshops offered throughout the Northwest region and state. In collaboration with the Nevada Department of Education, the NWRPDP staff designed two cohorts of professional learning targeted for kindergarten teachers with a focus in develop appropriate practices in schools. In May, 122 teachers participated in the “May is About Play” workshops. Each workshop offered focused on best practices in supporting a child academic and social-emotional goals through play in the classroom.

Regional Projects: NWRPDP Case Studies

Self-Evaluation Procedures

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

NWRPDP Logic Model 2017 – 2022

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

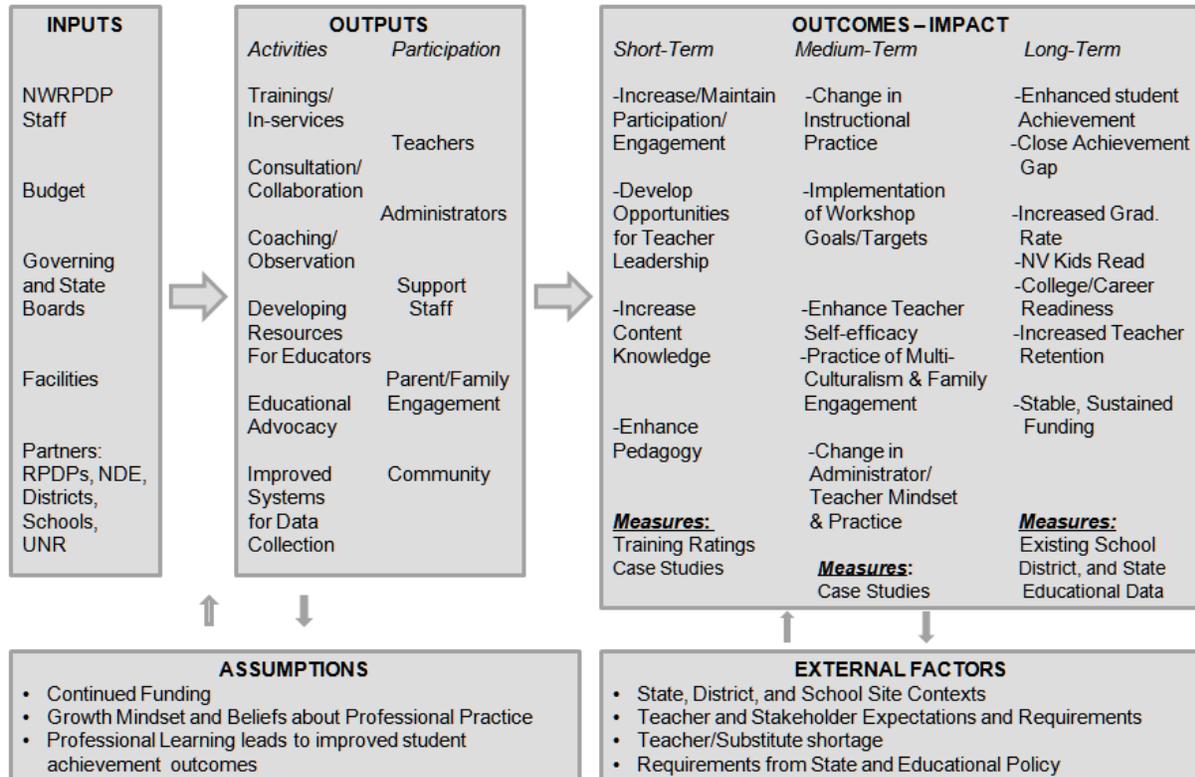


Figure 2: NWRPDP Logic Model

Key Findings from 2021-2022 NWRPDP Evaluation Activities:

Professional development services were conducted in all six districts that comprise the NWRPDP, reaching a total of 2,211 unique educators during 2021-22. Because professional development covers varied training topics and consulting services, and educators often attend multiple trainings, the total number of duplicated educators receiving services was 4,614. Elementary teachers (*unique* total served = 2,327) again were the largest educator group served this past year; followed by High school teachers (1,341); Others, which include substitutes, counselors, paraprofessionals and district personnel (277); Middle school teachers (948); and Administrators (268). Overall, 32% of the approximate 5,751 educators employed in the region (as reported by each district) participated in programs provided by the NWRPDP during 2021-22. Remarkably, the numbers of unduplicated participants are greater than 2020-21, despite lower numbers of duplicated participants in 2021-22 than last year suggesting a change in the impacts of the ongoing COVID-19 pandemic.

Case study evaluation data reveal a variety of positive outcomes across the 11 NWRPDP 2021-22 case study projects. The diverse foci of case studies this past year included continuing to help teachers develop new Nevada centric resources to meet NVACS-S Science standards: improving educator retrieval practices to foster improved instruction; fostering teacher retention through participation in a National Board Cohort, improving resources in alignment with NVACS Social Studies through the inclusion of Indigenous Cultures of the Americas; and enhancing parent involvement and family engagement through the development of a 3-credit graduate course for teachers. Evaluation results revealed that general education teachers who participated in Professional Learning Communities and Growth Mindset workshops showed significant increases in using those skills both in professional settings and with students directly. Participants in Building Thinking Classroom in Mathematics showed significant (<.001) increases in utilizing the course practices (e.g., forming collaborative groups, consolidating lessons). The Early Literacy Cadre showed significant (<.01) increases in creating learning environments and independent activities, planning read aloud, shared and guided reading as well as early writing teaching methods. Several educators completed Python Programming with Raspberry Pi course showing significant increases in knowledge related to Nevada Computer Science Standards (<.01), and coding/programming in C (<.001), among other positive outcomes. Educators increased their knowledge of and use of retrieval practices in their classes (<.001) following participation in a course on retrieval practices in professional learning. Following participation in the Social Studies Vanguard, participants showed significant increase (<.001) in understanding intergenerational trauma of indigenous cultures, Indian Boarding schools, Tribal governments, and current issues facing Indigenous cultures. Those participating in a graduate Parent Involvement and Family Engagement course showed significant (.001) increases in knowledge of NV Law NRS, dual capacity frameworks, ways to support and communicate with families.

The ongoing COVID-19 pandemic continued to disrupt all public educational activities throughout the 2020-21 school year—including NWRPDP professional development and trainings. NWRPDP facilitators, however, flexibly completed their ongoing case study and training activities. Specific pandemic related adjustments to

professional development projects and evaluation activities can be found in the case study section of this report. Due to the ongoing pandemic, professional services this past year were predominately delivered virtually through web-based meeting platforms in the form of in-service classes and workshops.

The Case Study Model

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

Groups at Work (that Work): Effective Strategies for Learning Communities

Introduction/Abstract

One of the primary requests in supporting educators who coach other educators is how to deal with resistant teachers. Unpacking resistance, thinking about intentional design for leading groups, and being aware of your interpersonal effectiveness in communicating with others are some of the identified skills and strategies for supporting resistant teachers. In December 2021, NWRPDP was contacted by the Director of Equity in Curriculum and Instruction in one of the school districts in our region. The request was to support Teachers on Special Assignment (TOSAs) in the development of presentation skills for adult learners and coaching resistant educators. After an initial consultation, it was determined that the NWRPDP trainer would provide professional learning based on the research and the work of Laura Lipton and Bruce Wellman for leading professional learning communities. This case study outlines the learning sequence and outcomes of this work.

Instructional Context

Located in Nevada’s capital city and surrounding area, Carson City School District is a rural school district made up of 451 teachers at 14 schools supporting 8,085 students (Public School Review, 2022). For this case study, 15 Teachers on Special Assignment (TOSAs) were brought together to explore design theory and coaching habits for leading teams of educators. The educators who support Carson City School District serve more than 8,000 students.

The Covid pandemic continued to have implications in the 2021-2022 school year. At times there were school closures and exclusions that impacted staff and students at various institutions. Trying to provide professional learning and strategic support continued to be impacted by Covid protocols.

The 15 TOSAs were called to fill in as substitute teachers during the Covid pandemic which impacted the delivery of professional learning services. The support to educators varied because some of the TOSAs were site-based while others were district-level support assigned to a particular content area. Table 9 shows the various assignments of the 15 participating TOSAs.

Table 9: Carson City School District Curriculum & Instruction TOSAs

Number	Assignment	Supports
6	Elementary Site-Based Coaches	PreK-5 teachers at elementary schools
9	Content-Area/Specialty Coaches (English Language Arts, Math, Science & Sustainability, Social Studies, GATE, ELL, CTE, Technology Integration, Professional Learning	PreK-12 teachers across the district
15 Total TOSAs	10 Varying Assignments	451 District-wide teachers

The intent for the professional learning was to ground TOSAs learning theory in strategically supporting Carson City School District educators to decrease attrition rates.

Initial Data/Planning

The Director of Equity in Curriculum and Instruction contacted NWRPDP to provide professional learning on coaching educators and facilitating professional learning. Based on the initial needs assessment, it was determined the TOSAs would each be given a copy of *Groups at Work* and engage in professional learning based on Laura Lipton and Bruce Wellman's research. The challenge with this group of educators was the varying levels of knowledge, skills, and experience. The trainer designed the professional learning based on Nevada's nine Standards for Professional Development by incorporating implementation and evaluation expectations with feedback surveys between each session (2018). The standards served as a guidepost for professional learning and a way to emphasize links to the Nevada Educator Performance Framework (NEPF) and how designing professional learning for adult learners mirrored best instructional practices for our teachers and students. In order to mitigate the challenge of differentiating the professional learning for the varying levels of experience, knowledge, and skills, the NWRPDP facilitator outlined learning intentions that acknowledged the diversity of the groups' understanding:

Delivery of Services

Five sessions were scheduled to unpack the practices and premises for leading groups based on Lipton and Wellman's research. Included in the professional learning was specific content from Elena Aguilar on dealing with resistant teachers and Jane Kise's research on differentiating support for educators. All five of the meetings were designed to be face-to-face meetings. The expectation was by the final session, participants would apply and implement their learning in a coaching or professional learning session with educators and report back to the TOSA group.

Participants educational experience varied from first-year coaches to coaches who had been supporting teachers for more than 11 years. In order to honor the diversity of the groups' experiences the trainer established learning outcomes as follows:

- Develop collaborative skills for ourselves and others.
- Understand and apply premises and practices for leading groups.
- Engage in professional learning content to affirm, develop, and/or enhance our skills in supporting the educators we serve.
- Identify practical strategies we can use tomorrow.

To measure these learning outcomes the trainer designed the professional learning to incorporate strategic collaboration in understanding the practices and premises for leading groups. The activities selected for relationship building, processing, or completing a task related to the professional learning were captured on a "Pedagogical Moves and Strategies" chart that was displayed during the training and revisited at the end of each session to discuss how teachers

could use similar strategies in their classrooms with students. The participants also spent time aligning the activities with the NEPF Standards.

During the first professional learning session, the facilitator guided participants through a “container building” activity in order to establish psychological safety in the learning space and create working agreements for the remaining sessions. These working agreements were posted at each session and used to guide the session survey feedback. Table 10 outlines these agreements.

Table 10: Carson City TOSAs Working Agreements

We agree to be present, engage fully, and exhibit a growth mindset for ourselves and others.
We agree to conduct regular check-ins to make sure our learning is meaningful and relevant.
We agree to balance quiet reflection and verbal processing time.
We agree to ask questions – “Clear is kind.”
We agree to honor confidentiality in our learning space

The second scheduled session had to be canceled due to school exclusions from Covid and TOSAs needed to act as substitutes to fill in for excluded staff members and provide direct instructional support to their students.

Results and Reflection

In reviewing the data collected from the group between each session, the NWRPDP facilitator was able to determine what was working for the group and where to make adjustments to the learning design for the group. For example, one participant “appreciated the interactive element and modeling of various strategies” along with the importance of remembering how to “envision groups as they might be and believe in the group’s potential” much like the high expectations teachers hold for their students. Another participant shared finding one activity challenging because partners finished reading at different times and started their discussions before all the participants were done reading which was a distraction. This feedback allowed the trainer to be intentional in allowing for quiet reading and reflection before engaging in a discussion about the content during the next learning session.

As the participants noticed the trainer’s use of the feedback survey in the design moving forward, discussions around the strategic design of group work continued and set the stage for participants to start thinking about which of the *Groups at Work* strategies they might try with a group of educators and be prepared to share their results during our final learning session.

All participants at the final learning session shared a strategy they had implemented with a group of teachers during a Professional Learning Community (PLC) group or while facilitating professional learning with other educators. 100% of the participants agreed the *Groups at Work* professional learning sequence successfully made the case for intentional design for group meetings and interactions.

Conclusion

The overall design of this professional learning sequence provided participants with an “inside out” view of design theory and application of the practices and premises for leading groups. Participants were able to engage in professional learning and then reflect on the professional learning design to consider how to effectively engage educator groups in working together. All the participants in this professional learning asked to continue engaging in training with the NWRPDP trainer. The participants created a slide show presentation as a thank you for the facilitator to individually express their appreciation for the thoughtful design and relevant content. Plans are in place to continue coaching professional learning and support for the 15 Carson City School District TOSAs in the 2022-2023 school year.

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2021-22 Case Study: Groups at Work (that Work) Logic Model

Situation: What structures and strategies are necessary to support teacher group development and implementation of change? In this case study, district-level Teachers on Special Assignment (TOSAs) participated in professional learning to identify skills and design structures necessary to impact meaningful change. The participants were able to put their learning into practice and share their findings in the final learning session.

Inputs	Outputs		Outcomes -- Impact		
	Activities	Participation	Short	Medium	Long
Funding (copies of <i>Groups at Work</i>) NWRPDP Director NWRPDP Professional Learning Facilitator Carson City School District Director of Equity in Curriculum & Instruction Carson City School District Curriculum & Instruction Teachers on Special Assignment (TOSAs) Educator Groups Supported by TOSAs (PLCs, Professional Learning participants, educators receiving coaching support)	Five 2-hour training sessions over the course of three months. Professional learning content on the practices and premises for leading effective groups. Strategies for navigating educator resistance. Exploration of cognitive diversity and its impact on group development. Reflection on interpersonal effectiveness and collecting evidence of impact.	1 NWRPDP Professional Learning Facilitator 1 Director of Equity in Curriculum & Instruction 15 Curriculum & Instruction TOSAs	Educators report an increase in the ability to recognize the practices and premises for leading effective groups. Educators use vocabulary, strategies, and resources from <i>Groups at Work</i> . Measures: Session Feedback Surveys	Educators report an increase in intentional design for leading effective groups. Educators will begin to see and acknowledge the impact of using vocabulary, strategies, and resources from <i>Groups at Work</i> on their behavior. Measures: Session Feedback Surveys	Educators report plans to implement <i>Groups at Work</i> strategies and protocols in their own practices. Educators share the intentional design of strategies and structures with teachers for use with their students. Measures: Final Session Feedback and Sharing of Implementation including design, purpose, and outcome.

Assumptions: Educators are committed to engaging in professional learning

External Factors: COVID-19 Pandemic, Substitute shortage, educator fatigue

Figure 3: Case Study: *Groups at Work (that Work)* Logic Model

Re-engaging with Mathematical Mindsets Principles in Middle School Math Classrooms

Introduction/Abstract

It would be an understatement to say that COVID-19 has had a significant impact on schools and the world. For our students, this “normal” school year follows two very unique years. Even though all students are attending school in-person every day, this school year has been characterized by many long-term absences of five days or more by students impacted by COVID. The lockdown in the spring of 2020, which closed schools to in-person learning for one quarter of the school year, and hybrid instruction for middle school students during the 2020-21 school year, where students attended school every other day in-person, had great impacts on math learning for students. During the 2020-21 school year, students could not use math manipulatives freely and they could not sit in groups or work cooperatively without maintaining a social distance. These safety practices, coupled with inconsistent math learning, have caused teachers to rely on more traditional math teaching practices. The need for high quality math instructional practices is more critical now than ever before.

In 2018, Jo Boaler and her team at Stanford, released five mathematical mindset principles designed to promote a journey of mathematical growth and learning for teachers. The principles are organized into three strands: beginning, developing, and expanding, where teachers can identify themselves along the spectrum and work toward expanding their practices (www.youcubed.org). Middle school math teachers were trained on these principles prior to the COVID-19 lockdown and are re-engaging with them this year.

Instructional Context

Douglas County School District (DCSD) is a rural school district located in Northern Nevada. DCSD is comprised of fourteen schools, including seven elementary schools, two middle schools, four high schools and one online school. Approximately 5380 students were enrolled in DCSD during the 2021-22 school year. The student population is comprised of 66.68% white students, 23.47% Hispanic students, 3.16% American Indian students and 5.68% students who are more than one race. DCSD has an Average Daily Attendance rate of 94.6%. It has a cohort graduation rate of 88.91% as reported in the Nevada Report Card (2021). Chronic absenteeism for the 2020-2021 school year was 16.9%, which increased from 12.7% in 2018-19 (www.nevadareportcard.nv.gov).

Initial Data and Planning

Table 1 shows a summary of the standards-based Criterion-Referenced Test (CRT) performance for grades six through eight leading up to the pandemic and for the 2020-21 school year, where middle school students attended school in-person every other day and participated in online work from home the remaining days. Students scoring ED (emerging development) and AS (approaching standard) do not meet proficiency. Students scoring MS (meets standard) and ES (exceeds standard) meet or exceed the standard.

Table 11: Standards-based Test Performance Grades 6-8

Grade Level	Mathematics 2016-17	Mathematics 2017-18	Mathematics 2018-19	Mathematics 2020-21
6	ED 27.4% AS 41.8% MS 21.2% ES 9.6%	ED 31.7% AS 38.0% MS 21.1% ES 9.3%	ED 29.3% AS 33.7% MS 25.1% ES 12%	ED 34.9% AS 35.2% MS 21.3% ES 8.6%
7	ED 28.9% AS 35.8% MS 22.6% ES 12.7%	ED 25.4% AS 34.7% MS 25.2% ES 14.7%	ED 26.3% AS 33.8% MS 25.6% ES 14.3%	ED 34.1% AS 31.0% MS 25.1% ES 9.5%
8	ED 28.7% AS 30.5% MS 21.1% ES 19.7%	ED 35.5% AS 33.1% MS 18.6% ES 12.5%	ED 31.7% AS 32.9% MS 19.2% ES 16.1%	ED 42.6% AS 29.0% MS 17.9% ES 10.5%

Delivery of Services

In the spring of 2021, Douglas County School District adopted a new material for middle school math instruction. During the 2021-22 school year, all middle school teachers attended three days of training on how to implement the new materials in their instruction. After spending several years prior to the pandemic focusing on how to develop mathematical mindsets in students and how to teach using mathematical mindset principles in their instruction, it was necessary to look at how the newly adopted materials supported the mathematical mindset instruction that has been the focus of previous professional learning. The new instructional materials are being used by fourteen middle school math teachers across DCSD. Three middle school math teachers chose to attend an optional in-service workshop to further explore their new instructional materials.

In addition to training on the new instructional materials, one walk-through was conducted. Teachers were observed for twenty minutes during math instruction and given immediate written feedback highlighting the mathematical mindset principles observed. Data was collected on the mathematical mindset principles on a scale from one to five. Middle school math teachers were also asked to complete a post-reflective survey thinking about the implementation of the mathematical mindset principles prior to COVID, during the pandemic and during the current school year.

Results and Reflection

Walk-through data showed several areas of growth with the new materials. It was encouraging that mindset messages and praising effort and the learning process showed increases over spring 2021 and were frequently observed. Students dealing with mistakes as part of the learning process was also frequently observed and showed the greatest gain over last year. Brain science shows that students learn when they make mistakes and understand the reasoning behind their mistakes, which is essential to math learning. Seeing students struggle to make sense of their mistakes shows a large shift in math instructional practices. The gain in students making connections between mathematical concepts was also notable.

While the mean for open tasks remained the same, the frequency of observing open tasks showed that there is a need for some improvement in that area. In fifteen observations, open math tasks were observed in three instances. The new instructional materials include open tasks for students; however, teachers often feel pressured to move quickly through content and have been feeling concerned about gaps students have in their learning, and the open tasks are often skipped. This also probably explains the decrease in seeing lessons where depth of math understanding was the focus over speed. The data collected will help create areas of focus for professional learning next year.

Table 12: Walk-through Data

Question	Spring mean 2021	Mean 2021-22	Frequency of observation (n=15)
Practice 1: Growth Mindset Culture [mindset messages]	3.00	3.73	11
Practice 1: Growth Mindset Culture [praising effort and learning process]	3.18	3.73	11
Practice 1: Growth Mindset Culture [student's mindset]	3.86	3.67	11
Practice 2: Nature of Mathematics [open tasks]	3.50	3.50	3
Practice 2: Nature of Mathematics [reasoning and multiple perspectives]	3.50	3.22	8
Practice 2: Nature of Mathematics [depth over speed]	3.50	3.00	9
Practice 3: Challenges and Struggle [mistakes]	2.50	4.33	10

Practice 3: Challenges and Struggle [struggle and persistence]	3.36	3.33	9
Practice 3: Challenges and Struggle [questioning]	3.73	3.73	12
Practice 4: Connections and Collaborations [mathematical connections]	3.50	4.00	11
Practice 4: Connections and Collaborations [connecting in small groups]	3.67	3.00	8
Practice 4: Connections and Collaborations [connecting as a whole class]	3.29	3.73	7

Post-reflective data was collected asking teachers to think about the practices prior to COVID, last year during hybrid math instruction, and this year when they have their students back at school full time. Post-reflective data is summarized in Table 2. Post-reflective data showed that some of the practices have strengthened even during the pandemic. Teachers reported that giving praise for effort and the learning process and sharing growth mindset messages with their students are areas of strength. Making mathematical connections also shows an improvement despite challenging teaching circumstances in the last two school years. Interestingly, these areas were also seen as strengths in the walk-through data.

Teachers reported seeing a decrease in students’ mindsets about themselves in mathematics and that open tasks are more challenging now than they were previously. Teachers also mentioned that students are having more difficulty making mistakes as part of learning and are not as persistent when it comes to challenging math tasks. One teacher wrote, “Students struggle to stay focused and be persistent; they struggle to listen to both the teacher and their classmates; and they struggle to care about school. I feel that this year I have had to start over and try to build up their confidence (so much anxiety about being wrong and taking tests) and their basic understanding of being both a student and a mathematician.” Teachers also reported that they are seeing more difficulty with students connecting with one another in small groups. This was observed in the walk-throughs as well. Teachers see students struggling more socially as a result of the pandemic.

Table 13: Post-reflective Data

Questions	Prior to COVID Mean	Hybrid Instruction Mean	Current school year Mean
Practice 1: Growth Mindset Culture [mindset messages]	4.6	4.7	5

Practice 1: Growth Mindset Culture [praising effort and learning process]	4.2	5	5
Practice 1: Growth Mindset Culture [students' mindsets]	4.6	3.67	3.67
Practice 2: Nature of Mathematics [open tasks]	4.2	4.33	3.67
Practice 2: Nature of Mathematics [reasoning and multiple perspectives]	4.2	4	4.67
Practice 2: Nature of Mathematics [depth over speed]	3.8	4.33	4
Practice 3: Challenges and Struggle [mistakes]	4.2	3.67	3.67
Practice 3: Challenges and Struggle [struggle and persistence]	4.2	3.67	3.67
Practice 3: Challenges and Struggle [questioning]	4.2	4.33	4.33
Practice 4: Connections and Collaborations [mathematical connections]	3.8	3.67	4.33
Practice 4: Connections and Collaborations [connecting in small groups]	3.8	4	3.67
Practice 4: Connections and Collaborations [connecting as a whole class]	4.6	3.67	4.33

Conclusion

The last three school years have presented some very unique challenges for educators, students, and schools in general. Middle school math scores have always shown a decline from elementary school, with last year's students who were meeting or exceeding standards on the CRT falling even lower than they were prior to the pandemic. Middle school math continues to need to be an area of focus. High quality instructional materials are one important element in supporting students and teachers. Teachers are recognizing that the new instructional materials are helping them develop the mathematical mindset principles in their classrooms. Next year, teachers in DCSD will continue to focus on helping students connect with one another and how they can use open tasks more in their instruction.

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2021-22 Case Study: Re-engaging with Mathematical Mindsets Principles in Middle School Math Classrooms Logic Model

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

Inputs	Outputs		Outcomes -- Impact		
	Activities	Participation	Short	Medium	Long
RPDP trainer Math instructional materials trainer Teacher access to youcubed.org & 5 Mathematical Mindset Practices 6-8 Grade Math Teachers Students Administrative Expectations New math instructional materials Budget Training room facilities Support from Douglas County School District Resources: youcubed.org website	6-8 math teachers are training on the use of their new math materials during their professional development days (Three half day trainings). Lesson planning Modeling lessons in classrooms Classroom walkthroughs twice per year In-service classes for credit Mathematical Mindset 5 Practices post-reflective survey	6-8 teachers, specialists, administrators	Increased knowledge of the mathematical mindset materials and their organization Increased understanding of best practices in math instruction Increased understanding of the NVACS in math Increased rigor in math classrooms by using high quality instructional materials Measures: Training Ratings Case Study Post-reflective survey Qualitative Feedback	Increased self-efficacy in teaching using mathematical mindset practices Improvement in instructional practice in math <ul style="list-style-type: none"> • Increased use of open tasks • Increased collaboration student to student and whole class Increased growth mindset for students in math class Measures: Case study Walkthrough Observational data	Increased student achievement in math Increased graduation rate Increased passing rate in middle school math courses Increased student engagement in mathematics Increase in students at grade level in math Decrease in the number of students needing math remediation Measures: School, District, and State data

Assumptions: Attendance at training sessions, customization of training sessions, shifting instructional practices, developing mathematical mindset shifts, theory of change that teacher training coupled with high quality instructional materials will lead to teacher efficacy and improved pedagogy

External Factors: District math scores, budget constraints, district and site initiatives, lack of substitute teachers, ongoing pandemic

Figure 4: Case Study: Re-engaging with Mathematical Mindsets Principles in Middle School Math Classrooms Logical Model

Building Thinking Classrooms in Mathematics

Introduction/Abstract

“Thinking is a necessary precursor to learning, and if students are not thinking, they are not learning” (Liljedahl, 2021, pg. 5). Historically mathematics has been seen as a subject of following step by step procedures and answer-getting which leads to a classroom of students mimicking mathematics. A problem with this approach is if we want our students to think, we need to give them tasks that require thinking. Often when selecting tasks or classroom activities, educators focus on finding tasks that target learning the steps involved in solving a problem as opposed to the thinking involved. The introduction of the Common Core Mathematical Standards addressed this misunderstanding of mathematics by including Eight Standards for Mathematical Practice. The Standards for Mathematical Practice set forth expectations for how students engage with mathematical content and do mathematics.

After fifteen plus years of research and visiting over 400 classrooms, Dr. Peter Liljedahl found that institutionalized norms have a large impact on how classrooms look and what happens in them today. These institutional norms have not changed since the inception of the industrial-age model of public education (Liljedahl, 2021, pg. 11). Through his research, Dr. Liljedahl focused on disaggregating teaching into discrete factors, each acting as individual variables in the pursuit of building a thinking classroom. Fourteen factors emerged, providing educators tools to effectively implement the Standards for Mathematical Practice both easily and systematically.

Instructional Context

The Building Thinking Classroom in Mathematics, one and one half credit course, was offered to kindergarten-12th grade educators in the Northwest Nevada region. This region includes urban, suburban, and rural areas with a broad range of socioeconomic statuses and student ethnic representations. Participants in this study were from Washoe County School District and represented seven elementary schools, two middle schools, and one high school. The elementary educators (kindergarten - 5th grade) that participated in this course are responsible for teaching all core subjects and devote on average 75-90 minutes of mathematics instruction into their daily schedule; the secondary educators (6th-12th grades) teach the subject of mathematics exclusively, two of which service special education mathematics instruction.

Table 14: Participants Who Received Training

<u>Grade Level</u>	<u>Number of Teachers</u>
Kindergarten	2
1st Grade	1
3rd Grade	5

5th Grade	4
Middle School (6th-8th Grades)	2
High School (9th-12th Grades)	2

Initial Data and Planning

Data for both Nevada and Washoe County School District indicate a lack of growth in Mathematics. The 2019 National Assessment of Educational Progress (NAEP) data shows only 34% of Nevada students were proficient while 26% of 8th grade students showed proficiency in mathematics. The NAEP data also indicates that students in both 4th and 8th grade did not show significant growth between the 2017 and 2019 testing years which shows a trend of slow growth predating the pandemic (*NAEP report card: Mathematics 2021*). Data from Smarter Balanced Assessment Consortium (SBAC) also support NAEP’s findings when looking at students who showed proficiency in mathematics. During testing years 2015-2019 mathematics proficiency rates for 3rd through 8th graders hovered between 32.7 % and 37.5%. In 2021, the average mathematics proficiency rate dropped to 26.3%. In addition, multiple studies have shown the learning impact of mathematics is greater than that of other subjects such as ELA which only dropped from 48.5% (2019) to 41.4% (2021) (*Nevada State - Nevada Accountability Portal, 2021*).

Further complicating this drop in proficiency were the initial safety protocols put in place when students returned to the classroom from an online learning platform such as three to six feet distance between students. This prevented many educators from using strategies they relied on pre-COVID. It was important to remind educators of the importance of student-centered activities, many of which they had used pre-pandemic.

Additionally, observations of educators show a lack of understanding/knowledge of how to teach through problem solving in which students learn mathematics through real contexts, problems, situations, and models that help them build meaning for the concepts rather than apply mathematics after it is learned (A., V. de W. J., & A., V. de W. J., 1998, pgs 13-14) which is often seen through direct instruction and teaching students to follow and/or memorize steps. This lack of a problem-solving approach is detrimental when helping students to connect concepts and transfer knowledge across mathematical content. The pre-assessment data supports these observations and showed limited knowledge of the five of the 14 Practices of Enhanced Learning in a Thinking Classroom as identified by Dr. Liljedahl (Liljedahl, 2021, pg. 14); the average score was 1.95 out of 5.

Delivery of Service

This course was set up as a hybrid course with a total of five meetings, two in person and three virtual. The class meetings took place over a one month period affording participants ample time to implement the Learning Practices in a systematic manner. In addition to the in person and virtual meetings, participants completed three and one half hours of asynchronous work. As an instructional tool, each participant received a copy of the book, *Building Thinking Classrooms in Mathematics: 14 Teaching Practices for Enhanced Learning* (Liljedahl, 2021). This book guided this course's instruction. While all 14 practices from the book were introduced, this course spent more time digging deeper into and focusing on implementation of the following five of the practices:

- Practice 1: Types of tasks we provide students
- Practice 2: Forming Collaborative Groups
- Practice 3: Where we work
- Practice 5: How we answer Questions
- Practice 10: Consolidating from the Bottom

The first and fourth meeting took place in-person on a Saturday. During the in person meetings, the focus was on both introducing new learning practices and implementation of those practices in a classroom setting. This was done by having participants engage in the practices as their students would, followed by a debrief with fellow educators as to how this might be put into practice in their classrooms. This format was well received by participants as demonstrated by many in the post-reflective survey, "You guys really brought thinking classrooms to life during our Saturday classes and we were able to experience learning like how our students would be able to." During our first in-person meeting, Practice 1: Types of tasks we provide students, Practice 2: Forming Collaborative Groups, Practice 3: Where we work, and Practice 10: Consolidating from the Bottom were introduced. Practices 1-3 were introduced as they are easily implemented. Practice 10: Consolidating from the Bottom was also introduced as it required a large amount of practice in order to fully understand and apply in the classroom setting. The fourth meeting focused on exploring Practice 5: How we answer questions as well as putting all the practices together into a single lesson by taking participants through an entire Building Thinking Classrooms lesson and embedding pause points to collaborate about specific practices as they organically occurred.

The three Tuesday evening meetings took place virtually. The evening meetings were held virtually to accommodate participants from rural areas. These meetings were structured in a way that allowed participants to share their successes, struggles, and collaboratively discuss their work. Grade-level banded breakout rooms were used to provide participants the space to engage with colleagues who had similar-aged students. In addition, readings from *Building Thinking Classrooms in Mathematics: 14 Teaching Practices for Enhanced Learning* (Liljedahl, 2021) were discussed as well as micro moves that participants which easily embed into their instruction were explored for the Learning Practices that were not the center of focus for this course. These

Learning Practices included defronting the classroom, building student autonomy, hints and extensions, and student notes.

For the asynchronous component of this course, participants read the supplied book and completed asynchronous work which included planning for implementation and reflection of the five Learning Practices of focus. Additionally, participants read and responded to Jo Boaler’s article “Aligning Assessment with Brain Science” which supports and enhances Liljedahl’s Learning Practices involving assessment.

The option of post-course support was offered to all participants. Nine participants took advantage of this support which included but was not limited to classroom set up and supplies, observing and coaching, and on-site collaboration during the implementation process.

A Building Thinking Classroom Microsoft Teams was created to offer a platform for collaboration and resource sharing among participants and facilitators. Files that were shared in the Building a Thinking Classroom Team included Powerpoints from the course, curricular and non-curricular tasks, graphic organizers, and podcasts. In addition, participants shared pictures of their classroom set-up and students engaging in the Learning Practices.

Results and Reflection

At the completion of the course, all participants were asked to complete a post-reflective survey on their knowledge of Peter Liljedahl's Practices that Enhance Learning that were focused on during this course. Participants rated themselves from 1 (not familiar at all) to 5 (extremely familiar). The results are shown in the table below.

Table 15: Post Reflective Survey Data

	<u>Before attending</u> <i>(mean before)</i>	<u>After attending</u> <i>(mean after)</i>	<u>Difference</u>	<u>t-score</u>	<u>Significance</u> <i>(p-value)</i>
Practice 1: Types of tasks we provide students	1.56	4.14	2.58	-9.15	<.001
Practice 2: Forming collaborative groups	2.25	4.6	2.35	-8.73	<.001
Practice 3: Where students work	1.94	4.53	2.59	-8.72	<.001
Practice 5: How we answer questions	2.13	3.47	1.34	-3.78	<.001

Practice 10: Consolidating a lesson	1.88	3.33	1.45	-4.39	<.001
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The results reveal that significant growth occurred in all five practices as a result of this course. Practices 1-3 showed the largest increase which was to be expected as these practices did not require a fundamental change in mathematics instruction. Practices 5 and 10 required participants as well as their students to employ a systemic change in how they approached mathematics instruction and learning in the classroom. While these two practices did experience significant growth the familiarity and comfort with utilizing these practices in the classroom will inevitably take more time and practice.

Throughout the course participants had many opportunities to reflect on their learning in addition to offering feedback on this professional learning experience. This professional learning experience was delivered as a modified version of a book study where participants read parts of the book and then had the opportunity to receive training on implementing the Learning Practices, similar to a flipped classroom format. This format was well received which was evident by following comments:

- Peter's book is amazing! I love how you guys explained the chapters not only verbally but also by actions. Most classes that include a book are pretty basic... read, write a response, talk about, repeat. But this class shows the book in action. I love how you guys model everything because for teachers like me who are visual learners make a huge difference.
- I found this entire class helpful. I really enjoyed when the instructors put on their teacher hats and we put on our student hats. That was a fantastic way to deliver the information.
- You guys really brought thinking classrooms to life during our Saturday classes and we were able to experience learning like how our students would be able to.
- In chapter 2, Liljedahl tells how random grouping increases engagement, collaboration, and empathy within the classroom community (2021). I started to notice this after we had a conversation on collaboration and it would look like in the classroom. It had increased once the random grouping started happening. The groups that I initially thought would struggle, turned out to be the ones having math discussions and sharing the pen to get their ideas on the board. There is indeed a possibility where these groups could find success.

The hybrid approach and length of the course showed positive results in the course post survey as well. Participants appreciated the mix of in person and virtual meetings where each type of meeting had a well-defined purpose.

- I really loved both ways- it was powerful to use the whiteboards and the shorter online classes were a really nice balance!
- I like the hybrid we did. In person was great to get a feel of implementation and be able to experience a thinking classroom.

- I really liked the format. The first day in person really set us up for immediate success and implementation. Then those couple Tuesday classes were good as check-ins and a little more depth, while the second class was diving deeper to see how it looked in real life. It was nice to see a whole day from start to finish, so we could realistically plan for that span of time in our rooms too.
- Love this class, especially the sat/virtual format!

There are some considerations for future offerings of this course. The first being the potential of breaking the course into two separate sections one being geared towards elementary educators and the other towards secondary educators. Another modification to consider is to build in more time to discuss and explore selecting, sequencing and connecting students solutions in order to assist with understanding and implementation of Practice 10: Consolidating from the Bottom, and exploring assessing and advancing questions to complement Practice 5: Hints and Extensions.

The majority of participants in this course have a desire to continue their learning and implementation of Liljedahl's 14 Practices of Enhanced Learning. 71% of participants are interested in joining a Building Thinking Classrooms in Mathematics II if available.

Conclusion

As the shift in focus of mathematics instruction from simply following procedures and getting answers to a focus on the creativity and problem solving necessary to fully and conceptually understand mathematics, it is imperative that educators are provided with the training and resources to effectively and systematically make this change.

When participants utilized Liljedahl's 14 Practices, many positive outcomes emerged. First and foremost the Nevada Academic Content Standards for the Eight Mathematical Practices materialized organically which is the foundation for creating student-centered learning. Second, students developed a positive mathematical mindset and built confidence in their ability to solve complex problems, both individually and in collaboration with peers. Next, Teachers were given the resources in addition to a well-researched action plan to implement practices and lessons that help students go beyond rote memorization and repetitive calculations.

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2021-22 Case Study: Building Thinking Classrooms in Mathematics Logic Model

Situation: This case study will utilize Peter Liljedahl’s book, *Building a Thinking Classroom in Mathematics*, in which he identified 14 optimal practices for getting students to think mathematically where the focus is on the process of problem-solving in mathematics versus answer getting. During this study, teachers will be introduced to and explore how to implement 5 of the 14 practices to increase student engagement and problem solving skills.

Inputs	Outputs		Outcomes -- Impact		
	Activities	Participation	Short	Medium	Long
RPDP Trainer Curriculum Coaches Teachers Students Curriculum Instructional Videos Book Standards	(5) 2-6 hour trainings utilizing <i>Building Thinking Classrooms in Mathematics</i> by Peter Liljedahl 14 hours collaborative planning times focused on implementation of 9 practices Observation and Feedback and/or Coaching Presentation of Work to colleagues	12 Elementary Teachers 2 MS Teachers 2 HS Teachers	Teachers will incorporate 3 of the 14 practices of a Thinking Classroom. 1. Rich Grade Level Tasks (Thinking Task) 2. Random Grouping of 3 3. Vertical Learning Spaces Students will engage in open-ended questions that require high levels of problem-solving and perseverance. Measures: Teacher Reflection and Teacher/Student Surveys	Teachers will incorporate 2 more of the 14 practices of a Thinking Classroom 4. Answer only "Keep Thinking" Questions 5. Consolidating the lesson from the bottom Students will ask more questions that allow them to continue to engage with the given task. Measures: Retrospective Survey for Teachers	Teachers who complete the course will continue to implement thinking classroom strategies and share these strategies with colleagues. Increased student achievement and connection making. Increased proficiency rates on SBAC and secondary math tests Increased Graduation Rates Measures: Increase proficiency level on SBAC Increase scores in Mathematics on ACT

Assumptions: Teacher training will lead to increased student-centered and learner-responsive classrooms. Teachers that participate will have the desire to be there. Participants are open and willing to have their students participate in group work. Drawn to hybrid nature of course. Teacher training will lead to increased efficacy

External Factors: Initiative fatigue (Covid 2.0). Teachers have had fewer opportunities for professional learning in mathematics in recent years due to **SB 391**, Nevada's Read by Grade 3 Act which has created a priority focus on literacy.

Figure 5: Case Study: Building Thinking Classrooms Logic Model

Early Literacy Cadre – Year One

Introduction/Abstract

“A synthesis of research compiled by John Hattie found that the greatest influence on student progression in learning is having highly expert, inspired and passionate teachers and school leaders working together to maximize the effect of their teaching on all students in their care (Hattie 2015, p 2; Hattie 2017). In fact, collective teacher efficacy has a stronger influence on achievement than ANY OTHER FACTOR at the school, teacher, or student level.” (Fountas and Pinnell Blog 2020) The design of the multi-year Early Literacy course endeavored to help teachers develop their expertise in high-quality teaching practices and individualized responsive teaching of early learners. The underpinnings of the design utilized the continuous improvement model of professional learning by offering a multi-year opportunity for teachers to engage deeply in a variety of aspects of early literacy instruction. This case study highlights the learning of participants in Early Literacy Cadre Year One. The year one course is intended to be an overview of the high-quality teaching practices that comprise the elementary school literacy block. Twenty-two primary grade teachers across three districts in the Northwest Nevada region enrolled in the year one Early Literacy Cadre. In August, the trainer conducted a needs assessment to assess prior knowledge and determine a scope and sequence for the course that matched the needs of the participants. The main needs and learning goals of the participants identified included: teaching reading in small groups, writing instruction, and phonological awareness. All identified outcomes fit well into the course objectives, scope and sequence of the original design of the course.

Instructional Context

This year the trainer increased the credits earned for the Early Literacy Cadre Year I from a one credit course to a one and a half credit course. This decision was based on feedback gathered from a survey from last year’s cohort that additional, asynchronous time is needed to complete the application assignments. Here are some examples of the feedback I collected that led to the changes. “Thank you for the gifts and teaching this class. It was great. My only concern is it seemed like a lot of work for a one credit class not sure if there is anything you can do about that in the future though.” “This class was great it was just a lot of work for one credit.” The class now meets synchronously each month for two hours after school and participants complete assignments outside of class and contract time for a total of 6 asynchronous hours. The Early Literacy Cadre is offered to educators in grades K-5 across the Northwest Nevada region. This region includes six counties and six school districts: Washoe, Carson, Lyon, Douglas, Storey and Churchill. These regions vary widely in size and in demographics (See Table 1). Two counties use the same English Language Arts (ELA) curriculum, all others use different ELA programs.

Table 16: County Demographics

County	Enrollment	Schools	Am In/AK Native	Asian	Hispanic	Black	White	Pacific Islander	Two or More Races
Carson	7500	13	2.25	1.6	45.31	0.71	45.16	0.28	4.69
Churchill	3200	7	5.5	1.63	24.25	1.72	59.22	0.81	6.88
Douglas	5385	17	3.16	1.34	23.47	0.41	65.68	0.26	5.68
Lyon	8817	20	3.48	1.05	27.02	0.84	61.31	0.67	5.63
Storey	448	4	0.45	0.89	10.49	1.12	82.81	0.22	4.02
Washoe	61709	117	1.26	4.2	41.78	2.55	42.59	1.4	6.22

Participants enrolled in this year’s cohort have a range of experience from starting this year to twenty-nine years in the profession and teach a variety of grade levels (See Table 2).

Table 17: Participants by Grade Level

Grade Level	Number of Teachers	Average Years of Experience
Pre-K	2	21.5
Kindergarten	6	11.1
1 st	7	7
2 nd	4	4.25
3 rd	1	8
Specialist (EL, Sped, LF)	2	21

Initial Data and Planning

Teaching students in the early grades requires different techniques, assessments, and supports than teaching upper grade students. Last year, there were a surprising number of participants that had over 10 years of experience but had signed up for a year one class. Initial surveys revealed that many teachers were switching from a higher grade level to a lower level and wanted a “refresher” course on the demands of early literacy learners. Others were in districts that had recently adopted a new English Language Arts curriculum and they wanted to meet and discuss with other teachers how to best utilize the materials with their students. This year there were still many participants with over 10 years of experience, but the overall average experience was lower. The average years of experience in last year’s 2020-21 cohort was 13 years whereas the average experience in this year’s 2021-22 cohort was 10 years. The variety of interests and goals challenged the trainer to design the class with both opportunities for instruction as well as time for discussion in grade level, like-district, or vertical groups. Another issue that came up from last year’s cohort was that the course covered a lot of content, but the trainer felt that participants needed more time to process and discuss the content. There was also a need for differentiation due to such variety in teaching experience, curriculum, and familiarity with technology. This

analysis led to the creation of a new component of the class added this year, a “choice board.” The choice board allowed participants to process information given in class and decide as individuals what particular aspect of the content they wanted to explore further. The choice board provided articles, videos or simply time for discussion with other participants. The funding provided by the Northwest Regional Professional Development Program allowed for each teacher to receive a book to study throughout the class, *Literacy Essentials* by Regie Routman. Participants also received \$50 each to spend on supplies that directly support one or more of the teaching practices taught in the class or assessment of early literacy. The book and course were divided into three main sections: Engagement: Building relationships and classroom environment, Excellence: High quality assessment and teaching practices, and Equity: Intentionally creating opportunities for all students to succeed. Undergirding the three main sections are the six fundamental reading skills as defined in NRS391.A – 1) Phonemic Awareness 2) Phonics 3) Vocabulary 4) Fluency 5) Comprehension and 6) Motivation. Participants chose three “focus” students that they would consistently observe to collect data whenever they were trying any of the teaching strategies covered in the course. There was also an option to meet one on one with the trainer to address any additional questions, plan, assess, or co-teach utilizing the strategies taught in any of the sessions. The overview of high-quality teaching practices was grounded in the Gradual Release of Instruction model, in which teachers intentionally and strategically plan whole group, small group and independent learning activities as well as differentiated support for students. The eventual goal of the Early Literacy Cadre is for students to become self-directed learners and fluent readers with deep comprehension.

Delivery of Services

The course began in September 2021. The main objective for the first learning session was to build relationships among the participants, modeling the classroom community relationship building that is crucial to a successful elementary school classroom. The trainer presented some easy to implement phonics activities using student names as an equitable and motivating starting place for phonics development. The participants and the trainer worked together to learn to navigate the technology of Zoom meetings and Hyperdocs that were used when the course shifted from in-person to virtual.

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

In November, the session covered a whole group teaching practice, Interactive Read Aloud. During read aloud time, the teacher takes responsibility for the decoding and fluency demands of the text so that students can fully devote their energy to comprehension and discussion. This practice allows for all students in a classroom to participate in higher order thinking skills and

discussion regardless of his or her individual reading ability. Read aloud time provides access to grade level text to all students. In this session participants looked closely at the 10 characteristics of text that educators need to consider when planning a read aloud. They also discussed the importance of volume of text, variety of genre, and diverse representation in the literature that is chosen to be read aloud. Two video examples of 1st grade read alouds were watched, analyzed, and discussed.

The Cadre paused for winter break and resumed in January with a session on the instructional practice of Shared Reading. In this practice the teacher and students share responsibility for reading the text, allowing for discussions that focus on comprehension and analysis of writer's craft as well as a focus on aspects of the actual print in the text. This year the trainer included a shared reading lesson plan and reflection assignment as part of the asynchronous work. The lesson plans, pictures, and reflections were collected in an Early Literacy Cadre Google Classroom.

Sessions 5 and 6 which were held in February and March last year were combined into one four-hour in-person session held on February 12th, 2022. Cadre participants studied the instructional practice of Small Group Reading, a responsive technique that individualizes reading support for four to six students at a time. Participants studied early literacy development, how to scaffold instruction while promoting independence, and how to assess the growth of each student's individual reading ability. Participants looked closely at both leveled and decodable texts and the demands that each type put on the learner. The trainer presented a variety of assessments to assist in planning for next steps as well as to identify student strengths.

The April and May sessions from last year were combined into a four-hour in-person session held on April 23rd, 2022 which focused on early writing. Participants examined the developmental continuum as well as the development of teaching pedagogy around writing over time. The trainer presented a variety of teaching techniques that can be used depending on student need and the educator's purpose. The educators evaluated writing samples to look for student strengths and to consider needs that will help them plan future writing minilessons. Additionally, participants were given time at the end of the session to more deeply explore one of the aspects of the practices presented in the session that was of interest to them.

The May session content returned to the importance of phonics and phonemic awareness. The trainer introduced a practice called orthographic mapping that has been identified in research as a more effective way to teach high frequency words. Participants were broken into groups to talk about reflections from their final projects, which was another asynchronous assignment added this year. The assignment asked participants to plan, deliver, and reflect upon a lesson utilizing one of the instructional practices we had discussed in the Early Literacy Cadre.

The choice board component was added to the October, November, and January sessions. The choice boards allowed time for participants to reflect upon the learning, dive deeper into aspects that were the most useful to them and collaborate with other teachers that shared similar interests. It also provided time for participants to ask individual questions of the trainers and have time to talk through how they might apply the learning from the session to their classroom.

Results and Reflection

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

Table 18: Retrospective Survey Results

Statement	How knowledgeable were you about this instructional practice <u>before</u> participating in Cadre? (<i>mean before</i>)	How knowledgeable would you say you are on each of the following <u>now</u>? (<i>mean after</i>)	<i>t</i>-score	<i>p</i> value
Creating a learning environment and independent work time activities	3.0	4.68	-8.293	< .01
Planning and implementing Interactive Read Aloud	3.16	4.63	-6.296	< .01
Planning and implementing Shared Reading	2.89	4.47	-6.429	< .01
Planning and implementing Guided Reading	3.00	4.42	-5.295	< .01
Early writing teaching methods	2.63	4.26	-6.106	< .01

= 19

The data indicates that participants increased their knowledge in all areas. As stated earlier, the participants in this year’s Early Literacy Cadre had less teaching experience overall when compared to the group from last year. This difference in experience may have contributed to the significantly higher t-scores in this year’s data when compared to last year’s.

The participants were asked to reflect in writing on their overall experience with the course. Bulleted below are some of the comments gathered in response to the following question: What resource(s) or information did you find the most helpful from this course?

- All the videos and models that were shown to help us see and understand what it looks like
- meeting with peers and hearing their strategies
- I loved all of the information we were given throughout the course!
- Honestly, so many take-aways. I appreciated the pre-made resources and the information shared that I was not aware of. Guided Reading tips, resources, videos, etc. Writing tips have been phenomenal.
- Discussions
- Videos, handouts, discussions
- The Literacy Essentials Book was wonderful.
- Honestly all of it. After our classes I go back and use whatever we discussed in my teaching. I switch up my teaching methods and adjust[sic] with the kids. It has made my Benchmark program so much more engaging!! Thank you for sharing all your insight and ideas about literacy and very young learners.
- The breakout sessions where we explored different sites and activities. Then sharing the links so we could go back in after class and research more on our own. I also appreciated the structure of the class. Two hours flew by every class.

Teachers were asked to reflect on learning throughout the course in the asynchronous work by sharing observations about their three focus students. Below is some evidence of reflection and observation of the focus students that teachers chose to observe closely throughout the course.

- Student A didn't participate in the table discussion. Student B participated, but did not add details, just agreed. Student C was able to facilitate the conversation.
- Low – interested in the pictures and animal talk off and on. Not able to order animals. Didn't participate in questions.
Medium – engaged with putting animals in order.
High – engaged with animal order. Could give details of story. Worried about wanting to color my animal printouts.
- Most kids engaged in retell. Loved putting the pictures in order.
- My students enjoyed the story, were very engaged and wanted to predict who was coming next in the story.
- Students attended to details in order to anticipate what would happen next
- This student is in the partial alphabetic stage
- The student knew the sight words the, go, am, and plays

These reflections show that teachers were implementing the practices presented in the course and were closely observing students to determine what worked well, what the student needs were, and what would be a good next step for student learning.

Conclusion

Early literacy is a complex and challenging topic. Educators often begin their careers without the proper training or materials to successfully guide all students through the developmental continuum to become fluent, independent readers. Although teachers are fluent, independent readers themselves, they often forget the many pieces that contributed to their development of literacy. Experienced teachers that leave the early grades often find they have forgotten some of the developmental components upon their return. The Early Literacy Cadre provides support for both new and experienced teachers to refine their practice and hone their observation abilities in order to skillfully determine the needs of the students in their classes and guide students toward proficiency, providing and removing supports along the way. As Ainsworth (2015) wrote, “Learning progressions represent the prerequisite knowledge and skills that students must acquire incrementally before they are able to understand and apply more complex or advanced concepts and skills.” This work is no easy task. The Cadre provides a place to learn, review, and discuss how to be a responsive teacher in a safe environment with other teachers of the early grades. So often these teachers must “adapt” professional development from school wide initiatives to meet the needs of early learners. However, in the Cadre, the focus is squarely on early literacy development. The Cadre provides opportunities to discuss the curriculum and skills needed to teach these young learners without having to “reinvent the wheel.” As such, the Early Literacy Cadre serves as a positive environment to take risks and endeavor to improve the literacy outcomes of our youngest learners. Following best practices for continuous improvement, the trainer endeavored to offer a multi-year opportunity by offering Cadre Year Two. This course digs deeper into assessment, responsive teaching and high-quality lesson design. Participants observe lessons and talk about what worked well, what could have been better and articulate the learning that occurred with specific evidence. The educator and the trainer plan and co-teach a lesson to students together. During class sessions they discuss the observations and reflections from these co-teaching sessions and set goals for further improvement. Year Two takes the overview of the instructional practices and applies it to practical, everyday teaching. This encourages educators to learn more about all aspects of the instructional practice and refine their teaching over time. The eventual goal is to improve student outcomes by supporting teachers in the difficult but rewarding work of teaching young children.

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2021-22 Case Study: Early Literacy Cadre Year 1 Logic Model

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

Inputs	Outputs		Outcomes -- Impact		
	Activities	Participation	Short	Medium	Long
NWRPDP Facilitator 18 hours of synchronous instructional time via Zoom and 6 asynchronous hours for reading, planning and reflection. 1.5 inservice credit <i>Literacy Essentials</i> by Regie Routman and other readings Budget Instructional Videos Choice boards for collaborative application time	Teachers discuss and reflect upon assigned text Teachers observe and implement high quality literacy instructional strategies Teachers brainstorm and have dialogue about implementation Teachers connect learning to NVAC standards Teachers use assessment to monitor student progress on 3 focus students	K-4 Classroom Teachers K-5 Special Education Teachers K-5 EL Teachers Literacy Specialists	Learning Increased pedagogical knowledge emphasizing the importance of high quality texts and instruction Increased Teacher Collaboration Focus on formative assessment practices Inservice credit that allows for salary advancement Measures: Post-reflective measure Observation and discussion	Action Increased use of high quality literacy instructional practices and texts Increased teacher confidence and efficacy Increased focus on incremental student progress using formal and informal assessment measures Measures: Coaching Post-reflective measures Formative Assessment	Result increased Student engagement and achievement Increased Graduation rates Improvement of data pertaining to NV Kids Read Frequent participation in professional learning opportunities Measures: MAP Tests Proficiency Exams

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

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

Figure 6: Case Study: Early Literacy Year 1 Logic Model

Coordinating Professional Learning Efforts for Teacher Access and Scalability

Introduction/Abstract

The structures and habits which have dominated public schools have changed very little for decades. Within these are traditional methods of presenting and receiving professional learning for educational staff. Focusing exclusively on synchronous events in a large staff environment have been the norm for many years and often have been a source of frustration with staff who struggle to see their relevance and are frustrated with the inflexible scheduling this format offers. District leaders as well face challenges with providing learning to staff who may be unavailable at the time of presentation or who enter the workforce later, missing the learning sessions of the past. With schedules stretched and restrictions for gathering physically, we see the value in reassessing our professional learning efforts to provide a more flexible accessible format.

Advances in our modern society have made tools and methods for communication and learning more accessible to all in asynchronous and varied ways. An urgent need to pair these new methods with traditional methods is now not an idea to consider, but an essential change which offers new links and opportunities to all educators and administrators. This case study describes the efforts of a rural school district taking new roads towards increased access to professional learning through the experimentation of using technology to organize, preserve, and document the professional learning experiences of its staff.

Instructional Context

This study was completed in the Churchill County School District in Fallon, Nevada. Churchill County School District employs about 255 teachers and administrators along with an additional 60 instructional support staff.

Participants from this case study were administration, professional learning facilitators, and school staff from Churchill County, Nevada. In coordination with the Northwest Regional Professional Development Program, a plan was developed to help the district develop a system to coordinate and preserve the professional learning opportunities for its staff in a way that allowed for a more flexible learning and teaching experience for those involved in the learning and facilitation. It was found that often staff wanted to learn, but were not always available for the training, or missed training that were featured in years before their employment. This lack of opportunity contributed to the ineffectiveness of professional learning teams and efforts. With this need in mind, a plan was developed in the summer of 2021 and began to be offered in the fall of 2021 to address the needs of professional learning with the goal in mind of supporting student learning.

In the commencement of this study most of the staff had no previous experience with CANVAS and the trainer provided opportunities to grow personally and professionally at the same time as they learned through experience as a participant in the CANVAS platform.

Initial Data and Planning

Initial planning for this effort came in coordination with the work of the Churchill County School district strategic plan. The district focuses on the efforts of ‘Everyone Always Learning’ and of course this includes the continuous opportunities for staff to grow professionally to meet changing demands of society and needs of students. There have been great efforts made to find and address the needs and the wants of the community in regards to helping students become life ready through continuous staff growth and learning in.

With consideration of changing professional needs and environments along with other information the development of improvement in these efforts was identified and a strategy created for improvement. Previous observations had revealed that there was a pattern of professional learning offerings which in many ways remained unchanged and which offered a deficit in flexibility for staff. In addition, it was observed that improvement could be made with the conservation of training for future staff, or those whose schedules prohibited their attendance. Planning was conducted to create a recurring opportunity that would give all the benefit of gradual development and knowledge about skills and activities occurring in society and education in general. A collection of learning modules was the format chosen to meet staff needs and was developed within the CANVAS learning management system for tracking and organizational purposes. All modules were designed utilizing a template which was created to help staff navigate and complete learning with minimal challenges. This also was a way to organize the modules so that they could be preserved. An introduction at the beginning of each template clearly stated the learning objectives followed by resources, examples, and an opportunity to submit an artifact of learning to the facilitator, and a way to document their learning time for future creation of professional learning certificates for staff recertification.

The last few school years have shown us in many instances the need to be flexible and willing to try new things. This effort was not an exception. Although it is in its first iteration, there are positive things observed which will surely serve as a foundation for future growth and progress.

Delivery of Services

The work summarized in this document was a long term and continuous effort throughout the majority of the 2021-2022 school year. As occurs every year, a focus on the development of professional skills with the staff was a focus point of district leadership. Determining useful and relevant topics and skills to develop is a hinge point in that it determines the future course of staff outcomes and their effectiveness in serving students.

In light of the importance of professional development for staff and students careful consideration was placed on the ability to offer flexible options to learners which provided meaningful and consistent learning opportunities in a way that allowed the district to preserve modules of learning for future use.

The planning and delivery of these services began with a review and focus on the strategic plan of Churchill County School District. A priority has been a part of all operations within ChurchillCSD to coordinate all efforts to reflect the key strategic themes of the district. Professional learning is one of those efforts. Challenges from the past were identified with coordination of district leadership and a plan was developed to help with the mentioned focus points while also addressing some challenges for professional development. After planning, construction of our learning management system within CANVAS began with great results.

The first step of the process was to familiarize the staff of Churchill County School District with CANVAS. Very few had experience on the ChurchillCSD instance and guidance was needed to help them familiarize themselves with logins, accessing the course, and how to submit learning artifacts. Within a couple months more than 325 staff members were enrolled and with access to the learning modules.

The structure of the modules within CANVAS was intentionally made in a way that allows the facilitation of many different styles and formats of professional learning. Module templates guided facilitators who were able to provide a familiar and consistent format which eased anxiety levels and increased confidence within the staff. Sections of these modules included a preview page with the module learning objectives and expectations, and agenda for live sessions or outline for asynchronous, useful materials and resources, an area for submitting documentation of learning which might include photos, documents, reflections, or other as outlined by the facilitator, and a place to document their completion for administrative record keeping and feedback purposes. This type of module allowed live, as well as asynchronous learning to take place when convenient or possible for all staff. It is also preserved now in a way which is building a learning library for the Churchill County School District which can be reused for future needs.

An important part of the learning for each module was the feedback given to them by their facilitator or supervisor. After staff participated in learning, administrators of each building were able to access the learning modules to view the learning artifacts and encouraged to provide feedback, either written or live to the learners. This feedback also served as a focus point for building level collaboration and improvement.

As the year begins to end, there are currently 2056 learning sessions that have been submitted by Churchill County School District staff for review and approval for recertification hours by the state of Nevada. These learning sessions have been varied. Book studies, live collaborative sessions led by a facilitator, guided workshops, asynchronous workshops and learning, video broadcasted sessions from experts out of the area, and educational technology tutorials with practice have all been offered. Administrators, teachers, and support staff have all had the opportunity to and participated in the learning within these 2056 sessions.

Results and Reflection

The work summarized in this document was a long term and continuous effort throughout the majority of the 2021-2022 school year. Professional learning opportunities began before the school year started with some workshops and new teacher orientation opportunities logged. The staff were guided through the sign-in procedure which was more time consuming than anticipated and then supported as they gradually became independent and more apt to problem solve on their own. At the end of the year a total of 2,230 professional learning sessions were completed by the staff and recorded for facilitator feedback and documentation for professional license renewal. These sessions were offered to a variety of learners from administrators to paraprofessionals and support staff. Moreover, these learning opportunities are now preserved for future use by the Churchill County School District in future school years with their employees.

As with other efforts, continual adjustments and improvements will build upon this initial experience and outcome. Additional support and learning by administrators will aid them in

giving even more relevant and timely feedback on the learning being delivered. This is essential and should be a priority for upcoming years. This adjustment is a learning process and should not be viewed as a failure, but a rise to the challenges faced and in the end there were many lessons learned in the process.

Continuing construction of additional modules will build a catalog of relevant learning opportunities for all staff in a flexible way which will serve Churchill County School District for years to come.

Conclusion

When considering the growth in the staff throughout the year, it is positive to remember the starting point from where we began.

In light of the new challenges we have uncovered through the COVID-19 learning from a distance and collaborating with families from a distance beginning in the Spring of 2020, it is clear that a further development of these types of professional learning opportunities will be available and it is prudent for school districts to involve their efforts in similar ways so as to add their own personal needs to the ever expanding catalog of opportunities available to educators. This will be an essential part of any plans for the future.

This study served as an effective introduction to the development of digital partnerships and methods of developing them. Principals, teachers, and other administrators of Churchill County School District have come to recognize the value of this introduction, as well as how further in-depth applications will have in their schools.

2021-22 Case Study: Coordinating Professional Learning Efforts for Teacher Access and Scalability- Logic Model

Situation: All districts now face the combination of changing teacher needs and limited resources including time. My work this year is to help create and begin using a system that allows educators to learn relevant information and skills in easy to manage modules while allowing the district to align these learning opportunities with their district strategic plan and preserve the learning for future use. All this can be done while documenting learning and feedback given regarding artifacts of learning

Inputs	Outputs		Outcomes -- Impact		
	Activities	Participation	Short	Medium	Long
Budget NWRPDP Facilitators Teachers and other employees of ChurchillCSD Administration Expectations ChurchillCSD Strategic Plan	ChurchillCSD Canvas Instance Modules completed by educators based on administration need and personal selection. . Preserving modules for the use of future educators in ChurchillCSD	<ul style="list-style-type: none"> All ChurchillCSD staff will be invited to participate including administrators, teacher, and support staff. 	Administration will be introduced to the system and invited to use it to coordinate districtwide learning at the site level while participating as facilitators giving feedback to their staff. Educators will increase understanding of topics and skills useful for the learning and support of students as guided by the strategic plan.. Measures: Number of notifications received and interacted with. Reservations and attendance to learning lab sessions. Post-reflective evaluation measure	Enhanced communication opportunities between administration and educators Increased utilization of tools and services offered to support students and educators Increased collaborative attitudes in the district. Measures: Numbers of users of various tools and services. Post Reflective evaluation measure	Educators increasingly solve problems through personalizing their own learning. Increased feedback from administration builds a positive attitude towards professional learning. Increased student demonstration of learning as the support by educating team strengthens. Increased graduation rates Increased teacher reported job satisfaction Measures: Existing school, district, state, and data.

Assumptions: Staff awareness of services and opportunities will engender appreciation and engagement. All participants will learn if they use learning modules. Positive attitudes and beliefs about Professional learning. All participants will shift attitudes towards collaboration between school and community.

External Factors: Competing district initiatives; Teacher burnout; Schedule conflicts for collaborative workshop dates

Figure 7: Case Study: Coordinating Professional Learning Efforts for Teacher Access and Scalability Logic Model

Python Language Acquisition through Physical Science Components

Introduction/Abstract

When educators are challenged to teach a new topic such as computer science the acquisition of new pedagogy is critical to develop the confidence for instruction. In a study of teachers improving their understanding of computer science pedagogy the teachers reported the desire not to just do coding. They asked to “learn the theory first” and to “introduce more computational thinking concepts rather than just code” and to focus on practical projects and applications. (Rich et al., 2019) In addition the Comprehensible Output Hypothesis as it pertains to Second Language Acquisition suggests that the act of communicating with feedback in the target language contributes to improvement. Learning with no contact outside the learning environment i.e. immersion schools, lessened the communicative performance of grammatical knowledge (Swain, 1985). Historical beginner Computer Science language teaching and learning such as basic keyboard input and visual output to a monitor “coding” without the direct interaction and feedback is less effective than immediate feedback (interaction).

The Interaction Hypothesis (Gass, 1997; Hatch, 1978) of second language acquisition suggests that the comprehension of understanding goes beyond the exposure of input and stresses the importance of the role between the learner’s interaction with the input. Modified interaction is the necessary mechanism in language comprehension (Long, 1983).

This study proposes a strong connection to the skills and methods of second language comprehension to computer science language acquisition. Interaction with a physical object (Raspberry Pi) with a high degree of immediate interaction with the code (input) was used as the mechanism for making CS Language (Python) comprehensible in the form of LED outputs, buzzers, motors and sensors for task completion.

Non-Computer Science educators and novice programming students struggle with abstract and non-interactive methods of learning CS languages. Increasing the learner's capacity to acquire a language through interaction with the Raspberry Pi helps novice learners analyze syntax, create and troubleshoot logic and conditionals, structure program development, create and use variables along with functions and libraries associated with the new language.

Instructional Context

A three credit graduate course focused on CS programming (coding) in the language Python, utilizing a single board computer with General Purpose Input and Output pins (GPIO), that was offered to educators through Southern Utah University (SUU) and the Northwest Regional Professional Development Program (NWRPDP). The programming course Python Programming with Raspberry Pi was offered to educators in all the sixteen counties in Nevada. Each participant had the same online platform (Canvas) and a Raspberry Pi with a variety of output devices and sensors that focused on the same concepts and skills.

The Python Programming with Raspberry Pi course included thirteen teachers, ranging from K-5 teachers to Advanced Placement teachers at the high school level. Six school districts were represented by teachers in this group.

Tables 19, 20, and 21 below show the number of teachers, by county and grade level, who completed the Python Programming with Raspberry Pi course.

Table 19: Training Participants by County (Python Programming with Raspberry Pi)

<u>County</u>	<u>K-5 Teachers</u>	<u>6-8 Teachers</u>	<u>9-12 Teachers</u>	<u>Other (TOSA)</u>	<u>TOTAL (District)</u>
Carson	2	1			3
Douglas				1	1
Clark		2	1		3
Other		1			1
Lyon	1	1			2
Washoe			3		3
TOTAL (Grade Band)	3	5	4	1	13

Table 20: Training Participants by County (Without previous language training)

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

Table 21: Training Participants by County (With previous language training)

<u>County</u>	<u>K-5 Teachers</u>	<u>6-8 Teachers</u>	<u>9-12 Teachers</u>	<u>Other (TOSA)</u>	<u>TOTAL (District)</u>
Douglas				1	1
Clark County		2	1		3
Other		1			1
Washoe			2		2
TOTAL (Grade Band)		3	3	1	7

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

Table 22 below shows the demographic information for each county. (Nevada Report Card, 2020)

Table 22: Demographic Data for Participating Counties

County	Total Enrollment	Ethnicities other than White	Individualized Education Plans	English Language Learners	Free and Reduced Lunch
Carson	7500	4125	14.38%	13.76%	60.08%
Douglas	5385	1831	13.4%	5.21%	46.82%
Clark	310342	242066			
Other-CA	NA	NA	NA	NA	NA
Lyon	8817	3438	13.8%	5.45%	59.68%
Washoe	61709	35174			

Initial Data and Planning

Eleven participants completed previous computer science training either through NWRPDP or other organizations. Seven participants had not completed computer science training before this course. A range of experience from beginner to experienced programmer was present and required strategic planning and instruction along with best practices for distance learning in a setting where hands-on and direct instructor feedback and support is critical.

Physical computing environment with instructor support had many benefits. Participants engaged with the instructors in the building of and demonstration of the physical science elements of wires, breadboards, switches, input and output power pins from the board as well as lights, buzzers and other various output devices. Participants had to first understand the physical computing elements before they could code the elements to perform various tasks.

The Python Programming with Raspberry Pi course had two major components other than general problem solving and application. The course required instruction in physical computing with such elements as circuits, LEDs, capacitors, sensors and graphical user interfaces (GUI). The course also required the knowledge of program development, python syntax, and the libraries for the python functions and methods. Participants were challenged with both elements and had the benefit of instructors and classmates to help with problem solving and debugging of their code.

Once the basic knowledge of physical computing as applied to the Raspberry Pi was built, participants shifted into programming or “coding” in python using the Thony IDE interface that was preloaded on the NOOBS from the Raspberry Pi foundation. Sessions included guided activities that allowed scaffolding of learning with blended tasks of physical computing along with coding in Python. These activities or challenges allowed the immediate interaction with the participants code (input) and the Raspberry Pi output.

Participants learned and practiced programming in Python while collaborating on the variety of tasks. Participants were able to share their outcomes and help each other troubleshoot code and physical computing errors. Connections were made to the various grade level standards for computer science. Proof of learning and application was demonstrated when participants accomplished a variety of tasks and challenges that utilized problem solving and programming with immediate output from the Raspberry Pi. Participants were given opportunities for pair programming and the sharing of their code through Google Drive and a shared class folder.

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

Delivery of Services

The Python Programming with Raspberry Pi course began with three full day training sessions where participants were introduced to physical computing concepts, functions, libraries, syntax of Python language including basic physical science elements of electricity, circuits, capacitors,

LED, switches, resistors, motor and servo principles, along with the engineering design and control of the physical elements through the Raspberry Pi and its General Purpose Input and Output (GPIO) pins.

Following the three days of instruction participants completed four 3 hour sessions where we spent time instructing on programming conditionals such as “if”, “else”, “while”, “else if”, statements while collecting environmental data for input from analog sensors such as range finders, IR, light sensors. Programmers were challenged to create a model intersection with the standard light configuration along with a buzzer interfaced into the coding to allow a pause in the light function and allow a pedestrian to safely cross the street.

Participants were issued “challenges” after every class where they had to program the Raspberry Pi utilizing the instruction from the session. Their code along with a video of the challenge was then uploaded and shared to folders where their fellow classmates could access and troubleshoot their own code or others who needed help.

At the beginning of each session participants were given 30 min to share their code. While in these sharing sessions it was observed that there was much troubleshooting and collaboration between the individuals as they shared their code and challenges with others.

For the final day participants were asked to solve a real-life problem utilizing the Raspberry Pi. Participants were given a rubric to guide them in the required utilization of the GPIO pins, GUIs or a variety of environmental sensors that would accomplish their chosen task that required the programming of their Raspberry Pi to accomplish a number of assigned tasks that represented their learning throughout the course. Participants were encouraged to partner up and collaboratively solve the challenges.

The big challenges were troubleshooting incorrect wiring and sensor use along with the coding. Participants had great ideas and visions of what they wanted their project to do but struggled as novice programmers in the execution of their code. We were able to allow extra time and assistance to help with the process and development of their projects. In the final presentation participants were excited and had a great sense of accomplishment when they described the problem they were solving through the use of the Raspberry Pi and their coding skills.

Many course comments reflected this final challenge and the growth they had in physical computing and coding to skills acquired that will help them feel more comfortable in presenting this content to their students.

Results and Reflection

All participants were also asked to complete a post-reflective survey at the conclusion of the training. The rating scale ranged from 1 (poor) to 5 (excellent). Due to school closures related to Covid-19, the post-reflective survey was sent to participants and completed electronically. However, we are confident that the means would not differ significantly based on learner feedback in each session. Table 23 shows the results from the survey.

Table 23: Teacher Post-Reflective Mean Results

<u>Question</u>	<u>Before attending</u>	<u>After attending</u>	<u>Difference</u>	<u>t-score</u>	<u>Significance (p-value)</u>
Nevada Computer Science Standards	2.92	3.92	1.08	-3.071	<.01
Coding or Programming in C	2.75	3.92	1.25	-5.631	<.001
Computational Thinking Skills	2.92	3.83	1.01	-3.188	<.01
Creating prototypes and simulations with robots	2.83	4.25	1.47	-3.957	<.01
CS iterative process	3.08	4.42	1.38	-3.752	<.01
Engaging students in CS language acquisition through comprehensible output	2.67	4.17	1.56	-3.546	<.01

*All questions show significant growth at the $p=<.01$ value. There were statistically significant improvements in all areas.

Participants were also asked to rate the use of the Raspberry Pi as a comprehensible output to their CS Python language acquisition. Teachers ranked the use of the Raspberry Pi as feedback to help them understand, apply and correctly code in Python. The participants were asked to rank the Raspberry Pi for CS language acquisition on a scale ranging from 1 (not effective/likely) to 5 (highly effective/likely). The results shown in Table 24 indicate a high probability of the Raspberry Pi being a good tool for comprehensible output in CS language acquisition.

Table 24: Participant Feedback Ranking

How did using the Raspberry Pi help you understand and code using proper language syntax?	4.89
How did the Raspberry Pi help you in understanding the application and format such as functions, conditionals and program development of the Python programming language.	4.64
How did having the Raspberry Pi help you with the iterative process of design, program development, testing and refining your code?	4.46
What is the likelihood that you will implement the skills and concepts learned in this training into your classroom instruction?	4.38

Conclusion

“I really appreciated the hands-on learning and time to process the new concepts. This class did a really good job of building learning in a progression and not too much at one time.”

Participants found value in using the Raspberry Pi as comprehensible output, “I really loved the hands on learning with the Raspberry Pi. It made the coding more engaging and enjoyable for me. Thank you!”

Learning within context with comprehensible input is a strong model for educators who are not native to or highly trained in computer science. Traditionally computer science language courses do not have immediate comprehensible input to the learner. Many traditional courses have participants code many lines, functions and modules only to have a function(s) with a single output. There is a strong need for novice and nontraditional computer science majors to have comprehensible output as they are learning.

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2021-2022 Case Study: Python Language Acquisition through Physical Science components Logic Model

Situation: Typical introductory Computer Science (CS) language acquisition is usually constrained to a computing device with basic input and output coding. Non CS educators and novice programming students struggle with abstract and non-concrete methods of learning CS languages. Increasing educator capacity to acquire a language through applied cause and effect coding by utilizing physical science elements such as circuits, LEDs, capacitors, sensors, resistors, buttons and GUI interfaces can increase the understanding of logic flow, libraries, methods and syntax associated with Python.

Inputs	Outputs		Outcomes -- Impact		
	Activities	Participation	Short	Medium	Long
Course Instructor NWRPDP Facilitators K-12 teachers in the Carson City School District, Washoe County School District, Lyon County School District, Douglas School District and Clark County School District. Administration Expectations	Course on Python Training via synchronous and asynchronous opportunities <ul style="list-style-type: none"> Independent assignments Small Group Collaboration Group Discussion, problem solving and sharing code Optional Training opportunities	K-12 teachers in the Building Skills for K-12 Technology Integration Courses <ul style="list-style-type: none"> State wide Nevada Districts. Carson City School District () Douglas County School District () Lyon County School District () Washoe County School District () Clark County School District () 	Increased understanding of the physical sciences in computer science such as circuits, LEDs, capacitors, sensors and graphical user interfaces (GUI). Increased conceptual understanding of language syntax, libraries and methods associated with Python language Increased teacher confidence in CS language acquisition and physical science. Measures: RPDP Feedback Form, Post Reflective survey. Speed and accuracy of recipe building and final project that solved a real life problem utilizing the physical science and coding language of Python.	Enhanced instructional practice (e.g., clubs, classroom integration, and use of Raspberry Pi as a tool for language instruction. Increased implementation of training goals/objectives Increased integration of appropriate technology tools. Increased teacher efficacy Measures: Post Reflective Survey Endorsement progression for individual teachers	Increased teacher & student application of concepts Increased pedagogical practice relative to CS Increased collaborative meeting/training at schools and districts Increased teacher capacity for CS language instruction. Increased teacher capacity for physical science in computer science. Measures: Observation of implementation level of the Raspberry Pi at teacher sites. Measured participation in advanced Raspberry Pi classes/training.

Assumptions: Applied robotic CS language training will lead to teacher efficacy. All participants will successfully complete the course/s. Positive attitudes and beliefs about Professional Practice. All participants will shift instructional practices. Distance learning will not be a limiting factor in knowledge acquisition and problem solving for the Las Vegas cohort.

External Factors: Competing district initiatives. District resources. Funding. Teacher burnout

Figure 8: Case Study: Python Language Acquisition through Physical Science Components Logic Model

Phase II of Nevada CONNECTS – Refining Task Items to Align with the Three Dimensions of the Next Generation Science Standards

Introduction/Abstract

Nevada CONNECTS (Nevada Communities Offering Networking and Education: Connecting Teachers and experts) is a collaborative project between all three Regional Professional Development Programs (RPDP), the Nevada State Science Teachers Association (NSSTA), and participating Nevada school districts. This project aims to meet the diverse needs and abilities of teachers and STEM professionals in all regions of the state by providing teachers and STEM professionals a space to collaboratively develop Nevada Academic Content Standards in Science (NVACS-S) aligned, Nevada-centric resources while connecting with others doing similar work across the state. The ultimate goal of Nevada CONNECTS is to engage Teachers in professional learning that will allow them to develop a grade specific, NVACS-S aligned, locally-based, performance task with the help of a partnered STEM Professional who will provide context, science knowledge expertise, and data surrounding a specific Nevada-based science phenomenon.

Phase one of the project was conducted in spring of 2021 with the development of a phenomenon and scenario for each performance task. The use of phenomena in the Next Generation Science Standards (NGSS, NGSS Lead States, 2013) known in Nevada as the NVACS-S, are essential to anchoring student learning and provide students with a real world observable event to investigate, or for assessment purposes, to apply their scientific understanding while developing an explanation of the event. Attributes of phenomena in science instruction and assessment aligned to the NGSS and the Framework for K-12 Science Education include specific, natural, observable events that have underlying scientific principles that students use their knowledge to explain or predict future events. Centralizing phenomena in investigations and assessments shifts the focus away from simply learning about a topic and all its related facts towards figuring out why something happens. In instruction a well-developed phenomenon provides students with something to investigate and understand using the three dimensions outlined in the NGSS.

In assessment tasks the phenomenon to be explained or used to make claims and predictions about other events is framed through a compelling scenario with which all of the items in the assessment task are related. The items reveal student understanding in all three dimensions, requiring students to engage in a Science and Engineering Practice (SEP), and use their understanding the Crosscutting Concepts (CCC) to explain facts and principles of the Disciplinary Core Ideas (DCI) and how those relate to the phenomenon in the task. Assessment items must be two-dimensional, meaning each item in the assessment task must relate to two of the three components (SEPs, CCCs, and DCIs) in various ways and at various cognitive levels and complexities. Developing these items requires careful wording, a strong understanding of the standard components and facets of knowledge required to explain the science and phenomenon, and in depth understanding of the underlying science of the phenomenon and scenario.

If the phenomenon and scenario are too complex, or not complex enough, the associated items will not be robust enough to elicit student knowledge and understanding. This is why the first year focused solely on the development of the compelling phenomenon and scenario with the help of the partnered subject matter experts. A series of items was developed in year one, but were intentionally rudimentary with the understanding that they would be revised in the upcoming year.

Instructional Context

Phase two of the project continues the work started in the previous year. Teacher developers from phase one were invited back to refine the tasks they developed in phase one, with a focus on refining prompts to elicit desired student understanding in all three dimensions of the NGSS through an iterative process of collecting student results and refining prompts.

Eight teachers from phase one were recruited for phase II. However only six finished this phase of the project. In order to be considered, teachers needed to have completed all required work from phase one of the project on time. Participating year two teachers received a stipend of \$744 to complete the work for phase two, including fifteen hours of synchronous learning and twelve hours of asynchronous work. Of the six teachers involved with phase II, two taught elementary grades, three were middle school science teachers, and one was a high school science teacher.

Initial Data and Planning

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

Three of the four Key STEM Indicators for our state, as identified by the Nevada OSIT office, directly connect with student test scores in Science (and Math). According to the Nevada Report Card, only 25.8% of combined fifth and eighth grade students and 29.7% of students in ninth and tenth grade are proficient in Science as measured by the CRT for the year 2020-2021. This suggests several things could be happening to result in such low achievement scores across the state, including misaligned assessments to measure student achievement. As a result, the developers of the project sought to determine if developing assessment tasks closely aligned to the NVACS-S would better measure student achievement across the state. Including teachers as developers would bolster capacity across the state as well, and an additional variable was to include localized topics around which to develop the performance tasks, with the idea that students would be more engaged in the tasks if they were focused on events that actually take place in our state, and even more closely in the region the student lives.

Tasks developed in phase one of the project were analyzed using the Science Task Screener (Achieve, 2018). The Science Task Screener has four criteria, each with a set of indicators, that the tasks were measured against:

- A. Tasks are driven by high-quality scenarios that focus on phenomena or problems
- B. Tasks require sense-making using the three dimensions
- C. Tasks are fair and equitable
- D. Tasks support their intended targets and purpose

Delivery of Services

The COVID pandemic led to unintended effects for professional learning across the state of Nevada, including the collaboration between multiple entities in multiple regions to plan for big picture impacts related to science education with a definitive purpose and direction. Whereas collaboration for science education across the state had been spotty in the past, the ability to use digital tools to plan, meet, and deliver professional learning has provided an avenue to develop statewide initiatives and provide the much needed support to all districts and populations across the state. Although the pandemic eliminated any chance of conducting professional learning sessions in person, it provided ample opportunities to shift practices to virtual trainings.

The leadership team met virtually every week, and utilized shared files through Google Suite for Education to work collaboratively and provide resources with teacher developers and STEM professionals. This format for sharing work enabled the leadership team to review the work being done asynchronously by teacher developers at any point during the project, instead of having to wait until the next synchronous training, thus eliminating wait time for review and feedback to teacher developers. Conducting virtual synchronous learning sessions also allowed teacher developers to participate in diverse formats using virtual tools such as PearDeck, science simulations, videos, and more, taking a training from “sit and get” to more interactive formats.

The planning of phase II of Nevada CONNECTS took place in fall of 2021. The leadership team met virtually every two weeks to plan the work that the cohort would engage with in spring, 2022. Teacher recruitment took place from November to December 2021, with teachers being notified of acceptance into the cohort the week prior to winter break. A total of 15 hours of synchronous instruction was planned over five classes held virtually from 4pm-7pm every two weeks starting February 1, and ending April 15. The five classes engaged the cohort with different components of the Task Screener including (1) review of phenomena, (2) developing questions that elicit student understanding, (3) using the task screener and peer reviews, (4) revisions and partner work time, and (5) sharing of tasks and results. Each class was designed to provide teachers with some explicit knowledge in the criteria for the session, give examples of the criteria in different tasks, revision time, and peer feedback time. Between each virtual meeting, teachers made further revisions to their task components, gave the task to a sample of students or teachers, and then used the results to inform the next synchronous session.

Teacher developers used the Task Screener at the end of last year which was used as a baseline score for this iteration of the project. Initially, the teachers were going to complete a

mid-cycle assessment of their task using the Task Screener, however that did not pan out and a post score was collected at the completion of phase II.

Results and Reflection

Due to the small sample size a Wilcoxon signed-rank test was applied to the data rather than a paired samples *t*-test. The purpose was to determine if differences in alignment to indicators identified in criteria A, B, and C of the Task Screener were found from Phase I to Phase II as a result of the revision process. Results suggest the participants increased their alignment to many indicators outlined within each criteria through the revision process. Table 25 displays results indicating the significant increases in alignment to each criteria A, B, and C from Phase I to Phase II ($p < 0.05$).

Table 25: phase I to phase II results

	<i>Mean</i>		<i>SD</i>		<i>p</i>
	<i>Phase I</i>	<i>Phase II</i>	<i>Phase I</i>	<i>Phase II</i>	
Criteria A	2.23	2.49	0.16	0.19	0.031*
Criteria B	2.00	2.83	0.30	0.18	0.034*
Criteria C	1.97	2.40	0.15	0.18	0.034*

Note. Wilcoxon signed-rank test. * indicates significant changes from phase I to phase II.

Conclusion

Explicit instruction in developing item prompts can lead to greater alignment to identified indicators for assessment criteria. Teachers who undergo explicit instruction can identify where items lack alignment, refine those items given specific tools and language to use, and after administering the task to students can determine how the item rates within the identified indicators and criteria. However the process of refining individual task items multiple times to increase alignment to the three-dimensions of the Next Generation Science Standards is unreasonable for the average teacher to undertake. These items and tasks need to be available for teachers in Nevada to aid in determining student achievement. A lack of resources including funding, time, and capacity limit the ability of tasks like these to be developed in a timely manner. However, with the heavy lifting begun, momentum has increased the desire for tasks that are Nevada-centric to be available and teachers are seeing the benefits of including these tasks as part of their teaching. The project in its entirety was presented at several national conferences, where teachers and science leaders from other states were excited to start similar projects in their regions and districts. One participant suggested a next step could be developing a national database with tasks developed for each state that could be shared, and also could serve as a project to develop multistate plans for science education.

Struggles shared by teachers from year one of the project were echoed this year, including changes to the educational landscape resulting from COVID, time commitments, and other personal commitments. These struggles became barriers to participants being able to fully participate in the asynchronous work, leading to asynchronous requirements being crammed in at the last moment. Reducing the effects of these struggles is not an easy feat, requiring changes to the culture of teaching and education in the state. Providing stipends for teachers to complete

work outside of contract hours is a great start, but limited funding doesn't allow for compensating teachers for all out of contract work. Even with the struggles shared by participants in both years of the project, developing a community of science educators has been a beneficial for teachers, and maintaining and building those relationships across our state remains a necessity.

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2021-2022 Case Study: Phase II of Nevada CONNECTS – Refining Task Items to Align with the Three Dimensions of the Next Generation Science Standards- Logic Model

Situation: One essential component to improve science education in our state and impact student achievement is equitable access to high-quality, standards-aligned materials. Currently, there is a lack of already-made materials for Nevada teachers and students in our schools. Developing these resources requires opportunities for collaboration. Nevada CONNECTS provides a pathway to addressing this problem by supporting Nevada teachers in developing assessment performance tasks about a Nevada scenario with support from Nevada STEM professionals. Year one situated teachers in developing a phenomenon and scenario for an assessment task aligned to a NVACSS standard. Year two will engage teachers in professional learning focused on developing prompts to elicit student understanding of the scenario and phenomenon.

Inputs	Outputs		Outcomes -- Impact		
	Activities	Participation	Short	Medium	Long
8 teachers returning from year one of the project Stipend of \$500 for each participating teacher 16.5 hours of professional learning in developing task items to elicit student knowledge in science Virtual setting (Zoom)	Teachers will learn how to <ul style="list-style-type: none"> Professional learning for teachers on standards, phenomena, task development, item development Feedback from RPDP/NSSTA trainers	8 teachers in k-12 grade across Nevada 16.5 hours of Professional Learning (synchronous) and task item development (asynchronous) RPDP science trainers (from NWRPDP and SNRPDP) NSSTA trainers	Teacher self-assessment of Task (pre-assessment) Measures: Science Task Screener (Achieve, 2018)	Student data of task collected through Field Testing Measures: Student samples for each task aligned to scoring rubric.	Teacher self-assessment of revised task and prompts (post-assessment) Measures: Science Task Screener (Achieve, 2018)

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

External Factors: District initiatives that will impede the ability of the teachers to spend time focusing on developing their task. Workload for teachers as task development requires a lot of work and revision based on each iteration of student data.

Figure 9: Case Study- Phase II of Nevada CONNECTS- Refining Task Items to Align with the Three Dimensions of the Next Generation Science Standards Logic Model

The Impacts of Retrieval Practice Professional Learning on Instruction

Introduction/Abstract

This case study focused on 13 teachers across six school districts across the Northwest region who participated in a 1 credit/16-hour course focused on studying and implementing retrieval practice into classroom instruction. The course was an online hybrid course lasting four weeks. This case study focused on the change in teacher knowledge, skill, and implementation of effective retrieval practices.

Instructional Context

At the time of this case study, retrieval practices as part of content instruction was not a commonly known set of practices that align to the science of learning research in the Northwest region. The course that is the focus of this case study was designed to provide both theoretical foundations and practical strategies to teachers with the goal of increasing teacher knowledge, skill, and the application of retrieval practices into instruction.

Kate Jones (2020), a leading educator in implementing retrieval practices, offers us the following definition: “Retrieval practice refers to the act of recalling learned information from memory (with little or no support) and every time that information is retrieved, or an answer is generated, it changes that original memory to make it stronger.” Retrieval practices focus on pulling learned information out of long-term memory. In research it is often referred to as the ‘testing effect’. Some benefits of utilizing retrieval practices from Ten Benefits of Test and Their Applications to Educational Practice are outlined below (Jones, 2020).

10 Benefits of Testing and Their Applications to Educational Practice

- Aids later retention
- Identifies gaps in knowledge
- Learn more from the next learning episode
- Improves organization of knowledge
- Improves transfer of knowledge to new contexts
- Can facilitate retrieval of non-tested information
- Improves metacognition monitoring
- Prevents interference from prior material when learning new material
- Provides feedback to instructors
- Frequently encourages students to study

The benefits of incorporating retrieval practice into instructional practices and also align with the [Nevada Educator Performance Framework \(NEPF\) Instructional Standards](#). Retrieval practice tasks prompt students to remember content unaided or with limited support. Although alignment can be found to all the instructional standards, there is a high level of alignment with Standards Four and Five. Standard Four, students engage in metacognitive activity to increase understanding of and responsibility for their learning. Standard Five, assessment is integrated into instruction. By design, retrieval practice tasks as part of the instructional cycle have students identify what they understand, and what they still need to study because the task is done

individually with limited support. This facilitates student self-monitoring based on learning goals presented in the tasks. Retrieval practice tasks incorporated into the instructional cycle have learning benefits and align to the NEPF.

Initial Data Planning

According to The Nevada Accountability Portal, less than half of Nevada students are scoring proficient on state standardized tests. (See table below.) In addition, teachers are expressing concerns about student learning in terms of retaining essential content knowledge across time and having sufficient background knowledge to be successful in content classes. These concerns link together when analyzed through the lens of learning being a change in long term memory. Students not only need to be able to initially learn and understand content learned in school, they must be able to retrieve and manipulate information. These are life skills, and they are the skills needed to be successful in classrooms and on achievement tests.

Table 26: State Achievement Data

State ELA Proficiency 20-21	
Elementary	40.3%
Middle	43.6%
High	46.8%
State Math Proficiency 20-21	
Elementary	28.7%
Middle	24.2%
High	22.6%

In addition, the focus of the case study supports the following goals in the Statewide Plan for the Improvement of Pupils (STIP):

- Goal 2: All students have access to effective educators.
 - Access to quality strategy: Provide quality professional learning

Delivery of Services

The hybrid (synchronous and asynchronous) 1 credit/16 hour course was offered during the 2021-2022 school year to teachers in the Northwest region of Nevada. Thirteen teachers in elementary, middle and high schools across six districts completed the course. The course

focused on theoretical foundations, classroom application to teaching with a focus on decision making that matches instructional design to student need.

Results and Reflection

Teachers were asked a total of eight questions about their change in knowledge and level of implementation before and after taking the Retrieval Practice course. The questions and the teacher responses are in the table below. The teachers were asked to complete a Likert scale where they self-evaluated their knowledge before and after taking the course. A level 1 indicated the lowest level and a level 5 indicated the highest level. There were statistically significant improvements in all areas that indicate there was teacher growth in both knowledge about retrieval practice and level of implementation of retrieval practice tasks into the instructional cycle. The results also indicate that the course resources will continue to be utilized after the end of the course. In addition, the results indicate that many teachers taught their students how retrieval practice impacts learning.

Table 27: Retrieval Practice Post Reflective Results

	Before class	After class	<i>t</i>-score	<i>p</i>-value
Your knowledge of what retrieval practice is	1.23	4.31	-22.48	< .001
Your knowledge about spaced retrieval practice	1.15	4.15	-15.3	< .001
Your knowledge of retrieval practice tasks	1.08	4.38	-15.88	< .001
Your knowledge about how to incorporate retrieval practice into the instructional cycle	1.23	4.38	-14.2	< .001
I incorporate retrieval practice tasks into instruction.	1.58	3.92	-9.41	< .001
I plan retrieval tasks with spaced practice in mind.	1.31	4.08	-13.77	< .001
I have taught my students about retrieval practice: what it is, why it works, how they can use it to learn and study.	1.15	3.46	-8.78	< .001
I use the resources from the class when I plan retrieval practice tasks.	1.08	4.54	-18.9	< .001

Conclusion

“There is an ethical imperative to provide the best possible classroom conditions in which students in our charge can flourish, this means rejecting what wastes time and embracing that which makes the most use of it.” Carl Hendrick

When asked one way their teaching had changed, one teacher responded, “I went from not being sure what to do to help my students to finding ways to change up my teaching by using more retrieval practices more effectively and frequently.” Another teacher stated, “I realized the importance of teaching children how to frequently review material in various ways. I feel like I have always experienced a certain amount of frustration when students can’t recall material that we’ve gone over. But now, I realize that the human brain needs constant recall strategies to cement the material.” These responses indicated a shift in understanding about how long-term

learning takes place. They also indicated that teachers who took this class made changes in their instruction to include retrieval practices and had the resources they needed to be able to make changes. These changes potentially lead to student access of the elements of effective high-quality instruction they need to be successful in our schools.

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Empowering Educators to Advance their Teaching Practice Through the National Board Cohort

Introduction/Abstract

With over ten years of research and numerous studies in schools across the country, there is no doubt that participating in the National Board process is life changing for educators. "A national survey of effective teachers' views on PD found 96% of respondents shared that National Board Certification was among the top three most impactful PD experiences for advancing their practice (National Board for Professional Teaching Standards)." Undergoing certification, teachers reported that they made many shifts in their practice to better meet the needs of their students. To enhance their knowledge about students, they collected multiple sources from all educator stakeholders and interpreted data in new ways to show evidence of student learning to create purposeful learning goals for their students. Teachers also deepened their content knowledge and used what they know about effective and ineffective practices to develop strategies that capitalized on their students' varied backgrounds, using diversity to enrich the learning environment for every student" (What Teachers Should Know and Be Able to Do). National Board-Certified Teachers continue to make a positive impact with students, especially EL students and students of color. After two years in a pandemic, submission due date extensions pushed into late June and October or deferred until the next year, challenging circumstances (lack of public support, chronic absenteeism, exclusions, distance learning/hybrid situations, masks, social distance safety protocols, sub shortages, escalated student behaviors, and covering classes for teachers who are absent during prep), many teachers were forced to put their National Board's journey on hold. Now, almost two years later, teachers are still being impacted by the COVID-19 demands but participating in the National Boards process is providing them with a new sense of purpose and hope to rekindle their passion for teaching. Overcoming these many challenges to meet the needs of their students is now more rewarding than ever as they reflect on the past few years and their ability to grow as a professional and complete such a rigorous process.

Instructional Context

Participants include: 75 teachers from elementary, middle school and high schools located within districts around Northern Nevada (Douglas, Carson, Washoe County, and Lyon County). Within our cohort, teachers ranged in experience levels of at least 3 years of teaching to teachers who were close to retiring (25+ years), and bringing a wide range of skills, abilities and depth of knowledge. Fifty-five teachers were new to the cohort and just starting the process. Sixteen candidates were returning to continue their work and after 3 years. Four advanced (previously did not pass certification) candidates returned to the cohort in January after being notified that they had not certified yet. Furthermore, Teachers are drawn to the National Board process because Nevada offers a 5% pay-incentive and Washoe County School District (WCSD) offers an additional 3% pay-incentive once teachers have certified.

Initial Data and Planning

"Growing evidence suggests that pandemic-related burnout may be the driving force behind the midyear teacher resignations and resignation during the 2021-22 school year—not just from their current teaching jobs, but from the profession altogether (Education Week, 2022)." According to a national survey released from the National Education Association, many teachers who are

expressing interest in leaving the profession have between two and 15 years of teaching experience. Our cohort continues to meet the challenge of how do we continue to increase the amount of Nationally Board-Certified Teachers within our Northwest region, in a time when many teachers are struggling to meet the day to day demands of the current educational conditions? After years of extending due dates and accommodating candidates through the pandemic, National Boards continues to strive for a sense of normalcy and set this year's final submission date on May 18th.

National Board Certification in Nevada:

As of December 2021, there are 130,717 teachers who are Nationally Board Certified across our country, making up 3% of our nation's teachers. North Carolina, Florida, Washington, and South Carolina continue to lead our nation with the most Board-Certified teachers. Nevada ranks 22nd in the country with 1,235 National Board-Certified teachers. This year (2021), 49 teachers attained National Board Certification in Nevada. Washoe County had 17 teachers who certified in 2021, with a total of 369 teachers that are board certified. Carson City added 1 more National Board-Certified teachers to their total of 19. Douglas County has a total of 18 National Board teachers. Lyon County had another teacher certify and has a total of 20 board certified Teachers, Churchill has a total of 9 certified teachers and Storey County has 1 National Board-Certified teacher. "The process of certifying has also been shown to aid in teacher retention, develop teacher leaders, and build communities of learners pursuing excellence in their teaching practice (Stanford National Board Resource Center)," so it continues to be a priority to retain and lessen the attrition rate of accomplished teachers, especially in rural areas around our state.

Participating in the Northern Nevada Cohort doesn't guarantee that candidates will certify, but it has greatly increased candidate's chances of becoming National Board Certified. In 2020-2021, we had an 81% pass rate, which attributed to participants actively attending cohort sessions and submitting their work for feedback.

Delivery of Service

During the 2021-2022 school year, the cohort met monthly at Sparks High School starting in August and ended in early May. Candidates were separated into their certificate areas (1. English Language Arts, Library Media 2. Early Childhood Generalists, Middle Childhood Generalists, Literacy, and Exceptional Needs 3. Math and Science 4. Music, Social Studies, and English as a New Language), so they could participate in purposeful collaboration with other educators who were familiar with their teaching roles. Each group was supported by two candidate support providers (CSP's), with the goal of building teacher's capacity around the National Board Core Propositions (1. Teachers are committed to students and their learning, 2. Teachers know the subjects they teach and how to teach those subjects to students, 3. Teachers are responsible for managing and monitoring student learning, 4. Teachers think systematically about their practice and learn from experience 5. Teachers are members of learning communities), so they could ultimately improve instruction to better meet the strengths and needs of their students. Every Wednesday, two CSP's also hosted a virtual support session to guide and answer candidate's questions. Candidates were also given a participant agreement, which provided them details about their responsibilities as a candidate and what the role of a Candidate Support Provider (CSP) entailed. Candidates were encouraged to submit their work frequently to the google form to

receive feedback on their written work. The eight CSP's were also available to meet with candidates individually for extra support as needed. A calendar with due dates was also given to candidates, with the goal to help candidates break up their work into manageable pieces throughout the year and to avoid procrastination.

Results and Reflection

The findings for this year-long study revealed significant professional growth for teachers. Many teachers commented that participating in the National Board Cohort was the best Professional Development that they have taken in their teaching career, and even more impactful than earning their master's degree. At the end of the Cohort sessions, candidates completed a survey about their overall reflections.

Responses to survey questions:

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

- Many candidates commented that using multiple sources to get to know their students provided more insight to learn about their students at a deeper level than they had in years past. Due to their collaboration with multiple stakeholders, they were able to confidently talk about their students in their PLC teams, with parents and administrators.
- Participants frequently pointed out that they are more purposeful about what they do with their students. Instead of using Teacher Pay Teacher or 'Fluff' worksheets, they are using data to identify strengths and areas of need for their students to drive their instruction.
- Participants noticed more student agency within their classrooms, due to the implementation cycle of the Architecture of Accomplished teaching (what I know about students, students setting high worthwhile goals, implementing instruction, assessing, reflecting and starting over again). Students are involved in the self-assessment process and teachers are offering more choice in products or processes of their work.
- Teachers commented that the National Board process helped them make shifts in their teaching practices, including adjustments to their lesson plans to meet the needs of individual students, using data in new ways to assess student progress and learning goals, and deepening their content knowledge.
- Most teachers articulated that they think differently about their teaching practices. They are always thinking about how they could do better, reflecting on lesson planning and how lessons went so that they could make adjustments to their teaching or reteach in small groups.

Please tell us something that worked well for you during your National Board Cohort experience.

- Most candidates acknowledged that the calendar with due dates helped them stay on track for each component and prevented them from procrastinating.
- Participants noted that being able to upload their written commentary, student evidence, forms and videos to the Google form for feedback helped guide them. Feedback with sentence stems was especially helpful for candidates (I chose ____ because ____, I differentiated for ____ when I _____ etc.).
- Participants also commented that they felt supported by the CSP's during cohort sessions, virtual support sessions, and in 1-on-1 coaching meetings.
- Participants mentioned that weekly emails with reminders, tips and positive encouragement helped motivate them to continue the process, especially when they became busy and wanted to give up.
- Participants agreed that meeting and collaborating regularly with other teachers around the region, helped them examine their practice more closely and identify more effective teaching practices.

Please provide us with feedback on how we can improve the cohort experience.

- Several candidates commented that they would have liked a deeper dive with data analysis and more examples of how they could show data as evidence on the component 4 forms.
- Candidates mentioned that we should make a summer to-do list which highlights books to read, annotate the certificate area standards, navigate the National Board web site and read the instructions for each of the 4 components, so candidates have a better understanding of the whole process.
- Many candidates talked about including a day within the cohort that was specifically dedicated to a hands-on session to go over technology skills (making files, best ways to film students, how to get videos off phones, and compressing videos to MP4).

Candidates within the Northern Nevada region rated the overall 2021-2022 cohort sessions 4.58-5 out of a 5-point scale, indicating they were very satisfied with the overall cohort services.

Table 28: National Board Candidates Survey Results

(Scale 1 = not at all, 3 = to some extent, 5 = to a great extent)	Averages of regions (WCSD, Douglas, Lyon, Carson City):
1. The activity matched my needs.	4.94
2. The activity provided opportunities for interactions and reflections.	5

3. The presenter/facilitator's experience and expertise enhanced the quality of the activity.	5
4. The presenter/facilitator's efficiently managed time and pacing of activities.	4.97
5. The presenter/facilitator modeled effective teaching strategies.	4.92
6. The activity added to my knowledge of standards and subject matter content.	4.97
7. The activity will improve my teaching skills.	5
8. I will use the knowledge and skills from this activity in my classroom or professional duties.	5
9. The activity will help me meet the needs of diverse student populations (e.g., gifted and talented, ELL, special ed., at-risk students).	5
10. If Yes, has your past participation changed your Teaching Instruction or Administrator Responsibility?	4.58

Next Steps:

Survey results indicated that 12 candidates will be returning to the cohort next year to finish 1-3 components. In addition to this, over 50 teachers from the Northwest Region have also expressed interest at two of our informational meetings to join the cohort in the Fall. Surveys also indicated that candidates needed more in-person workday sessions to work on parts of their components with the support of the CSP's if they had questions. Therefore, for the 2022-2023 school year, 2 CSP's will host 2-hour blocks of time on the first Wednesday of each month to support candidates as needed. These meetings will be optional, but highly encouraged for participants to work towards meeting their calendar deadlines. In addition, to help build candidate's efficacy about the overall process, we included a summer to-do list for upcoming candidates. Candidates are encouraged to read and annotate their certificate area standards, familiarize themselves with each of the component's instructions, read and annotate the General Portfolio (this houses many of the rules about the process) and navigate the National Board website, so they can efficiently find

resources as they start their journey. In the Fall, we will continue our 2 all-day jumpstart days to help candidates clearly see the big picture. During those sessions, candidates will create large visuals of all the pieces for each component and also create checklists, so they know what is expected of them throughout the year.

Table 29: National Boards Candidate Plans for Submission

Components	I submitted this year on May 18th:	I plan on submitting Next Year:
Component 1	60%	1%
Component 2	51%	23%
Component 3	71%	23%
Component 4	69%	11%

Conclusion

Overall, survey results indicated that the cohort sessions and the amount of support that the CSP's provided to candidates throughout the year was extremely helpful and increased teacher's efficacy and confidence, so they felt more empowered as they went through the process. Teachers expressed that they grew more in one year, than the combination of multiple years in the past. For the most part, teachers felt 'illuminated' and commented that even though working on their National Boards was one of the most challenging things they have done in their career, going through the process proved to re-energize and ignite their passion for teaching again. As a result of participating in the cohort, teachers are more intentional in what they do with students, use data to set high worthy goals, encourage student agency and reflect on their teaching practice more than in year's past.

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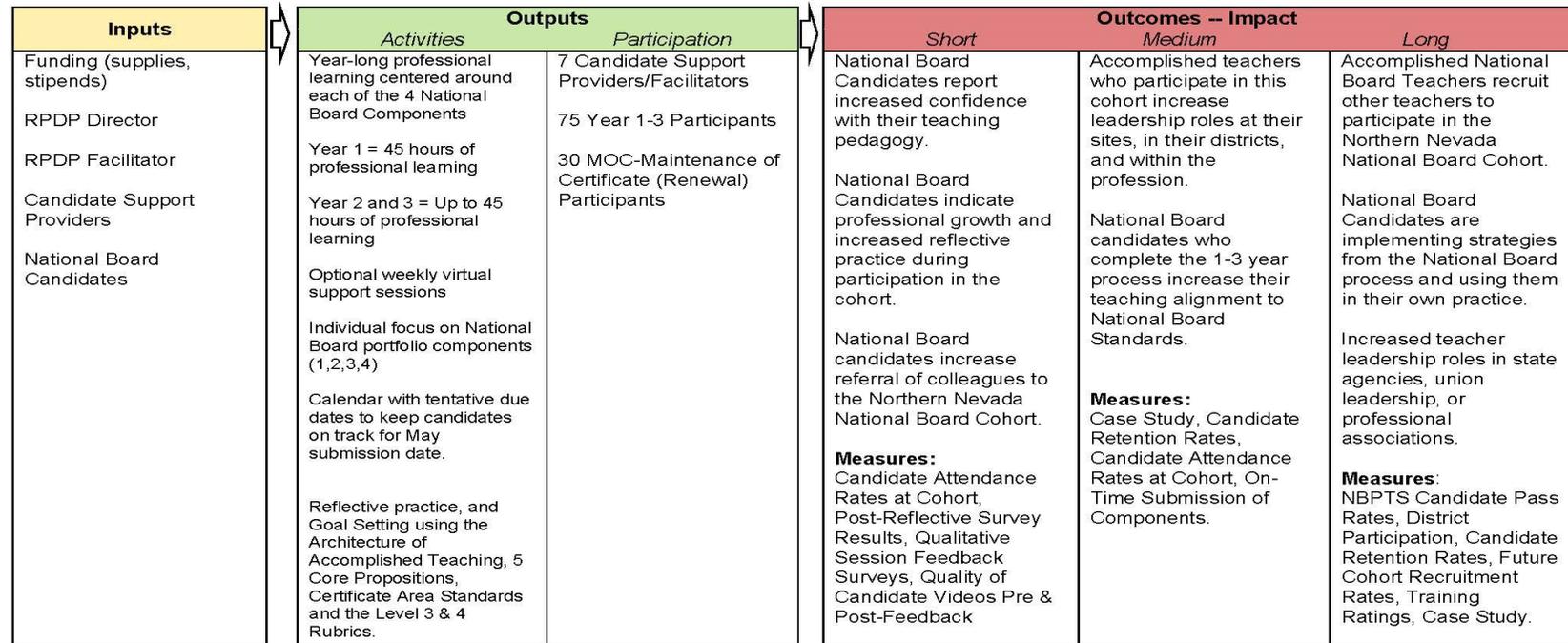
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2021-22 Case Study: National Board Cohort Logic Model

Situation: The National Board process was developed to recognize and retain accomplished teachers. The process requires teachers to exhibit a deep understanding of their students, content knowledge, and use of data and assessments to guide their instruction. In addition, teachers must show participation in learning communities and provide evidence of ongoing reflection and continuous learning. The challenge is how do we continue to increase the amount of Nationally Board-Certified Teachers within our Northwest region, in a time when many teachers are struggling to meet the day to day demands of the current educational conditions?



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Assumptions: National Board Candidates are committed to becoming a National Board-Certified Teacher. With multiple supports and sessions that are catered to their diverse needs, teachers will increase their self-efficacy, reflective practice and work in PLC's to meet the needs of their students.

External Factors: COVID-19 Pandemic disruptions (student/exclusions), Staff/Substitute shortages, teacher fatigue, financial limitations

Figure 11: Case Study- National Board Cohort Logic Model

Social Studies Vanguard: A Focus on the Indigenous Cultures of the Americas, Then and Now

Introduction/Abstract

Social studies has become a major focal point within the political discourse of our nation over the past few years. A major struggle for social studies teachers has been push-back from parents, community members, and in some cases lawmakers about teaching Critical Race Theory. While CRT has become an inflammatory hashtag, in reality social studies teachers are merely presenting material in a way that speaks to all of their students by expanding the perspectives and topics they cover in their classrooms. This is not Critical Race Theory but in actuality, the other CRT, Culturally Responsive Teaching. With this focus in mind, the Social Studies Vanguard in Washoe County has been specifically focused on enriching the teaching of indigeneous history and current issues in an attempt to better represent a group that has been previously marginalized in our classroom materials. For the 2021-2022 school year, the group decided to focus on indigenous history and issues from a local, national, and global perspective.

Instructional Context

Washoe County School District (WCSD) is the second largest district in Nevada encompassing mostly urban but some rural areas in addition to a wide variety of socioeconomic statuses. Many in the Social Studies Vanguard have participated in this cohort, or a variation of it, for over ten years while there are also newer teachers in the group who joined one to two years ago. Many have received training in standards-based strategies and content at the Northern Nevada Council for the Social Studies annual conference, WCSD's Social Studies Content Day, and various book studies and topic specific professional development.

The teachers involved in the cohort are a collection of middle school and high school teachers who teach a mixture of US History, World History, Geography, American Government, and Economics. They come from 16 different schools across the district.

The Nevada Academic Content Standards for Social Studies were adopted in 2018. They marked a major shift in teaching practices for most social studies teachers. Previously, the social studies standards were largely focused on content whereas the 2018 standards combine content with disciplinary skills such as argumentative writing, evaluation of sources, inquiry and critical thinking, and discussion. Furthermore, the content standards include a focus on multicultural history and the inclusion of diverse perspectives and narratives. The WCSD social studies community is continuing to develop resources that align to these standards, hence the purpose and mission of the Social Studies Vanguard.

Initial Data and Planning

The Multicultural theme within the 2018 standards includes topics of social justice and the historical and cultural contributions made by various racial and ethnic groups. Over the past few years this has been one of the biggest areas of focus as there are not many resources that speak to this content theme and textbooks and other adopted resources are severely outdated. The website, Project Tahoe, has served as a digital warehouse for teacher created resources available to all

social studies teachers. The resources were by and large developed by teachers who participated in professional learning in both content and pedagogy and then developed resources out of those trainings. The Social Studies Vanguard (in its various iterations throughout the years) has been responsible for the bulk of this work. However, at the end of last year, the participants and facilitators of this group audited the content on Project Tahoe and discovered that there was a lack of resources representative of Native American history and culture. In fact, there were only a handful of lessons available and of those only at the middle school level. Additionally, the topics of these resources were very narrow in scope only dealing with content spanning from European arrival to the Americas up through Indian Removal. We found that teachers were only covering surface level content when it came to Indigenous history and contributions to the world. Furthermore, we were presenting these cultures as those whose history ended after Indian Removal without giving credence to their many notable experiences and achievements that have continued past removal up through today. As Daniel Cobb of the University of North Carolina explains, “The history of tribal nations is one of durability, integrity, perseverance and grit through more than 500 years of colonialism. The survival of the Native Americans is one of the extraordinary stories of survival in human history. The American Indians should be considered as peoples with a past and not people of the past.”

Our goal then, was to develop more resources to be available to teachers on Project Tahoe and the WCSD Social Studies Microsoft Team to help expand the depth and breadth of lessons on indigenous history and culture. To do this, the Social Studies Vanguard met four times throughout the year for eight hour sessions to learn about various topics around Indigenous history and new strategies in which to deliver this content to students. At the conclusion of our training and work for the year, participants took a pre/post survey on their prior knowledge of the content we covered and their usage or planned usage of the resources that the group developed.

Delivery of Services

The Social Studies Vanguard met four times for eight hour sessions during contract time. Initially, our plan was to meet five times this year but we had to cancel our February meeting due to COVID concerns and substitute shortages. Two of these sessions took place at locations relevant to the topic of study, one day at the Stewart Indian School Cultural Center and Museum and one day at Pyramid Lake High School and at the Pyramid Lake Museum and Visitors Center. Sessions consisted of background learning on indigenous topics and engaging in strategies that aligned with the disciplinary standards. For each session, expert lecturers were brought in to give more background and to speak to current indigenous issues. Each session covered a different topic area. Topics included: Indian Boarding Schools and their ongoing impacts within communities, tribal membership and structure, rights of indigenous groups and current crises, and indigenous students and the ways communities work to pass on their culture. The goal of each session was for teachers to walk away with deeper knowledge of these issues in addition to a new strategy they could use to deliver this content. The strategies were specifically aligned to the disciplinary skill standards and ranged from primary and secondary source analysis, claim development, discussion, and inquiry.

Results and Reflection

Teachers in the Social Studies Vanguard were asked to reflect on their learning after our last training in May 2022. They were given a post-reflective survey to measure their increase in knowledge about indigenous history and issues. The areas of knowledge focused on intergenerational trauma of indigenous cultures and impacts, indian boarding schools and their purposes and practices, indian boarding schools and examples of student resistance and resilience, structure of tribal governments and processes of enrollment and interactions with outside government entities, and current issues facing indigenous cultures. Teachers rated themselves on a scale of one to five with one being no knowledge and five being extensive knowledge. The results are shown in the table below and in the narrative following.

Table 30: Post Reflective Survey Data

	Before	After	Increase	t-test	p-value
Intergenerational trauma of indigenous cultures and its impacts	2.64	4.27	1.63	-8.05	<.001
Indian Boarding Schools: their purpose and practices	3.18	4.45	1.27	-4.81	<.001
Indian Boarding Schools: student experiences, student resistance and resilience	2.95	4.41	1.46	-4.74	<.001
Structure of Tribal Governments: Establishment, enrollment, interactions with federal and state governments	2.59	4.09	1.50	-5.94	<.001
Current Issues Facing Indigenous Cultures:	2.82	4.32	1.50	-6.95	<.001

The self-rating for “intergenerational trauma of indigenous cultures and impacts” changed from a mean of 2.64 before the class to 4.27 after the class which was an increase of 1.63. This has a t-score of -8.05 with a corresponding p-value of <.001. The self-rating for “Indian boarding schools and their purposes and practices” changed from a mean score of 3.18 before the class to 4.45 after the class which was an increase of 1.27. This has a t-score of -4.81 and a corresponding p-value of <.001. The self-rating for “Indian boarding schools and examples of student resistance and resilience” changed from a mean score of 2.95 before the class to 4.41 after the class which was an increase of 1.46. This has a t-score of -4.74 and a corresponding p-value of <.001. The self-rating for “structure of tribal governments and processes of enrollment and interactions with outside government entities” changed from a mean score of 2.59 before the class to 4.09 after the class which was an increase of 1.50. This has a t-score of -5.94 with a corresponding p-value of <.001. The self-rating for “current issues facing indigenous cultures” changed from a mean score of 2.82 before the class to 4.32 after the class which was an increase of 1.50. This had a t-score of -6.95 with a corresponding p-value of <.001. This indicates statistically significant improvement in all areas.

Teachers were also asked to reflect on their own efficacy in teaching indigenous history before and after their participation in Vanguard this year. Bulleted below are some of the comments gathered in response to the following question: In two to three sentences, explain how your participation in Vanguard this year has changed your practice when it comes to teaching indigenous history?

- Loved getting an authentic perspective on the challenges Native Americans have faced past and present. Visiting my neighbors at Pyramid Lake allowed me the opportunity to ask important questions and get answers I can relay back to my students.
- In addition to making me more aware of indigenous issues, I feel empowered to explore the histories and cultures of native tribes.
- It has shifted the lens regarding how we approach the topic in my classroom. It has become less of a victim story and instead a more nuanced version of events.
- I have many students who live in Hungry Valley. Participating in Vanguard this year has extended my knowledge on so many important topics in the indigenous community. I have created a DBQ on Indian Boarding Schools that not only addresses victimization and assimilation but resistance and resilience. I have also been able to talk to a group of students about MMIW [Missing and Murdered Indigenous Women] who are connecting their informed action project to this. I feel more connected to my Native students and the ability to reach them and make them feel more included.
- This year helped me better understand the issues that Native Americans faced during their time in boarding schools. I also have better learned how Government policies have impacted Native rights and culture in America. This will help me better teach my students in the future.
- My experience in Vanguard this year has been incredibly instrumental in changing the way I not only teach about indigenous history, but the frequency and depth of which I

teach it. I know about so many more resources for teaching it with fidelity and more accuracy than before.

Many of the teachers did not yet have an opportunity to implement these resources when they took the survey in May. Because many of the resources deal with current events, teachers were either using them in later May/June or were intending on using them next year. However, those who did utilize the resources this year focused on Indian Boarding Schools, Indian adoptions and challenges to the Indian Child Welfare Act, and the Water Wars in Los Angeles and the impact of scarce resources on tribal communities.

Teachers were also asked to reflect in writing on the impact they saw in their own classrooms. Bulleted below are some of the comments gathered in response to the following question: If you did implement any of the resources this year, please provide a statement on the learning outcomes for your students?

- Students were able to identify how American Indians have shown resistance and resilience throughout history by analyzing multiple sources.
- I invited Brian Melendez [one of our guest lecturers] to my AP classes to talk to kids about native affairs.
- Students have a greater understanding of indigenous history over time in US History and are aware of the issues that many still face.
- My students were surprised by most of what we discussed. They were very interested and engaged as we worked toward explaining the concept of tribal sovereignty and how it is both restricted and acknowledged by the federal trust relationship and by relationships with the states. My students have a much better understanding of historical experiences and contemporary issues in North America from the perspective of Native American peoples.
- The Podcast Precis was a great strategy for my AP Human Geography class. Case studies are huge in this class, and this was a perfect way to use case studies.
- The kids learned a lot and were very engaged. Even now, at the end of the year, they're still talking about it. It was a memorable learning experience for them because it connected to their emotions.

The next steps for this group will be to implement the lessons that were created this year in their own classrooms and to continue to develop additional resources based on their learning this past year. Facilitators of this group have already begun to engage in classroom observations to obtain data on the effectiveness of these lessons in classrooms and will continue to do so into next year.

Conclusion

Having to cancel and reschedule some of our sessions due to COVID concerns and sub shortages meant that teachers received these resources and instruction later in the year than initially anticipated and therefore had less time to utilize these resources as the year came to a close. However, because of the teacher's increased efficacy when tackling this difficult content, they will be better prepared to implement these lessons next year and more encouraged to develop

their own material that aligns with this learning. Based on conversations the facilitators had with these teachers at the beginning of the year, it was clear that many were uncomfortable delivering instruction focused on indigenous history and issues because of their lack of knowledge on the topic. It was important to these teachers to tell these stories in a way that was respectful and thorough. It is therefore important to continue these types of trainings focusing on historically marginalized groups so that we can continue to make our social studies curriculum and classroom hubs of inclusivity.

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2021-22 Case Study: Social Studies Vanguard: A Focus on the Indigenous Cultures of the Americas, Then and Now Logic Model

Situation: In-service Class (5 meeting times and asynchronous work)

Since the adoption of the NVACS Social Studies Standards in 2018, Washoe County social studies teachers have been hard at work developing resources that align with these standards. The Social Studies Vanguard was created in part for this very purpose and includes 30 (20 high school and 10 middle school) secondary teachers. After taking inventory of the focuses and types of lessons the group has created thus far, we realized that there was a lack of lessons aligned to the Multicultural strand of standards within the secondary grade levels. Therefore, the group has decided to narrow its focus in order to develop resources that emphasize the history and reality of cultures who have not been given due attention in the curriculum. This year, our focus is on the indigenous cultures of the Americas. Teachers will participate in 5 professional learning sessions aimed at increasing their knowledge of these cultures and their history in addition to asynchronous time spent developing resources.

Inputs	Outputs		Outcomes -- Impact		
	Activities	Participation	Short	Medium	Long
NVACS-Social Studies WSCD K-12 Social Studies Curriculum Guide Articles and instructional resources to support professional learning of participants Guest speakers from: <i>Stewart Indian School Cultural Center and Museum, The Reno-Sparks Indian Colony, and the University of Nevada, Reno</i> RPDP and WSCD C & I facilitators Substitutes- 5 sub days (Nov. 4th, 2021, Nov. 30th, 2021, Feb. 10th, 2022, April 19th, 2022, and May 12th, 2022) Sites for training	5 full days of professional learning for teachers Teachers will engage in activities that will increase their own knowledge of the history and modern realities of various indigenous cultures. Teachers will be creating resources based on what they learn in the professional learning sessions for grades 6-12. Posting instructional resources to <i>Project Tahoe</i> . Presentation of resources at the <i>Northern Nevada Council for the Social Studies Annual Conference</i> .	2 facilitators (RPDP and C&I) 30 6-12 Social Studies Teachers	Increased knowledge of the history and modern issues of a variety of indigenous cultures across the Americas. Measures: Teachers will complete a pre-post survey that asks about their knowledge of indigenous cultures prior to the training and following the training.	Increased instructional efficacy in designing instruction focused on the history and modern issues of indigenous cultures. Increased number of NVACS-Social Studies instructional resources aligned to the Multicultural strand of the standards that are available to teachers across Nevada. Measures: The pre-post survey will also contain reflective questions about how comfortable teachers are implementing lessons on indigenous cultures and how it has changed their practice.	Increase in the number of teachers utilizing the NVACS-Social Studies instructional resources aligned to the Multicultural strand. Increase student's exposure to the history and experiences of indigenous cultures across the Americas. The pre-post survey will list topics covered in the training as well as resources created to measure which ones teachers have included in their instruction.

Assumptions: Training will increase teacher efficacy. By participating in professional learning, teachers will be more prepared and able to create effective resources.

External Factors: Availability of substitutes. Available time teachers have to create resources asynchronously.

Figure 12: Case Study- Social Studies Vanguard: A Focus on the Indigenous Cultures of the Americas, then and Now Logic Model

Parent Involvement and Family Engagement Graduate Course through Southern Utah University

Introduction/Abstract

“At the end of the day, the most overwhelming key to a child's success is the positive involvement of parents.”

– Jane D. Hull, Former Arizona Governor

The Office of Parental Involvement and Family Engagement was created in 2011 to actively promote and support the participation and engagement of families and communities in a child’s education. Pursuant to NRS 391.019 and NAC 391.030 effective July 2015, initial licensees require at least 3 semester hours regarding parental involvement and family engagement that: is consistent with the elements and goals for effective involvement and engagement set forth in NRS 392.457; and includes an emphasis on building relationships, outreach to families, and developing an appreciation and understanding of families from diverse backgrounds.

Nevada defines family engagement as a shared responsibility between schools, families, and communities where all receive equitable access to tools and support needed to successfully work together toward the development of children and youth for college, career, and lifelong learning. Many studies have found that family engagement in a child’s education, regardless of income or background, leads to higher grades and test scores, enrollment in advanced programs, improvement in school attendance, better social-emotional skills, increased graduation rates, and higher college persistence rates.

The goal of the course is for participants to understand the latest research on family engagement and its impact on the school community, explore what systemic, integrated family engagement looks like as well as the infrastructure, roles, and skills required to sustain effective family engagement. “Family engagement demands a major shift in mindset from one of devaluing families to one of valuing families. Valuing family engagement means building on family strengths and co-creating with families. It means rejecting old scripts about families and the negative assumptions that certain families are less engaged and invested in their child’s learning and development. Research has proven these negative assumptions to be a myth and that the different and innovative ways families engage in their child’s learning often goes unrecognized. All families want what is best for their children and the most effective family engagement initiatives build upon families’ strengths and funds of knowledge (Global Family Research Project, 2018).”

The objective of this case study is to continue offering a rigorous and relevant three credit graduate course that fulfills the family engagement requirement for initial teacher licenses. Nevada has included family engagement in its state education plan under *Every Student Succeeds*

Act and its five-year state improvement plan because of the positive impact it has on student outcomes.

Instructional Context

There are large numbers of teachers, counselors, social workers, school nurses and other educators across the Nevada region who needed the course to remove the provision on their teaching license. The course quickly fills up so Northwest Regional Professional Development offers the course four times during the school year. The focus of this case study was on the Spring section that started April 2nd, 2022 over Zoom on Saturdays from 9:00PM-11:00PM. The course also requires weekly assignments and a final project completed online.

Initial Data and Planning

In 2020, a NWRPDP trainer collaborated with the professional development coordinator in Carson City School District to develop a learning model and process for teachers and administrators that would fulfill the NRS requirements. The resulting course resources provided research-based best practices, tools, and supports needed to create partnerships between school and families. The course was designed around strategies to build relationships, communication skills, and knowledge in the area of family engagement and parent involvement. The textbook used for the course was *Home, school, and community collaboration: Culturally responsive family engagement 4th edition* by Kathy B. Grant. Harvard's "Dual Capacity-Building Framework for Family-School Partnerships" model was employed as a guide to lay out the goals and conditions necessary to chart a path toward effective family engagement efforts that are linked to student achievement and school improvement. The National Standards for Family-School Partnerships also were used to structure the content of the course.

The Parent Involvement and Family Engagement course has been offered ten times since the pilot course. Throughout the courses, feedback was requested from educators about the effectiveness, usefulness, and strategies employed throughout the professional development sessions. Per this feedback, sessions have been streamlined and an application piece has been added that requires teachers to implement changes into their practice. Guest speakers have been added that elaborate on the content in the textbook and allow educators to explore community resources.

Delivery of Services

There were 22 participants comprising elementary and secondary teachers, speech pathologists, counselors, an administrator, and other educators from Washoe, Lyon, Carson, and Clark Counties as well as charter schools throughout Nevada. Because of the impact of COVID 19, classes were modified to Zoom sessions. Educators participated in eight sessions of Zoom meetings and on-line Canvas assignments totaling 45 hours. Areas of foci included: defining family engagement, overcoming challenges, improving communication skills, welcoming families, home visits, cultural responsiveness, district and community resources, and creating

partnerships with families. Connections were made to the Nevada Educator Performance Framework and the Charlotte Danielson Evaluation Protocol. Dates of service were 4/2, 4/9, 4/16, 4/23, 4/30, 5/7, 5/14, and 5/21. To conclude each session of training, the instructor asked participants for feedback to guide and modify subsequent trainings. Guest speakers presented on The McKinney-Vento Act and Children and Families in transition, Culturally Responsive Family Engagement, Parent Family Home Visits, and a Parent’s Perspective on Advocating for Special Education services for her child.

Results and Reflection

Data were collected in the form of survey ratings and question responses. The teacher survey results in the table below reflect the effectiveness of the training. pre- and post-assessment feedback about specific information about the usefulness of the course.

Pre- and Post- Assessment Feedback Table

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

Table 31: Post Reflective Survey Data

	Knowledge Before	Knowledge After	Change	*P Value
Knowledge of the Nevada Law NRS	2.89	4.33	+1.44	< .001
Dual-Capacity Framework and National PTA Standards	2.38	4.05	+1.67	< .001
Ideas to Support Family Engagement at Your School Site	2.94	4.22	+1.28	< .001

Effective Communication with Families- Ex. Positive Phone Scripts	3.22	4.38	+1.16	< .001
Implications of Diverse Family Structures	2.94	4.33	+1.39	< .001
Culturally Responsive Family Engagement Practices	2.88	4.11	+1.23	< .001
McKinney-Vento Act and Helping Families in Transition	2.5	4.33	+1.83	< .001

*P Values show significant growth in all areas.

Next Steps

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

Table 32: Post Reflective Survey Data

Questions	Mean
How likely are you to use ideas and strategies from this course?	4.56
This course offered useful and important information about Parent Involvement and Family Engagement.	4.67

Narrative

The final project was to review all of the chapters in the textbook and choose a topic of interest and create an annotated bibliography/toolkit of resources (articles, books, videos, websites, local agencies, etc) that provide more information, materials and ideas to address their self-selected topics. Topics ranged from Welcome Back to School resources for families, communication strategies, resources for specific populations such as ELL, students with disabilities, toolkits for Families in Transition, and resources for DACA/Undocumented families to support their students with access to college/higher ed. Participants were very passionate about their topics and intent on using the project that they created. When asked about how they planned on using and implementing new knowledge and ideas, they responded:

As a resource guide for those in need and to help my families when they ask for resources.

I will use my family project as a tool to help my ELL parents better support their

When I have a question I will go back to my project to look for info., as well as provide it for parents and other colleagues.

I will provide it to the families of my DHH students, so they have resources for while their student is in special education and post-graduate.

I will compile all the research and create a roadmap which could be useful for students each year of high school

My project is a packet home that involves family engagement by educating families and students on what they need in order to be successful in high school.

By applying the information in my teacher newsletters and using the strategies in class with students who need to learn how to communicate and express themselves. For example, using the strategies as social team building activities

Participants were asked to comment about the most beneficial part of the course and it was apparent that breakout room collaboration and information from guest speakers was valued and led to changes in perspective and mindset about families.

Honestly, the most beneficial aspect of the course was the breakout rooms, and being able to really discuss PIFE with teachers from other districts as well as the same districts.

I really enjoyed learning about the McKinney Vento Act. A lot of my students are in low-income situations, and we have had some that are in transition between housing, so now I know who to refer to and how to provide them support. Prior to this class, I did not know about the act or what resources it could provide our families.

I think the McKinney-Vento speaker, and communicating with diverse types of families, recognizing the diversity of family structures was an eye opener for me.

Learning from other educators about their effective strategies on reaching out to their parents and community. I learned that we all struggle sometimes but with the right amount of empathy and respect we can create meaningful relationships with the families at our school, no matter the background, race, or upbringing.

Becoming more aware of diversity in the community and how to increase collaboration among everyone involved to the best of my ability.

Honestly, I really loved the breakout sessions where we could talk among our peers and learn from one another while sharing shared experiences.

The breakout rooms. I loved being able to talk with a variety of different people.

Empathy....understanding that we all have different factors that affect our lives.

Really liked the structure and the activities and listening to others ideas, suggestions and strategies.

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

I am grateful for this course. It not only reinforced some knowledge I previously had about the subjects discussed, but also brought up new things I have yet to experience as well as suggestions on how to approach them.

I learnt a lot from the course and hope to take that knowledge to help families in my new school.

I thoroughly enjoyed the class and all the resources it has to offer.

Excellent course and would recommend it to others.

I liked the hyperdocs and the teacher.

Class was far more valuable than I anticipated. Thank you!

Desiree is awesome. She's really flexible and provides good feedback.

Thanks so much for this course Desiree! I look forward to taking other ones from you!

Desiree, thank you so much for being such an amazing, understanding and effective educator! I learned so much from you!! Thank you!! :)

Conclusion

It is evident from the data collected that the Parent Involvement and Family Engagement course had a significant impact on teacher implementation, educator mindset and confidence in working with families. Teachers felt that the course requirements had a positive effect on their instruction and relationships with families. Participants appreciated the style and delivery of the course and reflecting on material with their peers. Written responses indicated that educators intended to use the information from the trainings within their classrooms and that students gained quality conceptual understanding from the strategies implemented to engage families in the school community.

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2021-22 Case Study: Parent Involvement and Family Engagement Graduate Course Logic Model

Situation: Regional Parent Engagement Course

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

Inputs	Outputs		Outcomes -- Impact		
	Activities	Participation	Short	Medium	Long
NEPF rubrics Use of Canvas on-line forum for assignments and discussion Home, School, and Community Collaboration: Culturally Responsive Family Engagement by Kathy B. Grant and Julie A. Ray 45 hours of instructional time Three graduate credits from SUU	Teachers discuss assigned text Teachers practice positive phone scripts, meetings, strategies/ideas during the collaboration Teachers brainstorm and have dialogue about implementation Teachers actively listen to guest speakers and reflect on message Teachers Assessment of Teacher Growth and Understanding	Secondary teachers from Carson School District Churchill School District Washoe County School District Carson School District Social Workers Speech and Language Pathologists Counselors Librarians Substitute Teachers	Learning (instantly) Increased Teacher Confidence and Efficacy in two-way communication with parents Increased knowledge of resources for teachers, families, and communities Measures: Case Study Workshop Ratings	Action (over time) Increased Pedagogical Knowledge Emphasizing the importance of family engagement Increased scores on Nevada Evaluation Performance Framework (professional standards) 3 graduate credits that remove provision from teacher license Measures: Coaching Case Studies	Increased Family Partnerships Increased use of culturally relevant communication practices Increased Teacher Collaboration/ Development of Family Engagement ideas Measures: Teacher reported Parent and Student Climate Data

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

External Factors: Time and student ability. Administrator Expectations. State, District, and Social Site Contexts

Figure 13: Case Study- Parent Involvement and Family Engagement Graduate Course Logic Model

Appendices

Appendix A: Overview of regional services

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

Table 1: Unduplicated Number of Educators Trained by the NWRPDP

District	ES Teachers	MS Teachers	HS Teachers	Administrators	Others*	Total by District
Carson	142	53	23	21	10	258
Churchill	105	47	51	13	54	272
Douglas	117	49	57	15	6	247
Lyon	97	31	39	28	6	211
Storey	2	6	1	2	2	13
Washoe	778	217	219	199	8	1,488
Totals	1,241	403	390	278	86	2,489

Table 2: Duplicated Number of Educators Trained by the NWRPDP

District	ES Teachers	MS Teachers	HS Teachers	Administrators	Others*	Total by District
Carson	241	102	29	44	13	447
Churchill	161	118	96	24	57	458
Douglas	267	103	111	21	7	513
Lyon	199	42	58	42	6	362
Storey	5	11	2	2	3	23
Washoe	1,550	278	332	284	9	2,583
Totals	2,423	654	628	417	95	4,386

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

A total of 2,489 educators, or 40% of the approximate 6,100 educators employed in the region (as reported by each district), participated in programs provided by the NWRPDP during 2021-22 (unduplicated count). In terms of how NWRPDP participants are broken down by district, in 2021-22, 10% of participating teachers and administrators were from Carson City, 11% were from Churchill County, 10% were from Douglas County, 8% were from Lyon County, 1% from Storey County, and 60% from Washoe County. Many educators attended programs on more than one occasion, resulting in a total of 4,386 contacts between the NWRPDP and educators during the year (duplicated count).

Type and Focus of Services - Regional Overview

The NWRPDP provides a variety of services for the six counties in the region. Figure 1 shows the breakdown in a visual format of the three broad types of services provided by regional trainers throughout the districts with a significant majority of services being in the form of instructional training and in-service classes for the 2021–2022 school year.

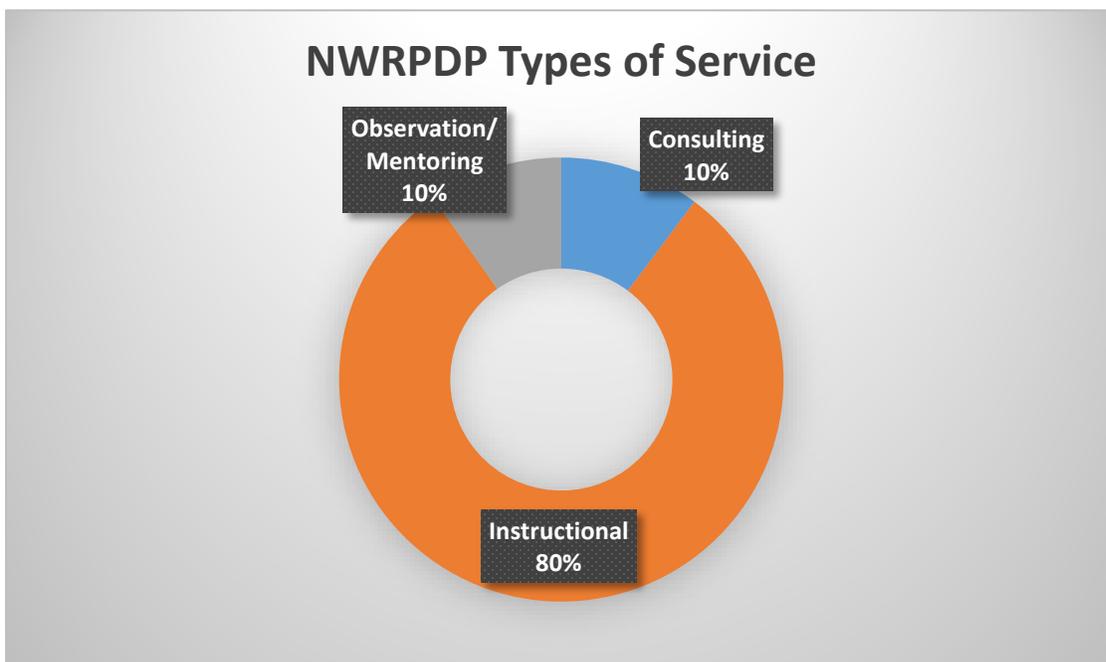


Figure 14: Types of Services Provided by the NWRPDP

Another measure of services is the focus of the services provided. This measure looks at the content of the services offered in the region (See Figure 2). The major areas of services provided in the region for the 2021–2022 school year were NVACS trainings in areas of NVACS Computer Education and Technology, Math, Science, and Literacy/English. The remaining areas of focus were diverse, and included professional learning opportunities in Family Engagement, Teacher Leadership, Social Studies, STEM, Computer Science, and Mindset/SEL.

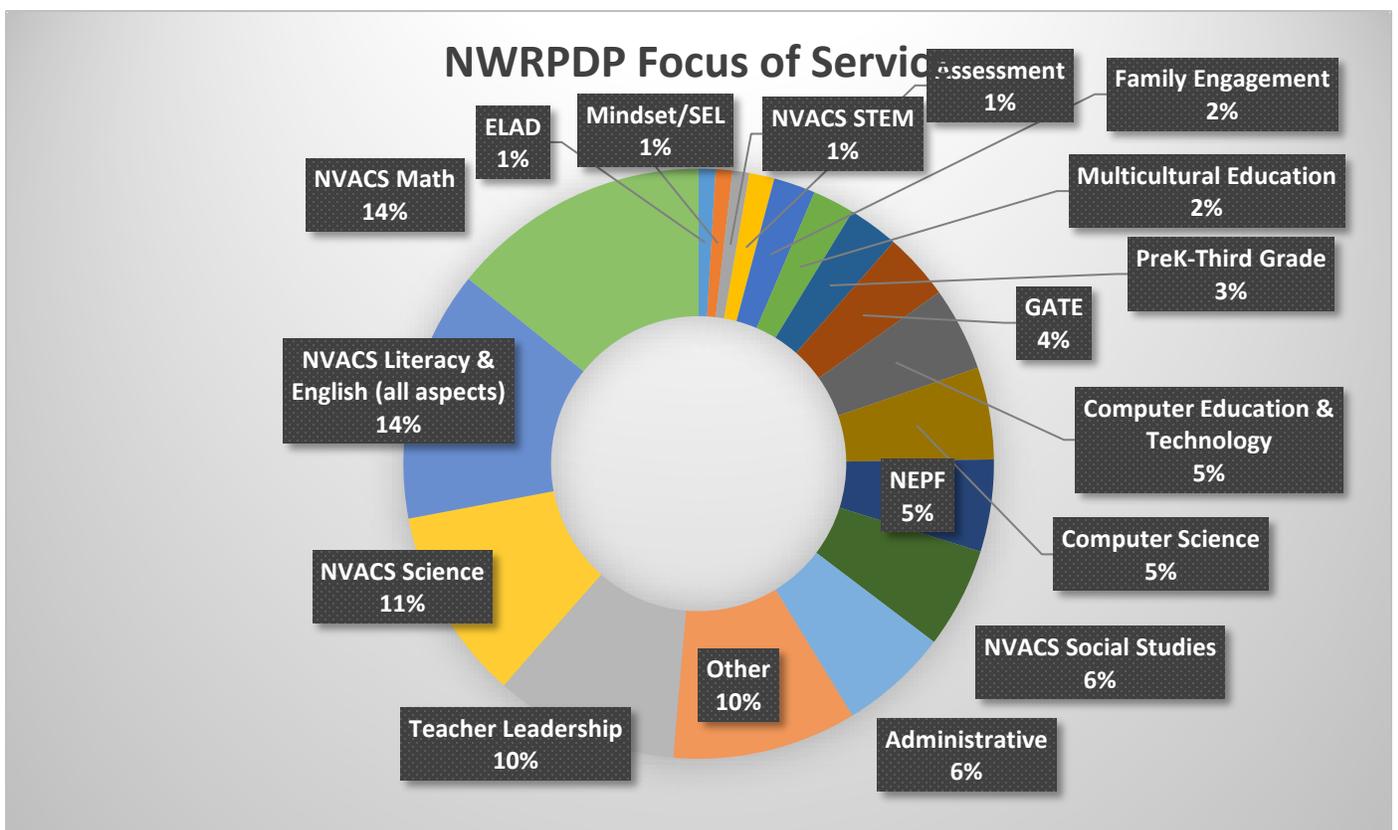


Figure 15: Focus of Services of the NWRPDP

Appendix B: Carson City School District Services Summary 2021-22

Carson City School District has 11 schools: six elementary schools, two middle schools, one comprehensive high school, one alternative high school, and one charter school. Carson has 7% of the schools in the NWRPDP Region, which includes 159 schools. Two full-time learning facilitators are housed in Carson.

Training focused mainly on the Nevada Academic Content Standards in Literacy/English, Math, and Computer Education & Technology. Other professional learning included Teacher Leadership, Computer Science, and Science.

Participant Mean Ratings on Quality of RPDP Trainings

<i>(Scale: 1 = not at all, 3 = to some extent, 5 = to a great extent)</i>	CCSD	Region
The activity matched my needs	4.56	4.58
The activity provided opportunities for interactions and reflections	4.73	4.79
The presenter/facilitator's experience and expertise enhanced the quality of the activity.	4.71	4.72
The presenter/facilitator efficiently managed time and pacing of activities.	4.68	4.70
The presenter/facilitator modeled effective teaching strategies.	4.62	4.67
This activity added to my knowledge of standards and/or subject matter content.	4.63	4.63
The activity will improve my teaching skills.	4.56	4.63
I will use the knowledge and skills from this activity in my classroom or professional duties.	4.64	4.69
This activity will help me meet the needs of diverse student populations (e.g., gifted and talented, ELL, special education, at-risk students).	4.51	4.61

Number of Educators Trained by NWRPDP

	Unduplicated	Duplicated
ES Teachers	142	241
MS Teachers	53	102
HS Teachers	23	29
Administrators	21	44
Others	10	13
Totals	258	447

Carson educators were 10% of the educators served in the region (Using the unduplicated regional count of 2,489 educators).

Carson Type of Service

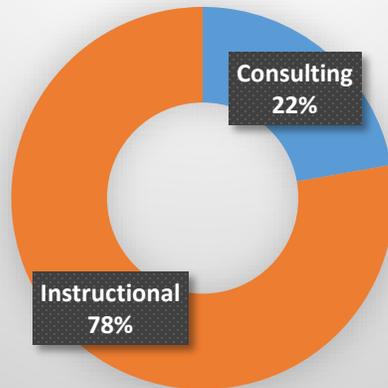


Figure 16: Types of Services Provided

Carson Content Areas

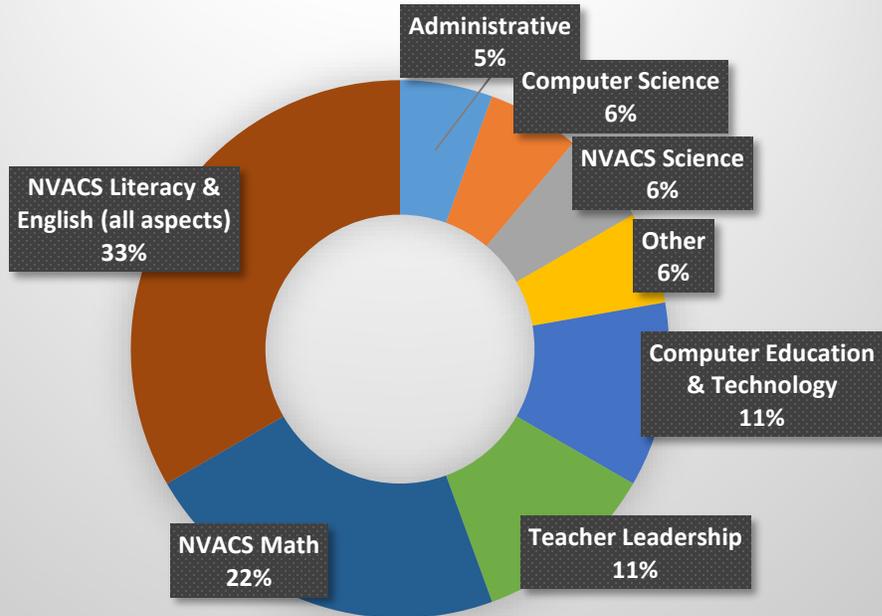


Figure 17: Focus of Services

Appendix C: Churchill County School District Services Summary 2021–22

Churchill County School District has six schools: one PreK school, one Kindergarten-First grade school, one school for grades two-three, one school for grades four-five, one middle school, and one comprehensive high school. Churchill has 4% of the schools in the NWRPDP Region, which includes 159 schools. There is one full-time learning facilitator housed in Churchill County.

Primary areas supported by regional learning facilitators this year were the Nevada Academic Content Standards in Computer Science, Computer Education & Technology, Math, and the Nevada Educator Performance Framework. Other professional learning included Mindset/SEL, ELAD, and Teacher Leadership.

Participant Mean Ratings on Quality of RPDP Trainings

<i>(Scale: 1 = not at all, 3 = to some extent, 5 = to a great extent)</i>	ChCSD	Region
The activity matched my needs	4.51	4.58
The activity provided opportunities for interactions and reflections	4.87	4.79
The presenter/facilitator’s experience and expertise enhanced the quality of the activity.	4.77	4.72
The presenter/facilitator efficiently managed time and pacing of activities.	4.72	4.70
The presenter/facilitator modeled effective teaching strategies.	4.72	4.67
This activity added to my knowledge of standards and/or subject matter content.	4.51	4.63
The activity will improve my teaching skills.	4.62	4.63
I will use the knowledge and skills from this activity in my classroom or professional duties.	4.62	4.69
This activity will help me meet the needs of diverse student populations (e.g., gifted and talented, ELL, special education, at-risk students).	4.51	4.61

Number of Educators Trained by NWRPDP

	Unduplicated	Duplicated
ES Teachers	105	161
MS Teachers	47	118
HS Teachers	51	96
Administrators	13	24
Others	54	57
Totals	272	458

Churchill educators were 11% of the educators trained in the region (Using the Unduplicated regional count of 2,489 educators).

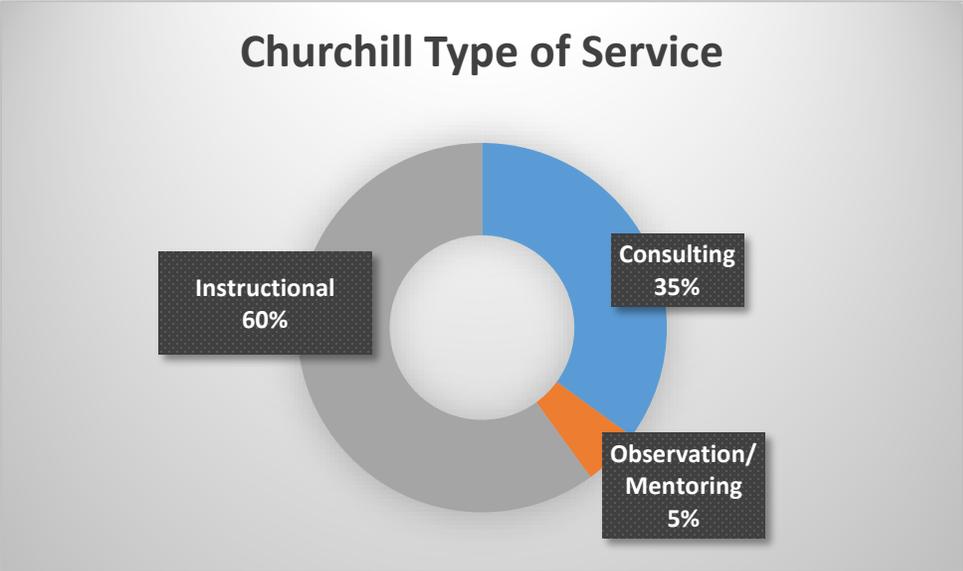


Figure 18: Types of Services Provided

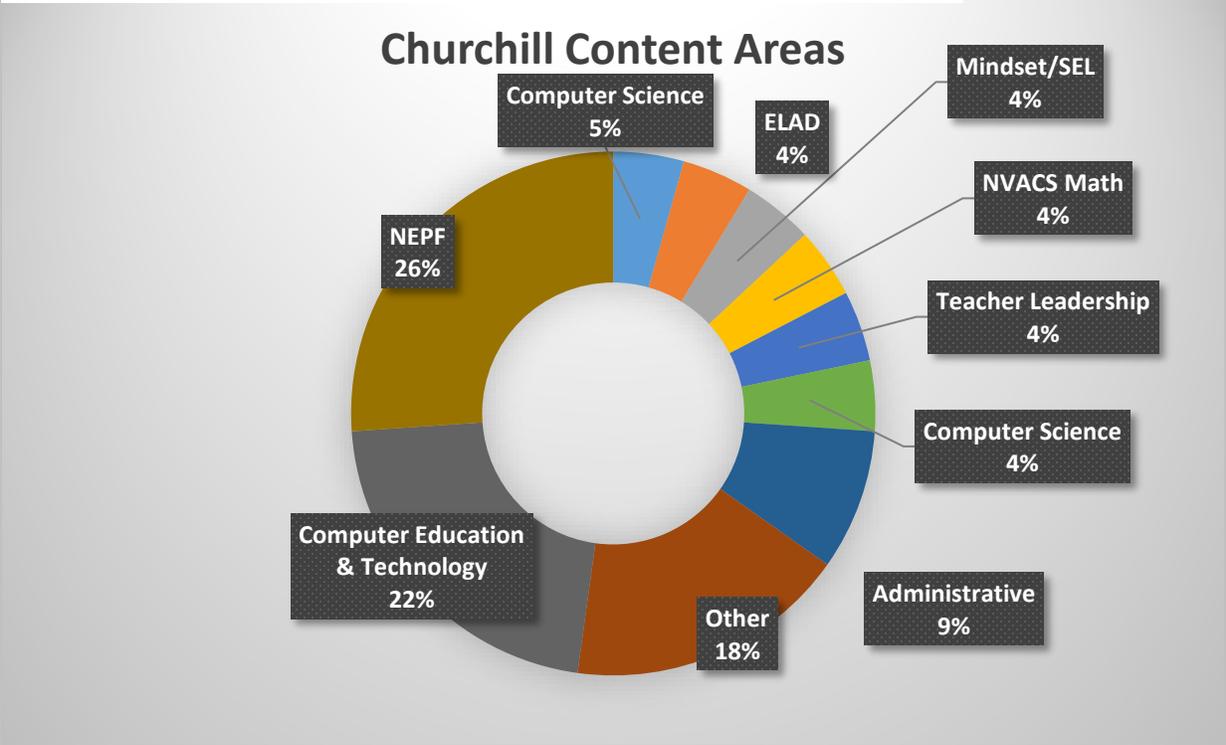


Figure 19: Focus of Services

Appendix D: Douglas County School District Services Summary 2021–22

Douglas County School District has 14 schools: seven elementary schools, three middle schools, and four high schools. Douglas has 9% of the schools in the NWRPDP Region, which includes 159 schools. A full-time learning facilitator coordinated services for DCSD.

The majority of services provided this year were in support of the Nevada Academic Content Standards in Math and support new teachers to the district. Other professional learning included Nevada Educator Performance Framework, Assessment, Science, Multicultural Education, and Computer Education & Technology.

Participant Mean Ratings on Quality of RPD P Trainings

<i>(Scale: 1 = not at all, 3 = to some extent, 5 = to a great extent)</i>	DCSD	Region
The activity matched my needs	4.68	4.58
The activity provided opportunities for interactions and reflections	4.85	4.79
The presenter/facilitator’s experience and expertise enhanced the quality of the activity.	4.78	4.72
The presenter/facilitator efficiently managed time and pacing of activities.	4.81	4.70
The presenter/facilitator modeled effective teaching strategies.	4.74	4.67
This activity added to my knowledge of standards and/or subject matter content.	4.66	4.63
The activity will improve my teaching skills.	4.74	4.63
I will use the knowledge and skills from this activity in my classroom or professional duties.	4.79	4.69
This activity will help me meet the needs of diverse student populations (e.g., gifted and talented, ELL, special education, at-risk students).	4.72	4.61

Number of Educators Trained by NWRPDP

	Unduplicated	Duplicated
ES Teachers	117	267
MS Teachers	49	103
HS Teachers	57	111
Administrators	15	21
Others	6	7
Totals	247	513

Douglas educators were 10% of the educators trained in the region (Using the Unduplicated regional count of 2,489 educators).

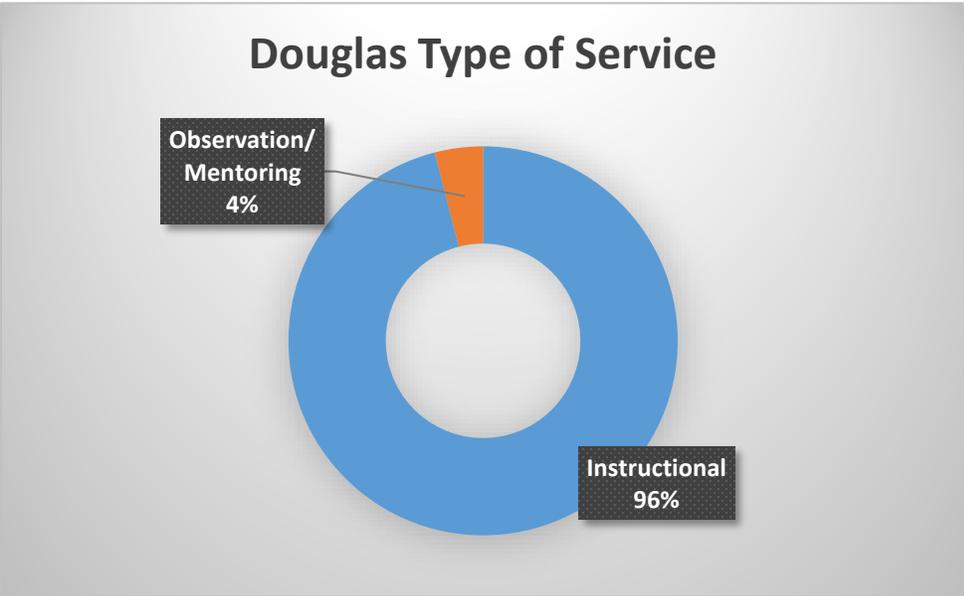


Figure 20: Types of Services Provided

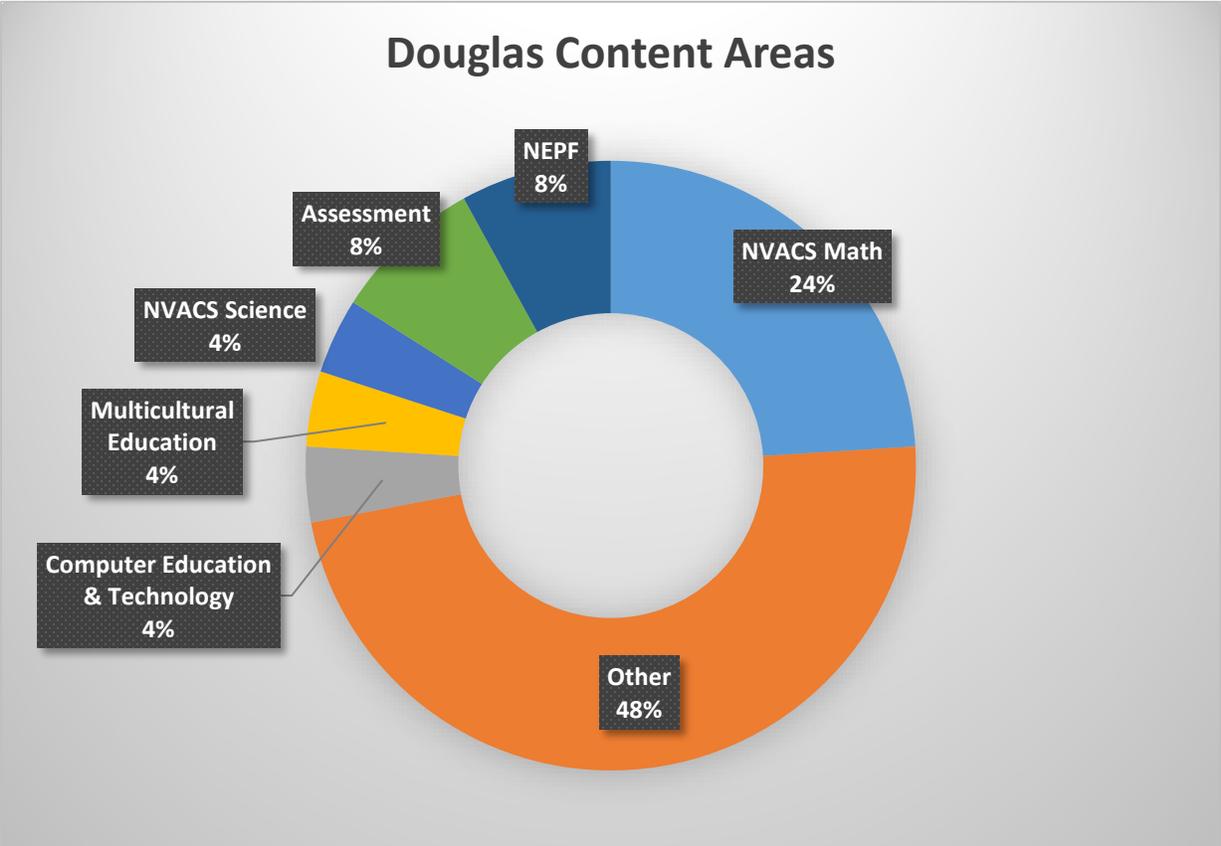


Figure 21: Focus of Services

Appendix E: Lyon County School District Services Summary 2021–22

Lyon County School District has 17 schools in five communities (Yerington, Dayton, Fernley, Smith Valley, and Silver Springs): eight elementary schools, four intermediate schools, four high schools, one K-8 school, and one K-12 school. Lyon has 11% of the schools in the NWRPDP Region, which includes 159 schools.

The majority of services provided this year were in support of the Nevada Academic Content Standards in Computer Science, STEM, Literacy & English, and Social Studies.

Participant Mean Ratings on Quality of RPDP Trainings

<i>(Scale: 1 = not at all, 3 = to some extent, 5 = to a great extent)</i>	LCSD	Region
The activity matched my needs	4.53	4.58
The activity provided opportunities for interactions and reflections	4.85	4.79
The presenter/facilitator's experience and expertise enhanced the quality of the activity.	4.72	4.72
The presenter/facilitator efficiently managed time and pacing of activities.	4.74	4.70
The presenter/facilitator modeled effective teaching strategies.	4.66	4.67
This activity added to my knowledge of standards and/or subject matter content.	4.67	4.63
The activity will improve my teaching skills.	4.62	4.63
I will use the knowledge and skills from this activity in my classroom or professional duties.	4.70	4.69
This activity will help me meet the needs of diverse student populations (e.g., gifted and talented, ELL, special education, at-risk students).	4.67	4.61

Number of Educators Trained by NWRPDP

	Unduplicated	Duplicated
ES Teachers	97	199
MS Teachers	31	42
HS Teachers	39	58
Administrators	28	42
Others	6	6
Totals	211	362

Lyon educators were 8% of the educators trained in the region (Using the Unduplicated regional count of 2,489 educators).

Lyon Type of Service

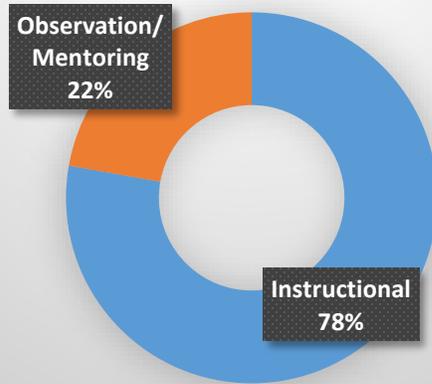


Figure 22: Types of Services Provided

Lyon Content Areas

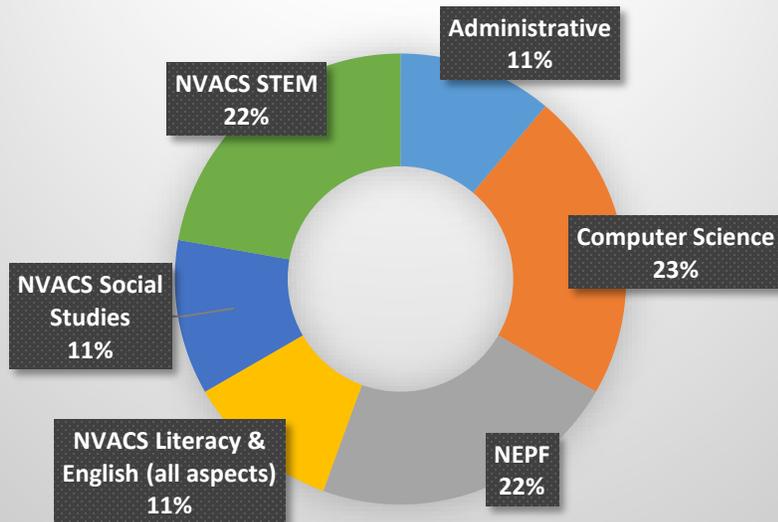


Figure 23: Focus of Services

Appendix F: Storey County School District Services Summary 2021–22

Storey County School District has four schools: two elementary schools, one middle school, and one high school. The NWRPDP funded one classroom teacher as a part-time learning facilitator. Outside of her teaching responsibilities, she organized professional learning in the district. Storey has less than 3% of the schools in the NWRPDP Region, which includes 159 schools.

SCSD received services in support of the Nevada Academic Content Standards in Computer Education & Technology and Literacy/English.

Participant Mean Ratings on Quality of RPD Training

<i>(Scale: 1 = not at all, 3 = to some extent, 5 = to a great extent)</i>	SCSD	Region
The activity matched my needs	5.0	4.58
The activity provided opportunities for interactions and reflections	5.0	4.79
The presenter/facilitator's experience and expertise enhanced the quality of the activity.	5.0	4.72
The presenter/facilitator efficiently managed time and pacing of activities.	5.0	4.70
The presenter/facilitator modeled effective teaching strategies.	5.0	4.67
This activity added to my knowledge of standards and/or subject matter content.	5.0	4.63
The activity will improve my teaching skills.	5.0	4.63
I will use the knowledge and skills from this activity in my classroom or professional duties.	5.0	4.69
This activity will help me meet the needs of diverse student populations (e.g., gifted and talented, ELL, special education, at-risk students).	5.0	4.61

Number of Educators Trained by NWRPDP

	Unduplicated	Duplicated
ES Teachers	2	5
MS Teachers	6	11
HS Teachers	1	2
Administrators	2	2
Others	2	3
Totals	13	23

Storey educators were <1% of the educators trained in the region (Using the Unduplicated regional count of 2,489 educators).

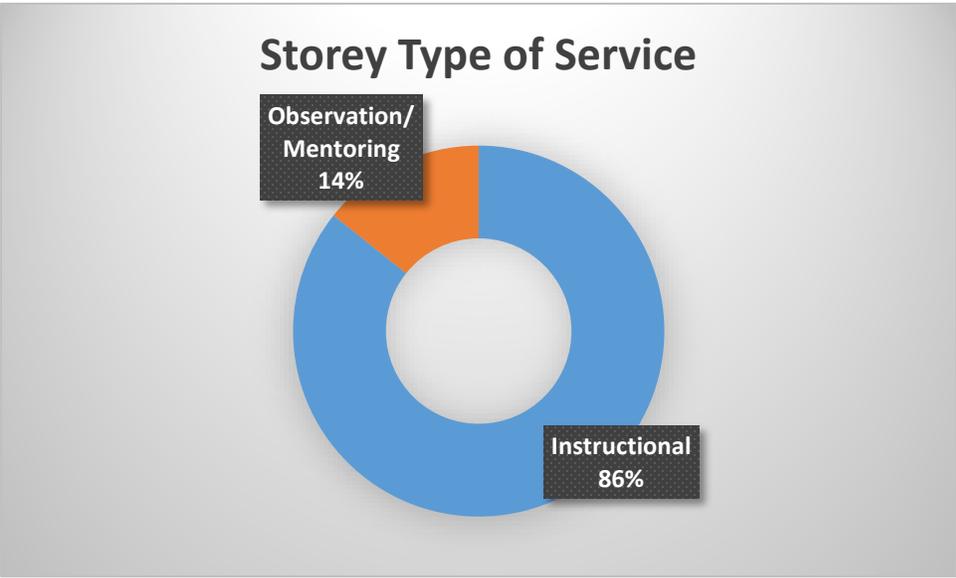


Figure 24: Types of Services Provided

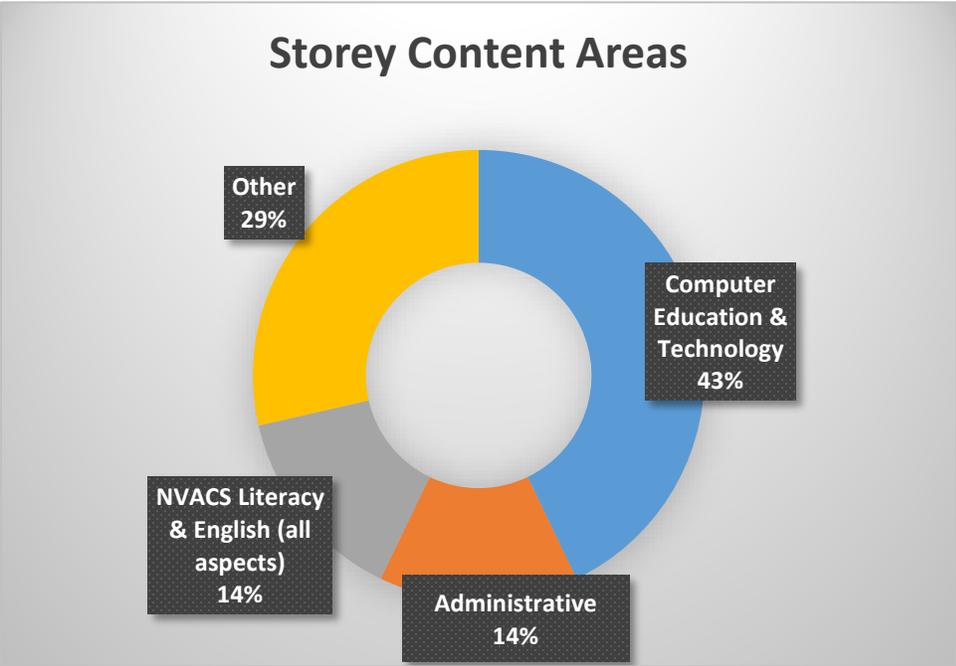


Figure 25: Focus of Services

Appendix G: Washoe County School District Services Summary 2021–22

Washoe County School District is the largest school district in the region with 107 schools: 65 elementary schools, 18 middle schools, 15 high schools, two schools for special populations, and seven charter schools. Washoe has 67% of the schools in the NWRPDP Region, which is 159 schools.

The majority of services provided this year were in support of the Nevada Academic Content Standards on Literacy/English, Math, Science, and Social Studies. Additional professional learning opportunities were provided in Teacher Leadership, Computer Science, and Multicultural Education.

Participant Mean Ratings on Quality of RPDP Trainings

<i>(Scale: 1 = not at all, 3 = to some extent, 5 = to a great extent)</i>	WCSD	Region
The activity matched my needs	4.56	4.58
The activity provided opportunities for interactions and reflections	4.78	4.79
The presenter/facilitator’s experience and expertise enhanced the quality of the activity.	4.70	4.72
The presenter/facilitator efficiently managed time and pacing of activities.	4.67	4.70
The presenter/facilitator modeled effective teaching strategies.	4.65	4.67
This activity added to my knowledge of standards and/or subject matter content.	4.62	4.63
The activity will improve my teaching skills.	4.60	4.63
I will use the knowledge and skills from this activity in my classroom or professional duties.	4.67	4.69
This activity will help me meet the needs of diverse student populations (e.g., gifted and talented, ELL, special education, at-risk students).	4.59	4.61

Number of Educators Trained by NWRPDP

	Unduplicated	Duplicated
ES Teachers	778	1550
MS Teachers	217	278
HS Teachers	219	332
Administrators	199	284
Others	8	9
Totals	1,488	2,583

Washoe educators were 60% of the educators trained in the region (Using the Unduplicated regional count of 2,489 educators).

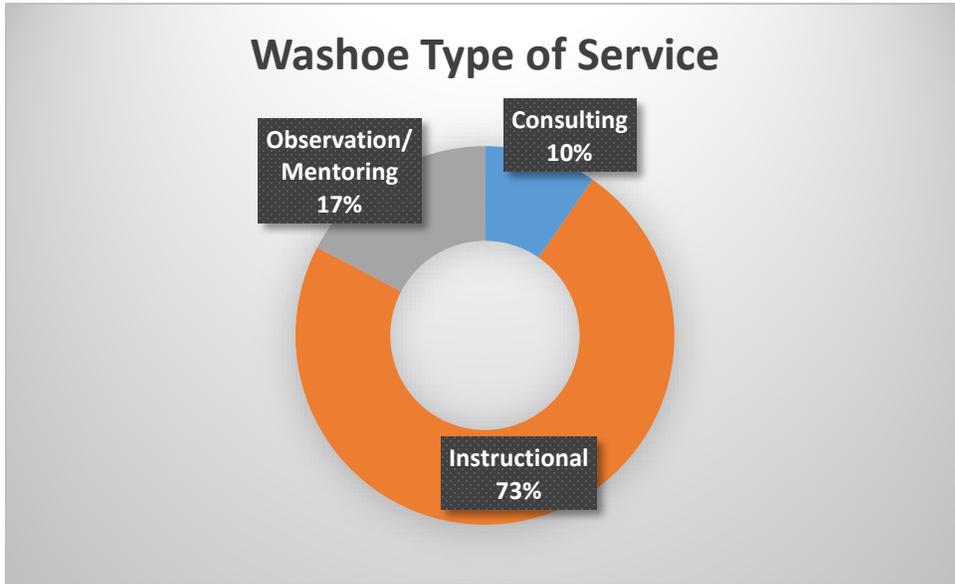


Figure 26: Types of Services Provided

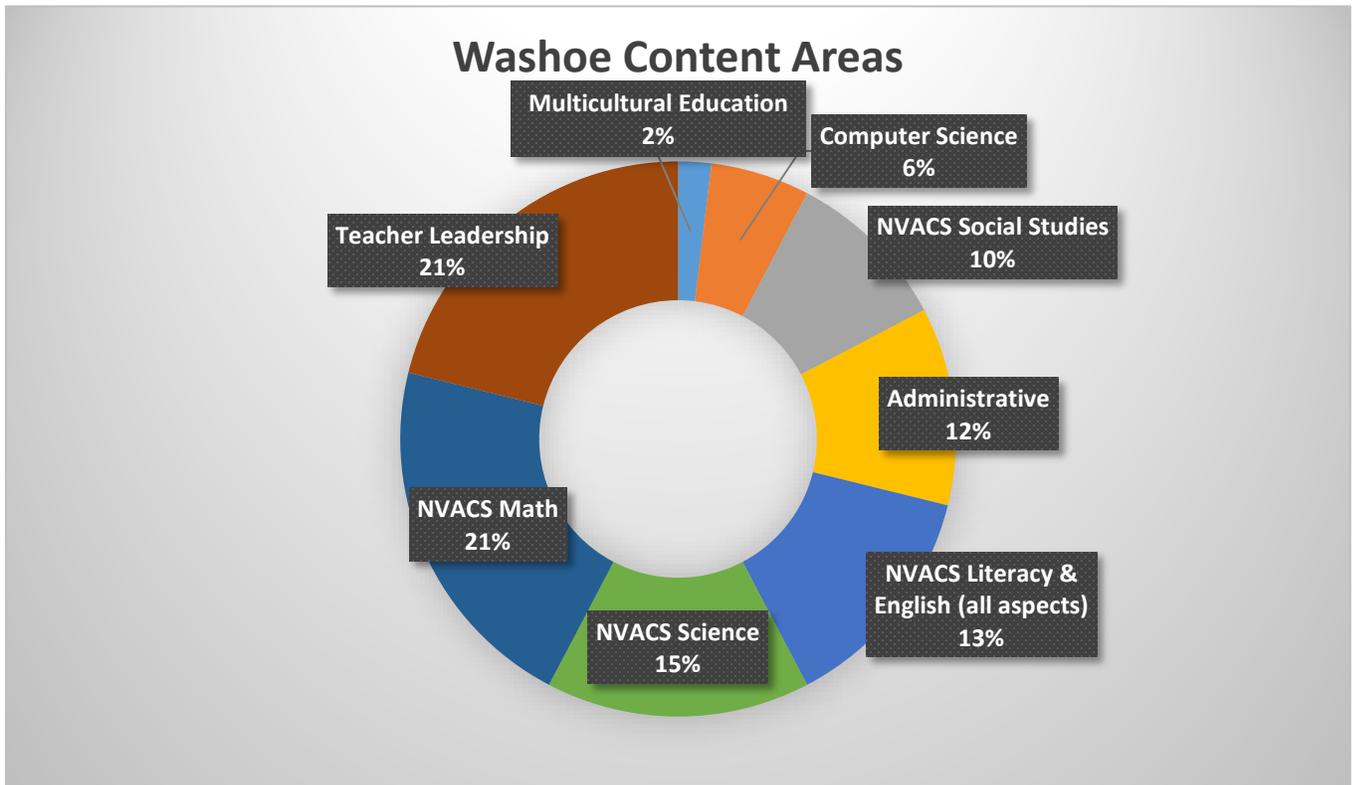


Figure 27: Focus of Services

Lyon County School District Board Memo

Date: November 15, 2022
To: Board of School Trustees
From: Wayne Workman, Superintendent
Re: Work Based Learning Application

Recommendation

That the Board of Trustees approve Lyon County School District’s Work Based Learning Application and all accompanying documents.

Background Information

“Work-based learning is an educational strategy that offers students the opportunity to connect classroom learning to authentic business/industry experiences. Work-based learning in Nevada is described as a continuum of experiences that help prepare students for postsecondary education and careers (Figure 1). The goal of work-based learning is to assist students to be college and career ready through authentic connections to business and industry in a field related to the student’s career interest.”

“Nationally, high-quality work-based learning programs incorporate four critical components: academic alignment, employer engagement, preparation or pursuit of industry-recognized credentials, and connection to employment.”

Nevada’s Work-based Learning Continuum

Figure 1 Continuum of work-based learning

Career Exploration Grades 4-9	Career Preparation Grades 9-11	Career Training Grades 11-12
Guest Speakers from Industry Career Fairs Industry Tours Career Interest Inventories	School-based Enterprises Job Shadowing Simulated Workplace Supervised Agricultural Experiences (SAE)	Clinical Experiences Pre-apprenticeships Internships CTE Work Experience Supervised Agricultural Experiences (SAE) Registered Apprenticeships

“Districts and charter schools must have their local board of trustees or governing body approve an application to have a work-based learning program. Once approved locally, the application shall be sent to the Nevada Department of Education, CRALEO office, in the spring of each year for approval by the State Board of Education. CRALEO will notify districts of the due date annually.

The application to offer a work-based learning program must contain the following:

1. The fields, trades, or occupations in which work-based learning will be offered
2. Student qualifications for participation (must allow for a majority of students to be eligible)

3. A copy of the student application form
4. A copy of the training agreement form or sample training agreement
5. A description of the process for vetting business/employer hosts and rubric, if applicable
6. Method to evaluate a student's participation and completion of the program

Districts/charter schools will be notified within 30 days after approval by the State Board. If an application is not approved by the State Board, the application may be revised and resubmitted. Work-based learning programs shall not be offered until the application is approved (NAC 389.825)."

Lyon County School District was asked to submit the application by December 15 of 2022. The attached documents are all part of Lyon County School District's Application for Work Based Learning.

Budget Considerations

N/A

Discussed at Previous Meeting

N/A

Attachment(s)

- Application for Work-Based Learning Program
- LCSD WBL Employer Host Vetting Rubric
- LCSD WBL Student Application
- LCSD WBL Student Self-Evaluation
- LCSD WBL Employer – WBL Student Evaluation
- LCSD WBL Student Activity Log and Time Sheet
- LCSD WBL Student Training Agreement

*Respectfully Submitted,
Jim Gianotti, Executive Director of Student Services*

Work-based Learning (WBL) Application

Application: Renewal
(New, Renewal or Amended)

Amended Application: _____
(Amendment Number)

CERTIFICATION

I HEREBY CERTIFY that, to the best of my knowledge, the information contained in this application is accurate and that the WBL program will be operated as described in the application. As the authorized representative of the school district or charter school submitting the application, assurance is provided to the Nevada Department of Education (NDE) that all persons responsible for program operation will comply with all applicable Nevada Revised Statutes, Nevada Administrative Code, NDE policy and regulations, and all rules and policies of the school district.

Name and Signature of the school district superintendent or appropriate designee of the applicant authorized to submit this application must be provided below:

10/05/2022

Name and Title (Please type)

Signature

Date

APPLICANT INFORMATION

Applicant (Name of School District)

Lyon County School District

Mailing Address

25 E. Goldfield Ave
Yerington, Nv 89447

Name and Title of Authorized Contact Person

Jim Gianotti, Director of Secondary Curriculum

Telephone Number

775-463-6800

Fax Number

Email Address

jimgianotti@lyoncsd.org and ntaylor@lyoncs

FOR DEPARTMENT USE ONLY:

DATE RECEIVED

Recommend for Approval by the WBL Program Review Coordinator:

Verification by Huda Hassan, WBL Program Professional

Date _____

Date Approved by the State Board of Education

Date _____

Work-based Learning (WBL) Application

Information

The district application must first be approved by the local school board before submitting to the Nevada Department of Education (NDE) for approval by the State Board of Education.

Applications must be submitted to NDE's Office of Career Readiness and Adult Learning Options (CRALEO) via email as a single PDF document no later than 90 days prior to a State Board Meeting.

Applications can be emailed to huda.hassan@doe.nv.gov and must be ADA compliant to be posted for the State Board meeting.

An approved WBL application will be in effect for five fiscal years beginning on July 1 and extending for five years until June 30.

Districts will only need to resubmit applications if there are significant changes to the student application, the process, or any other elements of the application.

If revisions are made to a district's work-based learning application, they must be submitted to NDE by September 1 of each year after approval from the local governing board.

Work-based Learning (WBL) Application

Content of the Application

1. Check all the types of WBL you intend to offer

- School-based Enterprises
- Job Shadowing
- Simulated Workplace
- Supervised Agricultural Experience (school-based SAE)
- Clinical Experiences
- Apprenticeship Ready Program
- Internships
- CTE Work Experience

2. Explain the student qualifications for participation in work-based learning program. Such qualifications must not be so restrictive as to prevent a majority of pupils from being eligible to participate.

1. Enrolled in a Lyon County School District high school and be a junior or senior
2. Complete Work-Based Learning Application
3. For students under 18, obtain parent/guardian approval
4. Maintain good attendance record
5. Maintain a solid academic record and be in good standing towards graduation
6. Maintain a positive discipline record
7. Ensure reliable transportation to and from the place of work
8. Abide by all policies and regulations mandated by the employer host

3. Describe the method used to evaluate a student's participation and completion of the program.

- Students will be evaluated through the use of an Employer Evaluation, and follow up with the WBL Coordinator. The following criteria will be used:
1. Attendance and punctuality
 2. Adherence to workplace policies and regulations
 3. Appropriate and clear communication
 4. Acceptance of assignments and responsibilities
 5. Willingness and ability to learn new skills
 6. Management of time
 7. Collaboration/teamwork skills

4. Provide a description of the process for vetting employer hosts. Districts should use the state vetting form provided (ADA compliant PDF format available in Resources).

The Work-Based Learning coordinator will vet all employer partners prior to placement of students. The vetting process will include meeting/speaking with to determine types of WBL available, gain understanding of any qualifications/skills/knowledge students need to be successful in placement, ensure all criteria are in place to host a student and to create a training plan. Work Based Learning Coordinator will also use Lyon County Vetting Form during the vetting process.

Work-based Learning (WBL) Application

5. Attach a copy (ADA Compliant PDF) of the student application to participate in a work-based learning program.

6. Attach a copy (ADA Compliant PDF) of the district's training agreement (for any WBL that is over 30 hours).

Work-based Learning (WBL) Application

Resources

[User Guide to WBL](#)

[Nevada State Board of Education- Meeting Resources](#)

[NRS 389.167](#)

Lyon County School District Work-Based Learning Host Vetting Rubric

Date:

Contact Name:

Phone:

Company Name:

Email:

Address:

City/State/Zip:

Type(s) of WBL available:

Internship

Supervised Agricultural Experiences (SAE)

Job Shadowing

Student Based Enterprise

Career Mentoring

Other (Specify):

CTE Work Experience

Pre-Apprenticeship

Nevada Industry Sector:

Agricultural, Food, and Natural Resources

Information Technology

Manufacturing

Architecture and Construction

Hospitality and Tourism

Arts, A/V Technology, and Communication

Business and Administration

Health Science

Finance

Government and Public Admin

Education and Training

Human Services

Transportation, Distribution, and Logistics

Law, Public Safety, Corrections, and Security

Type(s) of job(s) available:

Are there any requirements to participation? (ID, CPR, Background Check, etc...)

Yes

No

If yes, please specify:

Criteria (All criteria must be in place to approve an Employer Host)	YES	NO
Site is not a home-based business and has more than one employee.		
Environment is culturally diverse and appropriate for students.		
Environment appears safe and safety appears to be a priority with policies in place and practiced.		
Sexual harassment and whistleblower policies are in place.		
Facility is accessible to students.		
Employer Host agrees to a training plan and agreement (if applicable)		
Employer Host will designate a supervisor for the student.		
Employer Host agrees to evaluate the student and the program.		
If a paid work experience, student will be compensated and covered under worker compensation like other employees in the same job.		

Comments:

Lyon County Work-Based Learning Application and Training Plan

Student Information

First Name:	Middle Initial:	Last Name:
Areas of Study/Interests:	Grade:	Date of Birth:
Phone #:	Counselor	Address:

Parent/Guardian Information

First Name:	Last Name:
Phone #:	Email:

Emergency Contact (if other than Parent/Guardian)

First Name:	Last Name:
Relationship to Student:	Contact Information:

Complete the following information if applying to use current work experience for Work Based Learning-WBL Coordinator may need to speak with supervisor

Company Name:	Supervisory Name:	Supervisor Email:
Supervisor Phone:	Student Position:	Student Start Date:

Select the Work Based Learning experience you are interested in applying for—may select multiple options

- Internship
- Pre-Apprenticeship
- Job Shadowing
- Career Mentoring
- Specify other type of workexperience
- Work Experience (includes CTE work experience, clinical experiences, and Supervised Agricultural Experiences (SAE's))

Career Goals and Learning Objectives:

Consider your interests, skills, past experiences, and future career and education goals to answer the questions below:

1. What is career and technical program of study or elective course focus of the student?
2. What are the student's plans after high school? If college, specify area of study.
3. Describe career goals:
4. What does the student hope to gain from this work-based learning experience?

Academic and Employability Knowledge and Skills

Mark all the skills the student is proficient in

- | | | |
|-----------------------------------------------------------------|-------------------------------------------------|---------------------------------------------------------------------------|
| <input type="checkbox"/> Reliable and Honest | <input type="checkbox"/> Strong Work Ethic | <input type="checkbox"/> Understands Appropriate Work Behavior |
| <input type="checkbox"/> Team Player/Works Well With Co-workers | <input type="checkbox"/> Effective Communicator | <input type="checkbox"/> Proficient at Reading and Writing |
| <input type="checkbox"/> Takes Initiative | <input type="checkbox"/> Conflict Resolution | <input type="checkbox"/> Understands Best Practices for Safe Internet Use |
| <input type="checkbox"/> Computer Skills | <input type="checkbox"/> Customer Service | <input type="checkbox"/> Industry Related Safety Practices |
| <input type="checkbox"/> Problem Solving | <input type="checkbox"/> Cash Handling | |

Technical Skills

1. What course(s) have you taken, or currently enrolled in, that is relevant to this placement?
2. If applicable list any industry certifications earned or prepared for (including CPR, Serve Safe, OSHA, etc)
3. What safety trainings have you had related to the industry?
4. List specific skills and experiences related to this placement, including specific equipment you have used

Evaluation Components

1. Attendance and punctuality
2. Adherence to workplace policies and regulations Appropriate and clear communication
3. Acceptance of assignments and responsibilities Willingness and ability to learn new skills
Management of time
4. Collaboration/teamwork skills
5. Technical skill ability/performance of job duties

Responsibilities

The **employer host** recognizes that a student learning plan is being followed and agrees to:

1. Provide close supervision of the student in a work experience that meets the objectives of the learning plan.
2. Provide training for at least the minimum number of hours required for course credit.
3. For paid WBL, provide worker's compensation coverage as you would for other employees in a similar position.
4. Adhere to all federal and state child labor laws and regulations.
5. Consult with the Work-based Learning Coordinator, teacher, and/or site facilitator to discuss any challenges the student is encountering.
6. Assign jobs to the student and otherwise treat the student without regard to race, color, gender, national origin, or handicap.
7. Provide a company orientation and safety training appropriate to the job.

The **student** understands this training is for pass/fail course credit, following the student's learning plan, and agrees to:

1. Be in regular attendance both in school and on the job.
2. Conform to the rules and regulations of the employer host.
3. Demonstrate appropriate work behaviors, including punctuality and willingness to learn.
4. Communicate with the teacher of record, site facilitator, and/or Work-based Learning Coordinator as requested and necessary, submitting all necessary documentation in a timely manner.
5. Provide documentation of hours by 1/06/2023 for fall semester and 5/26/2023 for spring semester—failure to provide documentation will result in a failing grade

The **parent/guardian**, realizing the importance of work-based learning, agrees to:

1. Encourage the student to carry out the requirements of the training in a professional demeanor.
2. Accept responsibility for the safety and conduct of the student while traveling to and from school, employer site, and home.
3. Assist the student to develop a plan for transportation to and from the employer site.

The **Work-based Learning Coordinator or site facilitator/teacher of record**, representing the school or district, agrees to:

1. Vet all employer hosts and ensure they receive an orientation to work-based learning.
2. Ensure that the employer host is providing training that meets the student learning plan.
3. Conduct site visits to observe the student and address any issues with the supervisor.
4. Evaluate the student in relation to the goals of the student learning plan.

We, the undersigned, give permission for the above-named student to participate in the WBL program, and we understand and agree to meet the requirements of the WBL.

SIGNATURES

Student:

Date:

Parent or Guardian:

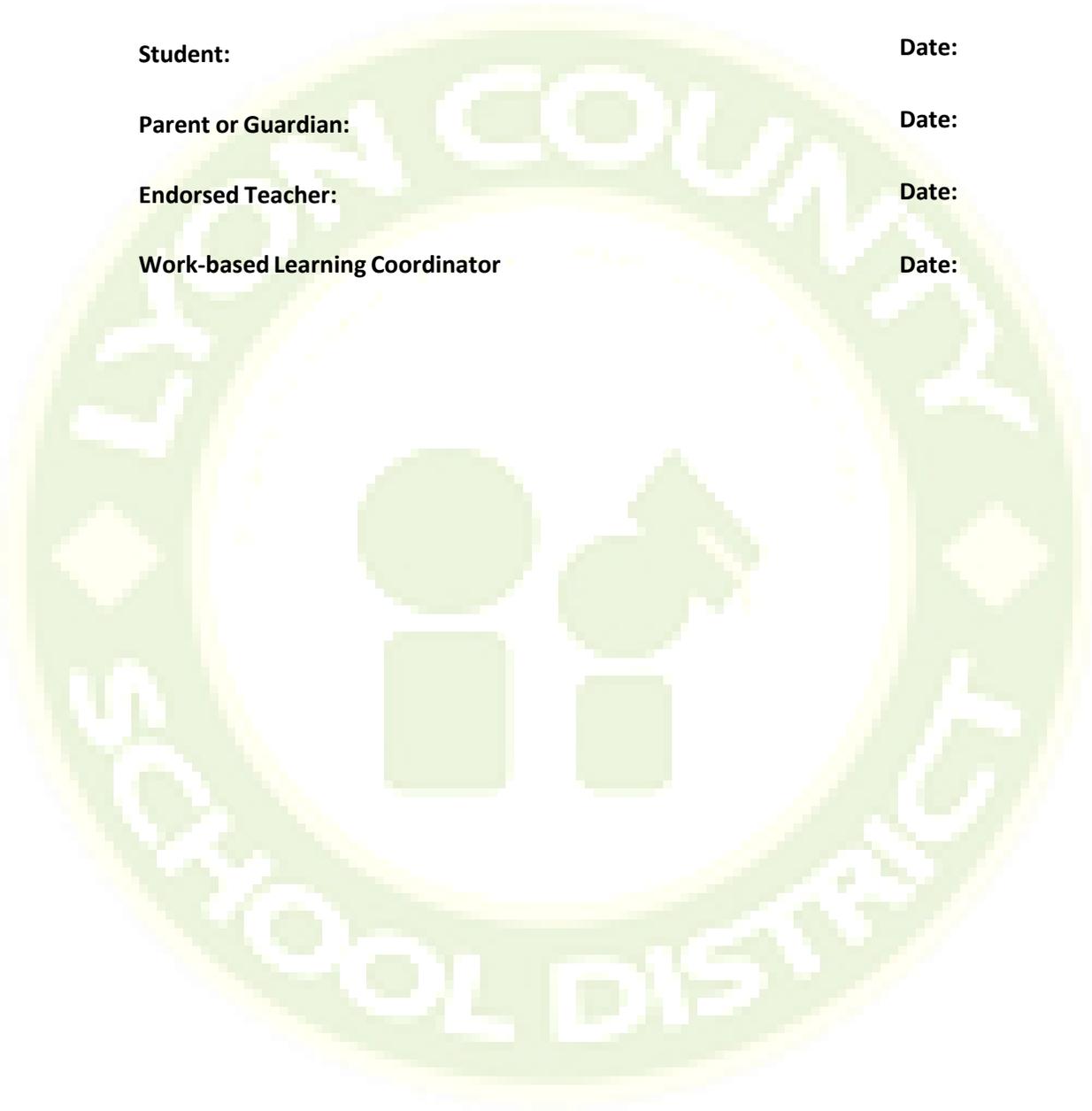
Date:

Endorsed Teacher:

Date:

Work-based Learning Coordinator

Date:



Student Work-Based Learning Self Evaluation

Please complete the following self-evaluation. Please express your honest and constructive opinion. This information will be used in directing your training and experiences. This form will not be directly shared with your employer/supervisor.

* Required

Student Information

1. Student Name and Email *

2. School *

3. Employer/Host Site *

4. Supervisor Name *

5. Type of Experience *

Mark only one oval.

- Work Experience
- Internship paid/unpaid
- Apprenticeship
- Supervised Agricultural Experience
- Job Shadow
- Student Based Enterprise

**Self
Evaluation**

Please rate your skill/ability for each question on a scale of 1 to 5, with 1 being unsatisfactory and 5 being excellent

6. Listens to instructions *

Mark only one oval.

Unsatisfactory

1

2

3

4

5

Excellent

7. Retains Instructions *

Mark only one oval.

Unsatisfactory

1

2

3

4

5

Excellent

8. Recognizes Errors *

Mark only one oval.

Unsatisfactory

1

2

3

4

5

Excellent

9. Organizes Work *

Mark only one oval.

Unsatisfactory

1

2

3

4

5

Excellent

10. Asks for Assistance *

Mark only one oval.

Unsatisfactory

1

2

3

4

5

Excellent

11. Communicates Appropriately *

Mark only one oval.

Unsatisfactory

1

2

3

4

5

Excellent

12. Willingness to Learn/Shows Initiative *

Mark only one oval.

Unsatisfactory

1

2

3

4

5

Excellent

13. Remains on Task *

Mark only one oval.

Unsatisfactory

1

2

3

4

5

Excellent

14. Punctuality and Attendance *

Mark only one oval.

Unsatisfactory

1

2

3

4

5

Excellent

15. Follows Safety Rules *

Mark only one oval.

Unsatisfactory

1

2

3

4

5

Excellent

16. Follows Training Site Routines *

Mark only one oval.

Unsatisfactory

1

2

3

4

5

Excellent

17. Cooportative Relationship With Supervisor *

Mark only one oval.

Unsatisfactory

1

2

3

4

5

Excellent

18. Cooperative Relationship with Coworkers *

Mark only one oval.

Unsatisfactory

1

2

3

4

5

Excellent

19. Customer Service Skills *

Mark only one oval.

Unsatisfactory

1

2

3

4

5

Excellent

20. Motivation *

Mark only one oval.

Unsatisfactory

1

2

3

4

5

Excellent

21. Self-Confidence *

Mark only one oval.

Unsatisfactory

1

2

3

4

5

Excellent

22. Accepts feedback *

Mark only one oval.

Unsatisfactory

1

2

3

4

5

Excellent

23. Produces Quality Work *

Mark only one oval.

Unsatisfactory

Excellent

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Google Forms

Employer-Work Based Learning Student Evaluation

Please complete this form based on the students performance during their time at your site. This evaluation will not be shared with the student, however generalizations may be discussed.

* Required

1. Employer Name and Contact Information *

2. Student Name *

Problem Solving

3. Systematically analyzes a task; plans, organizes and completes the task on or before deadline *

Mark only one oval.

- Needs Improvement
- Competent
- Proficient
- NA

4. Follows the rules, directions or instructions to complete a task *

Mark only one oval.

- Needs Improvement
- Competent
- Proficient
- NA

5. Given multiple tasks, can prioritize them according to importance and complete them in a timely manner. *

Mark only one oval.

- Needs Improvement
- Competent
- Proficient
- NA

6. Can identify resources needed to complete the task. *

Mark only one oval.

- Needs Improvement
- Competent
- Proficient
- NA

Communications

7. Given a complaint, understands polices and practices and takes appropriate actions. *

Mark only one oval.

- Needs Improvement
- Competent
- Proficient
- NA

8. Can analyze verbal and nonverbal communications from supervisors, peers, and customers; takes appropriate action. *

Mark only one oval.

- Needs Improvement
- Competent
- Proficient
- NA

Working With Others

9. Placed in situations of conflict, demonstrates ability to mediate and resolve conflict. *

Mark only one oval.

- Needs Improvement
- Competent
- Proficient
- NA

10. Performs effectively in both leadership and non-leadership roles. *

Mark only one oval.

- Needs Improvement
- Competent
- Proficient
- NA

11. Understands the chain of command and how to function with guidelines *

Mark only one oval.

- Needs Improvement
- Competent
- Proficient
- NA

12. Demonstrates the ability to recognize difference of opinion within a group and words towards a consensus. *

Mark only one oval.

- Needs Improvement
- Competet
- Proficient
- NA

Technology

13. Demonstrates the ability to set up and operate equipment as required. *

Mark only one oval.

- Needs Improvement
- Competent
- Proficient
- NA

14. Demonstrates ability to obtain and exchange information by using online resources. *

Mark only one oval.

- Needs Improvement
- Competent
- Proficient
- NA

15. Given a task, selects and uses appropriate technology. *

Mark only one oval.

- Needs Improvement
- Competent
- Proficient
- NA

Self Management

16. Understands what is expected of an employee. *

Mark only one oval.

- Needs Improvement
- Competent
- Proficient
- NA

17. Punctual with attendance, and completion of tasks. *

Mark only one oval.

- Needs Improvement
- Competent
- Proficient
- NA

18. Stays with an assignment or task to completion. *

Mark only one oval.

- Needs Improvement
- Competent
- Proficient
- NA

19. Demonstrates self motivation. *

Mark only one oval.

- Needs Improvement
- Competent
- Proficient
- NA

20. Works independently without direct supervision. *

Mark only one oval.

- Needs Improvement
- Competent
- Proficient
- NA

21. Dresses appropriately for the job. *

Mark only one oval.

- Needs Improvement
- Competent
- Proficient
- NA

22. Checks quality of ones works and takes action to correct mistakes. *

Mark only one oval.

Needs Improvement

Competent

Proficient

NA

23. Any additional information?

This content is neither created nor endorsed by Google.

Google Forms

Student Monthly Time Sheet

Directions: Please enter your daily hours worked on this monthly time sheet. You are required to track your hours as part of the Work-Based Learning Training Plan.

Month:

Date	1	2	3	4	5	6	7	Total
Hours								

Date	8	9	10	11	12	13	14	Total
Hours								

Date	15	16	17	18	19	20	21	Total
Hours								

Date	22	23	24	25	26	27	28	Total
Hours								

Date	29	30	31					Total
Hours								

Total hours worked this month =

Student Signature: _____

Date:

Supervisor Signature: _____

Date:

Lyon County School District TRAINING AGREEMENT

Student Name:

Employer Host:

DOB:

Supervisor:

Email:

Job Title:

Phone:

Address:

City/Zip:Phone:

Start and End Dates:

Work Schedule (hours/days): Hours

Required for Credit:

Mark the type of work-based learning experience:

CTE Work Experience

Student Based Enterprise

Internship (paid)

Internship (unpaid)

Supervised Agricultural Experience

Apprenticeship Ready Program

Clinical

Job Description/Duties:

Standards and Performance Indicators:

Technical Standards: List standards and indicators to be addressed in WBL

- 1.
- 2.
- 3.
- 4.
- 5.

Employability Skills Standards: List the standards and indicators to be addressed in WBL

- 1.
- 2.
- 3.
- 4.
- 5.

Responsibilities

The **employer host** recognizes that a student learning plan is being followed and agrees to:

1. Provide close supervision of the student in a work experience that meets the objectives of the learning plan.
2. Provide training for at least the minimum number of hours required for course credit.
3. For paid WBL, provide worker's compensation coverage as you would for other employees in a similar position.
4. Adhere to all federal and state child labor laws and regulations.
5. Consult with the Work-based Learning Coordinator, teacher, and/or site facilitator to discuss any challenges the student is encountering.
6. Assign jobs to the student and otherwise treat the student without regard to

race, color, gender, national origin, or handicap.

7. Provide company orientation and safety training appropriate to the job.

The **student** understands this training is for course credit, following the student's learning plan, and agrees to:

1. Be in regular attendance both in school and on the job.
2. Conform to the rules and regulations of the employer host.
3. Demonstrate appropriate work behaviors, including punctuality and willingness to learn.
4. Communicate with the teacher of record, site facilitator, and/or Work-based Learning Coordinator as requested and necessary, submitting all necessary documentation in a timely manner.

The **parent/guardian**, realizing the importance of work-based learning, agrees to:

1. Encourage the student to carry out the requirements of the training in a professional demeanor.
2. Accept responsibility for the safety and conduct of the student while traveling to and from school, employer site, and home.
3. Assist the student to develop a plan for transportation to and from the employer site.

The **Work-based Learning Coordinator or site facilitator/teacher of record**, representing the school or district, agrees to:

1. Vet all employer hosts and ensure they receive an orientation to work-based learning.
2. Ensure that the employer host is providing training that meets the student learning plan.
3. Conduct site visits to observe the student and address any issues with the supervisor.
4. Evaluate the student in relation to the goals of the student learning plan.

We, the undersigned, give permission for the above-named student to participate in the WBL program, and we understand and agree to meet the requirements of the WBL.

SIGNATURES

Student:

Date:

Parent or Guardian:

Date:

Host Supervisor:

Date:

Work-based Learning Coordinator or Teacher:

Date:

Information Technology
 Help Desk Ticket Report
 10/1/2022 - 10/31/2022

Created 10/1/2022 - 10/31/2022

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		9	0	0	0	0	5	3	0	2	0	3	2	7	5	0	3	0	2	1	0	2	0	0	0	1	45
Normal		18	0	1	2	0	31	19	32	52	1	22	17	80	29	35	21	122	14	26	35	12	15	17	21	622	
Project		1	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2
Total		28	0	1	2	0	36	22	32	55	1	25	19	87	34	35	24	122	16	27	35	14	15	17	22	669	

Closed 10/1/2022 - 10/31/2022

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	9	0	0	0	0	5	3	0	3	0	2	2	4	2	0	3	2	1	2	0	1	1	0	0	0	40
	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	9	0	0	0	0	5	3	0	3	0	2	2	4	2	0	3	2	1	2	0	1	1	0	0	0	40
Normal	Closed	20	0	1	2	0	27	21	39	74	1	22	16	108	30	39	31	118	17	32	39	11	26	39	39	732	
	Canceled	0	0	0	0	0	1	1	1	0	0	0	0	1	1	1	0	1	0	0	1	1	1	3	0	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	20	0	1	2	0	28	22	40	74	1	22	16	109	31	40	31	119	17	32	40	12	27	22	39	745	
Project	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
Total	Closed	29	0	1	2	0	32	24	39	77	1	24	18	112	32	39	34	120	18	34	39	12	27	19	39	772	
	Canceled	0	0	0	0	0	1	1	1	0	0	0	0	1	1	1	0	1	0	0	1	1	1	3	0	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	29	0	1	2	0	33	25	40	77	1	24	18	113	33	40	34	121	18	34	40	13	28	22	39	785	

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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	1	5	0	0	0	1	1	1	1	4	3	0	0	0	1	2	3	1	1	25
I. T. Tech		25	0	1	2	0	31	19	37	77	1	19	17	107	29	35	30	119	15	33	36	11	21	20	35	720
Oasis Support		4	0	0	0	0	1	1	3	0	0	4	0	5	3	1	1	2	3	1	3	0	4	0	3	39

Information Technology
 Help Desk Ticket Report
 10/1/2022 - 10/31/2022

Open as of 10/31/2022

Ticket Type		DO	AdultEd	SDDO-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	0	0	0	0	0	0	0	0	0	0	0	0	1	1	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	0	0	0	0	0	0	0	0	0	0	0	0	1	1	0	0	0	0	0	0	0	0	0	0	2
Normal	Open	10	0	0	0	0	2	5	4	11	0	0	1	6	1	8	6	2	1	12	8	18	17	23	16	151
	Pending	0	0	0	0	0	0	0	0	0	0	0	0	2	0	1	0	0	1	0	2	0	0	0	0	6
	On Hold	3	0	0	0	0	2	3	37	51	0	4	5	50	18	13	13	33	14	10	29	0	5	10	7	307
	Total	13	0	0	0	0	4	8	41	62	0	4	6	58	19	22	19	35	16	22	39	18	22	33	23	464
Project	Open	3	0	0	0	0	0	0	0	1	0	0	0	2	3	0	0	0	0	1	0	0	0	1	1	12
	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	1	0	0	0	2	3	0	0	0	0	2	0	1	0	2	1	18
Total	Open	13	0	0	0	0	2	5	7	12	0	0	1	9	5	8	6	2	1	13	8	18	17	24	17	168
	Pending	0	0	0	0	0	0	0	0	0	0	0	0	2	0	1	0	0	1	0	2	0	0	0	0	6
	On Hold	4	0	0	0	0	2	4	38	51	0	4	5	50	18	13	13	33	14	11	29	1	5	11	7	313
	Total	17	0	0	0	0	4	9	42	63	0	4	6	61	23	22	19	35	16	24	39	19	22	35	24	484

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Yearly Closed Comparison	DO	AdultEd	SDDO-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	300	11	20	14	0	273	184	279	288	5	224	193	671	279	250	238	948	196	246	256	110	167	213	246	5611
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	1379	175	51	30	6	978	865	1313	1127	94	895	815	2508	1345	1087	951	2069	856	822	883	615	890	1248	911	21913

LYON COUNTY SCHOOL DISTRICT VOUCHER

Voucher No: 1079

Voucher Date: 09/28/2022

Prepared By:

Michelle Miller
Printed: 10/10/2022 09:56:09 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
		<hr/> \$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	General Supplies	\$122.85
		Check #: 208081		
		280.633.0000.000.2100.610.10202.10.00	General Supplies	\$736.42
		Check #: 208081		
		280.633.0000.000.2100.610.10208.31.00	FY21 Grants Budget Loads–Title I	\$522.63
		Check #: 208081		
		280.633.0000.000.2100.610.10303.10.00	General Supplies	\$758.54
		Check #: 208081		
		280.633.0000.000.2100.610.10304.20.00	FY18 Title IA SSMS Budget Load	\$1,437.34
		Check #: 208081		
		280.633.0000.000.2100.652.10208.31.00	FY21 Grants Budget Loads–Title I	\$627.99
		Check #: 208081		
			Vendor Total:	\$9,717.50
OFFICE DEPOT	15366			
		100.127.0000.100.1000.610.10210.10.00	General Supplies	\$177.89
		Check #: 208082		
		100.134.0000.100.1000.610.10304.20.00	General Supplies	\$711.00
		Check #: 208082		
		100.162.0000.103.0000.610.10602.50.00	General Supplies	\$397.61
		Check #: 208082		
		250.161.0000.200.1000.610.10601.32.00	General Supplies	\$1,649.99
		Check #: 208082		
			Vendor Total:	\$2,936.49
STAPLES ADVANTAGE	99736			
		100.123.0000.000.2410.610.10203.10.00	General Supplies	\$66.82
		Check #: 208083		
		100.123.0000.100.1000.610.10203.10.00	General Supplies	\$704.60
		Check #: 208083		
		100.125.0000.000.2620.610.10205.10.00	General Supplies	\$67.04
		Check #: 208083		
		100.129.0000.100.1000.610.10209.10.00	General Supplies	\$1,010.26
		Check #: 208083		

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 VOUCHER

Voucher No: 1082

Voucher Date: 10/05/2022

Prepared By:

Nettie McDonald

Printed: 10/13/2022 08:58:05 AM

LYON COUNTY SCHOOL DISTRICT is hereby authorized to draw warrants against LYON COUNTY SCHOOL DISTRICT funds for the sum of \$141,356.25 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	\$134,426.05
230	Adult Education	\$206.12
250	Special Education	\$374.24
280	Federal Funds	\$6,196.55
290	Food Service Funds	\$153.29
		<hr/> \$141,356.25

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1082

10/05/2022

Fiscal Year: 2022-2023

Vendor Remit Name	Vendor #	Account	Description	Amount
A T & T MONTHLY STATEMENT	99712	100.135.0000.000.2410.533.10305.31.00 Check #: 208084	Telephone - Land Line phone services	\$120.10
			Vendor Total:	\$120.10
A T & T MONTHLY STATEMENT	99712	100.136.0000.000.2410.532.10208.31.00 Check #: 208085	Voice/Voicemail	\$88.71
			Vendor Total:	\$88.71
A T & T MONTHLY STATEMENT	99712	100.108.0000.000.2620.532.10000.00.00 Check #: 208086	Voice/Voicemail	\$18.57
			Vendor Total:	\$18.57
ALHAMBRA WATER	97540	100.170.0000.000.2710.411.10000.00.00 Check #: 208087	Water / Sewer	\$411.44
		290.180.0000.000.3100.610.10000.00.00 Check #: 208087	General Supplies	\$153.29
			Vendor Total:	\$564.73
ALPINE LOCK, INC	98481	100.136.0000.000.2620.610.10208.31.00 Check #: 208088	General Supplies	\$22.75
			Vendor Total:	\$22.75
AMERICAN CHILLER SERVICE, INC		100.108.0000.000.2620.430.10209.10.00 Check #: 208089	Repairs and Maintenance Services	\$783.75
		100.108.0000.000.2620.430.10303.10.00 Check #: 208089	Repairs and Maintenance Services	\$822.50
			Vendor Total:	\$1,606.25
BARTON READING & SPELLING SYSTEM		250.123.0000.200.1000.610.10203.10.00 Check #: 208090	General Supplies	\$99.45
			Vendor Total:	\$99.45

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1082

10/05/2022

Fiscal Year: 2022-2023

Vendor Remit Name	Vendor #	Account	Description	Amount
BATTERIES PLUS	98052	100.108.0000.000.2620.610.10000.00.00	General Supplies Check #: 208091	\$109.32
			Vendor Total:	\$109.32
BIG R FERNLEY		100.123.0000.000.2620.610.10203.10.00	General Supplies Check #: 208092	\$16.98
			Vendor Total:	\$16.98
BLICK ART MATERIALS	5590	100.133.0000.100.1000.610.10303.10.00	General Supplies Check #: 208093	\$814.53
		100.135.0000.100.1000.610.10305.31.00	General Supplies Check #: 208093	\$2,064.26
		100.161.0000.196.1000.610.10601.32.00	General Supplies Check #: 208093	\$721.73
		100.164.0000.188.1000.610.10604.32.00	General Supplies Check #: 208093	\$6,523.21
		100.165.0000.100.1000.610.10605.32.00	General Supplies Check #: 208093	\$699.83
			Vendor Total:	\$10,823.56
BOLTON, TAMI		280.742.0000.440.1000.610.10210.10.00	General Supplies Check #: 208094	\$23.03
			Vendor Total:	\$23.03
BRADY INDUSTRIES		100.121.0000.000.2620.610.10201.10.00	General Supplies Check #: 208095	\$6,083.87
		100.123.0000.100.1000.610.10203.10.00	General Supplies Check #: 208095	\$478.70
		100.133.0000.000.2620.610.10303.10.00	General Supplies Check #: 208095	\$4,522.12
		100.136.0000.000.2620.610.10208.31.00	General Supplies Check #: 208095	\$1,471.62

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1082

10/05/2022

Fiscal Year: 2022-2023

Vendor Remit Name	Vendor #	Account	Description	Amount
			Vendor Total:	\$12,556.31
BRIGHT WHITE PAPER CO.	101745	100.132.0000.100.1000.610.10302.20.00 Check #: 208096	General Supplies	\$1,171.00
			Vendor Total:	\$1,171.00
BURNS, CORRINE		100.127.0000.000.2410.533.10210.10.00 Check #: 208097	Telephone – Land Line phone services	\$475.44
			Vendor Total:	\$475.44
C & L COATINGS, INC	2652	100.108.0000.000.2620.430.10601.32.00 Check #: 208098	Repairs and Maintenance Services	\$2,750.00
			Vendor Total:	\$2,750.00
CAMFEL PRODUCTIONS		280.633.0000.000.2100.653.10206.10.00 Check #: 208099	Web-based and similar programs	\$1,730.00
			Vendor Total:	\$1,730.00
CIBRIAN, STEVEN		100.101.0000.000.2320.610.10000.00.00 Check #: 208100	General Supplies	\$2,000.00
			Vendor Total:	\$2,000.00
CLARK PEST CONTROL		100.127.0000.000.2620.430.10210.10.00 Check #: 208101	Repairs and Maintenance Services	\$188.00
			Vendor Total:	\$188.00
COGNIA INC		100.101.0000.000.2320.340.10000.00.00 Check #: 208102	Other Professional Services	\$7,200.00
			Vendor Total:	\$7,200.00
DAYTON INTERMEDIATE SCH	5325			

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1082

10/05/2022

Fiscal Year: 2022-2023

Vendor Remit Name	Vendor #	Account	Description	Amount
		100.136.0000.100.1000.610.10208.31.00 Check #: 208103	General Supplies	\$350.00
			Vendor Total:	\$350.00
DECKER, INC.	5403			
		100.135.0000.000.2620.610.10305.31.00 Check #: 208104	General Supplies	\$282.99
		100.135.0000.100.1000.733.10305.31.00 Check #: 208104	Furniture and Fixtures	\$7,373.15
			Vendor Total:	\$7,656.14
DELTA FIRE SYSTEMS, INC.				
		100.108.0000.000.2620.430.10000.00.00 Check #: 208105	Repairs and Maintenance Services	\$9,660.00
			Vendor Total:	\$9,660.00
DEMCO LIBRARY SERVICES	5499			
		100.101.0000.000.2510.610.10000.00.00 Check #: 208106	General Supplies	\$537.21
			Vendor Total:	\$537.21
DISCOUNT TWO WAY RADIO CORPORATION				
		100.125.0000.100.1000.650.10205.10.00 Check #: 208107	Supplies-Information Technology-related	\$3,621.91
			Vendor Total:	\$3,621.91
FEDEX-OFFICE				
		100.165.0000.100.1000.610.10605.32.00 Check #: 208108	General Supplies	\$736.55
			Vendor Total:	\$736.55
FERNLEY ELEMENTARY SCHOOL_7220	7220			
		100.123.0000.000.2410.615.10203.10.00 Check #: 208109	Snacks, Food & Beverages	\$368.69
			Vendor Total:	\$368.69
FLINN SCIENTIFIC	7765			

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1082

10/05/2022

Fiscal Year: 2022-2023

Vendor Remit Name	Vendor #	Account	Description	Amount
		100.135.0000.100.1000.610.10305.31.00 Check #: 208110	General Supplies	\$129.54
			Vendor Total:	\$129.54
FLYERS ENERGY, LLC	102216			
		100.170.0000.000.2730.626.10000.00.00 Check #: 208111	Gasoline	\$5,363.28
			Vendor Total:	\$5,363.28
GENE WATSON	22210			
		100.108.0000.000.2620.422.10000.00.00 Check #: 208112	Janitorial / Custodial Services	\$1,334.32
			Vendor Total:	\$1,334.32
GOPHER SPORT	8661			
		100.135.0000.100.1000.610.10305.31.00 Check #: 208113	General Supplies	\$2,016.96
		100.136.0000.100.1000.610.10208.31.00 Check #: 208113	General Supplies	\$458.08
			Vendor Total:	\$2,475.04
HIGH SIERRA ELEVATOR INSPECTIONS				
		100.108.0000.000.2620.430.10302.20.00 Check #: 208114	Repairs and Maintenance Services	\$549.22
		100.108.0000.000.2620.430.10601.32.00 Check #: 208114	Repairs and Maintenance Services	\$501.58
			Vendor Total:	\$1,050.80
INTEGRITY PEST MANAGEMENT, LLC				
		100.135.0000.000.2620.430.10305.31.00 Check #: 208115	Repairs and Maintenance Services	\$400.00
			Vendor Total:	\$400.00
J.W. PEPPER	102488			
		100.136.0000.100.1000.610.10208.31.00 Check #: 208116	General Supplies	\$207.88
		100.161.0000.186.1000.610.10601.32.00 Check #: 208116	General Supplies	\$582.99

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1082

10/05/2022

Fiscal Year: 2022-2023

Vendor Remit Name	Vendor #	Account	Description	Amount
			Vendor Total:	\$790.87
LOWE'S BUSINESS ACCOUNT	11835			
		100.108.0000.000.2620.610.10000.00.00	General Supplies Check #: 208117	\$302.92
		100.108.0000.000.2620.610.10203.10.00	General Supplies Check #: 208117	\$225.24
		100.108.0000.000.2620.610.10209.10.00	General Supplies Check #: 208117	\$112.60
		100.108.0000.000.2620.610.10303.10.00	General Supplies Check #: 208117	\$449.63
		100.108.0000.000.2620.610.10305.31.00	General Supplies Check #: 208117	\$37.93
		100.121.0000.000.2620.610.10201.10.00	General Supplies Check #: 208117	\$58.99
		100.125.0000.000.2620.610.10205.10.00	General Supplies Check #: 208117	\$1,188.81
		100.126.0000.000.2620.610.10206.10.00	General Supplies Check #: 208117	\$804.60
		100.129.0000.000.2620.610.10209.10.00	General Supplies Check #: 208117	\$96.28
			Vendor Total:	\$3,277.00
MAKING MATHEMATICIANS LLC				
		280.633.0000.000.2213.300.10210.10.00	FY21 Grants Budget Loads–Title I Check #: 208118	\$1,700.00
			Vendor Total:	\$1,700.00
MCMACKIN, SHAUN				
		100.135.0000.100.1000.610.10305.31.00	General Supplies Check #: 208119	\$53.34
			Vendor Total:	\$53.34
N A S S				
		100.101.0000.000.2320.810.10000.00.00	Dues and Fees Check #: 208120	\$5,000.00

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1082

10/05/2022

Fiscal Year: 2022-2023

Vendor Remit Name	Vendor #	Account	Description	Amount
			Vendor Total:	\$5,000.00
N Z N M E A	98575	100.135.0000.000.2410.810.10305.31.00	Dues and Fees	\$200.00
		Check #: 208121		
			Vendor Total:	\$200.00
NASSP/NHS	101272	100.135.0000.000.2410.810.10305.31.00	Dues and Fees	\$250.00
		Check #: 208122		
			Vendor Total:	\$250.00
NATIONAL SCHOOL FORMS		100.136.0000.100.1000.610.10208.31.00	General Supplies	\$127.24
		Check #: 208123		
			Vendor Total:	\$127.24
NEVADA STATE HEALTH LABORTATORY	100718	100.162.0000.000.2620.610.10602.50.00	General Supplies	\$12.00
		Check #: 208124		
			Vendor Total:	\$12.00
NOVOA, ANGEL		280.735.0000.000.2700.510.10000.00.00	Student Transportation Services	\$494.50
		Check #: 208125		
			Vendor Total:	\$494.50
O'REILLY AUTO PARTS	102278	100.132.0000.000.2620.422.10302.20.00	Janitorial / Custodial Services	\$140.43
		Check #: 208126		
			Vendor Total:	\$140.43
ORKIN PEST CONTROL		100.106.0000.000.2515.610.10000.00.00	General Supplies	\$82.00
		Check #: 208127		
			Vendor Total:	\$82.00
PETERSON, BRIDGET				

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1082

10/05/2022

Fiscal Year: 2022-2023

Vendor Remit Name	Vendor #	Account	Description	Amount
		100.101.0000.000.2320.580.10000.00.00 Check #: 208128	Staff Travel	\$26.00
			Vendor Total:	\$26.00
PITNEY BOWES GLOBAL FINANCIAL	101970			
		100.126.0000.000.2410.531.10206.10.00 Check #: 208129	Postage	\$74.58
		100.135.0000.000.2410.442.10305.31.00 Check #: 208129	Rental of Equipment and Vehicles	\$161.10
		100.165.0000.000.2410.442.10605.32.00 Check #: 208129	Rental of Equipment and Vehicles	\$277.95
			Vendor Total:	\$513.63
PURCHASE POWER	16968			
		100.127.0000.000.2410.810.10210.10.00 Check #: 208130	Dues and Fees	\$33.26
		100.165.0000.000.2410.531.10605.32.00 Check #: 208130	Postage	\$85.81
			Vendor Total:	\$119.07
RALEY'S				
		100.135.0000.000.2410.615.10305.31.00 Check #: 208131	Snacks, Food & Beverages	\$34.97
			Vendor Total:	\$34.97
RICK'S AEC REPROGRAPHICS, INC.				
		100.165.0000.100.1000.430.10605.32.00 Check #: 208132	Repairs and Maintenance Services	\$213.09
			Vendor Total:	\$213.09
RICOH AMERICAS CORP	102825			
		100.101.0000.000.2510.430.10000.00.00 Check #: 208133	Repairs and Maintenance Services	\$248.55
		100.106.0000.000.2515.610.10000.00.00 Check #: 208133	General Supplies	\$737.44
		100.122.0000.100.1000.430.10202.10.00 Check #: 208133	Repairs and Maintenance Services	\$672.55

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1082

10/05/2022

Fiscal Year: 2022-2023

Vendor Remit Name	Vendor #	Account	Description	Amount
		100.129.0000.100.1000.430.10209.10.00 Check #: 208133	Repairs and Maintenance Services	\$463.56
		100.132.0000.100.1000.430.10302.20.00 Check #: 208133	Repairs and Maintenance Services	\$869.29
		100.133.0000.100.1000.430.10303.10.00 Check #: 208133	Repairs and Maintenance Services	\$968.35
		100.135.0000.100.1000.430.10305.31.00 Check #: 208133	Repairs and Maintenance Services	\$250.43
		100.136.0000.100.1000.430.10208.31.00 Check #: 208133	Repairs and Maintenance Services	\$18.06
			Vendor Total:	\$4,228.23
RIDDELL		100.101.0000.920.1000.430.10601.32.00 Check #: 208134	Repairs and Maintenance Services	\$5,420.83
			Vendor Total:	\$5,420.83
ROMERO, SHAWN		100.126.0000.000.2410.615.10206.10.00 Check #: 208135	Snacks, Food & Beverages	\$64.85
			Vendor Total:	\$64.85
ROWE, BRAD		100.162.0000.170.1000.610.10602.50.00 Check #: 208136	General Supplies	\$167.54
			Vendor Total:	\$167.54
SAGE PUBLISHING		100.135.0000.000.2410.640.10305.31.00 Check #: 208137	Books and Periodicals	\$1,088.20
			Vendor Total:	\$1,088.20
SCHOLASTIC CLASSROOM MAGAZINES	102740	100.121.0000.100.1000.640.10201.10.00 Check #: 208138	Books and Periodicals	\$3,285.94
		100.126.0000.100.1000.640.10206.10.00 Check #: 208138	Books and Periodicals	\$1,768.28

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1082

10/05/2022

Fiscal Year: 2022-2023

Vendor Remit Name	Vendor #	Account	Description	Amount
		100.134.0000.000.2410.640.10304.20.00 Check #: 208138	Books and Periodicals	\$240.10
		100.161.0000.190.1000.640.10601.32.00 Check #: 208138	Books and Periodicals	\$499.50
		100.161.0000.420.1000.640.10601.32.00 Check #: 208138	Books and Periodicals	\$154.34
		100.162.0000.103.1000.610.10602.50.00 Check #: 208138	General Supplies	\$513.94
		280.633.0000.000.2100.653.10305.31.00 Check #: 208138	Web-based and similar programs	\$1,879.02
			Vendor Total:	\$8,341.12
SHIFFLER EQUIP SALES	18885			
		100.135.0000.000.2410.610.10305.31.00 Check #: 208139	General Supplies	\$54.73
			Vendor Total:	\$54.73
SHOEMAKER, JAMES				
		100.126.0000.100.1000.610.10206.10.00 Check #: 208140	General Supplies	\$90.52
			Vendor Total:	\$90.52
SILVER SPRINGS G.I.D	19181			
		100.108.0000.000.2620.411.10205.10.00 Check #: 208141	Water / Sewer	\$798.00
		100.108.0000.000.2620.411.10304.20.00 Check #: 208141	Water / Sewer	\$525.00
		100.108.0000.000.2620.411.10605.32.00 Check #: 208141	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 #: 208142	Water / Sewer	\$3,436.56
		100.108.0000.000.2620.411.10304.20.00 Check #: 208142	Water / Sewer	\$396.14

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1082

10/05/2022

Fiscal Year: 2022-2023

Vendor Remit Name	Vendor #	Account	Description	Amount
		100.170.0000.000.2730.411.10000.00.00	Water / Sewer	\$63.00
		Check #: 208142		
			Vendor Total:	\$3,895.70
SILVER SPRINGS MUTUAL WATER CO	19183			
		100.108.0000.000.2620.411.10304.20.00	Water / Sewer	\$695.14
		Check #: 208143		
		100.108.0000.000.2620.411.10605.32.00	Water / Sewer	\$6,919.72
		Check #: 208143		
			Vendor Total:	\$7,614.86
SOPRISAPPS, LLC				
		100.101.0000.000.2320.653.10000.00.00	Web-based and similar programs	\$11,115.00
		Check #: 208144		
			Vendor Total:	\$11,115.00
SPECIALIZED ELEVATOR SERVICES HOLDINGS				
		100.108.0000.000.2620.430.10302.20.00	Repairs and Maintenance Services	\$694.88
		Check #: 208145		
		100.108.0000.000.2620.430.10601.32.00	Repairs and Maintenance Services	\$694.88
		Check #: 208145		
			Vendor Total:	\$1,389.76
STANTON, ELIZABETH				
		280.742.0000.100.1000.610.10602.50.00	General Supplies	\$170.00
		Check #: 208146		
			Vendor Total:	\$170.00
SUMMIT COMPANIES				
		100.123.0000.000.2620.610.10203.10.00	General Supplies	\$426.00
		Check #: 208147		
			Vendor Total:	\$426.00
SUPER DUPER PUBLICATIONS	20334			
		250.123.0000.200.1000.610.10203.10.00	General Supplies	\$274.79
		Check #: 208148		
			Vendor Total:	\$274.79

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1082

10/05/2022

Fiscal Year: 2022-2023

Vendor Remit Name	Vendor #	Account	Description	Amount
THE GRAPHIC EDGE DBA GAME ONE				
		100.125.0000.000.2410.610.10205.10.00	General Supplies	\$915.01
		Check #: 208149		
			Vendor Total:	\$915.01
U S POSTAL SERVICE_3478	3478			
		100.101.0000.000.2320.531.10000.00.00	Postage	\$750.00
		Check #: 208150		
			Vendor Total:	\$750.00
VITAL RECORDS CONTROL				
		100.135.0000.000.2410.421.10305.31.00	Garbage / Disposal	\$107.09
		Check #: 208151		
			Vendor Total:	\$107.09
WALKER LAKE DISPOSAL INC.	102157			
		100.108.0000.000.2620.421.10305.31.00	Garbage / Disposal	\$572.00
		Check #: 208152		
			Vendor Total:	\$572.00
WALKER, MICHAEL				
		100.127.0000.000.2410.533.10210.10.00	Telephone - Land Line phone services	\$475.44
		Check #: 208153		
		100.127.0000.000.2410.610.10210.10.00	General Supplies	\$37.26
		Check #: 208153		
			Vendor Total:	\$512.70
WELLS FARGO VENDOR FINANCIAL SERVICES				
		100.126.0000.000.2410.442.10206.10.00	Rental of Equipment and Vehicles	\$916.29
		Check #: 208154		
		100.126.0000.100.1000.430.10206.10.00	Repairs and Maintenance Services	\$797.04
		Check #: 208154		
		100.127.0000.000.2410.442.10210.10.00	Rental of Equipment and Vehicles	\$513.00
		Check #: 208154		
		100.127.0000.100.1000.430.10210.10.00	Repairs and Maintenance Services	\$347.49
		Check #: 208154		

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1082

10/05/2022

Fiscal Year: 2022-2023

Vendor Remit Name	Vendor #	Account	Description	Amount
		100.165.0000.000.2410.442.10605.32.00 Check #: 208154	Rental of Equipment and Vehicles	\$110.67
		230.231.0000.610.1000.443.10000.00.00 Check #: 208154	Copier Leases	\$206.12
			Vendor Total:	<u>\$2,890.61</u>
WESTERN NEVADA SUPPLY	22580			
		100.125.0000.000.2620.610.10205.10.00 Check #: 208155	General Supplies	\$415.21
			Vendor Total:	<u>\$415.21</u>
WILLIAM V. MACGILL & CO.	22793			
		100.127.0000.000.2130.610.10210.10.00 Check #: 208156	General Supplies	\$65.32
			Vendor Total:	<u>\$65.32</u>
WRIGHT, CHRISTY				
		280.742.0000.100.1000.610.10602.50.00 Check #: 208157	General Supplies	\$200.00
			Vendor Total:	<u>\$200.00</u>
XEROX CORPORATION				
		100.101.0000.000.2320.430.10000.00.00 Check #: 208158	Repairs and Maintenance Services	\$160.34
		100.101.0000.000.2320.442.10000.00.00 Check #: 208158	Rental of Equipment and Vehicles	\$128.02
			Vendor Total:	<u>\$288.36</u>
			Grand Total:	<u>\$141,356.25</u>

End of Report

LYON COUNTY SCHOOL DISTRICT VOUCHER

Voucher No: 1083

Voucher Date: 10/05/2022

Prepared By:

Stephie McDonald

Printed: 10/12/2022 10:13:29 AM

LYON COUNTY SCHOOL DISTRICT is hereby authorized to draw warrants against LYON COUNTY SCHOOL DISTRICT funds for the sum of \$1,690,935.04 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	\$26,070.50
340	Governmental Services Tax (GST)	\$158,292.00
360	Bond Issues	\$1,506,572.54
		<hr/> <hr/>
		\$1,690,935.04

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1083

10/05/2022

Fiscal Year: 2022-2023

Vendor Remit Name	Vendor #	Account	Description	Amount
CORE CONSTRUCTION	102843	360.022.0000.000.4600.450.10601.32.00 0	Construction Services	\$1,506,572.54
			Vendor Total:	\$1,506,572.54
DELL, INC USA		100.129.0000.000.2410.650.10209.10.00 0	Supplies-Information Technology-related	\$387.28
			Vendor Total:	\$387.28
INFINITE CAMPUS		100.107.0000.000.2580.352.10000.00.00 0	Other Technical Services	\$3,250.00
			Vendor Total:	\$3,250.00
NORTHWEST EVALUATION ASSOCIATION	15225	100.104.0000.000.2210.330.10000.00.00 0	Professional Employee Training & Development Serv	\$2,500.00
			Vendor Total:	\$2,500.00
SONOMA CYCLE		100.170.0000.000.2730.731.10000.00.00 0	Machinery	\$19,933.22
			Vendor Total:	\$19,933.22
US MODULAR GROUP, INC		340.101.0000.000.4600.340.10000.00.00 0	Other Professional Services	\$158,292.00
			Vendor Total:	\$158,292.00
			Grand Total:	\$1,690,935.04

End of Report

LYON COUNTY SCHOOL DISTRICT VOUCHER

Voucher No: 1086

Voucher Date: 10/12/2022

Prepared By:

Michelle Miller

Printed: 10/19/2022 08:09:59 AM

LYON COUNTY SCHOOL DISTRICT is hereby authorized to draw warrants against LYON COUNTY SCHOOL DISTRICT funds for the sum of \$32,384.65 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	\$24,416.52
250	Special Education	\$51.65
280	Federal Funds	\$7,916.48
		<hr/> <hr/>
		\$32,384.65

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1086

10/12/2022

Fiscal Year: 2022-2023

Vendor Remit Name	Vendor #	Account	Description	Amount
AMAZON BUSINESS				
		100.101.0000.000.2320.610.10000.00.00	General Supplies	\$415.41
		Check #: 208159		
		100.101.0000.000.2510.610.10000.00.00	General Supplies	\$299.95
		Check #: 208159		
		100.101.0000.000.2510.615.10000.00.00	Snacks, Food & Beverages	\$57.50
		Check #: 208159		
		100.121.0000.000.2130.610.10201.10.00	General Supplies	\$117.90
		Check #: 208159		
		100.121.0000.000.2410.610.10201.10.00	General Supplies	\$652.26
		Check #: 208159		
		100.121.0000.000.2620.610.10201.10.00	General Supplies	\$38.95
		Check #: 208159		
		100.121.0000.100.1000.610.10201.10.00	General Supplies	\$125.18
		Check #: 208159		
		100.122.0000.000.2220.610.10202.10.00	General Supplies	\$10.99
		Check #: 208159		
		100.122.0000.000.2410.610.10202.10.00	General Supplies	\$73.87
		Check #: 208159		
		100.122.0000.000.2410.650.10202.10.00	Supplies-Information Technology-related	\$8.98
		Check #: 208159		
		100.122.0000.100.1000.610.10202.10.00	General Supplies	\$99.05
		Check #: 208159		
		100.122.0000.100.1000.640.10202.10.00	Books and Periodicals	\$309.75
		Check #: 208159		
		100.125.0000.000.2620.610.10205.10.00	General Supplies	\$110.00
		Check #: 208159		
		100.125.0000.100.1000.610.10205.10.00	General Supplies	\$45.28
		Check #: 208159		
		100.126.0000.000.2410.610.10206.10.00	General Supplies	\$35.99
		Check #: 208159		
		100.126.0000.000.2620.610.10206.10.00	General Supplies	\$470.11
		Check #: 208159		

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1086

10/12/2022

Fiscal Year: 2022-2023

Vendor Remit Name	Vendor #	Account	Description	Amount
		100.126.0000.100.1000.640.10206.10.00 Check #: 208159	Books and Periodicals	\$24.00
		100.127.0000.000.2410.610.10210.10.00 Check #: 208159	General Supplies	\$30.78
		100.127.0000.000.2410.640.10210.10.00 Check #: 208159	Books and Periodicals	\$554.46
		100.127.0000.100.1000.610.10210.10.00 Check #: 208159	General Supplies	\$263.51
		100.128.0000.000.2410.640.10211.10.00 Check #: 208159	Books and Periodicals	\$240.52
		100.128.0000.100.1000.610.10211.10.00 Check #: 208159	General Supplies	\$866.49
		100.129.0000.100.1000.610.10209.10.00 Check #: 208159	General Supplies	\$452.17
		100.129.0000.100.1000.640.10209.10.00 Check #: 208159	Books and Periodicals	\$21.25
		100.132.0000.100.1000.610.10302.20.00 Check #: 208159	General Supplies	\$197.02
		100.133.0000.000.2220.610.10303.10.00 Check #: 208159	General Supplies	\$84.14
		100.133.0000.000.2410.610.10303.10.00 Check #: 208159	General Supplies	\$90.53
		100.133.0000.100.1000.610.10303.10.00 Check #: 208159	General Supplies	\$495.87
		100.133.0000.100.1000.651.10303.10.00 Check #: 208159	Supplies - Technology - Software	\$14.99
		100.136.0000.000.2410.610.10208.31.00 Check #: 208159	General Supplies	\$95.26
		100.136.0000.000.2410.651.10208.31.00 Check #: 208159	Supplies - Technology - Software	\$53.94
		100.136.0000.000.2620.610.10208.31.00 Check #: 208159	General Supplies	\$411.81
		100.136.0000.100.1000.610.10208.31.00 Check #: 208159	General Supplies	\$289.96

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1086

10/12/2022

Fiscal Year: 2022-2023

Vendor Remit Name	Vendor #	Account	Description	Amount
		100.170.0000.000.2700.610.10000.00.00	General Supplies	\$132.13
		Check #: 208159		
		100.170.0000.000.2710.610.10000.00.00	General Supplies	\$151.19
		Check #: 208159		
		250.133.0000.200.1000.610.10303.10.00	General Supplies	\$17.97
		Check #: 208159		
		280.633.0000.000.2100.610.10202.10.00	General Supplies	\$160.26
		Check #: 208159		
		280.633.0000.000.2100.610.10206.10.00	General Supplies	\$39.98
		Check #: 208159		
		280.633.0000.000.2100.610.10208.31.00	FY21 Grants Budget Loads--Title I	\$135.14
		Check #: 208159		
		280.633.0000.000.2100.652.10208.31.00	FY21 Grants Budget Loads--Title I	\$617.49
		Check #: 208159		
		280.709.0000.000.2213.640.10000.00.00	Books and Periodicals	\$37.50
		Check #: 208159		
		280.735.0000.000.2100.610.10000.00.00	General Supplies	\$869.23
		Check #: 208159		
			Vendor Total:	\$9,218.76
AMAZON BUSINESS				
		100.104.0000.000.2213.610.10000.00.00	General Supplies	\$9,990.00
		Check #: 208160		
			Vendor Total:	\$9,990.00
AMAZON BUSINESS				
		100.133.0000.100.1000.610.10303.10.00	General Supplies	\$45.34
		Check #: 208161		
		100.134.0000.100.1000.610.10304.20.00	General Supplies	\$60.44
		Check #: 208161		
		100.135.0000.100.1000.610.10305.31.00	General Supplies	\$301.39
		Check #: 208161		
		100.163.0000.000.2120.610.10603.32.00	General Supplies	\$214.70
		Check #: 208161		

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1086

10/12/2022

Fiscal Year: 2022-2023

Vendor Remit Name	Vendor #	Account	Description	Amount
		100.164.0000.100.1000.610.10604.32.00	General Supplies Check #: 208161	\$1,303.57
		280.633.0000.000.2100.610.10304.20.00	FY18 Title IA SSMS Budget Load Check #: 208161	\$99.86
		280.742.0000.440.1000.610.10304.20.00	General Supplies Check #: 208161	\$1,416.90
			Vendor Total:	\$3,442.20
OFFICE DEPOT	15366			
		100.125.0000.000.2410.610.10205.10.00	General Supplies Check #: 208162	\$1,980.14
		100.125.0000.100.1000.610.10205.10.00	General Supplies Check #: 208162	\$281.06
		100.127.0000.100.1000.610.10210.10.00	General Supplies Check #: 208162	\$1,719.60
		100.133.0000.100.1000.610.10303.10.00	General Supplies Check #: 208162	\$335.16
			Vendor Total:	\$4,315.96
STAPLES ADVANTAGE	99736			
		100.103.0000.300.1000.610.10000.00.00	General Supplies Check #: 208163	\$35.67
		100.122.0000.100.1000.610.10202.10.00	General Supplies Check #: 208163	\$266.24
		100.135.0000.000.2410.610.10305.31.00	General Supplies Check #: 208163	\$232.56
		100.135.0000.100.1000.610.10305.31.00	General Supplies Check #: 208163	\$220.20
		100.163.0000.000.2410.610.10603.32.00	General Supplies Check #: 208163	\$89.26
		250.105.0000.000.2321.610.10000.00.00	General Supplies Check #: 208163	\$33.68
		280.633.0000.000.2100.610.10209.10.00	General Supplies Check #: 208163	\$735.00

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1086

10/12/2022

Fiscal Year: 2022-2023

Vendor Remit Name	Vendor #	Account	Description	Amount
		280.639.0000.200.1000.610.10000.00.00	General Supplies	\$3,805.12
		Check #: 208163		
			Vendor Total:	\$5,417.73
			Grand Total:	\$32,384.65

End of Report

LYON COUNTY SCHOOL DISTRICT VOUCHER

Voucher No: 1090

Voucher Date: 10/12/2022

Prepared By:

Debbie McDonald

Printed: 10/19/2022 08:12:45 AM

LYON COUNTY SCHOOL DISTRICT is hereby authorized to draw warrants against LYON COUNTY SCHOOL DISTRICT funds for the sum of \$338,388.73 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	\$153,347.27
230	Adult Education	\$845.36
250	Special Education	\$49,694.59
280	Federal Funds	\$131,245.84
290	Food Service Funds	\$755.67
830	Private-Purpose Trust Funds	\$2,500.00
		<hr/> <hr/>
		\$338,388.73

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1090

10/12/2022

Fiscal Year: 2022-2023

Vendor Remit Name	Vendor #	Account	Description	Amount
A T & T MONTHLY STATEMENT	99712	230.231.0000.610.1000.533.10000.00.00	Telephone - Land Line phone services	\$23.77
		Check #: 208164		
			Vendor Total:	\$23.77
A T & T MONTHLY STATEMENT	99712	100.170.0000.000.2710.534.10000.00.00	Telephone - Cell phone services	\$229.79
		Check #: 208165		
			Vendor Total:	\$229.79
ACE HARDWARE	200	100.108.0000.000.2620.610.10000.00.00	General Supplies	\$20.50
		Check #: 208166		
		100.108.0000.000.2620.610.10303.10.00	General Supplies	\$82.10
		Check #: 208166		
		100.108.0000.000.2620.610.10604.32.00	General Supplies	\$17.53
		Check #: 208166		
		100.122.0000.000.2620.610.10202.10.00	General Supplies	\$96.47
		Check #: 208166		
		100.132.0000.000.2620.610.10302.20.00	General Supplies	\$102.76
		Check #: 208166		
		100.163.0000.000.2620.610.10603.32.00	General Supplies	\$308.53
		Check #: 208166		
		100.163.0000.920.1000.610.10603.32.00	General Supplies	\$291.28
		Check #: 208166		
		100.170.0000.000.2700.610.10000.00.00	General Supplies	\$452.45
		Check #: 208166		
		100.170.0000.000.2730.614.10000.00.00	Parts	\$37.66
		Check #: 208166		
		100.170.0000.000.2730.617.10000.00.00	Batt & Antifreeze	\$32.38
		Check #: 208166		
			Vendor Total:	\$1,441.66
AIR FILTER SALES AND SERVICE	98789	100.108.0000.000.2620.610.10209.10.00	General Supplies	\$2,798.94
		Check #: 208167		

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1090

10/12/2022

Fiscal Year: 2022-2023

Vendor Remit Name	Vendor #	Account	Description	Amount
			Vendor Total:	\$2,798.94
ALHAMBRA WATER	97540	100.106.0000.000.2515.340.10000.00.00	Other Professional Services	\$52.86
		Check #: 208168		
		100.107.0000.000.2580.615.10000.00.00	Snacks, Food & Beverages	\$36.42
		Check #: 208168		
			Vendor Total:	\$89.28
ALL ABOUT VISION, LLC	94550	250.105.0000.200.2155.340.10000.00.00	Other Professional Services	\$1,280.00
		Check #: 208169		
			Vendor Total:	\$1,280.00
AMAZON BUSINESS		280.740.0000.000.1000.610.10000.00.00	General Supplies	\$5,556.88
		Check #: 208170		
			Vendor Total:	\$5,556.88
AUTO & TRUCK ELECTRIC,INC	1382	100.170.0000.000.2730.614.10000.00.00	Parts	\$66.00
		Check #: 208171		
		100.170.0000.000.2730.617.10000.00.00	Batt & Antifreeze	\$2,210.00
		Check #: 208171		
			Vendor Total:	\$2,276.00
BAUMBACK, SANDY	102125	100.170.0000.000.2710.519.10000.00.00	Student Transportation Purchased From	\$160.00
		Check #: 208172	Other Source	
			Vendor Total:	\$160.00
BIG R FERNLEY		100.108.0000.000.2620.610.10604.32.00	General Supplies	\$73.67
		Check #: 208173		
		100.108.0000.000.2630.610.10000.00.00	General Supplies	\$61.10
		Check #: 208173		
		100.129.0000.000.2620.610.10209.10.00	General Supplies	\$102.74
		Check #: 208173		

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1090

10/12/2022

Fiscal Year: 2022-2023

Vendor Remit Name	Vendor #	Account	Description	Amount
		100.161.0000.000.2620.610.10601.32.00	General Supplies	\$71.59
		Check #: 208173		
		100.170.0000.000.2730.614.10000.00.00	Parts	\$20.25
		Check #: 208173		
		Vendor Total:		\$329.35
BOYS & GIRLS CLUB OF TRUCKEE MEADOWS	102901			
		280.767.0000.000.2100.340.10203.10.00	FY21 Grant Budget Load- 21st CCLC	\$3,944.98
		Check #: 208174		
		280.767.0000.000.2100.340.10206.10.00	FY21 Grant Budget Load- 21st CCLC	\$4,209.07
		Check #: 208174		
		280.767.0000.000.2100.340.10209.10.00	FY21 Grant Budget Load- 21st CCLC	\$8,469.34
		Check #: 208174		
		280.767.0000.000.2100.340.10303.10.00	Other Professional Services	\$36,671.99
		Check #: 208174		
		Vendor Total:		\$53,295.38
BRYSON SALES & SERVICE	2380			
		100.170.0000.000.2730.614.10000.00.00	Parts	\$1,365.40
		Check #: 208175		
		Vendor Total:		\$1,365.40
BSN SPORTS				
		100.165.0000.920.1000.610.10605.32.00	General Supplies	\$1,935.86
		Check #: 208176		
		Vendor Total:		\$1,935.86
BUS PARTS WAREHOUSE	2534			
		100.170.0000.000.2730.614.10000.00.00	Parts	\$157.25
		Check #: 208177		
		Vendor Total:		\$157.25
CAREERSAFE				
		100.103.0000.300.1000.610.10604.32.00	General Supplies	\$1,088.00
		Check #: 208178		
		Vendor Total:		\$1,088.00

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1090

10/12/2022

Fiscal Year: 2022-2023

Vendor Remit Name	Vendor #	Account	Description	Amount
CARSON HIGHLANDS MOBILE HOME COMMUNITY		100.170.0000.000.2710.340.10000.00.00 Check #: 208179	Other Professional Services	\$370.95
			Vendor Total:	\$370.95
CERTIFIED LABORATORIES		100.108.0000.000.2620.610.10000.00.00 Check #: 208180	General Supplies	\$507.25
			Vendor Total:	\$507.25
CLARK PEST CONTROL		100.108.0000.000.2630.340.10601.32.00 Check #: 208181	Other Professional Services	\$114.00
		100.108.0000.000.2630.340.10605.32.00 Check #: 208181	Other Professional Services	\$114.00
			Vendor Total:	\$228.00
CONNECTIONS SPEECH&LANGUAGE SERVICES LLC		250.101.0000.200.2150.340.10000.00.00 Check #: 208182	Other Professional Services	\$25,972.80
			Vendor Total:	\$25,972.80
COTTONWOOD ELEMENTARY - STUDENT FUND		280.633.0000.000.2100.610.10209.10.00 Check #: 208183	General Supplies	\$1,003.00
			Vendor Total:	\$1,003.00
D & S WASTE REMOVAL, INC	4960	100.107.0000.000.2580.421.10000.00.00 Check #: 208184	Garbage / Disposal	\$554.22
			Vendor Total:	\$554.22
DAVIS, MARIA C.	102800	280.639.0000.200.2190.340.10000.00.00 Check #: 208185	Other Professional Services	\$393.60
			Vendor Total:	\$393.60

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1090

10/12/2022

Fiscal Year: 2022-2023

Vendor Remit Name	Vendor #	Account	Description	Amount
DAYTON VALLEY TIRE				
		100.170.0000.000.2710.340.10000.00.00	Other Professional Services	\$88.00
		Check #: 208186		
			Vendor Total:	\$88.00
DECKER, INC.				
	5403	100.135.0000.000.2620.610.10305.31.00	General Supplies	\$56.95
		Check #: 208187		
		100.161.0000.000.2620.610.10601.32.00	General Supplies	\$303.99
		Check #: 208187		
			Vendor Total:	\$360.94
DEPARTMENT OF PUBLIC SAFETY				
	14394	100.102.0000.000.2570.340.10000.00.00	Other Professional Services	\$362.25
		Check #: 208188		
			Vendor Total:	\$362.25
EDUCATIONAL TESTING SERV				
	6385	100.101.0000.610.1000.351.10907.41.00	Data Processing and Coding Services	\$32.25
		Check #: 208189		
			Vendor Total:	\$32.25
FATBEAM, LLC				
		100.107.0000.000.2580.535.10000.00.00	Data Communications, Internet, Video, T-lines, etc	\$435.00
		Check #: 208190		
			Vendor Total:	\$435.00
FLYERS ENERGY, LLC				
	102216	100.170.0000.000.2730.626.10000.00.00	Gasoline	\$11,063.58
		Check #: 208191		
			Vendor Total:	\$11,063.58
GRAINGER				
	99826	100.108.0000.000.2620.610.10604.32.00	General Supplies	\$65.18
		Check #: 208192		
			Vendor Total:	\$65.18
HEALTHY COMMUNITIES COALITION				

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1090

10/12/2022

Fiscal Year: 2022-2023

Vendor Remit Name	Vendor #	Account	Description	Amount
		280.748.0000.000.2100.310.10000.00.00 Check #: 208193	Official/Administrative Services	\$5,781.53
Vendor Total:				\$5,781.53
HODGEN, BRENDA		100.170.0000.000.2710.810.10000.00.00 Check #: 208194	Dues and Fees	\$65.76
Vendor Total:				\$65.76
HOUGHTON MIFFLIN HARCOURT PUBLISHING CO		100.161.0000.100.1000.610.10601.32.00 Check #: 208195	General Supplies	\$2,974.40
Vendor Total:				\$2,974.40
HOWES, HEATHER		280.667.0000.000.2213.580.10000.00.00 Check #: 208196	Staff Travel	\$430.00
Vendor Total:				\$430.00
INLAND SUPPLY CO., INC.	10000	280.749.0000.000.2100.610.10000.00.00 Check #: 208197	General Supplies	\$3,699.63
Vendor Total:				\$3,699.63
JORGENSEN, SARA		280.667.0000.000.2213.580.10000.00.00 Check #: 208198	Staff Travel	\$232.50
Vendor Total:				\$232.50
JOY, LONETTA		100.102.0000.000.2570.334.10000.00.00 Check #: 208199	Training & Development - Admin Non-Licensed	\$300.00
Vendor Total:				\$300.00
JUNIOR LIBRARY GUILD	95920	100.165.0000.000.2220.640.10605.32.00 Check #: 208200	Books and Periodicals	\$785.60
Vendor Total:				\$785.60

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1090

10/12/2022

Fiscal Year: 2022-2023

Vendor Remit Name	Vendor #	Account	Description	Amount
K12 SCHOOL SUPPLIES	102130	100.135.0000.100.1000.610.10305.31.00	General Supplies Check #: 208201	\$51.70
			Vendor Total:	\$51.70
KEENE, KATHLEEN		280.667.0000.000.2213.580.10000.00.00	Staff Travel Check #: 208202	\$555.73
			Vendor Total:	\$555.73
KERSEY, JAKE		250.105.0000.000.2321.580.10000.00.00	Staff Travel Check #: 208203	\$206.08
		280.639.0000.200.2213.580.10000.00.00	Staff Travel Check #: 208203	\$209.51
			Vendor Total:	\$415.59
LAHONTAN PARAMEDICAL		100.170.0000.000.2710.340.10000.00.00	Other Professional Services Check #: 208204	\$90.00
			Vendor Total:	\$90.00
LEARNING A-Z	100607	100.127.0000.100.1000.610.10210.10.00	General Supplies Check #: 208205	\$2,154.79
			Vendor Total:	\$2,154.79
LEMOS, RODNEY		100.170.0000.000.2710.340.10000.00.00	Other Professional Services Check #: 208206	\$125.00
			Vendor Total:	\$125.00
LINDE GAS & EQUIPMENT		100.108.0000.000.2620.610.10000.00.00	General Supplies Check #: 208207	\$85.32
			Vendor Total:	\$85.32
LORDS, PAUL				

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1090

10/12/2022

Fiscal Year: 2022-2023

Vendor Remit Name	Vendor #	Account	Description	Amount
		280.667.0000.000.2213.580.10000.00.00	Staff Travel	\$420.50
		Check #: 208208		
			Vendor Total:	\$420.50
LOWE, KEITH III		280.639.0000.200.1000.610.10000.00.00	General Supplies	\$58.63
		Check #: 208209		
		280.639.0000.200.2213.580.10000.00.00	Staff Travel	\$157.09
		Check #: 208209		
			Vendor Total:	\$215.72
LYON COUNTY SHERIFF	P101	280.742.0000.000.2100.340.10000.00.00	Other Professional Services	\$24,769.20
		Check #: 208210		
			Vendor Total:	\$24,769.20
MAHAN, CRIZAN		100.170.0000.000.2710.519.10000.00.00	Student Transportation Purchased From	\$170.00
		Check #: 208211	Other Source	
			Vendor Total:	\$170.00
MARENEM INC.		100.129.0000.100.1000.610.10209.10.00	General Supplies	\$568.70
		Check #: 208212		
			Vendor Total:	\$568.70
MHS, INC	100972	280.639.0000.200.2140.610.10000.00.00	General Supplies	\$99.00
		Check #: 208213		
			Vendor Total:	\$99.00
NAPA AUTO & TRUCK PARTS_99614	99614	100.108.0000.000.2620.610.10209.10.00	General Supplies	\$131.52
		Check #: 208214		
		100.108.0000.000.2620.612.10000.00.00	Inventoried Supplies/Equipment <\$5000	\$8,641.98
		Check #: 208214		
			Vendor Total:	\$8,773.50
NEVADA DRUG & ALCOHOL TESTING INC	101753			

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1090

10/12/2022

Fiscal Year: 2022-2023

Vendor Remit Name	Vendor #	Account	Description	Amount
		100.170.0000.000.2710.340.10000.00.00 Check #: 208215	Other Professional Services	\$212.00
			Vendor Total:	\$212.00
NOVOA, ANGEL		280.735.0000.000.2700.510.10000.00.00 Check #: 208216	Student Transportation Services	\$215.00
			Vendor Total:	\$215.00
O'REILLY AUTO PARTS	102278	100.170.0000.000.2730.614.10000.00.00 Check #: 208217	Parts	\$778.59
			Vendor Total:	\$778.59
OFFICE OF STUDENT FINANCIAL AID		830.064.0000.000.2410.890.10000.00.00 Check #: 208218	Miscellaneous Expenditures	\$2,500.00
			Vendor Total:	\$2,500.00
ORDUNA, FELICIANA	101671	100.170.0000.000.2710.519.10000.00.00 Check #: 208219	Student Transportation Purchased From Other Source	\$170.00
			Vendor Total:	\$170.00
OWENS, DEANNA		280.667.0000.000.2213.580.10000.00.00 Check #: 208220	Staff Travel	\$329.50
			Vendor Total:	\$329.50
PACIFIC STATES COMMUNICATIONS OF NV, INC		100.107.0000.000.2580.350.10000.00.00 Check #: 208221	Technical Services	\$1,692.59
			Vendor Total:	\$1,692.59
PAGNIELLO, ALYCE		250.105.0000.000.2321.531.10000.00.00 Check #: 208222	Postage	\$6.10
			Vendor Total:	\$6.10

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1090

10/12/2022

Fiscal Year: 2022-2023

Vendor Remit Name	Vendor #	Account	Description	Amount
PROCARE THERAPY		280.639.0000.200.1000.340.10000.00.00	Other Professional Services	\$9,702.00
		Check #: 208223		
			Vendor Total:	\$9,702.00
PROCARE THERAPY		280.639.0000.200.1000.340.10000.00.00	Other Professional Services	\$9,702.00
		Check #: 208224		
			Vendor Total:	\$9,702.00
PROCARE THERAPY		250.101.0000.200.2150.340.10000.00.00	Other Professional Services	\$9,765.60
		Check #: 208225		
			Vendor Total:	\$9,765.60
PROCARE THERAPY		280.639.0000.200.1000.340.10206.10.00	Other Professional Services	\$432.00
		Check #: 208226		
			Vendor Total:	\$432.00
PROGRESS PUBLICATIONS INC	16785	100.127.0000.100.1000.610.10210.10.00	General Supplies	\$574.75
		Check #: 208227		
			Vendor Total:	\$574.75
RED ROCK SPRING WATER		100.129.0000.100.1000.615.10209.10.00	Snacks, Food & Beverages	\$60.00
		Check #: 208228		
			Vendor Total:	\$60.00
REFRIGERATION SUPPLIES DISTRIBUTOR	96586	100.108.0000.000.2620.610.10000.00.00	General Supplies	\$750.61
		Check #: 208229		
		100.108.0000.000.2620.610.10303.10.00	General Supplies	\$110.84
		Check #: 208229		
		100.108.0000.000.2620.610.10601.32.00	General Supplies	\$678.95
		Check #: 208229		

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1090

10/12/2022

Fiscal Year: 2022-2023

Vendor Remit Name	Vendor #	Account	Description	Amount
		100.108.0000.000.2620.610.10603.32.00 Check #: 208229	General Supplies	\$1,655.91
		100.133.0000.000.2620.610.10303.10.00 Check #: 208229	General Supplies	\$102.07
		100.163.0000.000.2620.610.10603.32.00 Check #: 208229	General Supplies	\$416.76
		290.184.0000.000.3100.430.10000.00.00 Check #: 208229	Repairs and Maintenance Services	\$333.11
			Vendor Total:	<u>\$4,048.25</u>
RENNER EQUIPMENT COMPANY	17400			
		100.108.0000.000.2630.610.10000.00.00 Check #: 208230	General Supplies	\$998.17
			Vendor Total:	<u>\$998.17</u>
RICK'S AEC REPROGRAPHICS, INC.				
		100.165.0000.100.1000.430.10605.32.00 Check #: 208231	Repairs and Maintenance Services	\$212.73
			Vendor Total:	<u>\$212.73</u>
RICOH AMERICAS CORP	102825			
		100.121.0000.000.2410.430.10201.10.00 Check #: 208232	Repairs and Maintenance Services	\$398.02
		100.125.0000.000.2410.430.10205.10.00 Check #: 208232	Repairs and Maintenance Services	\$15.85
			Vendor Total:	<u>\$413.87</u>
RICOH USA, INC				
		100.126.0000.000.2410.442.10206.10.00 Check #: 208233	Rental of Equipment and Vehicles	\$202.49
		100.135.0000.000.2410.442.10305.31.00 Check #: 208233	Rental of Equipment and Vehicles	\$36.65
			Vendor Total:	<u>\$239.14</u>
ROLANDO, ANITA				
		280.667.0000.000.2213.580.10000.00.00 Check #: 208234	Staff Travel	\$327.00

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1090

10/12/2022

Fiscal Year: 2022-2023

Vendor Remit Name	Vendor #	Account	Description	Amount
			Vendor Total:	\$327.00
ROYAL CARPET ONE FLOOR & HOME		100.161.0000.000.2620.610.10601.32.00	General Supplies	\$2,843.70
		Check #: 208235		
			Vendor Total:	\$2,843.70
RUSSELL SIGLER INC.	3076	100.108.0000.000.2620.610.10604.32.00	General Supplies	\$276.93
		Check #: 208236		
			Vendor Total:	\$276.93
SAFETY-KLEEN SYSTEMS, INC	18119	100.170.0000.000.2710.340.10000.00.00	Other Professional Services	\$1,142.29
		Check #: 208237		
			Vendor Total:	\$1,142.29
SCHOOL OUTFITTERS	98447	100.126.0000.100.1000.610.10206.10.00	General Supplies	\$4,433.11
		Check #: 208238		
			Vendor Total:	\$4,433.11
SHEA, LISA	18849	280.667.0000.000.2213.580.10000.00.00	Staff Travel	\$100.00
		Check #: 208239		
			Vendor Total:	\$100.00
SIGNLANGUAGETEAM.COM		280.639.0000.200.2190.340.10000.00.00	Other Professional Services	\$390.00
		Check #: 208240		
			Vendor Total:	\$390.00
SILVER SPRINGS MUTUAL WATER CO	19183	100.108.0000.000.2620.411.10000.00.00	Water / Sewer	\$12,891.89
		Check #: 208241		
			Vendor Total:	\$12,891.89
SILVER STATE INTERNATIONAL	19211			

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1090

10/12/2022

Fiscal Year: 2022-2023

Vendor Remit Name	Vendor #	Account	Description	Amount
		100.170.0000.000.2730.614.10000.00.00	Parts	\$101.86
		Check #: 208242		
			Vendor Total:	\$101.86
SOLIANT HEALTH, LLC		280.639.0000.200.1000.340.10000.00.00	Other Professional Services	\$6,780.00
		Check #: 208243		
			Vendor Total:	\$6,780.00
STARFALL EDUCATION FOUNDATION	100810	100.122.0000.100.1000.651.10202.10.00	Supplies - Technology - Software	\$355.00
		Check #: 208244		
			Vendor Total:	\$355.00
STATE OF NEVADA-DIV. OF WATER RESOURCES		100.108.0000.000.2620.810.10000.00.00	Dues and Fees	\$120.00
		Check #: 208245		
			Vendor Total:	\$120.00
STUDIES WEEKLEY	96696	100.121.0000.100.1000.640.10201.10.00	Books and Periodicals	\$582.73
		Check #: 208246		
			Vendor Total:	\$582.73
TAHOE SUPPLY CO.	11238	100.125.0000.000.2620.610.10205.10.00	General Supplies	\$2,494.76
		Check #: 208247		
		100.125.0000.000.2620.612.10205.10.00	Inventoried Supplies/Equipment <\$5000	\$2,502.00
		Check #: 208247		
		100.127.0000.000.2620.610.10210.10.00	General Supplies	\$451.15
		Check #: 208247		
		100.128.0000.000.2620.610.10211.10.00	General Supplies	\$392.66
		Check #: 208247		
		100.133.0000.000.2620.430.10303.10.00	Repairs and Maintenance Services	\$511.90
		Check #: 208247		
		100.134.0000.000.2620.612.10304.20.00	Inventoried Supplies/Equipment <\$5000	\$2,502.00
		Check #: 208247		

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1090

10/12/2022

Fiscal Year: 2022-2023

Vendor Remit Name	Vendor #	Account	Description	Amount
		100.161.0000.000.2620.610.10601.32.00 Check #: 208247	General Supplies	\$1,681.74
			Vendor Total:	\$10,536.21
THE STEPPING STONES GROUP LLC		250.101.0000.200.2150.340.10000.00.00 Check #: 208248	Other Professional Services	\$12,037.00
			Vendor Total:	\$12,037.00
TREKER, INC.		100.170.0000.000.2730.614.10000.00.00 Check #: 208249	Parts	\$58,753.32
			Vendor Total:	\$58,753.32
VERIZON WIRELESS_21703	21703	100.101.0000.000.2310.535.10000.00.00 Check #: 208250	Data Communications, Internet, Video, T-lines, etc	\$342.70
		100.101.0000.000.2510.534.10000.00.00 Check #: 208250	Telephone - Cell phone services	\$50.67
		100.101.0000.000.2520.534.10000.00.00 Check #: 208250	Telephone - Cell phone services	\$35.74
		100.104.0000.000.2210.534.10000.00.00 Check #: 208250	Telephone - Cell phone services	\$81.19
		100.104.0000.000.2210.535.10000.00.00 Check #: 208250	Data Communications, Internet, Video, T-lines, etc	\$180.03
		100.107.0000.000.2580.534.10000.00.00 Check #: 208250	Telephone - Cell phone services	\$376.95
		100.108.0000.000.2620.534.10000.00.00 Check #: 208250	Telephone - Cell phone services	\$1,468.07
		100.125.0000.000.2410.533.10205.10.00 Check #: 208250	Telephone - Land Line phone services	\$106.16
		100.170.0000.000.2710.534.10000.00.00 Check #: 208250	Telephone - Cell phone services	\$1,442.54
		250.105.0000.000.2321.535.10000.00.00 Check #: 208250	Data Communications, Internet, Video, T-lines, etc	\$190.20

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1090

10/12/2022

Fiscal Year: 2022-2023

Vendor Remit Name	Vendor #	Account	Description	Amount
		290.180.0000.000.3100.534.10000.00.00	Telephone - Cell phone services	\$130.17
		Check #: 208250		
			Vendor Total:	\$4,404.42
VIA, INC	101562			
		250.105.0000.000.2321.340.10000.00.00	Other Professional Services	\$191.68
		Check #: 208251		
			Vendor Total:	\$191.68
VISIBLE BODY	103046			
		100.103.0000.300.1000.651.10601.32.00	Supplies - Technology - Software	\$3,150.00
		Check #: 208252		
			Vendor Total:	\$3,150.00
WALKER LAKE DISPOSAL INC.	102157			
		100.108.0000.000.2620.421.10605.32.00	Garbage / Disposal	\$1,144.00
		Check #: 208253		
		290.180.0000.000.3100.421.10000.00.00	Garbage / Disposal	\$208.00
		Check #: 208253		
			Vendor Total:	\$1,352.00
WELLS FARGO VENDOR FINANCIAL SERVICES				
		100.104.0000.000.2210.430.10000.00.00	Repairs and Maintenance Services	\$84.39
		Check #: 208254		
		100.136.0000.000.2410.442.10208.31.00	Rental of Equipment and Vehicles	\$350.38
		Check #: 208254		
		290.180.0000.000.3100.430.10000.00.00	Repairs and Maintenance Services	\$84.39
		Check #: 208254		
			Vendor Total:	\$519.16
WESTERN NEVADA SUPPLY	22580			
		100.108.0000.000.2620.610.10203.10.00	General Supplies	\$266.00
		Check #: 208255		
			Vendor Total:	\$266.00
WESTERN PSYCHOLOGICAL SERVICIE	22589			

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1090

10/12/2022

Fiscal Year: 2022-2023

Vendor Remit Name	Vendor #	Account	Description	Amount
		280.639.0000.200.2140.610.10000.00.00	General Supplies	\$226.60
		Check #: 208256		
			Vendor Total:	\$226.60
WILLIAM V. MACGILL & CO.	22793			
		100.126.0000.000.2620.610.10206.10.00	General Supplies	\$270.00
		Check #: 208257		
			Vendor Total:	\$270.00
WILSON LANGUAGE TRAINING	100536			
		280.633.0000.000.2100.610.10210.10.00	General Supplies	\$6,379.56
		Check #: 208258		
			Vendor Total:	\$6,379.56
XCAST LABS, INC.				
		100.107.0000.000.2580.533.10000.00.00	Telephone – Land Line phone services	\$40.44
		Check #: 208259		
		100.121.0000.000.2410.533.10201.10.00	Telephone – Land Line phone services	\$40.53
		Check #: 208259		
		100.122.0000.000.2410.533.10202.10.00	Telephone – Land Line phone services	\$40.53
		Check #: 208259		
		100.123.0000.000.2410.533.10203.10.00	Telephone – Land Line phone services	\$40.53
		Check #: 208259		
		100.125.0000.000.2410.533.10205.10.00	Telephone – Land Line phone services	\$40.53
		Check #: 208259		
		100.126.0000.000.2410.533.10206.10.00	Telephone – Land Line phone services	\$40.53
		Check #: 208259		
		100.127.0000.000.2410.533.10210.10.00	Telephone – Land Line phone services	\$40.53
		Check #: 208259		
		100.128.0000.000.2410.533.10211.10.00	Telephone – Land Line phone services	\$40.53
		Check #: 208259		
		100.129.0000.000.2410.533.10209.10.00	Telephone – Land Line phone services	\$40.53
		Check #: 208259		
		100.132.0000.000.2410.533.10302.20.00	Telephone – Land Line phone services	\$40.53
		Check #: 208259		

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1090

10/12/2022

Fiscal Year: 2022-2023

Vendor Remit Name	Vendor #	Account	Description	Amount
		100.133.0000.000.2410.533.10303.10.00 Check #: 208259	Telephone – Land Line phone services	\$40.53
		100.134.0000.000.2410.533.10304.20.00 Check #: 208259	Telephone – Land Line phone services	\$40.53
		100.135.0000.000.2410.533.10305.31.00 Check #: 208259	Telephone – Land Line phone services	\$40.53
		100.136.0000.000.2410.533.10208.31.00 Check #: 208259	Telephone – Land Line phone services	\$40.53
		100.161.0000.000.2410.533.10601.32.00 Check #: 208259	Telephone – Land Line phone services	\$40.53
		100.162.0000.000.2410.533.10602.50.00 Check #: 208259	Telephone – Land Line phone services	\$40.53
		100.163.0000.000.2410.533.10603.32.00 Check #: 208259	Telephone – Land Line phone services	\$40.53
		100.164.0000.000.2410.533.10604.32.00 Check #: 208259	Telephone – Land Line phone services	\$40.53
		100.165.0000.000.2410.533.10605.32.00 Check #: 208259	Telephone – Land Line phone services	\$40.53
		100.170.0000.000.2710.533.10000.00.00 Check #: 208259	Telephone – Land Line phone services	\$40.53
		230.231.0000.610.1000.533.10601.41.00 Check #: 208259	Telephone – Land Line phone services	\$40.53
		230.231.0000.610.1000.533.10907.41.00 Check #: 208259	Telephone – Land Line phone services	\$40.53
		230.231.0000.610.1000.533.10909.41.00 Check #: 208259	Telephone – Land Line phone services	\$40.53
			Vendor Total:	\$932.10
XEROX CORPORATION		250.105.0000.000.2321.430.10000.00.00 Check #: 208260	Repairs and Maintenance Services	\$27.52
		250.105.0000.000.2321.442.10000.00.00 Check #: 208260	Rental of Equipment and Vehicles	\$17.61
			Vendor Total:	\$45.13

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1090

10/12/2022

Fiscal Year: 2022-2023

Vendor Remit Name	Vendor #	Account	Description	Amount
YERINGTON THEATRE FOR THE ARTS	100157	230.231.0000.610.1000.441.10909.41.00	Renting Land and Buildings	\$700.00
		Check #: 208261		

Vendor Total: \$700.00

Grand Total: \$338,388.73

End of Report

LYON COUNTY SCHOOL DISTRICT VOUCHER

Voucher No: 1091

Voucher Date: 10/12/2022

Prepared By:

Subbie McDonald

Printed: 10/19/2022 01:30:13 PM

LYON COUNTY SCHOOL DISTRICT is hereby authorized to draw warrants against LYON COUNTY SCHOOL DISTRICT funds for the sum of \$2,194,508.47 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	\$542,225.45
250	Special Education	\$665.22
280	Federal Funds	\$6,904.25
290	Food Service Funds	\$184,504.04
310	Residential Construction Tax	\$229,377.85
340	Governmental Services Tax (GST)	\$110,375.75
360	Bond Issues	\$1,112,458.50
703	Workers Compensation	\$7,997.41
		\$2,194,508.47

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1091

10/12/2022

Fiscal Year: 2022-2023

Vendor Remit Name	Vendor #	Account	Description	Amount
BUILDING CONTROL SERVICES	101439	340.101.0000.000.4700.340.10605.32.00	Other Professional Services	\$110,375.75
		0		
		360.021.0000.000.4700.340.10210.10.00	Other Professional Services	\$77,125.75
		0		
			Vendor Total:	\$187,501.50
CCMSI		703.102.0000.000.2310.340.10000.00.00	Other Professional Services	\$7,997.41
		0		
			Vendor Total:	\$7,997.41
CHARTWELLS		290.180.0000.000.3100.570.10000.00.00	Food Service Management	\$60,039.01
		0		
		290.180.0000.000.3100.610.10000.00.00	General Supplies	\$2,319.28
		0		
		290.182.0000.000.3100.630.10000.00.00	Food	\$20,764.78
		0		
		290.183.0000.000.3100.630.10000.00.00	Food	\$13,436.03
		0		
		290.184.0000.000.1000.630.10000.00.00	Food	\$53,744.13
		0		
		290.185.0000.000.1000.630.10000.00.00	Food	\$34,200.81
		0		
			Vendor Total:	\$184,504.04
CORE CONSTRUCTION	102843	360.022.0000.000.4600.450.10601.32.00	Construction Services	\$483,970.20
		0		
			Vendor Total:	\$483,970.20
CORWIN MOTORS RENO LLC		100.170.0000.000.2730.732.10000.00.00	Vehicles	\$439,026.00
		0		
			Vendor Total:	\$439,026.00
DELL, INC USA		100.107.0000.000.2580.650.10000.00.00	Supplies-Information Technology-related	\$36,337.01
		0		

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1091

10/12/2022

Fiscal Year: 2022-2023

Vendor Remit Name	Vendor #	Account	Description	Amount
		100.107.0000.000.2580.652.10000.00.00 0	Inventoried Supplies/Equipment – IT Related <\$5000	\$9,767.41
		100.129.0000.000.2410.650.10209.10.00 0	Supplies–Information Technology–related	\$247.99
		280.637.0000.000.1000.652.10000.00.00 0	Inventoried Supplies/Equipment – IT Related <\$5000	\$5,042.49
		280.639.0000.200.1000.651.10000.00.00 0	Supplies – Technology – Software	\$1,861.76
			Vendor Total:	\$53,256.66
JIM MENESINI PETROLEUM		100.170.0000.000.2730.626.10000.00.00 0	Gasoline	\$50,747.04
			Vendor Total:	\$50,747.04
LUMOS AND ASSOCIATES, INC	11860	360.021.0000.000.4300.340.10000.00.00 0	Other Professional Services	\$11,442.00
			Vendor Total:	\$11,442.00
NORTHWEST EVALUATION ASSOCIATION	15225	100.104.0000.000.2210.330.10000.00.00 0	Professional Employee Training & Development Serv	\$6,100.00
			Vendor Total:	\$6,100.00
PAUL CAVIN ARCHITECT LLC		310.031.0000.000.4300.340.10602.50.00 0	Other Professional Services	\$2,775.00
		310.032.0000.000.4300.340.10603.32.00 0	Other Professional Services	\$5,550.00
		310.033.0000.000.4300.340.10605.32.00 0	Other Professional Services	\$2,775.00
		310.034.0000.000.4300.340.10601.32.00 0	Other Professional Services	\$10,260.00
		310.035.0000.000.4300.340.10604.32.00 0	Other Professional Services	\$6,840.00
		360.021.0000.000.4300.340.10000.00.00 0	Other Professional Services	\$7,275.00

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1091

10/12/2022

Fiscal Year: 2022-2023

Vendor Remit Name	Vendor #	Account	Description	Amount
		360.021.0000.000.4300.340.10601.32.00 0	Other Professional Services	\$34,990.00
		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:	\$78,905.00
PELLETT CONSTRUCTION, LLC		310.032.0000.000.4600.450.10603.32.00 0	Construction Services	\$9,684.20
		310.034.0000.000.4600.450.10601.32.00 0	Construction Services	\$104,809.04
		310.035.0000.000.4600.450.10604.32.00 0	Construction Services	\$86,684.61
		360.022.0000.000.4600.450.10601.32.00 0	Construction Services	\$420,243.61
		360.022.0000.000.4600.450.10603.32.00 0	Construction Services	\$7,909.51
		360.022.0000.000.4600.450.10604.32.00 0	Construction Services	\$61,062.43
			Vendor Total:	\$690,393.40
STATE OF NV DIVISION OF HEALTH CARE	102723	250.781.0000.000.0000.000.10000.00.19 1	Deposits	\$665.22
			Vendor Total:	\$665.22
			Grand Total:	\$2,194,508.47

End of Report

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1115

10/19/2022

Fiscal Year: 2022-2023

Vendor Remit Name	Vendor #	Account	Description	Amount
AMAZON BUSINESS				
		100.133.0000.000.2410.610.10303.10.00 Check #: 208262	General Supplies	\$171.21
		100.133.0000.100.1000.610.10303.10.00 Check #: 208262	General Supplies	\$25.49
		100.161.0000.000.2410.610.10601.32.00 Check #: 208262	General Supplies	\$650.59
		100.161.0000.100.1000.610.10601.32.00 Check #: 208262	General Supplies	\$1,495.37
		100.161.0000.190.1000.610.10601.32.00 Check #: 208262	General Supplies	\$150.20
		100.161.0000.920.1000.610.10601.32.00 Check #: 208262	General Supplies	\$188.97
			Vendor Total:	<u>\$2,681.83</u>
AMAZON BUSINESS				
		100.107.0000.000.2580.610.10000.00.00 Check #: 208263	General Supplies	\$2,363.42
		280.735.0000.000.2100.610.10000.00.00 Check #: 208263	General Supplies	\$219.25
			Vendor Total:	<u>\$2,582.67</u>
AMAZON BUSINESS				
		100.126.0000.100.1000.610.10206.10.00 Check #: 208264	General Supplies	\$38.11
		100.126.0000.100.1000.650.10206.10.00 Check #: 208264	Supplies-Information Technology-related	\$11.99
		100.128.0000.100.1000.610.10211.10.00 Check #: 208264	General Supplies	\$53.98
		100.133.0000.100.1000.640.10303.10.00 Check #: 208264	Books and Periodicals	(\$42.58)
		100.134.0000.100.1000.610.10304.20.00 Check #: 208264	General Supplies	\$32.99
		100.135.0000.100.1000.610.10305.31.00 Check #: 208264	General Supplies	\$42.92

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1115

10/19/2022

Fiscal Year: 2022-2023

Vendor Remit Name	Vendor #	Account	Description	Amount
		100.135.0000.100.1000.640.10305.31.00	Books and Periodicals	\$43.96
		Check #: 208264		
		250.133.0000.200.1000.610.10303.10.00	General Supplies	\$28.47
		Check #: 208264		
		280.633.0000.000.2100.610.10202.10.00	General Supplies	\$111.06
		Check #: 208264		
			Vendor Total:	\$320.90
AMAZON BUSINESS				
		100.162.0000.170.1000.610.10602.50.00	General Supplies	\$485.45
		Check #: 208265		
			Vendor Total:	\$485.45
AMAZON BUSINESS				
		100.104.0000.000.2213.610.10000.00.00	General Supplies	\$700.91
		Check #: 208266		
		100.170.0000.000.2700.610.10000.00.00	General Supplies	\$664.59
		Check #: 208266		
		230.231.0000.610.1000.610.10907.41.00	General Supplies	\$7,427.58
		Check #: 208266		
		280.735.0000.000.2100.610.10000.00.00	General Supplies	\$328.83
		Check #: 208266		
			Vendor Total:	\$9,121.91
AMAZON BUSINESS				
		100.101.0000.000.2320.610.10000.00.00	General Supplies	\$418.73
		Check #: 208267		
		100.106.0000.000.2515.610.10000.00.00	General Supplies	\$336.76
		Check #: 208267		
		240.300.0000.371.1000.610.10604.32.00	General Supplies	\$4,631.68
		Check #: 208267		
		280.709.0000.000.2213.640.10000.00.00	Books and Periodicals	\$303.80
		Check #: 208267		
		280.735.0000.000.2100.610.10000.00.00	General Supplies	\$565.55
		Check #: 208267		
			Vendor Total:	\$6,256.52

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1115

10/19/2022

Fiscal Year: 2022-2023

Vendor Remit Name	Vendor #	Account	Description	Amount
AMAZON BUSINESS				
		100.123.0000.000.2410.610.10203.10.00	General Supplies	\$338.99
		Check #: 208268		
		100.123.0000.100.1000.610.10203.10.00	General Supplies	\$422.14
		Check #: 208268		
		100.126.0000.000.2620.610.10206.10.00	General Supplies	\$58.49
		Check #: 208268		
		100.128.0000.000.2620.610.10211.10.00	General Supplies	\$34.54
		Check #: 208268		
		100.128.0000.100.1000.610.10211.10.00	General Supplies	\$26.26
		Check #: 208268		
		100.133.0000.000.2410.610.10303.10.00	General Supplies	\$78.96
		Check #: 208268		
		100.133.0000.100.1000.430.10303.10.00	Repairs and Maintenance Services	\$765.52
		Check #: 208268		
		100.133.0000.100.1000.640.10303.10.00	Books and Periodicals	\$54.57
		Check #: 208268		
		100.134.0000.100.1000.610.10304.20.00	General Supplies	\$90.96
		Check #: 208268		
		100.135.0000.000.2130.610.10305.31.00	General Supplies	\$0.00
		Check #: 208268		
		100.135.0000.000.2410.610.10305.31.00	General Supplies	\$252.76
		Check #: 208268		
		100.135.0000.100.1000.610.10305.31.00	General Supplies	\$1,386.89
		Check #: 208268		
		100.135.0000.100.1000.640.10305.31.00	Books and Periodicals	\$558.56
		Check #: 208268		
		100.136.0000.000.2130.610.10208.31.00	General Supplies	\$250.61
		Check #: 208268		
		100.136.0000.000.2410.610.10208.31.00	General Supplies	\$261.89
		Check #: 208268		
		100.136.0000.100.1000.610.10208.31.00	General Supplies	\$244.34
		Check #: 208268		

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1115

10/19/2022

Fiscal Year: 2022-2023

Vendor Remit Name	Vendor #	Account	Description	Amount
		100.161.0000.000.2410.610.10601.32.00	General Supplies	\$27.71
		Check #: 208268		
		100.161.0000.383.1000.610.10601.32.00	General Supplies	\$441.43
		Check #: 208268		
		280.633.0000.000.2100.610.10202.10.00	General Supplies	\$560.53
		Check #: 208268		
		280.633.0000.000.2100.610.10211.10.00	General Supplies	\$37.97
		Check #: 208268		
		280.633.0000.000.2100.610.10304.20.00	FY18 Title IA SSMS Budget Load	\$311.99
		Check #: 208268		
			Vendor Total:	\$6,205.11
AMAZON BUSINESS				
		100.161.0000.194.1000.610.10601.32.00	General Supplies	\$259.00
		Check #: 208269		
		100.161.0000.920.1000.610.10601.32.00	General Supplies	\$970.94
		Check #: 208269		
		100.162.0000.103.0000.610.10602.50.00	General Supplies	\$195.83
		Check #: 208269		
		100.162.0000.103.1000.610.10602.50.00	General Supplies	\$142.85
		Check #: 208269		
		100.162.0000.170.1000.610.10602.50.00	General Supplies	\$280.57
		Check #: 208269		
		100.162.0000.194.1000.610.10602.50.00	General Supplies	\$28.64
		Check #: 208269		
		100.164.0000.100.1000.610.10604.32.00	General Supplies	\$719.26
		Check #: 208269		
		100.164.0000.188.1000.610.10604.32.00	General Supplies	\$652.57
		Check #: 208269		
		100.164.0000.188.1000.640.10604.32.00	Books and Periodicals	\$344.16
		Check #: 208269		
		100.164.0000.192.1000.610.10604.32.00	General Supplies	\$61.99
		Check #: 208269		
		100.165.0000.100.1000.610.10605.32.00	General Supplies	(\$43.20)
		Check #: 208269		

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1115

10/19/2022

Fiscal Year: 2022-2023

Vendor Remit Name	Vendor #	Account	Description	Amount
			Vendor Total:	\$3,612.61
OFFICE DEPOT	15366			
		100.000.0000.000.0000.000.10000.00.17	Inventories for Resale	\$10,317.60
		Check #: 208270		
		100.125.0000.000.2410.610.10205.10.00	General Supplies	\$128.10
		Check #: 208270		
		100.126.0000.100.1000.610.10206.10.00	General Supplies	\$174.83
		Check #: 208270		
		100.127.0000.100.1000.610.10210.10.00	General Supplies	\$56.00
		Check #: 208270		
		100.129.0000.100.1000.610.10209.10.00	General Supplies	\$1,719.60
		Check #: 208270		
		100.134.0000.100.1000.610.10304.20.00	General Supplies	\$7.59
		Check #: 208270		
		100.135.0000.100.1000.610.10305.31.00	General Supplies	\$1,839.15
		Check #: 208270		
		100.164.0000.100.1000.610.10604.32.00	General Supplies	\$580.21
		Check #: 208270		
		280.742.0000.440.1000.610.10304.20.00	General Supplies	\$3,149.99
		Check #: 208270		
			Vendor Total:	\$17,973.07
STAPLES ADVANTAGE	99736			
		100.106.0000.000.2515.610.10000.00.00	General Supplies	\$203.40
		Check #: 208271		
		100.126.0000.100.1000.610.10206.10.00	General Supplies	\$56.55
		Check #: 208271		
		100.134.0000.100.1000.610.10304.20.00	General Supplies	\$3,804.30
		Check #: 208271		
		100.135.0000.000.2410.610.10305.31.00	General Supplies	\$62.24
		Check #: 208271		
		100.135.0000.100.1000.610.10305.31.00	General Supplies	\$1,556.80
		Check #: 208271		

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1115

10/19/2022

Fiscal Year: 2022-2023

Vendor Remit Name	Vendor #	Account	Description	Amount
		250.165.0000.200.1000.610.10605.32.00	General Supplies	\$63.78
		Check #: 208271		
			Vendor Total:	\$5,747.07
			Grand Total:	\$54,987.14

End of Report

LYON COUNTY SCHOOL DISTRICT VOUCHER

Voucher No: 1116

Voucher Date: 10/19/2022

Prepared By:

Debbie McDonald

Printed: 10/26/2022 10:13:24 AM

LYON COUNTY SCHOOL DISTRICT is hereby authorized to draw warrants against LYON COUNTY SCHOOL DISTRICT funds for the sum of \$115,804.31 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	\$92,701.68
230	Adult Education	\$0.87
240	State Grants	\$13,976.21
250	Special Education	\$313.92
260	Gifts and Donations	\$1,540.24
280	Federal Funds	\$7,106.62
285	Medicaid Funds	\$156.96
290	Food Service Funds	\$7.81
		<hr/> \$115,804.31

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1116

10/19/2022

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 #: 208272	\$0.05
		100.121.0000.000.2410.533.10201.10.00	Telephone – Land Line phone services Check #: 208272	\$0.64
		100.122.0000.000.2410.533.10202.10.00	Telephone – Land Line phone services Check #: 208272	\$6.25
		100.123.0000.000.2410.533.10203.10.00	Telephone – Land Line phone services Check #: 208272	\$0.54
		100.125.0000.000.2410.533.10205.10.00	Telephone – Land Line phone services Check #: 208272	\$0.64
		100.126.0000.000.2410.533.10206.10.00	Telephone – Land Line phone services Check #: 208272	\$0.82
		100.127.0000.000.2410.533.10210.10.00	Telephone – Land Line phone services Check #: 208272	\$0.86
		100.128.0000.000.2410.533.10211.10.00	Telephone – Land Line phone services Check #: 208272	\$0.53
		100.129.0000.000.2410.533.10209.10.00	Telephone – Land Line phone services Check #: 208272	\$0.40
		100.132.0000.000.2410.533.10302.20.00	Telephone – Land Line phone services Check #: 208272	\$6.35
		100.133.0000.000.2410.533.10303.10.00	Telephone – Land Line phone services Check #: 208272	\$0.78
		100.134.0000.000.2410.533.10304.20.00	Telephone – Land Line phone services Check #: 208272	\$0.76
		100.135.0000.000.2410.533.10305.31.00	Telephone – Land Line phone services Check #: 208272	\$0.53
		100.136.0000.000.2410.533.10208.31.00	Telephone – Land Line phone services Check #: 208272	\$0.72
		100.161.0000.000.2410.533.10601.32.00	Telephone – Land Line phone services Check #: 208272	\$1.09
		100.162.0000.000.2410.533.10602.50.00	Telephone – Land Line phone services Check #: 208272	\$2.92

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1116

10/19/2022

Fiscal Year: 2022-2023

Vendor Remit Name	Vendor #	Account	Description	Amount
		100.163.0000.000.2410.533.10603.32.00 Check #: 208272	Telephone – Land Line phone services	\$10.44
		100.164.0000.000.2410.533.10604.32.00 Check #: 208272	Telephone – Land Line phone services	\$1.43
		100.165.0000.000.2410.533.10605.32.00 Check #: 208272	Telephone – Land Line phone services	\$1.06
		100.170.0000.000.2710.533.10000.00.00 Check #: 208272	Telephone – Land Line phone services	\$0.18
		230.231.0000.610.1000.533.10907.41.00 Check #: 208272	Telephone – Land Line phone services	\$0.12
		230.231.0000.610.1000.533.10909.41.00 Check #: 208272	Telephone – Land Line phone services	\$0.75
		290.182.0000.000.3100.533.10000.00.00 Check #: 208272	Telephone – Land Line phone services	\$6.85
		290.183.0000.000.3100.533.10000.00.00 Check #: 208272	Telephone – Land Line phone services	\$0.96
			Vendor Total:	<u>\$45.67</u>
A T & T MONTHLY STATEMENT	99712	100.101.0000.000.2320.533.10000.00.00 Check #: 208273	Telephone – Land Line phone services	\$1,727.20
			Vendor Total:	<u>\$1,727.20</u>
A T & T MONTHLY STATEMENT	99712	100.170.0000.000.2710.534.10000.00.00 Check #: 208274	Telephone – Cell phone services	\$210.92
			Vendor Total:	<u>\$210.92</u>
ADOBE INC.		100.101.0000.000.2320.651.10000.00.00 Check #: 208275	Supplies – Technology – Software	\$5,022.72
		100.102.0000.000.2570.651.10000.00.00 Check #: 208275	Supplies – Technology – Software	\$627.84
		100.104.0000.000.2210.651.10000.00.00 Check #: 208275	Supplies – Technology – Software	\$3,453.12

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1116

10/19/2022

Fiscal Year: 2022-2023

Vendor Remit Name	Vendor #	Account	Description	Amount
		250.105.0000.000.2321.651.10000.00.00	Supplies - Technology - Software	\$313.92
		Check #: 208275		
		285.781.0000.200.2321.651.10000.00.00	Supplies - Technology - Software	\$156.96
		Check #: 208275		
			Vendor Total:	\$9,574.56
ALHAMBRA WATER	97540			
		100.101.0000.000.2500.615.10000.00.00	Snacks, Food & Beverages	\$35.42
		Check #: 208276		
			Vendor Total:	\$35.42
ALPHA CARD SYSTEMS, LLC	100943			
		100.101.0000.000.2320.610.10000.00.00	General Supplies	\$99.00
		Check #: 208277		
			Vendor Total:	\$99.00
APPLE COMPUTER_1112	1112			
		100.126.0000.000.2410.610.10206.10.00	General Supplies	\$2,134.00
		Check #: 208278		
		100.126.0000.000.2410.652.10206.10.00	Inventoried Supplies/Equipment - IT Related	\$1,828.00
		Check #: 208278	<\$5000	
			Vendor Total:	\$3,962.00
ARAMARK UNIFORM SERVICES				
		100.121.0000.000.2620.422.10201.10.00	Janitorial / Custodial Services	\$130.04
		Check #: 208279		
		100.121.0000.000.2620.610.10201.10.00	General Supplies	\$285.72
		Check #: 208279		
		100.127.0000.000.2620.422.10210.10.00	Janitorial / Custodial Services	\$168.56
		Check #: 208279		
		100.136.0000.000.2620.422.10208.31.00	Janitorial / Custodial Services	\$69.47
		Check #: 208279		
			Vendor Total:	\$653.79
BOARD OF REGENTS MUSIC				
		100.164.0000.196.1000.810.10604.32.00	Dues and Fees	\$300.00
		Check #: 208280		

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1116

10/19/2022

Fiscal Year: 2022-2023

Vendor Remit Name	Vendor #	Account	Description	Amount
			Vendor Total:	\$300.00
BROWN MILBERY INC	2280	100.128.0000.000.2620.610.10211.10.00	General Supplies	\$313.52
		Check #: 208281		
			Vendor Total:	\$313.52
CAROL A DOEDE	94925	100.134.0000.100.1000.610.10304.20.00	General Supplies	\$700.00
		Check #: 208282		
			Vendor Total:	\$700.00
CHRIS WARD	102301	100.170.0000.000.2710.810.10000.00.00	Dues and Fees	\$75.00
		Check #: 208283		
			Vendor Total:	\$75.00
DAYTON AUTO PART-NAPA		100.136.0000.000.2620.610.10208.31.00	General Supplies	\$446.40
		Check #: 208284		
			Vendor Total:	\$446.40
DECKER, INC.	5403	100.129.0000.000.2620.610.10209.10.00	General Supplies	\$124.45
		Check #: 208285		
			Vendor Total:	\$124.45
ENVISION PERFORMING ARTS		100.164.0000.196.1000.810.10604.32.00	Dues and Fees	\$75.00
		Check #: 208286		
			Vendor Total:	\$75.00
FAST GLASS, INC	7052	100.134.0000.000.2620.430.10304.20.00	Repairs and Maintenance Services	\$445.00
		Check #: 208287		
			Vendor Total:	\$445.00
FRONTIER	21702			

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1116

10/19/2022

Fiscal Year: 2022-2023

Vendor Remit Name	Vendor #	Account	Description	Amount
		100.101.0000.000.2320.533.10000.00.00 Check #: 208288	Telephone - Land Line phone services	\$605.92
			Vendor Total:	\$605.92
FRONTIER	21702			
		100.163.0000.000.2410.533.10603.32.00 Check #: 208289	Telephone - Land Line phone services	\$261.29
			Vendor Total:	\$261.29
FRONTIER	21702			
		100.122.0000.000.2410.533.10202.10.00 Check #: 208290	Telephone - Land Line phone services	\$154.30
			Vendor Total:	\$154.30
FRONTIER	21702			
		100.162.0000.000.2410.533.10602.50.00 Check #: 208291	Telephone - Land Line phone services	\$168.37
			Vendor Total:	\$168.37
FRONTIER	21702			
		100.162.0000.000.2410.533.10602.50.00 Check #: 208292	Telephone - Land Line phone services	\$163.99
			Vendor Total:	\$163.99
FRONTIER	21702			
		100.132.0000.000.2410.533.10302.20.00 Check #: 208293	Telephone - Land Line phone services	\$228.30
			Vendor Total:	\$228.30
FRONTIER	21702			
		100.122.0000.000.2410.533.10202.10.00 Check #: 208294	Telephone - Land Line phone services	\$152.10
			Vendor Total:	\$152.10
GOPHER SPORT	8661			
		280.639.0000.200.1000.610.10000.00.00 Check #: 208295	General Supplies	\$4,220.28
			Vendor Total:	\$4,220.28

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1116

10/19/2022

Fiscal Year: 2022-2023

Vendor Remit Name	Vendor #	Account	Description	Amount
GROVE, SHERI		100.128.0000.100.1000.610.10211.10.00 Check #: 208296	General Supplies	\$250.14
			Vendor Total:	\$250.14
HOLMAN, REBEKAH		100.128.0000.100.1000.610.10211.10.00 Check #: 208297	General Supplies	\$74.86
			Vendor Total:	\$74.86
HOWERTON, JUDY		100.128.0000.100.1000.610.10211.10.00 Check #: 208298	General Supplies	\$12.85
			Vendor Total:	\$12.85
INDUSTRIAL PLUMBING SUPPLY	96453	100.161.0000.000.2620.610.10601.32.00 Check #: 208299	General Supplies	\$428.66
			Vendor Total:	\$428.66
INLAND SUPPLY CO., INC.	10000	100.127.0000.000.2620.610.10210.10.00 Check #: 208300	General Supplies	\$6,629.63
		100.129.0000.000.2620.610.10209.10.00 Check #: 208300	General Supplies	\$8,212.65
		100.133.0000.000.2620.430.10303.10.00 Check #: 208300	Repairs and Maintenance Services	\$148.31
		100.133.0000.000.2620.610.10303.10.00 Check #: 208300	General Supplies	\$2,391.57
		100.135.0000.000.2620.610.10305.31.00 Check #: 208300	General Supplies	\$5,968.21
		100.161.0000.000.2620.610.10601.32.00 Check #: 208300	General Supplies	\$1,912.74
		100.162.0000.000.2620.610.10602.50.00 Check #: 208300	General Supplies	\$1,053.85
		100.163.0000.000.2620.610.10603.32.00 Check #: 208300	General Supplies	\$333.59

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1116

10/19/2022

Fiscal Year: 2022-2023

Vendor Remit Name	Vendor #	Account	Description	Amount
		100.164.0000.000.2620.610.10604.32.00	General Supplies	\$1,213.96
		Check #: 208300		
		100.165.0000.000.2620.610.10605.32.00	General Supplies	\$71.94
		Check #: 208300		
		Vendor Total:		\$27,936.45
JAMES, JACKIE		100.102.0000.000.2570.340.10000.00.00	Other Professional Services	\$3,121.25
		Check #: 208301		
		Vendor Total:		\$3,121.25
KENTON, CHRISTOPHER		100.101.0000.000.2320.615.10000.00.00	Snacks, Food & Beverages	\$750.00
		Check #: 208302		
		Vendor Total:		\$750.00
LYON COUNTY SCHOOL DIST_99346	99346	100.101.0000.000.2310.615.10000.00.00	Snacks, Food & Beverages	\$252.00
		Check #: 208303		
		100.101.0000.000.2320.615.10000.00.00	Snacks, Food & Beverages	\$5,715.00
		Check #: 208303		
		Vendor Total:		\$5,967.00
LYON COUNTY SHERIFF	P101	280.742.0000.000.2100.340.10000.00.00	Other Professional Services	\$990.00
		Check #: 208304		
		Vendor Total:		\$990.00
M.F. BARCELLOS, INC	1560	100.170.0000.000.2730.613.10000.00.00	Oil & Lubricants	\$192.00
		Check #: 208305		
		100.170.0000.000.2730.623.10000.00.00	Bottled Gas	\$59.40
		Check #: 208305		
		Vendor Total:		\$251.40
MAKING MATHEMATICIANS LLC		280.633.0000.000.2213.330.10210.10.00	Professional Employee Training & Development Serv	\$1,000.00
		Check #: 208306		

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1116

10/19/2022

Fiscal Year: 2022-2023

Vendor Remit Name	Vendor #	Account	Description	Amount
				Vendor Total:
MARENEM INC.				\$1,000.00
		100.126.0000.100.1000.640.10206.10.00	Books and Periodicals	\$249.15
		Check #: 208307		
				Vendor Total:
MOUND HOUSE HARDWARE & STORAGE	96223			\$249.15
		100.127.0000.000.2620.610.10210.10.00	General Supplies	\$349.02
		Check #: 208308		
		100.128.0000.000.2620.610.10211.10.00	General Supplies	\$136.97
		Check #: 208308		
				Vendor Total:
N Z N M E A	98575			\$485.99
		100.161.0000.186.1000.810.10601.32.00	Dues and Fees	\$250.00
		Check #: 208309		
				Vendor Total:
NAPA AUTO & TRUCK PARTS_99614	99614			\$250.00
		100.161.0000.000.2620.610.10601.32.00	General Supplies	\$50.25
		Check #: 208310		
		100.170.0000.000.2730.614.10000.00.00	Parts	\$1,199.83
		Check #: 208310		
				Vendor Total:
NEVADA ASSOC OF SCHOOL BOARDS	14340			\$1,250.08
		100.101.0000.000.2310.580.10000.00.00	Staff Travel	\$3,010.00
		Check #: 208311		
		100.101.0000.000.2320.580.10000.00.00	Staff Travel	\$800.00
		Check #: 208311		
				Vendor Total:
ORBIS TECH SERVICES LLC				\$3,810.00
		100.128.0000.000.2410.430.10211.10.00	Repairs and Maintenance Services	\$423.52
		Check #: 208312		
				Vendor Total:
				\$423.52

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1116

10/19/2022

Fiscal Year: 2022-2023

Vendor Remit Name	Vendor #	Account	Description	Amount
PETERBILT TRUCK PARTS & EQUIPMENT LLC	21060	100.170.0000.000.2730.614.10000.00.00	Parts Check #: 208313	\$5,769.85
				Vendor Total: \$5,769.85
PIXEL PRESS TECHNOLOGY		100.128.0000.100.1000.653.10211.10.00	Web-based and similar programs Check #: 208314	\$550.00
				Vendor Total: \$550.00
PIXELLOT US INC.		100.161.0000.920.1000.610.10601.32.00	General Supplies Check #: 208315	\$5,730.00
				Vendor Total: \$5,730.00
RICOH AMERICAS CORP	102825	100.121.0000.000.2410.430.10201.10.00	Repairs and Maintenance Services Check #: 208316	\$461.58
		100.126.0000.100.1000.430.10206.10.00	Repairs and Maintenance Services Check #: 208316	\$901.41
		100.128.0000.000.2410.430.10211.10.00	Repairs and Maintenance Services Check #: 208316	\$1,507.14
		100.134.0000.000.2410.442.10304.20.00	Rental of Equipment and Vehicles Check #: 208316	\$564.41
				Vendor Total: \$3,434.54
ROBSON, KATHLEEN		100.128.0000.100.1000.610.10211.10.00	General Supplies Check #: 208317	\$137.67
				Vendor Total: \$137.67
ROYAL CARPET ONE FLOOR & HOME		100.161.0000.000.2620.610.10601.32.00	General Supplies Check #: 208318	\$5,760.92
				Vendor Total: \$5,760.92
SCIARANI, ANGELA				

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1116

10/19/2022

Fiscal Year: 2022-2023

Vendor Remit Name	Vendor #	Account	Description	Amount
		260.084.0000.100.1000.610.10202.10.00 Check #: 208319	General Supplies	\$1,540.24
			Vendor Total:	\$1,540.24
SHRED-IT USA		100.101.0000.000.2320.421.10000.00.00 Check #: 208320	Garbage / Disposal	\$615.67
		100.126.0000.000.2410.421.10206.10.00 Check #: 208320	Garbage / Disposal	\$60.00
		100.163.0000.000.2410.421.10603.32.00 Check #: 208320	Garbage / Disposal	\$25.00
		100.165.0000.000.2410.421.10605.32.00 Check #: 208320	Garbage / Disposal	\$25.00
			Vendor Total:	\$725.67
SPANISH SPRINGS HIGH SCHOOL		100.164.0000.196.1000.810.10604.32.00 Check #: 208321	Dues and Fees	\$300.00
			Vendor Total:	\$300.00
SPINITAR PRESENTATION	101820	100.134.0000.100.1000.610.10304.20.00 Check #: 208322	General Supplies	\$444.99
			Vendor Total:	\$444.99
SYNCHRONY BANK/JCP		280.688.0000.000.2100.610.10000.00.00 Check #: 208323	General Supplies	\$896.34
			Vendor Total:	\$896.34
TURNING TECHNOLOGIES	102632	100.161.0000.192.1000.610.10601.32.00 Check #: 208324	General Supplies	\$199.00
			Vendor Total:	\$199.00
ULINE	102057	100.170.0000.000.2700.610.10000.00.00 Check #: 208325	General Supplies	\$99.07

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1116

10/19/2022

Fiscal Year: 2022-2023

Vendor Remit Name	Vendor #	Account	Description	Amount
			Vendor Total:	\$99.07
WASTE MANAGEMENT	22180	100.123.0000.000.2620.610.10203.10.00	General Supplies	\$1,306.52
		Check #: 208326		
			Vendor Total:	\$1,306.52
WEBSTAIRANTSTORE		240.308.0000.320.1000.610.10604.32.00	General Supplies	\$459.96
		Check #: 208327		
		240.308.0000.320.1000.612.10604.32.00	Inventoried Supplies/Equipment <\$5000	\$1,273.15
		Check #: 208327		
		240.308.0000.320.1000.730.10604.32.00	Equipment	\$12,243.10
		Check #: 208327		
			Vendor Total:	\$13,976.21
XEROX CORPORATION		100.101.0000.000.2320.430.10000.00.00	Repairs and Maintenance Services	\$160.34
		Check #: 208328		
		100.101.0000.000.2320.442.10000.00.00	Rental of Equipment and Vehicles	\$128.02
		Check #: 208328		
		100.101.0000.000.2500.442.10000.00.00	Rental of Equipment and Vehicles	\$85.34
		Check #: 208328		
		100.101.0000.000.2510.430.10000.00.00	Repairs and Maintenance Services	\$189.95
		Check #: 208328		
		100.106.0000.000.2515.442.10000.00.00	Rental of Equipment and Vehicles	\$42.68
		Check #: 208328		
			Vendor Total:	\$606.33
YERINGTON AUTO PARTS	23100	100.170.0000.000.2730.614.10000.00.00	Parts	\$2,333.13
		Check #: 208329		
			Vendor Total:	\$2,333.13
			Grand Total:	\$115,804.31

End of Report

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1117

10/19/2022

Fiscal Year: 2022-2023

Vendor Remit Name	Vendor #	Account	Description	Amount
CCMSI		703.102.0000.000.2310.340.10000.00.00 0	Other Professional Services	\$5,350.00
			Vendor Total:	\$5,350.00
CURRICULUM ASSOC INC	4800	100.104.0000.000.2220.651.10000.00.00 0	Supplies – Technology – Software	\$2,075.50
		100.104.0000.100.1000.610.10000.00.00 0	General Supplies	\$166.88
		100.104.0000.100.1000.641.10000.00.00 0	Textbooks	\$30,825.00
		100.121.0000.100.1000.610.10201.10.00 0	General Supplies	\$100.13
		100.162.0000.103.0000.610.10602.50.00 0	General Supplies	\$37.25
		100.162.0000.170.1000.641.10602.50.00 0	Textbooks	\$247.52
			Vendor Total:	\$33,452.28
NORTHWEST EVALUATION ASSOCIATION	15225	100.104.0000.000.2210.330.10000.00.00 0	Professional Employee Training & Development Serv	\$14,400.00
			Vendor Total:	\$14,400.00
OASIS ONLINE		100.107.0000.000.2580.352.10000.00.00 0	Other Technical Services	\$33,000.00
			Vendor Total:	\$33,000.00
TYLER TECHNOLOGIES, INC.	103232	100.101.0000.000.2510.337.10000.00.00 0	Technology Related Training	\$101,395.66
			Vendor Total:	\$101,395.66
			Grand Total:	\$187,597.94

End of Report

LYON COUNTY SCHOOL DISTRICT VOUCHER

Voucher No: 1128

Voucher Date: 10/26/2022

Prepared By:

Michelle Miller
Printed: 11/02/2022 07:33:23 AM

LYON COUNTY SCHOOL DISTRICT is hereby authorized to draw warrants against LYON COUNTY SCHOOL DISTRICT funds for the sum of \$7,971.02 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	\$3,934.19
250	Special Education	\$293.23
280	Federal Funds	\$3,719.60
290	Food Service Funds	\$24.00
		<hr/> \$7,971.02

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1128

10/26/2022

Fiscal Year: 2022-2023

Vendor Remit Name	Vendor #	Account	Description	Amount
AMAZON BUSINESS				
		100.104.0000.000.2213.610.10000.00.00	General Supplies	\$596.42
		Check #: 208330		
		100.104.0000.000.2213.615.10000.00.00	Snacks, Food & Beverages	\$40.53
		Check #: 208330		
		100.106.0000.000.2515.610.10000.00.00	General Supplies	\$45.49
		Check #: 208330		
		100.121.0000.000.2410.610.10201.10.00	General Supplies	\$417.19
		Check #: 208330		
		100.121.0000.100.1000.610.10201.10.00	General Supplies	\$135.18
		Check #: 208330		
		100.123.0000.000.2410.610.10203.10.00	General Supplies	\$44.95
		Check #: 208330		
		100.123.0000.100.1000.610.10203.10.00	General Supplies	\$89.35
		Check #: 208330		
		100.123.0000.110.1000.610.10203.10.00	General Supplies	\$227.16
		Check #: 208330		
		100.123.0000.120.1000.610.10203.10.00	General Supplies	\$734.30
		Check #: 208330		
		100.125.0000.000.2220.640.10205.10.00	Books and Periodicals	\$86.67
		Check #: 208330		
		100.125.0000.100.1000.610.10205.10.00	General Supplies	\$117.54
		Check #: 208330		
		100.126.0000.000.2620.610.10206.10.00	General Supplies	\$52.44
		Check #: 208330		
		100.128.0000.100.1000.610.10211.10.00	General Supplies	\$176.15
		Check #: 208330		
		100.133.0000.100.1000.610.10303.10.00	General Supplies	\$52.29
		Check #: 208330		
		100.134.0000.100.1000.610.10304.20.00	General Supplies	\$36.16
		Check #: 208330		
		100.135.0000.100.1000.610.10305.31.00	General Supplies	\$22.93
		Check #: 208330		

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1128

10/26/2022

Fiscal Year: 2022-2023

Vendor Remit Name	Vendor #	Account	Description	Amount
		100.135.0000.100.1000.640.10305.31.00 Check #: 208330	Books and Periodicals	\$329.70
		100.162.0000.000.3300.610.10602.50.00 Check #: 208330	General Supplies	\$148.06
		100.162.0000.170.1000.610.10602.50.00 Check #: 208330	General Supplies	\$159.00
		100.164.0000.000.2620.610.10604.32.00 Check #: 208330	General Supplies	\$102.13
		100.164.0000.100.1000.610.10604.32.00 Check #: 208330	General Supplies	\$125.07
		100.164.0000.320.1000.610.10604.32.00 Check #: 208330	General Supplies	\$71.60
		250.123.0000.200.1000.610.10203.10.00 Check #: 208330	General Supplies	\$260.36
		250.129.0000.200.1000.610.10209.10.00 Check #: 208330	General Supplies	\$32.87
		280.633.0000.000.2100.610.10201.10.00 Check #: 208330	General Supplies	\$180.29
		280.633.0000.000.2100.610.10203.10.00 Check #: 208330	General Supplies	\$199.96
		280.633.0000.000.2100.610.10304.20.00 Check #: 208330	FY18 Title IA SSMS Budget Load	\$976.02
		280.633.0000.000.2100.610.10305.31.00 Check #: 208330	FY21 Grants Budget Loads–Title I	\$1,515.43
		280.735.0000.000.2100.610.10000.00.00 Check #: 208330	General Supplies	\$847.90
		290.180.0000.000.3100.610.10000.00.00 Check #: 208330	General Supplies	\$24.00
			Vendor Total:	\$7,847.14
OFFICE DEPOT	15366			
		100.123.0000.000.2410.610.10203.10.00 Check #: 208331	General Supplies	\$37.98
		100.123.0000.100.1000.610.10203.10.00 Check #: 208331	General Supplies	\$42.16

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1128

10/26/2022

Fiscal Year: 2022-2023

Vendor Remit Name	Vendor #	Account	Description	Amount
		100.128.0000.100.1000.610.10211.10.00	General Supplies	\$43.74
		Check #: 208331		
			Vendor Total:	\$123.88
			Grand Total:	\$7,971.02

End of Report

LYON COUNTY SCHOOL DISTRICT VOUCHER

Voucher No: 1129

Voucher Date: 10/26/2022

Prepared By:

Wendie McDonald

Printed: 11/02/2022 09:25:25 AM

LYON COUNTY SCHOOL DISTRICT is hereby authorized to draw warrants against LYON COUNTY SCHOOL DISTRICT funds for the sum of \$347,048.27 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	\$195,525.86
230	Adult Education	\$230.44
250	Special Education	\$72,126.02
280	Federal Funds	\$59,381.58
290	Food Service Funds	\$2,141.74
340	Governmental Services Tax (GST)	\$17,642.63
		\$347,048.27

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1129

10/26/2022

Fiscal Year: 2022-2023

Vendor Remit Name	Vendor #	Account	Description	Amount
3P LEARNING		280.639.0000.200.1000.653.10205.10.00	Web-based and similar programs	\$345.00
		Check #: 208332		
			Vendor Total:	\$345.00
4M PROMOTIONS INC	97139	280.633.0000.000.3300.610.10305.31.00	FY19 Title IA SMS Budget Load	\$1,821.58
		Check #: 208333		
			Vendor Total:	\$1,821.58
A T & T MONTHLY STATEMENT	99712	100.127.0000.000.2410.533.10210.10.00	Telephone – Land Line phone services	\$475.11
		Check #: 208334		
			Vendor Total:	\$475.11
A T & T MONTHLY STATEMENT	99712	100.108.0000.000.2620.532.10000.00.00	Voice/Voicemail	\$19.12
		Check #: 208335		
		230.231.0000.610.1000.533.10000.00.00	Telephone – Land Line phone services	\$24.32
		Check #: 208335		
			Vendor Total:	\$43.44
A T & T MONTHLY STATEMENT	99712	100.165.0000.000.2410.533.10605.32.00	Telephone – Land Line phone services	\$288.94
		Check #: 208336		
			Vendor Total:	\$288.94
A T & T MONTHLY STATEMENT	99712	100.135.0000.000.2410.533.10305.31.00	Telephone – Land Line phone services	\$60.05
		Check #: 208337		
			Vendor Total:	\$60.05
ADVANCED CHILD BEHAVIOR SOLUTIONS,LLC	102918	280.639.0000.200.2240.340.10000.00.00	Other Professional Services	\$12,415.05
		Check #: 208338		
			Vendor Total:	\$12,415.05

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1129

10/26/2022

Fiscal Year: 2022-2023

Vendor Remit Name	Vendor #	Account	Description	Amount
ADVANCED INTEGRATED PEST MANAGEMENT				
		100.122.0000.000.2620.430.10202.10.00	Repairs and Maintenance Services	\$150.00
		Check #: 208339		
		100.125.0000.000.2620.610.10205.10.00	General Supplies	\$687.00
		Check #: 208339		
		100.132.0000.000.2620.610.10302.20.00	General Supplies	\$150.00
		Check #: 208339		
		100.135.0000.000.2620.610.10305.31.00	General Supplies	\$595.00
		Check #: 208339		
		100.136.0000.000.2410.610.10208.31.00	General Supplies	\$155.00
		Check #: 208339		
		100.136.0000.000.2620.610.10208.31.00	General Supplies	\$150.00
		Check #: 208339		
		100.163.0000.000.2620.430.10603.32.00	Repairs and Maintenance Services	\$150.00
		Check #: 208339		
			Vendor Total:	\$2,037.00
ALL IN GRAPHIX				
		280.633.0000.000.2100.610.10304.20.00	FY18 Title IA SSMS Budget Load	\$7,269.60
		Check #: 208340		
			Vendor Total:	\$7,269.60
ALLTEAM SPORTSWEAR				
		100.164.0000.920.1000.610.10604.32.00	General Supplies	\$8,704.00
		Check #: 208341		
			Vendor Total:	\$8,704.00
ALPINE LOCK, INC	98481			
		100.121.0000.000.2620.430.10201.10.00	Repairs and Maintenance Services	\$26.25
		Check #: 208342		
		100.136.0000.000.2620.610.10208.31.00	General Supplies	\$115.00
		Check #: 208342		
			Vendor Total:	\$141.25
AMERICAN CHILLER SERVICE, INC				

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1129

10/26/2022

Fiscal Year: 2022-2023

Vendor Remit Name	Vendor #	Account	Description	Amount
		100.108.0000.000.2620.430.10203.10.00 Check #: 208343	Repairs and Maintenance Services	\$1,633.28
			Vendor Total:	\$1,633.28
AMERICAN FLOOR MATS		100.133.0000.100.1000.610.10303.10.00 Check #: 208344	General Supplies	\$424.16
			Vendor Total:	\$424.16
APEX SAW WORKS		100.161.0000.000.2620.610.10601.32.00 Check #: 208345	General Supplies	\$27.99
			Vendor Total:	\$27.99
ARAMARK UNIFORM SERVICES		100.121.0000.000.2620.422.10201.10.00 Check #: 208346	Janitorial / Custodial Services	\$65.02
			Vendor Total:	\$65.02
BAILEY, NANCY		100.129.0000.000.2410.531.10209.10.00 Check #: 208347	Postage	\$6.23
		100.129.0000.000.2410.610.10209.10.00 Check #: 208347	General Supplies	\$94.24
			Vendor Total:	\$100.47
BATTERIES PLUS	98052	100.165.0000.000.2620.610.10605.32.00 Check #: 208348	General Supplies	\$444.40
			Vendor Total:	\$444.40
BILLINGS, JESSICA		100.125.0000.000.2120.610.10205.10.00 Check #: 208349	General Supplies	\$56.23
			Vendor Total:	\$56.23
BIO CORPORATION		100.165.0000.100.1000.610.10605.32.00 Check #: 208350	General Supplies	\$582.23

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1129

10/26/2022

Fiscal Year: 2022-2023

Vendor Remit Name	Vendor #	Account	Description	Amount
			Vendor Total:	\$582.23
BOARD OF REGENTS NEVADA	2036	100.162.0000.000.2620.610.10602.50.00	General Supplies	\$24.00
		Check #: 208351		
			Vendor Total:	\$24.00
BRAINPOP LLC.	98071	100.134.0000.100.1000.653.10304.20.00	Web-based and similar programs	\$2,595.00
		Check #: 208352		
		280.633.0000.000.2100.653.10303.10.00	FY21 Grants Budget Loads-Title I	\$2,595.00
		Check #: 208352		
			Vendor Total:	\$5,190.00
BRIGHT WHITE PAPER CO.	101745	280.633.0000.000.2100.610.10208.31.00	FY21 Grants Budget Loads-Title I	\$873.76
		Check #: 208353		
			Vendor Total:	\$873.76
BROCKHAGE CORPORATION	102821	100.165.0000.000.2620.610.10605.32.00	General Supplies	\$26.31
		Check #: 208354		
			Vendor Total:	\$26.31
BSN SPORTS		100.164.0000.920.1000.610.10604.32.00	General Supplies	\$841.73
		Check #: 208355		
			Vendor Total:	\$841.73
BULK BOOKSTORE		100.133.0000.100.1000.640.10303.10.00	Books and Periodicals	\$275.65
		Check #: 208356		
		100.136.0000.100.1000.610.10208.31.00	General Supplies	\$249.00
		Check #: 208356		
			Vendor Total:	\$524.65
CAPITAL CITY AUTO PARTS	102852	100.170.0000.000.2730.614.10000.00.00	Parts	\$919.93
		Check #: 208357		

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1129

10/26/2022

Fiscal Year: 2022-2023

Vendor Remit Name	Vendor #	Account	Description	Amount
			Vendor Total:	\$919.93
CARSON CITY SCHOOL DIST.	3120	280.633.0000.000.1000.971.10000.00.00 Check #: 208358	Indirect Expense	\$2,671.50
		280.709.0000.000.2213.971.10000.00.00 Check #: 208358	Pass through Dollars to Other School Districts	\$718.90
		280.715.0000.000.2100.972.10000.00.00 Check #: 208358	Pass Thru to Charter/University Schools	\$174.07
		280.715.0000.100.2100.971.10000.00.00 Check #: 208358	Pass through Dollars to Other School Districts	\$174.07
			Vendor Total:	\$3,738.54
CINDERLITE TRUCKING CORP	3830	100.108.0000.000.2620.610.10000.00.00 Check #: 208359	General Supplies	\$216.68
			Vendor Total:	\$216.68
CITY OF FERNLEY_7501	7501	340.101.0000.000.4700.810.10000.00.00 Check #: 208360	Dues and Fees	\$2,642.63
			Vendor Total:	\$2,642.63
COMMITTEE FOR CHILDREN		100.104.0000.000.2220.651.10000.00.00 Check #: 208361	Supplies – Technology – Software	\$1,746.72
			Vendor Total:	\$1,746.72
CONCENTRA		100.170.0000.000.2710.340.10000.00.00 Check #: 208362	Other Professional Services	\$174.00
			Vendor Total:	\$174.00
COWEE, PHIL		100.101.0000.000.2310.580.10000.00.00 Check #: 208363	Staff Travel	\$124.55
			Vendor Total:	\$124.55

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Vendor Remit Name	Vendor #	Account	Description	Amount
CRUSON, SUSAN	100896	100.125.0000.100.1000.610.10205.10.00	General Supplies Check #: 208364	\$87.02
Vendor Total:				\$87.02
CURRENT SOFTWARE USA, INC.		100.107.0000.000.2580.350.10000.00.00	Technical Services Check #: 208365	\$1,350.00
Vendor Total:				\$1,350.00
D & S WASTE REMOVAL, INC	4960	100.108.0000.000.2620.421.10000.00.00	Garbage / Disposal Check #: 208366	\$535.70
		100.108.0000.000.2620.421.10202.10.00	Garbage / Disposal Check #: 208366	\$988.10
		100.108.0000.000.2620.421.10302.20.00	Garbage / Disposal Check #: 208366	\$658.75
		100.108.0000.000.2620.421.10602.50.00	Garbage / Disposal Check #: 208366	\$892.94
		100.108.0000.000.2620.421.10603.32.00	Garbage / Disposal Check #: 208366	\$1,501.51
		100.170.0000.000.2730.421.10000.00.00	Garbage / Disposal Check #: 208366	\$258.99
		290.182.0000.000.3100.421.10000.00.00	Garbage / Disposal Check #: 208366	\$1,646.75
Vendor Total:				\$6,482.74
DAYTON ELEMENTARY SCHOOL--STUDENT		250.121.0000.200.1000.610.10201.10.00	General Supplies Check #: 208367	\$183.53
		280.742.0000.440.1000.610.10201.10.00	General Supplies Check #: 208367	\$185.45
Vendor Total:				\$368.98
DAYTON HIGH SCHOOL.				

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Vendor Remit Name	Vendor #	Account	Description	Amount
		100.164.0000.000.2410.580.10604.32.00	Staff Travel	\$1,365.84
		Check #: 208368		
			Vendor Total:	\$1,365.84
DECKER, INC.	5403			
		100.135.0000.000.2620.610.10305.31.00	General Supplies	\$62.53
		Check #: 208369		
			Vendor Total:	\$62.53
DEMCO LIBRARY SERVICES	5499			
		100.136.0000.000.2220.640.10208.31.00	Books and Periodicals	\$189.49
		Check #: 208370		
			Vendor Total:	\$189.49
DEX IMAGING				
		100.122.0000.000.2410.610.10202.10.00	General Supplies	\$87.22
		Check #: 208371		
			Vendor Total:	\$87.22
DHARMA TRADING COMPANY				
		100.136.0000.100.1000.610.10208.31.00	General Supplies	\$89.99
		Check #: 208372		
			Vendor Total:	\$89.99
DIGITAL DOLPHIN SUPPLIES				
		100.164.0000.360.1000.610.10604.32.00	General Supplies	\$550.00
		Check #: 208373		
			Vendor Total:	\$550.00
DOC FIZZIX PRODUCTS	102618			
		100.213.0000.100.1000.610.10000.00.00	General Supplies	\$134.50
		Check #: 208374		
			Vendor Total:	\$134.50
DONNELLEY SPORTS	97433			
		100.161.0000.920.1000.610.10601.32.00	General Supplies	\$441.46
		Check #: 208375		
		100.162.0000.920.1000.610.10602.50.00	General Supplies	\$598.61
		Check #: 208375		

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Vendor Remit Name	Vendor #	Account	Description	Amount
		100.163.0000.920.1000.612.10603.32.00 Check #: 208375	Inventoried Supplies/Equipment <\$5000	\$6,513.38
EASY ROOTER PLUMBING	5999		Vendor Total:	\$7,553.45
		100.133.0000.100.1000.430.10303.10.00 Check #: 208376	Repairs and Maintenance Services	\$230.00
EWING IRRIGATION	102687		Vendor Total:	\$230.00
		100.164.0000.000.2620.610.10604.32.00 Check #: 208377	General Supplies	\$943.69
FAST GLASS, INC	7052		Vendor Total:	\$943.69
		100.164.0000.000.2620.610.10604.32.00 Check #: 208378	General Supplies	\$235.00
FERNLEY CHAMBER OF COMMERCE	7160		Vendor Total:	\$235.00
		100.129.0000.000.2410.810.10209.10.00 Check #: 208379	Dues and Fees	\$60.00
FERNLEY ELEMENTARY PTA			Vendor Total:	\$60.00
		100.123.0000.000.2410.610.10203.10.00 Check #: 208380	General Supplies	\$220.00
FLINN SCIENTIFIC	7765		Vendor Total:	\$220.00
		100.164.0000.192.1000.610.10604.32.00 Check #: 208381	General Supplies	\$1,396.21
FLYERS ENERGY, LLC	102216		Vendor Total:	\$1,396.21
		100.170.0000.000.2730.626.10000.00.00 Check #: 208382	Gasoline	\$24,876.77
			Vendor Total:	\$24,876.77

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Vendor Remit Name	Vendor #	Account	Description	Amount
FLYLEAF PUBLISHING		100.104.0000.100.1000.640.10000.00.00	Books and Periodicals	\$3,002.02
		Check #: 208383		
			Vendor Total:	\$3,002.02
FOLLETT LIBRARY RESOURCES	7820	100.104.0000.000.2210.651.10000.00.00	Supplies - Technology - Software	\$593.74
		Check #: 208384		
		100.104.0000.000.2210.651.10201.10.00	Supplies - Technology - Software	\$1,435.49
		Check #: 208384		
		100.104.0000.000.2210.651.10202.10.00	Supplies - Technology - Software	\$2,277.24
		Check #: 208384		
		100.104.0000.000.2210.651.10203.10.00	Supplies - Technology - Software	\$1,435.49
		Check #: 208384		
		100.104.0000.000.2210.651.10205.10.00	Supplies - Technology - Software	\$1,435.49
		Check #: 208384		
		100.104.0000.000.2210.651.10206.10.00	Supplies - Technology - Software	\$1,435.49
		Check #: 208384		
		100.104.0000.000.2210.651.10208.31.00	Supplies - Technology - Software	\$1,435.49
		Check #: 208384		
		100.104.0000.000.2210.651.10209.10.00	Supplies - Technology - Software	\$1,435.49
		Check #: 208384		
		100.104.0000.000.2210.651.10210.10.00	Supplies - Technology - Software	\$1,435.49
		Check #: 208384		
		100.104.0000.000.2210.651.10211.10.00	Supplies - Technology - Software	\$1,435.49
		Check #: 208384		
		100.104.0000.000.2210.651.10302.20.00	Supplies - Technology - Software	\$1,435.49
		Check #: 208384		
		100.104.0000.000.2210.651.10303.10.00	Supplies - Technology - Software	\$1,435.49
		Check #: 208384		
		100.104.0000.000.2210.651.10304.20.00	Supplies - Technology - Software	\$1,435.49
		Check #: 208384		
		100.104.0000.000.2210.651.10305.31.00	Supplies - Technology - Software	\$1,435.49
		Check #: 208384		

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Vendor Remit Name	Vendor #	Account	Description	Amount
		100.104.0000.000.2210.651.10601.32.00 Check #: 208384	Supplies - Technology - Software	\$1,435.49
		100.104.0000.000.2210.651.10602.50.00 Check #: 208384	Supplies - Technology - Software	\$593.74
		100.104.0000.000.2210.651.10603.32.00 Check #: 208384	Supplies - Technology - Software	\$1,435.49
		100.104.0000.000.2210.651.10604.32.00 Check #: 208384	Supplies - Technology - Software	\$1,435.49
		100.104.0000.000.2210.651.10605.32.00 Check #: 208384	Supplies - Technology - Software	\$1,435.49
			Vendor Total:	\$26,432.56
FRATTO, LORRAINE R		100.102.0000.000.2570.334.10000.00.00 Check #: 208385	Training & Development - Admin Non-Licensed	\$400.00
			Vendor Total:	\$400.00
GENE WATSON	22210	100.108.0000.000.2620.422.10000.00.00 Check #: 208386	Janitorial / Custodial Services	\$1,334.32
			Vendor Total:	\$1,334.32
GENERATION GENIUS, INC.		100.133.0000.100.1000.653.10303.10.00 Check #: 208387	Web-based and similar programs	\$795.00
			Vendor Total:	\$795.00
GLOBAL EQUIPMENT COMPANY_97390	97390	100.135.0000.000.2620.610.10305.31.00 Check #: 208388	General Supplies	\$542.79
			Vendor Total:	\$542.79
GOMEZ, ALEXA		290.184.1611.000.0000.000.10000.00.00 Check #: 208389	Daily Sales-School Lunch Program	\$51.35
			Vendor Total:	\$51.35
GOPHER SPORT	8661			

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Vendor Remit Name	Vendor #	Account	Description	Amount
		100.127.0000.100.1000.610.10210.10.00 Check #: 208390	General Supplies	\$961.61
				Vendor Total:
GREATAMERICA FINANCIAL SERVICES				\$961.61
		100.165.0000.000.2410.442.10605.32.00 Check #: 208391	Rental of Equipment and Vehicles	\$202.58
				Vendor Total:
HAND2MIND, INC.				\$202.58
		100.104.0000.100.1000.610.10000.00.00 Check #: 208392	General Supplies	\$2,494.87
				Vendor Total:
HARRIS WELDING SUPPLY				\$2,494.87
		100.161.0000.384.1000.610.10601.32.00 Check #: 208393	General Supplies	\$30.00
				Vendor Total:
HEALTHY COMMUNITIES COALITION				\$30.00
		280.752.0000.000.2100.300.10000.00.00 Check #: 208394	Purchased Professional and Technical Services	\$10,000.00
				Vendor Total:
HEBDON, ASHLYN				\$10,000.00
		100.170.0000.000.2710.810.10000.00.00 Check #: 208395	Dues and Fees	\$115.00
				Vendor Total:
HEINEMANN	99284			\$115.00
		100.104.0000.100.1000.640.10000.00.00 Check #: 208396	Books and Periodicals	\$12,153.39
		100.104.0000.100.1000.641.10000.00.00 Check #: 208396	Textbooks	\$190.62
				Vendor Total:
HENRY SCHEIN INC	99353			\$12,344.01
		100.164.0000.920.1000.610.10604.32.00 Check #: 208397	General Supplies	\$676.89

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Vendor Remit Name	Vendor #	Account	Description	Amount
			Vendor Total:	\$676.89
HI TECH COMMERCIAL SERVICE	94855	290.183.0000.000.3100.430.10000.00.00	Repairs and Maintenance Services	\$443.64
		Check #: 208398		
			Vendor Total:	\$443.64
HIDALGO, NICOLE		100.165.0000.190.1000.610.10605.32.00	General Supplies	\$143.87
		Check #: 208399		
			Vendor Total:	\$143.87
HIGH SIERRA LOCKSMITH		100.129.0000.000.2620.610.10209.10.00	General Supplies	\$182.50
		Check #: 208400		
			Vendor Total:	\$182.50
HODGEN, BRENDA		100.170.0000.000.2710.580.10000.00.00	Staff Travel	\$52.00
		Check #: 208401		
			Vendor Total:	\$52.00
HOGAN, BILLIEJO		100.126.0000.000.2410.610.10206.10.00	General Supplies	\$87.53
		Check #: 208402		
			Vendor Total:	\$87.53
HOME DEPOT	9654	100.121.0000.000.2620.610.10201.10.00	General Supplies	\$313.90
		Check #: 208403		
		100.136.0000.000.2620.610.10208.31.00	General Supplies	\$43.92
		Check #: 208403		
		100.164.0000.000.2620.610.10604.32.00	General Supplies	\$193.89
		Check #: 208403		
			Vendor Total:	\$551.71
HOUK, DUSTI	94820	280.633.0000.000.2100.610.10201.10.00	General Supplies	\$78.65
		Check #: 208404		

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Vendor Remit Name	Vendor #	Account	Description	Amount
			Vendor Total:	\$78.65
IMAGING CONCEPTS NORTH	101833	100.122.0000.100.1000.650.10202.10.00	Supplies-Information Technology-related	\$125.06
		Check #: 208405		
			Vendor Total:	\$125.06
IML SECURITY SUPPLY		100.108.0000.000.2620.610.10000.00.00	General Supplies	\$618.00
		Check #: 208406		
			Vendor Total:	\$618.00
INLAND BUSINESS SYSTEMS		100.170.0000.000.2730.442.10000.00.00	Rental of Equipment and Vehicles	\$542.15
		Check #: 208407		
			Vendor Total:	\$542.15
INLAND SUPPLY CO., INC.	10000	100.123.0000.000.2620.610.10203.10.00	General Supplies	\$4,219.30
		Check #: 208408		
		100.126.0000.000.2620.610.10206.10.00	General Supplies	\$6,868.73
		Check #: 208408		
		100.128.0000.000.2620.610.10211.10.00	General Supplies	\$5,982.08
		Check #: 208408		
		100.132.0000.000.2620.610.10302.20.00	General Supplies	\$1,161.61
		Check #: 208408		
		100.132.0000.000.2620.612.10302.20.00	Inventoried Supplies/Equipment <\$5000	\$4,232.03
		Check #: 208408		
		100.133.0000.000.2620.610.10303.10.00	General Supplies	\$1,578.29
		Check #: 208408		
		100.170.0000.000.2700.610.10000.00.00	General Supplies	\$969.88
		Check #: 208408		
			Vendor Total:	\$25,011.92
J.W. PEPPER	102488	100.163.0000.189.1000.610.10603.32.00	General Supplies	\$258.75
		Check #: 208409		

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Vendor Remit Name	Vendor #	Account	Description	Amount
			Vendor Total:	\$258.75
JOHNSON, ELISE		100.129.0000.100.1000.610.10209.10.00 Check #: 208410	General Supplies	\$25.88
			Vendor Total:	\$25.88
JOHNSTONE SUPPLY	10580	100.108.0000.000.2620.610.10000.00.00 Check #: 208411	General Supplies	\$1,198.68
		100.108.0000.000.2620.610.10303.10.00 Check #: 208411	General Supplies	\$2,580.13
		100.108.0000.000.2620.610.10602.50.00 Check #: 208411	General Supplies	\$1,728.25
			Vendor Total:	\$5,507.06
JOSTENS_10600	10600	100.134.0000.100.1000.610.10304.20.00 Check #: 208412	General Supplies	\$1,921.04
		100.161.0000.100.1000.610.10601.32.00 Check #: 208412	General Supplies	\$28.91
			Vendor Total:	\$1,949.95
KEHRES, GALE		100.163.0000.000.2130.610.10603.32.00 Check #: 208413	General Supplies	\$24.91
			Vendor Total:	\$24.91
KENDRICK, AMY		100.121.0000.100.1000.610.10201.10.00 Check #: 208414	General Supplies	\$101.77
			Vendor Total:	\$101.77
KORF, ERIN		100.125.0000.100.1000.610.10205.10.00 Check #: 208415	General Supplies	\$138.60
			Vendor Total:	\$138.60
LOUIE'S HOME CENTER				

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Vendor Remit Name	Vendor #	Account	Description	Amount
		100.164.0000.000.2620.610.10604.32.00 Check #: 208416	General Supplies	\$360.97
			Vendor Total:	\$360.97
LOWE'S BUSINESS ACCOUNT	11835			
		100.108.0000.000.2620.610.10000.00.00 Check #: 208417	General Supplies	\$630.65
		100.108.0000.000.2620.610.10208.31.00 Check #: 208417	General Supplies	\$386.98
		100.108.0000.000.2620.610.10604.32.00 Check #: 208417	General Supplies	\$51.38
		100.123.0000.000.2620.610.10203.10.00 Check #: 208417	General Supplies	\$225.91
		100.126.0000.000.2620.610.10206.10.00 Check #: 208417	General Supplies	\$184.31
		100.133.0000.000.2620.610.10303.10.00 Check #: 208417	General Supplies	\$232.97
		100.135.0000.000.2620.430.10305.31.00 Check #: 208417	Repairs and Maintenance Services	\$720.59
		100.135.0000.000.2620.610.10305.31.00 Check #: 208417	General Supplies	\$656.81
		100.136.0000.000.2620.610.10208.31.00 Check #: 208417	General Supplies	\$61.39
		100.161.0000.000.2620.610.10601.32.00 Check #: 208417	General Supplies	\$462.04
		100.164.0000.000.2620.610.10604.32.00 Check #: 208417	General Supplies	\$144.28
		100.165.0000.000.2620.610.10605.32.00 Check #: 208417	General Supplies	\$23.98
		100.170.0000.000.2700.610.10000.00.00 Check #: 208417	General Supplies	\$284.88
		250.136.0000.280.1000.610.10208.31.00 Check #: 208417	General Supplies	\$324.98
			Vendor Total:	\$4,391.15

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MILNE TOWING SERVICES				
		100.170.0000.000.2710.340.10000.00.00	Other Professional Services	\$5,200.00
		Check #: 208418		
			Vendor Total:	\$5,200.00
MOUND HOUSE HARDWARE & STORAGE 96223				
		100.108.0000.000.2630.610.10000.00.00	General Supplies	\$36.98
		Check #: 208419		
			Vendor Total:	\$36.98
MRS. NELSON'S BOOK COMPANY, LLC				
		100.165.0000.100.1000.550.10605.32.00	Printing and Binding	\$448.10
		Check #: 208420		
			Vendor Total:	\$448.10
NASSP/NHS 101272				
		100.165.0000.100.1000.810.10605.32.00	Dues and Fees	\$480.00
		Check #: 208421		
			Vendor Total:	\$480.00
OSKAR SEPTIC SERVICES, LLC				
		100.108.0000.000.2620.430.10602.50.00	Repairs and Maintenance Services	\$2,100.00
		Check #: 208422		
			Vendor Total:	\$2,100.00
OVERHEAD DOOR SIERRA NEVADA/RENO INC				
		100.108.0000.000.2620.610.10000.00.00	General Supplies	\$2,310.00
		Check #: 208423		
			Vendor Total:	\$2,310.00
PBIS REWARDS				
		280.633.0000.000.2100.610.10202.10.00	General Supplies	\$1,504.25
		Check #: 208424		
			Vendor Total:	\$1,504.25
PETERS, PATRICK				
		100.165.0000.100.1000.610.10605.32.00	General Supplies	\$51.85
		Check #: 208425		

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Vendor Remit Name	Vendor #	Account	Description	Amount
			Vendor Total:	\$51.85
PITNEY BOWES GLOBAL FINANCIAL	101970			
		100.121.0000.000.2410.531.10201.10.00	Postage	\$65.97
		Check #: 208426		
			Vendor Total:	\$65.97
PRESENCE LEARNING, INC				
		250.101.0000.200.2150.340.10000.00.00	Other Professional Services	\$67,182.50
		Check #: 208427		
			Vendor Total:	\$67,182.50
PROCARE THERAPY				
		250.101.0000.200.2150.340.10000.00.00	Other Professional Services	\$4,202.91
		Check #: 208428		
		280.639.0000.200.1000.340.10000.00.00	Other Professional Services	\$10,780.00
		Check #: 208428		
			Vendor Total:	\$14,982.91
PURCHASE POWER	16968			
		100.165.0000.000.2410.442.10605.32.00	Rental of Equipment and Vehicles	\$51.66
		Check #: 208429		
			Vendor Total:	\$51.66
RALEY'S				
		100.135.0000.000.2410.610.10305.31.00	General Supplies	\$8.56
		Check #: 208430		
		100.135.0000.100.1000.610.10305.31.00	General Supplies	\$9.99
		Check #: 208430		
			Vendor Total:	\$18.55
REFRIGERATION SUPPLIES DISTRIBUTOR	96586			
		100.108.0000.000.2620.610.10000.00.00	General Supplies	\$668.84
		Check #: 208431		
		100.108.0000.000.2620.610.10303.10.00	General Supplies	\$56.74
		Check #: 208431		
		100.133.0000.000.2620.610.10303.10.00	General Supplies	\$527.09
		Check #: 208431		

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		100.135.0000.000.2620.430.10305.31.00	Repairs and Maintenance Services	\$516.04
		Check #: 208431		
		100.136.0000.000.2620.610.10208.31.00	General Supplies	\$983.71
		Check #: 208431		
		100.163.0000.000.2620.610.10603.32.00	General Supplies	\$672.76
		Check #: 208431		
			Vendor Total:	\$3,425.18
RENNER EQUIPMENT COMPANY	17400			
		100.108.0000.000.2630.610.10000.00.00	General Supplies	\$16.14
		Check #: 208432		
			Vendor Total:	\$16.14
RICK'S AEC REPROGRAPHICS, INC.				
		100.108.0000.000.2620.430.10000.00.00	Repairs and Maintenance Services	\$429.75
		Check #: 208433		
			Vendor Total:	\$429.75
RICOH AMERICAS CORP	102825			
		100.101.0000.610.1000.430.10909.41.00	Repairs and Maintenance Services	\$26.50
		Check #: 208434		
		100.104.0000.100.1000.430.10907.41.00	Repairs and Maintenance Services	\$5.20
		Check #: 208434		
		100.122.0000.000.2410.430.10202.10.00	Repairs and Maintenance Services	\$693.35
		Check #: 208434		
		100.127.0000.000.2410.430.10210.10.00	Repairs and Maintenance Services	\$8.94
		Check #: 208434		
		100.129.0000.100.1000.430.10209.10.00	Repairs and Maintenance Services	\$177.84
		Check #: 208434		
		100.132.0000.100.1000.430.10302.20.00	Repairs and Maintenance Services	\$558.82
		Check #: 208434		
		100.133.0000.100.1000.430.10303.10.00	Repairs and Maintenance Services	\$836.71
		Check #: 208434		
		100.135.0000.100.1000.430.10305.31.00	Repairs and Maintenance Services	\$374.79
		Check #: 208434		

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1129

10/26/2022

Fiscal Year: 2022-2023

Vendor Remit Name	Vendor #	Account	Description	Amount
		100.136.0000.000.2410.442.10208.31.00	Rental of Equipment and Vehicles	\$236.67
		Check #: 208434		
		100.136.0000.100.1000.430.10208.31.00	Repairs and Maintenance Services	\$498.88
		Check #: 208434		
		100.163.0000.100.1000.430.10603.32.00	Repairs and Maintenance Services	\$15.45
		Check #: 208434		
		100.164.0000.100.1000.430.10604.32.00	Repairs and Maintenance Services	\$699.69
		Check #: 208434		
			Vendor Total:	\$4,132.84
RICOH USA, INC				
		100.126.0000.000.2410.442.10206.10.00	Rental of Equipment and Vehicles	\$202.49
		Check #: 208435		
		100.135.0000.000.2410.442.10305.31.00	Rental of Equipment and Vehicles	\$36.65
		Check #: 208435		
		100.136.0000.000.2410.442.10208.31.00	Rental of Equipment and Vehicles	\$36.62
		Check #: 208435		
			Vendor Total:	\$275.76
SCHOLASTIC CLASSROOM MAGAZINES	102740			
		280.633.0000.000.2100.653.10205.10.00	FY19 Title IA SSES Budget Load	\$2,674.70
		Check #: 208436		
			Vendor Total:	\$2,674.70
SCHOOL DATEBOOKS	103098			
		100.134.0000.100.1000.640.10304.20.00	Books and Periodicals	\$1,261.36
		Check #: 208437		
			Vendor Total:	\$1,261.36
SHRED-IT USA				
		100.125.0000.000.2410.421.10205.10.00	Garbage / Disposal	\$309.14
		Check #: 208438		
		100.133.0000.000.2410.421.10303.10.00	Garbage / Disposal	\$144.00
		Check #: 208438		
			Vendor Total:	\$453.14
SMITHS CUSTOMER CHARGES	19520			

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1129

10/26/2022

Fiscal Year: 2022-2023

Vendor Remit Name	Vendor #	Account	Description	Amount
		250.164.0000.200.1000.610.10604.32.00	General Supplies	\$40.14
		Check #: 208439		
		250.164.0000.200.1000.615.10604.32.00	Snacks, Food & Beverages	\$191.96
		Check #: 208439		
			Vendor Total:	\$232.10
SOLIANT HEALTH, LLC		280.639.0000.200.1000.340.10000.00.00	Other Professional Services	\$5,100.00
		Check #: 208440		
			Vendor Total:	\$5,100.00
SPRINTURF, LLC		340.101.0000.000.4600.450.10601.32.00	Construction Services	\$7,500.00
		Check #: 208441		
		340.101.0000.000.4600.450.10604.32.00	Construction Services	\$7,500.00
		Check #: 208441		
			Vendor Total:	\$15,000.00
STICKS & STONES BLDG. MATERIALS		100.108.0000.000.2620.610.10000.00.00	General Supplies	\$22.73
		Check #: 208442		
			Vendor Total:	\$22.73
SUMMIT COMPANIES		100.122.0000.000.2620.430.10202.10.00	Repairs and Maintenance Services	\$568.00
		Check #: 208443		
		100.122.0000.000.2620.610.10202.10.00	General Supplies	\$468.25
		Check #: 208443		
		100.129.0000.000.2620.610.10209.10.00	General Supplies	\$304.00
		Check #: 208443		
		100.133.0000.000.2620.430.10303.10.00	Repairs and Maintenance Services	\$284.00
		Check #: 208443		
		100.136.0000.000.2620.610.10208.31.00	General Supplies	\$284.00
		Check #: 208443		
		100.165.0000.000.2620.430.10605.32.00	Repairs and Maintenance Services	\$568.00
		Check #: 208443		

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1129

10/26/2022

Fiscal Year: 2022-2023

Vendor Remit Name	Vendor #	Account	Description	Amount
				Vendor Total:
SWANK MOVIE LICENSING USA		100.125.0000.100.1000.810.10205.10.00	Dues and Fees	\$2,476.25
		Check #: 208444		\$460.00
				Vendor Total:
TREE FROG PUBLISHING, LLC		100.165.0000.100.1000.610.10605.32.00	General Supplies	\$460.00
		Check #: 208445		\$551.00
				Vendor Total:
TRUE VALUE HARDWARE_21030	21030	100.107.0000.000.2580.610.10000.00.00	General Supplies	\$551.00
		Check #: 208446		\$43.52
		100.122.0000.000.2620.610.10202.10.00	General Supplies	\$27.76
		Check #: 208446		\$359.03
		100.163.0000.000.2620.610.10603.32.00	General Supplies	\$359.03
		Check #: 208446		\$430.31
				Vendor Total:
VIDEO COMMUNICATIONS	21731	100.170.0000.000.2710.332.10000.00.00	Training & Development - Instruct	\$525.00
		Check #: 208447	Non-Licensed	\$525.00
				Vendor Total:
WALKER LAKE DISPOSAL INC.	102157	100.108.0000.000.2620.421.10605.32.00	Garbage / Disposal	\$572.00
		Check #: 208448		\$572.00
				Vendor Total:
WELLS FARGO VENDOR FINANCIAL SERVICES		100.121.0000.000.2410.442.10201.10.00	Rental of Equipment and Vehicles	\$564.36
		Check #: 208449		\$175.49
		100.123.0000.000.2410.442.10203.10.00	Rental of Equipment and Vehicles	\$175.49
		Check #: 208449		\$175.49

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1129

10/26/2022

Fiscal Year: 2022-2023

Vendor Remit Name	Vendor #	Account	Description	Amount
		100.123.0000.100.1000.430.10203.10.00 Check #: 208449	Repairs and Maintenance Services	\$203.59
		100.126.0000.000.2410.442.10206.10.00 Check #: 208449	Rental of Equipment and Vehicles	\$305.43
		100.126.0000.100.1000.430.10206.10.00 Check #: 208449	Repairs and Maintenance Services	\$883.20
		100.127.0000.000.2410.442.10210.10.00 Check #: 208449	Rental of Equipment and Vehicles	\$513.00
		100.127.0000.100.1000.430.10210.10.00 Check #: 208449	Repairs and Maintenance Services	\$373.71
		100.128.0000.000.2410.430.10211.10.00 Check #: 208449	Repairs and Maintenance Services	\$300.62
		100.129.0000.000.2410.442.10209.10.00 Check #: 208449	Rental of Equipment and Vehicles	\$590.06
		100.129.0000.100.1000.430.10209.10.00 Check #: 208449	Repairs and Maintenance Services	\$280.72
		100.133.0000.000.2410.442.10303.10.00 Check #: 208449	Rental of Equipment and Vehicles	\$866.88
		100.134.0000.000.2410.442.10304.20.00 Check #: 208449	Rental of Equipment and Vehicles	\$384.87
		100.135.0000.000.2410.442.10305.31.00 Check #: 208449	Rental of Equipment and Vehicles	\$301.47
		100.135.0000.100.1000.430.10305.31.00 Check #: 208449	Repairs and Maintenance Services	\$60.37
		100.163.0000.000.2410.442.10603.32.00 Check #: 208449	Rental of Equipment and Vehicles	\$477.00
		100.163.0000.100.1000.430.10603.32.00 Check #: 208449	Repairs and Maintenance Services	\$585.17
		100.164.0000.000.2410.442.10604.32.00 Check #: 208449	Rental of Equipment and Vehicles	\$520.11
		100.164.0000.100.1000.430.10604.32.00 Check #: 208449	Repairs and Maintenance Services	\$362.36
		230.231.0000.610.1000.443.10000.00.00 Check #: 208449	Copier Leases	\$206.12

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1129

10/26/2022

Fiscal Year: 2022-2023

Vendor Remit Name	Vendor #	Account	Description	Amount
Vendor Total:				\$7,954.53
WESTERN NEVADA SUPPLY	22580			
		100.108.0000.000.2620.610.10000.00.00	General Supplies	\$411.46
		Check #: 208450		
		100.122.0000.000.2620.610.10202.10.00	General Supplies	\$453.84
		Check #: 208450		
		100.123.0000.000.2620.610.10203.10.00	General Supplies	\$1,034.90
		Check #: 208450		
		100.129.0000.000.2620.610.10209.10.00	General Supplies	\$2,066.76
		Check #: 208450		
		100.133.0000.100.1000.430.10303.10.00	Repairs and Maintenance Services	\$612.76
		Check #: 208450		
		100.135.0000.000.2620.610.10305.31.00	General Supplies	\$565.56
		Check #: 208450		
		100.161.0000.000.2620.610.10601.32.00	General Supplies	\$234.45
		Check #: 208450		
		100.165.0000.000.2620.610.10605.32.00	General Supplies	\$188.81
		Check #: 208450		
Vendor Total:				\$5,568.54
WILLIAM V. MACGILL & CO.	22793			
		100.134.0000.100.1000.610.10304.20.00	General Supplies	\$311.61
		Check #: 208451		
		100.165.0000.000.2130.610.10605.32.00	General Supplies	\$435.04
		Check #: 208451		
Vendor Total:				\$746.65
XEROX CORPORATION				
		100.107.0000.000.2580.430.10000.00.00	Repairs and Maintenance Services	\$0.15
		Check #: 208452		
		100.107.0000.000.2580.442.10000.00.00	Rental of Equipment and Vehicles	\$22.19
		Check #: 208452		
Vendor Total:				\$22.34
XEROX FINANCIAL SERVICES				

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1129

10/26/2022

Fiscal Year: 2022-2023

Vendor Remit Name	Vendor #	Account	Description	Amount
		100.104.0000.000.2210.442.10000.00.00	Rental of Equipment and Vehicles	\$44.38
		Check #: 208453		
Vendor Total:				\$44.38
Grand Total:				\$347,048.27

End of Report

LYON COUNTY SCHOOL DISTRICT VOUCHER

Voucher No: 1130

Voucher Date: 10/26/2022

Prepared By:

Lebbie McDonald

Printed: 11/02/2022 02:13:38 PM

LYON COUNTY SCHOOL DISTRICT is hereby authorized to draw warrants against LYON COUNTY SCHOOL DISTRICT funds for the sum of \$612,754.31 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	\$206,943.52
290	Food Service Funds	\$317,007.24
310	Residential Construction Tax	\$4,118.00
360	Bond Issues	\$84,685.55
		<hr/>
		\$612,754.31

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1130

10/26/2022

Fiscal Year: 2022-2023

Vendor Remit Name	Vendor #	Account	Description	Amount
CHARTWELLS				
		290.180.0000.000.3100.570.10000.00.00 0	Food Service Management	\$87,618.49
		290.180.0000.000.3100.610.10000.00.00 0	General Supplies	\$2,914.85
		290.180.0000.000.3100.630.10000.00.00 0	Food	\$226,473.90
			Vendor Total:	\$317,007.24
CLARK & ASSOCIATES OF NEVADA, INC.				
		100.102.0000.000.2570.340.10000.00.00 0	Other Professional Services	\$3,166.66
			Vendor Total:	\$3,166.66
JOHN DEERE COMPANY				
		100.170.0000.000.2730.731.10000.00.00 0	Machinery	\$46,685.38
			Vendor Total:	\$46,685.38
LUMOS AND ASSOCIATES, INC				
11860		310.034.0000.000.4300.340.10601.32.00 0	Other Professional Services	\$4,118.00
		360.022.0000.000.4300.340.10601.32.00 0	Other Professional Services	\$2,847.00
			Vendor Total:	\$6,965.00
NV ENERGY_19040				
19040		360.021.0000.000.4300.810.10601.32.00 0	Dues and Fees	\$15,126.00
			Vendor Total:	\$15,126.00
PAPE MACHINERY INC				
		100.170.0000.000.2730.731.10000.00.00 0	Machinery	\$98,970.48
			Vendor Total:	\$98,970.48
PELLETT CONSTRUCTION, LLC				
		360.022.0000.000.4600.450.10603.32.00 0	Construction Services	\$66,712.55
			Vendor Total:	\$66,712.55

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1130

10/26/2022

Fiscal Year: 2022-2023

Vendor Remit Name	Vendor #	Account	Description	Amount
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
Grand Total:				\$612,754.31

End of Report

**Lyon County School District
Board Memo**

Date: November 15, 2022
To: Board of School Trustees
From: Wayne Workman, Superintendent
Re: Donation

Recommendation

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

- A donation of \$4,000 from Michelle Coltrin and Alltaken Inc. for DHS basketball jerseys, and 10 yards of infield mix, valued at \$600, from Cinderlite for the DHS softball field.
- A donation of \$500 from the Rip City Riders for FES students in need.
- Donations to FIS valued over \$2000 from Eadington Gallery, Mr. McKenzie, Mrs. Parsons, La Fiesta Restaurant, National Automobile Museum, Reno Ace's, The Nugget Oyster Bar, Boys and Girls Club Night in the Country, Wild Island, and Atlantis Casino Resort. These benefited the Harvest Festival to aid students in need.

*Respectfully Submitted,
Wayne Workman, Superintendent*

Dayton High School
MEMORANDUM

TO: Margaret Heim
FROM: Julie Bumgardner
DATE: November 3, 2022
SUBJECT: Donation to DHS

I would like the LCSD Board of Trustees to recognize and accept a generous donation made by Michelle Coltrin with Alltaken Inc. to Dayton High School. Michelle donated \$4,000 to the boys basketball program . This will go towards game time jerseys for the basketball team.

Thank you.


Julie Bumgardner

DAYTON HIGH SCHOOL
"HOME OF THE DUSTDEVILS"

335 OLD DAYTON VALLEY ROAD
DAYTON, NEVADA 89403
(775) 246-6240
FAX (775) 246-6245



Julie Bumgardner
Principal

David Palmer
Assistant Principal



Stephanie Lotito
Assistant Principal

Alltaken Inc
Michelle Coltrin
2090 Mill Street
Reno, NV 89502

November 3, 2022

Dear Mrs. Coltrin,

Thank you so much for your kind donation of \$4,000.00 to the Boys Basketball program here at Dayton High School. This will be used for supplies for game time jerseys for the Boys Basketball team.

DHS Tax ID# 88-6000999

Gratefully yours

A handwritten signature in cursive script that reads "Julie Bumgardner".

Julie Bumgardner, Principal

**The Mission of Dayton High School is to Prepare Responsible
Individuals through Diverse Educational opportunities.**
PRIDE

Dayton High School
MEMORANDUM

TO: Margaret Heim
FROM: Julie Bumgardner
DATE: November 3, 2022
SUBJECT: Donation to DHS

I would like the LCSD Board of Trustees to recognize and accept a generous donation made by Cinderlite to Dayton High School. Cinderlite donated 10 yards of infield mix, \$600.00 worth . This infield mix will go into the softball field.

Thank you.


Julie Bumgardner

DAYTON HIGH SCHOOL
"HOME OF THE DUSTDEVILS"



335 OLD DAYTON VALLEY ROAD
DAYTON, NEVADA 89403
(775) 246-6240
FAX (775) 246-6245



Julie Bumgardner
Principal

David Palmer
Assistant Principal

Stephanie Lotito
Assistant Principal

Cinderlite
Greg Lehman
1665 S. Terrace
Carson City, NV 89706

November 3, 2022

Dear Mr. Lehman,

Thank you so much for your kind donation of \$600.00 worth of infield mix to the Softball program here at Dayton High School. This will be used in our softball field.

DHS Tax ID# 88-6000999

Gratefully yours .

A handwritten signature in cursive script that reads "Julie Bumgardner".

Julie Bumgardner, Principal

**The Mission of Dayton High School is to Prepare Responsible
Individuals through Diverse Educational opportunities.**
PRIDE

FERNLEY ELEMENTARY SCHOOL
Building a Foundation For College and Career Readiness



Jamie Henderson, Principal

Jennifer Bluhm, Vice Principal

October 14, 2022

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

From: Fernley Elementary School
Mrs. Jamie Henderson, Principal

Subject: Donation from Rip City Riders

Please accept this donation of \$500.00 from the Rip City Riders. We are so grateful that they thought of us and were so generous with their donation. This donation will help us purchase items and fund events for our students in need. We hope to build a lasting friendship between Rip City Riders and Fernley Elementary School students.

Sincerely,

A handwritten signature in blue ink that reads "J. Henderson". The signature is fluid and cursive, with a long horizontal flourish extending to the right.

Jamie Henderson, Principal



Fernley Intermediate School

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

Blake Cooper
Principal

Farrah Alexander
Vice Principal

Stacey Miguel
Counselor

(775)575-3390

www.fis.lyoncsd.org

Fax (775)575-3394

October 18, 2022

Dear Eadington Galleries,

On behalf of Fernley Intermediate School Leadership and the Lyon County School District, we would like to thank you for your generous donation of a beautiful art piece (approx.. value \$350). The donation will benefit our school's Harvest Festival, which all proceeds made from the festival go to help our families in our Student Assistance Fund. Your donation is greatly appreciated, and we are very thankful for your support of the FIS family. This letter also serves as documentation of your donation for tax purposes. Our tax I.D. number is 88-6000999.

Sincerely,

A handwritten signature in black ink, appearing to read "Blake Cooper", with a long horizontal flourish extending to the right.

Blake Cooper
Principal, Fernley Intermediate School
bcooper@lyoncsd.org
775-575-3390

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



Fernley Intermediate School

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

Blake Cooper
Principal

Farrah Alexander
Vice Principal

Stacey Miguel
Counselor

(775)575-3390

www.fis.lyoncsd.org

Fax (775)575-3394

October 14, 2022

Dear Mr. McKenzie,

On behalf of Fernley Intermediate School Leadership and the Lyon County School District, we would like to thank you for your generous donation of \$846.85. The donation will benefit our school's Harvest Festival, which all proceeds made from the festival go to help our families in our Student Assistance Fund. Your donation is greatly appreciated, and we are very thankful for your support of the FIS family. This letter also serves as documentation of your donation for tax purposes. Our tax I.D. number is 88-6000999.

Sincerely,

A handwritten signature in blue ink that reads "Blake Cooper".

Blake Cooper
Principal, Fernley Intermediate School
bcooper@lyoncsd.org
775-575-3390

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



Fernley Intermediate School

320 HWY. 95A SOUTH
FERNLEY, NEVADA 89408
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Blake Cooper
Principal

Farrah Alexander
Vice Principal

Stacey Miguel
Counselor

(775)575-3390

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Fax (775)575-3394

October 14, 2022

Dear Mrs. Parsons,

On behalf of Fernley Intermediate School Leadership and the FIS Kids Against Cancer Club, we would like to thank you for your generous donation of \$200. The donation will benefit our school's leadership activities and the FIS Kids Against Cancer portion of the donation is going to support Moms on the Run. Your donation is greatly appreciated, and we are very thankful for your continued support of the FIS family. This letter also serves as documentation of your donation for tax purposes. Our tax I.D. number is 88-6000999.

Sincerely,

Blake Cooper
Principal, Fernley Intermediate School
bcooper@lyoncsd.org
775-575-3390

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

Blake Cooper
Principal

Farrah Alexander
Vice Principal

Stacey Miguel
Counselor



Fernley Intermediate School

320 Hwy. 95A South
Fernley, Nevada 89408
"Home of Falcon P.R.I.D.E"

(775)575-3390

www.fis.lyoncsd.org

Fax (775)575-3394

October 19, 2022

Dear La Fiesta ,

On behalf of Fernley Intermediate and the Lyon County School District, we would like to thank you for your generous donation for dinner for (2) at La Fiesta Restaurant. The donation will benefit our school's Harvest Festival, which all proceeds made from the festival going to help our families in our Student Assistance Fund. Your donation is greatly appreciated, and we are very thankful for your support of the FIS family. This letter also serves as documentation of your donation for tax purposes. Our tax I.D. number is 88-6000999.

Sincerely,

A handwritten signature in black ink that reads "Blake Cooper".

Blake Cooper
Principal, Fernley Intermediate School
bcooper@lyoncsd.org
775-575-3390

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

Blake Cooper
Principal

Farrah Alexander
Vice Principal

Stacey Miguel
Counselor



Fernley Intermediate School

320 Hwy. 95A South
Fernley, Nevada 89408
"Home of Falcon P.R.I.D.E."

(775)575-3390

www.fis.lyoncsd.org

Fax (775)575-3394

October 19, 2022

Dear National Automobile Museum ,

On behalf of Fernley Intermediate and the Lyon County School District, we would like to thank you for your generous donation for (2) general admission tickets to the National Automobile Museum. The donation will benefit our school's Harvest Festival, which all proceeds made from the festival going to help our families in our Student Assistance Fund. Your donation is greatly appreciated, and we are very thankful for your support of the FIS family. This letter also serves as documentation of your donation for tax purposes. Our tax I.D. number is 88-6000999.

Sincerely,

Blake Cooper
Principal, Fernley Intermediate School
bcooper@lyoncsd.org
775-575-3390

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

Blake Cooper
Principal

Farrah Alexander
Vice Principal

Stacey Miguel
Counselor



Fernley Intermediate School

320 Hwy. 95A South
Fernley, Nevada 89408
"Home of Falcon P.R.I.D.E"

(775)575-3390

www.fis.lyoncsd.org

Fax (775)575-3394

October 19, 2022

Dear Reno Aces ,

On behalf of Fernley Intermediate and the Lyon County School District, we would like to thank you for your generous donation of (4) Infield Reserved tickets to the Reno Ace's. The donation will benefit our school's Harvest Festival, which all proceeds made from the festival going to help our families in our Student Assistance Fund. Your donation is greatly appreciated, and we are very thankful for your support of the FIS family. This letter also serves as documentation of your donation for tax purposes. Our tax I.D. number is 88-6000999.

Sincerely,

Blake Cooper
Principal, Fernley Intermediate School
bcooper@lyoncsd.org
775-575-3390

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

Blake Cooper
Principal

Farrah Alexander
Vice Principal

Stacey Miguel
Counselor



Fernley Intermediate School

320 Hwy. 95A South
Fernley, Nevada 89408
"Home of Falcon P.R.I.D.E."

(775)575-3390

www.fis.lyoncsd.org

Fax (775)575-3394

October 19, 2022

Dear The Nugget Hotel and Casino ,

On behalf of Fernley Intermediate and the Lyon County School District, we would like to thank you for your generous donation of dinner for a gift certificate to The Oyster Bar. The donation will benefit our school's Harvest Festival, which all proceeds made from the festival going to help our families in our Student Assistance Fund. Your donation is greatly appreciated, and we are very thankful for your support of the FIS family. This letter also serves as documentation of your donation for tax purposes. Our tax I.D. number is 88-6000999.

Sincerely,

Blake Cooper
Principal, Fernley Intermediate School
bcooper@lyoncsd.org
775-575-3390

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

Blake Cooper
Principal

Farrah Alexander
Vice Principal

Stacey Miguel
Counselor



Fernley Intermediate School

320 Hwy. 95A South
Fernley, Nevada 89408
"Home of Falcon P.R.I.D.E"

(775)575-3390

www.fis.lyoncsd.org

Fax (775)575-3394

October 19, 2022

Dear Night In The Country,

On behalf of Fernley Intermediate and the Lyon County School District, we would like to thank you for your generous donation of (2) tickets to Night in the Country. The donation will benefit our school's Harvest Festival, which all proceeds made from the festival going to help our families in our Student Assistance Fund. Your donation is greatly appreciated, and we are very thankful for your support of the FIS family. This letter also serves as documentation of your donation for tax purposes. Our tax I.D. number is 88-6000999.

Sincerely,

Blake Cooper
Principal, Fernley Intermediate School
bcooper@lyoncsd.org
775-575-3390

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

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Fax (775)575-3394

October 19, 2022

Dear Wild Island,

On behalf of Fernley Intermediate and the Lyon County School District, we would like to thank you for your generous donation of (6) 1 hour bowling vouchers tickets to Wild Island . The donation will benefit our school's Harvest Festival, which all proceeds made from the festival going to help our families in our Student Assistance Fund. Your donation is greatly appreciated, and we are very thankful for your support of the FIS family. This letter also serves as documentation of your donation for tax purposes. Our tax I.D. number is 88-6000999.

Sincerely,

A handwritten signature in black ink that reads "Blake Cooper".

Blake Cooper
Principal, Fernley Intermediate School
bcooper@lyoncsd.org
775-575-3390

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

Blake Cooper
Principal

Farrah Alexander
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Fax (775)575-3394

October 19, 2022

Dear Atlantis Casino Resort Spa,

On behalf of Fernley Intermediate and the Lyon County School District, we would like to thank you for your generous donation of dinner for (4) At Toucan Charlies. The donation will benefit our school's Harvest Festival, which all proceeds made from the festival going to help our families in our Student Assistance Fund. Your donation is greatly appreciated, and we are very thankful for your support of the FIS family. This letter also serves as documentation of your donation for tax purposes. Our tax I.D. number is 88-6000999.

Sincerely,

Blake Cooper
Principal, Fernley Intermediate School
bcooper@lyoncsd.org
775-575-3390

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

Lyon County School District Board Memo

Date: November 15, 2022
To: Board of School Trustees
From: Tim Logan, Deputy Superintendent
Re: Strategic Plan and Portrait of a Learner Update

Recommendation

That the Board of Trustees approve an update on the LCSD Strategic Plan, including work on the Portrait of a Learner.

Background Information

The board of trustees approved the Lyon CSD 5 Year Strategic Plan on May 25, 2021. The Strategic Plan outlines the activities, and timelines required to accomplish the two desired long-term performance goals of:

1. All students in the LCSD are provided a positive learning experience that meets the Student Bill of Rights and highest factors influencing student achievement.
2. Graduate all LCSD students to be college, career, and life successful.

One of the key activities associated with the strategic plan is the development of the LCSD Portrait of a Learner which embodies the voice of our students, staff, and families regarding what they most desire from their educational experience in the Lyon County School District. Since the creation of the strategic plan, there have been a number of ThoughtExchange events, focus groups, and other feedback opportunities to gather the applicable information. After gathering, compiling and revisiting all of this information with our stakeholders, we are excited to share the graphics associated with Portrait of a Learner and our next steps moving forward with our students, staff and stakeholders as we seek to implement it into our existing practices.

Budget Considerations

None

Discussed at Previous Meeting

August 23, 2022, January 25, 2022; May 25, 2021; and April 13, 2021 Board Workshop

Attachment(s)

LCSD 5 Year Strategic Plan - One Page Summary.pdf
LCSD Strategic Plan 2021-2026.pdf
11.15.22 Lyon CSD Portrait of a Learner Board Meeting Slides.pdf

*Respectfully Submitted,
Tim Logan, Deputy Superintendent*

LCSD 5 Year Strategic Plan

Resources Needed:

Thought Exchange Account
ARP/ESSER III

Persons Responsible:

District Administration
School Administration
Professional Development & Data Manager
Public Information Officer

Mastery Goal 1: All students in the LCSD are provided a positive learning experience that meets the Student Bill of Rights and highest factors influencing student achievement.

Year 1

Lyon County School District will establish the baseline data on the Student Learning Experience Survey and develop the Student Learning Experience Classroom Visit Tool.

Year 2

Lyon CSD will increase the positive responses on the Student Learning Experience Survey by 20% and implement the Classroom Visit Tool.

Year 3

Lyon CSD will increase the positive responses on the Student Learning Experience Survey by 20% and adapt the Classroom Visit Tool based on data collected.

Year 4

Year 5

All students and parents/guardians report a positive experience on the Student Learning Experience Survey.

Mastery Goal 2: Graduate all LCSD students to be college, career and life successful.

Year 1

Lyon County School District will establish the Portrait of a Learner framework.

Year 2

Lyon County School District will create a rubric and establish the baseline data for the Portrait of a Learner framework.

Year 3

Students will increase by 10% on the LCSD Portrait of a Learner framework.

Year 4

Year 5

Mastery Goal 1: All students in the LCSD are provided a positive learning experience that meets the Student Bill of Rights and highest factors influencing student achievement.

Year 1 Inputs	Year 1 Activities	Year 1 Timelines	Long-Term Performance Goals
<p>What resources are needed?</p> <p>Thought Exchange Account ARP/ESSER III</p> <p>Who is responsible?</p> <p>District Administration School Administration Professional Development & Data Manager Public Information Officer</p>	Develop and administer an open ended survey to collect information from all stakeholders on what exactly they want the student learning experience to entail in the Lyon County School District.	September 1, 2021 through October 31, 2021.	<p>Year 1: Lyon County School District will establish the baseline data on the Student Learning Experience Survey and develop the Student Learning Experience Classroom Visit Tool.</p> <p>Year 2: Lyon CSD will increase the positive responses on the Student Learning Experience Survey by 20% and implement the Classroom Visit Tool.</p> <p>Year 3: Lyon CSD will increase the positive responses on the Student Learning Experience Survey by 20% and adapt the Classroom Visit Tool based on data collected.</p> <p>Year 4: Lyon CSD will increase the positive responses on the Student Learning Experience Survey by 20% and adapt the Classroom Visit Tool based on data collected.</p> <p>Year 5: All students and parents/guardians report a positive experience on the Student Learning Experience Survey.</p>
	District and School Student Focus Group to collect information on what exactly students want their school experience to entail.	District Student Focus Group held by September 30, 2021 and the School Student Focus Group held by October 31, 2021.	
	District and School Parent/Guardian Focus Group to collect information on what exactly they want their child's school experience to entail.	District Parent/Guardian Focus Group held by September 30, 2021 and the School Parent/Guardian Focus Group held by October 31, 2021.	
	District and School Staff Focus Group to collect information on what exactly they want their child's school experience to entail.	District Staff Focus Group held by September 30, 2021 and the School Staff Focus Group held by October 31, 2021.	
	Develop and administer the Lyon County School District Student Learning Experience Survey to students and parents/guardians to establish baseline data.	April 11, 2022 and ending June 1, 2022.	
	Develop the Lyon County School District Student Learning Experience Classroom Visit Tool to collect evidence of the student learning experience.	Developed by June 1, 2022.	
	District administration provides professional learning to school administration on the Student Bill of Rights, Collective Teacher Efficacy and the LCSD Effective Instructional Practices.	Student Bill of Rights training will occur by August 31, 2021. Collective Teacher Efficacy and the LCSD Effective Instructional Practices will occur monthly at leadership meeting throughout the school year.	
	School administration provides professional learning to school staff/students on the Student Bill of Rights and to staff on Collective Teacher Efficacy and the LCSD Effective Instructional Practices.	Student Bill of Rights training will occur by September 30, 2021. Collective Teacher Efficacy and the LCSD Effective Instructional Practices will occur monthly at leadership meeting throughout the school year.	
District administration provides professional learning to support staff on the Student Bill of Rights.	Student Bill of Rights training will occur on September 22, 2021 at the All Staff Celebration during a breakout session.		

Mastery Goal 2: Graduate all LCSD students to be college, career, and life successful.

Year 1 Inputs	Year 1 Activities	Year 1 Timelines	Long-Term Performance Goals
<p>What resources are needed?</p> <p>Thought Exchange Account ARP/ESSER III</p> <p>Who is responsible?</p> <p>District Administration School Administration Professional Development & Data Manager Public Information Officer</p>	Develop and administer an open ended survey to collect information from all stakeholders on what exactly they want students to know and be able to do when they leave the Lyon County School District.	September 1, 2021 and ending October 31, 2021.	<p>Year 1: Lyon County School District will establish the Portrait of a Learner framework.</p> <p>Year 2: Lyon County School District will create a rubric and establish the baseline data for the Portrait of a Learner framework.</p> <p>Year 3: Students will increase by 10% on the LCSD Portrait of a Learner framework.</p> <p>Year 4: Students will increase by 10% on the LCSD Portrait of a Learner framework.</p> <p>Year 5: Students will increase by 10% on the LCSD Portrait of a Learner framework.</p>
	District and School Student Focus Group to collect information on what exactly they want students to know and be able to do when they leave the Lyon County School District.	District Student Focus Group held by September 30, 2021 and the School Student Focus Group held by October 31, 2021.	
	District and School Parent/Guardian Focus Group to collect information on what exactly they want students to know and be able to do when they leave the Lyon County School District.	District Parent/Guardian Focus Group held by September 30, 2021 and the School Parent/Guardian Focus Group held by October 31, 2021.	
	District and School Staff Focus Group to collect information on what exactly they want students to know and be able to do when they leave the Lyon County School District.	District Staff Focus Group held by September 30, 2021 and the School Staff Focus Group held by October 31, 2021.	
	Develop the draft Lyon County School District Portrait of a Learner framework.	The draft Portrait of a Learner will be created by February 28, 2022.	
	Share the draft Portrait of a Learner with all LCSD stakeholders to gather feedback and ensure it meets their needs.	March 1, 2022 until April 30, 2022.	
	Finalize and publish the Portrait of a Learner.	Share the final Portrait of a Learner by June 2, 2022.	

Mastery Goal 1: All students in the LCSD are provided a positive learning experience that meets the Student Bill of Rights and highest factors influencing student achievement.

Year 2 Inputs	Year 2 Activities	Year 2 Timelines	Long-Term Performance Goals	
<p>What resources are needed?</p> <p>Thought Exchange Account ARP/ESSER III</p> <p>Who is responsible?</p> <p>District Administration School Administration Professional Development & Data Manager Public Information Officer</p>	Using the Lyon County School District Student Learning Experience Survey results, create professional development to target the highest priority areas that need improvement.	June 15, 2022 through August 15, 2022.	<p>Year 1: Lyon County School District will establish the baseline data on the Student Learning Experience Survey and develop the Student Learning Experience Classroom Visit Tool.</p> <p>Year 2: Lyon CSD will increase the positive responses on the Student Learning Experience Survey by 20% and implement the Classroom Visit Tool.</p> <p>Year 3: Lyon CSD will increase the positive responses on the Student Learning Experience Survey by 20% and adapt the Classroom Visit Tool based on data collected.</p> <p>Year 4: Lyon CSD will increase the positive responses on the Student Learning Experience Survey by 20% and adapt the Classroom Visit Tool based on data collected.</p> <p>Year 5: All students and parents/guardians report a positive experience on the Student Learning Experience Survey.</p>	
	Implement the Lyon County School District Student Learning Experience Classroom Visit Tool to collect evidence of the student learning experience.	Collect and analyze the classroom visit tool data from August 22, 2022 to June 2, 2023.		
	Using the Lyon County School District Student Learning Experience Survey and the Lyon County School District Student Learning Experience Classroom Visit Tool results, adapt professional development to target the highest priority areas that need improvement.	January 17, 2023 through June 2, 2023		
	Administer monthly professional development to administrators to target the highest priority areas that need improvement.	August 3, 2022 through June 2, 2023		
	School administrators provide monthly professional development to staff to target the highest priority areas that need improvement.	August 12, 2022 through June 2, 2023		
	Administer the Lyon County School District Student Learning Experience Survey to students and parents/guardians.	April 10, 2023 through June 2, 2023		363
	Analyze the current Student Learning Experience Survey results against the baseline data to determine growth progress.	June 3, 2023 through June 30, 2023		
	Develop the LCSD Student Bill of Rights, Student Learning Experience Survey data and MTSS into the hiring and onboarding practices of the LCSD.	July 1, 2022 through June 30, 2023		

Mastery Goal 2: Graduate all LCSD students to be college, career and life successful.

Year 2 Inputs	Year 2 Activities	Year 2 Timelines	Long-Term Performance Goals
<p>What resources are needed?</p> <p>Thought Exchange Account ARP/ESSER III</p> <p>Who is responsible?</p> <p>District Administration School Administration Professional Development & Data Manager Public Information Officer</p>	<p>Create a rubric using student, staff and community stakeholder input to measure how students rate themselves on the Portrait of a Learner framework.</p>	<p>June 15, 2022 through December 31, 2022</p>	<p>Year 1: Lyon County School District will establish the Portrait of a Learner framework.</p> <p>Year 2: Lyon County School District will create a rubric and establish the baseline data for the Portrait of a Learner framework.</p> <p>Year 3: Students will increase by 10% on the LCSD Portrait of a Learner framework.</p> <p>Year 4: Students will increase by 10% on the LCSD Portrait of a Learner framework.</p> <p>Year 5: Students will increase by 10% on the LCSD Portrait of a Learner framework.</p>
	<p>Administer rubric to gather baseline data around the Portrait of a Learner framework.</p>	<p>January 1, 2023 through March 31, 2023</p>	
	<p>Analyze baseline data around the Portrait of a Learner framework.</p>	<p>April 1, 2023 through June 2, 2023</p>	
	<p>Establish benchmark for the Portrait of a Learner framework to use as a starting point for growth.</p>	<p>June 1, 2023 through August 15, 2023</p>	

Mastery Goal 1: All students in the LCSD are provided a positive learning experience that meets the Student Bill of Rights and highest factors influencing student achievement.

Year 3 Inputs	Year 3 Activities	Year 3 Timelines	Long-Term Performance Goals
<p>What resources are needed?</p> <p>Thought Exchange Account ARP/ESSER III</p> <p>Who is responsible?</p> <p>District Administration School Administration Professional Development & Data Manager Public Information Officer</p>	Utilize the Lyon County School District Student Learning Experience Classroom Visit Tool to collect evidence of the student learning experience.	Collect and analyze the classroom visit tool data from August 21, 2023 to June 7, 2024.	<p>Year 1: Lyon County School District will establish the baseline data on the Student Learning Experience Survey and develop the Student Learning Experience Classroom Visit Tool.</p> <p>Year 2: Lyon CSD will increase the positive responses on the Student Learning Experience Survey by 20% and implement the Classroom Visit Tool.</p> <p>Year 3: Lyon CSD will increase the positive responses on the Student Learning Experience Survey by 20% and adapt the Classroom Visit Tool based on data collected.</p> <p>Year 4: Lyon CSD will increase the positive responses on the Student Learning Experience Survey by 20% and adapt the Classroom Visit Tool based on data collected.</p> <p>Year 5: All students and parents/guardians report a positive experience on the Student Learning Experience Survey.</p>
	Using the Lyon County School District Student Learning Experience Survey and the Lyon County School District Student Learning Experience Classroom Visit Tool results, adapt professional development to target the highest priority areas that need improvement.	June 15, 2023 through June 7, 2024	
	Administer monthly professional development to administrators to target the highest priority areas that need improvement.	August 11, 2023 through June 7, 2024	
	School administrators provide monthly professional development to staff to target the highest priority areas that need improvement.	August 21, 2023 through June 7, 2024	
	Administer the Lyon County School District Student Learning Experience Survey to students and parents/guardians.	April 8, 2024 through June 7, 2024	
	Analyze the current Student Learning Experience Survey results against the previous year's data to determine growth progress.	June 7, 2024 through June 30, 2024	
	Incorporate the LCSD Student Bill of Rights, Student Learning Experience Survey data and MTSS into the hiring and onboarding practices of the LCSD.	July 1, 2023 through June 30, 2024	

Mastery Goal 2: Graduate all LCSD students to be college, career and life successful.

Year 3 Inputs	Year 3 Activities	Year 3 Timelines	Long-Term Performance Goals
<p>What resources are needed?</p> <p>Thought Exchange Account ARP/ESSER III</p> <p>Who is responsible?</p> <p>District Administration School Administration Professional Development & Data Manager Public Information Officer</p>	To be determined based on results of year one and two.	August 21, 2023 through June 7, 2024	<p>Year 1: Lyon County School District will establish the Portrait of a Learner framework.</p> <p>Year 2: Lyon County School District will create a rubric and establish the baseline data for the Portrait of a Learner framework.</p>
	Administer rubric to gather data around the Portrait of a Learner framework.	August 21, 2023 through June 7, 2024	<p>Year 3: Students will increase by 10% on the LCSD Portrait of a Learner framework.</p>
	Analyze current data against the baseline results from the Portrait of a Learner framework.	June 1, 2024 through August 15, 2024	<p>Year 4: Students will increase by 10% on the LCSD Portrait of a Learner framework.</p> <p>Year 5: Students will increase by 10% on the LCSD Portrait of a Learner framework.</p>

Mastery Goal 1: All students in the LCSD are provided a positive learning experience that meets the Student Bill of Rights and highest factors influencing student achievement.

Year 4 Inputs	Year 4 Activities	Year 4 Timelines	Long-Term Performance Goals
<p>What resources are needed?</p> <p>Thought Exchange Account ARP/ESSER III</p> <p>Who is responsible?</p> <p>District Administration School Administration Professional Development & Data Manager Public Information Officer</p>	Utilize the Lyon County School District Student Learning Experience Classroom Visit Tool to collect evidence of the student learning experience.	Collect and analyze the classroom visit tool data from August 26, 2024 to June 6, 2025.	<p>Year 1: Lyon County School District will establish the baseline data on the Student Learning Experience Survey and develop the Student Learning Experience Classroom Visit Tool.</p> <p>Year 2: Lyon CSD will increase the positive responses on the Student Learning Experience Survey by 20% and implement the Classroom Visit Tool.</p> <p>Year 3: Lyon CSD will increase the positive responses on the Student Learning Experience Survey by 20% and adapt the Classroom Visit Tool based on data collected.</p> <p>Year 4: Lyon CSD will increase the positive responses on the Student Learning Experience Survey by 20% and adapt the Classroom Visit Tool based on data collected.</p> <p>Year 5: All students and parents/guardians report a positive experience on the Student Learning Experience Survey.</p>
	Using the Lyon County School District Student Learning Experience Survey and the Lyon County School District Student Learning Experience Classroom Visit Tool results, adapt professional development to target the highest priority areas that need improvement.	June 15, 2024 through June 6, 2025	
	Administer monthly professional development to administrators to target the highest priority areas that need improvement.	August 12, 2024 through June 6, 2025	
	School administrators provide monthly professional development to staff to target the highest priority areas that need improvement.	August 19, 2024 through June 6, 2025	
	Administer the Lyon County School District Student Learning Experience Survey to students and parents/guardians.	April 14, 2025 through June 6, 2025	
	Analyze the current Student Learning Experience Survey results against the previous year's data to determine growth progress.	June 6, 2025 through June 30, 2025	
	Incorporate the LCSD Student Bill of Rights, Student Learning Experience Survey data and MTSS into the hiring and onboarding practices of the LCSD.	July 1, 2024 through June 30, 2025	

Mastery Goal 2: Graduate all LCSD students to be college, career and life successful.

Year 4 Inputs	Year 4 Activities	Year 4 Timelines	Long-Term Performance Goals
<p>What resources are needed?</p> <p>Thought Exchange Account ARP/ESSER III</p> <p>Who is responsible?</p> <p>District Administration School Administration Professional Development & Data Manager Public Information Officer</p>	To be determined based on results of year one and two.	August 26, 2024 through June 6, 2024	Year 1: Lyon County School District will establish the Portrait of a Learner framework.
	Administer rubric to gather data around the Portrait of a Learner framework.	August 26, 2024 through June 6, 2025	Year 2: Lyon County School District will create a rubric and establish the baseline data for the Portrait of a Learner framework.
	Analyze current data against the baseline results from the Portrait of a Learner framework.	June 1, 2025 through August 15, 2025	Year 3: Students will increase by 10% on the LCSD Portrait of a Learner framework. Year 4: Students will increase by 10% on the LCSD Portrait of a Learner framework. Year 5: Students will increase by 10% on the LCSD Portrait of a Learner framework.

Mastery Goal 1: All students in the LCSD are provided a positive learning experience that meets the Student Bill of Rights and highest factors influencing student achievement.

Year 5 Inputs	Year 5 Activities	Year 5 Timelines	Long-Term Performance Goals
<p>What resources are needed?</p> <p>Thought Exchange Account ARP/ESSER III</p> <p>Who is responsible?</p> <p>District Administration School Administration Professional Development & Data Manager Public Information Officer</p>	Utilize the Lyon County School District Student Learning Experience Classroom Visit Tool to collect evidence of the student learning experience.	Collect and analyze the classroom visit tool data from August 25, 2025 to June 5, 2026.	<p>Year 1: Lyon County School District will establish the baseline data on the Student Learning Experience Survey and develop the Student Learning Experience Classroom Visit Tool.</p> <p>Year 2: Lyon CSD will increase the positive responses on the Student Learning Experience Survey by 20% and implement the Classroom Visit Tool.</p> <p>Year 3: Lyon CSD will increase the positive responses on the Student Learning Experience Survey by 20% and adapt the Classroom Visit Tool based on data collected.</p> <p>Year 4: Lyon CSD will increase the positive responses on the Student Learning Experience Survey by 20% and adapt the Classroom Visit Tool based on data collected.</p> <p>Year 5: All students and parents/guardians report a positive experience on the Student Learning Experience Survey.</p>
	Using the Lyon County School District Student Learning Experience Survey and the Lyon County School District Student Learning Experience Classroom Visit Tool results, adapt professional development to target the highest priority areas that need improvement.	June 15, 2025 through June 5, 2026	
	Administer monthly professional development to administrators to target the highest priority areas that need improvement.	August 11, 2025 through June 5, 2026	
	School administrators provide monthly professional development to staff to target the highest priority areas that need improvement.	August 18, 2025 through June 5, 2026	
	Administer the Lyon County School District Student Learning Experience Survey to students and parents/guardians.	April 13, 2026 through June 5, 2026	
	Analyze the current Student Learning Experience Survey results against the previous year's data to determine growth progress.	June 5, 2026 through June 30, 2026	
	Incorporate the LCSD Student Bill of Rights, Student Learning Experience Survey data and MTSS into the hiring and onboarding practices of the LCSD.	July 1, 2025 through June 30, 2026	

Mastery Goal 2: Graduate all LCSD students to be college, career and life successful.

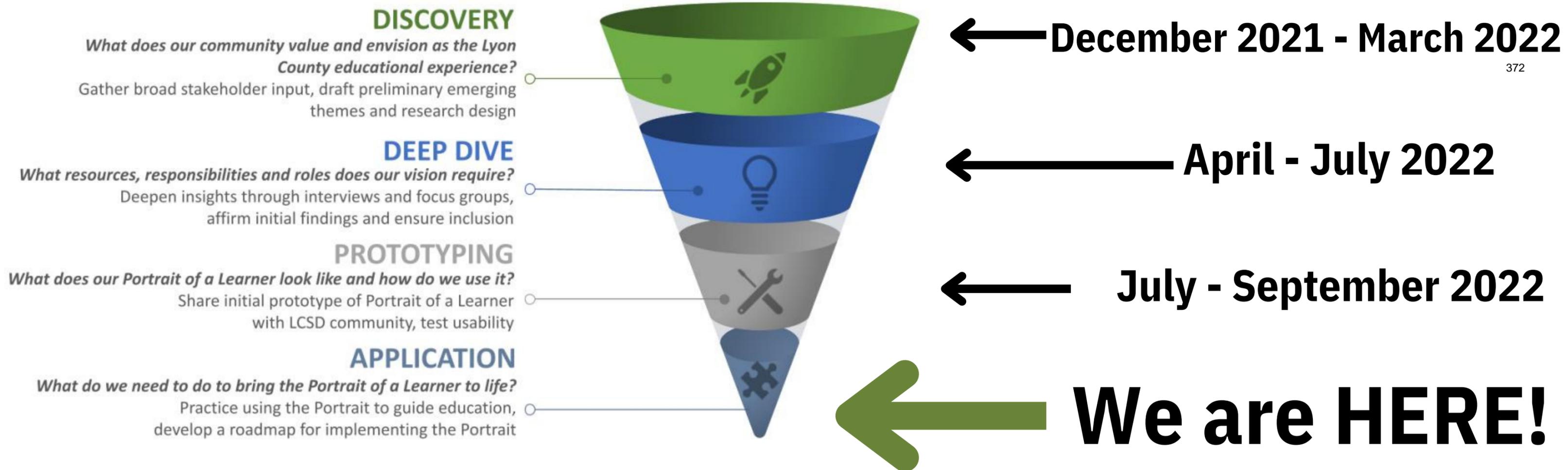
Year 5 Inputs	Year 5 Activities	Year 5 Timelines	Long-Term Performance Goals
<p>What resources are needed?</p> <p>Thought Exchange Account ARP/ESSER III</p> <p>Who is responsible?</p> <p>District Administration School Administration Professional Development & Data Manager Public Information Officer</p>	To be determined based on results of year one and two.	August 21, 2025 through June 7, 2026	<p>Year 1: Lyon County School District will establish the Portrait of a Learner framework.</p> <p>Year 2: Lyon County School District will create a rubric and establish the baseline data for the Portrait of a Learner framework.</p>
	Administer rubric to gather data around the Portrait of a Learner framework.	August 21, 2025 through June 7, 2026	<p>Year 3: Students will increase by 10% on the LCSD Portrait of a Learner framework.</p> <p>Year 4: Students will increase by 10% on the LCSD Portrait of a Learner framework.</p>
	Analyze current data against the baseline results from the Portrait of a Learner framework.	June 1, 2026 through August 15, 2026	<p>Year 5: Students will increase by 10% on the LCSD Portrait of a Learner framework.</p>

UPDATE:
District
Strategic
Plan



Lyon County School District

LCSD Portrait of a Learner Process



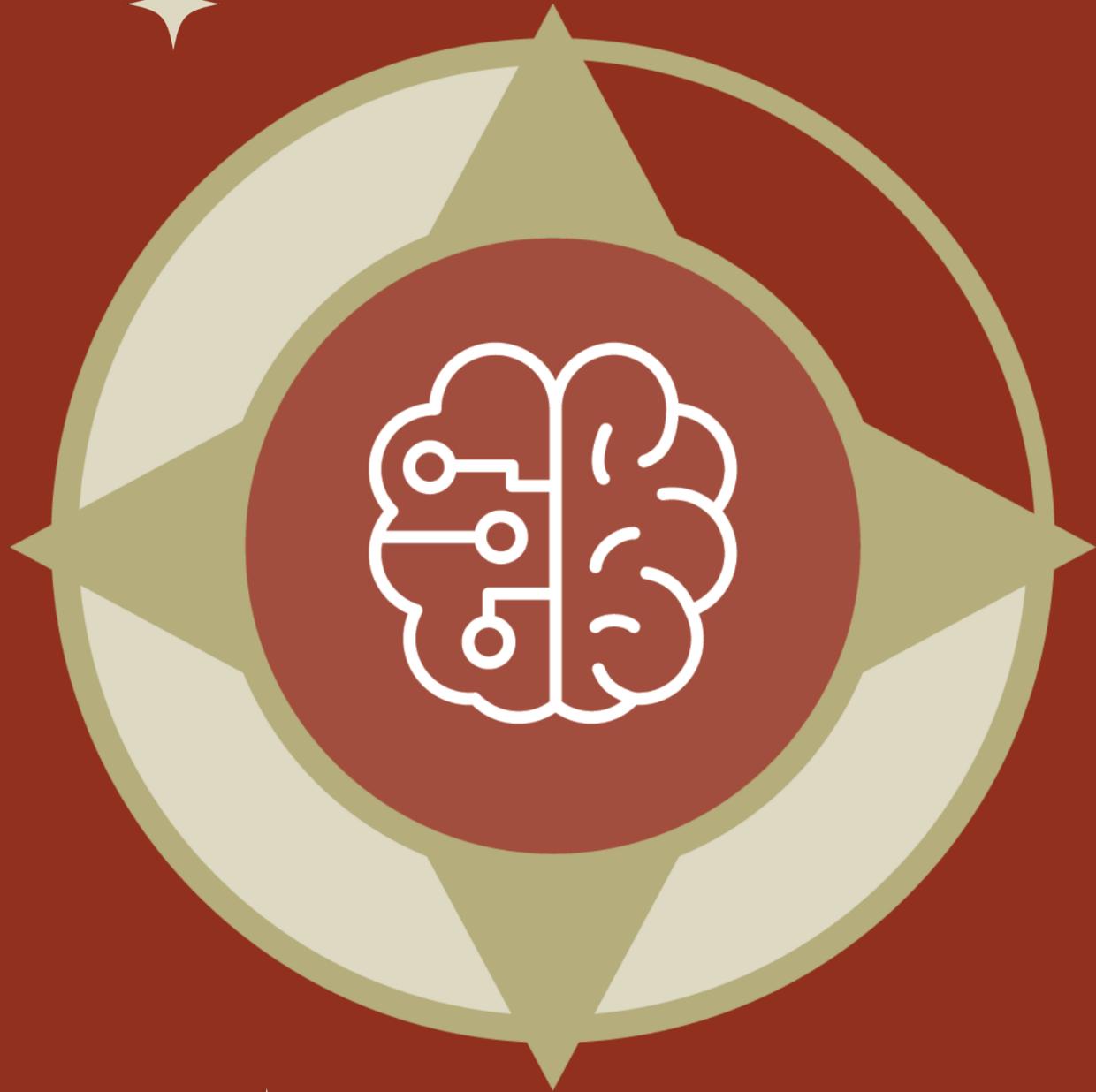
✦ PORTRAIT OF A LEARNER ✦

The four domains:

- Learning for Life
- Connected Learners
- Student Ownership
- Discovery Learning



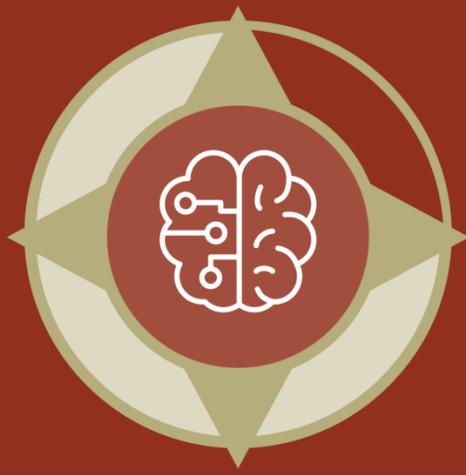
LEARNING FOR LIFE



“I am building the skills to be a lifelong learner.”

Perseverance - Application - Future Focus

- Students expressed a strong desire to connect knowledge and skills learned in the classroom to life beyond the school and experiences that prepare them for the real-world, including career exposure.
- This domain not only seeks to better support students with their understanding of life as learners past their time in Lyon CSD schools, but also to connect their in-school learning with their lives outside of school, including their day-to-day hobbies, talents, skills and interests.



LEARNING FOR LIFE

“I am building the skills to be a lifelong learner.”

Perseverance - Application - Future Focus

- **Perseverance**

- I am becoming a confident learner.
- I can overcome challenges and problems.
- I can work through a problem even when no one tells me to.
- I am able to learn from mine and other's mistakes.
- I can view failure as a learning experience and opportunity.

- **Application**

- I am a reliable student, classmate, and member of the Lyon County community.
- I am able to acquire skills related to my future interests and goals.
- I can search and plan to take on any task in life.

- **Future Focus**

- I am building the skills that I'll need to continue learning new things throughout my life.
- I know how to apply what I'm learning to life beyond school.

CONNECTED LEARNERS



“I am learning through my relationships with others.”

Belonging - Communication - Collaboration

- One of the strengths of the Lyon County community is the relationships that are fostered in schools, and how meaningful and impactful it is when students feel cared for, work in collaboration with each other and with LCSD staff, and feel connected to their community.
- This domain captures students’ sense of belonging in their schools, building relationships with peers and staff and building strong skills in communicating across lines of difference and are actively working in the community.



CONNECTED LEARNERS

“I am learning through my relationships with others.”
Belonging - Communication - Collaboration

- **Belonging**
 - I feel genuinely cared for in my school.
 - I feel safe and welcomed in my school.
 - I am able to be my authentic self in learning and in school.
 - I am developing my cultural and community identity.
- **Communication**
 - I can express my ideas and thoughts clearly.
 - I can build relationships with people I perceive to be different from myself.
 - I can communicate across different perspectives (e.g. I know how to navigate and learn from different perspectives).
 - I can communicate to resolve conflict.
- **Collaboration**
 - I interact and collaborate with my peers to help me learn.
 - I know which adults I can turn to when I need support.
 - I know which adults can help me reach my goals.
 - I share my learning with my family.
 - I am a proactive contributor to my school and to my community.

STUDENT OWNERSHIP



“I am empowered to own my learning.”

Empowerment - Self Knowledge - Self Direction

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- In developing this domain, we considered the idea of agency, and how agency is demonstrated in learning. Students who felt strongest in their learning had a sense of understanding of how they learn at a metacognitive level and expressed their use of self-awareness strategies to improve their skill-building and knowledge and guide their own learning journeys.
- This domain portrays students in the driver's seat of their learning. It's important that students have a sense of ownership and an understanding that they have choices they can make.



STUDENT OWNERSHIP

“I am empowered to own my learning.”

Empowerment - Self Knowledge - Self Direction

- **Self-Knowledge**
 - I know why I'm learning what I'm learning.
 - I can demonstrate my knowledge and mastery of skills in ways that best fit my learning style / I can demonstrate my learning in multiple ways.
 - I understand my own strengths as a learner and can practice applying those skills to my learning.
 - I have strategies to calm my mind and body when I experience stress or anxiety.
- **Empowerment**
 - I can independently make decisions about the right next steps for my learning and well-being.
 - I know how to learn more about what interests me and choose learning options based on my interests.
 - I can build the skills needed for success and can take action to achieve my goals.
 - I am encouraged to advocate for what I need in my learning.
- **Self-Direction**
 - I own and take an active role in my learning.
 - I am actively involved and engaged in lessons and projects.
 - I know how and when to use classroom and school resources to move my learning forward.
 - I can set learning goals and initiate my learning.
 - I'm motivated to engage further in my learning.

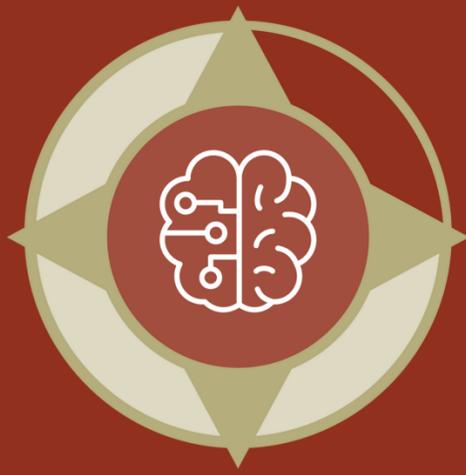
DISCOVERY LEARNING



"My learning journey helps me discover new things."

Problem Solving - Joy - Exploration

- Students mentioned wanting to bring more of themselves into their learning, including applying their creativity, and exploring their interests.
- This domain seeks to incorporate multiple pathways for students to learn, hands-on learning opportunities, problem-solving and critical thinking skills, as well as joy, choice and love of learning through exploration and self-awareness.



DISCOVERY LEARNING

"My learning journey helps me discover new things."

Problem Solving - Joy - Exploration

- **Problem Solving**
 - I can evaluate a variety of solutions to solve complex problems.
 - I engage in rigorous learning and critical thinking.
 - I combine new information with what I know to come up with new ideas.
- **Joy**
 - I have a passion and desire to pursue learning.
 - I am able to express my creativity and feel inspired in my learning.
 - I celebrate both my failures and successes as opportunities for learning.
 - I have a choice of and access to enrichment activities I enjoy doing.
- **Exploration**
 - I can explore what I'm interested in to help me prepare for life after high school.
 - I can choose different pathways and flexible learning experiences to pursue my learning goals.
 - I can pursue my learning goals in opportunities beyond the classroom (externships, work studies, etc.).
 - I search for new information to discover, seek answers, and identify solutions.
 - I know what career opportunities my community offers.

UP NEXT:



**SCHOOL SITE
ADMINISTRATION**



FAMILIES

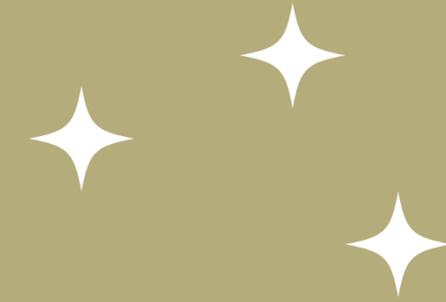


STUDENTS & STAFF



**EMBEDDING THE
PORTRAIT**

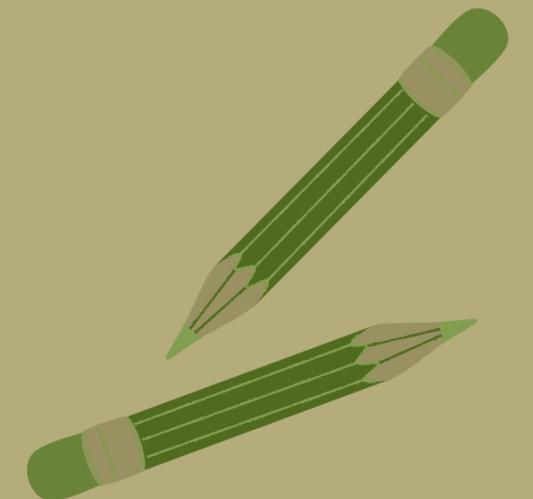
Developing a plan on how to implement it into our existing practices and how to best support our students, teachers, and campuses through the process



MASTERY GOAL 1

383

All students in the LCSD are provided a positive learning experience that meets the Student Bill of Rights and highest factors influencing student achievement.

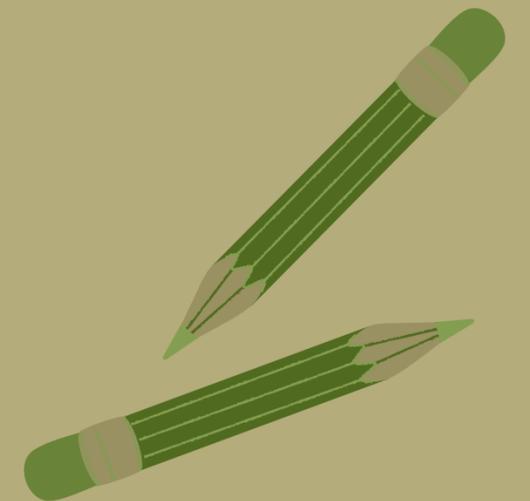
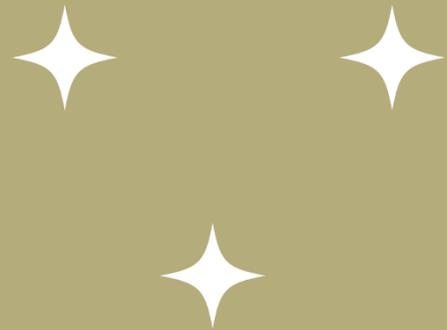




MASTERY GOAL 2

384

Graduate all LCSD students to be college, career,
and life successful.



**Lyon County School District
Board Memo**

Date: November 15, 2022
To: Board of School Trustees
From: Tim Logan, Deputy Superintendent
Re: Yerington/Smith area schools' highlights and updates

Recommendation

That the LCSD Board of Trustees approve a report by the Yerington/Smith 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 Yerington Elementary School
One page summary of Yerington Intermediate School
One page summary of Yerington High School
One page summary of Smith Valley Schools

*Respectfully Submitted,
Tim Logan, Deputy Superintendent*

112 N. California St.
Yerington, NV 89447
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www.yes.lyoncsd.org



Shannon Coombs
Principal
Alfredo Martinez
Assistant Principal
Christine Mayes
Counselor

Highlights for 2022-23

- ⇒ YES is building a culture with the explicit help from our Family Night Committee where families are welcomed and are excited to come to school events! We have had extremely high participation in our Open House, our Literacy Family Night/Book Fair, and our Fall Harvest Carnival. We continue to work on expanding these Family and Community Opportunities.
- ⇒ YES is partnering with the 21st Century Grant to provide tutoring at the YES Campus Monday-Thursday, in conjunction with the Boys and Girls Club of Mason Valley, focusing on direct reading and math instruction to support the LCSO Curriculum.
- ⇒ Continuing PBIS Rewards to motivate students to be Respectful, Responsible and Safe in all aspects of their lives, everywhere that they go! We are also communicating these expectations and working with parents so there are similar expectations between home and school.
- ⇒ PBIS: We are on our second year of Tier 3 Implementation and utilize SWIS to analyze student behavior data so that we can provide appropriate interventions to students who need them. The Tier 1 team meets once a month to discuss school-wide data and how we can adjust what we provide students, and the Tier 2 team meets once a month as well in order to look at the students who are receiving specific interventions.
- ⇒ Our new SEL program. Second Step Digital, is being implemented this school year and teachers are reporting that students are receiving explicit growth mindset and goal setting strategies, to work through problem solving skills, emotion regulation and having empathy and kindness towards others.
- ⇒ YES PTO continues to be involved throughout the YES Community all year long! They sponsor the annual all-school Pink Walk which celebrates cancer awareness and the fight against cancer, the spring Jump for YES fundraiser, the annual YES yearbook and the Fall Clubs Choice fundraiser. In September 2022, the Clubs Choice fundraiser raised \$16,946.50 to benefit the entire YES Community. We cannot wait to work with YES PTO on their upcoming plans for these funds!
- ⇒ Three Teacher Leaders at YES are working to support new teachers as well as veteran teachers with instructional strategies, behavior management, or any other need that may arise. They are supporting our school-wide Professional Development as well as providing individual support to teachers.

Yerington Elementary School Continuous Improvement Goals for 2022-23:

School Goal 1: By the end of the 2022-23 school year, we will increase the percentage of students at or above the 60th percentile in Reading and Math, as measured by MAP for each grade level

School Goal 2: By the end of the 2022-23 school year, 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

School Goal 3: In the 2022-23 School Year, YES will have all staff members using the PBIS databases, with all staff explicitly teaching and reviewing expectations and documenting student interventions.



"Commitment to Excellence"

215 Pearl Street
Yerington, Nevada 89447
(775) 463-6833
Fax (775) 463-6840

YIS 2021-22 School Year Highlights

- YIS continues implementation of student 1 to 1 computers.
- At Summer Camp each week we focused on an academic unit of study which culminated in a walking field trip to local establishments. Students meal planned and shopped at Raley's, studied first responder jobs, and visited the fire station, physical fitness gym, local pool, and a study of the local history with a trip to the Yerington Museum.
- Renaissance Gold Card trip to the Fallon's Top Gun Skating facility. 387
- Student Council held a Spirit Week and Halloween Celebration for the Yerington Elementary School kindergarten students.
- 2021 Sports achievements: Girls basketball 7th grade won the championship and the good sportsmanship award, the 7th and 8th grade volleyball played district teams and were undefeated. YIS wrestling had winning seasons for several athletes and won the Tah-neva tournament. Cross Country and Track also had many outstanding athletes
- Three teachers and our Vice Principal were selected to serve on an expert panel for the CLIP (Curriculum Learning Improvement Project) sharing experiences and expertise from the classroom.
- YIS student council is currently holding a fundraiser, purchasing stars to hang in the hallways for Veterans.
- Teachers continued to receive professional development in the Elevations platform to learn instructional strategies for our English Language Learner students.
- YIS held 8th grade promotion and parents sponsored the 8th grade dance that same evening
- Spring 2021 YIS results of the NV School Climate Survey/Social Emotional Learning Survey showed increased positive results over previous years.
- Enrichments/Electives at the end of the day have returned this year allowing students to have additional options for study. We have added several middle school level CTE introductory courses: Agriculture, Digital Design, Everyday Heros, Teening to Adulthood, Paiute Language, Archery, Art, Beginning and Advanced Band, Choir, Business Innovation, and Lifeskills.

YIS Areas of Focus for 2022-23

- YIS students will show growth in math results as measured by SBAC.
- YIS EL students will show growth as measured by the WIDA ACCESS test.
- YIS will continue to improve instruction through collective teacher efficacy and focus on the elements of effective instruction that impact improved student performance.
- YIS will continue to nurture a positive school culture. We will continue to work where students, staff, parents, and stake holders are proud to be part of our school community.

Yerington High School

Kathy Bomba-Edgerton, PhD
Principal

Ally Sceirine
Assistant Principal

Todd Hunt
Counselor

114 Pearl Street
Yerington, NV 89447
Phone: (775) 463-6822
Fax: (775) 463-6828



"GO LIONS!"

www.yhs.lyoncsd.org

Yerington High School Highlights

- ❖ Added another Paiute Language class for second year students, Paiute 1 and Paiute 2
- ❖ Increase our dual credit classes and instructors
 - Offering dual credit: English 101, EDU 110, SPN 111, Math 110, and Math 126
 - We now have 4 YHS teachers offering dual credit through WNC
 - Total of 70 students enrolled in dual credit classes
- ❖ Entering tier 3 of PBIS
- ❖ In-Person Link Crew training
 - Leadership students went to Antelope, California to learn new activities to bring the student body together and to develop stronger relationships with the freshmen this year
- ❖ Seniors completed career exploration interviews of community members.
- ❖ National Honor Society made goodie bags for seniors at the assisted living center. They are also organizing our veteran's assembly to honor our local veterans.
- ❖ Dakota Snyder had her short story published in the New York Times Learning Network. She won a bronze award for writing.
- ❖ Mia Reviglio won the state level Lion's Club Speak Up Contest. She earned \$6250 in scholarship for her speech about whether or not community service should be required by high schools.
- ❖ Offering a student study hall every Tuesday and Thursday from 2:45 to 4pm
 - Students can make-up work, take tests, work on job applications, scholarship applications or complete projects
- ❖ Installed Promethean boards this summer so every teacher at YHS has a Promethean board in their classroom
- ❖ First MAP Data Parent University
 - Parents were given information from the student profile regarding math, reading, and science

2022-2023 School Goals:

- ❖ We will reduce failure rates each semester by 5%.
- ❖ We will strengthen our PBIS program and reduce referrals by 5% every semester.

SVS HIGHLIGHTS 2022-23

- Continued commitment to a positive and supportive school climate/culture for all school stakeholders. SVS exceeded both the district and state averages in 11 of the 12 topic areas on The Nevada School Climate/Social Emotional Learning Survey in grades 5 - 12.
- Nearly half (5 of 12) of the NV-SCSEL topic area results were in the “most favorable” benchmark performance level area.
- SVS achieved a 100% graduation rate for both 2020-21 and 2021-22 school years.
- The SVS volleyball team achieved a 1st place ranking going into regionals for the second straight year. In addition, they also earned the NIAA All State Academic Team award for the second year in a row.
- 12 SVS staff are also alumni of SVS. A true example of giving back to one's community and school.
- The Charleston Wrap fundraiser earned a total of \$16,656 with \$6,337 going to the elementary students of SVS. A rodeo fun day/clinic is being planned in celebration of this stupendous achievement.
- More than 80% of the secondary students at SVS are involved in one or more extra-curricular groups/athletic teams.
- Student Council has planned and facilitated multiple student and community events including homecoming week “Bulldogs Gone Wild”, Week of Respect, Bulldog Holiday Fair, and many others.
- A beautiful, and safe, new gym floor has been installed in the back gym complete with a huge bulldog head logo!
- The SVS PBIS team has fully implemented tier I supports and is in the process of integrating tier II supports. Huge kudos to the work being done by the SVS PBIS team!
- Average daily attendance across every grade level is above 95%.
- Rotary and SVS collaborated in organizing and running a very successful career fair that included 22 different organizations/career opportunities from across the county including many being from Smith Valley.

SVS SCHOOL PERFORMANCE PLAN 2022-23

STUDENT SUCCESS - GOAL 1: *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%.*

ADULT LEARNING CULTURE - GOAL 2: *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.*

CONNECTEDNESS - GOAL 3: *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.*

Lyon County School District Board Memo

Date: November 15, 2022
To: Board of School Trustees
From: Wayne Workman, Superintendent
Re: Policy JHA: Student Wellness

Recommendation

That the Board of Trustees approve the revisions to LCSD Policy JHA: Student Wellness as a second and final reading.

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 Chartwells, 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.

Since the last board meeting, an addition was made to clarify the exemptions from the Smart Snack Nutrition Standards during Special Occasions. The changes are highlighted in yellow.

Since there is a revision to the draft, the Board may choose to approve this as a second and final reading or approve this as a second reading and request a third and final reading.

Budget Considerations

N/A

Discussed at Previous Meeting

October 25, 2022

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

The following special occasions or holidays are exempt from Smart Snacks Nutrition Standards:

- A) In observance of state or national holiday such as Nevada Day;
- B) For established observances such as Christmas, Hanukah, Kwanzaa, New Year's Day, Martin Luther King Jr. Day, President's Day, Memorial Day, Juneteenth, Independence Day, Labor Day, Columbus Day (Indigenous Peoples' Day), Veterans Day and Thanksgiving;
- C) School Community observances, such as birthday parties;
- D) As part of a learning experience related to the reinforcement of established lesson plans in the Classroom.

Exempt food items cannot be sold on campus during the school day. They must be made available free of charge to the students.

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 from fat
	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 day.

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~~

- ~~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~~

DRAFT

**Lyon County School District
Board Memo**

Date: November 15, 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 second and final 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

September 27, 2022
October 25, 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: November 15, 2022
To: Board of School Trustees
From: Don Lattin, LCSD Legal Counsel
Re: Potential violations of LCSD Policies BBA, BBAA, BBF, BCD, and BDD by Board Member Sherry Parsons

Recommendation

At the discretion of the Board of Trustees.

Background Information

Members of the Lyon CSD Board of Trustees, including the past three board presidents have continually been required to call Trustee Parsons to order regarding her comments and disruptive behavior during board meetings over the past number of years. Trustee Parsons was hand delivered (as required under Nevada's Open Meeting Law) a letter on Tuesday, October 25, 2022, informing her that her character and competence would be discussed at the November 15, 2022 board meeting.

Budget Considerations

Unknown

Discussed at Previous Meeting

No

Attachment(s)

LCSD Policy BBA: Board Power and Duties.pdf
LCSD Policy BBAA: Individual Board Member's Authority and Responsibilities.pdf
LCSD Policy BBF: Code of Conduct.pdf
LCSD Policy BCD: Board-Superintendent Relationship.pdf
LCSD Policy BDD: Board Meeting Procedures, Notice and Agenda.pdf
Trustee Parsons letter.pdf
Sherry Parsons 11.15.22.pdf
2022 Meeting Discussion Sherry Parsons.pdf
Trustee Parsons Notice Letter 10-2022.pdf

*Respectfully Submitted,
Don Lattin, LCSD Legal Counsel*

BOARD POWERS AND DUTIES

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

1. Legislative or Rule-Making Authority

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

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

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

2. Judicial Authority

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

3. Closed/Administrative Authority

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

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

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

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

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

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

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

Policy #BBA
Adopted 09/25/07

INDIVIDUAL BOARD MEMBER'S AUTHORITY AND RESPONSIBILITIES

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

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

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

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

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

1. Request for Information

Any individual Board member who desires a copy of an existing written report or survey prepared by the administrative staff will make such a request to the superintendent. A copy of the material will be made available to each member of the Board. Requests for the generation of reports or information which require additional expense to the district must be submitted to the Board for consideration.

2. Requests for Legal Opinions

Any Board Member may request a formal legal opinion during a Board Meeting by addressing the request to the Board President. The Board President will direct the Superintendent to present the request to legal counsel. If the legal opinion sought involves the Superintendent's employment or performance, the request should be made to the Board President privately and the Board President will present the request to legal counsel. Legal counsel is responsible to the Board.

3. Action on Complaints or Requests Made to Board Members

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

4. Board Member's Relationship to Administration

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

5. Contracts or Agreements Made By Individual Board Members

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

Policy # BBAA
Revised 07/24/12

BOARD MEMBER CODE OF CONDUCT

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

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

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

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

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

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

Board Member Printed Name

Date

Board Member Signature

Policy #BBF
Revised: 03/23/21

BOARD-SUPERINTENDENT RELATIONSHIP

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

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

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

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

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

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

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

Legal Reference(s): NRS 241.031

Policy #BCD
Revised 4/25/17

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

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

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

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

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

LCSD Trustee/Superintendent Communication Protocol

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

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

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

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

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

BOARD MEETING PROCEDURES, NOTICE AND AGENDA

Quorum

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

Vote Needed for Exercise of Powers

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

Board Member Voting

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

Abstaining from Vote

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

Parliamentary Procedure

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

Except as otherwise provided by state law and/or Board policy, the rules of parliamentary procedure comprised in 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

Trustee Parsons,

Hello Sherry. It was unfortunate that you were not able to attend our meeting scheduled for Wednesday morning 3/28/18 at Fernley High School. We tried to contact you that morning but were unable to reach you. Our intentions for the meeting were to help our board improve and become better elected officials. As part of that goal, we wanted to give you some constructive feedback on how to better contribute to the board as a trustee. We realize that each of us has things we need to adjust and improve upon to become the best trustees possible. The following items were going to be discussed at the meeting. We hope that you will take some time to read through and reflect upon them.

1) Having discussions about items on the agenda not currently open to the floor to discuss.

It has been observed that very frequently you start discussing items out of order. For example, if the Chair has opened agenda item: *approval of the agenda*, and the floor is turned over for you to speak you then proceed to start talking about how you want the minutes changed from the last meeting. The agenda item of minutes from last meeting had not been opened to discuss. This puts you and the entire board in violation of breaking open meeting law. We cannot discuss any agenda item any time that we wish. We must stay on topic in order to stay in compliance with the open meeting law. The chairperson is constantly saying, "Sherry we are not on that item."

** This is a very easy problem to solve. Each meeting Margaret places the outline of all the agenda items on our tables. It is typically a 2 paged, double sided, and stapled document. On this document the agenda items are numbered. As the Chair goes through the meeting they will verbally announce the number and agenda item open for discussion. Board members and anyone else in the meeting needs only to listen and follow along.

2) Talking out of turn and not properly addressing the Chair.

The Lyon County School Board has adopted Robert's Rules of Order Newly Revised "Procedure in Small Boards" as their guide to parliamentary procedure. This can be found in our policy BDD. As part of proper procedure in open meetings, individual trustees cannot start speaking whenever they wish to do so. Trustees must wait for the Chair to turn the floor over to them for discussion. This is done to keep order in an open meeting. It is also a sign of respect to fellow board members that they can voice their thoughts and opinions without interruption. Each trustee will be given time to speak if they request, but only in the order in which the Chair calls upon them. The Chair is to be addressed as Mr. President or Madam President, depending on who presides.

**This is a very easy problem to solve. I know that we have had multiple discussions with you on how to get the Chair's attention so that you can be added to the list to speak. Please raise your hand or get the Chair's attention in a quiet manner. You can also let the clerk know that you wish to speak, and they will inform the Chair. When addressing the Chair simply say, "Madam President or Mr. President" as the situation deems necessary.

3) How to put things on future agendas.

This topic has been discussed many times at past board meetings. The issue here has to do with getting items on the agenda during the weeks between meetings, not at the end of a current meeting. According to LCSD policy BDD:

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.

**This is a very easy problem to solve. This policy clearly states that the Board President and Superintendent must be the ones notified of any future additions to board meeting agendas. This does not mean that you can call Margaret (Board Secretary) and tell her what to put on a future agenda. You need to email or call the current Board President or Superintendent. This helps us to know the intent and attachments that may be needed to fulfill your requests.

4) No “surprises or gotchas” at board meetings.

This particular one seems to be happening very frequently. It is completely unnecessary and unfortunate. The Nevada Association of School Boards has a document titled *School Board Trustee Code of Conduct*. In this document they specifically list the following as a bullet point:

- Contact the Superintendent before board meetings for more information on agenda items or to address concerns, rather than surprise him in public.

This is done out of professional courtesy for him and others in the district. We have had many trainings with NASB when we have discussed board & superintendent relations. When you purposely try to air what you believe as “dirty laundry” in an open meeting you make the board look unprofessional. Unfortunately, you have not only done this to our current Superintendent but to the Board President and Board Secretary as well. Some examples of this are the following:

- a) When you declared that the Superintendent contract was done illegally.

In the February 27, 2018 meeting you stated, “By law we have five days to go over any of that item, so it wasn’t actually legal.”

- b) When you made Margaret look incompetent.

In the June 27, 2017 meeting we were going over the evaluation for the superintendent under the human resource item, while commenting on not getting a computer for 6 months you stated, “One item was left on your secretary’s desk. I guess you seen everybody working with me, and then they had to come and program it or something, and no, it’s not functioning well in some respects. And, I made a trip down to Yerington, I wanted a copy, an audio copy, and here I make a trip down there to get an audio copy of the meetings. I go back home, and that was blank, that disk. So, you’d think if someone’s traveling that many miles they want it, they want to listen to it, it would be on there, you know. So, there are some problems...”

- c) When you made the Board President seem out of line in making a simple request.

In the June 27, 2017 meeting regarding the Board President's request to print off the board self-evaluation tool and bring it to the meeting so that it could be turned in to Margaret (Board Secretary) for inclusion in the minutes you stated, "I was irritated when you said, (using a condescending voice) *"Make a copy on your computer and print it all off so we can have it so we can give it to Wayne."* That little bit of work irritated me. You are just a board member just like me. I'll tell you what, I did not like that. This is it, you're going to be making far more important decisions than that one. You know what I'm sayin'?"

- d) When you mislead the public to believe that the school board has been having meetings without including you; as well as, getting information that you do not get.

In the January 23, 2018 when we were going over the board self-evaluation tool you stated, "I'm wondering, I don't know, if I haven't been invited to some meetings because they're saying things like the board has a retreat, and they examine their performance. Now I have to give a zero to that because I've never been on a retreat. You know? So, that is how come. I just went through, answered the questions truthfully and then come up with the grade. But yeah, so, if this is what we're going to use as our guideline what we have to do, then we have to do the things in here and there's a lot of things we are not doing at all. Like it says we have to make sure that all the members get the same information. Well I can tell when we come here sometimes things have been discussed and they were never discussed with me, and I never got the information. So if this is what we're using and everybody's supposed to get the same information then it's either a zero or it's a ten."

**This is a very easy problem to solve. All you need to do is address your concerns before the meeting. Talking thorough concerns is much more appropriate and considerate when done before an open and public meeting. There has never been a retreat or board meeting that you were not invited to. We had a workshop one Saturday to discuss growth in Fernley that you chose not to attend. You are given the same information as everyone else. There are times when individual board members contact the Superintendent, or others within the district, with questions and they are given appropriate answers to help them make decisions. You have the right and ability to ask Mr. Workman questions during the work week, just like the rest of us.

Also, it is very difficult to get you information when you do not check your emails, answer phone calls, get texts, or clean off your answering machine so that it is not full and not accepting any new messages. Margaret must go above and beyond to get you necessary information by frequently sending you envelopes with all the emails printed off in them for you to read. A little gratitude for the extra mile she gives to you, and not the rest of us, would be appreciated and appropriate.

5) Making personal character and competence comments in a public meeting.

Sherry, this is a very important topic to discuss and solve. We have discussed in open meeting with our attorney Don Lattin how important it is not to fall into this trap. You are putting

yourself at risk of being sued by individuals or parties. You are also putting the school board and school district in danger of being sued. There have been multiple times where you have been borderline inappropriate in your comments. Some examples of this follow:

- a) In the February 28, 2017 meeting you insinuated to the public that the district or the IT department was hiding computers from teachers. The head of the IT department is Alan Medeiros and you continuously verbally blasted him throughout the meeting and put his work ethic into question. You wouldn't let him answer question after question that you posed to him. In regards to an IT survey you said, "I will not do one that the District puts out. The District has to do it on the internet. They (teachers) don't want to do anything that will make the tech department mad at them." You told the public that the IT survey needs to be done on sites where the tech department can't figure out their identities. Mr. Medeiros commented that he was a little offended by this because he is a professional and anyone who knows him, knows that he treats all teachers the same, with respect. You also said, "It's just like anything else, big government, he uses the money up there, he gets what you used to have, you don't get what you used to have."
In the March 28, 2017 meeting you stated to Mr. Medeiros, "The report said the only person they (the teachers) didn't complain about was their site tech. Now they are saying that you (Mr. Medeiros), who they complained about, want to take over that job."
- b) In the June 27, 2017 meeting when we were discussing the Superintendent's evaluation you defamed Mr. Workman's character by telling the public that Superintendent Workman didn't like to speak with parents. While referencing a previous discussion on graduation you said, "You had had enough of the parents, I could tell. So you just wanted the kids to make the decision. So I have a feeling that they'd been calling a lot that week, right? I don't know. Have they?.....You know, the meeting where we were deciding whether that they would be, it would be grade point average, we would have salutatorian, valedictorian, or what was that other thing?.....and you definitely said, "No parents." Go back and listen. You didn't want parents. And so, and I think that this is it, they are a pain in the neck, like when you do surveys with them too, but if you don't include them sometimes. Somethings gonna blow up you know. And so I think it's very important to have the parents."
- c) In the March 28, 2017 meeting you insinuated that Mr. Workman isn't involved in overseeing the IT department. You asked Mr. Workman, "Do you go to the Tech meeting every month?" He answered in the negative to which you said, "See! You don't even want to go to it! They (the teachers) don't want to go to it! So they need to be reimbursed for going to it. Because you set it up, right?" Without allowing Mr. Workman to answer you said forcefully, "When things were going south you set it up not me!"

**This is a very easy problem to solve. Please stop berating people in an open meeting. If you have an issue with what is going on, then simply talk to them in private at some other time.

6) Inappropriate comments.

The following is one example:

In the February 2018 meeting you made some inappropriate comments during your board member report. In regard to the safety tour we had just taken around SSES you said, "The only thing that I noticed was there was no "Constantine barbed wire" at the top. I mean I think my kindergarten little girl could climb that fence. I just don't know. I could see somebody with a gun, with a, flipped over their shoulder could easily get it. I just don't understand how, you know. I think it needs more. I just don't see how it's really gonna stop anybody that really wants to go over it, except for maybe a fat six year old, you know. I don't know. But you know I just can't see how it would stop an adult or older child. So, you might want to consider something like that." Not only was this comment about fat kids inappropriate, it came out as ridicule to the architect and contractor sitting in the audience listening.

***This is an easy problem to solve. Kindly refrain from making inappropriate comments during our open meetings.

Mrs. Parsons, believe it or not, we would like to help you become the best board member possible. It behooves all of us to work together and help each other out. This letter to you is meant to be helpful and give you suggestions for improved board meeting behaviors. Not only to help keep you free of breaking open meeting law, but also protecting the board as a whole. If you have any questions please don't hesitate to contact any of your fellow board member peers, Superintendent Workman, or legal counsel Don Lattin. We look forward to seeing you at the April board meeting.

Best Wishes,

Board President- Bridget Peterson

History of Sherry Parson's comments at board meetings:

The quotations of Sherry speaking are taken from recordings of the meetings.

- Feb. 28, 2017: Item 18. commenting on the update on the work of the IT Committee,
 - With the moving around of computers, Ms. Parsons questioned “Isn’t that labor intensive? Isn’t that wasteful?” Sherry interrupted Mr. Medeiros multiple times as he was trying to answer. Neal McIntyre commented that when Ms. Parsons asks a question it would be nice to let Mr. Medeiros answer.
 - Ms. Parsons stated that teachers told her, “I will not do one (take a survey) that the District puts out. The District has to do it on the internet.” “They don’t want to do anything that will make the tech department mad at them.” She stated that the survey needs to be done on sites where the tech department won’t know their identity. Mr. Medeiros stated that he was a little offended by this because he is professional, and anyone who knows him, knows that he treats all teachers the same, with respect. He defended the professionalism of the department and of himself. She said she only knows what she’s heard.
 - Ms. Parsons requested to have on the next agenda to take the tech funds for the computers from the District and give it back to the schools, because “it’s just like anything else, big government, he uses the money up there, he gets what you used to have, you don’t get what you used to have.” She stressed that schools purchase computers and the tech department takes them out.

Issues: Ms. Parson’s belittled the head of the IT department and questioned his character and competence in an open meeting when he had not been noticed. She also interrupted Mr. Medeiros multiple times as he was speaking.

- March 28, 2017, Ms. Parsons commented on the item to review Policy IA, District purchasing staff computers.
 - “The principals worked with the teachers and seen who needed what and then as those, even as those in the office were handed down to the teachers. That’s when they had over two hundred for each school, and then they (the tech department) went in, and that’s when that scathing report for last month come out, they (tech department) took out over a hundred, and which ones they took out were the ones that the teachers had that the principals mostly had bought, the ones who used their money wisely, and they took and used it on the computers, they took them out, And they started kicking and screaming.” Mr. Stevens explained why old computers that didn’t work were removed. Mr. Medeiros defended the District methods for the process of maintaining the staff computers.
 - Mr. McIntyre explained that the staff has devices provided by the district so he thinks Ms. Parsons must be talking about the student computers. Ms. Parsons

interrupted Mr. McIntyre saying, “You haven’t been talking to the teachers or you’d know they worked.”

- Ms. Parsons spoke directly to Mr. Medeiros, “The report said the only person they (teachers) didn’t complain about was their site tech. Now they are saying that you (Mr. Medeiros), who they complained about, want to take over that job (of choosing the site tech).”
- Ms. Parsons spoke directly to Superintendent Workman, “Do you go to the Tech meeting every month?” He answered in the negative to which she “See? You don’t even want to go to it! They don’t want to go to it! So they need to be reimbursed for going to it. Because you set it up, right?” Without allowing Mr. Workman to answer she said forcefully, “When things were going south you set it up, not me!” President Peterson interjected, asking Ms. Parsons to let Mr. Workman speak.
- Ms. Parsons deviated from the agenda item, commenting on the way the tech staff come to the schools, in twos, with one standing entering a password. President Peterson tried to stop her from speaking and go on to get a vote. Mr. Stevens stated that she was speaking about peoples’ competence and that this was not at all what was on the agenda. Ms. Parsons continued, arguing that she was not talking about anyone’s competence. Mr. Lattin (legal counsel) had to quiet her and explain the situation. She continued to defend her comments and interrupted President Peterson multiple times.

Issues: Ms. Parsons spoke without being assigned the floor and interrupted the Chair multiple times. Ms. Parsons interrupted Mr. Workman multiple times. Ms. Parsons was discussing items not on the agenda.

- January 23, 2018
 - Regarding the Board self-evaluation, after the other Board members spoke, Ms. Parsons questioned how they resulted in high scores, and said, “I’m wondering, I don’t know, if I haven’t been invited to some meetings because they’re saying things like the Board has a retreat, and they examine their performance. Now I have to give a zero to that because I’ve never been on a retreat.” She laughed, “You know? So, that is how come. I just went through, answered the questions truthfully and then come up with the grade.”

Issue: Ms. Parsons questioned the integrity of the board. All board members are invited to board workshops/retreats. She chose not to attend.

- February 27, 2018-During approval of the minutes:
 - During the item to approve the minutes of the January meeting, Ms. Parsons was confident in her misinformation that she shared. She declared it was five days that

is required to receive information. (OML says three working days to receive the agenda.)

- She declared the Superintendent's contract to be "not legal."
- She suggested that the other board members did not read their agenda, stating that they would have noticed pages being double printed. (The other board members look at the digital online packet sent to all of them on a group message. There were no double printed pages).
- She stated, "By law we have five days to go over any of that item, so it wasn't actually legal." The superintendent clarified the information, Ms. Parsons interrupted him multiple times. She then argued with the legal counsel on his information that the item on the contract is invalid or illegal.
- She interrupted Mr. McIntyre during his time to speak.
- Ms. Parsons again did not appear to believe the explanations, still insisting that she didn't get all the information in five days.

- During the Board Member Report Ms. Parsons' dissatisfaction with the results of the fences put up at SSES and SSMS for safety, came out as ridicule in front of the architect and contractor: "The only thing that I noticed was there was no "Constantine barbed wire" at the top, I mean I think my kindergarten little girl could climb that fence, I just don't know, I could see somebody with a gun, with a, flipped over their shoulder could easily get it. I just don't understand how, you know, I think it needs more. I just don't see how it's really gonna stop anybody that really wants to go over it, except for maybe a fat, six-year-old, you know I don't know, but you know I just can't see how it would stop an adult or older child. So, you might want to consider something like that."
- Ms. Parsons made a motion to bring back the Superintendent's contract on the next agenda, "due to not obtaining the information in a legal time."
- Ms. Parsons insisted, in spite of President Peterson repeatedly stopping her, to discuss the item of the Superintendent's contract during this last item. She interrupted legal counsel multiple times as well.

Issues: Ms. Parsons will not wait to be assigned the floor to speak and constantly interrupts. She has a difficult time staying on task and participating in discussions at the appropriate times. She argues with legal counsel. Ms. Parsons put the integrity of the entire board into question by repeatedly insinuating that the Superintendent's contract was illegal. Ms. Parsons makes offensive comments and insults individuals with whom the district contracts. She also speaks about issues during the wrong agenda items.

Training Opportunities:

- Once elected to serve, Ms. Parsons was invited to attend the annual conference put on by the Nevada Association of School Boards (NASB) in November of 2016. This conference is offered to newly elected trustees so that they might receive some training before assuming office. At this training she attended:
 - Nevada’s Open Meeting Law for School Boards, Ethics Requirements for Public Officials, Special Education Law, Dimensions of the Board and Superintendent Relationship
- Between Jan. 2017-December 2018, Ms. Parsons has attended every training offered through NASB, except for two offered on August 4, 2017, and January 26, 2019. During those two years she received training on open meeting law three times, ethics training four times, board & superintendent relations four times, budgets four times, and Roberts Rules of Order. It should be noted here that each member of the Lyon County School Board of Trustees has been given an individual copy of the book *Robert’s Rules of Order -Newly Revised -11th edition* for personal use and study. Ms. Parsons attended a NACTE conference in July 2017, which the CTE department paid for, but she did not attend the different sessions throughout the four days. She said, “I just wanted to talk to the vendors.”
- Aug. 29, 2017
 - Mr. Stevens asked Mr. Lattin to prepare a report explaining the boundaries for the board in speaking on character and competence, and the correct procedure for talking about people in certain ways. (Mr. Lattin presented this at the 10-24-17 meeting.)
- During board meetings 2017-2018, the LCSD Board of Trustees had numerous agenda items reviewing and discussing board member code of conduct (Aug. 2018 & Sept. 2018 & January 2019) and various other board governance policies (BDD, BBAA, BHB, BCD, BBA, BBF, BE, BG, BCA, BCB).

Issues: Ms. Parsons continually disregards her training and responsibilities as an elected school board trustee. She also openly admits that she walks the line of breaking OML but in her opinion doesn’t step over the line. Sherry Parsons has no respect for following Roberts Rules of Order, keeping the board Code of Conduct, adhering to many other board governance policies, and shows little to no regard for her fellow board members and the office of Board President.

Difficulties with other Staff Members and Board Chairs:

History with the Administrative Assistant:

- It is difficult to get ahold of Ms. Parsons. It is necessary to call her three times in a row before she will pick up the phone. Even then, she does not always answer her phone and there is no way to leave a message, her voice mailbox is full.
- Ms. Parsons said she does not check her email, either the district email provided to her or her personal email. Emails to her periodically get sent back as undeliverable.
- The administrative assistant sends her weekly envelopes full of printed off email notifications. Ms. Parsons does not seem to read these printed email messages.
- Sherry is the board member assigned to the Safety Committee, Alan Reeder and the administrative assistant have had to try multiple times to notify her of their meetings.

History with Chair Peterson (2017-2018)

- During the years 2017 & 2018, Bridget Peterson-Board Chair, tried multiple times to help inform and correct Ms. Parsons's behaviors and comments. Many times, she was individually talked to before and after meetings, assisted by the board's legal counsel. Ms. Parsons also declined an invitation by Superintendent Wayne Workman & Chair Peterson to meet and have an orientation to her newly elected responsibilities when she first came onto the board.
- In March of 2018 Bridget Peterson-Board President, Don Lattin-legal counsel, and Neal McIntyre-fellow Fernley board representative tried to meet with Ms. Parsons in person to talk about concerns. Ms. Parsons was a no-show to this meeting. Hence a letter was written in April of 2018 and sent to Ms. Parsons via certified mail.

The following are excerpts taken from Chair Peterson's letter sent to Sherry via certified mail:

Speaking on wrong agenda items:

Taken from the letter written to Sherry in April of 2018:

It has been observed that very frequently you start discussing items out of order. For example, if the Chair has opened agenda item: *approval of the agenda*, and the floor is turned over for you to speak you then proceed to start talking about how you want the minutes changed from the last meeting. The agenda item of minutes from last meeting had not been opened to discuss. This puts you and the entire board in violation of breaking open meeting law. We cannot discuss any agenda item any time that we wish. We must stay on topic in order to stay in compliance with the open meeting law. The chairperson is constantly saying, "Sherry we are not on that item."

Taken from the meeting recording on May 22, 2018:

During discussion on the Board Code of Conduct Ms. Parsons brought up the topic of computers, again, and when asked to focus on the agenda item she announced to the crowd,

“And for those of you who don’t know, here, we are getting our computers back in the classroom.”

Taken from the meeting recording on December 18, 2018:

After a motion and a second there was discussion on the augmented budget. Ms. Parsons said, “I just want to mention, that ah, we passed, when we all were there to talk at the Fernley Board for our, cuz that’s an important part of our budget, but we lost at the, cuz there was nobody there, because I was told that somebody wanted to take it over and do it. So, I didn’t bring any documentation nothing and at the, ah.” President Peterson asked if this was about our augmented budget. She said, “No, this is about the uh, it’s about, kinda it’s about our budget because we’re going to lose one quarter of Fernley’s money if we don’t get it passed, if we don’t get a bunch of people there to pass it, because....”

Chair Peterson stopped her comments because they were about the Fernley Redevelopment District and not the augmented budget.

Taken from the meeting recording on December 18, 2018:

Board discussion about the resolutions augmenting the FY19 budget was taking place when Ms. Parsons brought up a specific payment made to someone in the pay bill that was passed during the consent agenda. She then started talking about a security system not working in Fernley because of a lack of bandwidth. “You know, the what we pay for, the security system that it doesn’t have enough bandwidth to do what it’s supposed to do. It can do certain things but not everything, so... When’s the completion date that we can expect it to be working since we paid so much for it?”

Speaking out of turn:

Unfortunately, this happens every single meeting and Ms. Parsons is constantly asked by the Board President/Chair to stop her comments and wait for her turn. She has little to no regard for following Robert’s Rules of Order and for her fellow board members.

In the letter written to Ms. Parsons in April 2018 this topic was discussed and she was asked to wait to speak until she is assigned the floor by the Chair.

However, she continues to speak out of turn and over other board members.

Taken from the meeting recording in the May 2018 board meeting:

When discussing the Board Code of Conduct Ms. Parsons interrupted Mr. Stevens 5 times while he was granted the floor to speak. Sherry disregarded the Chair when asked to wait her turn.

Taken from the meeting recording on June 26, 2018:

During the Superintendent evaluation Ms. Parsons did not follow directions on the evaluation to give ratings, she ventured off on many different subjects. Other trustees asked that she get back

to the evaluation. She disregarded them. She completely ignored the Chair when asked to get back to the evaluation.

Disregarding Legal Counsel:

Ms. Parsons consistently disregards any legal counsel given by the board’s legal representation. She admitted the following during the September 25, 2018, board meeting:

Discussion was going on about the whether or not the board wanted to bring back the nutrition policy for **future** discussion and possible changes when Ms. Parsons started talking about peanut butter sandwiches, allergies, and cheese sandwiches. President Peterson asked Mr. Lattin (legal counsel) if Ms. Parsons was getting off topic, to which Ms. Parsons replied, “Well I don’t care what Mr. Lattin says.” President Peterson replied, “I do.” Ms. Parsons laughed and said, “If you want to know the truth, I don’t even care.”

This response drew immediate reactions from visitors sitting in the audience, staff members, and fellow board members. It was extremely concerning to hear Ms. Parsons verbalize blatant disregard for the board’s legal counsel.

Misrepresenting to the public that the LCSD Board of Trustees has taken illegal action and/or broken board policies:

Ms. Parsons has made false accusations to the public that the LCSD has done things illegally or broken board policy. She never has any type of documentation or proof of these incorrect allegations. Nor does she speak to anyone from the district about her allegations prior to the board meetings.

Taken from the meeting recording on February 27, 2017:

Ms. Parsons declared that the Superintendent contract was done illegally. She stated, “By law we have five days to go over any of that item, so it wasn’t actually legal.”

Taken from the June 26, 2018, meeting recording:

Ms. Parsons was discussing the financial section of the superintendent evaluation and said, “Okay, here we go.” She described her view of asking about having enough money to retain the “highly trained nurses”, because she heard that there was going to be “a mass exit of our nurses”. She said, “I understand that what we did was, we have hired some that aren’t really as highly qualified.”

This is not true. LCSD follows NRS as it relates to school nurses and staffing positions.

Taken from the meeting recording on September 25, 2018:

Ms. Parsons asked for a review of Policy EF-Nutrition Services, suggesting that LCSD is not following policy and USDA guidelines and that we don’t provide a balanced meal. She said,

“We are not in compliance with the department of agriculture’s guidelines. And when you start asking questions it gets a little dicey.” She told a story of a little girl who was crying because she couldn’t have the entrée. She added that, “peanut butter, bread, and milk is equivalent to a 16 oz steak and that is what has pushed this nation forward with people.”

LCSD willingly submitted policy EF to the Department of Agriculture for analysis. We received a document in return stating, “The Nevada Department of Agriculture has reviewed your updated Meal Charge Policy EF revised on July 24, 2018. After a thorough review, we find that this policy is in compliance with all USDA guidelines outlined in USDA mem: SP 47-2016.”

Despite this, Ms. Parsons continues to tell the public that we are starving kids and breaking the law. She repeatedly tried for months to put this item back on the agenda for further discussion.

Financial burden to the district.

In November of 2016, Board Clerk Bridget Peterson and Board President Jason Sanderson discussed bringing in Legal Counsel to attend future board meetings. Prior to that point, legal counsel representation was rarely needed or attended board meetings. After discussion, it was decided that it would be wise to have legal representation begin attending board meetings because three new board members were elected to begin serving in January of 2017. Ms. Parsons was one of these new board members. It was very apparent after the first few meetings that Sherry Parsons’s behaviors would necessitate continued legal representation at each meeting. Mr. Workman and Board President Bridget Peterson spoke many times on this subject, weighing the costs of paying legal fees verse the advantages of having legal opinions when open meeting laws and other issues related to Ms. Parsons needed to be addressed. The district has paid thousands of dollars for legal counsel to attend meetings that is directly tied to Ms. Parsons behaviors.

Ms. Parsons also requires all emails and board correspondence be sent to her via certified mail because she will not use her email address. This takes the board Administrative Assistant time and is an additional cost to the district.

Also, Ms. Parsons attended a NACTE conference in July 2017, which the CTE department paid for, but she did not attend the different sessions throughout the 4 days and only talked to vendors.

Conclusion:

In conclusion, Sherry consistently comes unprepared for meetings by not having read her entire board packet, completed evaluation forms, or has not taken the time to ask questions beforehand. Ms. Parsons does not follow proper board protocol. She refuses to work as a team member and consistently insults fellow board members, the superintendent, and district staff. Ms. Parsons also has a difficult time communicating with others. She struggles to put her thoughts into verbiage that others can understand. It is also very difficult to reach Ms. Parsons as she doesn’t respond to email, doesn’t regularly answer the phone, doesn’t text, and it is difficult to leave

messages on her cell phone. Ms. Parsons often presents statements of misinformation that lead to confusion and incorrect assumptions about the district, superintendent, and fellow board members.

August 23, 2022
Board Meeting

Agenda Item 14: Policy EEA: Pupil Transportation and Fernley schools' bus routes

After the presentation, Sherry Parsons stated, "First of all, I think this was done very unethically because Neal asked last month that we put it on the agenda this month that things would revert back to the way they were. And so what you guys did, just to get your own way, you, ah, you says, 'Oh, we're gonna broaden people's choices.' Broaden it? You put these hubs in places that I wouldn't let my dog go. Um, and we have got a policy on that. You always say policy. Oh, were gonna go with Fernley? Well how 'bout let's dividing the bus problem up among all the communities and not making Fernley have to do everything, and take it all? But anyways, um, one of the hubs, my two granddaughters got off, their mother hadn't been notified, got off of the bus, at in front of the tire shop. And guess what, I bet it's a good place for buses because nobody goes down there! It's the worst part of Fernley! And the only other business down there is the secondhand store. But they're not even there all the time because they're an estate business, and they're out getting stuff from the different estates and bringing it to the secondhand store. So, my granddaughters had to walk from that place all the way home, and that is totally unacceptable. And this is what it says in our Lyon County District Board policy, the transportation department will establish safe efficient residential stops within the attendance area. The district will not establish stops at commercial or business establishments. So, you say, 'oh, well Fernley, somebody in their ignorance at one time said that, 'Oh, Fernley's got the biggest population, the most people, the most traffic, so they're gonna say they can walk the furthest?' What kinda person would think like that? No, our kids shouldn't be walking the furthest. Okay, let me see if I have anything else."

Bridget Peterson corrected Sherry, saying that Mr. McIntyre asked for our policy to be put back on the agenda so we could talk about it, so there was nothing shifty about that. He asked...

Sherry spoke over her saying, "No, he did not. He said he wanted to revert back to the way it was."

Bridget continued, "In order for a policy to change, Mrs. Parsons, it comes before the board in which we have discussion on the changes, and approve those changes for a first and second reading. So that is how it is properly done. So this is correct, our policy is here for us to talk about a change, or no change, or what we want it to look like. This is the process it goes through."

Sherry interrupted, "It's not worded the way he said. I don't see any of his wording there."

Bridget explained that that is what we are doing tonight, we are working on that. This is how it happens. She went on to talk about the lack of drivers and the response of the transportation department.

Ryan Robinson explained that the stop Sherry Parsons referred to was strategically placed on NDOT, government property, Woodchuck Rd., so they would not be on commercial property. Woodchuck is a residential road.

Sherry said, "It is not. It's supposed to be residential, read your own rules, you're supposed to let them off at a residential place."

He claimed that it is residential, with homes up and down the road. She said, "What? There are none."

Later she spoke more about the hubs. "And in those areas, I don't know, if you haven't walked down them, you walk down those alleys because they're covered with gang graffiti. You don't want your kids just walking around those neighborhoods and sidewalks. This plan that we had, before you messed it up, developed over the years and made everybody happy. You just, in one fell swoop, instead of dividing it between every community, went in and gutted Fernley."

President Villines spoke on the shortage of bus drivers, and Sherry spoke over her saying, "Yes true, and Fernley is taking it all, Holly."

Sherry continued to speak at the same time as the chair, "Just put it back the way it was and..."

President Villines continued with the shortage of drivers while Sherry argued, "You could, if you put more money into it. But you guys know, you had to give somebody who was making a hundred thousand dollars, you had to double their salary...."

Bridget cautioned her that she was off topic, but Sherry continued, "Now, all of a sudden, you want... Oh, for bus drivers..."

Bridget cautioned, "Point of Order."

President Villines told her repeatedly she was out of order and off topic, while Sherry continued arguing, "They didn't get any of the extra work during the Covid, and they lost all those hours. That's the drivers, the bus drivers. They..."

Bridget stated that the drivers in Fernley want to be driving in Fernley, and the same with Dayton, so it isn't like we gutted Fernley and took all the drivers to Dayton.

Sherry argued, "Yeah, you did."

Bridget attempted to ask Bonita Stevens a question but Sherry continued, "We could, if we wanted to pay the extra money, and we would have people coming out of retirement, they would be driving. But if we're gonna be so stingy they're not gonna do it, because they can go and drive the men for a hundred thousand dollars on a truck line. Why would they do that? You know? That's the problem. You gotta pay. And I see that superintendents, principal, athletic directors, I've been watching this on TV. Who is picking up the slack and driving? But that's what we need to do, is find people that will do it."

While Phil Cowee spoke about the solution and his experience of having to walk to school, Sherry yawned into her microphone.

Bonita spoke on the current policy, lack of drivers, and hub plan.

Sherry questioned her, "You didn't see this coming?" Ignoring the chair, she continued, "You didn't ask the superintendent or the teachers?" while President Villines insisted she stop and ask to speak first.

Sherry said, "Oh, excuse me, Madame President." When asked to calm down, Sherry said, "I'm not gonna calm down."

They discussed the incentives for drivers.

Sherry commented, "Well if you know there's a problem, how come the superintendent, principals, athletic directors, all these people. I know that there's people in this district that used to drive bus. So, and I know they're not driving bus now. And so, how come we're not training them." "Those in charge could ask, and they themselves could get trained. And we could give more money so that some people could come out of retirement."

Bonita spoke about the different personal reasons staff members/drivers left.

Sherry started to speak again saying, "I have the floor and she just kind of answered it. But I wanna know how long is, do you think, is this gonna be a permanent thing, a two week thing? What do you think?"

Harman explained that there is no way to predict this.

Sherry said, "We can keep adding more money till we have them filled." She added, "But I do think you could move some of them from, just kinda like, move some from Dayton down to Silver Springs, and Silver Springs over to Fernley. Couldn't you do that?"

When Harman Bains commented that they might simply quit, Sherry said, "Boy, you got an answer for everything except for getting Fernley some bus drivers."

She continued, "We just need to add some more money. So, I'd like to add that on the agenda for next month. So we can get Fernley some bus drivers."

When Bridget reminded the board that we had this discussion, and it was voted on to wait until the negotiations to take action on it, Sherry said, "We can bring it up again, I think."

Mr. Lattin explained the process of bringing the item back.

Sherry commented, "Why don't you give the superintendent another hundred thousand, Bridget?" "And the poor bus drivers, why don't you just not give them anything?"

When LCCSEA President Kathy Rudy spoke on classified negotiations and pay raises, Sherry commented, "I wanted to give a bonus. You guys can still negotiate later on down. I wanted to give, I want it to be a bonus, so that we could put em on the buses, you know, \$8000 sign on bonus." Kathy continued talking about hourly wages being important. Sherry commented, "They might take it for a year, till we get somebody to fill it up." Later Sherry commented, "I would like to know, who come up with Fernley could walk 2 miles and everybody else can only walk two? Whose idea was that?" Harman explained that it is the board's policy and she replied, "I know, that's what I'm sayin. Who come up with that one? Because that is totally ridiculous and we've got the most traffic and our kids can walk the furthest? That just doesn't make sense. That's ignorant. I mean whoever thought of that one." After the motion to table the item until there are enough drivers to change the policy, Sherry asked, "Is it gonna be on the agenda next month, Mr. Workman, to add more money?"

Issues: Ms. Parsons disregards the Chair, speaks out of turn, and interrupts people. Ms. Parsons insinuates that things have been done unethically, insults staff members and questions their competency, and speaks about items not listed on the agenda.

September 27, 2022

Board Meeting

Agenda Item 7: Board Reports

Trustee Sherry Parsons spoke on the bus situation. She said she went around and looked at the stops. "There's a reason why buses are in residential areas. Sex offenders can't live in those areas." She stated that she went to visit the schools. "They aren't happy about summer school. The ones in charge aren't happy about not getting paid. They said the district just didn't want to deal with it." "Seems like a coincidence that they're all getting financial savings in Fernley. It's seems like a money thing to me." Sherry continued to say things about Fernley being disadvantaged somehow and the other attendance areas getting more money. "It should be the principals and the union that do something about it before next year." "I noticed in some places the trees need water, but otherwise it was great."

Issues: Ms. Parsons states misinformation to confuse people in attendance and insinuates that the board and district are mismanaging the district.

Agenda Item 21: Future Agenda Items

Sherry said, "I just want to put on the agenda for next month about the buses, the school buses, like Mr. McIntyre was talking about, because that was totally unacceptable for us not to have that bus ready for our kids, and our kids being worried about it, and the parents having to put them in cars. That was unacceptable. Washoe County said that they are going to be back to total buses the way it was before by their Fall break." Neal McIntyre stated aloud that Sherry was off topic. This is not a discussion on buses. This is agenda items. Sherry said, "No, I'm not off topic, this is about the bus Neal, Neal. No, you think you're the only one" President Villines directly told her that they needed to be careful not to discuss the item. Sherry spoke on top of the requests for order. "Anyways, this is totally unacceptable so we have to do something about the buses."

President Villines asked for her suggestion with Sherry shouting, "It wasn't your school, Holly. You know what? We lost that game, Holly, by 2 points!"

President Villines pounded the gavel twice and called her to order repeatedly, saying that's enough. She asked Sherry what she is suggesting.

Sherry said, "I'm suggesting that we do something about the buses again."

Phil Cowee reminded them of the discussion on this item on the last agenda where the board voted unanimously. He asked what changed, because they voted to wait until there were enough drivers to...

Sherry said, "It was tabled until something else come up. Something's come up."

Phil continued to speak on not have the additional drivers.

Sherry said, "We can get drivers. We can. Washoe did it, we can do it." Phil asked if she had people.

Issues: Ms. Parsons has blatant disregard for the Chair and following the rules of order. She interrupts and speaks out of turn.



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October 25, 2022

Hand Delivered

Board Member Sherry Parsons, Trustee
Lyon County Board of Trustees

Dear Ms. Parsons:

I have been requested by the Board Chairperson, Holly Villines, to provide you with notice under Nevada's Open Meeting Law that your character, competence and board meeting conduct will be discussed at the board meeting which is to be held at Yerington Intermediate School at 6:00 p.m. on November 15, 2022. The Board will discuss your character, your competence and board meeting conduct and may take action to censure you as a public official. You are invited to attend and present any mitigating factors that you may have regarding your conduct at board meetings.

Please contact me if you have any questions.

Kindest regards,



Donald A. Lattin

DAL:dmg
cc: Holly Villines
Wayne Workman
Erica Cowger
All Board Members