Agenda

Lyon County School District Board of Trustees

A Meeting of the Board of Trustees of Lyon County School District will be held on Tuesday, September 23, 2025, beginning at 5:45 pm Closed Session and 6:30 pm Open Meeting at the following location:

Fernley High School, 1300 Hwy 95A South, Fernley, NV 89408

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.

In the event that you are unable to attend the LCSD Board of Trustees meeting, you may submit public comment by 12:00 pm the day of the board meeting by clicking here. Public comment will be forwarded to all LCSD Trustees prior to the board meeting. Please note that this link is monitored for public comment only.

1. CALL TO ORDER
2. PLEDGE OF ALLEGIANCE
3. WELCOME OF GUESTS
4. APPROVAL OF AGENDA
5. APPROVAL OF MINUTES 5
6. BOARD MEMBER REPORTS
7. ATTITUDE OF GRATITUDE 14
8. SUPERINTENDENT REPORT
9. PUBLIC PARTICIPATION: At this time, the public is invited to address the Board on items over which the Board has jurisdiction or control. If you wish to speak, step up to the table, be seated, and state your name. Your comments are limited to no more than three minutes per agenda item with a maximum of ten minutes total. In consideration of others, avoid repetition or designate a spokesperson to speak on behalf of your group. Although this Board does not restrict comments based upon viewpoint, comments will be prohibited if they 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 President. 22
   The Board will conduct public comments after each item on the agenda on which action may be taken, before the Board takes action.
   Comments submitted electronically will be included in the minutes of the meeting.
10. **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. Trustee Questions & Answers: This information will be posted after 12:00 pm the day of the board meeting if questions are asked. See attached. 24

B. Request for Early Graduation/HSE (confidential)

C. Personnel Reports 25

D. 2025-2027 Lyon County Education Association Negotiated Agreement 30

E. IT Department Report 88

F. Memorandums of Understanding with Boys and Girls Club of Truckee Meadows and Mason Valley 90

G. Travel 110

H. District Financial Report 125
July Vouchers #1002, 1003 and 1016, Totaling $1,499,871.07
August Vouchers #1017, 1019, 1021, 1022, 1031, 1032, 1038, 1039 Totaling $6,519,173.88

11. ACCEPTANCE OF DONATIONS 185

12. **(For Possible Action)** Discussion and possible action to begin the process of policy development around AB501: Outside Education Programming. This discussion will be in conjunction with presentations from Scouting America, Girl Scouts, Nevada Division of Outdoor Recreation, Nevada Division of Wildlife, Youth Outdoor Skills Camp, Walker River Bowman, Mason Valley Gun Club and 4H. This item is being presented by Board President Tom Hendrix. **186**

13. **(For Possible Action)** Discussion and possible action to begin the process of appointing an individual to fill the vacancy in the LCSD Board of Trustees District VI, per NRS 386.270 and LCSD Board Policies BBC and BBE. This item is being presented by Board President Tom Hendrix and Superintendent Tim Logan. **197**

14. **(For Possible Action)** Discussion and possible action regarding the School Improvement Bond Resolution. This item is being presented by Executive Director of Operations Harman Bains. **202**

15. **(For Possible Action)** Discussion and possible action regarding LCSD 2025-26 Restorative Discipline Plan. This item is being presented by Deputy Superintendent Stacey Griffin-Cooper. **237**

16. **(For Possible Action)** Discussion and possible action regarding LCSD Policy EDBB: Use of Cell Phones and Other Electronic Devices by Students and Employees as a first reading. This item is being presented by Board President Tom Hendrix and Board Member James Whisler. **331**

17. **(For Possible Action)** Discussion and possible action regarding the LCSD 2025-26 School Performance Plans/School Improvement Plans. This item is being presented by Deputy Superintendent Stacey Griffin-Cooper. **369**

18. **(For Possible Action)** Discussion and possible action regarding updates from the Fernley area school principals. This item is being presented by principals Virginia Richardson, Kent Jones, Jamie Henerson, Blake Cooper, Steve Henderson, and Ryan Cross. **632**

19. **(For Possible Action)** Discussion and possible action regarding a report on LCSD staffing for the 2025-26 school year. This item is being presented by Executive Director of Human Resources BillieJo Hogan. **639**

20. **(For Possible Action)** Discussion and possible action regarding revisions to LCSD Policy GAC: Confidential Information as a first reading. This item is being presented by Executive Director of Human Resources BillieJo Hogan. **646**

21. **(For Possible Action)** Discussion and possible action regarding revisions to LCSD Policy GBB: Fair Employment Practices as a first reading. This item is being presented by Executive Director of Human Resources BillieJo Hogan. **652**

22. **(For Possible Action)** Discussion and possible action regarding revisions to LCSD Policy GBBC: Employee Bullying as a first reading. This item is being presented by Executive Director of Human Resources BillieJo Hogan. **660**

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 Hendrix and Superintendent Tim Logan.

24. PUBLIC PARTICIPATION: At this time, the public is invited to address the Board on items over which the Board has jurisdiction or control. If you wish to speak, step up to the table, be seated, and state your name. Your comments are limited to no more than three minutes per agenda item with a maximum of ten minutes total. In consideration of others, avoid repetition or designate a spokesperson to speak on behalf of your group. Although this Board does not restrict comments based upon viewpoint, comments will be prohibited if they 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 President. The Board will conduct public comments after each item on the agenda on which action may be taken, before the Board takes action.
Comments submitted electronically will be included in the minutes of the meeting.

25. ADJOURN:

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

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

LYON COUNTY SCHOOL DISTRICT STATEMENT OF NONDISCRIMINATION AND ACCESSIBILITY
The Lyon County School District does not discriminate on the basis of race, color, national origin, gender, disability or age in any of its policies, procedures, or practices, in compliance with Title VI of the Civil Rights Act of 1964 (pertaining to race, color, and national origin), Title IX of the Educational Amendments of 1972, section 504 of the Rehabilitation Act, the Americans with Disabilities Act, and Age Discrimination Act of 1975, and any other pertinent statute or requirement. This Non-Discrimination policy covers admission, access, treatment, and employment in the District's programs and activities, including Occupational Education. For information regarding opportunities, policies, or the filing of grievances, contact your school principal.
The Lyon County School District is pleased to provide accommodations for the handicapped or disabled. Members of the public who are disabled and require special accommodations or assistance at the meeting are requested to notify the Administrative Assistant to the Superintendent and Board of Trustees in writing at 25 E. Goldfield Ave., Yerington, NV 89447, email mheim@lyoncsd.org, or call (775) 463-6800 Ext. 10034 at least one week prior to the meeting.

MINUTES

Lyon County School District
Board of Trustees

A meeting of the Board of Trustees of Lyon County School District was held on August 26, 2025, beginning at 6:30 pm at Riverview Elementary School, 1200 Ferretto Pkwy., Dayton, NV 89403.

1. CALL TO ORDER

   Board Clerk Dawn Carson called the meeting to order at 6:31 pm. Trustee Darin Farr and Board President Tom Hendrix attended online via Zoom. Trustee Sherry Parsons had not yet arrived.

2. PLEDGE OF ALLEGIANCE

   The Pledge of Allegiance was led by Trustee Elmer Bull.

3. WELCOME OF GUESTS

   Board Clerk Carson welcomed the guests and staff.
   Board members in attendance were:
   President Tom Hendrix - via Zoom
   Clerk Dawn Carson
   Trustee Elmer Bull
   Trustee Darin Farr - via Zoom
   Trustee Bridget Peterson
   Trustee James Whisler

   Executive Cabinet in attendance:
   Superintendent Tim Logan
   Deputy Superintendent Stacey Griffin-Cooper
   Executive Director of Human Resources BillieJo Hogan
   Executive Director of Special Services Rachel Stewart
   Executive Director of Educational Services Heather Moyle
   Executive Director of Educational Services Jim Gianotti
   Executive Director of Operations Harman Bains

   Staff & Guests:
   Chief Financial Officer Lillianna Camacho-Polkow, Communications and Public Relations Officer Skyler Tremaine, Kirk McCallum, Margaret Heim, Carolyn Renner, Rachel Hansen, Kaytlain Castaneda, Corinne Burns, Kamille Carson, Chase Woodford, Dusti Houk, Kevin Kranjcec, Jeremy Satalick, Julie Bumgardner, Stephanie Lotito, David Palmer, Diana Kimbrough, Emily Smihula, Benny Buchanan, Shannon Anderson, Charlette Barnum, Renee Kaldor, Deby Ranft, Lana Frusteri, Jerri Kerns, Heather Knudson, Risa Boyle, Brandi Clifford, Meaghan Rand, Wendy Madson, Marten Johnson, Jane Read, Kaeleigh Fowler,

DRAFT

Lauren Garnica, Breanna McAmoil, christine Bredow, Lisa Seymour Michalek, Kasani Lawrence, Ashley Bellow, Sierra Clotworthy, and Jeremy Jones.

4. APPROVAL OF AGENDA

President Hendrix made a motion that the Board approve the agenda but exclude item 15, the Cell phone policy.
Trustee Whisler seconded.
With no further discussion, the motion carried 6-0. Trustee Parsons absent.

5. APPROVAL OF MINUTES

Trustee Whisler made a motion that the Board approve the minutes as presented.
President Hendrix seconded.
With no further discussion, the motion carried 6-0. Trustee Parsons absent.

6. BOARD MEMBER REPORTS

Trustee Whisler reported on summer events coaching baseball and soccer.
Trustee Bull participated in a Nevada Association of School Boards (NASB) training on Strategic Planning and the district leadership days with the Executive Cabinet and school administrators.
Trustee Peterson welcomed staff and families back to school.
President Hendrix called for a moment of silence in memory of students who had passed away during the summer months. He attended the NASB training and congratulated the Fernley High School (FHS) football team on their latest victory.
Trustee Farr thanked the board and staff for the kind gestures on behalf of his family. He appreciated the improved communications to the staff and public for back to school events.
Clerk Carson participated in the NASB training and has already gone back to school, teaching in Carson City School District.

7. ATTITUDE OF GRATITUDE

The Board read various notes of gratitude written by students from the district.

8. SUPERINTENDENT REPORT

Superintendent Logan spoke on the challenging current weather conditions and extended his appreciation to those who came. He shared his gratitude to Trustee Bull for his attendance and participation in the leadership days, and to all the staff who are getting ready for students and the new school year. He commented on the many upgrades and improvements at the schools and thanked the facility team for their work.
Principals Woodford, Hansen, Burns, Kranjcec, and Bumgardner introduced the new staff to the Dayton schools and the district's new Chief Financial Officer (CFO) Lilly Camacho-Polkow was introduced. She brings 25 years of public sector finance experience to the district.
Trustee Sherry Parsons arrived at the board meeting.

9. PUBLIC PARTICIPATION: At this time, the public is invited to address the Board on items over which the Board has jurisdiction or control. If you wish to speak, step up to the table, be seated, and state your name. Your comments are limited to no more than three minutes per agenda item with a maximum of ten minutes total. In consideration of others, avoid repetition or designate a spokesperson to speak on behalf of your group. Although this Board does not restrict comments based upon viewpoint, comments will be prohibited if they 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 President. The Board will conduct public comments after each item on the agenda on which action may be taken, before the Board takes action.
Comments submitted electronically will be included in the minutes of the meeting.

There were no public comments made, but 2 electronic comments are attached to the minutes.

10. **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.

Trustee Peterson made a motion that the Board approve the consent agenda as presented.
Trustee Whisler seconded.
With no further discussion, the motion carried 7-0.

A. Trustee Questions & Answers: This information will be posted after 12:00 pm the day of the board meeting if questions are asked.
No questions were asked.
B. Personnel Reports
C. 2025-2027 Negotiated Agreement with LCCSEA
D. WNC Dual Credit Offerings 2025-26
E. IT Department Reports
F. Travel
G. District Financial Report - No report this month

11. ACCEPTANCE OF DONATIONS

Trustee Peterson made a motion that the Board accept the generous donation made to our schools.
Trustee Whisler seconded.
With no further discussion, the motion carried 7-0.

12. **(For Possible Action)** Discussion and possible action regarding the Debt Management Commission Notice Resolution. This item is being presented by Executive Director of Operations Harman Bains and Marty Johnson of JNA Consulting Group, LLC.

The board was asked to approve the resolution notice to issue $30 million in the form of two $15 million general obligation bonds as needed over the next two fiscal. This notice will go to the Lyon County's Debt Management Commission at their next meeting.
Marty Johnson of JNA Consulting explained that the district meets the requirements with sufficient revenue to do rollover bonds. The approval in this item is the first step in the process.
There was discussion regarding the structure of the bonds to maintain the capacity to issue up to $70 million or more in 2028, when the Master Facilities Plan is revised.
Trustee Peterson expressed her appreciation to Mr. Johnson for his assistance to the district over the years and made a motion to approve the resolution concerning the financing of school improvements; directing the executive director of operations to notify the Lyon County Debt Management Commission of the district's proposal to issue general obligation bonds, in one or more series, in the maximum aggregate principal amount of $30 million; authorizing the executive director of operations or the superintendent to arrange for the sale of bonds.
Trustee Farr seconded.
With no further discussion, the motion carried 7-0.

13. **(For Possible Action)** Discussion and possible action regarding Single Point Entry for Silverland Middle School and Dayton, Fernley, Silver Stage and Yerington High School and Fernley High School Culinary Lab. This item is being presented by Executive Director of Operations Harman Bains and Operations and Maintenance Supervisor Kirk McCallum.

Single point entries for the district high schools, and the FHS Culinary Lab have been prioritized by the board, aligning with the district's long-term master facilities strategic plan. Many meetings with the team and architects have occurred to facilitate the projects by the most efficient means. The state allows the district 2 Construction Managers at Risk (CMARs) per year and they must each focus on one attendance area. Therefore, it was decided to approach the plan for each of the high schools using one CMAR for FHS and the other for DHS, as they are the most extensive projects. For the others, the district will hire general contractors through the bidding process. Storefront doors are a specialty and the district has learned from experience the need for the CMAR. The funding numbers in the attachments are aligned with the potential bond funding. Firm numbers will be presented to the board for the detailed projects later. These are intended to begin during the summer of 2026.
The board discussion was around the advantages of using the CMARs, using bonds to fund, and gratitude for the focus on security in the Master Facilities Plan.
Mr. Bains explained that the guaranteed maximum price is a big advantage. Using a general contractor exposes the district to expensive changes that may arise during projects. Secondly, a CMAR is responsible for the hiring of the contractors, using the best quality, versus the district being forced to find the lowest bidder.
President Hendrix made a motion to approve the district to proceed with all single points of entry and the culinary projects for the summer 2026.
Trustee Bull seconded.
With no further discussion, the motion carried 7-0.

14. **(For Possible Action)** Discussion and possible action regarding updates from the Dayton area school principals. This item is being presented by principals Chase Woodford, Rachel Hansen, Corinne Burns, Kevin Kranjcec, and Julie Bumgardner.

Principals from the Dayton schools shared highlights and achievements of the 2025 school year. Looking ahead, the schools will be expanding work-based learning opportunities and focusing on improving attendance, parent/guardian involvement and academic achievement. No motion was made.

15. **(For Possible Action)** Discussion and possible action regarding the LCSD Policy EDBB: Use of Cell Phones and Other Electronic Devices by Students and Employees as a first reading. This item is being presented by Board President Tom Hendrix and Board Member James Whisler.

This item was tabled.

16. **(For Possible Action)** Discussion and possible action regarding revisions to the following Lyon County School District policies as a second and final reading. No changes were made after the first reading, except for GL: Staff Complaints, per board recommendation. Changes are highlighted. Any member of the board may request that a policy be removed and discussed and acted upon separately.

Trustee Peterson commented that there were no changes made or recommended to Policy GL during the last meeting and asked how the changes came about.
BillieJo Hogan explained that a proposed revision was made due to the board's discussion to make the policy more clear.
Trustee Peterson confirmed that the board would prefer to have the discussion in an open meeting if language is added.
President Hendrix made a motion to approve
JG: Student Discipline
KL: Processing Complaints
GL:Staff Complaints
as second and final readings.
Trustee Whisler seconded.
With no further discussion, the motion carried 7-0.

17. **(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 Hendrix and Superintendent Tim Logan.

The next meeting of the board will be held on September 23, 2025 at Fernley High School.
Possible agenda items will include:
Policy EDBB: Use of Cell Phones item will come back. School will have started, so the current policy is in place.
LCEA agreement
School Performance Plans (SPPs)
Restorative Discipline Plan

Staffing update
Supplemental pay scale
Revisions with HR policies - G policies
Fernley staff introductions
Fernley schools' highlights from the last school year

President Hendrix would like to add AB51 regarding course credit outside school hours and logging credit.

Communications and Public Information Officer Skyler Tremaine presented challenge coins to be given to students and staff recognition.

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Comments submitted electronically will be included in the minutes of the meeting.

There was no public comment.

19. ADJOURN:

The meeting adjourned at 8:12 pm.

DRAFT

The notice for this meeting was posted on August 21, 2025 at Lyon County School District Administrative Office, Lyon County School District websites (http://lyoncsd.org) and the Nevada Public Notice Website (http://notice.nv.gov) in accordance with NRS 241.020 (3) (b).

Lyon County School District Statement of Nondiscrimination and Accessibility
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DRAFT

From: Marjorie Mauk

Subject of Comment

Against Proposed Student Cell Phone Policy - 1st Read

Your Public Comment

I am writing to you today as a dedicated teacher and a concerned member of our educational community regarding the proposed cell phone policy that is scheduled for a first read tonight.

I believe that a middle school classroom is not the appropriate place for students to have cell phones. Students should not have these devices on them from the first bell to the last bell. This distraction impedes their ability to focus, engage with their peers and teachers, and fully participate in their education. Instead of focusing on constant vigilance against cell phone misuse, we should be fostering an environment where students can learn how to manage and prioritize their usage of these devices outside of the school day.

While I recognize the need for a clear policy, I feel compelled to share my perspective on some of its specific components, as I am strongly against the policy in its current form.

The proposed consequences for violations are also a significant source of concern. While some accountability is necessary, the policy's penalties, including expulsion, are disproportionately severe. It is difficult to justify why a cell phone infraction would carry a harsher punishment than instances of bullying, which have a far more damaging and lasting impact on a student’s well-being and sense of safety. Furthermore, when comparing this policy to the existing discipline policy, it appears that the consequences for a cell phone violation are more severe than those for students as young as five years old found in possession of a dangerous weapon, who may face suspension but not expulsion.

Additionally, a part of the policy states that students will be required to leave their phones at home for five days following an infraction. I believe this part of the policy is deeply flawed. The monitoring and enforcement of this rule would fall upon the family, not the school staff. How will the school be held accountable if a family does not abide by this rule? It places an unnecessary burden on both the administration and the family, and it is a rule that is nearly impossible to enforce.

I respectfully ask that you consider these points during your review of the policy. I am confident that we can develop a solution that protects the learning environment while also being fair and enforceable for all students and families.

August 26, 2025 5:36 pm

Andrea

Valenzuela

Subject of Comment

Cell Phone Policy

Public Comment

I just learned about the proposed policy. I strongly oppose this policy for my children's safety. I got a phone for my son for one reason, and that is to call for help in the event of an emergency. I will pursue my options if you are going to take his ability to call 911 if something happens. Our kids are not safe in schools, and you aren't doing anything to increase that safety so don't even think about taking away their access to 911. You need to check with parents before making critical decisions placing our children at risk.

Attitude of Gratitude

My name is Mikaela Woodhams and I am successful at
student name

SSMS because of Mr. V.
school name teacher/staff member's name

I want to thank him/her for making me join tracks because if it wasn't for him I probably wouldn't be in track or cross country and I really enjoy doing those things.

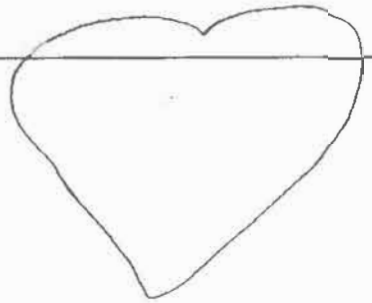
Signed: Mikaela Woodhams
student signature

Attitude of Gratitude

My name is Natalia Hernandez and I am successful at Yerington High School because of Mrs Smith.

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

Always keeping me on task and pushing me to get all my work done. Pushing me to get my grades up if they're down.



Attitude of Gratitude

My name is Bayla **and I am successful at**

East Valley Elementary School because of mrs. campbell.

I want to thank him/her for

thank you for everthing you Did
Like teach me to say sounds !!! Speech
Class. Love you ♥

ATTITUDE OF GRATITUDE

My name is Carlos and I am successful at Riverview Elementary School because of Mrs. Niki.

I want to thank him/her for helping me with work, and helping (with) she also helps me (ready) follow directions.

Signed: Carlos Horta

Attitude of Gratitude

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

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

I want to thank him/her for inspiring me to do more art with consteruction paper, because I have a lot at home but I don't know what to use it for. Also I'm starting to use Magisin clipings too.

Signed: JRW thats Jeptha, Roberts,
(Student's Signature)

Wartgow III

YERINGTON
ELEMENTARY
SCHOOL

Attitude of Gratitude

My name is Jaxson **and I am successful at my school, Yerington Elementary because of** My Pad.

I want to thank him/her for:

Putting a roof over my head

LYON COUNTY SCHOOL DISTRICT

YERINGTON
ELEMENTARY
SCHOOL

Attitude of Gratitude

My name is Lucas and I am successful at my school, Yerington Elementary because of Mrs. Page.

I want to thank him/her for:

helping me learn howe to spell

LYON COUNTY SCHOOL DISTRICT

Attitude of Gratitude

My name is Dax **and I am successful at my school, Silver Stage Elementary because of** Ms. Wass.

I want to thank him/her for

For teaching me to share with friends and showing me new things

Public Comment

Cary Dyer

Subject of Comment

Cell Phone Policy

Your Public Comment

I am writing today, to ask you to re-consider the cell phone policy that has been proposed and is in front of the Board on Tuesday September 23, 2025. My biggest problem is the issue of expulsion on the 5th time!!! Kids that are caught with drugs on school campus aren't even expelled. Even vape pens, cigarettes, etc don't get kids expelled. Kids are purchasing urine to pass drug tests for sports, yet you're considering expelling a student for a cell phone? This is absolutely ridiculous.

Personally, I feel students need cell phones in their possession at all times. To many things can happen in schools and the world now days to where the students should have access to contacting their parents if need be at any time. My daughter has something written in her 504 plan due to her medical diagnosis and medications. However, If she didn't, I would still be sending this email.

Please, please, please, re-consider this proposal, maybe work with teachers, student government in each school and parents to come up with a reasonable proposal.

First Name

Lea

Last Name

Sencion

Subject

Teacher Comments

Public Comment:

Thank you for your time, my name is Lea Sencion, I have 3 children all in the Yerington area. I currently have one that WAS enrolled in [redacted] science class and I'm disgusted by the comments that she made on a Facebook post about Charlie Kirk being killed.

Yes they've been removed, and an apology was made, but that still doesn't change what was said.

I've been in touch with Elmer Bull, and expressed my frustration and disgust, that this teacher is in our school, and making a reputation that I know is NOT Yerington Intermediate School.

I have went to the Intermediate school and met with Mr. Gillespie and Mrs. Pope. They're both absolutely amazing, and removed my son out of that class, as requested. I hope that something other than a slap on the hand will happen, and more are aware of this situation.

I also reached out to Mr Workman, expressing my concern and frustration as well.

I think it's unfair that I've had to remove my child from the classroom, rather than her being removed form the school.

September 23, 2025
School Board Meeting Agenda

This document serves as a means to allow LCSD Trustees an opportunity to ask questions about the upcoming board meeting agenda items. Questions posed by board members will be answered as soon as possible by District staff, so please post your questions as soon as possible. Trustees, please note that you have until 12:00 pm the day before the board meeting to submit questions. This will allow time for District staff to answer. District staff will answer questions in this document by 12:00 pm the day of the board meeting. **Questions and answers will be posted in the consent agenda meeting materials so the public can see the questions and the answers provided.**

Agenda Item #: 19
Trustee Question: The report states that 45 new certified teachers were hired for this school year. How many certified teachers left the District? What percentage of the certified teachers who left the District completed an exit interview?
District Staff Answer:
Of the 38 teachers who left last school year, 19 submitted exit surveys anonymously, including one in-person survey with Mrs. Hogan. This represents a 53% completion rate, compared to 29% the previous year.

Agenda Item #: 19
Trustee Question: The report states that 37 long-term subs were hired and that many of them are working toward licensure. However, only 2 long-term subs are enrolled in the Grow Your Own program. What other means are used to attain licensure?
District Staff Answer:
We are pleased to report that over the past school year, six long-term substitute teachers have successfully obtained their full licenses. The number of long-term substitutes has decreased from 46 last year to 37 this year. An additional four are on track to be fully licensed by December, with one more expected to complete licensure mid-year, which will bring the total down to 32 long-term substitutes by March.

Several other long-term substitutes are continuing their education at their own pace, taking classes toward a degree but not yet at the point of qualifying for our Grow Your Own (GYO) Program. A requirement of the GYO Program is that candidates must be within two years of completing their degree.

We also have others who are actively pursuing licensure through the state's Alternative Route to Licensure (ARL) programs. UNLV recently released a new Undergraduate Apprenticeship in Teaching program, which we are actively promoting to all of our classified staff. We are hopeful that many will take advantage of this opportunity and enroll.

Agenda Item #: 19
Trustee Question: The report states that 28 Critical Needs candidates were hired as certified teachers. How does that number compare to last school year? Thank you!

District Staff Answer:
Last year, we had 32 Critical Needs candidates.

LYON COUNTY SCHOOL DISTRICT
LICENSED

PERSONNEL REPORT LIC 0901 – September 23, 2025

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 Elementary	Teacher		X	(A.Magnante)	8/26/25	Karon Dutcher
Dayton High	Teacher		X	(A.Lugo)	8/20/25	Karen Pugh
Dayton High	Teacher		X	(A.Morrison)	8/27/25	Alger Morrison
Silver Stage High	Teacher		X	(M. Gradillas)	8/20/25	Georgia Ward
Silver Stage Middle	Teacher		X	(J. Palmer)	9/8/25	Jeffrey Fratto
Silverland Middle	Teacher		X	(A.Moss)	8/20/25	Jackson Chapin

SEPARATIONS:

SCHOOL/SITE	POSITION	EFF. DATE	EMPLOYEE

LYON COUNTY SCHOOL DISTRICT

CLASSIFIED

PERSONNEL REPORT CL 0901– September 23, 2025

That the Board of Trustees approves the following recommendations:

HIRINGS:

SCHOOL/SITE	POSITION	NEW	EST.	FUNDED BY and BOARD APPROVAL DATE	EFF. DATE	Name of Recommended Employee
Cottonwood Elementary	Classified Specialist		X	(M. Short)	9/3/25	Thomas Gomez
Dayton High	Paraprofessional		X	(M. Hileman)	9/2/25	John Kramer
Dayton High	Paraprofessional		X	(L. Riley)	9/8/25	Johnnie Wesley
Dayton High	Paraprofessional		X	(L. Ibarra)	9/15/25	Michael Peabody
Dayton Transportation	Bus Driver			New allocation	9/16/25	Derek Olmstead
District Wide	Bus Driver		X	(J. Davis)	9/4/25	Charles Demonte
Fernley Elementary	Maintenance I		X	(T. Overton)	9/3/25	Brian Spencer
Riverview Elementary	School Nurse		X	(T. DePaul)	8/27/25	Jolene Reimers
Silverland Middle	Classified Specialist- PAES Lab	X		New Allocation	8/29/25	Victoria Diaz Chavez
Silverland Middle	Custodian		X	(J. Maclaurin)	9/3/25	Heather Causey
Yerington Transportation	Bus Paraprofessional		X	(A. Rilling)	9/12/25	Carol Rilling

SEPARATIONS:

SCHOOL/SITE	POSITION	EFF. DATE	EMPLOYEE
Cottonwood Elementary	Paraprofessional	6/13/25	Tory Portillo
Cottonwood Elementary	Custodian Lead	9/15/25	Noe Bertinuson
Cottonwood Elementary	Paraprofessional	9/11/25	Jenny De La Rosa
District Office	Fiscal Administrative Support	9/26/25	Sydney Valiska
Fernley Elementary	Paraprofessional	9/19/25	Taylor Mertz
Fernley High	College and Career Readiness Interventionist	6/13/25	Heather Ralphs
Fernley High	Paraprofessional	6/13/25	Shannamarie Notebo-Tabura
Fernley Intermediate	Paraprofessional	9/19/25	Karlee Hitchcock
Silver Stage High	Custodian	9/3/25	Dennis Bashaw
Silverland Middle	Paraprofessional	9/10/25	Adrianna Geurts
Silver Stage Middle	Custodian	9/17/25	Paul Shaw

	DAC	Description	Name
1	YERINGTON HIGH SCHOOL	Xduty - Athletic Director HS	SCOTT, SARAH E
2	YERINGTON HIGH SCHOOL	Xduty - Football Assistant	GALVIN, MATTHEW
3	YERINGTON HIGH SCHOOL	Xduty - Dance/Drill HS Fall	MUELLER, KAYLA G
4	YERINGTON HIGH SCHOOL	Xduty - Soccer Boys Assistant	WALKER, JASON A
5	YERINGTON HIGH SCHOOL	Xduty - Football Head	SANTOS, MONTE J
6	YERINGTON HIGH SCHOOL	Xduty - Soccer Girls Head	FAUSTO, INES
7	YERINGTON HIGH SCHOOL	Xduty - Soccer Girls Assistant	ZARAZUA, NAYELI A
8	YERINGTON HIGH SCHOOL	Xduty - Volleyball HS Assist	JOHNSON, MARCEY
9	YERINGTON HIGH SCHOOL	Xduty - Volleyball HS Head	COCHRANE, JESSLYNA
10	YERINGTON HIGH SCHOOL	Xduty - Yearbook Advisor HS	CHILDS, CARA
11	YERINGTON HIGH SCHOOL	Xduty - Activity Director HS	MUELLER, KAYLA G
12	YERINGTON HIGH SCHOOL	Xduty - Football Assistant	SCEIRINE, WILLIAM TODD
13	YERINGTON HIGH SCHOOL	Xduty - Academic Team Advisor HS	ALDRIDGE, ROYCE
14	YERINGTON HIGH SCHOOL	Xduty - FFA Assistant	KRUSE, KEVIN D
15	YERINGTON HIGH SCHOOL	Xduty - FFA Advisor	SEXSON, JENIFER L
16	YERINGTON HIGH SCHOOL	Xduty - Band Director HS	JEKA, CHRISTOPHER
17	YERINGTON HIGH SCHOOL	Xduty - Band Director Marching Pep HS	JEKA, CHRISTOPHER
18	YERINGTON HIGH SCHOOL	Xduty - Choir Director HS	JEKA, CHRISTOPHER
19	YERINGTON HIGH SCHOOL	Xduty - Department Head	SEXSON, JENIFER L
20	YERINGTON HIGH SCHOOL	Xduty - Department Head	MILLER, MITCHELL
21	YERINGTON HIGH SCHOOL	Xduty - Department Head	ALDRIDGE, AMANDA
22	YERINGTON HIGH SCHOOL	Xduty - Department Head	MOREDA, IGINIA
23	YERINGTON HIGH SCHOOL	Xduty - Class Advisor 9	CHILDS, CARA
24	YERINGTON HIGH SCHOOL	Xduty - Class Advisor 10,11,12	ALDRIDGE, AMANDA
25	YERINGTON HIGH SCHOOL	Xduty - Class Advisor 10,11,12	MCKINLEY, REBEKAH M
26	YERINGTON HIGH SCHOOL	Xduty - Class Advisor 10,11,12	MUELLER, KAYLA G
27	YERINGTON HIGH SCHOOL	Xduty - Creative Writing Publications	SMITH, JENNIFER A
28	YERINGTON HIGH SCHOOL	Xduty - National Honor Society	CHILDS, CARA
29	YERINGTON HIGH SCHOOL	Xduty - Newspaper Publication Advisor	SEXSON, JENIFER L
30	YERINGTON HIGH SCHOOL	Xduty - Shop Maintenance HS	CALHOUN, MARK
31	YERINGTON HIGH SCHOOL	Xduty - Shop Maintenance HS	KRUSE, KEVIN D
32	YERINGTON HIGH SCHOOL	Xduty - Site Webmaster/School Tech Assist	SOTO, ERICK
33	YERINGTON INTERMEDIATE SCHOOL	Xduty - National Junior Honor Society	MATTICE, CRYSTAL
34	YERINGTON INTERMEDIATE SCHOOL	Xduty - Site Webmaster/School	NICHOLAS, DENA
35	YERINGTON INTERMEDIATE SCHOOL	Xduty - Site Webmaster/School	CARLSON, MELANIE D
36	YERINGTON ELEMENTARY SCHOOL	Xduty - Athletic Director MS	SCIARANI, ANGELA N
37	SILVER STAGE HIGH SCHOOL	Xduty - Track HS Head	DEVENCENZI, LEIA
38	YERINGTON HIGH SCHOOL	Xduty - Shop Maintenance HS	CALHOUN, MARK
39	YERINGTON HIGH SCHOOL	Xduty - Shop Maintenance HS	KRUSE, KEVIN D
40	YERINGTON HIGH SCHOOL	Xduty - Site Webmaster/School Tech Assist	SOTO, ERICK
41	YERINGTON INTERMEDIATE SCHOOL	Xduty - National Junior Honor Society	MATTICE, CRYSTAL
42	YERINGTON INTERMEDIATE SCHOOL	Xduty - Site Webmaster/School	NICHOLAS, DENA
43	YERINGTON INTERMEDIATE SCHOOL	Xduty - Site Webmaster/School	CARLSON, MELANIE D
44	YERINGTON INTERMEDIATE SCHOOL	Xduty - Athletic Director MS	SCIARANI, ANGELA N
45	YERINGTON INTERMEDIATE SCHOOL	Xduty - Yearbook Advisor MS	CRANE, ELLEN
46	YERINGTON INTERMEDIATE SCHOOL	Xduty - Activity Director MS	NEVILLE, REBECCA
47	YERINGTON INTERMEDIATE SCHOOL	Xduty - Activity Director MS	NICHOLAS, DENA
48	SILVER STAGE HIGH SCHOOL	Xduty - Library Inventory Director	BRUEHER, ANNA
49	SILVERLAND MIDDLE SCHOOL	Xduty - Cross Country MS Head	JENKINS, DANIELLE M
50	SILVERLAND MIDDLE SCHOOL	Xduty - Basketball Girls 7	KINGSTON, ELLIE J
51	SILVERLAND MIDDLE SCHOOL	Xduty - Basketball Girls 8	KINGSTON, THOMAS
52	SILVERLAND MIDDLE SCHOOL	Xduty - Basketball Boys 8	KNUTSON, CADE F
53	SILVERLAND MIDDLE SCHOOL	Xduty - Basketball Boys 8	MILLER, DEREK
54	SILVERLAND MIDDLE SCHOOL	Xduty - Play Director MS No Class Fall	ROGERS, JEREMY D
55	SILVER STAGE MIDDLE SCHOOL	Xduty - MTSS Program Facilitat	ALLRED, CHELSEA L
56	SILVER STAGE MIDDLE SCHOOL	Xduty - Intramurals MS	ALLRED, CHELSEA L
57	SILVER STAGE MIDDLE SCHOOL	Xduty - Site Webmaster/School Tech Assist .5 FTE	ALLRED, CHELSEA L
58	SMITH VALLEY SCHOOLS	Xduty - Volleyball HS Assist .5 FTE	LANNON, TARA
59	YERINGTON HIGH SCHOOL	Xduty - Golf Girls	MCCANDLESS, DAVID L
60	FERNLEY HIGH SCHOOL	Xduty - Football Assistant	WARD, CHRISTOPHER
61	SILVER STAGE MIDDLE SCHOOL	Xduty - Newpaper MS, No Class	ALLRED, CHELSEA L
62	COTTONWOOD ELEMENTARY SCHOOL	Xduty - Site Webmaster/School	SHORT, MEGAN N
63	COTTONWOOD ELEMENTARY SCHOOL	Xduty - Site Webmaster/School	JURICH, CAROLINA C
64	COTTONWOOD ELEMENTARY SCHOOL	Xduty - Yearbook Advisor ES .5	JURICH, CAROLINA C

	DAC	Description	Name
65	COTTONWOOD ELEMENTARY SCHOOL	Xduty - Yearbook Advisor ES .5 FTE	STEVENSON, JONEL M
66	COTTONWOOD ELEMENTARY SCHOOL	Xduty - Academic Fair Advisor ES	SWINDLEHURST, HANNAH L
67	SILVER STAGE MIDDLE SCHOOL	Xduty - Basketball Girls 8	WILEY, JOSHUA M
68	SILVER STAGE MIDDLE SCHOOL	Xduty - Basketball Girls 7	WULFEKUHLE, PATRICK
69	YERINGTON HIGH SCHOOL	Xduty - Soccer Boys Head	SANCHEZ-GUERRERO, MIGUEL
70	YERINGTON INTERMEDIATE SCHOOL	Xduty - Cross Country MS Assistant	DANE, ELIZABETH

Lyon County School District September 23, 2025
Volunteer Report

	School Site	Volunteer Position	Name
1	Fernley High	Football	Dowain Swain
2	Fernley High	Photopgraphy	Leanne Cruz
3	Fernley High	Music Booster	Penny Brekke
4	Fernley High	FFA	Benjamin Matley
5	Fernley High	Band	Raymond Mendez
6	Fernley High	Band	Richard Bianchi
7	Fernley High	Music	Kelvin Casiguran
8	Fernley High	Soccer	Erin Baerwaldt
9	Fernley High	Band	Karrissa White
10	Fernley High	Band	Adam White
11	Silver Stage Elementary	Classroom Volunteer	Shannon Nelson
12	Yerington Intermediate	Talking Circles	Danielle Davis
13	Yerington Intermediate	Girls Basketball	David Martinez
14	Yerington High	Football	Jeffrey Otto
15	Yerington High	Talking Circles	Danielle Davis
16	Yerington Elementary	Read to class	Shayna Rose
17	Yerington Intermediate	Talking Circles	Julia Viani
18	Yerington High	Talking Circles	Julia Viani
19	Yerington Elementary	Classroom Volunteer	Anissa Sylvester
20	Yerington High	Personal Finance Program	Tashina Galvin
21	Yerington High	Interact	Cheryl Giomi
22	Silverland Middle	Dance Club	Adrianna Guerts
23	Yerington Elementary	Classroom Volunteer	Mariah Montero
24	Fernley Intermediate	D&D Club	Travis Hisken
25	Fernley Intermediate	D&D Club	Graciano Lupercio
26	Yerington High	Junior Achievement	Micah Triplett
27	Fernley High	Golf	Kyle Thompson
28	Yerington High	Basketball	Nathaniel Landa
29	Yerington Elementary	Classroom Volunteer	Angela LaBrie
30	Fernley High	Band/Colorguard	Malinda Miller

Lyon County School District
Board Memo

Date: September 23, 2025

To: Board of School Trustees

From: BillieJo Hogan, Executive Director of Human Resources

Re: Ratification of the professional negotiated agreement between LCEA and the LCSD

Recommendation: That the Board of School Trustees approve the ratification of the collectively bargained agreement (CBA) between the Lyon County Education Association and the Lyon County School District (LCSD) for the 2025-2027 contract years.

Background Information:

Negotiation meetings between the LCEA and the LCSD have concluded with a two-year tentative agreement pending ratification by the Board of Trustees. The members of the LCEA have already ratified the tentative agreement.

Budget Considerations:

The fiscal impact of the LCEA agreement includes salary increases over the next two years: a 0.25% increase in 2025-26 and a 1.75% increase in 2026-27.

Discussed at Previous Meeting:
September 26, 2023

Attachment(s):
July 1, 2025, through June 30, 2027, tentative agreement between the LCEA and LCSD
Ratification signature page for the agreement between the LCEA and LCSD

PROFESSIONAL NEGOTIATED AGREEMENT

BETWEEN

LYON COUNTY SCHOOL DISTRICT

AND

LYON COUNTY EDUCATION ASSOCIATION

2023~~5~~-202~~4~~6
2024~~6~~-202~~5~~7

Still need to edit page numbers

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ATTACHMENTS:

2024~~5~~-2025~~6~~ Certified Salary Schedule

2025~~6~~-2026~~7~~ Certified Salary Schedule

2024~~5~~-2025~~7~~ ~~Stipend~~ Extra Duty Pay Schedule

Signature Page

PREAMBLE

The Board of School Trustees of Lyon County School District supports the cooperative development of a professional negotiations agreement with the Lyon County Education Association. It is our sincere belief that such an agreement is in the best interests of our students in as much as the kinds of things that will be mutually considered and subsequently agreed upon will improve the educational environment of our professional staff members and thus increase the effective and efficient operation of our schools. This, in turn, will be of great benefit to the students to move us closer to our stated goal of providing a quality educational program for the children of the Lyon County School District.

We believe that this mutually developed agreement must fall within the framework of all constitution, statutory and legal provisions of the State of Nevada and, therefore, designate this effort as a Professional Negotiations Agreement.

The parties seek to educate young people in the democratic tradition, to foster recognition of individual freedom and social responsibility, to inspire meaningful awareness of and respect for the Constitution and the Bill of Rights, and to instill appreciation of the values of individual personality. It is recognized that these democratic values can best be transmitted in an atmosphere, which is free from academic censorship and restraints upon free inquiry and learning within the framework of morals and public taste.

This agreement is adopted by and between the Lyon County School District in the City of Yerington, County of Lyon and State of Nevada and the Lyon County Education Association.

WHEREAS, the Lyon County Boards of School Trustees in the City of Yerington, County of Lyon, State of Nevada and the Lyon County Education Association, the parties of this Agreement, recognize and declare that providing quality education for the children of the District is their mutual aim and that the character of such education depends predominantly upon the quality of the morals of the teaching staff, and

WHEREAS, the members of the teaching profession are particularly qualified to assist in formulating policies and programs designed to improve educational standards, and

WHEREAS, members of the teaching staff in the District have the right to join or not to join any organization for their professional or economic improvement.

WHEREAS, a free and open exchange of views is desirable and necessary by and between the parties hereto in their efforts to negotiate in good faith with respect to wages, hours, and conditions of employment.

WHEREAS, except as specifically modified by this Agreement, the School Board retains, without limitations, all powers, rights and authority vested in it by N.R.S. rules and regulations, including but not limited to:

1) Direct its employees;

2) Hire, promote, classify, transfer, assign, retain, suspend, demote, discharge or take disciplinary action against any employee;

3) Relieve any employee from duty;

4) Maintain the efficiency of its operations;

5) Determine the methods, means and personnel by which its operations are to be conducted;

6) Take whatever actions may be necessary to carry out its responsibilities in an emergency.

NOW, THEREFORE, IT IS AGREED.

ARTICLE I

DEFINITIONS

1-1-1 The term "NRS 288", as used in this Agreement, shall refer to Chapter 288 of the Statutes of Nevada enacted by the 1969 session of the Nevada Legislature also known as the Local Government Employee-Management Relations Act.

1-1-2 The term "Teachers", as used in this Agreement, shall refer to all contracted non-administrative licensed personnel eligible for membership in the Lyon County Education Association.

1-1-3 The term "School Trustees" or "School Board", as used in this Agreement, shall mean the Board of School Trustees of the Lyon County School District and is the entity known as Local Government Employer in NRS 288.060.

1-1-4 The term "Board", as used in this Agreement means the Local Government Employee - Management Relations Board as provided in NRS 288.030.

1-1-5 The term "Association", as used in this Agreement, shall mean the Lyon County Education Association and its entity known as the Employee Organization in NRS 288.040.

1-1-6 The term "School District", as used in this Agreement, shall mean the Lyon County School District.

1-1-7 The term "Superintendent", as used in this Agreement, shall mean the Superintendent of Schools of the Lyon County School District.

1-1-8 The terms "School Trustee", and "Association", as used in this Agreement, shall include authorized officers, representatives and agents. Despite reference herein to "School trustees", as such, each reserves the right to act hereunder by committee or designated representatives.

1-1-9 The term "School Year", as used in this Agreement, shall be defined in NRS 388.080.

1-1-10 The term "Agreement", as used in this Agreement, refers to the name of this document being the Professional Negotiation Agreement between the Lyon County School District and the Lyon County Education Association.

1-1-11 The term "Grievance", as used in this Agreement, shall mean a complaint by a licensed staff member of the Association, excluding administrative personnel, that there has been a violation of this agreement.

1-1-12 The term "Aggrieved Person or Party" as used in this Agreement, is a teacher and/or the Association who is asserting a grievance.

1-1-13 The term "Day", as used in this Agreement, shall mean each day or portion of a day that the School District's Superintendent's Office is open for business.

1-1-14 The term "Immediate Family", as used in this Agreement, shall mean the employee's children, spouse, parents, siblings, grandparents, grandchildren, any person similarly related by marriage, foster parents, and any person living in the immediate household of the employee. For the purpose of bereavement leave only, the term "immediate family" will include a significant other person in the employee's life.

1-1-15 The term "Discipline", as used in this Agreement, shall mean the process by which violation of District or school policy/regulations or professional behavior is addressed.

1-1-16 The term "Evaluation", as used in this Agreement, shall mean the process by which a teacher's overall performance may be determined to be Highly Effective, Effective, Developing or Ineffective.

1-1-17 The term "Assignment", as used in this Agreement, shall mean the placement of a teacher in a position for which they are licensed or for which an exception has been granted.

1-1-18 The term "Transfer", as used in this Agreement, shall mean the movement from one work site to a different work site and may be voluntary or involuntary.

1-1-19 The term "Re-assignment", as used in this Agreement, shall mean the movement of a teacher at a work site from one assignment to another assignment which may be voluntary or involuntary and, for exceptional circumstances, could be outside the teacher's license.

1-1-20 The term "Plan of Assistance", as used in this Agreement, shall mean a plan implemented by the district to assist an employee in his/her efforts to make necessary improvements and/or corrections in job performance.

ARTICLE II

GENERAL

2-1-1 The School Board shall not discriminate against any teacher on the basis of race, creed, color, national origin, gender, marital status, disability or membership in any teacher organization.

NOTICE OF NONDISCRIMINATION ON THE BASIS OF SEX UNDER TITLE IX

Lyon County School District ("the school district") does not discriminate on the basis of sex in the education program and activity it operates. Title IX prohibits sex-based discrimination, including sexual harassment, in violation of Title IX of the Education Amendments of 1972. Title IX provides that no person shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any school district education program or activity. The school district is required by Title IX not to discriminate in such a manner. Title IX applies to any school district education program or activity, whether such program or activity occurs on-campus or off-campus. The requirement not to discriminate in the school district's program or activity extends to employment.

The school district has designated the following employee to coordinate its efforts to comply with Title IX. The school district's Title IX Coordinator is:

Director of Human Resources

Lyon County School District

25 E. Goldfield Avenue

Yerington, NV 89447

(775)463-6800 or via email

~~dhuckaby~~bhogan@lyoncsd.org

Inquiries about the application of Title IX to the school district may be referred to the school district's Title IX Coordinator, or to the Assistant Secretary for Civil Rights of the U.S. Department of Education, 400 Maryland Ave., S.W., Washington, D.C. 20202, or both.

Complaints of sex discrimination and formal complaints of sexual harassment may be filed with the school district's Title IX Coordinator.

Lyon County School District has established grievance procedures that further describe how to report or file a complaint of sex discrimination and how the school district will respond in Board Policy AA and Administrative Regulation AA. Lyon County School District has established a grievance process that further describes how to report or file a formal complaint of sexual harassment and how the school district will respond in Board Policy AB and Administrative Regulation AB.

2-1-2 The Association shall admit persons to membership without discrimination on the basis of race, creed, color, national origin, gender, marital status, or disability and to represent all teachers without regard to membership in any teacher organization.

2-1-2 This Agreement constitutes School Board Policy for the term of said Agreement and the School Board and the Association will carry out the commitments contained herein and give them full force and effect.

2-1-3 No change, rescission, alteration or modification of this Agreement in whole or part shall be valid unless the same is ratified by both the School Board and the Association and endorsed in writing hereon.

2-1-4 It is not the intent of either party hereto to violate any laws of the State of Nevada or of the United States of America. The parties agree that in the event any provision of this Agreement is held by a Court of Competent Jurisdiction to be in contravention of any such laws, they will enter into negotiation at a time mutually agreeable to all parties. The remainder of the Agreement shall remain in full force and effect.

ARTICLE III

LYON COUNTY EDUCATION ASSOCIATION

.1 RECOGNITION

3-1-1 The School Board recognizes the Association as the exclusive and sole negotiating representative of all members of the licensed staff of the School District except the following:

Superintendent
Associate and/or Assistant Superintendents
Administrative Assistants to the Superintendent
Directors
Managers/Supervisors
Principals and Assistant Principals

3-1-2 All rights and privileges granted to the Association under the terms and provisions of this Agreement are for the exclusive use of the Association in representing all licensed staff and not for the use of any other party or organization.

3-1-3 When committees call for licensed staff representatives within the Negotiated Agreement, the Association and the District will collaborate to have equal representation on the committee.

3-1-4 ~~3-1-3~~ No Strike/Work Stoppages – the Lyon County Education Association reaffirms their pledge that there will be no strikes, stoppages of work, or slowdowns against the Local government employer, the Lyon County Board of School Trustees, as defined by NRS 288.

.2 BOARD LIAISON

3-2-1 In order to provide for discussion and periodic exchange of views between the School Board and the Association, one (1) representative of the Association ~~member shall~~ may be present at all school board meetings that are open to the public.

3-2-2 In the event that school board meetings are being conducted during school hours, the Association representative to the School Board may be released from their regular duties without loss of pay but with the Association paying the cost of the substitute.

3-2-3 One additional member of the Association representing a particular geographical area of the County may be invited by the School Board.

.3 DUES

3-3-1 The District agrees to deduct dues from the salaries of the employees covered by this agreement for the Lyon County Education Association, Nevada State Education Association and the National Education Association. These monies shall be transmitted to the Nevada State Education Association.

3-3-2 The Association will certify to the District in writing the current rate of membership dues. The district will be notified of any change in the rate of membership dues thirty (30) days prior to the effective date of such change.

3-3-3 For continuing employees, dDeductions referred to in Section 3-3-2 above will be made in equal installments each month during the (12 month) year. The District will not be required to honor for any month's deduction any authorizations that are delivered to it later than the first month prior to the distribution of the payroll from which the deductions are made.

3-3-4 No later than November 1st of each year, the Association will provide the District with a list of those employees who have voluntarily authorized the District to deduct dues to the organizations named in section 3-3-1 above. Copies of the executed dues authorization for all employees shall be submitted to the School District. The Association will notify the District monthly of any changes in said list. The District office will share a monthly dues deduction registrar. Any teacher desiring to have the School District discontinue deductions previously authorized must notify the Association in writing between July 1 and July 15 of each year for the upcoming school year's dues and the Association will notify the District in writing promptly to discontinue the employee's deductions effective August 1.

3-3-5 If an employee leaves the district prior to completing his/her contract, the remaining dues of the Association in 3-3-1 above, will be paid through July 31 of that year.

3-3-6 It is recognized that the School District, in agreeing to deduct dues, is performing a solely administrative function on behalf of the Association for its convenience and is not a party to any agreement between the Association and its members regarding the deduction of dues. The Association, therefore, agrees to hold the School District harmless and to reimburse the School District for any and all costs, including legal fees it may incur in relation to any deduction made at the direction of the Association and contrary to the instructions received from the individual teacher. The parties agree that if there are not sufficient funds due to garnishment that the District is not liable for failure to collect such dues as long as the funds are not available.

3-4-1 Association Business shall not be conducted during the regular workday, excluding the duty free lunchtime, except when deemed necessary and agreed upon by the school's administration and the Association.

3-4-2 The association shall be charged the lowest substitute daily rate of pay for members who have school district approved buyouts.

ARTICLE IV

NEGOTIATIONS

4-1-1 All negotiations shall proceed in accordance with the applicable sections of NRS 288 and with the ground rules established by mutual consent at the initial meeting of the two parties.

4-1-2 Should an impasse occur, it shall be resolved in accordance with applicable sections of NRS 288.

4-1-3 In the event that the Association and the Lyon County School District must memorialize language that temporarily changes the agreement or is in between negotiating cycles, they will collectively create a memorandum of understanding or agreement.

ARTICLE V

PROFESSIONALISM

.1 PROFESSIONAL RESPONSIBILITIES

5-1-1 The District and the Association recognize the following tenants, though not all inclusive, as essential elements of professional responsibility of the teachers to the students, parents, staff and communities in Lyon County School District:

1. Adhere to the Code of Ethics of the National Education Association.
2. Comply with District policies, regulations and guidelines.
3. Work in a positive, cooperative and collaborative manner within the educational community.
4. Treat other District employees, students and parents with respect and maintain the highest level of professional interaction.
5. Keep confidence and respect the confidence of others by neither soliciting nor revealing confidential information inappropriately about any student or staff member.

6. Notify and apprise the school administration directly or through the Faculty Advisory Committee, as appropriate of potential problems and concerns as they arise.

7. Cooperate with the administration and the Association in addressing issues and resolving problems.
8. Address parental concerns in a forthright and constructive manner.
9. Implement and follow district-adopted curriculum incorporating enrichment activities.
10. Demonstrate an on-going commitment to improving instruction and increasing student learning/achievement and seek out opportunities to grow professionally.
11. Understand how students differ in their approaches to learning and create instructional opportunities adapted to diverse learners.
12. Provide feedback to students and parents regarding student behavior and progress in learning in accordance with District policies and school standards.

5-1-2 Teachers will dress in an appropriate manner for the educational setting. Hairstyles on teachers will be clean, neat and compatible with community standards. Clothing in disrepair, tee shirts, and athletic practice sweats, are inappropriate classroom wear. Clothing, in general, must be appropriate for school activities of the day.

.2 PROFESSIONAL QUALIFICATIONS

5-2-1 We, the Lyon County Education Association, do firmly believe in the upgrading of our profession. Therefore, the Lyon County School Board and the Lyon County Administration agree not to employ any non-degree person in a licensed position unless exceptional circumstances should prevail.

5-2-2 Licensure is the responsibility of the teacher.

5-2-3 Teachers are expected to comply with rules, regulations and directions adopted by the School Board or its representatives which are not inconsistent with the provisions of this Agreement provided that a teacher may refuse to carry out an order which threatens physical safety or well-being.

.3 POLITICAL ACTIVITY

5-3-1 All employees of the Lyon County School District shall have the entire liberty of political action when not engaged actively in their employment provided such action is within the laws of the United States of America and the State of Nevada.

5-3-2 ~~A teacher planning to run for public office must notify the Board of Trustees prior to the date of filing for that office.~~ A teacher may be reassigned if the District determines absence of the teacher from his/her current assignment due to public office commitments would be detrimental to an educational program.

5-3-3 In the event that a teacher is elected to a public office, the School Board agrees to grant that teacher a leave of absence for that period of time that the duties of that office require. The leave of absence will be without pay and shall not exceed one year of continuous time off.

5-3-4 The teacher elected to office is obliged to cooperate in the smooth transition of his/her replacement prior to assumption of office.

5-3-5 It shall be a breach of contract if the teacher fails to follow or confirm to the provisions of 5-3-2 to 5-3-4 inclusive.

ARTICLE VI

TEACHER WORK SCHEDULE

.1 TEACHING HOURS AND TEACHING LOADS

6-1-1 The teacher's work year shall consist of 185 days for second and third year probationary teachers and post-probationary teachers and 189 days for newly hired and/or first year probationary teachers.

6-1-1-1 All full-time licensed personnel shall be required to work seven and one-half (7 ½) hours per day. Personal Business shall not be conducted during instructional time, excluding the duty-free lunchtime, except when deemed necessary and agreed upon by the school's administration and the certified employee.

6-1-1-2 Unless excused by the administrator, as part of their professional responsibilities, teachers shall attend no more than two required parent/teacher conferences, one site open house, and~~/or~~ for secondary teachers, one graduation/promotion each year. When ~~a~~ any school function is scheduled outside of the regular workday or contract year, and teacher

attendance is required by administration, there shall be compensation ~~in time~~ via timesheet at the hours beyond contract time rate ~~within that same school year~~.

6-1-1-3 ~~Personal and Association business shall not be conducted during instructional time. The building administration working with a committee of teachers, selected by the teachers and agreed to by the Principal, which is representative of the grade levels in the school will make reasonable efforts to reduce non-instructional duty time for teachers and to equalize non-instructional duties of the teachers.~~ The district shall ensure that non-instructional duties for teachers (bus/yard duty, etc.) will be limited to a maximum of 30 minutes per day.

6-1-1-4 In order that certified employees may begin planning and preparation for the coming school year, certified employees other than newly employed or newly transferred employees, shall be notified by the principal or supervisor by posting not later than the last day of the school year, a schedule for the coming school year, tentative certified employee program assignments, the schools to which they will be assigned, the grades and/or subjects that they will teach, the number of the classroom in which they will teach, any special or unusual classes that they will have and the site specific daily work schedule.

6-1-1-5 Individual Education Plan (IEP), Student Study Teams (SST), and Section 504 Plan (504) meetings shall be held within the seven and one-half (7.5) hour workday, when possible. All mandatory attendees which shall include the following: Special Education Teacher, General Education Teacher, and related service providers covered by this agreement, will be in attendance and remain for the entirety of the meetings. If an IEP, SST, or 504 meeting is held outside contract hours and extends beyond 30 minutes, all teacher attendees will be compensated ~~$25.00~~ $30.00 per hour, paid in 15 minute increments, for the full amount of time beyond the contract day.

6-1-1-6 Excluding voluntary work, pre-approved work beyond the contract day will be compensated according to the Supplementary Pay Schedule for Unclassified Positions.

6-1-2 Site administrators will do their best to find substitute teachers to fill absences. In the event a school is short substitute teachers, each site will identify the best possible solution for students' benefit, to minimize disruption to the school day, and consider teachers' needs. Each site-specific plan will be presented to the certified employees prior to the first day of student attendance and share it with their site designated LCEA representative. In the event a certified employee needs to be used to help cover a substitute teacher shortage, the administrator (or designee) will develop a fair and equitable protocol of selecting certified employees to be used to cover substitute teacher shortages, particularly so the same employees are not frequently chosen. The administrator must always request whether the certified employee is willing to adjust their assignment for the day.

A. If there are no other options, the administrator will explain the situation to the certified employee, administer the revised assignment, and the certified employees must be compensated.

B. The following activities are exempt from compensation for missed prep time: parent teacher conferences, field trips, inclement weather events requiring missed school days or delayed starts, holidays, and PD days.

6-1-2-1 If the class is split up among additional classes, the highest daily substitute teacher rate of pay will be divided evenly between those certified employees who are taking additional students. If a class is split up among additional classes, the split shall be dispersed as numerically equal as possible.

6-1-2-2 If another employee who has a substitute teacher license is able to cover the class and that coverage results in a loss of prep time to any certified employee, the certified employee will be compensated.

6-1-2-3 If a certified employee, or certified specialist, (i.e.: ELL, SPED,electives, etc.) is used to cover a class, they are to be compensated at the rate of $30.00 per hour for the number of hours of student contact time that they covered up to the highest daily substitute teacher rate of pay.

6-1-2-4 If a certified teaching team must be broken up to cover a class, both team members will be compensated ~~a half day's substitute~~ at half of a day at the highest rate of substitute pay. Determination of which teacher leaves the classroom will be made by the teaching team. With administrator approval, a certified teaching team member may refuse a substitute when their team teacher is absent but will not be compensated.

6-1-2-5 Teachers voluntarily working together to help cover each other's classes for a short period of time will not be compensated.

6-1-3 When a particular teacher or group of teachers receives administrative approval for a curriculum project, which requires special planning, adequate release time from classroom duties may be provided.

6-1-4 When a particular teacher or group of teachers receives administrative approval for a curriculum project to be carried out during the summer months, the teacher or group of teachers shall receive an agreed upon salary.

6-1-5 The District shall provide a duty-free lunch of not less than thirty (30) consecutive minutes, which begins at the end of student supervision, within the 7 ½ hour school day,

however deviations may be made with the consent of the teacher. The thirty (30) minute duty-free lunch period may be modified on days when the school's normal schedule is altered.

6-1-6 Except for emergency situations, as determined by the administration, at least three work days prior notice shall be given to employees for meetings and training sessions where their presence is required. Should a teacher not be present for a meeting or training session, it shall be the teacher's professional responsibility to review and implement any and all information as all other staff members. It shall be the responsibility of the site administrator to provide the teacher with all pertinent materials.

.2 EXTRA CURRICULAR

6-2-1 Realizing that Class Advisors in Article XXII are activities which are a valid extension of a teacher's obligations, the following will be in effect:

1. Teachers assigned as Class Advisors will be expected to carry out their responsibilities
2. Student extra-curricular activities will be posted at least two weeks in advance, except when prevented by circumstances beyond the control of the administration, and the licensed personnel involved will be notified of their duties in the particular activities.

.3 PREPARATION TIME

6-3-1 The School District recognizes that preparation time during the teacher's workday is an essential part of effective education. The District shall provide teachers with a minimum preparation time of 600 minutes over a two-week period. This preparation time must be continuous for a minimum of 30 minutes and duty free. Preparation time shall be ~~defined as time for~~ self directed by the teacher; such self-directed time may include: preparation of lessons and correction of papers, planning instruction ~~and coordinating with colleagues~~, contacting ~~and conferencing with~~ parents, ~~and~~ voluntarily conferencing with administration, and for self-directed time, at the discretion of the teacher. Two (2) of the early release/late start collaboration times per month will be reserved for unstructured, non-agendized, self-directed preparation time with no mandatory meetings. The other two (2) early release/late start collaboration times per month will be reserved for professional development and will not be considered preparation time, nor will any other professional development during the regular workday or contract time. Every effort will be made to maintain preparation time during testing periods and/or alternative schedules.

.4 SCHOOL CALENDAR

1. On or before November 1 of each year, the Association may present a school calendar two years in advance of the current year. The Association may submit this calendar to the District for its consideration.

6-4-2 In every calendar presented to the School Board, a full teacher workday without student contact at the end of the first semester will be a major consideration.

6-4-3 Summer school will not be held concurrent with contingency days that staff are in attendance.

.5 ALTERNATIVE SCHOOL SCHEDULE

6-5-1 In the event a Lyon County school implements an alternative school schedule that falls outside the 7.5 hour day/ five work days per week, the District shall meet with the Association by the 9th week of the semester prior to the beginning of the implementation year to negotiate, pursuant to NRS 288, and related Articles of this Agreement.

ARTICLE VII

TEACHER PROTECTION

.1 DISCIPLINE PROCEDURES

7-1-1 Corrective and disciplinary action, when necessary, shall be designed to provide a fair and structured way for employees to improve and/or correct their job performance and/or behaviors, which do not meet the standards or demands of their positions. This shall provide a fair and equitable treatment for all employees. The District shall give employees an opportunity to improve and/or correct their job performances and/or behaviors which do not meet the standards or demands of their positions. The goal of the corrective discipline system is to correct or improve unsatisfactory performance/behavior, and the measures utilized will be commensurate with the deficiency to be corrected. Should disciplinary action be deemed necessary, it is the expectation that the standard rules of progressive discipline shall apply.

7-1-2 No teacher shall be disciplined, suspended, reduced in rank or compensation, adversely evaluated, transferred or dismissed without just cause. Any such action as outlined above without just cause asserted by the District or representative thereof shall be subject to the

Professional Grievance Procedure as set forth in Article VIII. All information forming the basis for such disciplinary action will be made available to the teacher and the Association.

This provision does not apply to a probationary teacher per NRS 391.655.

7-1-3 Before the District proceeds with a suspension of a teacher, except when an immediate suspension is necessary where the Superintendent believes that cause exists for the dismissal of the teacher, and it is necessary in the best interest of students in the District, the teacher shall be notified of the proposed suspension and have a period of ten school days after the receipt of the notice within which to file a grievance under the Professional Grievance Procedure, Article ~~VI~~ VIII of the Negotiation Agreement, to challenge whether the District has just cause to impose the suspension. If no such grievance is filed, the District shall immediately impose the suspension. This method of challenging any proposed suspension shall be in lieu of any other challenge, including but not limited to any challenge under NRS 391.314 or NRS 391.317.

7-1-4 A licensed employee is entitled to representation when meeting with administration on job related matters. Representation for the employee and the District shall be purposeful to the resolution of issues.

7-1-5 The district shall not discriminate against any licensed employee pursuant to NRS 288.270 paragraph f.

7-1-6 By November 1 of each year, the Association will provide the District a list of trained representatives in each area from which employees may select. The District will then disseminate the list to all work sites within two (2) working days of receipt.

.2 EVALUATION

7-2-1 Evaluation of licensed personnel is the responsibility of the District and will be conducted in accordance with state statutes, the NEPF (SB 460 section 49, NRS 391-750, & 751), and district policy, including but not limited to, GBBH--Employment of Relatives and NRS 281.210. The District shall consult and collaborate with the Association prior to implementation of a new evaluation instrument. No teacher shall evaluate another teacher.

A. Each administrator who contributes to the evaluation of an employee shall sign the employee's evaluation. Employees who receive an ineffective or developing evaluation may request that a different administrator(s) perform subsequent evaluations as outlined in NRS.

B. Each employee shall work with administration to comply with NEPF evaluation cycle timeline. This allows for adequate time for mid-course adjustments, development,

follow-up feedback, and to discuss evidence so that there are no "surprises" during the summative evaluation. Summative evaluations shall be completed and signed 10 school days before the last day of school following the NEPF timeline.

C. Teachers shall be allowed to present evidence that could show improvement in all levels of the NEPF.

D. Teachers will not be required to sign any evaluations which have been backdated, are missing, or incomplete. [SB 460 section 49, Evaluations & NRS 391.750-751.]

7-2-2 When the District deems it necessary, a "Plan of Assistance" for a certified employee may be implemented as needed to address performance issues, to support the employee's improvement and address areas of concern. Observations and Evaluations shall be compliant with applicable NRS.

An effective or highly effective evaluation that has met the statutory purpose of providing a format for constructive assistance to correct any deficiencies that have been documented in observations is not subject to grievance procedures, however is subject to 7-1-2. Any deficiencies or areas of concern must be brought to the attention of the teacher in a post-observation conference.

7-2-3 The Lyon County School District recognizes the right of teachers to respond in writing on the evaluation sheet to any adverse criticism of his or her performance. Any employee exercising this right is guaranteed a review of his or her evaluation by the Superintendent or his designee if requested in writing.

7-2-4 The Association and the District agree to adhere to NRS 391.3197 in the matter of non-renewal of a probationary teacher's contract. In the event of non-renewal, the probationary teacher shall not have access to the grievance process.

7-2-5 LCEA and the District will have continuing conversations regarding enhanced compensation for special education positions, through the end of this ~~2023-2025~~ 2025-2027 agreement.

.3 PERSONNEL FILES

7-3-1 The District shall maintain, for official school district purposes, one (1) personnel file for each employee in the District Office and one (1) personnel file in the office of the employee's principal. These files shall be kept under conditions that insure their integrity and safekeeping and shall contain copies of personnel forms, official correspondence to and/or from the

employee, written evaluations and other appropriate materials relating to the employee's employment.

7-3-2 An employee shall be given a copy of official material prior to its being placed in the file and shall date and initial or sign the material prior to its placement in the file. Anonymous, unattributed or inappropriate material shall not be placed in the file. An employee shall have the right to submit a written response to any material placed in his/her personnel file. The employee shall have thirty (30) working days from receipt of the material to submit the written response. This written response shall then be attached to the appropriate file material and placed in the file.

7-3-3 An employee shall have the right to examine his/her official personnel file during the normal business hours of the office where the file is kept and within twelve (12) business hours of confirmed receipt by the Personnel Office of the request to examine the file. The request shall be made by personal contact, phone contact, or email contact. Upon request, an employee may obtain copies of any material in his/her official personnel file. The examination of official personnel file by the employee shall be witnessed by a District designee. The District shall make every reasonable effort to ensure personnel are available on a daily basis to confirm requests.

7-3-4 An employee may indicate in writing to the principal or superintendent those materials, which the employee considers inappropriate to be retained. The material shall be removed from the file if the Superintendent or designee determines adequate justification is shown for their removal.

7-3-5 An admonition, written warning, or other disciplinary letter, issued to an employee, who within the time granted for improvement has met the standards set for them ~~him/her~~ by the ~~Administration~~ administrator who issued the admonition, written warning, or other disciplinary letters, shall be removed from the records of the employee not later than three (3) years after its issued. (see NRS 391.755)

7-3-6 In a specific personnel action no use may be made of any material, which has not been properly placed in the official personnel file.

7-3-7 Any written evaluation more than three (3) years old and/or from previous employment outside of the Lyon County School District will not be considered valid in a disciplinary or termination case unless the evaluation has a direct relationship to a present disciplinary or termination case.

.4 OTHER

7-4-1 The School trustees will provide liability insurance protection for any teacher who is acting within the limits of ~~his or her~~ their responsibilities.

7-4-2 A teacher may restrain a pupil, when it is essential for self-defense or for the protection of other persons or property.

7-4-3 No teacher shall be discharged, dismissed or discriminated against because of any responsible activity with or on the behalf of the Association.

7-4-4 This Agreement shall not be interpreted as providing an all-inclusive statement of the rights and privileges of the teachers and the School Board.

7-4-5 In all instances where there is contact between an administrator and a parent or legal guardian regarding an informal complaint or problem involving a student and a teacher, the teacher must meet, unless other arrangements are made by the Principal, with the administrator and the parent within three (3) working days to cooperatively resolve the problem.

7-4-6 Employees shall have the full right to use their personal phones while at work, with the understanding that they will use them in a professional manner, and to conduct their job duties.

ARTICLE VIII

PROFESSIONAL GRIEVANCE PROCEDURE

8-1-1 A claim by a teacher or the Association that there has been a violation of this Agreement, may be processed as a grievance as hereinafter provided.

8-1-2 Good morale is maintained as problems arise by sincere efforts of all persons concerned to work toward constructive solutions in an atmosphere of courtesy and cooperation. The purpose in this procedure is to secure at the lowest possible administrative level, equitable solutions to the problems, which may, from time to time, arise. Both parties agree that these proceedings will be kept as informal and confidential as may be appropriate at any level of the procedure.

8-1-3 If a grievance exists, the following steps shall be taken to resolve the grievance.

8-1-4 STEP 1 - SCHOOL PRINCIPAL

If a potentially grievable matter cannot be resolved with the site administrator, within ~~ten (10)~~ fifteen (15) working days of the discovery, a formal grievance in writing, stating the grievable matter and the contract article, violated, shall be presented to the aggrieved party's principal, with a copy sent to the Superintendent no later than ten (10) days of the discovery, of the original action which gave cause for the grievance.

Within ten (10) working days after the receipt of the formal written grievance the Principal shall discuss the grievance with the aggrieved party with the intent of resolving the matter.

The aggrieved party and/or the Principal may choose to have a representative at the discussion.

STEP 2 - SUPERINTENDENT OF SCHOOLS

If the aggrieved party is not satisfied with the disposition of its grievance at STEP 1, within ~~six (6)~~ ten (10) working days the party may file a written grievance with the Superintendent. The Association agrees to review grievances at STEP 2 if requested by either party.

The Superintendent, or other county level administrator, will represent the administration at STEP 2 of the Grievance Procedure. The administration's representative will meet with the aggrieved party, the aggrieved party's principal or the appropriate administrator, or both, in an attempt to resolve the grievance.

The aggrieved party and/or the Superintendent may choose to have a representative present at the meeting. Such a meeting will take place within ten (10) working days after the receipt of the grievance by the Superintendent. The Superintendent shall, within ten (10) working days after this meeting, render ~~his~~ their decision to the aggrieved party, the principal, or appropriate administrator and the Association.

STEP 3 - SCHOOL BOARD

If the aggrieved party is not satisfied with the disposition of the grievance in STEP 2 and the Association agrees that the grievance has not been satisfactorily settled, then the Association may present the grievance to the Board within ~~six (6)~~ ten (10) working days after the Superintendent answers and the Board, no later than its next regular meeting, as per Open Meeting Law NRS 241, will have ~~six (6)~~ ten (10) working days following the meeting to answer the grievance.

STEP 4 - ARBITRATION

Upon being notified of the School Board's decision, the Association may request arbitration within ~~six (6)~~ ten (10) working days. The request for arbitration shall be made by delivering to the Superintendent written notice of the intent to arbitrate.

In the event a timely written request for arbitration of an unresolved grievance is made by the Association, the parties shall jointly request the American Arbitration Association to furnish a list of seven (7) arbitrators from which one shall be selected. Such selection shall be accomplished within ten (10) days by the Association and the School District, each striking one (1) name from the list in turn until only one (1) name remains. The Association shall strike first.

The arbitrator shall hear all evidence and arguments on the points in dispute and his/her written decision shall be final and binding upon the parties hereto.

The arbitrator shall not have the authority to modify, amend, alter, add to, or subtract from any provision of this Agreement.

8-1-5 The expenses of arbitration shall be borne equally by the School District and the Association.

8-1-6 Time is of the essence in the discharge of grievances and all parties hereto shall comply strictly within the time limitations set forth above.

If the grieving party fails to exhaust the grievance under the grievance procedure within the time limits set, or fails to abide by such procedure, the grievance shall be considered abandoned with prejudice in the absence of express waiver in writing, signed by the opposing parties. If either party fails to meet the time limits set throughout this article including the request for arbitration, the opposing party shall have the right to unilaterally initiate the next grievance step as provided herein, in the absence of express waiver in writing signed by said party. A time limit for any step in the grievance process may be altered if both parties agree.

To ensure minimal disruption of the educational process, the Association and District shall make every effort to expedite the setting of arbitration dates. It is agreed the timely resolution of any step of the grievance procedure is in the best interests of both parties.

8-1-7 No reprisals of any kind will be taken by the School Trustees or by any member of the administration against any party because of filing a grievance or because they participated in an orderly manner in the grievance procedure on behalf of the grievant and/or the Association.

8-1-8 The limit on discovery shall be one (1) year from the date of the grievable incident.

ARTICLE IX

INSTRUCTIONAL PROGRAMS

.1 PROFESSIONAL TRAINING

9-1-1 Teachers requested by the District to attend overnight workshops, conferences, activities, or training classes outside the District shall be compensated for expenses at the District per diem rate, unless other arrangements have been agreed to by both parties. Teachers who request to be allowed to attend above programs may be compensated by the District.

9-1-2 The Association may recommend to the Superintendent topics for workshops, conferences and programs designed for teachers.

9-1-3 The Association may also recommend to the Superintendent topics for after school courses, workshops, conferences, training and innovative programs designed to improve the quality of instruction.

9-1-4 To the extent possible, curriculum workshops and district-wide in-service training programs, which require teacher attendance, shall be jointly developed with input from certified employees representing each attendance area, and/or grade level clusters, administrators and the Association.

9-1-5 Every teacher shall be encouraged by the Association and the Administration to participate in curriculum revision committees during the school year. Arrangements for these curriculum revision committee meetings shall be made by the Administration and the teachers, to include specialists (ie. EL, GT, CLS, and resource). Before any curriculum change or adoption is presented to the School Board, a minimum of five school days will be given to complete a survey that shall include a feedback section which will be administered to those employees impacted, to include all specialists (ie. EL, GT, CLS, and resource). The survey results will be shared with the proposal to the School Board.

9-1-6 A teacher who agrees to accept a new position in an innovative program may be required to attend additional training. When an employee currently in a position or reassigned by the District to a position is required by the District to obtain additional training, the District shall cover all training expenses. Also, the employee shall be paid equal to that in 9-1-1 for training he/she must attend outside of the regular workday. Unless the District gives written prior approval, the employee may not use credits earned through such training for movement on the salary schedule if the District paid any training costs. Such costs would include, but not be limited to, registration fees, travel, sub pay, payment to attend or compensated release time.

9-1-7 The Association and the Administration encourages all teachers to join the professional organization in the subject area in which they teach as a means of enhancing knowledge of the subject and of improving instruction in the subject.

9-1-8 Professional Development activities provided by the district will be designed to meet the requirements to qualify for licensure renewal hours.

.2 SUPPLIES AND TEXTBOOKS

9-2-1 The School Board recognizes that appropriate texts, library reference facilities, maps and globes, laboratory equipment, current periodicals, consumable/project materials, essential workbooks, art supplies, music supplies, athletic equipment and similar materials are tools of the

teaching profession. The parties will confer during the annual budgetary process for the purpose of improving the selection and use of such educational tools. The principals will inform the teacher or department of the disposition of their requests.

9-2-2 The School Board agrees to provide sufficient textbooks and/or licenses for electronic textbooks (e-texts) to insure each student will have a copy of the adopted text/e-text for classroom use and that sufficient texts will also be available for checkout.

9-2-3 The Association reserves the right to file objections about recommended textbook changes to the Administration. Such objections can only be filed upon the written request of any teacher affected by the change.

9-2-4 A new selection of textbooks will be recognized as a need and put on a purchase program rotation. At the request of the Association, the District will provide a copy of the board approved seven year curriculum adoption plan and will maintain a current copy available on the district website.

9-2-5 Teacher work stations (i.e. laptop, desktop computer, desk and chair) and student labs or workstations (stationary or mobile) will remain operable, meaning fully functional for their intended purpose. Inoperable equipment will be repaired or replaced in a timely manner and as deemed necessary by the IT department, maintenance and/or other suitable department.

9-2-6 When electronic curriculum adoption occurs, the District will support the implementation of that curriculum with the purchase of suitable hard copy materials aligned to the adopted curriculum as deemed necessary by the adoption committee.

.3 EXPERIMENTATION AND INNOVATION

9-3-1 The School Board and the Association recognize the need for experimentation and innovation in educational programs. New techniques in staffing and scheduling may involve changes in the length and number of class periods taught and the number of students assigned to a given class. Teachers and the Administration may cooperate in the mutual development and implementation of such innovative programs.

ARTICLE X

POSITIONS

.1 VACANCIES

10-1-1 A vacancy is any position previously held by a licensed employee or newly created by the Board of Trustees. All vacancies shall be posted on the District's website for at least five (5) working days before the final date for submitting applications. During the school year, the District shall make a reasonable attempt through District e-mail to notify all licensed staff of any vacancies.

NOTE: All positions will first be opened to current licensed employees for a period of five (5) working days prior to the position being posted to applicants outside the school district as outlined in 10-3-1.

10-1-2 No vacancy shall be filled until the vacancy has been posted for a period of five (5) working days, with the exception that the Association realizes that during the summer months of June, July, August, and September, sudden vacancies may be filled from comparable postings and/or interviews. The interview process shall include screening of applicants and interviews of qualified candidates with due consideration given to current employees and employees who may be on a one year contract.

.2 REASSIGNMENT AT EACH SCHOOL/WORK SITE

10-2-1 Reassignment shall always be considered in providing the best possible education for students and shall not be punitive in nature. Reassignment at each school site shall be the responsibility of the site administrator based on the needs of the school and students. In grades PreK – 6, should the reassignment be more than two (2) grade levels, the following criteria will be utilized when determining reassignment:

- Compatibility of the employee with respect to students, program, staff, and administration
- Experience in the subject/grade level

If the reassignment is involuntary and requires the employee to move classrooms or offices outside of the regular contract day, they will be paid an amount of ~~$300.00~~ $400.00 within the next two pay periods.

Any teacher interested in a change in grade level, subject, or assignment at his/her current school work site must submit a request via email to the site principal by May 1st for the following school year.

.3 VOLUNTARY DISTRICT TRANSFER

10-3-1 All vacancies will first be opened to current licensed employees for a period of five (5) working days prior to the vacancy being posted to applicants outside the school district. Licensed employees will be notified of these vacancies via district email. The employee must complete the abbreviated application on the district website for every vacancy to which they wish to transfer and will be guaranteed an interview at that school/work site. This process will be followed for all vacancies created October through May of each school year. During the months of June and July, the employee may request a transfer by completing the abbreviated application during the five (5) day posting period outlined in 10-1-1 and will be guaranteed an interview with other viable outside candidates. Should the employee be the only transfer applicant and he/she is acceptable to the site administrator, no interview will be required and the employee may be selected without interviewing outside applicants.

NOTE: The opening of a new school may cause the District to adjust timelines for transfers. Should positions open after July 31st, certified staff may request for transfer and be granted an interview as long as both site administrators are amenable.

.4 INVOLUNTARY DISTRICT TRANSFER

10-4-1 District involuntary transfers shall be considered in the spirit of providing the best possible education for students. Criteria for considering changes will be a request for volunteers:

1. If no volunteers, teacher seniority will be used
2. If only one volunteer; the transfer will be approved
3. If more than one volunteer, experience in the subject area/grade level shall be used

If the involuntary transfer requires the employee to move classrooms or offices outside of the regular contract day, they will be paid a flat rate of ~~$300.00~~ $400.00.

NOTE: When an involuntary transfer/reassignment occurs, the principal and the employee will cooperatively work together to allow sufficient preparation time for the new assignment.

.5 SENIORITY

10-5-1 No later than November 1 of each year the School District shall provide to the Association President a seniority list of all members of the licensed bargaining unit.

The District determines the current seniority of the teachers by the number of years they have taught in the District. The procedure for determining seniority shall be as follows:

a. Seniority will be computed from a teacher's most recent date of hire in the District.
b. Seniority will not be broken by unpaid leaves of absence.

c. Initial employment by the District in a position outside the licensed bargaining unit will not be counted in computing seniority. Employees returning to employment within the licensed bargaining unit shall retain the years seniority earned during licensed administrative time worked.

d. In the event two (2) or more teachers have the same seniority as indicated by date of hire and all else being equal, a lottery shall be held in which teachers having the same seniority shall draw lots in accordance with a predetermined procedure to establish the most senior teacher.

e. For any licensed employee hired after July 1, 2011, years of teaching experience in the District will be the only factor used in calculating seniority.

.6 TEAM TEACHING

10-6-1 The District and the Association recognize that team teaching may be necessary and/or desirable due to space limitations or other educational considerations. The Parties also recognize that the teachers who will make up the teams must work closely and in concert with one another. Therefore, when selecting teachers to team together, the following considerations will be given in order to provide the best possible education for students.

1. Request for Volunteers;
2. Compatibility of Teachers;
3. Individual teacher strengths, licenses and endorsement;
4. Flexibility and needs of schools.

ARTICLE XI

REDUCTION IN FORCE

11-1-1 If practicable, attrition by resignation and retirement shall be utilized as the first means of staff reduction.

11-1-2 The District reserves the right to retain a teacher, if, in the opinion of the Superintendent and supported by substantial documentation, the teacher is needed to maintain a program, course of study or perform a needed function within the School District.

11-1-3 In the event that further staff reductions are required, which reductions may include post probationary teachers, the following criteria shall be used in selecting teachers for layoff and in the priority order as follows:

a) Educational and/or instructional requirements with particular attention to a teacher's licensure.

b) Effective/Highly Effective performance evaluations averaged from the past three consecutive school years.

c) Seniority as specified in 10-5-1

11-1-4 When an opening occurs for which they are licensed, teachers laid off because of a reduction in force, will be rehired in the reverse order they were laid off. A teacher shall remain on the rehire list for two (2) years unless the teacher refuses the offer of a rehire position for which he/she is licensed. If the recalled teacher is unable to return due to a bona fide illness or emergency, their place on the rehire list shall be extended for a period not to exceed one (1) year. It is the responsibility of the teacher to inform the District of all changes of address by Certified Mail.

ARTICLE XII

LONG TERM LEAVE

.1 CHILD REARING LEAVE

12-1-1 Upon a written petition to the principal and approval from the Superintendent, child rearing leave may be granted to any teacher in the District to care for his or her newborn or newly adopted child provided that all other subsections of 12-1 are met.

12-1-2 Requests for such leave shall be made forty-five (45) days prior to its commencement.

12-1-3 Child Rearing Leave may be granted for a maximum of four (4) quarters. Child Rearing Leave will commence at the start of a quarter and end at the conclusion of a quarter unless the teacher and the principal with the approval of the Superintendent mutually agree to an adjusted timetable.

12-1-4 Teachers having taken a Child Rearing Leave must notify the Superintendent of their intended return forty-five (45) days prior to the beginning of the second semester, or by April 1, prior to the following school year.

12-1-5 Certified employees shall receive no salary or fringe benefits while on child rearing leave. Since those on Child Rearing Leave have not resigned, they shall, at their option, be considered as members of the staff for insurance purposes with the employee paying the full amount of such premium.

12-1-6 A teacher granted Child Rearing Leave shall return to the District with every effort made to place the teacher in the same attendance area providing the teacher is not affected by reduction in force.

12-1-7 Teachers returning to the District will have the same status on the salary schedule unless the teacher has qualified for advancement. He/she shall also be credited with the unused short-term leave accumulated up to the time the leave of absence was granted.

.2 MILITARY LEAVE

12-2-1 The School Board and the Association will comply with the guidelines under the Uniform Service Employee Rights Reinstatement Act (USERRA) and any applicable NRS.

.3 SABBATICAL LEAVE

12-3-1 Upon proper application and approval by the Superintendent (or designee) and Lyon County Board of School Trustees, a Sabbatical Leave of one (1) school year duration may be granted for professional study in the teacher's area of specialization or a closely allied field only. Such leave is not granted as a reward for work already performed but rather as an opportunity to prepare for improved service in the schools of Lyon County.

12-3-2 Teachers must have completed seven (7) consecutive years with the Lyon County School District and must not have taken Sabbatical Leave during the proceeding seven (7) years.

12-3-3 No more than three (3) full time members of the teaching staff (one per level, preferably) may be on Sabbatical leave during any one (1) school year. Application forms provided for this purpose will be completed and submitted to the Superintendent (or designee) and School Board by December 1st of the preceding year in which the leave is desired. If approved by the Superintendent (or designee), the Board will act on the applications and rank the requests so that if the leave is not used by the highest-ranking applicant, it may be used by another applicant.

Note: All applicable leave will run concurrently with the Family and Medical Leave Act (FMLA) guidelines.

12-3-4 Salary is to be one-fourth (1/4) of the teacher's annual rate in effect during the Sabbatical Leave exclusive of any extra-duty pay, etc. The teacher will provide the Board with a surety bond in the amount of one-fourth (1/4) of the current salary.

12-3-5 The teacher on leave shall by March 1st of the year of leave, notify the respective principal of his or her intentions to return, and (if returning) shall by September 15th provide the County Administration Office with a complete transcript of work completed while on leave.

12-3-6 The employee, upon returning from Sabbatical Leave, shall be assigned to his former position with the Lyon County School District.

12-3-7 A teacher must agree to complete the professional study as described in the application for leave and return to Lyon County School District for a minimum of two (2) school years following Sabbatical Leave or reimburse the District for all District paid compensation received by the teacher during the Sabbatical Leave period.

Reimbursement will be waived if the teacher is dismissed by the school during those two (2) years.

.4 EXTENDED LEAVE OF ABSENCE

12-4-1 Upon written petition to and approval by the Superintendent, any teacher who has been employed in the School District for the preceding three (3) years and who has a record of satisfactory service may, upon request, be granted a leave of absence without pay for a period of time not to exceed one (1) school year.

12-4-2 Requests for such leave shall be presented prior to March 1st preceding the academic year for which leave is requested.

12-4-3 The applicant will receive written notification by the Superintendent of the leave by April 1st preceding the academic year for which that leave applies.

12-4-4 Written notice must be filed with the School Board by March 1st of the year in which that leave is effective stating whether or not the teacher plans to return. Failure to give such notice will automatically forfeit the right of the teacher to return.

12-4-5 Any teacher that has been granted an extended leave of absence shall return to duty at the same status on the salary schedule unless he or she has qualified for advancement. He or she shall be credited with the unused short term leave and benefits of seniority accrued up to the time the extended leave of absence was begun.

12-4-6 Since teachers on leave of absence have not resigned, they shall, at their option, be considered as members of the teaching staff for insurance purposes with the employee paying the full amount of such premium subject to the approval of the insurance carrier.

12-4-7 A teacher granted an extended leave of absence shall return to the district employment in the same attendance area providing the teacher is not affected by reduction in force.

ARTICLE XIII

SHORT TERM LEAVE

.1 GENERAL

13-1-1 At the beginning of each school year, licensed employees shall be credited with fifteen (15) days of Short Term Leave that may be used for sick leave, maternity, paternity, bereavement and adoption. Accrued leave and leave used are posted monthly on the employee's paycheck stub. The employee shall be responsible for verification of any and all leave, paid and unpaid, with the District's Payroll Department.

13-1-2 The District shall respond within seven (7) days of a receipt of a request for leave.

.2 SICK LEAVE

13-2-1 Short term sick leave is a designated amount of compensated leave that is granted to an employee who is unavoidably absent because of a) personal illness, accident, doctor's appointment, b) serious illness, accident or death in his/her immediate family (as defined in Article 1-1-14).

13-2-2 Should a teacher be absent from ~~his/her~~their assignment more than five (5) consecutive days or ~~should~~ there ~~be~~is a pattern of chronic or repeated absences or the district has cause to suspect an abuse of an approved leave, the teacher may be required to provide verification of illness/debilitating condition from a physician in order to establish that the absence meets the criteria stipulated in 13-2-1 for sick leave.

13-2-3 Short term leave shall be accumulated to a maximum of two hundred fifty (250) days in accordance with the provisions of NRS 391.180. Days accumulated beyond two hundred fifty (250) days shall be kept in the employee's file as inactive accumulated short term leave which could be used provided the School Board chooses to activate them.

13-2-4 Per NRS 391.180, all transferred sick leave from a qualified school district will be used after all district accrued sick leave has been exhausted.

.3 MATERNITY LEAVE

13-3-1 Pregnancy and/or medical issues associated with pregnancy shall be treated as any other temporary Short Term Leave.

The District shall accept a physician's verification for recovery time up to six (6) weeks for normal delivery and eight (8) weeks for cesarean delivery. If the employee does not have Short Term Leave available for all or part of the leave, she may request to take unpaid leave. If additional leave is necessary, the employee's physician shall submit the District's Extended

Medical Leave Form verifying that the employee is unable to return to work and additional leave, paid or unpaid, shall be granted accordingly.

13-3-2 Upon receipt of written notification of an employee's pregnancy and request for leave information, the School District shall provide pertinent information on contract and FMLA requirements and benefits.

.4 BEREAVEMENT LEAVE

13-4-1 Licensed personnel may be granted five (5) days each school year for bereavement leave. Bereavement leave shall be deducted from short-term leave. Additional time may be granted by the school trustees or designee.

.5 ADOPTION LEAVE

13-5-1 An employee should inform the District of an application for adoption. Upon reasonable notification to the Principal and documentation of an impending adoption, an employee who is adopting a child shall be granted up to ten (10) days of Short Term Leave. Additional leave may be granted without pay. This leave is for the purpose of attending necessary meetings, paperwork and travel relative to adoption.

.6 SICK LEAVE BANK

13-6-1 Employees covered by this agreement may become members of the Sick Leave Bank by voluntarily contributing one (1) sick leave day for the establishment and operation of the Bank. After the initial donation, employees may make additional donations of up to four (4) of their accrued sick leave days. These additional donations may be made once a year during the January enrollment period. This Bank is to assist employees ~~and their immediate family~~ who are members of the sick leave bank, who have long term debilitating illnesses or disabilities with recovery time of more than fifteen (15) days which cause them to be unable to fulfill their job responsibilities with the District and who have exhausted their accumulated sick leave and all personal leave.

Sick Leave Bank days shall not be used for elective surgery, personal business, extended family illness or maternity leave. Any employee who has been diagnosed with a debilitating or catastrophic injury or illness pre-existent to employment shall not draw from the Bank within the first year of employment.

a. Only individuals who have contributed to the Bank are eligible for benefits.
b. Critical Needs, Long Term Substitute, or Outside Contracted license personnel are not eligible to be in the Sick Leave Bank, due to their status.

b.c. Application for benefits from the Sick Leave Bank shall be made to the Sick Leave Bank Committee. The committee shall be made of two members appointed by the Association President and one member appointed by the Superintendent. The decision of the committee shall be final.

Note: All applicable leave will run concurrently with the Family and Medical Leave Act (FMLA) guidelines

c.d. At the beginning of each school year there will be an open enrollment period during September 1st to October 31st and again January 1st to January 31st. Eligible staff must notify the District in writing of their desire to participate in the Bank.

d.e. Membership in the Bank shall continue automatically from year to year unless notice of withdrawal is given in writing to the District during the enrollment period. Withdrawal will not result in reinstatement of the time contributed to the Bank.

e.f. When the number of days in the Bank falls below fifty (50), the committee will inform the Bank membership that a special assessment of one (1) sick leave day per member will be made to replenish the days available.

f.g. The maximum number of days which may be granted from the Bank at any one time shall be thirty (30) days. Additional days may be granted only after additional application and review. The maximum number of days which any one person can be granted from the Bank during the period of employment with the Lyon County School District is one hundred twenty days (120) days.

g.h. One sick leave day may be transferred from any certified employee to the sick leave account of any other certified employee who has been deemed eligible for assistance by the Sick Leave Bank Committee. The maximum cumulative number of days, which any one person can be granted by other employees is sixty (60) days. This can occur only after the person has exhausted the one hundred twenty (120) day maximum benefit outlined in 13-6-1-f.

h.i. A statement of participation in the Sick Leave Bank will be included in the yearly sick leave accounting update given by the District to each participating employee.

i.j. An employee who has used the Sick Leave Bank shall reimburse the Bank when his/her accumulated sick leave exceeds one hundred (100) days. Upon leaving the District, an employee shall reimburse the Bank the remaining balance of days granted from the bank.

.7 DONATED SICK LEAVE DAYS TO SPOUSE

13-7-1 If both spouses are employed by the District, one spouse may donate sick leave days to the other spouse up to a maximum of twelve (12) weeks per the FMLA guidelines.

.8 PAYMENT FOR UNUSED SHORT TERM LEAVE

13-8-1 Certified employees leaving the employment of the Lyon County School District shall be eligible for payment of unused Short Term Leave accrued in the district as provided below: (Per NRS 391.180, transfer days are not eligible for sick leave pay out).

a) The certified employee has ten (10) years of contracted employment with the District of which the last five (5) were consecutive.

b) The certified employee has not been dismissed pursuant to NRS 391.

c) A certified employee meeting the above criteria will receive payment for unused short term leave based on the following scale:

Number of Days	Rate Per Day	Maximum Benefit of 250 Days
181 – 250	$50.00	$12,500
162 – 180	$45.00	$ 8,100
144 – 161	$40.00	$ 6,440
126 – 143	$35.00	$ 5,005
100 – 125	$30.00	$ 3,750

d) The maximum aggregate payment for unused Short-Term Leave for all certified employees shall not exceed $1~~00~~25,000. If the aggregate total exceeds that amount per year, payments shall be prorated to all recipients. All payments shall be made during August for those employees separating during the prior school year.

e) A deceased certified employee's beneficiary (as noted on the employee's life insurance policy) will be awarded any payment if the above conditions are met.

f) Any certified employee with more than 250 sick days at the time of retirement may donate ~~up to~~ twelve (1~~0~~2) of their sick days to the sick leave bank.

ARTICLE XIV

PERSONAL LEAVE

14-1-1 All teachers shall be granted two (2) days of paid Personal Leave each year. Employees do not have to disclose the reasons for their Personal Leave requests.

14-1-2 With no less than two (2) days prior notice, except in cases of verifiable emergencies, the principal may ~~grant~~ approve or deny Personal Leave paid or unpaid. However, teachers are encouraged to request Personal Leave, whether to be paid or unpaid, as soon as it is known to be needed. Personal leave must be approved or denied within seven (7) working days of receipt of request. Personal Leave, paid or unpaid, requested more than two weeks in advance and approved, may not later be denied ~~if there is no substitute available or classes cannot be covered by licensed staff~~. Paid Personal Leave may be used at any time except the first or the last week of school, during the final examination times, during the school's parent/teacher conference days, teacher in-service day(s) unless there is a verifiable emergency, or extenuating family circumstances. If multiple requests are received for the same date, Personal Leave shall be granted according to the date it is submitted..

Any request for paid or unpaid leave that is denied by the principal may be appealed to the Superintendent or designee.

14-1-3 Additional Personal leave may be granted, without pay or with substitute rate deduction from the teacher's salary as determined by the Superintendent. The request to the Superintendent for additional Personal Leave must be submitted in writing and include an explanation.

14-1-4 Up to five (5) certified employees may be granted unpaid or paid Personal Leave during the first or last weeks of school for purposes of advanced degree studies. Paid leave will be based on whether the teacher has any paid personal leave to use.

14-1-5 Unused paid personal leave days may be accumulated from year to year. Only 5 paid Personal Leave days may be used consecutively during one school year.

ARTICLE XV

OTHER LEAVES OF ABSENCE

.1 ASSOCIATION LEAVE

15-1-1 The School Board agrees to grant leave at the discretion of the Superintendent for Association representatives to attend workshops, conferences, conventions and other Association activities.

15-1-2 The District shall allow full-time release for any member of the local Association elected to serve as an officer of the LCEA, NSEA, NRE, or the NEA for the duration of the term(s) of office. At the end of his/her terms of office, the teacher will return to the District in a position comparable to the one formerly held before the leave. A high school teacher would return to a high school position; a middle/intermediate school teacher would return to a middle/intermediate school position; an elementary school teacher would return to an elementary school position. This position will be in an area in which he/she is qualified to teach and at the same column and step he/she held at the time of leave. Failure of the employee to return at the end of his/her term(s) of office will be considered as a resignation from the District.

The LCEA, NSEA, NRE, or NEA will reimburse the District for the total amount of salary and fringe benefits, which include the total PERS contribution, worker's compensation, and health insurance package. The employee will not accumulate sick leave or personal leave during his/her absence, but upon return, all leave held at the time of release will be credited to the employee.

A teacher seeking any office under the above mentioned terms and conditions, must notify the Superintendent in writing six (6) months in advance to receive the leave of absence. Should a teacher be appointed to a LCEA, NSEA, NRE, or NEA position with less than six months' notice, the Superintendent and the teacher shall mutually agree on the terms and conditions of the leave and the employee's return to the District.

.2 COURT LEAVE

15-2-1 Upon notification to the Superintendent, an employee who is subpoenaed as a witness in a civil or criminal case or is called and serves on jury duty shall be granted leave for that period of time committed to jury duty service. Application for such leave must be made upon notification and submitted with a copy of the subpoena.

Employee compensation shall be an amount equal to daily rate less the daily allowance for jury duty service. Nevada State Retirement contributions by the employee and employer shall be at the regular retirement rate for each day or a fraction of a day served.

.3 INJURY OR ILLNESS IN IMMEDIATE FAMILY

15-3-1 A leave of absence without pay may be granted at the discretion of the Superintendent or designee.

15-3-2 All benefits to which a teacher was entitled at the time the leave of absence commenced, including unused accumulated short-term leave, will be restored upon return to the District and the teacher will be assigned to the same or equivalent position held at the time said leave commenced if available.

.4 PROFESSIONAL LEAVE

15-4-1 Professional Leave without the loss of pay or other benefits shall be granted to an employee of the District if such leave:

1. Is requested five (5) days in advance, with twenty (20) days needed for out of state travel.
2. Is deemed appropriate for professional growth.
3. Is deemed beneficial to the employee and the District by the Superintendent (or Designee) or the Board.

At the discretion of the Superintendent per diem and/or travel reimbursement may be provided by the School District.

15-4-2 Two (2) professional days per year will be granted to those who are pursuing and are officially registered for the National Board Certified Teacher (NBCT) program to fulfill the requirements for the NBCT program. Proof of registration will be provided to the Director of Human Resources prior to leave approval.

ARTICLE XVI

BENEFITS

.1 HEALTH INSURANCE

16-1-1 Lyon County School District (LCSD) provides health insurance for all employee groups. This plan is overseen by a District Insurance Committee, which has the authority of recommending changes to the School Trustees. The Association shall have proportionate representation on the committee. A majority of the committee must approve any proposed change of the District Health Program and/or provider to be submitted to the School Board of trustees for possible action. The District agrees to include all qualifying teachers in the LCSD Health Care Plan. New employees and/or dependents may be enrolled providing they meet the qualifiers set forth by the LCSD Health Care Plan. Dependent coverage for the LCSD Health Care Plan shall be elected during the open enrollment period.

NOTE: Those who elect not to take dependent coverage will need to prove insurability the following year if they wish to return to the LCSD Health Care Plan.

16-1-2 LCSD shall provide health, dental, vision, and life insurance for employees working twenty-five (25) or more hours per week. The School District shall contribute ~~up to~~ ~~$725~~ 100% of the premium on the base health insurance plan for eligible employees and contribute 35% towards dependent health insurance coverage per month ~~per regularly employed participant~~ effective July 1, 2023~~5~~-June 30, 2024~~6 and~~ Effective July 1, 2026-June 30, 2027 LCSD shall contribute the same amount of the premium of the prior year plus an additional 19.9% on the base health insurance plan for eligible emplyees those scheduled to work twenty-five (25) hours or more per week and contribute an additional 19.9% of the prior year's dependent cost up to 35% of the dependent health insurance coverage. ~~up to $780 per month per regularly employed participant in the LCSD Health Care Plan, effective 33 July 1, 2024 June 30, 2025. In the event of an increase in the LCSD Health Care Plan, the trustees shall give full consideration to payment of some portion of said increase. Dependent coverage will be made available at full cost to the employee at the current rate.~~ Life insurance limits will be set at a minimum of $20,000 with Accidental Death and Dismemberment set at a minimum of $20,000. Death by accident would then total a minimum of $40,000. The life insurance benefit and premium are reduced by 50% at age 70.

16-1-3 Provisions for all insurance programs affecting licensed staff shall be agreed upon by said parties and the School Board. All insurance coverage with the exception of teachers on Sabbatical Leave will be continued for teachers on leave at their own expense.

16-1-4 If the District elects not to cover a change in the employee insurance premium that may require the employee to pay a portion of the basic insurance plan then negotiations for Article XVI only shall be opened.

.2 OCCUPATIONAL INJURIES

16-2-1 "On-the-job" accidents and occupational sickness are compensated to the extent of required and necessary medical expenses and to limited weekly benefits as prescribed by the State Labor Commission and set forth in the Nevada Workman's Compensation Act.

.3 FLEX BENEFIT PLAN

16-3-1 The School District offers its employees an Internal Revenue Code Section 125 Flex Benefit Plan.

ARTICLE XVII

FACULTY ADVISORY COMMITTEE

17-1-1 The purpose of the Faculty Advisory Committee (FAC) shall be to advise the Principal of school issues and concerns. FAC members shall consist of certified staff and be elected by certified staff in each school before the first student day of the school year. FAC members shall be representative of grade levels, departments and/or specialty areas as appropriate to the school. The newly elected FAC members shall meet as soon as possible after the election to select a chairperson and secretary.

17-1-2 The school's principal and the FAC Chairperson shall mutually agree to a date for the first meeting, which shall be on or before September 30th of the school year. The principal and the FAC shall meet no less than once a month during the school year, unless both parties agree not to meet. The committee chairperson will submit a list of members and calendar of meeting dates by November 1st to the certified site staff, site administration and the Association.

17-1-3 To improve education, the Faculty Advisory Committee shall seek objectives such as the following:

1. Improve the morale of the certified staff;
2. Apprise the principal of actual and potential problems involving the certified staff of the school;
3. Secure the maximum productive and constructive involvement of all members of the certified staff in the prime goals of the school, namely, the education of the students enrolled there.
4. Improve communications between the principal and members of the certified staff.

ARTICLE XVIII

FACILITIES

TEACHING FACILITIES

18-1-1 The parties recognize that the availability of functional school facilities for both students and teachers is necessary to insure the high quality of education. All these facilities are designed to meet the needs of the educational program. The School Board will seek the recommendations of the teachers before teaching facilities are constructed or remodeled. In the case of team-teaching, whenever possible, those classes shall be assigned the most appropriate facilities for their size and function.

18-1-2 For all future building plans, those teachers that will occupy those newly planned facilities may act as consultants to the administration and architect.

18-1-3 Each new school should have the following facilities:

1. Space in each classroom in which teachers may safely store instructional materials, supplies and personal belongings.
2. A faculty workroom or lunchroom with access to a phone.
3. At least two (2), well lighted, clean and accessibly conveniently located teacher's restrooms, separate from the students' restrooms.
4. A phone in each school library.

FACILITY COMMITTEE

18-1-4 At the request of the School Board or Association, a Facility Committee shall be established to evaluate and review existing facilities. The committee shall consist of two (2) administration members and two (2) members selected by the Association. This committee shall meet a minimum of one (1) time during the contracted year. The committee may serve in an advisory capacity to the Superintendent and the School Board.

18-1-5 The use of public address or audio systems and similar ~~surveillance~~ devices may be used if requested by the teachers.

ARTICLE XIX

SCHOOL POLICY GUIDE

19-1-1 Representatives of the Association shall meet with the School Board and Administration at least once each school year during the second semester to assist in constructing, amending, or revising the school policy guide that affects the teaching staff for the Lyon County School District.

19-1-2 The complete up-to-date Lyon County School District Policy Guide will be maintained on-line and accessible on the Lyon County School District website.

ARTICLE XX

SAFETY

20-1-1 The student's and staff's immediate safety shall always be of primary importance to the licensed staff and district.

20-1-2 If deemed necessary by the administrator, a law enforcement officer may be requested to be present at school sponsored public gatherings.

20-1-3 The staff's immediate safety shall always be of primary importance to the Lyon County School District. In accordance with NRS 392, a student shall be removed without delay from a classroom if the staff member feels a threat to their person, or individuals within the classroom environment, unless the removal violates the federal mandates of the Individuals with Disabilities Education Improvement Act.

A. After removal, the site administrator and teacher will meet to debrief prior to the student returning to the classroom.

B. Staff assigned instructional and/or supervisory responsibilities for a student already known to be a safety concern from past situations within or outside of Lyon County School District will be notified of safety concerns relating to the student upon initial placement of the student to the staff member's assigned duties. Affected staff will receive training within 30 days of the identified need.

20-1-4 Lyon County School District will not direct any employees to perform any duty that may endanger their health or physical safety.

In the event the District determines that schools will be on a delayed start or early release due to inclement weather, certified staff will individually work with their administrator/supervisor to make up any missed time, if any.

20-1-5 The administration will have an emergency operations plan of action that is updated in compliance with LCSD policy and NRS. This plan shall be presented to all staff members annually by the site administrator. The administration will be responsible for training the staff of the school on emergency procedures outlined in the emergency operations plan by September 15th. The licensed staff will be responsible for training their homeroom/advisory students on emergency procedures by September 30th.

20-1-6 The district's master test security plan and each site test security protocol shall include provisions for employee emergencies during testing. The Association will work with the District to include these provisions in the protocols. New employees to the district or to each site shall be thoroughly trained in all testing procedures.

20-1-7 Teacher-controlled cameras plus audio recording capabilities will serve primarily for safety purposes. The classroom instructor has the sole authority to initiate camera and audio recording. Teachers will not be monitored or observed through district cameras in classrooms, or other work areas, without prior notice except in the case of an emergency.

If a camera is normally/routinely recording there should be a prominent sign outside the main entrance of the school.

20-1-8 Lyon County School District will address HVAC issues as quickly and efficiently as possible, within reason.

20-1-9 The district will provide a safe working environment for all employees.

ARTICLE XXI

SALARY SCHEDULE

.1 INITIAL PLACEMENT

21-1-1 The basis of the professional salary schedule is the Bachelor's degree. Credits beyond the Bachelor's degree including those for licensure shall be accepted for placement on the Bachelor's Plus column or the Master's Plus column.

Credits will be granted for Bachelors Plus or Masters Plus columns when credit meets the following:

1. Is accepted by the State Department of Education for licensing or relicensing and is;
2. Directly related to the teacher's certification or;
3. Directly related to the teacher's current assignment and course curriculum/standards or;
4. Directly related to an advanced degree or licensing sought by the teacher, or;
5. Offered by the District and/or officially endorsed by the District.
6. And is in accordance with 21-1-2 through 21-2-6.

21-1-2 When hired, a licensed employee of the Lyon County School District shall be placed on the salary schedule by the District Personnel Office upon receipt of official sealed transcripts from the granting accredited institution(s) and verification of previous experience in accordance with 21-1-3.

21-1-3 For salary placement purposes, the school district may accept licensed teaching experience in a private accredited school whose educational programs are aligned with State and District standards. All placements will follow LCSD board policy GDH: Policy of Teaching Experience Credit.

.2 EDUCATIONAL ADVANCEMENTS

21-2-1 Salary adjustments for additional credits are made semi-annually. Official sealed transcripts from accredited institutions and official notices of completion of District approved workshop/inservice classes can be submitted as soon as they are earned. Credits must be submitted by January 15 for adjustment on the salary schedule beginning the first day of the second semester. Credits must be submitted by September 15 for adjustment on the salary schedule beginning during the September pay period. Inservice and post-secondary credits not part of an advanced degree or program must be received within three (3) years of the date of

completion. Inservice credits sponsored by the District will not be applied to salary advancement if earned during the regular employee work day or if paid for by the District (recertification only).

21-2-2 Credit will be granted for Bachelors Plus or Masters Plus columns when credit meets the following:

1. Is accepted by the State Department of Education for relicensing and is;
2. Directly related to the teacher's certification or;
3. Directly related to the teacher's current assignment and course curriculum/standards or;
4. Directly related to an advanced degree or licensing sought by the teacher or;
5. Offered by the District and/or officially endorsed by the District.

21-2-3 For the 16 credits needed to move from BA+32 to BA+48, 8 of those credits must be graduate level courses, which would be accepted as either regular or elective credits in a graduate program. For the 32 credits needed to move from BA +32 to BA+64, 16 of those credits must be graduate level courses, which would be accepted as either regular or elective credits in a graduate program. For the 80 credits to move from BA+64 to BA+80, 24 of those credits must be graduate level courses in education or towards additional licensure, which would be accepted as either regular or elective credits in a graduate program.

21-2-4 The District will accept no more than 16 credits a year for salary placement unless the teacher is enrolled in an accredited graduate degree program in an accredited graduate degree institution or the teacher earns credits in specific courses necessary for a particular license endorsement which would be of benefit to the District. Such credits must have prior approval of the Superintendent as outlined in 21-2-1.

After earning a master's degree, employees will be placed at MA+16 column on the salary scale if they were in the BA+48 column prior to earning the master's degree. The employee will then only be required to submit 16 credits to get to MA+32 column on the salary scale, eight (8) of which must be graduate level courses. If the employee was at BA+80 prior to receiving a master's degree, they will be placed on the salary schedule on MA+32 after receiving a master's degree that is related to their teaching field. Teachers who are dual-enrolled and/or working on an MA and additional graduate credits shall receive their full column placement for all credits earned in the same semester, as outlined in 21-2-1.

21-2-5 Any denial of credit for coursework or placement on the salary schedule may be appealed by the employee no later than six months after the annual contract of employment is issued by the district.

21-2-6 National Board Certified Teachers (NBCT) will receive the state funded pay and benefits plus one percent (1%) addition to their salary from the District for the duration of the certification.

21-2-7 School Psychologists and Behavior Specialists will receive an additional 25% of the certified salary schedule ~~and work~~ with a 210 day contract.

Elementary Counselors will receive an additional 3% of the certified salary schedule with a 190/194 day contract.

Secondary Counselors will receive an additional 12% of the certified salary schedule with a 205/209 day contract.

.3 SCHEDULES

21-3-1 See attached salary schedules for ~~2023-2024~~2025-2026 and ~~2024-2025~~2026-2027 school years. A ~~twelve~~one quarter of one percent (~~12~~.25%) raise for the ~~2023-2024~~2025-2026 school year and a ~~two-and-one-half~~ one- and three-quarter percent (~~2~~1.~~5~~75%) raise for the ~~2023-2024~~2026-2027 school year will be given, absent any unforeseen, significant changes in state funding. This does not include the one and ~~eight~~ six hundred ~~seventy~~twenty-five thousandths of a percent (1.~~867~~25%) PERS increase payable by the District effective July 1, 202~~3~~5 through June 30, 202~~5~~7.

~~21-3-2 Senate Bill 231 (2023 Legislative Session) – Additional Salary~~
~~For the 2023-2025 biennium, LCSD will pursue funding as made available through Senate Bill 231 of the 2023 Legislative Session. Any awarded funds will be applied to salary and benefits, as permitted by law. Any increase in salary and benefits will only be for the term of the 2023-25 biennium and will sunset effective July 1, 2025, unless extended by the Nevada Legislature.~~
~~Funds will be reported separately on employee contracts as clarification for all parties. Funds will be applied, upon receipt, consistent with a successful subgrant award.~~

21-3-2 Senate Bill 500

For the 2025-2027 biennium, LCSD will pursue funding as made available through Senate Bill 500 of the 2025 Legislative Session. Any awarded funds will be applied to individual certified salary placements on the pay scale and benefits as provided by law. Any increase in salary and benefits will only be for the term of the 2025-27 biennium and will sunset effective July 1, 2027, unless extended by the Nevada Legislature.

The LCSD agrees to allocate the funds on a percentage of all eligible employees' individual certified salary placements on the pay scale and to pay employees covered by this agreement those funds based upon that percentage, unless precluded by law.

21-3-2-1 Assembly Bill 398 from the 2025 Legislative Session

The LCSD agrees to allocate the funds on a percentage of all eligible employees' individual certified base salary placement on the pay scale and to pay employees covered by this agreement those funds based upon that percentage, unless precluded by law.

21-3-3 Certified employees are eligible for longevity pay to be paid for continuous service worked in the Lyon County School District as a certified employee. Payment will be made in July of each year based on the following scale:

10-19 years of service $1000
20-24 years of service $1500
25 plus years of service $2000

Continuous service includes years worked in succession. A certified employee must complete the contract year to be eligible. Approved leave by the District is considered continuous service. Certified employees on approved leave must work 135 days or more to qualify for payment in that year. When an employee separates from the District, a break in continuous service occurs. Please note that LCSD years of service are defined in LCSD Board Policy GBH: Policy of Teaching Experience Credit.

**Note: The Lyon County School District salary schedule begins with a zero (0) year as the first year. See attached ~~2023-2024~~ 2025-2026 and ~~2024-2025~~ 2026-2027 Certified Salary Schedules.*

ARTICLE XXII

EXTRA DUTY CONTRACTS

22-1-1 When an extra duty position becomes open, the position opening will be posted for a minimum of seven (7) days in all community schools. When a certified employee with appropriate qualifications applies for an open position, they will be given first consideration for the position. Should no qualified licensed staff be selected, the position will be opened to the community at large.

22-1-2 Employees whose Extra Duty Contracts are more than one (1) semester in length shall be paid half the contract amount in December and the remainder in May. A sports season will end with the State Tournament/Meet. A coach or activity director/sponsor will not be paid until all conditions of the contract have been met including a full accounting of all equipment, uniforms and materials as well as monies collected and spent for the particular activity or sport. The last day of April shall be the accounting and inventory due date for activities which extend beyond May 20th.

22-1-3 In regard to extra duty assignments, teachers on any long term leave shall be given consideration for an assignment after all licensed staff members are considered, thus placing them in a pool of applicants from the community.

22-1-4 Extra Duty Salary Schedule will be based on the percent of base salary as reflected on Basic Salary Schedule.

22-1-5 No coach or advisor will receive less for a position than they were previously paid in LCSD when promoted within the same category.

22-1-6 All extra duty contracts and staffing levels are offered at the discretion of the District and will adhere to the established District Administrative Guidelines. Coaches and activity directors may consult site administrators during the activity season regarding student participation and staffing levels.

High School Athletics	**Step A (0 -2 YE) Percent Paid**	**Step B (3 -5 YE) Percent Paid**	**Step C (6+ YE) Percent Paid**
Athletic Director	13	15	16
Athletic Director, small school	9	11	12
Band Director/Marching/Pep	5	6	7
Band Assistant Director/Marching/Pep	3	4	5
Baseball, Head	7	8	9
Baseball, Assistant	5	6	7
Basketball, Head	8	9	10
Basketball, Assistant	6	7	8
Cheerleader, Fall	5	6	7
Cheerleader, Winter	6	7	8
Cross Country	5	6	7
Cross Country, Assistant	3	4	5

Dance/Drill (Each Season)	6	7	8
Football, Head	8	9	10
Football, Assistant	6	7	8
Golf	5	6	7
Soccer, Head	7	8	9
Soccer, Assistant	5	6	7
Softball, Head	7	8	9
Softball, Assistant	5	6	7
Swim, Head	7	8	9
Swim, Assistant	5	6	7
Track, Head	7	8	9
Track, Assistant	5	6	7
Volleyball, Head	7	8	9
Volleyball, Assistant	5	6	7
Wrestling, Head	7	8	9
Wrestling, Assistant	5	6	7

High School Co-Curricular	**Step A (0 -2 YE) Percent Paid**	**Step B (3 -5 YE) Percent Paid**	**Step C (6+ YE) Percent Paid**
Academic Team Advisor	3	4	5
Activity Director	13	15	16

Band Director	5	6	7
Career and Technical Education Student Organization Advisor (CTSO)	2	3	4
Choir Director	3	4	5
Class Advisor 10, 11, 12	3	4	5
Class Advisor 9	2	3	4
Creative Writing Publication	4	5	6
Department Heads	1	2	3
Future Farmers of America (FFA) Advisor	6	7	8
FFA Assistant	4	5	6
Forensics Coach	2	3	4
National Honor Society Advisor	2	3	4
Newspaper Publication Advisor	3	4	5
Play Director*	2	3	4
Shop Maintenance	5	6	7
VITA/TCE- Volunteer Income Tax Assistance and Tax Counseling for the Elderly	2	3	4
Yearbook Advisor	5	6	7

Middle School Athletics/ Co-Curricular	**Step A (0 -2 YE) Percent Paid**	**Step B (3 -5 YE) Percent Paid**	**Step C (6+ YE) Percent Paid**
Academic Olympic Advisor	1	2	3
Academic Fair, School Only	1	2	3

Academic Fair, School, Region	2	3	4
Activity Director	5	6	7
Athletic Director	6	7	8
Athletic Director, Small School	4	5	6
Band Director	3	5	6
Basketball	3	4	5
Choir Director	2	3	4
Cross Country, Head	3	4	5
Cross Country, Assistant	2	3	4
Intramurals	3	4	5
Newspaper, Class	1	2	3
Newspaper, Non-class	2	3	4
National Junior Honor Society (NJHS)	1	2	3
Play Director, Class*	2	3	4
Play Director, Non-class*	3	4	5
Shop Maintenance	2	3	4
Track, Head	3	4	5
Track, Assistant	2	3	4
Volleyball	3	4	5
Wrestling, Head	3	4	5
Wrestling, Assistant	2	3	4

Yearbook Advisor	3	4	5

Elementary Schools Co-Curricular	Step A (0 -2 YE) Percent Paid	Step B (3 -5 YE) Percent Paid	Step C (6+ YE) Percent Paid
Christmas Music Programs**	1	2	3
Academic Fair Advisor	1	2	3
Yearbook Advisor	2	3	4

Co-Curricular (All Levels)	Step A (0 -2 YE) Percent Paid	Step B (3 -5 YE) Percent Paid	Step C (6+ YE) Percent Paid
Multi-Tiered System of Supports (MTSS) Program Facilitator	5	6	7
Site Webmaster/School Technology Assistant	4	5	6
Library Inventory Director	4	5	6
Robotics Team Advisor, Class	2	3	4
Robotics Team Advisor, Non-class	4	5	6

* Per performance

** Requires two school performances

Step A: Percent paid during the first three years (salary scale 0-2) of experience in the extra duty position.

Step B: Percent paid four through six years (salary scale 3-5) of experience in the extra duty position.

Step C: Seven + years (salary scale 6+) of experience in the extra duty position.

~~The 2023-2025 Extra Duty Contracts will use the 2023-2025 base salary.~~

The 2025-2027 Extra Duty Contracts will use the 2025-2027 base salary.

Extra Duty salaried steps and columns added as addendum to CBA

ARTICLE XXIII

TERMS OF AGREEMENT

1. This agreement shall be effective as of July 1, 2025, and the terms and conditions herein shall remain in full force and effect until June 30, 2027, or until such time that a successor agreement is negotiated and ratified by both the Lyon County School District Board of School Trustees and the Lyon County Education Association.

23-1-2 The parties acknowledge that during the negotiations which resulted in this Agreement, each has had unlimited rights and opportunity to make demands and proposals with respect to any subject or matter not removed by law from the areas of mandatory bargaining and that the understanding and agreements arrived at by the parties after the exercise of that right and opportunity are set forth in this Agreement. No additional negotiations on this Agreement will be conducted on any item, whether contained herein or not, except by mutual consent.

23-1-3 This contract is not binding on either party until ratified by both parties.

23-1-4 This Agreement is the result of collective negotiations between the District and the Association, which have been conducted under the requirements of and directive Statute law.

23-1-5 Dated articles, miscellaneous corrections or renumbering will not count as table topics. Dated articles are those in which only the dates need to be changed or in which language is no longer relevant. Any change in the intent of the article other than dates disqualifies it as a dated article.

ARTICLE XXIV

SCHOOL PERFORMANCE PLANNING

24-1-1 The district has engaged in a process to improve the level of student learning based on the state's accountability system and best practice defined in educational research. To that end, each school shall establish a School Improvement Process (SIP) Core Team, or Continuous School Improvement Plan (CIP) Core Team or School Performance Plan (SPP) Core Team, according to its own local governance procedures. Members may be elected or appointed, but

should represent a wide cross section of opinions and perspectives. Members will serve at the discretion of the principal.

The purpose of the team is to facilitate the development of the school's improvement plan in accordance with the process and function defined by the LCSD's School Improvement Process.

Each school must adopt its plan through a method for determining consensus that has been proven to be effective by research. The plan must represent the well-informed will of the entire local school community of stakeholders.

24-1-2 The district will give five thousand dollars ($5,000) for each school in the district, to be paid to the core team members annually.

Insert Here.

Extra Duty salaried steps and columns added as addendum to CBA

Pay schedules added.

LYON COUNTY EDUCATION ASSOCIATION

By: _____ Date: 9/5/25

Joseph D. Baptist, LCEA VP

LYON COUNTY SCHOOL DISTRICT

By: _____ Date: 9/5/25

Tim Logan, Superintendent

LCEA and LYON COUNTY SCHOOL DISTRICT

TERM OF AGREEMENT SIGNATURE PAGE

****

Ratified by the Lyon County Educators' Association.

Loraine De La Torre, President

9/16/2025
Date

LYON COUNTY SCHOOL DISTRICT

This contract was ratified and accepted by the Lyon County School District Board of Trustees at a meeting held on September 23, 2025.

Tom Hendrix, LCSD Board of Trustees President

Date

Information Technology
Service Ticket Report
08/01/2025 - 08/31/2025

Created 08/01/25 - 08/31/25

Ticket Type		DO	AdultEd	SSDO-PDC	PLC	B&G	CES	DES	DHS	DIS	ERHS	EVES	FES	FHS	FIS	RES	SES	SMS	SSES	SSHS	SSMS	SVS	YES	YHS	YIS	Total
Urgent		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
High		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Medium		13	0	2	1	0	14	9	7	0	0	4	1	14	8	3	0	3	0	4	5	5	8	2	1	104
Normal		37	1	9	3	0	24	26	26	22	0	34	31	52	42	27	24	38	15	24	17	24	16	37	42	571
Project		0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	1
Total		50	1	11	4	0	38	35	33	22	0	38	32	66	51	30	24	41	15	28	22	29	24	39	43	676

Closed 08/01/25 - 08/31/25

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
	Cancelled	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Resolved	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Total	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
	Cancelled	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Resolved	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Total	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	11	0	2	1	0	13	7	6	0	0	2	1	13	5	3	0	3	0	3	5	5	7	2	1	90
	Cancelled	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	1	0	0	2
	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	11	0	2	0	0	13	7	6	0	0	2	1	13	6	3	0	3	0	3	5	5	8	2	1	91
Normal	Closed	31	0	6	3	0	12	12	13	16	0	27	23	42	23	18	11	24	13	18	15	19	9	25	31	391
	Cancelled	0	0	0	0	0	0	0	0	0	0	1	1	1	0	1	0	0	1	2	0	1	1	0	5	14
	Resolved	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Total	31	0	6	3	0	12	12	13	16	0	28	24	43	23	19	11	24	14	20	15	20	10	25	36	405
Project	Closed	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1
	Cancelled	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Resolved	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Total	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	42	0	9	4	0	25	19	19	16	0	29	24	55	28	21	11	27	13	21	20	24	16	27	32	482
	Cancelled	0	0	0	0	0	0	0	0	0	0	1	1	1	1	1	0	0	1	2	0	1	2	0	5	16
	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	42	0	9	4	0	25	19	19	16	0	30	25	56	29	22	11	27	14	23	20	25	18	27	37	498

Closed by Site/District Tech

Technician Type		DO	AdultEd	SSDO-PDC	PLC	B&G	CES	DES	DHS	DIS	ERHS	EVES	FES	FHS	FIS	RES	SES	SMS	SSES	SSHS	SSMS	SVS	YES	YHS	YIS	Total
Site Tech		0	0	0	0	0	0	0	0	0	0	0	1	14	4	1	1	1	3	1	1	1	2	1	5	36
I. T. Tech		41	0	9	4	0	24	17	19	16	0	29	24	42	25	21	10	26	11	22	19	24	16	26	31	456
Oasis Support		1	0	0	0	0	0	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	4

Information Technology
Service Ticket Report
08/01/2025 - 08/31/2025

Open as of 08/31/25

Ticket Type		DO	AdultEd	SSDO-PDC	PLC	B&G	CES	DES	DHS	DIS	ERHS	EVES	FES	FHS	FIS	RES	SES	SMS	SSES	SSHS	SSMS	SVS	YES	YHS	YIS	Total
Urgent	Open	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Pending	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	On Hold	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
High	Open	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Pending	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	On Hold	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Medium	Open	0	0	0	0	0	0	1	1	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	3
	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	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1
	Total	1	0	0	0	0	0	1	1	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	4
Normal	Open	15	0	1	0	0	65	31	2	2	0	28	38	43	136	14	11	396	0	2	1	25	52	27	54	943
	Pending	0	0	0	0	0	1	0	5	5	0	1	3	18	1	1	1	1	0	0	0	2	0	0	1	40
	On Hold	3	0	0	0	0	3	31	42	93	0	4	3	25	28	35	31	70	3	0	2	0	0	0	0	373
	Total	18	0	1	0	0	69	62	49	100	0	33	44	86	165	50	43	467	3	2	3	27	52	27	55	1356
Project	Open	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	1
	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	2	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	3
	Total	2	0	0	0	0	1	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	4
Total	Open	15	0	1	0	0	65	32	3	2	0	28	38	44	137	14	11	396	0	2	1	25	52	27	54	947
	Pending	0	0	0	0	0	1	0	5	0	0	1	3	18	1	1	1	1	0	0	0	2	0	0	1	35
	On Hold	6	0	0	0	0	4	31	42	93	0	4	3	25	28	35	31	70	3	0	2	0	0	0	0	377
	Total	21	0	1	0	0	70	63	50	100	0	33	44	87	166	50	43	467	3	2	3	27	52	27	55	1364

Yearly Closed Comparison	DO	AdultEd	SSDO-PDC	PLC	B&G	CES	DES	DHS	DIS	ERHS	EVES	FES	FHS	FIS	RES	SES	SMS	SSES	SSHS	SSMS	SVS	YES	YHS	YIS	Total
2025	290	59	41	16	1	161	184	231	235	1	101	113	370	186	178	124	365	185	267	277	67	195	215	271	4133
2024	210	44	36	25	0	149	199	241	327	6	123	101	629	278	199	98	617	176	275	276	85	251	270	143	4758
2023	179	42	16	14	0	178	187	286	309	3	109	129	561	280	198	140	1137	121	188	199	77	231	170	188	4942
2022	243	8	19	9	0	208	129	236	227	4	175	161	534	231	165	182	767	162	194	207	80	133	184	186	4444

Lyon County School District - Nita M. Lowey 21st Century Community Learning Centers / Boys & Girls Club of Truckee Meadows Memorandum of Agreement

This agreement is entered into by and between the following community partners in Lyon County, Nevada.

- **Lyon County School District**, hereinafter referred to as **LCSD**,
- **Boys & Girls Club – Truckee Meadows**, hereinafter referred to as **BGCTM**.

Lyon County School District Committee Members:

- The Lyon County School District, hereinafter referred to as the LCSD, which provides the support needed to ensure the educational progression of students living in poverty, at-risk, and with disabilities to enable them to participate in, and be productive members of this plan. In addition to the signers of this agreement, and whose designated staff is the lead department from the school district in this 21st Century Community Learning Centers (hereinafter referred to as 21st CCLC) agreement, who participated in creating the Nita M. Lowey 21st Century Community Learning Centers Program and developed the 2020 application for funding.

RECITALS

Wherein, NRS 277.090 et. Seq. provides that units of local government may enter into agreements for the performance of any or all functions and activities that a party to the agreement, its officers, or agents have the authority to perform;

- Wherein, all students have the right to learn in a safe, respectful, and drug free environment;
- Wherein, students must both feel safe and be safe to effectively learn;
- Wherein, school-community partnerships are key to enhancing student competency in mathematics and literacy;
- Wherein, LCSD & BGCTM have common interests in enhancing student achievement;
- Wherein, the parties to this agreement are in mutual respect of each other and in the planning, administration, delivery, monitoring, and evaluation of their respective services.
- Wherein the parties have worked collectively to develop the 21st CCLC program for 2025-2026, hereinafter called the Plan, and

Now, therefore, in consideration of the mutual commitments and covenants herein contained, and to demonstrate our support and commitment to implement and sustain the 21st CCLC Program, the parties agree as follows:

- The parties above will collaboratively participate in the administration, implementation, and evaluation of the Plan.
- The following senior representatives from the required partners will constitute a core management team for this project: Kayleen Larkins Grants Supervisor, Natasha Valiska 21st CCLC Grant Coordinator; Mike Wurm President/CEO or designee, Michelle Henriquez 21st CCLC Director, and Tim Logan, Superintendent of Lyon County School District or designee.

- The purpose of this 21st CCLC program is to: Implement a coordinated, integrated comprehensive learning program to promote student achievement through a safe environment.

BOYS & GIRLS CLUB OF TRUCKEE MEADOWS - PARTNERSHIP OUTLINE

Project Learn: The Educational Enhancement Program

The Boys & Girls Clubs of Truckee Meadows is committed to the Lyon County School District and, in particular, the potential successful collaboration between our two organizations. The positive relationships that the Boys & Girls Clubs have with the School District have benefitted so many young people and families all throughout our County. Partnering to deliver a well thought out program, such as Project Learn, Core programming, and Power Hour, to help meet the goals and objectives of the 21st CCLC grant will not only benefit our youth but will also raise the bar in our Clubs and our schools.

The program features five major components:

- Homework help and tutoring
- 5 Core Program Area's (Sport Fitness & Rec., Arts, Character and Leadership, Health & Life Skills and STEM
- Parent and adult involvement
- Collaboration with schools
- Incentives

Through these five components, Clubs mobilize their resources to help children succeed in school.

HOMEWORK HELP AND TUTORING

BGCTM offer homework help and tutoring for 5 hours weekly. This enables Club members to develop the daily habit of completing homework and preparing for class in a safe, quiet, allocated space with staff and volunteer encouragement and assistance. BGCTM use POWER HOUR, a homework help and tutoring program developed by Boys & Girls Clubs of America, to help our members complete their daily school assignments. Club professionals, volunteers, or even older Club members assist younger members.

BGC incentive program, PowerPoints, gives Club members an extra opportunity to practice and reinforce the skills and concepts they learn in school. Club members receive points for completing fun-filled worksheets, using educational software, flashcards, etc. This is one area where specific learning objectives can be delivered through collaborations with school faculty to meet the goals of the 21st CCLC grant.

Tutoring is another component of POWER HOUR. Tutoring helps Club members gain proficiency, or excel, in specific areas such as math, grammar, science, or social studies.

BGC offers group tutoring sessions to help our members become self-directed learners.

BGC offer POWER HOUR Monday-Friday for one hour each day. Additionally, BGC schedules special events or activities related to education, such as field trips, tournaments, guest speakers, etc. on Fridays.

To meet the needs of the 21st CCLC program, BGCTM would specifically recruit and assign staff to specifically coordinate efforts with local school faculty in order to target those youth who need assistance. This would also allow for us to understand and help meet the targeted levels of success needed for the youth and their respective level of mathematics and literacy needed to reach expected goals and objectives.

Power Hour enables the Club to provide extra attention and focused assistance to at-risk members and those in need of motivation and direction. With the proper guidance and support, every Club member has the chance to develop self-directed learning skills and to be successful in school.

5 CORE PROGRAM AREAS

Making learning fun is key for promoting positive attitudes toward learning.

Knowing that Club youth have just spent an entire day at school, when they come to the Club they don't want to feel like they are back in the classroom. Engaging youth in the 5 core areas is an easy way to incorporate learning activities while masking the fact that they are, in effect, still learning critical life and potential career skills.

The 5 core areas of programming help young people to see the practical application of lessons taught in the classroom. They also help them to plan self-directed learning enrichment. BGCTM encourages BGC members to make positive and productive choices about how they spend their leisure time at the Club. Examples of core programming activities taking place in BGCTM are:

- During the enrichment sessions, staff help encourage outside the box thinking by performing projects that challenge student's creative thinking skills, increase peer interactions, build math and literacy skills, and encourage physical activity. Each enrichment lesson plan is designed with age-appropriate topics and activities to build skills in these five core program areas, with a fun, interactive environment. Enrichment activities also help to reinforce the core competencies students are studying in school.
- Provide academic opportunities, including tutoring, that are targeted to student academic needs, aligned with the school day instruction and strengthen skills in order to meet state academic standards.
- Offer students a broad array of enrichment activities during afterschool hours and summer break. These activities will be designed to reinforce and complement the regular academic program of participating students and encompass areas such as civic engagement, STEM education, drug and alcohol prevention, physical fitness and social emotional learning.
- Offer families of participating students the opportunity to actively engage in their children's education, as well as provide related opportunities for literacy development and other educational related services for the families.
- Helping others (two to three hours per week). Service activities could include cleaning up local neighborhoods, visiting nursing homes, assisting with a Club service project, etc.
- Games that sharpen cognitive skills (four to five hours per week). Skill-building games might include Scrabble®, Monopoly®, Jenga®, chess, pool, foosball, ping pong, etc.
- Character & Leadership Development empower youth to support and influence their Club and community, sustain meaningful relationships with others, develop a positive self-image, participate in the democratic process and respect their own and others' cultural identities.

- Health & Life Skills develop young people's capacity to engage in positive behaviors that nurture their own well-being, set personal goals and live successfully as self- sufficient adults.
- Sports, Fitness & Recreation develop fitness, positive use of leisure time, skills for stress management, appreciation for the environment and social skills.
- Education & Career Development enable youth to become proficient in basic educational disciplines, apply learning to everyday situations and embrace technology to achieve success in a career.
- The Arts enable youth to develop their creativity and cultural awareness through knowledge and appreciation of the visual arts, crafts, performing arts and creative writing.

Clubs vary their schedules to engage the largest number of members in the greatest variety of enhancement opportunities. The result is that the total Club becomes a learning center. Members use math skills in the gymnasium for score keeping, in the kitchen for cooking, in the art room for measuring, etc. They practice literacy skills by reading rules to a new game, writing an article in the Club newsletter, or writing poetry for the bulletin board. Learning becomes synonymous with Club activities and Club members cannot wait to be a part of the fun.

The stimulating math and literary environment provided through art, drama, sports, service and leadership opportunities, career exploration and life skills training communicate that mathematics and literacy are truly life skills.

PARENTAL INVOLVEMENT

Unfortunately, not every parent has had positive experiences with schools. Thus, the Club needs to encourage a positive environment for parents. BGC encourages parents to support their children in school and Club. BGC also encourages them to create a positive home environment that supports education.

In order to encourage parental participation at the Club, BGC provides activities for the entire family. Club activities include family fun nights for parents, Bingo Nights, Movie Nights with a scavenger hunt element, Talent shows, guest speakers, etc.

Parental and family involvement through the program would consist of the above-mentioned activities with a literacy twist. For example: Bingo Night would consist of untraditional BINGO cards with various literacy terms that would bring it back to the classroom. The same would be done with scavenger hunts, spelling bees, etc. specifically for all family members.

Critical to the success of any Club are relationships with parents, local schools, and other community partners. Parent and family involvement is important because it contributes to a young person's school achievement and healthy development. In addition, Club staff often serves as liaisons for families whose work schedule hampers their ability to advocate for their children with school personnel. Building a base of support through collaboration with parents, schools and community agencies gets the word out about the Club and its programs, both the Club and the community benefit from this type of partnership.

COLLABORATION WITH SCHOOLS

In working with schools, BGCTM understand that their role is to support the hard work that occurs during the school day and reinforce and promote like thinking, strategies, and skills. BGC realize that the greatest impact will occur when BGC work within the existing system and existing standards rather

than trying to recreate their own. Again, because of the flexibility of BGC programming, BGC can easily align strategies and goals with the district.

The Club also has the distinct opportunity of reaching children during out-of-school time, before and after school, and during the summer. During the school year, BGC take a child from the end of one school day to the beginning of the next. Through Power Hour, 5 core program areas and other educational programs, BGC seek to engage children so that they are not only prepared for the next school day, but they are excited for it. During the summer, BGC have an excellent opportunity to maximize retention while children are away from the classroom for an extended period of time. BGC can ensure these programs are developing the right skills to put children ahead of the game when they return to school in the fall.

INCENTIVES, RECOGNITION AND GOAL-SETTING

Power Points have proven to be an excellent incentive for K-6 students. Points are earned by completing homework assignments, reading, helping their peers, and finishing supplemental Power Sheets. As mentioned earlier, Power Sheets are completely customizable and thus, students would be earning points for completing extra assignments directly related to classroom studies.

Once a month, Power Points can be redeemed at the Power Points Store for toys, school supplies, and special privileges. Members can also earn snacks, field trips and other rewards for good grades, improving their GPA, and good behavior and citizenship.

Goal setting is an important component of Project Learn as well. Many of our members will be the first in their families to graduate from high school, which often means they have not been instilled with the value of planning for the future. Whether it's setting goals for college and careers or simply to pass next week's science quiz, goal setting is a vital component of Project Learn.

Benefits to Learners:

- Individualized, structured learning experience
- Improved attitude toward learning in the school and Club
- Self-paced and self-directed learning
- Practical application of skills taught in the classroom
- Remedial support as needed
- Improved self-esteem
- Improved grades in school
- Improved behavior

STAFFING

There will be multiple positions to ensure all guidelines for program and grant reporting are met, including the 21st CCLC Fernley Assistant and 21st CCLC Site Coordinators, who will receive support from BGCTM's 21st CCLC Director, Fernley Area Coordinator, and Grants Director.

The 21st CCLC Fernley Assistant will oversee the daily operation, coordination, and delivery services for the 21st CCLC sites. This position will work under the guidance and supervision of LCSD to actively plan, develop, and oversee the implementation of the academic and enrichment programs to meet 21st CCLC program deliveries. This position will assist LCSD in the hiring of independent contractors, teachers and paraprofessionals for the academic component. This position will be directly responsible for ensuring that there are sufficient tutors available to handle the capacity of members in the 21st CCLC program. This position will have access to Infinite Campus and will input academic related data into Cayen. They will assist the Site Coordinators on the program planning and data entry on the Cayen system and will serve as a support staff at sites on a daily basis. This position reports to LCSD in all tutoring aspects and entering Cayen data. As such, the assistant will have limited view access to Infinite Campus (IC) for data collection.

The Site Coordinators will be responsible for the day-to-day operations of the enrichment component of the 21st CCLC program. They will develop the program schedules to reflect academic times that concur with enrichment times. The Site Coordinators will use their time to track activities, progress, grades, and staff. Their responsibilities also include purchasing equipment and supplies (in coordination with the school district), establishing parent support and activities to encourage involvement, and monitoring member progress and performance.

The BGCTM 21st CCLC Director will provide professional development training and support to Site Coordinators in relation to Cayen. The Fernley Area Coordinator will offer direct support for 21st CCLC coordinators on all aspects including programming, partnerships, payroll, and staff management, etc. BGCTM's Grants Department will be responsible for submitting timely and accurate financial reports to LCSD's Grants personnel.

In addition, BGCTM will hire part-time staff members along with enlisting and training volunteers to serve Club members in the Project Learn programs. BGC will also recruit older Club members to serve as homework helpers. LCSD will hire tutors for the tutoring/academic aspect of the program.

DATA SHARING

BGCTM and LCSD agree to share data required to evaluate the program's progress in meeting its goals and objectives.

The 21st CCLC Fernley Assistant, who works under the guidance and supervision of Lyon County School District will provide and collect appropriate FERPA forms for new students enrolling in 21st CCLC. This position will also be responsible for entry of any FERPA related information to be input into Cayen or shared. This includes:

LCSD Data Sharing Responsibilities

- Communicate and collaborate with families to obtain consent for all data sharing needs that are in compliance with the Family Education Rights and Privacy Act (FERPA) and Protection of Pupil Rights Amendment (PPRA).
- Responsible for providing, distributing, collecting, and entering FERPA-related information.
- Provide access to assessments and other available data for the purpose of program evaluation (infinite campus or other grade and test collection software), including individual student data

(First Name; Middle Name; Last Name; Date of Birth; Gender; Student Identification Number).

- Collect aggregate student data (grade, race, sex, free/reduced lunch. special education, and English language learner) required for federal reporting.
- Collect state assessment data each summer.
- Collect report card grades. school day attendance and discipline reports at the end of each semester.
- Own, store and share data in compliance with the Family Education Rights and Privacy Act (FERPA) and Protection of Pupil Rights Amendment (PPRA).
- Create or decide upon data collection instruments
- Input required data in federal and state reports.

BGCTM Data Sharing Responsibilities:

- Track individual student community learning center enrollment and attendance.
- Store data in compliance with the Family Education Rights and Privacy Act (FERPA) and Protection of Pupil Rights Amendment (PPRA).
- Responsible for storing FERPA forms in member casefiles.

INFORMATION SHARING

Grants personnel for the Lyon County School District will be responsible for coordinating the communication and information sharing among the participating partners. Methods for sharing information will include:

- **Mandatory Quarterly Advisory Meetings** with LCSD grants staff and BGC site staff, school representatives and volunteer staff. BGCTM will focus on enrichment components of the meeting and LCSD will focus on bringing school staff and the academic components to the meeting.
- The purpose of the quarterly advisory meetings will be to discuss day- to-day operation logistics, club needs, and address any new issues.
- Data analysis, information exchange about program, collaboration, goals, objectives and evaluation measurements.
- Google Drive to help keep student information private

ROLES AND RESPONSIBILITIES OF EACH PARTNER

A. Lyon County School District:

- Be the fiscal agent and recipient of the 21st Century Community Learning Centers grant and will be responsible for grant management and coordination with local, state, and federal agencies;
- Negotiate and administer contracts and agreements for services;

- Employ and support the Project Manager (grants employee) who will report directly to the LCSD Director of Business Services;
- Provide technical assistance and support to BGCTM to implement grant activities;
- Provide fiscal management services for grant administration;
- Participate in, and contribute to, the quarterly meetings of the 21st CCLC Advisory Board;
- Hire independent contractors, teachers, and paraprofessionals for academic components OR provide alternative staffing and activities to help support academic/tutoring components of the program on a daily basis;
- Coordinate and participate in the collection and reporting of data and other information for local and state level evaluations to meet NDE's deadlines;
- Provide space in schools or district facilities for the Boys & Girls Club participants as needed and available;
- Provide a daily nutritious snack or meal for participating students;
- Maintain direct and constant communication with school administration (participating in discussions of academic staffing, teacher to student ratios, etc.);
- Provide for staff participation in all trainings associated with this grant proposal;
- Collect and report data and other information for the local and state level evaluations, along with certifying Cayen reporting monthly.
- Upload academic and evaluation related reporting data into Cayen as requested per Nevada Department of Education;
- Perform on-site visits (by the program coordinator) to spot check the site and program operations periodically throughout the fiscal year.

B. Boys & Girls Club – Truckee Meadows will:

- Follow above-listed plan (item 4 "Partnership Outline").
- Participate in, and contribute to, the quarterly 21st CCLC Advisory Board meetings;
- Participate in local planning efforts when requested;
- Upload program-related reporting data into Cayen as requested per Nevada Department of Education;
- Provide invoices by the 15th of each month for reimbursement of expenditures (refer to attached budget spreadsheet for specific authorized expenditures);
- Conduct school and site analyses and assist with implementing recommendations

BUDGET

The attached budget is primarily comprised of staffing and supplies cost, but also includes a set-aside for transportation needs. **Total Request for 4 schools CES, EVES, FES & FIS = $402,117.07**

Object Description	Staff Name	Budget
320 – professional services	BGC – Truckee Meadows 17 staff members for 4 school sites, including summer school	$280,518.35
310 – professional services	21st CCLC Fernley program Assistant: Responsible for the daily operation, coordination and delivery services for 21st Century Community Learning Centers (21st CCLCs) at Fernley Intermediate, Fernley Elementary, Cottonwood Elementary and East Valley Elementary Schools	$48,709.12
310 – professional services	Fernley Area Coordinator: Provides daily support to 21st CCLC Fernley sites and oversees the entirety of daily operations there.	$20,797.14
310 – professional services	Truckee Meadows 21st Century Program Manager	$15,334.44
510 – Student Transportation	Student Transportation	$2,500.50
580 – staff travel	BGC – Truckee Meadows staff travel expenses	$2,258.79
610- supplies	BGC- Truckee Meadows general supplies for school year and summer program	$31,998.76
	Total Budget	$402,117.07

TRANSPORTATION

Transportation is set to be available for club members in need. There are funds designated for this particular use. The BGCTM will provide the transportation necessary with their Club vans and may hire either a district employee for extended hours, or an outside employee of their discretion.

INDEMNITY

Each of the parties hereto agree to indemnify and hold the other harmless from any claim, liability, or damage resulting from any error, omission, or act of negligence on the part of the indemnifying party, its officers, agents, or employees in the performance of its responsibilities under this agreement.

TERM

This agreement shall be effective upon executive and shall continue until September 30, 2026 (or at end of approved funding cycle) at which point it is renewable with the agreement of each party.

AMENDMENTS

No amendment to this agreement shall be effective unless made in writing and signed by all parties.

SIGNATURES OF DESIGNEES

Tim Logan, Superintendent Lyon County School District	Date
Kayleen Larkins, Grants Supervisor for Lyon County School District	Date
Mike Wurm, President/CEO Boys & Girls Club of Truckee Meadows	Date

Lyon County School District - Nita M. Lowey 21st Century Community Learning Centers / Boys & Girls Club of Mason Valley Memorandum of Agreement

This agreement is entered into by and between the following community partners in Lyon County, Nevada.

- **Lyon County School District**, hereinafter referred to as **LCSD**,
- **Boys & Girls Club – Mason Valley**, hereinafter referred to as **BGCMV**.

Lyon County School District Committee Members:

- The Lyon County School District, hereinafter referred to as the LCSD, which provides the support needed to ensure the educational progression of students living in poverty, at-risk, and with disabilities to enable them to participate in, and be productive members of this plan. In addition to the signers of this agreement, and whose designated staff is the lead department from the school district in this 21st Century Community Learning Centers (hereinafter referred to as 21st CCLC) agreement, who participated in creating the Nita M. Lowey 21st Century Community Learning Centers Program and developed the 2020 application for funding.

RECITALS

Wherein, NRS 277.090 et. Seq. provides that units of local government may enter into agreements for the performance of any or all functions and activities that a party to the agreement, its officers, or agents have the authority to perform;

- Wherein, all students have the right to learn in a safe, respectful, and drug free environment;
- Wherein, students must both feel safe and be safe to effectively learn;
- Wherein, school-community partnerships are key to enhancing student competency in mathematics and literacy;
- Wherein, LCSD & BGCMV have common interests in enhancing student achievement.
- Wherein, the parties to this agreement are in mutual respect of each other and in the planning, administration, delivery, monitoring, and evaluation of their respective services.
- Wherein the parties have worked collectively to develop the 21st CCLC program for 2025-2026, hereinafter called the Plan, and

Now, therefore, in consideration of the mutual commitments and covenants herein contained, and to demonstrate our support and commitment to implement and sustain the 21st CCLC Program, the parties agree as follows:

- The parties above will collaboratively participate in the administration, implementation, and evaluation of the Plan.
- The following senior representatives from the required partners will constitute a core management team for this project: Kayleen Larkins Grants Supervisor, Natasha Valiska 21st CCLC Grant Coordinator; Travis Crowder CEO or designee, Christina Hurt 21st CCLC Director, and Tim Logan, Superintendent of Lyon County School District or designee.

- The purpose of this 21st CCLC program is to: Implement a coordinated, integrated comprehensive learning program to promote student achievement through a safe environment.

BOYS & GIRLS CLUB OF MASON VALLEY - PARTNERSHIP OUTLINE

Project Learn: The Educational Enhancement Program

The Boys & Girls Clubs of Mason Valley is committed to the Lyon County School District and, in particular, the potential successful collaboration between our two organizations. The positive relationships that the Boys & Girls Clubs have with the School District have benefitted so many young people and families all throughout our County. Partnering to deliver a well thought out program, such as Project Learn, Core programming, and Power Hour, to help meet the goals and objectives of the 21st CCLC grant will not only benefit our youth but will also raise the bar in our Clubs and our schools.

The program features five major components:

- Homework help and tutoring
- 5 Core Program Area's (Sport Fitness & Rec., Arts, Character and Leadership, Health & Life Skills and STEM
- Parent and adult involvement
- Collaboration with schools
- Incentives

Through these five components, Clubs mobilize their resources to help children succeed in school.

HOMEWORK HELP AND TUTORING

BGCMV offer homework help and tutoring for 5 hours weekly. This enables Club members to develop the daily habit of completing homework and preparing for class in a safe, quiet, allocated space with staff and volunteer encouragement and assistance. BGCMV use POWER HOUR, a homework help and tutoring program developed by Boys & Girls Clubs of America, to help our members complete their daily school assignments. Club professionals, volunteers, or even older Club members assist younger members.

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BGC offer POWER HOUR Monday-Friday for one hour each day. Additionally, BGC schedules special events or activities related to education, such as field trips, tournaments, guest speakers, etc. on Fridays.

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Power Hour enables the Club to provide extra attention and focused assistance to at-risk members and those in need of motivation and direction. With the proper guidance and support, every Club member has the chance to develop self-directed learning skills and to be successful in school.

5 CORE PROGRAM AREAS

Making learning fun is key for promoting positive attitudes toward learning.

Knowing that Club youth have just spent an entire day at school, when they come to the Club they don't want to feel like they are back in the classroom. Engaging youth in the 5 core areas is an easy way to incorporate learning activities while masking the fact that they are, in effect, still learning critical life and potential career skills.

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- Provide academic opportunities, including tutoring, that are targeted to student academic needs, aligned with the school day instruction and strengthen skills in order to meet state academic standards.
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- Offer families of participating students the opportunity to actively engage in their children's education, as well as provide related opportunities for literacy development and other educational related services for the families.
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The Site Coordinators will be responsible for the day-to-day operations of the enrichment component of the 21st CCLC program. They will develop the program schedules to reflect academic times that concur with enrichment times. The Site Coordinators will use their time to track activities, progress, grades, and staff. Their responsibilities also include purchasing equipment and supplies (in coordination with the school district), establishing parent support and activities to encourage involvement, and monitoring member progress and performance.

The BGCMV 21st CCLC Director will provide professional development training and support to Site Coordinators in relation to Cayen. The director will also offer direct support for 21st CCLC coordinators on all aspects including programming, partnerships, payroll, and staff management, etc. BGC's Grants Department will be responsible for submitting timely and accurate financial reports to LCSD's Grants personnel.

In addition, BGCMV will hire part-time staff members along with enlisting and training volunteers to serve Club members in the Project Learn programs. BGC will also recruit older Club members to serve as homework helpers. LCSD will hire tutors for the tutoring/academic aspect of the program.

DATA SHARING

BGCMV and LCSD agree to share data required to evaluate the program's progress in meeting its goals and objectives.

The 21st CCLC Fernley Assistant, who works under the guidance and supervision of Lyon County School District will provide and collect appropriate FERPA forms for new students enrolling in 21st CCLC. This position will also be responsible for entry of any FERPA related information to be input into Cayen or shared. This includes:

LCSD Data Sharing Responsibilities

- Communicate and collaborate with families to obtain consent for all data sharing needs that are in compliance with the Family Education Rights and Privacy Act (FERPA) and Protection of Pupil Rights Amendment (PPRA).
- Responsible for providing, distributing, collecting, and entering FERPA-related information.
- Provide access to assessments and other available data for the purpose of program evaluation (infinite campus or other grade and test collection software), including individual student data

(First Name; Middle Name; Last Name; Date of Birth; Gender; Student Identification Number).

- Collect aggregate student data (grade, race, sex, free/reduced lunch. special education, and English language learner) required for federal reporting.
- Collect state assessment data each summer.
- Collect report card grades. school day attendance and discipline reports at the end of each semester.
- Own, store and share data in compliance with the Family Education Rights and Privacy Act (FERPA) and Protection of Pupil Rights Amendment (PPRA).
- Create or decide upon data collection instruments
- Input required data in federal and state reports.

BGCMV Data Sharing Responsibilities:

- Track individual student community learning center enrollment and attendance.
- Store data in compliance with the Family Education Rights and Privacy Act (FERPA) and Protection of Pupil Rights Amendment (PPRA).
- Responsible for storing FERPA forms in member casefiles.

INFORMATION SHARING

Grants personnel for the Lyon County School District will be responsible for coordinating the communication and information sharing among the participating partners. Methods for sharing information will include:

- **Mandatory Quarterly Advisory Meetings** with LCSD grants staff and BGC site staff, school representatives and volunteer staff. BGCMV will focus on enrichment components of the meeting and LCSD will focus on bringing school staff and the academic components to the meeting.
- The purpose of the quarterly advisory meetings will be to discuss day- to-day operation logistics, club needs, and address any new issues.
- Data analysis, information exchange about program, collaboration, goals, objectives and evaluation measurements.
- Google Drive to help keep student information private

ROLES AND RESPONSIBILITIES OF EACH PARTNER

A. Lyon County School District:

- Be the fiscal agent and recipient of the 21st Century Community Learning Centers grant and will be responsible for grant management and coordination with local, state, and federal agencies;
- Negotiate and administer contracts and agreements for services;

- Employ and support the Project Manager (grants employee) who will report directly to the LCSD Director of Business Services;
- Provide technical assistance and support to BGCMV to implement grant activities;
- Provide fiscal management services for grant administration;
- Participate in, and contribute to, the quarterly meetings of the 21st CCLC Advisory Board;
- Hire independent contractors, teachers, and paraprofessionals for academic components OR provide alternative staffing and activities to help support academic/tutoring components of the program on a daily basis;
- Coordinate and participate in the collection and reporting of data and other information for local and state level evaluations to meet NDE's deadlines;
- Provide space in schools or district facilities for the Boys & Girls Club participants as needed and available;
- Provide a daily nutritious snack or meal for participating students;
- Maintain direct and constant communication with school administration (participating in discussions of academic staffing, teacher to student ratios, etc.);
- Provide for staff participation in all trainings associated with this grant proposal;
- Collect and report data and other information for the local and state level evaluations, along with certifying Cayen reporting monthly.
- Upload academic and evaluation related reporting data into Cayen as requested per Nevada Department of Education;
- Perform on-site visits (by the program coordinator) to spot check the site and program operations periodically throughout the fiscal year.

B. Boys & Girls Club – Mason Valley will:

- Follow above-listed plan (item 4 "Partnership Outline").
- Participate in, and contribute to, the quarterly 21st CCLC Advisory Board meetings;
- Participate in local planning efforts when requested;
- Upload program-related reporting data into Cayen as requested per Nevada Department of Education;
- Provide invoices by the 15th of each month for reimbursement of expenditures (refer to attached budget spreadsheet for specific authorized expenditures);
- Conduct school and site analyses and assist with implementing recommendations

BUDGET

The attached budget is primarily comprised of staffing and supplies cost, but also includes a set-aside for transportation needs. **Total Request for 6 schools DES, RES, SES, SSES, SSHS, SSMS & YES = $373,244.30.**

Object Description	Staff Name	Budget
310 – professional services	BGC – Mason Valley 31 staff members for 6 school sites, including summer school	$432,849.96
310 – professional services	BGC – Mason Valley program assistant for 6 sites, responsible for daily operation of academic components in conjunction with teachers & principals, data collection and input.	$48,709.12
320 – professional services	BGC – Mason Valley program manager, monitors sites and coordinators in conjunction with the grant coordinator.	$19,592.30
510- student transportation	BGC – Mason Valley student transportation from clubs	$2500.50
610- supplies	BGC- Mason Valley general supplies for school year and summer program	$52,007.48
	Total Budget	$555,656.34

TRANSPORTATION

Transportation is set to be available for club members in need. There are funds designated for this particular use. The BGCMV will provide the transportation necessary with their Club vans and may hire either a district employee for extended hours, or an outside employee of their discretion.

INDEMNITY

Each of the parties hereto agree to indemnify and hold the other harmless from any claim, liability, or damage resulting from any error, omission, or act of negligence on the part of the indemnifying party, its officers, agents, or employees in the performance of its responsibilities under this agreement.

TERM

This agreement shall be effective upon executive and shall continue until September 30, 2026 (or at end of approved funding cycle) at which point it is renewable with the agreement of each party.

AMENDMENTS

No amendment to this agreement shall be effective unless made in writing and signed by all parties.

SIGNATURES OF DESIGNEES

Tim Logan, Superintendent Lyon County School District	Date
Kayleen Larkins, Grants Supervisor for Lyon County School District	Date
Travis Crowder, CEO Boys & Girls Club of Mason Valley	Date

LYON COUNTY SCHOOL DISTRICT

TRAVEL REQUEST

NOTE: See LCSD Board Policy GBCF: Work-Related Travel for all requirements.

Name(s) of Attendees: Royce Aldridge and Kevin Kruse

SCHOOL: Yerington High School

NAME OF CONFERENCE: (Do Not Use Acronyms) Association for Career and Technical Education Vision 2025

(ATTACH conference program information and provide website address)

CITY/STATE OF CONFERENCE: Nashville TN

DATE OF DEPARTURE: 12/8/25 DATE OF RETURN: 12/12/25

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

110

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.

-Strengthened industry connections: The conference emphasizes moving "beyond partnerships to co-creation" with industries. This approach can bring cutting-edge, real-world applications directly into the classroom.
Empowered faculty: Sessions designed to empower educators as "innovators and mentors" help create a more dynamic teaching environment. When teachers feel supported and prepared to lead change, they can cultivate a more positive and ambitious learning atmosphere.
-Data-driven improvement: The focus on building "anti-fragile and responsive programs" that adapt to employer and student needs can help create a more stable and effective educational environment.
-Culture of innovation: By addressing emerging technologies like AI and celebrating educational visionaries through awards like the Catapult Award, the conference encourages educators to push boundaries and embrace new teaching methods.
-Interdisciplinary collaboration: A key conference theme is to "integrate interdisciplinary skills". This supports a culture where academic and CTE departments work together, breaking down silos and providing a more holistic education for students.
-Community engagement: By emphasizing cross-sector collaboration, the conference encourages schools to actively engage with industry and the wider community. This strengthens relationships and aligns educational goals with real-world needs.
-Relevant and contextualized learning: Educational sessions cover hands-on strategies, curriculum design, and instructional best practices across various CTE disciplines. These sessions help teachers make learning relevant and connect academic knowledge to real-world applications.

TRAVEL APPROVED: Date 9/4/2025

K Beaudry
Site administrator or supervisor signature

TRAVEL APPROVED: Date 9/9/25

Stacy L Cooper, EdD
Superintendent or designee signature

District Office Use Only

Received by District Office Date: 9/5/25

Board Approved: Yes ( ) No ( ) Date:_____

Please ensure that you read and comply with Lyon County School District Policy GBCF: Work-Related Travel 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: Perkins Local

						District Office	Grant	School Site	Other
BUDGET#	280.631.0000.300.2213.330.10000.00.000				Total				
Registration Fees:	Attendees 1	x 675	Reg. fee	$	675		✓		
BUDGET#	280.631.0000.300.2213.580.10000.00.000								
Travel By:	Air			$	342.29		✓		
(Air, district car, private car for personal convenience, etc.)									
BUDGET#	280.631.0000.300.2213.580.10000.00.000								
Lodging:	Room rate	$ 199	x 4	nights	$ 796		✓		
(Use GSA ratings for lodging and meals www.gsa.gov ATTENDEE WILL OWE DIFFERENCE if applicable) *lodging receipts must be obtained and sent to District Office upon return.*									
Meals:	Breakfast	$ 22	x 4	days	$ 88		✓		
	Lunch	$ 23	x 5	days	$ 115		✓		
	Dinner	$ 36	x 5	days	$ 180		✓		
	Incidental	$ 5	x 25	days	$ 25		✓		
Substitutes:	# of Days 5		x $ 195 /day		975			✓	
Other transportation fees: (i.e. car rental, taxi, shuttle, parking, mileage to/from airport, etc.)					$ 100		✓		
					$				
Other Miscellaneous expenses: (attach explanation)									
TOTAL EXPENSES					$ 3,296.29				

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

Conference Information

Conference Dates & Times:	December 9th-12th
Name of where conference/training is being held (i.e. Hotel, School, College, Convention Center):	Gaylord Opryland Resort and Convention Center

Airline Information

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 GBCF: Work-Related Travel.

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

Date & Time you wish to **DEPART:**	12/8/25 8:55am
Date & Time you wish to **RETURN:**	12/12/25 11:55pm
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.

Lodging Information

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

Lodging GSA (Per Diem Rate) : 217	All travelers agree to share lodging as appropriate?	☑ Yes ☐ No
Register under what name(s)?	Kevin Kruse, Royce Aldridge	
Name, Address, Phone number of lodging establishment:	Hyatt House Nashville 535 Rep. John Lewis Way S Nashville, Tennessee, 37203 United States	

DEADLINE DATE : _____ **Code Information:** _____

NOTE: *Please furnish a copy of any information you have on the conference, workshop, training, etc.* ***Please email travel request with SIGNATURES to Superintendent's office for approval.***

GSA U.S. General Services Administration

FY 2026 per diem rates for Tennessee

Meals and incidental expenses (M&IE) rates and breakdown

Primary destination	County	M&IE total	Breakfast	Lunch	Dinner	Incidental expenses	First and lastday of travel
Standard Rate	Applies for all locations without specified rates	$68	$16	$19	$28	$5	$51.00
Brentwood / Franklin	Williamson	$86	$22	$23	$36	$5	$64.50
Chattanooga	Hamilton	$74	$18	$20	$31	$5	$55.50
Knoxville	Knox	$74	$18	$20	$31	$5	$55.50
Memphis	Shelby	$74	$18	$20	$31	$5	$55.50
Nashville	Davidson	$86	$22	$23	$36	$5	$64.50

U.S. General Services Administration

FY 2026 per diem rates for Tennessee

Daily lodging rates (excluding taxes) | October 2025 - September 2026

Primary destination	County	2025 Oct	Nov	Dec	2026 Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep
Standard Rate	Applies for all locations without specified rates	$110	$110	$110	$110	$110	$110	$110	$110	$110	$110	$110	$110
Brentwood / Franklin	Williamson	$130	$130	$130	$130	$130	$130	$130	$130	$130	$130	$130	$130
Chattanooga	Hamilton	$117	$117	$117	$117	$117	$117	$117	$117	$117	$117	$117	$117
Knoxville	Knox	$119	$119	$119	$119	$119	$119	$119	$119	$119	$119	$119	$119
Memphis	Shelby	$129	$129	$129	$129	$129	$129	$129	$129	$129	$129	$129	$129
Nashville	Davidson	$248	$217	$217	$217	$217	$217	$217	$217	$217	$217	$217	$248

REGISTRATION

ACTE W9 Form | Letter of Justification

ATTENDEE REGISTRATION

CareerTech VISION & Expo	Advance thru 10/13	Regular
VISION Attendee Rates		
ACTE Member	$625	$675
Nonmember	$815	$865
ACTE Gala	$95	$95
One Day VISION Attendee Rates		
ACTE Member	$355	$355
Nonmember	$480	$480

Pre-Conference VISION Tours on Dec. 9	Rates
James Lawson High School Tour	$95
McGavock High School Tour	$95

115

Nissan Titans Stadium Tour **SOLD OUT**	$95
Northeast Middle School & Kirkwood Middle School (Clarksville-Montgomery County School System)	$95
Tennessee College of Applied Technology – Clarksville Campus	$95

Pre-Conference VISION Workshops on Dec. 9	Rates
Best Practices for Building AI-Read Career and Technical Education Pipelines	$175
Breaking Barriers: Work-Based Learning in Law and Public Safety	$175
Building Robust Work-Based Learning Programs: A Step-by-Step Approach	$175
Building Sustainable Middle School CTE Career Exploration Programs	$175
CTE Admin 101	$175
CTE Admin 102: Making Data Useful-Building Stronger CTE Programs with Insight	$175
CTE for All: Hands-On Strategies to Engage Every Learner	$175
DEEP Dive: Dual Enrollment as a College and Career On-Ramp	$175
District Administrator Best Practices for CTSO Support & Engagement	$200
Industry Partnerships That Scale: Strengthening Career Academies & Workforce	$175
Powerhouse Strategies to Recruit, Retain & Reinspire the Post-Pandemic Student	$175
Revitalizing CTE Instruction: Innovative Strategies for Seasoned Educators	$205
State Association Leadership Training	$40
Strengthening K-8 Career Exploration to Drive CTE Enrollment & Success	$185
Vision to Action: Mastering Brand Strategy & Marketing for CTE	$175

Companion Event: NAAE	Advance thru 10/13	Regular
ACTE Member	$625	$675
NAAE Member	$595	$645
ACTE Nonmember	$815	$865
NAAE Nonmember	$815	$865

Companion Event: LAPSEN	Advance thru 10/13	Regular
LAPSEN Member	$399	$449
LAPSEN Conference Nonmember	$449	$499

Speakers & Tennessee Teachers – Always Early	$339
Law and Public Safety Agencies Sun. 12/7 - Tue. 12/9	Price
Law Enforcement and Public Safety Industry Recruitment and Youth Pipeline Conference	$489
Pre-conference Training on Sunday, 12/7	Price
Drones for Law and Public Safety – NFPA 2400 Instructor	$349
NECI 9-1-1 Basic Instructor	
LAPSEN Law Enforcement Micro-Credential Certification – Basic	
LAPSEN CSI Micro-Credential Certification – Basic	
Xplorlabs: The Science of Fire Forensics (half day)	$59
WBL Day Conference Tuesday 12/9	Price
Law and Public Safety Work Based Learning ACTE VISION Pre-conference	$175

What does the registration fee include?

The full conference registration fee includes access to all general sessions, 400+ concurrent sessions and the Expo. Workshops and the Awards Gala are an additional cost. Meals are not included, with the exception of the Awards Gala (additional fee) and First-time Attendee Orientation.

What is your speaker/presenter registration policy?

All speakers and presenters are required to register for CareerTech VISION. All accepted speakers/presenters will receive additional information to register online. If you have questions about registering as a speaker/presenter please contact Jessica Rivera at jrivera@acteonline.org.

What is your cancellation policy?

Confirmed registrants may cancel and receive a full refund, minus a $100 administrative fee through **Sept.13, 2025,** for standard conference registration fees. Fifty percent of the standard conference registration fee will be refunded for cancellations received from **Sept. 14, 2025 through Oct. 11, 2025**. Cancellation requests received after **Oct. 11, 2025** are nonrefundable.

Please note, no refunds are provided for Individual Gala ticket holders who opt to join a Sponsored Gala Table.

Substitutions Substitutions are allowed by individuals within the same institution/company. Substitutions should have the same membership classification so that the payment is an even exchange transfer of payment. Please email your request for the substitute attendee to registration@acteonline.org with the following information for the substitute: First and Last Name Badge Name Organization/School Address Email Cell Phone Field of Specialization Organization/School Type Position Type

Please note: ACTE dues are non-transferable. Dues that have been sent to ACTE for the original registrant stay with the original registrant. Substitutes who are not ACTE members are required to submit membership dues or register at the non-member rate.

A Special Thanks to Our Sponsors

CONTACT US
call: 800-826-9972
email: acte@acteonline.org

Log In Español

RNO → BNA

You chose a Basic fare

Basic fares are non-refundable except as allowed by our 24-hour cancellation policy. Flight changes are allowed but require a fare upgrade. Customers may be eligible for a flight credit if canceled at least 10 minutes prior to the flight's original departure time. Checked bag fees may apply.

Trip & Price Details

Price · Passengers · Payment · Confirmation

Flight

Modify

Mon 12/8	# 4184 / 1056	RNO 8:55 AM	→	BNA 8:10 PM	9 hr 15 min	1 stop · Basic
Fri 12/12	# 1065 / 1707	BNA 4:00 PM	→	RNO 11:55 PM	9 hr 55 min	1 stop · Basic

1 Passenger | Open Seating

1 Passenger | Open Seating

Base fare 1 Passenger(s)	~~$339.96~~
Discount total	-$68.06
Subtotal	$271.90
Taxes and fees	$70.39
Flight total	$342.29

or from $34/mo* with flexpay Learn more

Helpful Information:

- All fares and fare ranges are subject to change until purchased and are per person for each way of travel.
- For more information regarding Cash + Points, visit Southwest.com/rrterms

SUBTOTAL	$339.96
DISCOUNT	-$68.06
TAXES & FEES	$70.39
TRIP TOTAL	$342.29

Show price breakdown

Not ready to buy yet? Save this flight for later.

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 $44.99*/day in Nashville

Book now

PICK-UP LOCATION	PICK-UP DATE	PICK-UP TIME
Nashville, TN	12/08	9:00 PM
Nashville, TN - BNA	Mon, Dec 8, 2025	

RETURN LOCATION	RETURN DATE	RETURN TIME
Nashville, TN	12/12	3:00 PM
Nashville, TN - BNA	Fri, Dec 12, 2025	

RENTAL COMPANY (Optional): No preference

VEHICLE SIZE (Optional): No preference

Search

Not ready to buy yet? Save this flight for later.

Log in for faster checkout | Continue

By clicking 'Continue', you agree to accept the fare rules and want to continue with this purchase.

No-show policy

If you do not plan to travel on your flight, you must cancel your reservation at least 10 minutes prior to the flight's original scheduled departure time. If you do not cancel your reservation at least 10 minutes before the flight's original scheduled departure time, your reservation will be canceled, and your funds and points may be forfeited. Learn more.

Fare Benefits

Basic[1]
Basic fares are non-refundable except as allowed by our 24-hour cancellation policy or a fare upgrade. Customers may be eligible for a flight credit if canceled at least 10 minutes prior to the flight's original departure time.

Checked bag[2]
Bag fees apply to Basic, Choice, and Choice Preferred fares booked and ticketed and/or changed on or after May 28, 2025. Choice Extra fares and Rapid Rewards® A-List Preferred members receive two free checked bags. A-List members and Rapid Rewards Credit Cardmembers only receive their first checked bag for free. Checked bag benefits do not apply on flights booked with a partner carrier. Weight and size limits apply. Additional allowances, benefits, and/or exceptions may apply. Learn more.

Rapid Rewards® points[3]
Points can be earned from (a) Qualifying Flights (defined below) operated by Southwest®, or (b) qualifying purchases with our Rapid Rewards® partners. "Qualifying Flights" include flights operated by Southwest Airlines® and paid entirely with dollars, Southwest LUV Vouchers®, gift cards, or flight credits and those paid with Cash + Points. NOTE: With a Cash + Points booking, points are earned only on the portion of the base fare that is paid with dollars. Qualifying Flights exclude reward flights, charter flights, nonrevenue travel, and Companion Pass® travel. All Rapid Rewards rules and regulations apply and can be found at Southwest.com/rrterms.

No Cancel fees[4]
If you need to change an upcoming flight itinerary, you'll only pay the difference in fare for Choice, Choice Preferred, and Choice Extra fares (if one applies). For Basic fares, you may upgrade the fare to Choice, Choice Preferred or Choice Extra. Failure to cancel a reservation at least 10 minutes prior to original scheduled departure may result in forfeited travel funds.

Refundable[5]
As long as you cancel your reservation at least 10 minutes prior to the original scheduled departure of your flight, you're eligible to receive 100% of your ticket value as a refund to your original form of payment. A Southwest® flight credit from a previous reservation that is applied toward a Choice Extra or Choice Preferred fare will be refunded as a Transferable Flight Credit™. For travel booked with Rapid Rewards® points, if canceled, points will be returned to the Rapid Rewards account holder who booked the reservation. If you do not cancel, your funds will be refunded as a Transferable Flight Credit. Learn more.

Transferable Flight Credit™[6]
To receive a flight credit, you must cancel your flight at least 10 minutes prior to the flight's original scheduled departure time. If you do not cancel, your points and funds may be forfeited. Learn more. A Transferable Flight Credit™ created from reservations booked and ticketed and/or changed on or after May 28, 2025 expire twelve months from the date the fare was booked and ticketed. A Transferable Flight Credit™ can be transferred between Rapid Rewards® Members. Only one transfer is permitted. For bookings made through a Southwest® Business channel, transfers are allowed only between employees within the organization.

Flight credits[7]
To receive a flight credit, you must cancel your flight at least 10 minutes prior to the flight's original scheduled departure time. If you do not cancel, your points and funds may be forfeited. Learn more. A Transferable Flight Credit™ created from Choice Extra, Choice Preferred, and Choice reservations booked and ticketed and/or changed on or after May 28, 2025 expire twelve months from the date the fare was booked and ticketed. Basic fare flight credits expire six months from the date the fare was purchased and ticketed.

WORLD OF HYATT

Mon, Dec 8, 2025 - Fri, Dec 12, 2025
1 Room, 1 Guest
G-ACTE

EDIT

1 / 37

Hyatt House Nashville Downtown / Convention Center

Hyatt House Award Category 4

4/5 Website

535 Rep. John Lewis Way S Nashville, Tennessee, 37203 United States

PLEASE NOTE: A valid credit card is required and must be presented at check-in. The full amount of the stay is charged/authorized to the card upon check-in. All reservations will have a one (1) night room and tax added to the card within 48 hours of check-in. Declined credit cards will void any reservation process. Self-parking is $45.00 per day plus tax per car. The minimum age to reserve a guest room is 21 years old. A person of the minimum age requirement must be present at check-in and become a registered guest in the room.
Show More

Description

Settle in for an exceptional extended stay at Hyatt House Nashville Downtown / Convention Center. Our hotel offers spacious suites with kitchens, free breakfast served every morning and an indoor pool. Located in the heart of downtown, our hotel is steps away from Nashville's convention center complex as well as premier shopping and dining. For entertainment, you can head to Ryman Auditorium, Bridgestone Arena or Centennial Park. Plus, we are close to offices for Amazon, Asurion and Bridgestone Americas, in addition to medical facilities at Nashville General Hospital, TriStar Centennial Medical Center and Vanderbilt University Medical Center. No matter how long you're in town, make the most of it when you choose Hyatt House Nashville Downtown / Convention Center.

- Free Breakfast
- Electric Vehicle Charging
- Fitness Center
- Pet Friendly
- In-Room Chromecast
- Laundry
- Free Internet Access
- On-Site Restaurant
- Pool
- Digital Check-In
- Business Services
- Meeting Facilities

Currency

Hotel Currency

Accessible Room Use Points

Filters (1)

G-ACTE

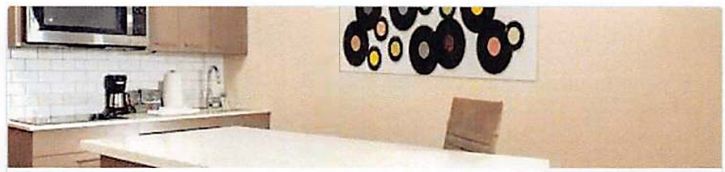
ROOMS (2)

Den | King Bed (Plus Sofa Bed)

Unwind in this 300-square-foot SoBro room with a king bed, a sleeper sofa for additional guests and our signature Cozy Corner with comfortable seating. This room also has...
View Room Details

Acte Overflow... $199
Avg/Night

SELECT & BOOK



Studio Kitchen Suite | King Bed (Plus Sofa Bed)

Feel at ease in this 400-square-foot Nashville studio suite and enjoy a king bed, a comfortable seating area with a sleeper sofa and separate living and sleeping areas....
View Room Details

Acte Overflow... $199
Avg/Night

SELECT & BOOK

Special Offer - Earn up to $350 in Hyatt Credit, Plus, 5,000 Bonus Points Learn More & Apply Now

Best Rate Guarantee

If you find a better rate, we'll match it—and give you the choice of an additional 20% off or 5,000 World of Hyatt Bonus Points. Learn More

What our Guests Say

Tripadvisor 4/5
From 472 reviews on Tripadvisor

Sort By

Highest Rating

great rooms and service

5/5

The rooms are clean and modern. The showers were big and had great water pressure. The staff was excellent and helpful. The breakfast was typical for a hot hotel breakfast

Clean, quiet, friendly, good location

5/5

The staff was courteous and friendly. The room was more than I expected for the price. Located close enough to walk to Broadway and far enough to b

Funs times at the Hyatt

5/5

This Hyatt house was convenient to all things Nashville. Very clean & comfortable. Great rate, too. Our convention attendees hung out in the lounge and were treated great by the staff.

Great sta

A fantastic exp
Joel at the fror
staff works to
downtown Na
middle of it ar
around the co

SKIP MAIN NAVIGATION

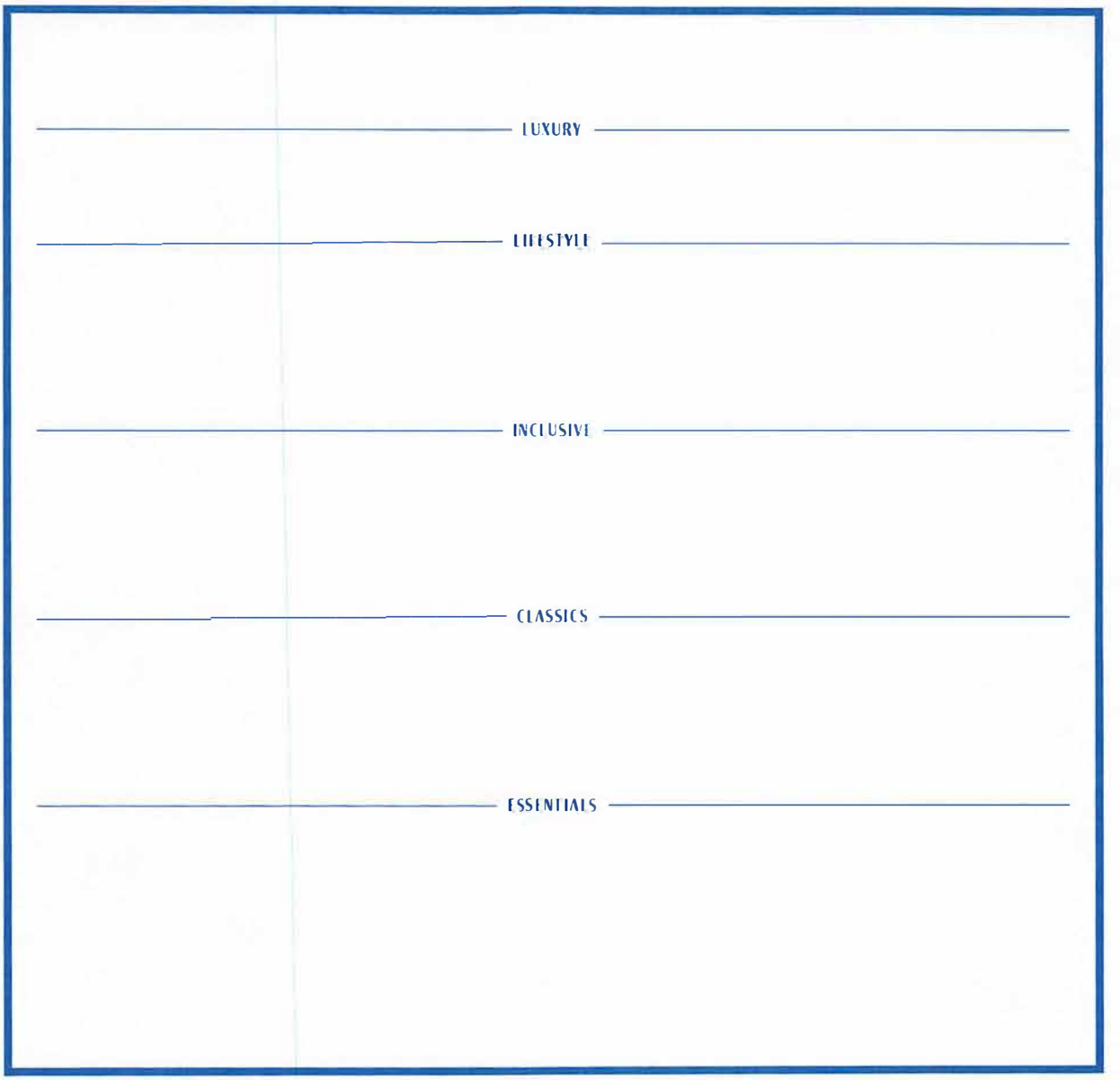
September 2025 | chrisrI6635YM

August 2025 | OHSnowCountryGirl

August 2025 | Gloria A

Read More

August 2(



*Coming soon to World of Hyatt

RESERVATIONS

Modify / Cancel

Retrieve Hotel Bill

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LYON COUNTY SCHOOL DISTRICT VOUCHER

Voucher No: 1002 **Voucher Date:** 07/24/2025 Prepared By: _____

Printed: 08/19/2025 04:41:04 PM

LYON COUNTY SCHOOL DISTRICT is hereby authorized to draw warrants against LYON COUNTY SCHOOL DISTRICT funds for the sum of $185,340.68 on account of obligations incurred for value received in services and for materials as shown below for period July 1, 2025 to June 30, 2026 (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.

_____

Tom Hendrix	President
Dawn Carson	Clerk
Elmer Bull	Member
Darin Farr	Member
Sherry Parsons	Member
Bridget Peterson	Member
James Whisler	Member

LYON COUNTY SCHOOL DISTRICT

Fund		Amount
100	General Fund	$185,340.68
		$185,340.68

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1002 **07/24/2025**

Fiscal Year: 2025-2026

Vendor Remit Name	Vendor #	Account	Description	Amount
AMAZON BUSINESS				
		100.101.0000.000.2320.610.10000.00.00 0	General Supplies	$497.56
		100.101.0000.000.2510.610.10000.00.00 0	General Supplies	$429.86
		100.122.0000.000.2410.610.10202.10.00 0	General Supplies	$58.98
		100.122.0000.000.2410.615.10202.10.00 0	Snacks, Food & Beverages	$180.44
		100.122.0000.000.2575.610.10202.10.00 0	General Supplies	$128.12
		100.122.0000.100.1000.610.10202.10.00 0	General Supplies	$273.52
		100.127.0000.000.2410.610.10210.10.00 0	General Supplies	$175.59
		100.127.0000.100.1000.610.10210.10.00 0	General Supplies	$411.42
		100.128.0000.000.2575.610.10211.10.00 0	General Supplies	$901.95
		100.129.0000.000.2410.610.10209.10.00 0	General Supplies	$159.24
		100.129.0000.100.1000.610.10209.10.00 0	General Supplies	$353.67
		100.132.0000.920.1000.610.10302.20.00 0	General Supplies	$361.93
		100.135.0000.000.2410.610.10305.31.00 0	General Supplies	$405.77
		100.135.0000.100.1000.610.10305.31.00 0	General Supplies	$729.21
		100.164.0000.100.1000.610.10604.32.00 0	General Supplies	$480.70
		100.164.0000.100.1000.650.10604.32.00 0	Supplies-Information Technology-related	$573.98
		100.164.0000.192.1000.610.10604.32.00 0	General Supplies	$103.82
		100.164.0000.194.1000.610.10604.32.00 0	General Supplies	$169.37

Voucher Supplement Account Summary

Voucher Batch Number: 1002 **07/24/2025**

Fiscal Year: 2025-2026

Vendor Remit Name	Vendor #	Account	Description		Amount
		100.164.0000.920.1000.610.10604.32.000	General Supplies		$1,745.58
		100.165.0000.000.2410.610.10605.32.000	General Supplies		$771.88
		100.165.0000.100.1000.610.10605.32.000	General Supplies		$9.65
				Vendor Total:	$8,922.24
BRADY INDUSTRIES					
		100.123.0000.000.2620.610.10203.10.000	General Supplies		$460.32
				Vendor Total:	$460.32
DECKER, INC.	5403				
		100.129.0000.000.2620.610.10209.10.000	General Supplies		$113.89
		100.135.0000.000.2410.610.10305.31.000	General Supplies		$476.20
				Vendor Total:	$590.09
FRONTIER					
		100.163.0000.000.2410.532.10603.32.000	Voice/Voicemail		$453.58
				Vendor Total:	$453.58
GENE WATSON	22210				
		100.101.0000.000.2620.422.10000.00.000	Janitorial / Custodial Services		$2,378.64
				Vendor Total:	$2,378.64
GENESIS FLOOR COVERING UTAH, LLC					
		100.108.0000.000.2620.430.10203.10.000	Repairs and Maintenance Services		$91,329.00
		100.108.0000.000.2620.430.10206.10.000	Repairs and Maintenance Services		$23,322.00
		100.108.0000.000.2620.430.10209.10.000	Repairs and Maintenance Services		$18,637.50
		100.108.0000.000.2620.430.10303.10.000	Repairs and Maintenance Services		$11,087.50
				Vendor Total:	$144,376.00

Voucher Supplement Account Summary

Voucher Batch Number: 1002 **07/24/2025**

Fiscal Year: 2025-2026

Vendor Remit Name	Vendor #	Account	Description		Amount
INLAND SUPPLY CO., INC.	10000				
		100.162.0000.000.2620.610.10602.50.000	General Supplies		$2,249.56
				Vendor Total:	$2,249.56
OASIS ONLINE					
		100.107.0000.000.2580.352.10000.00.000	Other Technical Services		$17,325.00
				Vendor Total:	$17,325.00
PACIFIC STATES COMMUNICATIONS OF NV, INC					
		100.107.0000.000.2580.350.10000.00.000	Technical Services		$2,130.25
				Vendor Total:	$2,130.25
SCHOOLMINT INC	102651				
		100.161.0000.100.1000.651.10601.32.000	Supplies - Technology - Software		$4,875.00
				Vendor Total:	$4,875.00
WALKER LAKE DISPOSAL INC.	102157				
		100.108.0000.000.2610.421.10000.00.000	Garbage / Disposal		$208.00
				Vendor Total:	$208.00
ZEPTIVE, INC.					
		100.161.0000.000.2410.651.10601.32.000	Supplies - Technology - Software		$392.00
		100.164.0000.000.2410.810.10604.32.000	Dues and Fees		$490.00
		100.165.0000.000.2410.651.10605.32.000	Supplies - Technology - Software		$490.00
				Vendor Total:	$1,372.00
				Grand Total:	$185,340.68

End of Report

LYON COUNTY SCHOOL DISTRICT VOUCHER

Voucher No: 1003 **Voucher Date:** 07/24/2025 Prepared By: _____

Printed: 08/19/2025 04:46:35 PM

LYON COUNTY SCHOOL DISTRICT is hereby authorized to draw warrants against LYON COUNTY SCHOOL DISTRICT funds for the sum of $1,291,851.75 on account of obligations incurred for value received in services and for materials as shown below for period July 1, 2025 to June 30, 2026 (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.

_____

Tom Hendrix	President
Dawn Carson	Clerk
Elmer Bull	Member
Darin Farr	Member
Sherry Parsons	Member
Bridget Peterson	Member
James Whisler	Member

LYON COUNTY SCHOOL DISTRICT

Fund		Amount
100	General Fund	$1,177,458.84
230	Adult Education	$128.55
340	Governmental Services Tax (GST)	$39,905.00
360	Bond Issues	$74,359.36
		$1,291,851.75

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1003 **07/24/2025**

Fiscal Year: 2025-2026

Vendor Remit Name	Vendor #	Account	Description	Amount
ALL IN GRAPHIX				
		100.161.0000.920.1000.610.10601.32.00 Check #: 4460	General Supplies	$516.00
			Vendor Total:	$516.00
CLEARLY IP, INC				
		100.107.0000.000.2580.533.10000.00.00 Check #: 4459	Telephone - Land Line phone services	$42.78
		100.121.0000.000.2410.533.10201.10.00 Check #: 4459	Telephone - Land Line phone services	$42.85
		100.122.0000.000.2410.533.10202.10.00 Check #: 4459	Telephone - Land Line phone services	$42.85
		100.123.0000.000.2410.533.10203.10.00 Check #: 4459	Telephone - Land Line phone services	$42.85
		100.125.0000.000.2410.533.10205.10.00 Check #: 4459	Telephone - Land Line phone services	$42.85
		100.126.0000.000.2410.533.10206.10.00 Check #: 4459	Telephone - Land Line phone services	$42.85
		100.127.0000.000.2410.533.10210.10.00 Check #: 4459	Telephone - Land Line phone services	$42.85
		100.128.0000.000.2410.533.10211.10.00 Check #: 4459	Telephone - Land Line phone services	$42.85
		100.129.0000.000.2410.533.10209.10.00 Check #: 4459	Telephone - Land Line phone services	$42.85
		100.132.0000.000.2410.533.10302.20.00 Check #: 4459	Telephone - Land Line phone services	$42.85
		100.133.0000.000.2410.533.10303.10.00 Check #: 4459	Telephone - Land Line phone services	$42.85
		100.134.0000.000.2410.533.10304.20.00 Check #: 4459	Telephone - Land Line phone services	$42.85
		100.135.0000.000.2410.533.10305.31.00 Check #: 4459	Telephone - Land Line phone services	$42.85
		100.136.0000.000.2410.533.10208.31.00 Check #: 4459	Telephone - Land Line phone services	$42.85

Voucher Supplement Account Summary

Voucher Batch Number: 1003 **07/24/2025**

Fiscal Year: 2025-2026

Vendor Remit Name	Vendor #	Account	Description	Amount
		100.161.0000.000.2410.533.10601.32.00 Check #: 4459	Telephone - Land Line phone services	$42.85
		100.162.0000.000.2410.533.10602.50.00 Check #: 4459	Telephone - Land Line phone services	$42.85
		100.163.0000.000.2410.533.10603.32.00 Check #: 4459	Telephone - Land Line phone services	$42.85
		100.164.0000.000.2410.533.10604.32.00 Check #: 4459	Telephone - Land Line phone services	$42.85
		100.165.0000.000.2410.533.10605.32.00 Check #: 4459	Telephone - Land Line phone services	$42.85
		100.170.0000.000.2710.533.10000.00.00 Check #: 4459	Telephone - Land Line phone services	$42.85
		230.231.0000.610.2500.533.10000.00.00 Check #: 4459	Telephone - Land Line phone services	$128.55
			Vendor Total:	$985.48
COTTONWOOD LANE LLC				
		100.101.0000.000.2610.441.10000.00.00 Check #: 4458	Renting Land and Buildings	$7,452.00
			Vendor Total:	$7,452.00
EDPUZZLE, INC				
		100.161.0000.100.1000.653.10601.32.00 Check #: 4457	Web-based and similar programs	$3,520.00
			Vendor Total:	$3,520.00
FAMX, INC.				
		100.161.0000.920.1000.653.10601.32.00 Check #: 4456	Web-based and similar programs	$806.40
			Vendor Total:	$806.40
GLOBAL EQUIPMENT COMPANY_97390	97390			
		100.135.0000.000.2410.610.10305.31.00 Check #: 4455	General Supplies	$2,035.05
			Vendor Total:	$2,035.05
JOSTENS_10600	10600			

Voucher Supplement Account Summary

Voucher Batch Number: 1003 **07/24/2025**

Fiscal Year: 2025-2026

Vendor Remit Name	Vendor #	Account	Description	Amount
		100.161.0000.920.1000.610.10601.32.00 **Check #: 4454**	General Supplies	$470.80
			Vendor Total:	$470.80
LAKESHORE LEARNING MATERIALS	11240			
		100.127.0000.100.1000.610.10210.10.00 **Check #: 4453**	General Supplies	$238.93
			Vendor Total:	$238.93
LANGUAGE TESTING INTERNATIONAL, INC				
		100.104.0000.000.2240.351.10000.00.00 **Check #: 4452**	Data Processing and Coding Services	$40.00
			Vendor Total:	$40.00
LEARNING A-Z	100607			
		100.123.0000.100.1000.653.10203.10.00 **Check #: 4451**	Web-based and similar programs	$270.00
			Vendor Total:	$270.00
NASSP/NHS	101272			
		100.161.0000.914.1000.810.10601.32.00 **Check #: 4450**	Dues and Fees	$480.00
			Vendor Total:	$480.00
NOTABLE INC				
		100.161.0000.100.1000.650.10601.32.00 **Check #: 4449**	Supplies-Information Technology-related	$1,341.00
			Vendor Total:	$1,341.00
PACIFIC SHREDDING/PACIFIC STORAGE CO.				
		100.164.0000.000.2410.421.10604.32.00 **Check #: 4448**	Garbage / Disposal	$67.41
			Vendor Total:	$67.41
PITNEY BOWES GLOBAL FINANCIAL	101970			
		100.127.0000.000.2410.442.10210.10.00 **Check #: 4447**	Rental of Equipment and Vehicles	$63.72
			Vendor Total:	$63.72

Voucher Supplement Account Summary

Voucher Batch Number: 1003 **07/24/2025**

Fiscal Year: 2025-2026

Vendor Remit Name	Vendor #	Account	Description		Amount
PIXEL PRESS TECHNOLOGY					
		100.128.0000.100.1000.653.10211.10.00 Check #: 4446	Web-based and similar programs		$720.00
				Vendor Total:	$720.00
REALLY GOOD STUFF	17338				
		100.132.0000.000.2120.610.10302.20.00 Check #: 4445	General Supplies		$147.96
		100.132.0000.000.2220.610.10302.20.00 Check #: 4445	General Supplies		$272.93
				Vendor Total:	$420.89
REFRIGERATION SUPPLIES DISTRIBUTOR	96586				
		100.161.0000.000.2620.610.10601.32.00 Check #: 4444	General Supplies		$152.70
				Vendor Total:	$152.70
SIERRA NEVADA CONSTRUCTION	100844				
		340.101.0000.000.4600.450.10602.50.00 Check #: 4443	Construction Services		$19,952.50
		340.101.0000.000.4600.450.10603.32.00 Check #: 4443	Construction Services		$19,952.50
				Vendor Total:	$39,905.00
SPANISH SPRINGS CONSTRUCTION, INC					
		360.012.0000.000.4600.450.10601.32.00 Check #: 4442	Construction Services		$74,359.36
				Vendor Total:	$74,359.36
THE FLAG STORE SIGN AND BANNER, INC	7716				
		100.161.0000.000.2410.610.10601.32.00 Check #: 4441	General Supplies		$458.00
				Vendor Total:	$458.00
VESTIS					
		100.127.0000.000.2620.422.10210.10.00 Check #: 4440	Janitorial / Custodial Services		$113.43
				Vendor Total:	$113.43

Voucher Supplement Account Summary

Voucher Batch Number: 1003 **07/24/2025**

Fiscal Year: 2025-2026

Vendor Remit Name	Vendor #	Account	Description	Amount
WARREN REED INSURANCE	22150			
		100.101.0000.000.2320.520.10000.00.00 Check #: 4439	Insurance (Other Than Employee Benefits)	$180,698.74
		100.101.0000.000.2610.520.10000.00.00 Check #: 4439	Insurance (Other Than Employee Benefits)	$809,611.03
		100.170.0000.000.2710.520.10000.00.00 Check #: 4439	Insurance (Other Than Employee Benefits)	$163,125.00
			Vendor Total:	$1,153,434.77
XEROX CORPORATION				
		100.122.0000.000.2410.430.10202.10.00 Check #: 4438	Repairs and Maintenance Services	$684.24
		100.122.0000.000.2410.442.10202.10.00 Check #: 4438	Rental of Equipment and Vehicles	$444.27
		100.128.0000.000.2410.430.10211.10.00 Check #: 4438	Repairs and Maintenance Services	$1,397.73
		100.129.0000.000.2410.442.10209.10.00 Check #: 4438	Rental of Equipment and Vehicles	$128.04
		100.129.0000.100.1000.430.10209.10.00 Check #: 4438	Repairs and Maintenance Services	$206.26
			Vendor Total:	$2,860.54
XEROX FINANCIAL SERVICES				
		100.126.0000.000.2410.442.10206.10.00 Check #: 4437	Rental of Equipment and Vehicles	$1,140.27
			Vendor Total:	$1,140.27
			Grand Total:	$1,291,851.75

End of Report

LYON COUNTY SCHOOL DISTRICT VOUCHER

Voucher No: 1016 **Voucher Date:** 07/31/2025 Prepared By: _____

Printed: 08/19/2025 04:40:15 PM

LYON COUNTY SCHOOL DISTRICT is hereby authorized to draw warrants against LYON COUNTY SCHOOL DISTRICT funds for the sum of $22,678.64 on account of obligations incurred for value received in services and for materials as shown below for period July 1, 2025 to June 30, 2026 (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.

_____

Tom Hendrix	President
Dawn Carson	Clerk
Elmer Bull	Member
Darin Farr	Member
Sherry Parsons	Member
Bridget Peterson	Member
James Whisler	Member

LYON COUNTY SCHOOL DISTRICT

Fund		Amount
100	General Fund	$22,678.64
		$22,678.64

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1016 **07/31/2025**

Fiscal Year: 2025-2026

Vendor Remit Name	Vendor #	Account	Description	Amount
AMAZON BUSINESS				
		100.127.0000.100.1000.610.10210.10.000	General Supplies	$17.84
		100.129.0000.000.2410.610.10209.10.000	General Supplies	$45.99
		100.129.0000.000.2620.610.10209.10.000	General Supplies	$128.20
		100.129.0000.100.1000.610.10209.10.000	General Supplies	$109.95
		100.132.0000.000.2120.610.10302.20.000	General Supplies	$1,227.31
		100.132.0000.100.1000.610.10302.20.000	General Supplies	$736.43
		100.135.0000.000.2130.610.10305.31.000	General Supplies	$7.68
		100.135.0000.000.2410.610.10305.31.000	General Supplies	$24.99
		100.135.0000.100.1000.610.10305.31.000	General Supplies	$1,212.68
		100.135.0000.100.1000.640.10305.31.000	Books and Periodicals	$380.12
		100.161.0000.000.2410.610.10601.32.000	General Supplies	$598.53
		100.161.0000.000.2620.610.10601.32.000	General Supplies	$83.32
		100.161.0000.100.1000.610.10601.32.000	General Supplies	$950.04
		100.161.0000.196.1000.610.10601.32.000	General Supplies	$100.30
		100.164.0000.100.1000.610.10604.32.000	General Supplies	$79.02
			Vendor Total:	$5,702.40
DECKER, INC.	5403			
		100.129.0000.000.2620.610.10209.10.000	General Supplies	$188.45
			Vendor Total:	$188.45
FRONTIER				

Voucher Supplement Account Summary

Voucher Batch Number: 1016 **07/31/2025**

Fiscal Year: 2025-2026

Vendor Remit Name	Vendor #	Account	Description	Amount
		100.132.0000.000.2410.533.10302.20.000	Telephone - Land Line phone services	$245.15
			Vendor Total:	$245.15
NEVADA ASSOC OF SCHOOL BOARDS	14340			
		100.101.0000.000.2310.810.10000.00.000	Dues and Fees	$15,381.90
			Vendor Total:	$15,381.90
ROYAL CARPET ONE FLOOR & HOME				
		100.164.0000.000.2620.610.10604.32.000	General Supplies	$169.62
			Vendor Total:	$169.62
SCHOOLMINT INC	102651			
		100.161.0000.100.1000.610.10601.32.000	General Supplies	$676.00
			Vendor Total:	$676.00
WESTERN NEVADA SUPPLY	22580			
		100.135.0000.000.2620.610.10305.31.000	General Supplies	$315.12
			Vendor Total:	$315.12
			Grand Total:	$22,678.64

End of Report

LYON COUNTY SCHOOL DISTRICT VOUCHER

Voucher No: 1017 **Voucher Date:** 08/07/2025 Prepared By: _____

Printed: 09/15/2025 04:36:57 PM

LYON COUNTY SCHOOL DISTRICT is hereby authorized to draw warrants against LYON COUNTY SCHOOL DISTRICT funds for the sum of $49,837.83 on account of obligations incurred for value received in services and for materials as shown below for period July 1, 2025 to June 30, 2026 (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.

_____

Tom Hendrix	President
Dawn Carson	Clerk
Elmer Bull	Member
Darin Farr	Member
Sherry Parsons	Member
Bridget Peterson	Member
James Whisler	Member

LYON COUNTY SCHOOL DISTRICT

Fund		Amount
100	General Fund	$24,223.33
360	Bond Issues	$15,700.00
830	Gifts & Donations Fund	$9,914.50
		$49,837.83

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1017 **08/07/2025**

Fiscal Year: 2025-2026

Vendor Remit Name	Vendor #	Account	Description		Amount
A T & T MONTHLY STATEMENT	99712				
		100.164.0000.000.2410.533.10604.32.00 **Check #: 4524**	Telephone - Land Line phone services		$42.14
				Vendor Total:	$42.14
BIO CORPORATION					
		100.164.0000.192.1000.610.10604.32.00 **Check #: 4525**	General Supplies		$518.29
				Vendor Total:	$518.29
LYON COUNTY TREASURER	12044				
		100.108.0000.000.2620.810.10000.00.00 **Check #: 4526**	Dues and Fees		$70.19
				Vendor Total:	$70.19
MOTION PICTURE LICENSING CORPORATION					
		100.164.0000.000.2410.810.10604.32.00 **Check #: 4527**	Dues and Fees		$326.54
				Vendor Total:	$326.54
NEVADA STATE PURCHASING	14570				
		100.170.0000.000.2630.612.10000.00.00 **Check #: 4528**	Inventoried Supplies/Equipment	<$5000	$1,500.00
		100.170.0000.000.2700.732.10000.00.00 **Check #: 4528**	Vehicles		$6,128.00
				Vendor Total:	$7,628.00
NIAA_102628	102628				
		100.101.0000.920.1000.810.10601.32.00 **Check #: 4529**	Dues and Fees		$4,081.00
		100.101.0000.920.1000.810.10602.50.00 **Check #: 4529**	Dues and Fees		$1,400.00
		100.101.0000.920.1000.810.10603.32.00 **Check #: 4529**	Dues and Fees		$1,400.00
		100.101.0000.920.1000.810.10604.32.00 **Check #: 4529**	Dues and Fees		$2,344.00

Voucher Supplement Account Summary

Voucher Batch Number: 1017 **08/07/2025**

Fiscal Year: 2025-2026

Vendor Remit Name	Vendor #	Account	Description		Amount
		100.101.0000.920.1000.810.10605.32.00 **Check #: 4529**	Dues and Fees		$1,400.00
				Vendor Total:	$10,625.00
Northwest Lineman College					
		830.052.0000.000.2410.890.10000.00.00 **Check #: 4530**	Miscellaneous Expenditures		$1,356.20
				Vendor Total:	$1,356.20
OREGON STATE UNIVERSITY					
		830.053.0000.000.2410.890.10000.00.00 **Check #: 4531**	Miscellaneous Expenditures		$500.00
				Vendor Total:	$500.00
PARENT SQUARE, INC					
		100.128.0000.100.1000.653.10211.10.00 **Check #: 4532**	Web-based and similar programs		$3,780.00
				Vendor Total:	$3,780.00
PURCHASE POWER	16968				
		100.165.0000.000.2410.531.10605.32.00 **Check #: 4533**	Postage		$310.68
				Vendor Total:	$310.68
REFRIGERATION SUPPLIES DISTRIBUTOR	96586				
		100.133.0000.000.2620.610.10303.10.00 **Check #: 4534**	General Supplies		$207.92
				Vendor Total:	$207.92
ST. OLAF COLLEGE					
		830.053.0000.000.2410.890.10000.00.00 **Check #: 4535**	Miscellaneous Expenditures		$500.00
				Vendor Total:	$500.00
UNR - OFFICE OF STUDENT FINANCIAL AID					
		830.053.0000.000.2410.890.10000.00.00 **Check #: 4536**	Miscellaneous Expenditures		$1,000.00
		830.054.0000.000.2410.890.10000.00.00 **Check #: 4536**	Miscellaneous Expenditures		$1,205.50

Voucher Supplement Account Summary

Voucher Batch Number: 1017 **08/07/2025**

Fiscal Year: 2025-2026

Vendor Remit Name	Vendor #	Account	Description		Amount
		830.064.0000.000.2410.890.10000.00.00 **Check #: 4536**	Miscellaneous Expenditures		$2,852.80
		830.069.0000.000.2410.890.10000.00.00 **Check #: 4536**	Miscellaneous Expenditures		$2,500.00
				Vendor Total:	$7,558.30
VESTIS					
		100.127.0000.000.2620.422.10210.10.00 **Check #: 4537**	Janitorial / Custodial Services		$113.43
				Vendor Total:	$113.43
WELLS FARGO VENDOR FINANCIAL SERVICES					
		100.135.0000.000.2410.442.10305.31.00 **Check #: 4538**	Rental of Equipment and Vehicles		$156.99
				Vendor Total:	$156.99
WESTERN STATES FIRE PROTECTION					
		360.012.0000.000.2620.430.10205.10.00 **Check #: 4539**	Repairs and Maintenance Services		$4,925.00
		360.012.0000.000.2620.430.10208.31.00 **Check #: 4539**	Repairs and Maintenance Services		$10,775.00
				Vendor Total:	$15,700.00
XEROX CORPORATION					
		100.123.0000.000.2410.442.10203.10.00 **Check #: 4540**	Rental of Equipment and Vehicles		$54.12
		100.123.0000.100.1000.430.10203.10.00 **Check #: 4540**	Repairs and Maintenance Services		$0.20
		100.164.0000.000.2410.442.10604.32.00 **Check #: 4540**	Rental of Equipment and Vehicles		$340.98
		100.164.0000.100.1000.550.10604.32.00 **Check #: 4540**	Printing and Binding		$48.85
				Vendor Total:	$444.15
				Grand Total:	$49,837.83

End of Report

LYON COUNTY SCHOOL DISTRICT VOUCHER

Voucher No: 1019 **Voucher Date:** 08/07/2025 Prepared By: _____

Printed: 09/15/2025 04:38:11 PM

LYON COUNTY SCHOOL DISTRICT is hereby authorized to draw warrants against LYON COUNTY SCHOOL DISTRICT funds for the sum of $548,509.40 on account of obligations incurred for value received in services and for materials as shown below for period July 1, 2025 to June 30, 2026 (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.

_____

Tom Hendrix	President
Dawn Carson	Clerk
Elmer Bull	Member
Darin Farr	Member
Sherry Parsons	Member
Bridget Peterson	Member
James Whisler	Member

LYON COUNTY SCHOOL DISTRICT

Fund		Amount
100	General Fund	$20,722.70
340	Governmental Services Tax (GST)	$363,053.40
360	Bond Issues	$164,733.30
		$548,509.40

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1019 **08/07/2025**

Fiscal Year: 2025-2026

Vendor Remit Name	Vendor #	Account	Description		Amount
BRAZOS THERMAL SYSTEMS, INC					
		340.101.0000.000.2620.430.10000.10.000	Repairs and Maintenance Services		$29,335.00
		340.101.0000.000.2620.430.10302.20.000	Repairs and Maintenance Services		$43,785.00
		340.101.0000.000.2620.430.10303.10.000	Repairs and Maintenance Services		$11,890.00
		340.101.0000.000.2620.430.10601.32.000	Repairs and Maintenance Services		$77,140.00
		340.101.0000.000.2620.430.10604.32.000	Repairs and Maintenance Services		$103,500.00
		360.012.0000.000.4700.450.10202.10.000	Construction Services		$41,893.20
		360.012.0000.000.4700.450.10205.10.000	Construction Services		$121,490.10
		360.012.0000.000.4700.450.10211.10.000	Construction Services		$1,350.00
				Vendor Total:	$430,383.30
N S S R A SOCCER	13603				
		100.101.0000.920.1000.810.10601.32.000	Dues and Fees		$7,300.91
		100.101.0000.920.1000.810.10603.32.000	Dues and Fees		$5,281.48
		100.101.0000.920.1000.810.10604.32.000	Dues and Fees		$5,438.06
				Vendor Total:	$18,020.45
PACIFIC STATES COMMUNICATIONS OF NV, INC					
		100.107.0000.000.2580.350.10000.00.000	Technical Services		$2,130.25
				Vendor Total:	$2,130.25
R&J PAINTING LLC					
		340.101.0000.000.2620.430.10209.10.000	Repairs and Maintenance Services		$16,000.00
				Vendor Total:	$16,000.00
ROYAL CARPET ONE FLOOR & HOME					

Voucher Supplement Account Summary

Voucher Batch Number: 1019 **08/07/2025**

Fiscal Year: 2025-2026

Vendor Remit Name	Vendor #	Account	Description		Amount
		340.101.0000.000.2620.430.10208.31.000	Repairs and Maintenance Services		$32,294.00
		340.101.0000.000.2620.430.10304.20.000	Repairs and Maintenance Services		$26,370.90
		340.101.0000.000.2620.430.10601.32.000	Repairs and Maintenance Services		$22,738.50
				Vendor Total:	$81,403.40
WALKER LAKE DISPOSAL INC.	102157				
		100.101.0000.000.2610.421.10000.00.000	Garbage / Disposal		$572.00
				Vendor Total:	$572.00
				Grand Total:	$548,509.40

End of Report

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LYON COUNTY SCHOOL DISTRICT VOUCHER

Voucher No: 1021 **Voucher Date:** 08/14/2025 Prepared By: _____

Printed: 09/15/2025 04:39:11 PM

LYON COUNTY SCHOOL DISTRICT is hereby authorized to draw warrants against LYON COUNTY SCHOOL DISTRICT funds for the sum of $3,079,461.61 on account of obligations incurred for value received in services and for materials as shown below for period July 1, 2025 to June 30, 2026 (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.

_____

Tom Hendrix	President
Dawn Carson	Clerk
Elmer Bull	Member
Darin Farr	Member
Sherry Parsons	Member
Bridget Peterson	Member
James Whisler	Member

LYON COUNTY SCHOOL DISTRICT

Fund		Amount
100	General Fund	$271,414.02
310	Residential Construction Tax	$18,154.49
340	Governmental Services Tax (GST)	$777,663.90
360	Bond Issues	$2,012,229.20
		$3,079,461.61

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1021 **08/14/2025**

Fiscal Year: 2025-2026

Vendor Remit Name	Vendor #	Account	Description	Amount
AMAZON BUSINESS				
		100.101.0000.000.2510.610.10000.00.00 0	General Supplies	$261.05
		100.101.0000.000.2560.653.10000.00.00 0	Web-based and similar programs	$56.64
		100.102.0000.000.2570.610.10000.00.00 0	General Supplies	$105.71
		100.109.0000.000.2213.610.10000.00.00 0	General Supplies	$86.24
		100.122.0000.000.2410.610.10202.10.00 0	General Supplies	$35.97
		100.122.0000.100.1000.610.10202.10.00 0	General Supplies	$1,714.87
		100.123.0000.000.2410.610.10203.10.00 0	General Supplies	$21.99
		100.123.0000.100.1000.610.10203.10.00 0	General Supplies	$241.41
		100.127.0000.100.1000.610.10210.10.00 0	General Supplies	$206.96
		100.127.0000.100.1000.640.10210.10.00 0	Books and Periodicals	$61.09
		100.129.0000.000.2410.610.10209.10.00 0	General Supplies	$421.39
		100.129.0000.100.1000.652.10209.10.00 0	Inventoried Supplies/Equipment - IT Related <$5000	$55.98
		100.132.0000.000.2120.610.10302.20.00 0	General Supplies	$26.98
		100.132.0000.100.1000.610.10302.20.00 0	General Supplies	$7,097.01
		100.133.0000.100.1000.610.10303.10.00 0	General Supplies	$1,928.88
		100.136.0000.000.2410.610.10208.31.00 0	General Supplies	$1,758.60
		100.136.0000.100.1000.610.10208.31.00 0	General Supplies	$2,070.06
		100.161.0000.000.2410.610.10601.32.00 0	General Supplies	$28.49

Voucher Supplement Account Summary

Voucher Batch Number: 1021 **08/14/2025**

Fiscal Year: 2025-2026

Vendor Remit Name	Vendor #	Account	Description		Amount
		100.161.0000.100.1000.610.10601.32.000	General Supplies		$4,355.18
		100.161.0000.192.1000.610.10601.32.000	General Supplies		$358.44
		100.162.0000.170.1000.610.10602.50.000	General Supplies		$239.62
		100.164.0000.100.1000.610.10604.32.000	General Supplies		$154.94
		100.165.0000.000.2410.610.10605.32.000	General Supplies		$1,261.30
		100.165.0000.000.2575.610.10605.32.000	General Supplies		$403.49
		100.165.0000.100.1000.610.10605.32.000	General Supplies		$3,173.35
		100.165.0000.100.1000.650.10605.32.000	Supplies-Information Technology-related		$169.20
				Vendor Total:	$26,294.84
ARBOR SCIENTIFIC	97464				
		100.161.0000.192.1000.610.10601.32.000	General Supplies		$1,655.39
				Vendor Total:	$1,655.39
BRAZOS THERMAL SYSTEMS, INC					
		340.101.0000.000.2620.430.10303.10.000	Repairs and Maintenance Services		$79,750.00
				Vendor Total:	$79,750.00
BSN SPORTS					
		100.165.0000.920.1000.610.10605.32.000	General Supplies		$4,276.79
				Vendor Total:	$4,276.79
CR ENGINEERING	102406				
		100.108.0000.000.4300.340.10202.10.000	Other Professional Services		$70,400.00
		100.108.0000.000.4300.340.10205.10.000	Other Professional Services		$67,200.00
		100.108.0000.000.4700.340.10208.31.000	Other Professional Services		$19,800.00

Voucher Supplement Account Summary

Voucher Batch Number: 1021 **08/14/2025**

Fiscal Year: 2025-2026

Vendor Remit Name	Vendor #	Account	Description		Amount
		100.108.0000.000.4700.340.10304.20.000	Other Professional Services		$9,100.00
				Vendor Total:	$166,500.00
CREATIVE RECREATIONAL SYSTEMS, INC					
		310.033.0000.000.4600.739.10205.10.000	Other Equipment		$18,154.49
				Vendor Total:	$18,154.49
FLOORING SOLUTIONS OF NEVADA, INC.					
		340.101.0000.000.2620.430.10302.20.000	Repairs and Maintenance Services		$7,440.00
		340.101.0000.000.2620.430.10601.32.000	Repairs and Maintenance Services		$23,715.00
				Vendor Total:	$31,155.00
GENESIS FLOOR COVERING UTAH, LLC					
		100.108.0000.000.2620.430.10203.10.000	Repairs and Maintenance Services		$4,195.00
		100.108.0000.000.2620.430.10304.20.000	Repairs and Maintenance Services		$18,803.50
		100.108.0000.000.2620.430.10601.32.000	Repairs and Maintenance Services		$28,954.50
				Vendor Total:	$51,953.00
PAUL CAVIN ARCHITECT LLC					
		100.101.0000.000.4300.340.10601.32.000	Other Professional Services		$7,020.00
		100.101.0000.000.4300.340.10603.32.000	Other Professional Services		$5,760.00
		100.101.0000.000.4300.340.10604.32.000	Other Professional Services		$6,860.00
				Vendor Total:	$19,640.00
TRANE U.S. INC					
		340.101.0000.000.4700.450.10203.10.000	Construction Services		$300,000.00
		340.101.0000.000.4700.450.10208.31.000	Construction Services		$282,625.00

Voucher Supplement Account Summary

Voucher Batch Number: 1021 **08/14/2025**

Fiscal Year: 2025-2026

Vendor Remit Name	Vendor #	Account	Description		Amount
		340.101.0000.000.4700.450.10210.10.000	Construction Services		$22,717.35
		340.101.0000.000.4700.450.10305.31.000	Construction Services		$61,416.55
		360.012.0000.000.4700.450.10208.31.000	Construction Services		$972,665.10
		360.012.0000.000.4700.450.10304.20.000	Construction Services		$1,032,032.17
		360.022.0000.000.4700.450.10304.31.000	Construction Services		$7,531.93
				Vendor Total:	$2,678,988.10
WALKER LAKE DISPOSAL INC.	102157				
		100.101.0000.000.2610.421.10000.00.000	Garbage / Disposal		$385.00
		100.108.0000.000.2610.421.10000.00.000	Garbage / Disposal		$208.00
				Vendor Total:	$593.00
ZEPTIVE, INC.					
		100.135.0000.100.1000.352.10305.31.000	Other Technical Services		$294.00
		100.161.0000.000.2410.651.10601.32.000	Supplies - Technology - Software		$207.00
				Vendor Total:	$501.00
				Grand Total:	$3,079,461.61

End of Report

LYON COUNTY SCHOOL DISTRICT VOUCHER

Voucher No: 1022 **Voucher Date:** 08/14/2025 Prepared By: _____

Printed: 09/15/2025 04:40:03 PM

LYON COUNTY SCHOOL DISTRICT is hereby authorized to draw warrants against LYON COUNTY SCHOOL DISTRICT funds for the sum of $713,020.46 on account of obligations incurred for value received in services and for materials as shown below for period July 1, 2025 to June 30, 2026 (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.

_____

Tom Hendrix	President
Dawn Carson	Clerk
Elmer Bull	Member
Darin Farr	Member
Sherry Parsons	Member
Bridget Peterson	Member
James Whisler	Member

LYON COUNTY SCHOOL DISTRICT

Fund		Amount
100	General Fund	$110,142.30
280	Federal Funds	$122.00
340	Governmental Services Tax (GST)	$220,436.24
360	Bond Issues	$382,319.92
		$713,020.46

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1022 **08/14/2025**

Fiscal Year: 2025-2026

Vendor Remit Name	Vendor #	Account	Description		Amount
BAINS, HARMAN					
		280.631.0000.300.2100.580.10000.00.00 **Check #: 4576**	Travel		$122.00
				Vendor Total:	$122.00
CATALINA PRODUCTS INTERNATIONAL, LLC					
		100.108.0000.000.2620.610.10208.31.00 **Check #: 4577**	General Supplies		$474.08
		100.108.0000.000.2620.610.10209.10.00 **Check #: 4577**	General Supplies		$1,714.45
		100.108.0000.000.2620.610.10302.20.00 **Check #: 4577**	General Supplies		$35,484.72
		100.108.0000.000.2620.610.10601.32.00 **Check #: 4577**	General Supplies		$13,628.05
		340.101.0000.000.2620.430.10000.10.00 **Check #: 4577**	Repairs and Maintenance Services		$12,935.02
		340.101.0000.000.2620.430.10203.10.00 **Check #: 4577**	Repairs and Maintenance Services		$21,987.57
		340.101.0000.000.2620.430.10205.10.00 **Check #: 4577**	Repairs and Maintenance Services		$37,284.24
		340.101.0000.000.2620.430.10210.10.00 **Check #: 4577**	Repairs and Maintenance Services		$16,155.32
		340.101.0000.000.2620.430.10211.10.00 **Check #: 4577**	Repairs and Maintenance Services		$20,729.09
				Vendor Total:	$160,392.54
E-RATE ELITE SERVICES INC	103130				
		100.101.0000.000.2320.340.10000.00.00 **Check #: 4578**	Other Professional Services		$9,000.00
				Vendor Total:	$9,000.00
GOLF TEAM PRODUCTS INC	100898				
		100.161.0000.920.1000.610.10601.32.00 **Check #: 4579**	General Supplies		$599.00
				Vendor Total:	$599.00

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1022 **08/14/2025**

Fiscal Year: 2025-2026

Vendor Remit Name	Vendor #	Account	Description		Amount
HOLSTIN, DAPHNE S					
		100.101.0000.000.2213.560.10000.00.00 **Check #: 4580**	Tuition		$160.68
				Vendor Total:	$160.68
JOSTENS_10600	10600				
		100.161.0000.100.1000.610.10601.32.00 **Check #: 4581**	General Supplies		$17.70
				Vendor Total:	$17.70
NEVADA STATE HEALTH DIV	97621				
		100.108.0000.000.2620.810.10602.50.00 **Check #: 4582**	Dues and Fees		$369.00
				Vendor Total:	$369.00
RPC ROOF CONSULTING SERVICES					
		340.101.0000.000.4300.340.10000.00.00 **Check #: 4583**	Other Professional Services		$55,000.00
				Vendor Total:	$55,000.00
SAVAGE AND SON					
		100.135.0000.000.2620.430.10305.31.00 **Check #: 4584**	Repairs and Maintenance Services		$4,049.66
				Vendor Total:	$4,049.66
SCHOLASTIC CLASSROOM MAGAZINES	102740				
		100.161.0000.100.1000.640.10601.32.00 **Check #: 4585**	Books and Periodicals		$659.34
				Vendor Total:	$659.34
SCHOOL DATEBOOKS	103098				
		100.134.0000.100.1000.610.10304.20.00 **Check #: 4586**	General Supplies		$1,594.61
		100.136.0000.100.1000.610.10208.31.00 **Check #: 4586**	General Supplies		$2,079.25
				Vendor Total:	$3,673.86
SHRED-IT USA					

Voucher Supplement Account Summary

Voucher Batch Number: 1022 **08/14/2025**

Fiscal Year: 2025-2026

Vendor Remit Name	Vendor #	Account	Description		Amount
		100.133.0000.000.2410.421.10303.10.00 **Check #: 4587**	Garbage / Disposal		$16.00
		100.161.0000.000.2410.421.10601.32.00 **Check #: 4587**	Garbage / Disposal		$50.00
				Vendor Total:	$66.00
SIERRA NEVADA CONSTRUCTION	100844				
		340.101.0000.000.4600.450.10000.00.00 **Check #: 4588**	Construction Services		$21,430.00
		340.101.0000.000.4600.450.10209.10.00 **Check #: 4588**	Construction Services		$17,457.50
		340.101.0000.000.4600.450.10303.10.00 **Check #: 4588**	Construction Services		$17,457.50
				Vendor Total:	$56,345.00
SILVER SPRINGS G.I.D					
		100.101.0000.000.2620.411.10000.00.00 **Check #: 4589**	Water / Sewer		$4,536.00
				Vendor Total:	$4,536.00
SILVER SPRINGS MUTUAL WATER CO	19183				
		100.101.0000.000.2620.411.10000.00.00 **Check #: 4590**	Water / Sewer		$32,652.37
		100.170.0000.000.2730.411.10000.00.00 **Check #: 4590**	Water / Sewer		$178.21
				Vendor Total:	$32,830.58
SPANISH SPRINGS CONSTRUCTION, INC					
		360.012.0000.000.4600.450.10601.32.00 **Check #: 4591**	Construction Services		$276,220.46
		360.012.0000.000.4600.450.10604.32.00 **Check #: 4591**	Construction Services		$101,199.46
				Vendor Total:	$377,419.92
SWANK MOVIE LICENSING USA					
		100.136.0000.000.2410.653.10208.31.00 **Check #: 4592**	Web-based and similar programs		$680.00

Voucher Supplement Account Summary

Voucher Batch Number: 1022 **08/14/2025**

Fiscal Year: 2025-2026

Vendor Remit Name	Vendor #	Account	Description		Amount
				Vendor Total:	$680.00
VESTIS					
		100.127.0000.000.2620.422.10210.10.00 **Check #: 4593**	Janitorial / Custodial Services		$113.43
				Vendor Total:	$113.43
WESTERN STATES FIRE PROTECTION					
		360.012.0000.000.2620.430.10205.10.00 **Check #: 4594**	Repairs and Maintenance Services		$4,900.00
				Vendor Total:	$4,900.00
XEROX CORPORATION					
		100.123.0000.000.2410.442.10203.10.00 **Check #: 4595**	Rental of Equipment and Vehicles		$340.21
		100.123.0000.100.1000.430.10203.10.00 **Check #: 4595**	Repairs and Maintenance Services		$293.10
		100.126.0000.000.2410.442.10206.10.00 **Check #: 4595**	Rental of Equipment and Vehicles		$355.13
		100.129.0000.000.2410.442.10209.10.00 **Check #: 4595**	Rental of Equipment and Vehicles		$408.20
		100.129.0000.100.1000.430.10209.10.00 **Check #: 4595**	Repairs and Maintenance Services		$105.74
		100.133.0000.000.2410.442.10303.10.00 **Check #: 4595**	Rental of Equipment and Vehicles		$583.37
				Vendor Total:	$2,085.75
				Grand Total:	$713,020.46

End of Report

LYON COUNTY SCHOOL DISTRICT VOUCHER

Voucher No: 1031 **Voucher Date:** 08/21/2025 Prepared By: _____

Printed: 09/15/2025 04:40:47 PM

LYON COUNTY SCHOOL DISTRICT is hereby authorized to draw warrants against LYON COUNTY SCHOOL DISTRICT funds for the sum of $1,654,407.67 on account of obligations incurred for value received in services and for materials as shown below for period July 1, 2025 to June 30, 2026 (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.

_____

Tom Hendrix	President
Dawn Carson	Clerk
Elmer Bull	Member
Darin Farr	Member
Sherry Parsons	Member
Bridget Peterson	Member
James Whisler	Member

LYON COUNTY SCHOOL DISTRICT

Fund		Amount
100	General Fund	$594,442.42
206	PCFP English Learner	$64,000.00
240	State Grants	$33.99
250	Special Education	$21,960.00
280	Federal Funds	$405.00
290	Food Service Funds	$17,207.62
340	Governmental Services Tax (GST)	$55,474.00
360	Bond Issues	$835,016.70
400	Debt Service Funds	$1,425.00
703	Workers Compensation	$64,442.94

Created By: 266308.Rachael.G **Posted By:** 266308.Rachael. **Date:** 08/21/2025 16:30:17 **Page:** 1

Fund	Amount
	$1,654,407.67

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1031 **08/21/2025**

Fiscal Year: 2025-2026

Vendor Remit Name	Vendor #	Account	Description		Amount
ADVANCED INTEGRATED PEST MANAGEMENT					
		100.101.0000.000.2620.430.10000.00.00 0	Repairs and Maintenance Services		$3,255.00
				Vendor Total:	$3,255.00
AIR FILTER SALES AND SERVICE	98789				
		100.133.0000.000.2620.610.10303.10.00 0	General Supplies		$1,619.62
				Vendor Total:	$1,619.62
AMAZON BUSINESS					
		100.122.0000.000.2620.610.10202.10.00 0	General Supplies		$475.68
		100.123.0000.000.2410.610.10203.10.00 0	General Supplies		$528.78
		100.123.0000.100.1000.610.10203.10.00 0	General Supplies		$129.05
		100.126.0000.000.2620.610.10206.10.00 0	General Supplies		$530.21
		100.126.0000.100.1000.610.10206.10.00 0	General Supplies		$1,363.75
		100.128.0000.100.1000.610.10211.10.00 0	General Supplies		$204.00
		100.129.0000.100.1000.610.10209.10.00 0	General Supplies		$219.73
		100.132.0000.000.2120.610.10302.20.00 0	General Supplies		$19.36
		100.133.0000.000.2620.610.10303.10.00 0	General Supplies		$496.03
		100.133.0000.100.1000.610.10303.10.00 0	General Supplies		$3,264.75
		100.134.0000.100.1000.610.10304.20.00 0	General Supplies		$683.94
		100.134.0000.100.1000.616.10304.20.00 0	Teacher Supplies		$349.70
		100.135.0000.000.2130.610.10305.31.00 0	General Supplies		$14.99

Voucher Supplement Account Summary

Voucher Batch Number: 1031 **08/21/2025**

Fiscal Year: 2025-2026

Vendor Remit Name	Vendor #	Account	Description	Amount
		100.135.0000.000.2410.610.10305.31.000	General Supplies	$20.99
		100.135.0000.000.2410.615.10305.31.000	Snacks, Food & Beverages	$55.50
		100.135.0000.100.1000.610.10305.31.000	General Supplies	$462.18
		100.136.0000.100.1000.610.10208.31.000	General Supplies	$2,703.40
		100.164.0000.100.1000.610.10604.32.000	General Supplies	$27.06
		100.165.0000.100.1000.610.10605.32.000	General Supplies	$2,226.17
		240.300.0000.381.1000.654.10605.32.000	Supplies - IT Related of Lower Value ($999 or less	$33.99
			Vendor Total:	$13,809.26
AMERICAN RED CROSS				
		100.104.0000.100.1000.610.10601.32.000	General Supplies	$510.56
			Vendor Total:	$510.56
APPLE COMPUTER_1112	1112			
		100.107.0000.000.2580.650.10000.00.000	Supplies-Information Technology-related	$298.00
			Vendor Total:	$298.00
BRADY INDUSTRIES				
		100.121.0000.000.2620.610.10201.10.000	General Supplies	$2,088.96
			Vendor Total:	$2,088.96
BRAZOS THERMAL SYSTEMS, INC				
		360.012.0000.000.4700.450.10202.10.000	Construction Services	$58,076.10
		360.012.0000.000.4700.450.10205.10.000	Construction Services	$168,436.87
		360.012.0000.000.4700.450.10211.10.000	Construction Services	$608,503.73
			Vendor Total:	$835,016.70

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1031 **08/21/2025**

Fiscal Year: 2025-2026

Vendor Remit Name	Vendor #	Account	Description		Amount
BSN SPORTS					
		100.161.0000.920.1000.610.10601.32.000	General Supplies		$1,023.12
				Vendor Total:	$1,023.12
CCMSI					
		703.102.0000.000.2570.270.10000.00.00	Workers" Compensation		$64,442.94
				Vendor Total:	$64,442.94
CDW, LLC	100170				
		100.107.0000.000.2580.651.10000.00.00	Supplies - Technology - Software		$69,798.03
				Vendor Total:	$69,798.03
CONNECTIONS SPEECH&LANGUAGE SERVICES LLC					
		250.101.0000.200.2150.340.10000.00.00	Other Professional Services		$6,260.00
				Vendor Total:	$6,260.00
DYSLEXIA ON DEMAND					
		280.639.0000.200.1000.653.10000.00.00	Web-based and similar programs		$405.00
				Vendor Total:	$405.00
EMS LINQ					
		290.180.0000.000.3100.352.10000.00.00	Other Technical Services		$17,207.62
				Vendor Total:	$17,207.62
FATBEAM, LLC					
		100.107.0000.000.2580.535.10000.00.00	Data Communications, Internet, Video, T-lines, etc		$580.00
				Vendor Total:	$580.00
FLYERS ENERGY, LLC	102216				
		100.170.0000.000.2730.626.10000.00.00	Gasoline		$216.05
				Vendor Total:	$216.05

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1031 **08/21/2025**

Fiscal Year: 2025-2026

Vendor Remit Name	Vendor #	Account	Description	Amount
FRONTIER				
		100.122.0000.000.2410.533.10202.10.000	Telephone - Land Line phone services	$154.28
		100.132.0000.000.2410.533.10302.20.000	Telephone - Land Line phone services	$270.22
			Vendor Total:	$424.50
HOUGHTON MIFFLIN HARCOURT PUBLISHING CO				
		100.109.0000.100.1000.641.10000.00.000	Textbooks	$38,065.27
			Vendor Total:	$38,065.27
INFINITE CAMPUS				
		100.107.0000.000.2580.352.10000.00.000	Other Technical Services	$88,479.15
		100.107.0000.000.2580.652.10000.00.000	Inventoried Supplies/Equipment - IT Related <$5000	$17,838.00
			Vendor Total:	$106,317.15
JIM MENESINI PETROLEUM				
		100.170.0000.000.2730.626.10000.00.000	Gasoline	$12,761.67
			Vendor Total:	$12,761.67
JNA CONSULTING GROUP	100066			
		400.101.0000.000.5000.340.10000.00.000	Other Professional Services	$1,425.00
			Vendor Total:	$1,425.00
LEXIA LEARNING SYSTEMS, LLC				
		206.211.0000.420.1000.320.10000.00.000	Professional Educational Services	$64,000.00
			Vendor Total:	$64,000.00
LUMOS AND ASSOCIATES, INC	11860			
		100.108.0000.000.4300.340.10208.20.000	Other Professional Services	$288.00
			Vendor Total:	$288.00

Voucher Supplement Account Summary

Voucher Batch Number: 1031 **08/21/2025**

Fiscal Year: 2025-2026

Vendor Remit Name	Vendor #	Account	Description		Amount
MDVIP					
		100.102.0000.000.2570.340.10000.00.000	Other Professional Services		$45,250.00
				Vendor Total:	$45,250.00
NEVADA ASSOC OF SCHOOL BOARDS	14340				
		100.101.0000.000.2310.330.10000.00.000	Professional Employee Training & Development Serv		$200.00
				Vendor Total:	$200.00
OASIS ONLINE					
		100.107.0000.000.2580.352.10000.00.000	Other Technical Services		$18,811.25
				Vendor Total:	$18,811.25
ORKIN PEST CONTROL					
		100.101.0000.000.2510.430.10000.00.000	Repairs and Maintenance Services		$1,002.24
				Vendor Total:	$1,002.24
OSKAR SEPTIC SERVICES, LLC					
		100.121.0000.000.2620.430.10201.10.000	Repairs and Maintenance Services		$300.00
				Vendor Total:	$300.00
PAPE MACHINERY INC					
		100.108.0000.000.2620.610.10000.00.000	General Supplies		$201.97
		100.108.0000.000.2630.610.10000.00.000	General Supplies		$139.21
				Vendor Total:	$341.18
PRESENCE LEARNING, INC					
		250.101.0000.200.2150.340.10000.00.000	Other Professional Services		$15,700.00
				Vendor Total:	$15,700.00
ROCHESTER 100 INC.					
		100.125.0000.100.1000.610.10205.10.000	General Supplies		$1,330.25

Voucher Supplement Account Summary

Voucher Batch Number: 1031 **08/21/2025**

Fiscal Year: 2025-2026

Vendor Remit Name	Vendor #	Account	Description		Amount
				Vendor Total:	$1,330.25
RON'S REFRIGERATION, INC	17820				
		100.108.0000.000.2620.430.10000.00.000	Repairs and Maintenance Services		$775.09
				Vendor Total:	$775.09
ROYAL CARPET ONE FLOOR & HOME					
		340.101.0000.000.2620.430.10201.10.000	Repairs and Maintenance Services		$5,982.50
		340.101.0000.000.2620.430.10205.10.000	Repairs and Maintenance Services		$14,014.50
		340.101.0000.000.2620.430.10210.10.000	Repairs and Maintenance Services		$7,659.50
		340.101.0000.000.2620.430.10303.10.000	Repairs and Maintenance Services		$20,568.00
		340.101.0000.000.2620.430.10605.32.000	Repairs and Maintenance Services		$7,249.50
				Vendor Total:	$55,474.00
SKY FIBER INTERNET					
		100.107.0000.000.2580.535.10000.00.000	Data Communications, Internet, Video, T-lines, etc		$174,363.00
				Vendor Total:	$174,363.00
SPECIALIZED ELEVATOR SERVICES HOLDINGS					
		100.108.0000.000.2620.430.10604.32.000	Repairs and Maintenance Services		$467.00
				Vendor Total:	$467.00
STATE OF NEVADA_98141	98141				
		100.102.0000.000.2329.210.10000.00.000	Group Insurance		$71,486.90
				Vendor Total:	$71,486.90
STICKS & STONES BLDG. MATERIALS					
		100.108.0000.000.2620.610.10604.32.000	General Supplies		$73.90
				Vendor Total:	$73.90

Voucher Supplement Account Summary

Voucher Batch Number: 1031 **08/21/2025**

Fiscal Year: 2025-2026

Vendor Remit Name	Vendor #	Account	Description		Amount
SUMMIT COMPANIES					
		100.108.0000.000.2620.430.10202.10.000	Repairs and Maintenance Services		$818.00
		100.108.0000.000.2620.430.10205.10.000	Repairs and Maintenance Services		$2,453.50
		100.108.0000.000.2620.430.10303.10.000	Repairs and Maintenance Services		$541.82
		100.108.0000.000.2620.430.10305.31.000	Repairs and Maintenance Services		$1,374.00
		100.108.0000.000.2620.430.10603.32.000	Repairs and Maintenance Services		$1,182.00
		100.108.0000.000.2620.430.10605.32.000	Repairs and Maintenance Services		$1,279.00
				Vendor Total:	$7,648.32
TRANE U.S. INC					
		100.108.0000.000.2620.340.10000.00.000	Other Professional Services		$1,280.00
				Vendor Total:	$1,280.00
WEDCO INC.	22320				
		100.108.0000.000.2620.610.10000.00.000	General Supplies		$544.95
		100.108.0000.000.2620.610.10601.32.000	General Supplies		$433.71
		100.108.0000.000.2620.610.10605.32.000	General Supplies		$5,183.19
		100.161.0000.000.2620.610.10601.32.000	General Supplies		$149.84
				Vendor Total:	$6,311.69
WESTERN NEVADA SUPPLY	22580				
		100.108.0000.000.2620.610.10000.00.000	General Supplies		$1,085.72
		100.108.0000.000.2620.610.10203.10.000	General Supplies		$1,222.00
		100.108.0000.000.2620.610.10210.10.000	General Supplies		$970.22

Voucher Supplement Account Summary

Voucher Batch Number: 1031 **08/21/2025**

Fiscal Year: 2025-2026

Vendor Remit Name	Vendor #	Account	Description	Amount
		100.108.0000.000.2620.610.10302.20.000	General Supplies	$5,112.64
		100.108.0000.000.2620.610.10304.20.000	General Supplies	$1,765.22
		100.108.0000.000.2620.610.10604.32.000	General Supplies	$3,031.95
		100.108.0000.000.2620.610.10605.32.000	General Supplies	$592.65
			Vendor Total:	$13,780.40
			Grand Total:	$1,654,407.67

End of Report

LYON COUNTY SCHOOL DISTRICT VOUCHER

Voucher No: 1032 **Voucher Date:** 08/21/2025 Prepared By: _____

Printed: 09/15/2025 04:41:28 PM

LYON COUNTY SCHOOL DISTRICT is hereby authorized to draw warrants against LYON COUNTY SCHOOL DISTRICT funds for the sum of $340,147.09 on account of obligations incurred for value received in services and for materials as shown below for period July 1, 2025 to June 30, 2026 (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.

_____

Tom Hendrix	President
Dawn Carson	Clerk
Elmer Bull	Member
Darin Farr	Member
Sherry Parsons	Member
Bridget Peterson	Member
James Whisler	Member

LYON COUNTY SCHOOL DISTRICT

Fund		Amount
100	General Fund	$237,729.92
230	Adult Education	$128.67
250	Special Education	$13,250.00
280	Federal Funds	$224.92
290	Food Service Funds	$1,580.98
340	Governmental Services Tax (GST)	$41,335.21
360	Bond Issues	$44,538.46
830	Gifts & Donations Fund	$1,358.93
		$340,147.09

Created By: 266308.Rachael.G **Posted By:** 266308.Rachael. **Date:** 08/22/2025 18:22:42 Page: 1

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1032 **08/21/2025**

Fiscal Year: 2025-2026

Vendor Remit Name	Vendor #	Account	Description	Amount
A T & T MONTHLY STATEMENT	99712			
		100.121.0000.000.2410.533.10201.10.00 Check #: 4654	Telephone - Land Line phone services	$11.65
			Vendor Total:	$11.65
ACTIVE INTERNET TECHNOLOGIES LLC				
		100.101.0000.000.2320.653.10000.00.00 Check #: 4655	Web-based and similar programs	$48,305.00
			Vendor Total:	$48,305.00
BIO CORPORATION				
		100.161.0000.192.1000.610.10601.32.00 Check #: 4656	General Supplies	$3,392.26
			Vendor Total:	$3,392.26
C & L COATINGS, INC	2652			
		100.108.0000.000.2620.430.10208.31.00 Check #: 4657	Repairs and Maintenance Services	$1,128.50
		100.108.0000.000.2620.430.10303.10.00 Check #: 4657	Repairs and Maintenance Services	$725.00
		100.108.0000.000.2620.430.10304.20.00 Check #: 4657	Repairs and Maintenance Services	$1,386.00
		100.108.0000.000.2620.430.10305.31.00 Check #: 4657	Repairs and Maintenance Services	$1,112.00
		100.108.0000.000.2620.430.10601.32.00 Check #: 4657	Repairs and Maintenance Services	$1,209.00
		100.108.0000.000.2620.430.10602.50.00 Check #: 4657	Repairs and Maintenance Services	$2,498.50
		100.108.0000.000.2620.430.10603.32.00 Check #: 4657	Repairs and Maintenance Services	$3,046.50
		100.108.0000.000.2620.430.10604.32.00 Check #: 4657	Repairs and Maintenance Services	$2,334.00
		100.108.0000.000.2620.430.10605.32.00 Check #: 4657	Repairs and Maintenance Services	$2,362.00
		100.108.0000.000.2620.610.10000.00.00 Check #: 4657	General Supplies	$10,626.00

Voucher Supplement Account Summary

Voucher Batch Number: 1032 **08/21/2025**

Fiscal Year: 2025-2026

Vendor Remit Name	Vendor #	Account	Description	Amount
			Vendor Total:	$26,427.50
CATALINA PRODUCTS INTERNATIONAL, LLC				
		100.108.0000.000.2620.610.10000.00.00 Check #: 4658	General Supplies	$4,457.75
		100.108.0000.000.2620.610.10202.10.00 Check #: 4658	General Supplies	$1,968.24
		100.108.0000.000.2620.610.10303.10.00 Check #: 4658	General Supplies	$1,471.65
		340.101.0000.000.2620.430.10206.10.00 Check #: 4658	Repairs and Maintenance Services	$11,977.60
		340.101.0000.000.2620.430.10209.10.00 Check #: 4658	Repairs and Maintenance Services	$9,753.66
		340.101.0000.000.2620.430.10601.32.00 Check #: 4658	Repairs and Maintenance Services	$12,081.16
		340.101.0000.000.2620.430.10603.32.00 Check #: 4658	Repairs and Maintenance Services	$7,522.79
			Vendor Total:	$49,232.85
CLEARLY IP, INC				
		100.107.0000.000.2580.533.10000.00.00 Check #: 4659	Telephone - Land Line phone services	$42.78
		100.121.0000.000.2410.533.10201.10.00 Check #: 4659	Telephone - Land Line phone services	$42.89
		100.122.0000.000.2410.533.10202.10.00 Check #: 4659	Telephone - Land Line phone services	$42.89
		100.123.0000.000.2410.533.10203.10.00 Check #: 4659	Telephone - Land Line phone services	$42.89
		100.125.0000.000.2410.533.10205.10.00 Check #: 4659	Telephone - Land Line phone services	$42.89
		100.126.0000.000.2410.533.10206.10.00 Check #: 4659	Telephone - Land Line phone services	$42.89
		100.127.0000.000.2410.533.10210.10.00 Check #: 4659	Telephone - Land Line phone services	$42.89

Voucher Supplement Account Summary

Voucher Batch Number: 1032 **08/21/2025**

Fiscal Year: 2025-2026

Vendor Remit Name	Vendor #	Account	Description	Amount
		100.128.0000.000.2410.533.10211.10.00 Check #: 4659	Telephone - Land Line phone services	$42.89
		100.129.0000.000.2410.533.10209.10.00 Check #: 4659	Telephone - Land Line phone services	$42.89
		100.132.0000.000.2410.533.10302.20.00 Check #: 4659	Telephone - Land Line phone services	$42.89
		100.133.0000.000.2410.533.10303.10.00 Check #: 4659	Telephone - Land Line phone services	$42.89
		100.134.0000.000.2410.533.10304.20.00 Check #: 4659	Telephone - Land Line phone services	$42.89
		100.135.0000.000.2410.533.10305.31.00 Check #: 4659	Telephone - Land Line phone services	$42.89
		100.136.0000.000.2410.533.10208.31.00 Check #: 4659	Telephone - Land Line phone services	$42.89
		100.161.0000.000.2410.533.10601.32.00 Check #: 4659	Telephone - Land Line phone services	$42.89
		100.162.0000.000.2410.533.10602.50.00 Check #: 4659	Telephone - Land Line phone services	$42.89
		100.163.0000.000.2410.533.10603.32.00 Check #: 4659	Telephone - Land Line phone services	$42.89
		100.164.0000.000.2410.533.10604.32.00 Check #: 4659	Telephone - Land Line phone services	$42.89
		100.165.0000.000.2410.533.10605.32.00 Check #: 4659	Telephone - Land Line phone services	$42.89
		100.170.0000.000.2710.533.10000.00.00 Check #: 4659	Telephone - Land Line phone services	$42.89
		230.231.0000.610.2500.533.10000.00.00 Check #: 4659	Telephone - Land Line phone services	$128.67
			Vendor Total:	$986.36
COBRA CONCRETE, LLC				
		100.108.0000.000.2620.430.10303.10.00 Check #: 4660	Repairs and Maintenance Services	$24,250.00
			Vendor Total:	$24,250.00

Voucher Supplement Account Summary

Voucher Batch Number: 1032 **08/21/2025**

Fiscal Year: 2025-2026

Vendor Remit Name	Vendor #	Account	Description		Amount
D & S WASTE REMOVAL, INC	4960				
		100.101.0000.000.2610.421.10000.00.00 Check #: 4661	Garbage / Disposal		$4,449.89
		100.107.0000.000.2580.421.10000.00.00 Check #: 4661	Garbage / Disposal		$258.99
		100.170.0000.000.2730.421.10000.00.00 Check #: 4661	Garbage / Disposal		$258.99
		290.182.0000.000.3100.421.10000.00.00 Check #: 4661	Garbage / Disposal		$1,580.98
				Vendor Total:	$6,548.85
GANNETT MEDIA CORP / GANNETT NEVADA/UTAH					
		100.000.0000.000.0000.000.10000.00.42 Check #: 4662	Vouchers Payable		$4,100.88
				Vendor Total:	$4,100.88
GEARY PACIFIC SUPPLY					
		100.108.0000.000.2620.610.10000.00.00 Check #: 4663	General Supplies		$102.72
				Vendor Total:	$102.72
GOLDEN BAY FENCE PLUS IRON WORKS LLC					
		360.012.0000.000.4600.450.10601.32.00 Check #: 4664	Construction Services		$18,563.34
		360.012.0000.000.4600.450.10603.32.00 Check #: 4664	Construction Services		$14,234.12
		360.012.0000.000.4600.450.10604.32.00 Check #: 4664	Construction Services		$11,741.00
				Vendor Total:	$44,538.46
GRAINGER	99826				
		100.108.0000.000.2620.730.10000.00.00 Check #: 4665	Equipment		$17,500.00
				Vendor Total:	$17,500.00
KOPS, GERALD C					

Voucher Supplement Account Summary

Voucher Batch Number: 1032 **08/21/2025**

Fiscal Year: 2025-2026

Vendor Remit Name	Vendor #	Account	Description		Amount
		100.000.0000.000.0000.000.10000.00.42 **Check #: 4666**	Vouchers Payable		$5,015.48
				Vendor Total:	$5,015.48
L/P INSURANCE SERVICES, LLC					
		100.102.0000.000.2570.340.10000.00.00 **Check #: 4667**	Other Professional Services		$13,000.00
				Vendor Total:	$13,000.00
LARKINS, KAYLEEN					
		280.631.0000.300.2100.580.10000.00.00 **Check #: 4668**	Travel		$224.92
				Vendor Total:	$224.92
LOST ART GRAPHICS LLC					
		100.101.0000.000.2320.610.10000.00.00 **Check #: 4669**	General Supplies		$300.00
		250.105.0000.200.2319.610.10000.00.00 **Check #: 4669**	General Supplies		$750.00
				Vendor Total:	$1,050.00
NEVADA DIVISION OF PUBLIC AND BEHAVIORAL					
		100.102.0000.000.2570.340.10000.00.00 **Check #: 4670**	Other Professional Services		$130.56
				Vendor Total:	$130.56
NEVADA PUBLIC AGENCY INSURANCE POOL	97141				
		100.101.0000.000.2310.890.10000.00.00 **Check #: 4671**	Miscellaneous Expenditures		$745.35
				Vendor Total:	$745.35
PITNEY BOWES GLOBAL FINANCIAL	101970				
		100.132.0000.000.2410.442.10302.20.00 **Check #: 4672**	Rental of Equipment and Vehicles		$250.53
		100.165.0000.000.2410.442.10605.32.00 **Check #: 4672**	Rental of Equipment and Vehicles		$277.95
				Vendor Total:	$528.48

Voucher Supplement Account Summary

Voucher Batch Number: 1032 **08/21/2025**

Fiscal Year: 2025-2026

Vendor Remit Name	Vendor #	Account	Description		Amount
PITNEY BOWES INC	98355				
		100.121.0000.000.2410.610.10201.10.00 **Check #: 4673**	General Supplies		$127.80
				Vendor Total:	$127.80
PRINT MANAGEMENT PARTNERS					
		100.104.0000.000.2210.651.10000.00.00 **Check #: 4674**	Supplies - Technology - Software		$4,800.00
				Vendor Total:	$4,800.00
PUBLIC CONSULTING GROUP INC	102782				
		250.105.0000.200.2100.653.10000.00.00 **Check #: 4675**	Web-based and similar programs		$12,500.00
				Vendor Total:	$12,500.00
PURCHASE POWER	16968				
		100.164.0000.000.2410.531.10604.32.00 **Check #: 4676**	Postage		$263.57
				Vendor Total:	$263.57
REFRIGERATION SUPPLIES DISTRIBUTOR	96586				
		100.108.0000.000.2620.610.10000.00.00 **Check #: 4677**	General Supplies		$3,001.19
				Vendor Total:	$3,001.19
RENO HYDRAULIC & REBUILD, INC	101150				
		100.170.0000.000.0000.000.10000.00.42 **Check #: 4678**	Vouchers Payable		$962.82
				Vendor Total:	$962.82
SAVAGE AND SON					
		100.108.0000.000.2620.430.10605.32.00 **Check #: 4679**	Repairs and Maintenance Services		$28,882.00
				Vendor Total:	$28,882.00
SCHOOL DATEBOOKS	103098				
		100.134.0000.100.1000.610.10304.20.00 **Check #: 4680**	General Supplies		$331.20

Voucher Supplement Account Summary

Voucher Batch Number: 1032 **08/21/2025**

Fiscal Year: 2025-2026

Vendor Remit Name	Vendor #	Account	Description	Amount
			Vendor Total:	$331.20
STAPLES TECHNOLOGY SOLUTIONS				
		100.107.0000.000.2580.650.10000.00.00 **Check #: 4681**	Supplies-Information Technology-related	$4,784.00
			Vendor Total:	$4,784.00
TWO KEY CONSULTANTS, LLC				
		100.104.0000.000.2213.331.10000.00.00 **Check #: 4682**	Training & Development-Instruct Licensed Personnel	$5,000.00
			Vendor Total:	$5,000.00
UNR - OFFICE OF STUDENT FINANCIAL AID				
		830.055.0000.000.2410.890.10000.00.00 **Check #: 4683**	Miscellaneous Expenditures	$1,358.93
			Vendor Total:	$1,358.93
VESTIS				
		100.121.0000.000.2620.422.10201.10.00 **Check #: 4684**	Janitorial / Custodial Services	$97.91
			Vendor Total:	$97.91
W I D A	103264			
		100.109.0000.000.2220.650.10000.00.00 **Check #: 4685**	Supplies-Information Technology-related	$21,593.25
			Vendor Total:	$21,593.25
WESTERN GOVERNORS UNIVERSITY				
		100.101.0000.000.2213.560.10000.00.00 **Check #: 4686**	Tuition	$7,658.75
			Vendor Total:	$7,658.75
WESTERN STATES FIRE PROTECTION				
		100.108.0000.000.2620.430.10208.31.00 **Check #: 4687**	Repairs and Maintenance Services	$2,178.84
			Vendor Total:	$2,178.84
XEROX CORPORATION				

Voucher Supplement Account Summary

Voucher Batch Number: 1032 **08/21/2025**

Fiscal Year: 2025-2026

Vendor Remit Name	Vendor #	Account	Description		Amount
		100.107.0000.000.2580.430.10000.00.00 **Check #: 4688**	Repairs and Maintenance Services		$0.44
		100.107.0000.000.2580.442.10000.00.00 **Check #: 4688**	Rental of Equipment and Vehicles		$22.19
		100.132.0000.000.2410.442.10302.20.00 **Check #: 4688**	Rental of Equipment and Vehicles		$470.69
				Vendor Total:	$493.32
XEROX FINANCIAL SERVICES					
		100.107.0000.000.2580.442.10000.00.00 **Check #: 4689**	Rental of Equipment and Vehicles		$22.19
				Vendor Total:	$22.19
				Grand Total:	$340,147.09

End of Report

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LYON COUNTY SCHOOL DISTRICT VOUCHER

Voucher No: 1038 **Voucher Date:** 08/28/2025 Prepared By: _____

Printed: 09/15/2025 04:42:28 PM

LYON COUNTY SCHOOL DISTRICT is hereby authorized to draw warrants against LYON COUNTY SCHOOL DISTRICT funds for the sum of $93,032.16 on account of obligations incurred for value received in services and for materials as shown below for period July 1, 2025 to June 30, 2026 (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.

_____

Tom Hendrix	President
Dawn Carson	Clerk
Elmer Bull	Member
Darin Farr	Member
Sherry Parsons	Member
Bridget Peterson	Member
James Whisler	Member

LYON COUNTY SCHOOL DISTRICT

Fund		Amount
100	General Fund	$85,822.12
240	State Grants	$860.31
280	Federal Funds	$4,649.73
360	Bond Issues	$700.00
400	Debt Service Funds	$1,000.00
		$93,032.16

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1038 **08/28/2025**

Fiscal Year: 2025-2026

Vendor Remit Name	Vendor #	Account	Description		Amount
AMAZON BUSINESS					
		100.123.0000.000.2620.610.10203.10.000	General Supplies		$78.39
		100.123.0000.100.1000.610.10203.10.000	General Supplies		$58.99
		100.123.0000.100.1000.616.10203.10.000	Teacher Supplies		$40.17
		100.125.0000.000.2410.610.10205.10.000	General Supplies		$663.63
		100.126.0000.100.1000.616.10206.10.000	Teacher Supplies		$958.67
		100.127.0000.100.1000.610.10210.10.000	General Supplies		$184.72
		100.129.0000.000.2410.610.10209.10.000	General Supplies		$73.44
		100.163.0000.000.2410.610.10603.32.000	General Supplies		$284.83
		100.170.0000.000.2700.610.10000.00.000	General Supplies		$397.78
		240.300.0000.310.1000.610.10601.32.000	General Supplies		$520.32
		240.300.0000.330.1000.610.10601.32.000	General Supplies		$339.99
				Vendor Total:	$3,600.93
BULK BOOKSTORE					
		100.000.0000.000.0000.000.10000.00.425	Vouchers Payable		$8,342.30
				Vendor Total:	$8,342.30
COMPUTERSHARE TRUST COMPANY	22368				
		400.101.0000.000.5000.810.10000.00.000	Dues and Fees		$1,000.00
				Vendor Total:	$1,000.00
CONNECTIONS SPEECH&LANGUAGE SERVICES LLC					
		100.000.0000.000.0000.000.10000.00.425	Vouchers Payable		$27,470.00

Voucher Supplement Account Summary

Voucher Batch Number: 1038 **08/28/2025**

Fiscal Year: 2025-2026

Vendor Remit Name	Vendor #	Account	Description		Amount
				Vendor Total:	$27,470.00
FRONTIER					
		100.163.0000.000.2410.533.10603.32.000	Telephone - Land Line phone services		$264.73
				Vendor Total:	$264.73
INLAND SUPPLY CO., INC.	10000				
		100.122.0000.000.2620.610.10202.10.000	General Supplies		$4,321.02
		100.161.0000.000.2620.610.10601.32.000	General Supplies		$825.30
				Vendor Total:	$5,146.32
LUMOS AND ASSOCIATES, INC	11860				
		100.101.0000.000.4300.340.10000.00.000	Other Professional Services		$2,546.60
		100.101.0000.000.4300.340.10202.10.000	Other Professional Services		$1,273.30
		100.101.0000.000.4300.340.10208.31.000	Other Professional Services		$1,273.30
		100.101.0000.000.4300.340.10209.10.000	Other Professional Services		$1,273.30
		100.101.0000.000.4300.340.10304.31.000	Other Professional Services		$1,273.30
		100.108.0000.000.4300.340.10000.00.000	Other Professional Services		$220.00
		360.023.0000.000.4300.340.10000.00.000	Other Professional Services		$700.00
				Vendor Total:	$8,559.80
NAVIGATE 360, LLC					
		280.633.0000.000.2100.653.10305.26.000	Web-based and similar programs		$2,263.38
		280.633.0000.000.2200.653.10202.26.000	Web-based and similar programs		$2,386.35
				Vendor Total:	$4,649.73
STAPLES ADVANTAGE	99736				

Voucher Supplement Account Summary

Voucher Batch Number: 1038 **08/28/2025**

Fiscal Year: 2025-2026

Vendor Remit Name	Vendor #	Account	Description	Amount
		100.135.0000.100.1000.610.10305.31.000	General Supplies	$128.35
			Vendor Total:	$128.35
SUMMIT COMPANIES				
		100.108.0000.000.2620.430.10201.10.000	Repairs and Maintenance Services	$1,620.00
		100.108.0000.000.2620.430.10202.10.000	Repairs and Maintenance Services	$1,545.00
		100.108.0000.000.2620.430.10203.10.000	Repairs and Maintenance Services	$1,575.00
		100.108.0000.000.2620.430.10205.10.000	Repairs and Maintenance Services	$1,795.00
		100.108.0000.000.2620.430.10206.10.000	Repairs and Maintenance Services	$1,625.00
		100.108.0000.000.2620.430.10208.31.000	Repairs and Maintenance Services	$1,395.00
		100.108.0000.000.2620.430.10209.10.000	Repairs and Maintenance Services	$1,875.00
		100.108.0000.000.2620.430.10210.10.000	Repairs and Maintenance Services	$1,395.00
		100.108.0000.000.2620.430.10211.10.000	Repairs and Maintenance Services	$1,620.00
		100.108.0000.000.2620.430.10302.20.000	Repairs and Maintenance Services	$675.00
		100.108.0000.000.2620.430.10303.10.000	Repairs and Maintenance Services	$1,350.00
		100.108.0000.000.2620.430.10304.20.000	Repairs and Maintenance Services	$1,495.00
		100.108.0000.000.2620.430.10305.31.000	Repairs and Maintenance Services	$1,975.00
		100.108.0000.000.2620.430.10601.32.000	Repairs and Maintenance Services	$3,175.00
		100.108.0000.000.2620.430.10602.50.000	Repairs and Maintenance Services	$2,875.00
		100.108.0000.000.2620.430.10603.32.000	Repairs and Maintenance Services	$2,095.00

Voucher Supplement Account Summary

Voucher Batch Number: 1038 **08/28/2025**

Fiscal Year: 2025-2026

Vendor Remit Name	Vendor #	Account	Description	Amount
		100.108.0000.000.2620.430.10604.32.000	Repairs and Maintenance Services	$3,375.00
		100.108.0000.000.2620.430.10605.32.000	Repairs and Maintenance Services	$2,410.00
			Vendor Total:	$33,870.00
			Grand Total:	$93,032.16

End of Report

LYON COUNTY SCHOOL DISTRICT VOUCHER

Voucher No: 1039 **Voucher Date:** 08/28/2025 Prepared By: _____

Printed: 09/15/2025 04:43:12 PM

LYON COUNTY SCHOOL DISTRICT is hereby authorized to draw warrants against LYON COUNTY SCHOOL DISTRICT funds for the sum of $40,757.66 on account of obligations incurred for value received in services and for materials as shown below for period July 1, 2025 to June 30, 2026 (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.

_____

Tom Hendrix	President
Dawn Carson	Clerk
Elmer Bull	Member
Darin Farr	Member
Sherry Parsons	Member
Bridget Peterson	Member
James Whisler	Member

LYON COUNTY SCHOOL DISTRICT

Fund		Amount
100	General Fund	$26,811.36
240	State Grants	$1,215.97
280	Federal Funds	$7,869.62
830	Gifts & Donations Fund	$4,860.71
		$40,757.66

Created By: 266308.Rachael.G **Posted By:** 266308.sdavidson **Date:** 08/28/2025 15:25:23 Page: 1

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1039 **08/28/2025**

Fiscal Year: 2025-2026

Vendor Remit Name	Vendor #	Account	Description		Amount
A T & T MONTHLY STATEMENT	99712				
		100.101.0000.000.2670.533.10210.10.00 **Check #: 4690**	Telephone - Land Line phone services		$1,198.37
		100.101.0000.000.2670.533.10303.10.00 **Check #: 4690**	Telephone - Land Line phone services		$768.62
				Vendor Total:	$1,966.99
BALL HORTICULTURAL COMPANY					
		240.300.0000.310.1000.610.10603.32.00 **Check #: 4691**	General Supplies		$750.97
				Vendor Total:	$750.97
CHEIF ARCHITECT INC					
		280.912.0000.300.1000.653.10000.00.00 **Check #: 4692**	Web-based and similar programs		$450.00
				Vendor Total:	$450.00
COMPTIA INC					
		240.300.0000.300.1000.653.10000.00.00 **Check #: 4693**	Web-based and similar programs		$465.00
				Vendor Total:	$465.00
CUSTOM INK LLC					
		100.128.0000.100.1000.610.10211.10.00 **Check #: 4694**	General Supplies		$4,457.50
				Vendor Total:	$4,457.50
D & S WASTE REMOVAL, INC	4960				
		100.163.0000.000.2620.421.10603.32.00 **Check #: 4695**	Garbage / Disposal		$132.00
				Vendor Total:	$132.00
FERNLEY HIGH SCHOOL					
		280.631.0000.310.1000.580.10603.32.00 **Check #: 4696**	Staff Travel		$350.00
				Vendor Total:	$350.00
FLINN SCIENTIFIC	7765				

Voucher Supplement Account Summary

Voucher Batch Number: 1039 **08/28/2025**

Fiscal Year: 2025-2026

Vendor Remit Name	Vendor #	Account	Description		Amount
		100.161.0000.192.1000.610.10601.32.00 **Check #: 4697**	General Supplies		$527.24
				Vendor Total:	$527.24
HUDL					
		100.164.0000.920.1000.650.10604.32.00 **Check #: 4698**	Supplies-Information Technology-related		$720.00
				Vendor Total:	$720.00
IRWIN SEATING COMPANY					
		100.135.0000.000.2620.430.10305.31.00 **Check #: 4699**	Repairs and Maintenance Services		$112.46
				Vendor Total:	$112.46
MOTION PICTURE LICENSING CORPORATION					
		100.164.0000.000.2410.810.10604.32.00 **Check #: 4700**	Dues and Fees		$372.26
				Vendor Total:	$372.26
Pacific Union College					
		830.064.0000.000.2410.890.10000.00.00 **Check #: 4701**	Miscellaneous Expenditures		$2,852.80
				Vendor Total:	$2,852.80
PROFESSIONAL BINDING PROD	16773				
		100.164.0000.100.1000.610.10604.32.00 **Check #: 4702**	General Supplies		$1,246.18
				Vendor Total:	$1,246.18
REFRIGERATION SUPPLIES DISTRIBUTOR	96586				
		100.135.0000.000.2620.610.10305.31.00 **Check #: 4703**	General Supplies		$1,147.46
				Vendor Total:	$1,147.46
SCHOOL MATE	18452				
		100.127.0000.100.1000.610.10210.10.00 **Check #: 4704**	General Supplies		$340.00
				Vendor Total:	$340.00

Voucher Supplement Account Summary

Voucher Batch Number: 1039 **08/28/2025**

Fiscal Year: 2025-2026

Vendor Remit Name	Vendor #	Account	Description		Amount
SMARTPASS INC					
		280.633.0000.000.2200.653.10305.26.00 **Check #: 4705**	Web-based and similar programs		$2,569.62
				Vendor Total:	$2,569.62
SOLIDPROFESSOR					
		280.912.0000.300.1000.653.10000.00.00 **Check #: 4706**	Web-based and similar programs		$4,500.00
				Vendor Total:	$4,500.00
THE PARTS HOUSE	23100				
		100.132.0000.000.2620.610.10302.20.00 **Check #: 4707**	General Supplies		$81.99
				Vendor Total:	$81.99
TRUCKEE MEADOWS COMMUNITY COLLEGE	103226				
		830.051.0000.000.2410.890.10000.00.00 **Check #: 4708**	Miscellaneous Expenditures		$678.10
				Vendor Total:	$678.10
UTAH STATE UNIVERSITY SCHOLARSHIP OFFICE					
		830.060.0000.000.2410.890.10000.00.00 **Check #: 4709**	Miscellaneous Expenditures		$1,095.91
		830.063.0000.000.2410.890.10000.00.00 **Check #: 4709**	Miscellaneous Expenditures		$233.90
				Vendor Total:	$1,329.81
VARSITY SCOREBOARDS	102084				
		100.132.0000.000.2620.612.10302.20.00 **Check #: 4710**	Inventoried Supplies/Equipment	<$5000	$10,680.00
				Vendor Total:	$10,680.00
WASTE MANAGEMENT	22180				
		100.129.0000.000.2620.430.10209.10.00 **Check #: 4711**	Repairs and Maintenance Services		$131.15
				Vendor Total:	$131.15

Voucher Supplement Account Summary

Voucher Batch Number: 1039 **08/28/2025**

Fiscal Year: 2025-2026

Vendor Remit Name	Vendor #	Account	Description		Amount
WELLS FARGO VENDOR FINANCIAL SERVICES					
		100.135.0000.000.2410.442.10305.31.00 **Check #: 4712**	Rental of Equipment and Vehicles		$156.99
		100.135.0000.100.1000.430.10305.31.00 **Check #: 4712**	Repairs and Maintenance Services		$450.31
				Vendor Total:	$607.30
XEROX CORPORATION					
		100.122.0000.000.2410.430.10202.10.00 **Check #: 4713**	Repairs and Maintenance Services		$96.68
		100.122.0000.000.2410.442.10202.10.00 **Check #: 4713**	Rental of Equipment and Vehicles		$444.27
		100.128.0000.000.2410.442.10211.10.00 **Check #: 4713**	Rental of Equipment and Vehicles		$109.86
		100.134.0000.000.2410.442.10304.20.00 **Check #: 4713**	Rental of Equipment and Vehicles		$15.45
		100.135.0000.000.2410.442.10305.31.00 **Check #: 4713**	Rental of Equipment and Vehicles		$591.79
		100.135.0000.100.1000.430.10305.31.00 **Check #: 4713**	Repairs and Maintenance Services		$11.57
		100.161.0000.100.1000.430.10601.32.00 **Check #: 4713**	Repairs and Maintenance Services		$495.04
		100.161.0000.100.1000.442.10601.32.00 **Check #: 4713**	Rental of Equipment and Vehicles		$931.71
		100.162.0000.000.2410.442.10602.50.00 **Check #: 4713**	Rental of Equipment and Vehicles		$336.40
		100.162.0000.000.2410.610.10602.50.00 **Check #: 4713**	General Supplies		$72.91
		100.162.0000.170.1000.610.10602.50.00 **Check #: 4713**	General Supplies		$44.61
		100.164.0000.000.2410.442.10604.32.00 **Check #: 4713**	Rental of Equipment and Vehicles		$221.06
		100.164.0000.100.1000.550.10604.32.00 **Check #: 4713**	Printing and Binding		$206.13

Voucher Supplement Account Summary

Voucher Batch Number: 1039 **08/28/2025**

Fiscal Year: 2025-2026

Vendor Remit Name	Vendor #	Account	Description		Amount
		100.165.0000.000.2410.442.10605.32.00 **Check #: 4713**	Rental of Equipment and Vehicles		$408.77
		100.165.0000.100.1000.430.10605.32.00 **Check #: 4713**	Repairs and Maintenance Services		$115.30
				Vendor Total:	$4,101.55
XEROX FINANCIAL SERVICES					
		100.101.0000.000.2510.443.10000.00.00 **Check #: 4714**	Rentals of Computers and Related Equipment		$187.28
				Vendor Total:	$187.28
				Grand Total:	$40,757.66

End of Report

Lyon County School District
Board Memo

Date: September 23, 2025

To: Board of School Trustees

From: Tim Logan, Superintendent

Re: Donations

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

- A donation of $2500 to Lyon County School District from Carson City Toyota for school assistance.
- A donation of $500 to the Fernley High School Cheer program.

Lyon County School District
Board Memo

Date: September 23, 2025

To: Board of School Trustees

From: Tom Hendrix, Board President and Jim Gianotti, Executive Director for Educational Services

Re: AB 501: Outdoor Education

Recommendation

That the board approves the proposal to begin the process of developing a policy and application process for Outdoor Education in compliance with AB 501.

Background Information

During the most recent legislative session, AB 501 was passed, authorizing the approval of academic credit for outdoor recreational activities. It is proposed that the Lyon County School District takes steps to develop a policy and application process for students to obtain credit for outdoor recreational activities to be presented at the regular meeting of the Lyon County School District Board of Trustees on October 28th, 2025.

This discussion is in conjunction with presentations for/by Scouting America, Girl Scouts, NDOR, NDOW, Youth Outdoor Skills Camp, Walker River Bowman, Mason Valley Gun Club and 4–H.

Budget Considerations

N/A

Discussed at Previous Meeting

N/A

Attachment(s)

LCSD_Outdoor_Ed_Independent_Study_Contract
AB501
Multiple Flyers

Lyon County School District

Outdoor Education Program Contract

This is an independent study outdoor education program for Lyon County School District students. Students may earn one half (.50) elective credit by providing evidence of learning and 60 hours of time in an outdoor education program. Learning must be completed outside of school hours and may not count towards the student's academic load. Each student is responsible for completing all the requirements of the learning plan and obtaining a teacher or mentor to sign off on the hours and work completed. The mentor may include a coach, club leader, or non-familial designee. The mentor may not be a family member. Students may earn a maximum of 2 credits. P/F grades are awarded for Outdoor Education and do not affect the GPA.

DRAFT

Student Information

Student Name: _____ Student ID #: _____

Grade Level: _____ School Site: _____

Anticipated Start Date: _____

Anticipated End Date: _____

Student Learning Plan

This learning plan outlines the objectives, activities, and outcomes that the student will complete to earn high school credit for outdoor education.

Learning Goals

The student will demonstrate growth and proficiency in the following areas (check all that apply and add details as needed):

- - Physical Fitness (e.g., endurance, strength, outdoor recreation)

  _____

  _____

  _____

- - Environmental Science (e.g., ecosystems, sustainability, conservation)

  _____

  _____

  _____

- - Outdoor Safety and Survival Skills (e.g., navigation, shelter, fire-building)

  _____

  _____

  _____

- – Teamwork and Leadership Skills (e.g., resilience, integrity, Collaboration)

  _____

  _____

  _____

- - Career Exploration (e.g., parks and recreation, wildlife management)

  _____

  _____

  _____

- - Other: _____

  _____

  _____

DRAFT

Activities

List the activities the student will complete, including frequency and duration. Include supervision details if applicable. Actual time logs will be submitted with the final project.

Activity	Description	Estimated Number of Hours	Supervisor/Mentor	Safety Plan

Evidence of Learning

The student agrees to submit the following artifacts for assessment:

- Log entries summarizing their participation in the activity (1 entry for every 5 hours of time)

- Time/activity logs (verified by mentor/supervisor)

- Photos/videos with captions

- Final project or presentation (e.g., slideshow, report, demo)

- Other: _____

DRAFT

Student Agreement

I understand that I am responsible for completing all approved activities safely and honestly. I agree to:

- Follow the learning plan and safety protocols.

- Maintain regular communication with my supervising teacher/mentor.

- Submit required documentation by deadlines.

- Represent my school and district with respect and integrity.

Student Signature: _____ Date: _____

Parent/Guardian Approval

I give permission for my child to participate in the Outdoor Education Program. I understand:

- My child will be participating in off-campus outdoor activities outside of regularly scheduled school hours.

- I am responsible for ensuring transportation, safety equipment, and supervision (as needed).

- I will support my child's learning goals and help ensure timely documentation.

- I hereby expressly relieve, indemnify, save, hold harmless, and agree to defend the Lyon County School District ("District"), and its respective trustees, administrators, managers, coaches, employees, agents, heirs, family members, assigns, representatives, affiliated persons, volunteers, sponsors, groups and others acting on their behalf (hereafter referred to collectively as the "Releasees") from and against any and all liability, claims, losses, costs or expenses to the person or property of another, lawsuits, judgments, and/or expense, including attorney fees, arising from injury, illness, or damage, including property loss or damage, suffered or incurred by my student as a result of the acts, omissions, or conduct of any Releasee, which may occur during or which may arise out of the with my student participating in the Outdoor Education Program.

Parent/Guardian Name: _____

Phone Number: _____ Email: _____

Parent/Guardian Signature: _____ Date: _____

Teacher/Mentor Approval

Supervising Teacher/Mentor Name: _____ Title: _____

Phone Number: _____ Email: _____

☐ I have reviewed the learning plan and approve this contract.

Signature: _____ Date: _____

DRAFT

After work is completed, students will review their evidence of learning with their mentor/ teacher. Once the mentor/teacher signs off, all documentation should be submitted to the designated administrator of the student's school.

- Log entries summarizing their participation in the activity (1 entry for every 5 hours of time)

- Time/activity logs (verified by mentor/teacher)

- Photos/videos with captions

- Final project or presentation (e.g., slideshow, report, demo)

DRAFT

Assembly Bill No. 501–Assemblymembers
Yeager and Jauregui

CHAPTER.....

AN ACT relating to education; authorizing the approval of academic credit for outdoor recreational activities under certain circumstances; and providing other matters properly relating thereto.

Legislative Counsel's Digest:

Existing law prescribes certain courses of study required for a pupil to be promoted to high school or to graduate from high school. (NRS 390.600, 392.033) Existing law requires that a pupil be allowed to apply not more than one credit towards the number of credits required for graduation from high school if the pupil completes certain approved projects. (NRS 389.165) This bill authorizes the board of trustees of a school district or the governing body of a charter school to authorize a pupil enrolled in junior high or middle school or high school to receive credit toward the number of credits required for the pupil to be promoted to high school or to graduate from high school, as applicable, for completing certain approved outdoor recreational activities outside of school hours.

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

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

Section 1. Chapter 389 of NRS is hereby amended by adding thereto a new section to read as follows:

1. The board of trustees of a school district or the governing body of a charter school may authorize a pupil enrolled in junior high or middle school or high school who completes an outdoor recreational activity that is approved pursuant to subsection 2 to receive credit toward the total number of credits required for promotion to high school or graduation from high school, as applicable. Any credit earned for completing an outdoor recreational activity pursuant to this section must be applied towards the pupil's elective course credit.

2. The board of trustees of a school district or the governing body of a charter school may approve for credit pursuant to subsection 1 an outdoor recreational activity that:

(a) Is completed outside of school hours;

(b) Requires a pupil to spend a significant amount of time outdoors; and

(c) Teaches the pupil skills that are relevant to outdoor education which may include, without limitation:

(1) Identifying plants and animals native to this State;

(2) Building trails;

(3) Restoring natural habitats;

(4) Outdoor survival skills;

(5) Outdoor recreational skills, including, without limitation, hiking and archery; and

(6) Bird watching.

3. If the board of trustees of a school district or the governing body of a charter school approves outdoor recreational activities for credit pursuant to subsection 1, the board of trustees or governing body, as applicable, shall prescribe the:

(a) Maximum amount of total credits that a pupil may earn for completing outdoor recreational activities;

(b) Rules regarding how a pupil may apply for such credit upon the completion of an approved outdoor recreational activity; and

(c) Procedures for obtaining the consent of a parent or legal guardian of a pupil before the pupil may participate in an outdoor recreational activity for which credit will be granted.

4. This section shall not be construed to require the board of trustees of a school district or the governing body of a charter school to provide, facilitate or spend money to provide, facilitate or sponsor any outdoor recreational activity.

Sec. 2. This act becomes effective on July 1, 2025.

20 ~~~~~ 25

A WEEKEND OF FUN. A LIFETIME OF MEMORIES.

About the Camp

Founded in 2011, the **Maison T Ortiz Youth Outdoor Skills Camp** is A weekend-long event designed to give boys and girls outdoor skills training and a fun overnight camping experience.

Named in honor and memory of Maison T Ortiz, a 15-year-old Galena High School student who was passionate about the outdoors, the camp was created to encourage youth involvement in wildlife-related outdoor activities. **Nevada Bighorns Unlimited**, **Northern Nevada Chapter of Safari Club International**, and **The Rotary Club of Sparks** - the Founding Sponsors - collaborated with the Ortiz family to create the camp. The **Nevada Department of Wildlife (NDOW)** joined later as a strategic partner. For more information about the camp organizers please go to our website: **nevadaoutdoorskills.org**.

Location

The camp takes place at Winnemucca Ranch, located on Winnemucca Ranch Road off of the Pyramid Lake Highway, about 35 miles north of the Reno/Sparks metropolitan area. This unique location affords some of the best wilderness areas Nevada has to offer within reasonable driving distance from Reno and Sparks.

Facilities

Each event station has shade canopies and is stocked with snacks, water and other healthy beverages. Portable toilets and wash stations are situated throughout the camp event areas. Lunches are prepared by an outside caterer and delivered to participants.

Age Groups

The camp is limited to 11-14 year old girls and boys. While our priority is recruiting youth who may not have opportunities to experience Nevada's outdoors, we also have a camper classification called "Youth Ambassador," which allows a limited number of campers who have previous experience to bring a friend with little or no experience. See our camper applications for more details.

Events & Activities

Campers are instructed, mentored and supervised during organized instructional activities by fully vetted, trained and certified adult Instructors and Counselors, as well as Youth Mentors who have attended previous camps. Organized instructional activities include: **Safety Trail**, **Pellet Range**, **Shotgun Range**, **Archery Range**, **Fishing**, **Skills in Survival and Orienteering**, **Wildlife Tracks and Identification, and Outdoor Crafts.**

Safety & Supervision

Camp safety is our number one priority. We have a dedicated **Camp Health and Safety Director** who is responsible for the safety and wellbeing of our campers and volunteers. There will be eighteen adult Counselors, sixteen assigned and two unassigned, and Youth Mentors to assist and supervise the campers throughout their instructional sessions.

All adult volunteers are fully vetted. A medical tent staffed with a medical professional will be available during the entirety of the camp at all times plus emergency services are a phone call away.

Important Dates:

You can submit your completed application electronically from our website or print a hard copy and submit to any of the addresses indicated. The deadline for Camper Applications and Volunteer Interest forms is May 31st. All fully completed forms must be in our regular mailbox or email inbox by midnight.

Scholarships are available.

Apply Online

Scan the QR Code or enter the web address below to apply for this year's camp.

nevadaoutdoorskills.org

$50

APPLICATION FEE

INCLUDES:

- Sleeping Bag
- Backpack
- Headlight
- Fishing Rod
- T-shirt & Hat
- Survival kit
- All Meals, Snacks & Drinks

Founded by:

Maison T Ortiz Family Charitable Fund

Rotary Club of Sparks

Spend More Time Outside!

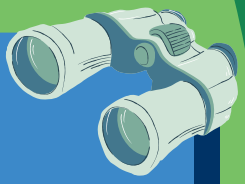
DIVISION OF OUTDOOR RECREATION

It only takes **17 MINUTES** a day in nature for your family to better their health!

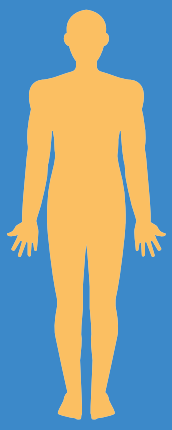
There are many benefits for kids and adults who regularly spend time outdoors:

Social

- Improves family communication
- Creates a sense of belonging
- Promotes academic achievement
- Instills care for the Earth



Physical



- Boosts physical activity
- Lessens stress
- Improves sleep
- Reduces risk of obesity
- Improves kids' eyesight

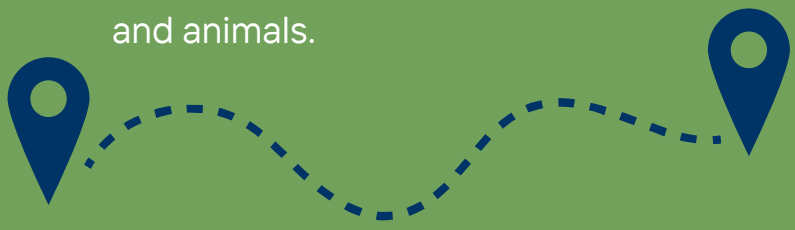
Mental

- Raises self-esteem
- Improves mood
- Inspires creativity
- Reduces anger and aggression
- Restores focus

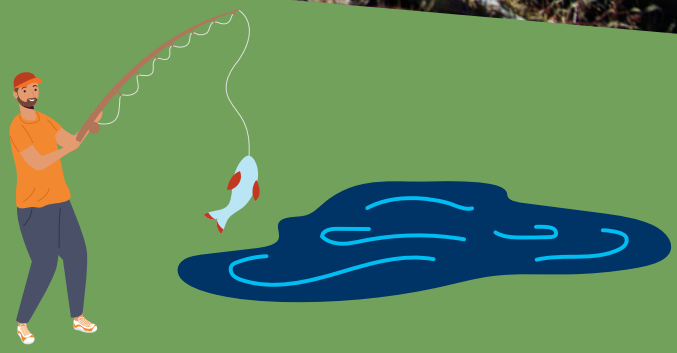
Ways to Play

Nevada has no shortage of wonderful outdoor spaces for people to enjoy! Research shows 120 minutes per week in nature provides physical, mental, and social health benefits. Explore these resources to help get your family outside:

- Visit **nvtrailfinder.com** to find a trail near you.
- **State Park passes** can be checked out at your local Nevada library.
- Check out **inaturalist.org** or download the **Seek by iNaturalist** app to learn about Nevada's plants and animals.



- Nevada is home to some of the best stargazing and darkest skies in the US! Find a starry sky nearby with the **Travel Nevada Dark Skies Finder**.
- Participate in the Nevada State Parks **Jr. Ranger Program**.
- Learn how to practice the seven principles of **"Leave No Trace."**



- Ask your library for **field guides** on local plant and animal species.
- Learn about **free entrance days** for national parks, monuments, and recreation areas.
- Contact your **local parks department** to learn about nearby nature and outdoor activities.
- Discover and learn to live with wildlife on the **Nevada Department of Wildlife's website, ndow.org**.
- Nevada has more mountain ranges than any other state in the lower 48! **Map out the mountains** near you.

Need more ideas? **(775) 684-2700** **www.ndor.nv.gov**

Lyon County School District
Board Memo

Date: September 23, 2025

To: Board of School Trustees

From: Tim Logan, Superintendent

Re: Filling Vacancy in School Board District VI in Dayton

Recommendation

That the Board of Trustees direct district administration to begin the process of appointing an individual to fill the vacancy in Lyon County School Board District VI, Dayton per NRS 386.270 and LCSD Board Policies BBC and BBE.

Background Information

Trustee Bridget Peterson has provided a resignation notice effective September 1, 2025. As a result, and per LCSD policies BBC and BBE along with NRS 386.270 the remaining board of trustees can appoint another individual who lives in District VI in Dayton to fill this vacancy until the next election.

Typically, the vacant position is advertised in the newspaper and through other media outlets for a period of two weeks. During this time, district administration may accept requests from interested individuals wishing to serve as the school trustee for District VI. Candidates may then be interviewed during the next regular open public meeting of school trustees or at a later meeting at the discretion of the Board President. The next regular meeting of school trustees is scheduled for Tuesday, October 28, 2025 at the PLC in Silver Springs. This is the opportunity for the remaining trustees to direct district administration to start this process so that interviews can take place as soon as possible.

Budget Considerations

None

Discussed at Previous Meeting

No

Attachment(s)

BBC-Board Member Resignation
BBE-Board Vacancies
NRS 386.270 School Board Vacancies
LCSD School Board Trustee District Boundary Map

BOARD MEMBER RESIGNATION

The Board believes that any citizen who files and seeks election or appointment to the Board should do so with full knowledge of and appreciation for the investment in time, effort, and dedication expected of all Board members, and that the citizen's intent to serve reflects intention to serve a full term of office.

When a member decides to terminate service, the Board requests the earliest possible notification of intent to resign so the Board may plan for the continuity of Board business.

The Board will announce the resignation and declare the vacancy at its next regular meeting.

Any vacancy occurring in a Board of Trustees must be filled by appointment by the remaining members of the Board at a public meeting held after notice of the meeting is published at least once each week for 2 weeks in a newspaper qualified pursuant to the provisions of chapter 238 of NRS. The appointee shall serve until the next general election, at which time his successor must be elected for the balance of the un-expired term.

Any person appointed to fill a vacancy must have the qualifications provided in NRS 386.240. The Board may begin a replacement process and select a successor prior to the effective date of resignation; however, the actual appointment shall not be made before the resignation date.

Policy #BBC
Adopted 09/25/07

VACANCIES ON THE BOARD

Any vacancy occurring on the Board of Trustees must be filled by appointment by the remaining members of the Board at a public meeting held after notice of the meeting is published at least once each week for two weeks in a newspaper qualified pursuant to the provisions of chapter 238 of NRS. The appointee shall serve until the next general election, at which time his successor must be elected for the balance of the un-expired term.

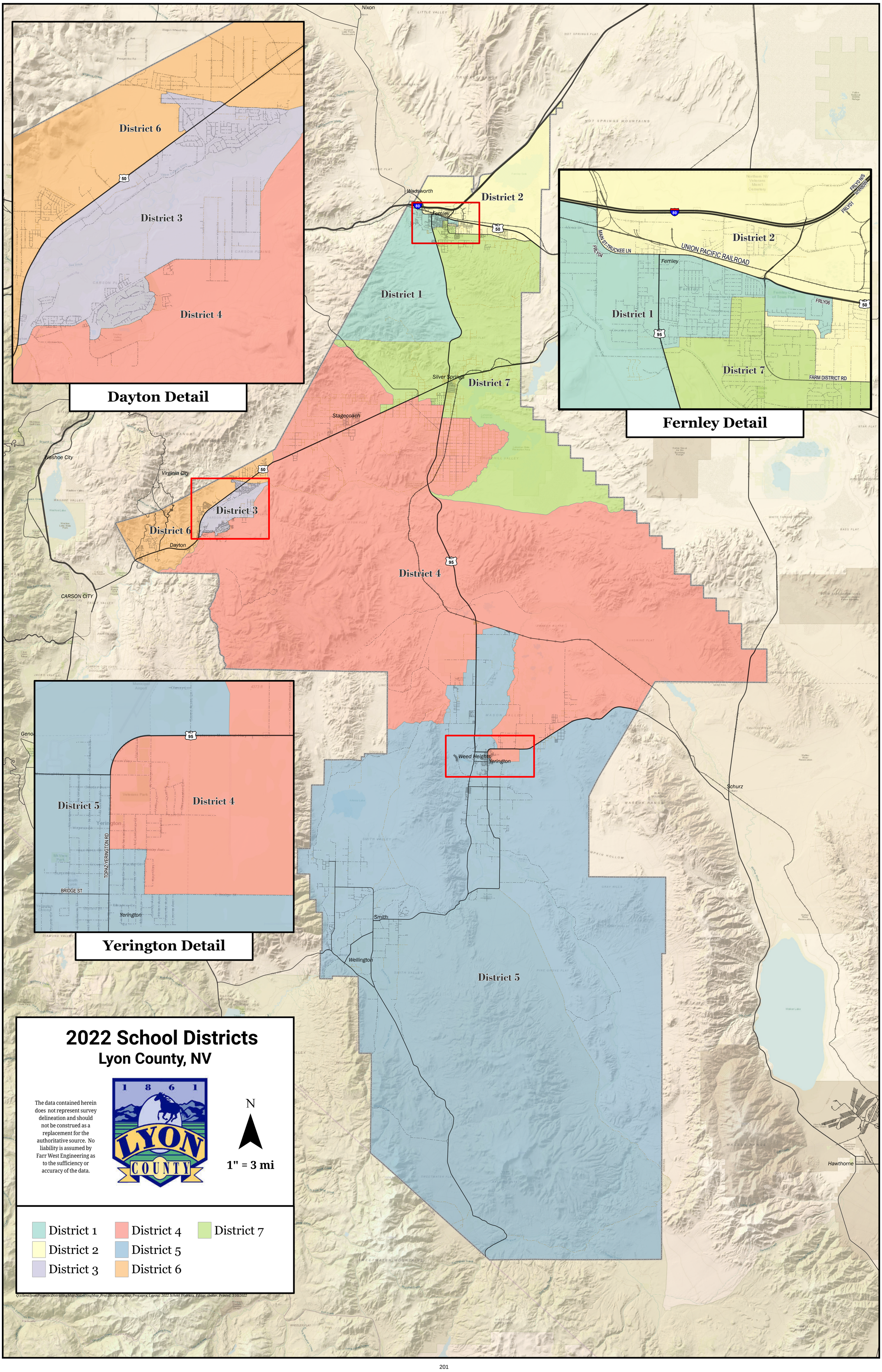
Any person appointed to fill a vacancy must have the qualifications provided in NRS 386.240.

Policy #BBE
Adopted 09/25/07

NRS 386.270 Vacancies. Except as otherwise provided in NRS 386.275:

1. Any vacancy occurring in a board of trustees must be filled by appointment by the remaining members of the board at a public meeting held after notice of the meeting is published at least once each week for 2 weeks in a newspaper qualified pursuant to the provisions of chapter 238 of NRS. The appointee shall serve until the next general election, at which time his or her successor must be elected for the balance of the unexpired term.
2. Any person appointed to fill a vacancy must have the qualifications provided in NRS 386.240.

[72:32:1956] — (NRS A 1971, 71; 2003, 387)


Dayton Detail
District 6
District 3
District 4
50
Fernley Detail
District 2
District 1
District 7
80
50
95
FRLY04
FRLY01
FRLY06
MAIN ST-TRUCKEE LN
UNION PACIFIC RAILROAD
FARM DISTRICT RD
Nixon
Wadsworth
Fernley
Silver Springs
Stagecoach
Washoe City
Virginia City
Dayton
CARSON CITY
Yerington Detail
District 5
District 4
TOPAZ-YERINGTON RD
BRIDGE ST
Yerington
Weed Heights
Smith
Wellington
Schurz
Hawthorne
2022 School Districts
Lyon County, NV
The data contained herein does not represent survey delineation and should not be construed as a replacement for the authoritative source. No liability is assumed by Farr West Engineering as to the sufficiency or accuracy of the data.
N
1" = 3 mi
District 1
District 2
District 3
District 4
District 5
District 6
District 7
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Lyon County School District
Board Memo

Date: September 23, 2025

To: Board of School Trustees

From: Harman Bains, Executive Director of Operations

Re: 2025 School Improvement Bond Resolution

Recommendation:
The Board of Trustees approve discussion and possible action on a resolution designated as the "2025 school improvement bond resolution"; declaring the necessity of incurring a bonded indebtedness on behalf of the Lyon County School District for the purpose of acquiring, constructing, improving and equipping school facilities; authorizing the issuance of the Lyon County School District, Nevada, general obligation (limited tax) school improvement bonds, series 2025, in the aggregate principal amount not to exceed $15,000,000; providing the terms, conditions and form of the bonds; providing other details in connection therewith; ratifying action previously taken relating thereto; and providing the effective date hereof.

Background Information:
At the July 2025 meeting the Board directed the district to proceed with issuing general obligation bonds in the maximum aggregate principal amount of $30,000,000. The Lyon County Debt Management Commission approved this request at their September 15, 2025, commission meeting.

Budget Considerations:
N/A

Discussed at Previous Meeting:
July 2025
August 2025

Attachment(s):
2025 School Improvement Bond Resolution

RESOLUTION

A RESOLUTION DESIGNATED AS THE "2025 SCHOOL IMPROVEMENT BOND RESOLUTION"; DECLARING THE NECESSITY OF INCURRING A BONDED INDEBTEDNESS ON BEHALF OF THE LYON COUNTY SCHOOL DISTRICT FOR THE PURPOSE OF ACQUIRING, CONSTRUCTING, IMPROVING AND EQUIPPING SCHOOL FACILITIES; AUTHORIZING THE ISSUANCE OF THE LYON COUNTY SCHOOL DISTRICT, NEVADA, GENERAL OBLIGATION (LIMITED TAX) SCHOOL IMPROVEMENT BONDS, SERIES 2025, IN THE AGGREGATE PRINCIPAL AMOUNT NOT TO EXCEED $15,000,000; PROVIDING THE TERMS, CONDITIONS AND FORM OF THE BONDS; PROVIDING OTHER DETAILS IN CONNECTION THEREWITH; RATIFYING ACTION PREVIOUSLY TAKEN RELATING THERETO; AND PROVIDING THE EFFECTIVE DATE HEREOF.

WHEREAS, the Lyon County School District in the County of Lyon and State of Nevada (the "District", the "County", and the "State", respectively) was duly organized and is operating in accordance with the provisions of the Nevada Revised Statutes ("NRS"); and

WHEREAS, the Board of Trustees of the District (the "Board") has determined and does hereby declare:

(A) Pursuant to NRS 387.335 (the "Project Act"), the Local Government Securities Law, being NRS 350.500 through 350.720, and all laws amendatory thereof (the "Bond Act"), NRS 350.020(4) and the Bond Question (defined below), the Board is authorized and empowered to borrow money for the purposes of acquiring, constructing, improving and equipping school facilities (the "Project") and provide for the debt service reserve required by NRS 350.020(5) and to evidence such borrowing by the issuance of bonds;

(B) Chapter 350 of NRS in effect requires compliance with:

(i) NRS 350.011 through 350.0165, and all laws amendatory thereof (the "Bond Commission Act"),

(ii) NRS 350.020 through 350.070, and all laws amendatory thereof (the "Bond Election Act"),

(iii) NRS 350.105 through 350.195, and all laws amendatory thereof (the "Bond Sale Act"), and

(iv) the Bond Act;

(C) In the judgment of the Board, the public interest, health, welfare, and safety require the Project; and

WHEREAS, a bond question was duly submitted to a vote of the qualified electors of the District (herein, the "Bond Question") at an election held on Tuesday, November 7, 2006 (the "Election"), in the manner provided by the Bond Election Act and by the general election laws of the State, i.e., Chapter 293 of NRS, and all laws amendatory thereof; and

WHEREAS, the Bond Question was approved by a majority of the qualified electors voting thereon at the Election, and the results thereof have heretofore been declared; and

WHEREAS, pursuant to NRS 350.0201 and NRS 350.0203, such approval of the Bond Question shall be deemed to constitute approval of the qualified electors for the issuance of general obligation bonds by the Board pursuant to subsection 4 of NRS 350.020 for a period through March 3, 2035, and no other approval of the qualified electors is required for such issuance of general obligation bonds pursuant to the provisions of NRS 350.020 by the Board for that period; and

WHEREAS, pursuant to the Bond Commission Act and NRS 350.020(4), the Board heretofore submitted to the Debt Management Commission of Lyon County (the "Commission") the District's proposal to issue general obligation bonds, in one series or more, in an aggregate principal amount not to exceed $30,000,000, to finance the Project (the "Proposal"); and

WHEREAS, the Commission, pursuant to the Bond Commission Act, duly approved the Proposal by adoption of a resolution approving the Proposal; and

WHEREAS, pursuant to the approval of the Proposal by the Commission, the District has authorization to issue, in one series or more, general obligation bonds, in an aggregate principal amount not to exceed $30,000,000 to defray wholly or in part the cost of the Project; and

WHEREAS, the aggregate principal amount of the Bonds (as defined below) shall not exceed $15,000,000; and

WHEREAS, the existing tax for debt service currently levied by the District will at least equal the amount required to pay the principal and interest on the outstanding general obligations of the District and the Bonds (as defined below); and

WHEREAS, after a sale of the Bonds (as defined below) in accordance with the Bond Sale Act, the District's Chief Financial Officer, as the chief financial officer of the District (the "Chief Financial Officer"), or, in such officer's absence, the District's Superintendent, as the chief administrative officer of the District (the "Superintendent") is hereby authorized to sell the "Lyon County School District, Nevada, General Obligation (Limited Tax) School Improvement Bonds, Series 2025" (the "Bonds" or the "Bond") to the best bidder therefor (the "Purchaser"); and to accept a binding bid for the Bonds; and

WHEREAS, the Bonds are to bear interest at the rates per annum provided in the bond purchase proposal submitted by the Purchaser (the "Bond Purchase Proposal") and accepted by the Chief Financial Officer or, in such officer's absence, the Superintendent, which rates must not exceed by more than 3% the Index of Twenty Bonds most recently published in The Bond Buyer prior to the time bids were received for the Bonds, and are to be sold at a price equal to the principal amount thereof (not to exceed $15,000,000), plus accrued interest to the date of delivery of the Bonds, plus a premium or less a discount not exceeding 9% of the principal amount thereof, all as specified by the Chief Financial Officer, or in such officer's absence, the Superintendent in a certificate dated on or before the date of delivery of the Bonds (the "Certificate of the Chief Financial Officer"); and

WHEREAS, the Board hereby elects to have the provisions of NRS Chapter 348 apply to the Bonds; and

WHEREAS, the Board has determined and does hereby declare that each of the limitations and other conditions to the issuance of the Bonds in the Bond Act and in any other relevant act of the State or the Federal government has been met; and pursuant to NRS 350.708, this

determination of the Board that the limitations in the Bond Act have been met shall be conclusive in the absence of fraud or arbitrary or gross abuse of discretion.

NOW, THEREFORE, BE IT RESOLVED BY THE BOARD OF TRUSTEES OF THE LYON COUNTY SCHOOL DISTRICT, LYON COUNTY, NEVADA:

Section 1. **Short Title**. This Resolution shall be known and may be cited as the "2025 School Improvement Bond Resolution" (the "Resolution").

Section 2. **Acceptance of Purchase Proposal; Approval of Official Statement**. The Chief Financial Officer, or in such officer's absence, the Superintendent is authorized to accept the Bond Purchase Proposal submitted by the Purchaser and execute the Certificate of the Chief Financial Officer, subject to the terms and conditions specified herein. The preliminary official statement concerning the Bonds (the "Preliminary Official Statement") is hereby authorized and the Chief Financial Officer, or in such officer's absence the Superintendent, is hereby authorized to deem the Preliminary Official Statement "final" for purposes of Rule 15c2-12 of the Securities and Exchange Commission. The distribution of the Preliminary Official Statement to prospective purchasers of the Bonds is hereby approved and authorized. The preparation of a final official statement in substantially the form of the Preliminary Official Statement with such amendments as the Chief Financial Officer or Superintendent shall approve (the "Official Statement") and the distribution of the Official Statement are hereby authorized, directed and approved. The Chief Financial Officer or Superintendent is hereby authorized and directed to affix his signature to the Official Statement for and on behalf of the Board.

Section 3. **Ratification**. All action heretofore taken (not inconsistent with the provisions of this Resolution) by the District, the officers of the District, and otherwise by the District directed:

A. Project. Toward the Project, and

B. Bonds. Toward the sale and delivery of the Bonds for that purpose, be, and the same hereby is, ratified, approved and confirmed, including, without limitation, the sale of the Bonds to the Purchaser and preparation, distribution and execution of the Preliminary Official Statement for the Bonds and a final Official Statement in connection with the sale of the Bonds.

Section 4. **Necessity of Project and Bonds**. It is necessary and in the best interests of the District, its officers and the inhabitants of the District, that the District effect the Project and defray wholly or in part the cost thereof by the issuance of the Bonds therefor; and it is hereby so determined and declared.

Section 5. **Authorization of Project**. The Board hereby authorizes the Project.

Section 6. **Life of the Project; Estimated Cost of Project**. The Board has determined and hereby declares that the estimated life of the facilities financed by the Project is not less than 21 years from the date of the Bonds and the Bonds shall mature over a term not exceeding such estimated life. The cost of the Project is estimated not to exceed the principal amount of the Bonds plus a premium or less a discount not exceeding 9% of the principal amount thereof, excluding any such cost defrayed or to be defrayed by any source other than the proceeds of the Bonds.

Section 7. **Resolution to Constitute Contract**. In consideration of the purchase and the acceptance of the Bonds by those who shall hold the same from time to time, the provisions of this Resolution shall constitute a contract between the District and the registered owners from time to time of the Bonds.

Section 8. **Bonds Equally Secured**. The covenants and agreements herein set forth shall be for the equal benefit, protection and security of the registered owners of any and all of the outstanding Bonds, all of which, regardless of the time or times of their issue or maturity, shall be of equal rank without preference, priority or distinction, except as otherwise expressly provided in or pursuant to this Resolution.

Section 9. **General Obligations**. All of the Bonds, as to principal of, any prior redemption premiums and interest thereon (the "Bond Requirements"), shall constitute general obligations of the District, which hereby pledges its full faith and credit for their payment. The Bonds as to all Bond Requirements shall be payable from general (ad valorem) taxes (the "General Taxes") as herein provided.

Section 10. **Limitations Upon Security**. The payment of the Bonds is not secured by any encumbrance, mortgage or other pledge of property of the District, except the proceeds of

General Taxes and any other moneys pledged for the payment of the Bonds. No property of the District, subject to such exception, shall be liable to be forfeited or taken in payment of the Bonds.

Section 11. **Authorization of Bonds**. For the purpose of defraying wholly or in part the cost of the Project, it is hereby declared necessary that the District issue, and there are hereby authorized to be issued, pursuant to the Bond Act, and all laws thereunto enabling, the "Lyon County School District, Nevada, General Obligation (Limited Tax) School Improvement Bonds, Series 2025," in the aggregate principal amount to be specified in the Certificate of the Chief Financial Officer (not to exceed $15,000,000).

Section 12. **Bond Details**. The Bonds shall be issued in fully registered form. The Bonds shall be dated as of the date of delivery of the Bonds. Except as provided in Section 16 hereof, the Bonds shall be issued in denominations of $5,000 and any integral multiple thereof. The Bonds shall be numbered from 1 upward and shall bear interest (calculated on the basis of a 360 day year consisting of twelve 30 day months) at the rates shown in the Certificate of the Chief Financial Officer, from their date until their respective fixed maturity dates, payable on June 1 and December 1 of each year, commencing on the first June 1 or December 1 which is at least 90 days after the date of delivery of the Bonds, except that Bonds which are reissued upon transfer, exchange or other replacement shall bear interest from the most recent interest payment date to which interest has been paid or duly provided for, or if no interest has been paid, from the date of the Bonds. The Bonds shall mature on the dates and in the amounts as set forth in the Certificate of the Chief Financial Officer (not to exceed 21 years from the date of the Bonds).

The principal of any Bond shall be payable to the registered owner thereof as shown on the registration records kept by U.S. Bank Trust Company, National Association or any successor thereof (the "Registrar"), upon maturity thereof and upon presentation and surrender at the office of U.S. Bank Trust Company, National Association as Paying Agent (the "Paying Agent"), or such other office as designated by the Paying Agent. If any Bond shall not be paid upon presentation and surrender at or after maturity, it shall continue to draw interest at the interest rate borne by said Bond until the principal thereof is paid in full.

Except as provided in Section 16 hereof, payment of interest on any Bond shall be made to the registered owner thereof by check or draft mailed by the Paying Agent on each interest payment date (or, if such interest payment date is not a business day, on the next succeeding business day), to the registered owner thereof at his address as shown on the registration records kept by the Registrar at the close of business on the fifteenth day of the calendar month preceding such interest payment date (the "Regular Record Date"); but any such interest not so timely paid or duly provided for shall cease to be payable to the person who is the registered owner thereof at the close of business on the Regular Record Date and shall be payable to the person who is the registered owner thereof at the close of business on a special record date for the payment of any such defaulted interest (a "Special Record Date"). Such Special Record Date shall be fixed by the Registrar whenever moneys become available for payment of the defaulted interest, and notice of the Special Record Date shall be given to the registered owners of the Bonds not less than ten days prior thereto by first class mail to each such registered owner as shown on the Registrar's registration records on a date selected by the Registrar, stating the date of the Special Record Date and the date fixed for the payment of such defaulted interest. The Paying Agent may make payments of interest on any Bond by such alternative means as may be mutually agreed to between the owner of such Bond and the Paying Agent (provided, however, that the District shall not be required to make funds available to the Paying Agent prior to the due dates of interest and principal, respectively). All such payments shall be made in lawful money of the United States of America.

Section 13. **Redemption**.

A. Optional Redemption. Bonds, or portions thereof, maturing on and after the date set forth in the Certificate of the Chief Financial Officer shall be subject to redemption prior to their respective maturities, at the option of the District as directed by the Chief Financial Officer on and after the date set forth in the Certificate of the Chief Financial Officer, in whole at any time or in part at any time, from such maturities as are selected by the District, and if less than all of the Bonds of a maturity are to be redeemed, the Bonds of such maturity are to be redeemed by lot within a maturity (giving proportionate weight to Bonds in denominations larger than $5,000), in such other manner as the Paying Agent may determine, for the principal amount of each Bond or portion

thereof so redeemed and accrued interest thereon to the redemption date, and a premium, if any, as set forth in the Certificate of the Chief Financial Officer.

B. Mandatory Sinking Fund Redemption. The Bonds maturing on the dates specified in the Certificate of the Chief Financial Officer (the "Term Bonds"), if any, are subject to mandatory sinking fund redemption at redemption price equal to 100% of the principal amount thereof and accrued interest to the redemption date. As and for a sinking fund for the redemption of those Term Bonds there shall be deposited into the Principal Account on or before the dates designated in the Certificate of the Chief Financial Officer, a sum which, together with other moneys available therein is sufficient to redeem the Term Bonds on the dates and in the principal amounts provided in the Certificate of the Chief Financial Officer.

Not more than 60 days nor less than 30 days prior to the sinking fund payment dates for the Term Bonds, the Registrar shall proceed to select for redemption (by lot in such manner as the Registrar may determine) from all outstanding Term Bonds, a principal amount of the Term Bonds equal to the aggregate principal amount of Bonds redeemable with the required sinking fund payments, and shall call such Term Bonds or portions thereof for redemption from the sinking fund on the next principal payment date, and give notice of such call as provided in Section 13(D) of this Resolution.

At the option of the Board to be exercised by delivery of a written certificate to the Registrar not less than sixty days next preceding any sinking fund redemption date, it may (i) deliver to the Registrar for cancellation Term Bonds or portions thereof ($5,000 or any integral multiple thereof) in an aggregate principal amount desired by the Board or, (ii) specify a principal amount of Term Bonds or portions thereof ($5,000 or any integral multiple thereof) which prior to said date have been redeemed (otherwise than through the operation of the sinking fund) and canceled by the Registrar and not theretofore applied as a credit against any sinking fund redemption obligation. Each Term Bond or portion thereof so delivered or previously redeemed which is a part of the maturity which would be subject to mandatory redemption on the following principal payment date shall be credited by the Registrar at 100% of the principal amount thereof against the obligation of the Board on the sinking fund redemption dates and any excess shall be so credited against future

sinking fund redemption obligations in such manner as the Board determines. In the event the Board shall avail itself of the provisions of clause (i) of the first sentence of this paragraph, the certificate required by the first sentence of this paragraph shall be accompanied by the respective Term Bonds or portions thereof to be canceled, or in the event the Term Bonds are registered in the name of Cede & Co., as provided in Section 16 of this Resolution, the certificated required by the first sentence of this paragraph shall be accompanied by such direction and evidence of ownership as is satisfactory to The Depository Trust Company.

C. Partial Redemption. If any Bond is in a denomination larger than $5,000, a portion of such Bond ($5,000 of principal amount thereof, or any integral thereof) may be redeemed pursuant to subsection A or B hereof, as appropriate, in which case the Registrar, except as provided in Section 12 hereof, shall, without charge to the owner of such Bond, authenticate and issue a replacement Bond or Bonds for the unredeemed portion thereof. In the case of a partial redemption of Bonds of a single maturity pursuant to subsection A or B hereof, the Paying Agent shall select the Bonds to be redeemed by lot at such time as directed by the District (but at least 30 days prior to the redemption date), and if such selection is more than 60 days before a redemption date, shall direct the Registrar to appropriately identify the Bonds so called for redemption by stamping them at the time any Bond so selected for redemption is presented to the Registrar for stamping or for transfer or exchange, or by such other method of identification as is deemed adequate by the Registrar and any Bond or Bonds issued in exchange for, or to replace, any Bond so called for prior redemption shall likewise be stamped or otherwise identified.

D. Notice of Prior Redemption. Unless waived by any registered owner of a Bond to be redeemed, notice of prior redemption shall be given by the Registrar, by electronic mail as long as Cede & Co. or a nominee or successor depository is registered owner of the Bonds, and otherwise by first-class mail, at least 30 days but not more than 60 days prior to the Redemption Date to the registered owner of any Bond (initially Cede & Co.) all or a part of which is called for prior redemption at his or her address as it last appears on the registration records kept by the Registrar, and by electronic mail to the Municipal Securities Rulemaking Board via its Electronic Municipal Market Access system ("MSRB"). The notice shall identify the Bonds and state that on

such date the principal amount thereof will become due and payable at the Paying Agent (accrued interest to the Redemption Date being payable by mail or as otherwise provided in this Resolution), and that after such Redemption Date interest will cease to accrue. After such notice and presentation of said Bonds, the Bonds called for redemption will be paid. Actual receipt of notice by the MSRB, or any registered owner of Bonds shall not be a condition precedent to redemption of such Bonds. Failure to give such notice to the MSRB or the registered owner of any Bond designated for redemption, or any defect therein, shall not affect the validity of the proceedings for the redemption of any other Bond. A certificate by the Registrar that notice of call and redemption has been given as provided in this Section shall be conclusive as against all parties; and no owner whose Bond is called for redemption or any other owner of any Bond may object thereto or may object to the cessation of interest on the Redemption Date on the ground that he failed actually to receive such notice of redemption.

Notwithstanding the provisions of this Section, any notice of redemption may contain a statement that the redemption is conditioned upon the receipt by the Paying Agent of funds on or before the date fixed for redemption sufficient to pay the redemption price of the Bonds so called for redemption, and that if such funds are not available, such redemption shall be canceled by written notice to the owners of the Bonds called for redemption in the same manner as the original redemption notice was given.

Section 14. **Negotiability**. Subject to the registration provisions herein provided, the Bonds shall be fully negotiable within the meaning of and for the purposes of the Uniform Commercial Code -- Investment Securities, and each registered owner shall possess all rights enjoyed by registered owners of negotiable instruments under the Uniform Commercial Code -- Investment Securities.

Section 15. **Registration, Transfer and Exchange of Bonds**.

Except as otherwise provided in Section 16 hereof:

A. Records for the registration and transfer of the Bonds shall be kept by the Registrar. Upon the surrender for transfer of any Bond at the Registrar, duly endorsed for transfer or accompanied by an assignment in form satisfactory to the Registrar duly executed by the registered

owner or his attorney duly authorized in writing, the Registrar shall authenticate and deliver in the name of the transferee or transferees a new Bond or Bonds of a like aggregate principal amount and of the same maturity bearing a number or numbers not previously assigned. Bonds may be exchanged at the Registrar for an equal aggregate principal amount of Bonds of the same maturity of other authorized denominations, as provided in Section 12 hereof. The Registrar shall authenticate and deliver the Bond or Bonds which the registered owner making the exchange is entitled to receive, bearing number or numbers not previously assigned. Such transfers and exchanges of Bonds shall be without charge to the owner or any transferee, but the Registrar shall require the payment by the owner of any Bond requesting exchange or transfer, of any tax or other governmental charge required to be paid with respect to such exchange or transfer.

B. The person in whose name any Bond shall be registered, on the registration records kept by the Registrar, shall be deemed and regarded as the absolute owner thereof for the purpose of making payment thereof (except to the extent otherwise provided in Section 12 hereof with respect to interest payments) and for all other purposes; and payment of or on account of either principal or interest on any Bond shall be made only to or upon the written order of the registered owner thereof or his legal representative, but such registration may be changed upon transfer of such Bond in the manner and subject to the conditions and limitations provided herein. All such payments shall be valid and effectual to discharge the liability upon such Bond to the extent of the sum or sums so paid.

C. If any Bond shall be lost, stolen, destroyed, or mutilated, the Registrar shall, upon receipt of such evidence, information or indemnity relating thereto as it or the District may reasonably require, and upon payment of all expenses in connection therewith, authenticate and deliver a replacement Bond or Bonds of a like aggregate principal amount and of the same maturity, bearing a number or numbers not previously assigned. If such lost, stolen, destroyed, or mutilated Bond shall have matured, the Registrar may direct that such Bond be paid by the Paying Agent in lieu of replacement.

D. Whenever any Bond shall be surrendered to the Paying Agent upon payment thereof, or to the Registrar for transfer, exchange or replacement as provided herein, such Bond shall be promptly canceled by the Paying Agent or Registrar.

Section 16. **Use of Depository**.

A. Notwithstanding the foregoing provisions of Sections 12 through 15 of this Resolution, the Bonds shall initially be evidenced by one Bond for each year in which the principal of the Bonds comes due, in the case of a Bond in a denomination equal to the amount of principal coming due in that year, or in the case of Bonds subject to mandatory sinking fund redemption, one Bond for each term, in a denomination equal to the aggregate amount of principal coming due in that term. Such initially delivered Bonds shall be registered in the name of "Cede & Co." as nominee for The Depository Trust Company, the depository for the Bonds. The Bonds may not thereafter be transferred or exchanged except:

(1) To any successor of The Depository Trust Company or its nominee which successor must be both a "clearing corporation" as defined in of NRS 104.8102, and a qualified and registered "clearing agency" under Section 17A of the Securities Exchange Act of 1934, as amended;

(2) Upon the resignation of The Depository Trust Company or a successor or new depository under clause (1) or this clause (2) of this Subsection A or a determination by the Board that The Depository Trust Company or such successor or new depository is no longer able to carry out its functions and the designation by the Board of another depository institution, acceptable to the Board which must be both a "clearing corporation" as defined in NRS 104.8102 and a qualified and registered "clearing agency" under Section 17A of the Securities Exchange Act of 1934, as amended, to carry out the functions of The Depository Trust Company or such successor or new depository; or

(3) Upon the resignation of The Depository Trust Company or a successor depository or new depository under clause (1) or (2) of this Subsection A or a determination by the Board that The Depository Trust Company or such successor or new depository is no longer able to carry out its functions and the failure by the Board, after reasonable investigation, to locate another

qualified depository institution acceptable to the Board under clause (2) to carry out the functions of The Depository Trust Company or such successor or new depository.

B. In the case of a transfer to a successor of The Depository Trust Company or its nominee as referred to in clause (1) of subsection A hereof or in the case of designation of a new depository pursuant to clause (2) of subsection A hereof upon receipt of the outstanding Bonds by the Registrar, together with written instructions for transfer satisfactory to the Registrar, a single new Bond shall be issued to such successor or new depository, as the case may be, for each maturity of the Bonds then outstanding, registered in the name of such successor or new depository, as the case may be, or its nominee, as is specified in such written transfer instructions. In the case of a determination under clause (3) of subsection A hereof and the failure, after reasonable investigation to locate another depository institution for the Bonds acceptable to the Board and upon receipt of outstanding Bonds by the Registrar together with written instructions for transfer satisfactory to the Registrar, new Bonds shall be issued in the denominations of $5,000 or any integral multiple thereof, as provided in and subject to the limitations of Section 12 hereof, registered in the names of such persons, and in such denominations as are requested in such written transfer instructions; however, the Registrar shall not be required to deliver such new Bonds within a period of less than 60 days from the date of receipt of such written transfer instructions.

C. The District shall be entitled to treat the registered owner of any Bond as the absolute owner thereof for all purposes of this resolution and any applicable laws notwithstanding any notice to the contrary received by the Registrar or the District and the District shall have no responsibility for transmitting payments to the beneficial owners of the Bonds held by The Depository Trust Company or any successor or new depository named pursuant to subsection A hereof.

D. The District and the Registrar shall endeavor to cooperate with The Depository Trust Company or any successor or new depository named pursuant to clause (1) or (2) of subsection A hereof in effectuating payment of the Bond Requirements of the Bonds by arranging for payment in such a manner that funds representing such payments are available to the depository on the day they are due.

Section 17. **Execution of Bonds**. The Bonds shall be executed as follows:

A. Filings with Secretary of State. Pursuant to NRS 350.638, as amended and to the act cited as the Uniform Facsimile Signatures of Public Officials Act, cited as chapter 351 of NRS, and prior to the execution of any Bonds by facsimile signature, the President and the Clerk of the Board (the "President" and the "Clerk", respectively), and the County Clerk/Treasurer (the "County Treasurer") shall each file with the Secretary of State of the State of Nevada his or her manual signature certified by him or her under oath.

B. Manner of Execution. Each Bond shall be signed and executed in the name of and on behalf of the District with the manual or facsimile of the signature of the President, and shall be countersigned, subscribed, and executed with the manual or facsimile signature of the County Treasurer; shall be authenticated with the manual or facsimile impression of the official seal of the District; and each Bond shall be signed, executed, and attested with such a manual or facsimile of the signature of the Clerk.

C. Authentication. No Bond shall be valid or obligatory for any purpose unless the certificate of authentication thereon, substantially in the form hereinafter provided, has been duly manually executed by the Registrar. The Registrar's certificate of authentication shall be deemed to have been duly executed by it if manually signed by an authorized officer of the Registrar, but it shall not be necessary that the same officer sign the certificate of authentication on all of the Bonds issued hereunder. By authenticating any of the Bonds delivered pursuant to this Resolution, the Registrar shall be deemed to have assented to all of the provisions of this Resolution.

Section 18. **Use of Predecessor's Signature**. The Bonds bearing the signatures of the officers in office at the time of the signing thereof shall be the valid and binding obligations of the District, notwithstanding that before the delivery thereof and payment therefor any or all of the persons whose signatures appear thereon shall have ceased to occupy their respective offices. The President, the Clerk and the County Treasurer, at the time of the execution of a signature certificate pertaining to the Bonds by each of those officers, may adopt as and for his or her own facsimile signature the facsimile signature of his or her predecessor in office if such facsimile signature appears upon any of the Bonds.

Section 19. **Incontestable Recital**. Pursuant to NRS 350.628, the Bonds shall contain a recital that they are issued pursuant to the Bond Act, which recital shall be conclusive evidence of the validity of the Bonds and the regularity of their issuance.

Section 20. **State Tax Exemption**. Pursuant to NRS 350.710, the Bonds, their transfer and the income therefrom shall forever be and remain free and exempt from taxation by the State or any subdivision thereof, except for the tax on estates imposed pursuant to the provisions of Chapter 375A of NRS and the tax on generation-skipping transfers imposed pursuant to the provisions of Chapter 375B of NRS.

Section 21. **Bond Execution**. The President, the Clerk and the County Treasurer are hereby authorized and directed to prepare and to execute the Bonds as herein provided.

Section 22. **Registration**.

A. Before any Bonds are delivered, they shall be registered by the Registrar. The register shall show:

(1) The aggregate principal amount of the Bonds and the denomination of each Bond;

(2) The date of payment of each of the Bonds; and

(3) The rate of interest which each of the Bonds bears.

B. In addition, the Registrar shall maintain the registration records of the District for the Bonds showing the name and address of the registered owner of each Bond authenticated and delivered, the date of authentication, the maturity of the Bond and its interest rate, principal amount and number.

Section 23. **Bond Delivery**. After such registration, in accordance with the terms of this Resolution, the Registrar shall cause the Bonds to be delivered to the Purchaser, upon due payment being made.

Section 24. **Bond Form**. Subject to the provisions of this Resolution, each Bond shall be in substantially the following form, with such omissions, insertions, endorsements, and variations as to any recitals of fact or other provisions as may be required by the circumstances, be required by this Resolution, or be consistent with this Resolution and necessary or appropriate to conform to the rules and requirements of any governmental authority or any usage or requirement of law with respect thereto:

(Form of the Bond)

TRANSFER OF THIS BOND OTHER THAN BY REGISTRATION IS NOT EFFECTIVE

LYON COUNTY SCHOOL DISTRICT, NEVADA
GENERAL OBLIGATION (LIMITED TAX)
SCHOOL IMPROVEMENT BONDS
SERIES 2025

NO. ____ $_____

Interest Rate	Maturity Date	Dated As Of	CUSIP
_____% per annum	_____ 1, _____	_____ , 2025	

REGISTERED OWNER: CEDE & CO.

PRINCIPAL AMOUNT: DOLLARS

The Lyon County School District in the County of Lyon and State of Nevada (the "District", the "County", and the "State", respectively), hereby acknowledges itself indebted and for value received hereby promises to pay the Registered Owner above specified, the Principal Amount specified above, on the Maturity Date specified above and to pay interest thereon on June 1 and December 1 of each year commencing on June 1, 2026, at the Interest Rate per annum specified above, until the principal sum is paid or payment has been provided therefor. This Bond will bear interest from the most recent interest payment date to which interest has been paid or provided for, or, if no interest has been paid, from the date of this Bond. The principal of this Bond is payable upon presentation and surrender hereof at the office of the District's registrar and paying agent (the "Registrar" or the "Paying Agent"), presently U.S. Bank Trust Company, National Association, or such other office as designated by the Paying Agent. Interest on this Bond will be paid on each interest payment date (or, if such interest payment date is not a business day, on the next succeeding business day), by check or draft mailed to the person in whose name this Bond is registered (the "registered owner") in the registration records of the District maintained by the Registrar and at the address appearing thereon at the close of business on the fifteenth day of the calendar month next preceding such interest payment date (the "Regular Record Date"). Any such interest not so timely paid or duly provided for shall cease to be payable to the person who is the registered owner hereof at the close of business on the Regular Record Date and shall be payable to the person who is the registered owner hereof at the close of business on a Special Record Date for the payment of any defaulted interest. Such Special Record Date shall be fixed by the Registrar whenever moneys become available for payment of the defaulted interest, and notice of the Special Record Date shall

be given to the registered owners of the Bonds of the series of which this is one (the "Bonds") not less than ten days prior thereto. If, upon representation at maturity, payment of this Bond is not made as herein provided, interest shall continue at the same rate specified above until the principal hereof is paid in full. All such payments shall be made in lawful money of the United States of America without deduction for the services of the Paying Agent or Registrar.

The Bonds are issuable solely as fully registered Bonds in denominations of $5,000 each or any integral multiple thereof and are exchangeable for fully registered Bonds of the same maturity in equal aggregate principal amounts and in authorized denominations at the aforesaid office of the Registrar (and Paying Agent), but only in the manner, subject to the limitations, and on payment of the charges provided in the resolution of the Board of Trustees of the Lyon County School District (the "Board") adopted and approved on September 23, 2025 authorizing the issuance of the Bonds (the "Resolution").

This Bond may not be exchanged or transferred except in circumstances specified in Section 16 of the resolution of the Board of Trustees of the Lyon County School District (the "Board") adopted and approved on September 23, 2025, authorizing the issuance of the Bonds (the "Resolution") and only at the times subject to payment of the charges specified in the Resolution.

The Bonds are subject to redemption prior to their respective maturities as set forth in the Certificate of the Chief Financial Officer.

Unless this certificate is presented by an authorized representative of The Depository Trust Company, a New York corporation ("DTC"), to Issuer or its agent for registration of transfer, exchange, or payment, and any certificate issued is registered in the name of Cede & Co., or in such other name as is requested by an authorized representative of DTC (and any payment is made to Cede & Co. Or to such other entity as is requested by an authorized representative of DTC), ANY TRANSFER, PLEDGE, OR OTHER USE HEREOF FOR VALUE OR OTHERWISE BY OR TO ANY PERSON IS WRONGFUL inasmuch as the registered owner hereof, Cede & Co., has an interest herein.

This Bond must be registered in the name of the owner as to both principal and interest on the registration records kept by the Registrar in conformity with the provisions stated herein and endorsed hereon and subject to the terms and conditions set forth in the Resolution. No transfer of this Bond shall be valid unless made on the registration records maintained at the office of the Registrar by the registered owner or his attorney duly authorized in writing.

*This Bond is fully transferable by the registered owner hereof in person or by his duly authorized attorney on the registration records kept by the Registrar upon 'surrender of this Bond together with a duly executed written instrument of transfer satisfactory to the Registrar. Upon such transfer a new fully registered Bond of authorized denomination or denominations of the same

aggregate principal amount and maturity will be issued to the transferee in exchange for this Bond, subject to such terms and conditions as set forth in the Resolution.*

The District and the Registrar and Paying Agent may deem and treat the person in whose name this Bond is registered as the absolute owner hereof for the purpose of making payment (except to the extent otherwise provided herein and in the Resolution with respect to the Regular and Special Record Dates for the payment of interest) and for all other purposes and neither the District nor the Registrar and Paying Agent shall be affected by notice to the contrary.

This Bond is issued by the Board in the name of and on behalf of the District and upon the credit thereof, for the purposes of acquiring, constructing, improving and equipping school facilities under the authority of and in full conformity with the Constitution and statutes of the State and pursuant to the Resolution duly adopted by the Board prior to the issuance of this Bond.

It is hereby certified, recited and warranted that all the requirements of law have been fully complied with by the proper officers of the District in the issuance of this Bond; that the total indebtedness of the District, including that of this Bond, does not exceed any limit of indebtedness prescribed by the Constitution or laws of the State of Nevada; and that provision has been made for the levy and collection of annual general (ad valorem) taxes sufficient to pay the principal and interest (the "Bond Requirements") of this Bond when the same become due (except to the extent any other funds are available therefor), subject to the limitations imposed by the Constitution and statutes of the State of Nevada.

This Bond is issued pursuant to NRS 350.500 through 350.720 and all laws amendatory thereof (designated in NRS 350.500 as the Local Government Securities Law); and pursuant to NRS 350.628, this recital is conclusive evidence of the validity of this Bond and the regularity of its issuance; and, pursuant to NRS 350.710, this Bond, its transfer and the income therefrom shall forever be and remain free and exempt from taxation by the State or any subdivision thereof, except for the tax on estates imposed pursuant to the provisions of Chapter 375A of NRS and the tax on generation-skipping transfers imposed pursuant to the provisions of Chapter 375B of NRS.

No recourse shall be had for the payment of the Bond Requirements of this Bond or for any claim based thereon or otherwise in respect to the Resolution, against any individual member of the Board, or any officer or other agent of the District, past, present or future, either directly or indirectly through the Board, or otherwise, whether by virtue of any constitution, statute or rule of law, or by the enforcement of any penalty or otherwise, all such liability, if any, being by the acceptance of this Bond and as a part of the consideration of its issuance specially waived and released.

The full faith and credit of the District are hereby pledged for the punctual payment of the Bond Requirements of this Bond.

This Bond shall not be valid or obligatory for any purpose until an authorized officer of the Registrar shall have manually signed the certificate of authentication hereon.

IN WITNESS WHEREOF, the Board of Trustees of the Lyon County School District, in the County of Lyon and State of Nevada, has caused this Bond to be executed in the name and on behalf of the District with the manual or facsimile signature of the President of its Board of Trustees, and to be attested and executed by the manual or facsimile signature of the Clerk of the Board of Trustees, has caused the manual or facsimile of the corporate seal of the District to be affixed hereon, has caused this Bond to be countersigned with the manual or facsimile signature of the County Clerk/Treasurer of Lyon County, Nevada, all as of _____ , 2025.

LYON COUNTY SCHOOL DISTRICT, NEVADA

_____(Manual or Facsimile Signature)
President, Board of Trustees

(SEAL)

Countersigned:

Attest:

_____(Manual or Facsimile Signature)
Lyon County Clerk/Treasurer

_(Manual or Facsimile Signature)
Clerk, Board of Trustees

*delete in Bonds initially delivered to purchaser, and in new Bonds issued under clauses (1) or (2) of Section 16A of the Resolution.

**delete if new Bonds are delivered after a determination made pursuant to clause (3) of Section 16A of Resolution.

(End of Form of Bond)

(Form of Registrar's Certificate of Authentication for Bonds)

Date of authentication
and registration: _____

This is one of the Bonds described in the within-mentioned Resolution, and this Bond has been duly registered on the registration records kept by the undersigned as Registrar for such Bonds.

U.S. BANK TRUST COMPANY, NATIONAL ASSOCIATION

as Registrar

By_____(Manual Signature)_____
Authorized Officer

(End of Form of Registrar's Certificate of Authentication for Bonds)

(Form of Assignment for Bonds)

For value received, the undersigned hereby sells, assigns and transfers unto _____ the within Bond and hereby irrevocably constitutes and appoints _____ attorney, to transfer the same on the records kept for registration of the within Bond, with full power of substitution in the premises.

Dated: _____

Signature Guarantee:

Name and address of transferee:

Social Security or other tax
identification number of
transferee:

Note: The signature to this Assignment must correspond with the name as written on the face of the within Bond in every particular, without alteration or enlargement or any change whatsoever. Signature(s) must be guaranteed by an eligible guarantor institution as defined in 17 CFR § 240.17Ad-15(a)(2).

(End of Form of Assignment for Bonds)

Section 25. **Use of Bond Proceeds**. Upon the issuance of the Bonds, the District shall cause the proceeds of the Bonds to be applied as follows:

A. First, pursuant to NRS 350.020(5), an amount equal to not greater than 10 percent of the proceeds of the Bonds (to the extent not funded out of other legally available monies of the District) shall be deposited in an account heretofore created and designated as the "Lyon County School District, Nevada, General Obligation (Limited Tax) School Improvement Bonds Debt Service Reserve Account " (the "Reserve Account") to be held within the District's debt service fund, together with other available monies of the District, to be maintained as provided in NRS 350.020(5) in an amount at least equal to the lesser of 50% of the amount of principal and interest payments due on all of the outstanding bonds of the District in the next fiscal year or 10 percent of the outstanding principal amount of all of the outstanding bonds of the District, or such other lesser amount as the Nevada Legislature may hereafter allow (the "Minimum Reserve Amount"). Monies in the Reserve Account shall be used for payment of outstanding bonds of the District; and, when legally permissible to do so, monies in the Reserve Account in excess of the Minimum Reserve Amount may be used for the cost of the Project.

B. Second, the balance remaining after the deposit required by subsection A, as provided above, shall be set aside in a special account designated as the "Lyon County School District, Nevada 2025 Construction Account" (the "Construction Account"), to be used to pay the costs of the Project, the costs of issuing the Bonds and the costs of rebates to the United States under Section 148 of the Internal Revenue Code of 1986, as amended (the "Tax Code"), which the Board hereby determines are necessary and desirable and appertain to the Project.

After the completion of the Project or after adequate provision therefor is made, pursuant to NRS 350.650, any unexpended balance of Bond proceeds (or, unless otherwise required by law, any other moneys) remaining in the Construction Account and the Reserve Account (if not needed to comply with the provisions of NRS 350.020(5)) shall be deposited into the Principal Account or Interest Account hereinafter created for the payment of the principal of or interest on the Bonds as the same become due. The annual General Taxes for the payment of the interest on and principal of the Bonds and levied after the deposit into the Interest Account or the Principal Account

of any such unexpended Bond proceeds, may be diminished to the extent of the availability of such deposits for the payment of such Bond interest and such Bond principal, as the case may be.

Section 26. **Use of Investment Gain**. Pursuant to NRS 350.658, any gain from any investment and any reinvestment of any proceeds of the Bonds shall be deposited promptly upon the receipt of such gain at any time or from time to time into either the Construction Account to defray, in part, the costs of the Project, or the Reserve Account to meet the Minimum Reserve Amount, or if adequate provision therefore has been made, into the Bond Fund for the respective payment of the principal of or interest on the Bonds, or any combination thereof. The annual General Taxes for the payment of the principal of or interest on the Bonds levied after such deposits of any such investment or reinvestment gain, may be diminished to the extent of the availability of such deposits for the payment of such Bond principal or interest.

Section 27. **Completion of the Project**. The District, with the proceeds derived from the sale of the Bonds and deposited in the Construction Account, shall proceed to complete the Project without delay and with due diligence to the best of the District's ability, as hereinabove provided. A contract or contracts for the Project shall be let as soon as practicable after the delivery of any Bonds except to the extent theretofore let, if theretofore let.

Section 28. **Tax Covenant**. The District covenants for the benefit of the registered owners of the Bonds that it will not take any action or omit to take any action with respect to the Bonds, the proceeds thereof, any other funds of the District or any facilities financed with the proceeds of the Bonds if such action or omission (i) would cause the interest on the Bonds to lose its exclusion from gross income for federal income tax purposes under Section 103 of the Tax Code, or (ii) would cause interest on the Bonds to lose its exclusion from alternative minimum taxable income as defined in Section 55(b) of the Tax Code. The foregoing covenant shall remain in full force and effect notwithstanding the payment in full or defeasance of the Bonds until the date on which all obligations of the District in fulfilling the above covenant under the Tax Code have been met. The District makes no covenant with respect to taxation of interest on the Bonds as a result of the inclusion of that interest in the "adjusted financial statement income" of "applicable corporations" (as defined in Sections 56A and 59(k), respectively, of the Tax Code).

Section 29. **Prevention of Bond Default**. Subject to the provisions of Sections 25, 31 and 35 hereof, the County Treasurer shall use any Bond proceeds credited to the Reserve Account and the Construction Account, without further order or warrant, to pay the Bond Requirements of the Bonds as the same become due whenever and to the extent moneys otherwise available therefor are insufficient for that purpose, unless such Bond proceeds shall be needed to defray obligations accrued and to accrue under any contracts then existing and relating to the Project. The County Treasurer shall promptly notify the Board of any such use.

Section 30. **Purchaser Not Responsible**. The validity of the Bonds shall not be dependent on or be affected by the validity or regularity of any proceedings relating to the Project. The Purchaser of the Bonds, any associate thereof, and any subsequent registered owner of any Bond shall in no manner be responsible for the application or disposal by the District or by any of its officers, agents and employees of the moneys derived from the sale of the Bonds or of any other moneys herein designated.

Section 31. **General Tax Levies**. As authorized by NRS 350.596, any sums coming due on the Bonds at any time when there are not on hand from tax levies sufficient funds to pay the same shall promptly be paid out of the general fund of the District or out of any other funds that may be available for such purpose, including, without limitation, any proceeds of General Taxes. For the purpose of repaying any moneys so paid from any such fund or funds (other than any moneys available without replacement for the payment of such Bond Requirements on other than a temporary basis), and for the purpose of creating funds for the payment of the Bonds and the interest thereon, there are hereby created separate accounts designated respectively as the "Lyon County School District, Nevada, General Obligation (Limited Tax) School Improvement Bonds, Series 2025 Interest Account" (the "Interest Account") and the "Lyon County School District, Nevada, General Obligation (Limited Tax) School Improvement Bonds, Series 2025 Principal Account" (the "Principal Account") (the Interest Account and the Principal Account are collectively referred to as the "Bond Fund"). Pursuant to NRS 350.592 and 350.594, there shall be levied in the calendar year 2025, and annually thereafter, until all of the Bond Requirements of the Bonds shall have been fully paid, satisfied and discharged, a General Tax on all property, both real and personal, subject to

taxation within the boundaries of the District, including the net proceeds of mines, fully sufficient to reimburse such fund or funds for such installments of interest, to pay the interest on the Bonds, and to pay and retire the same as hereinabove provided, after there are made due allowances for probable delinquencies. The proceeds of such annual levies shall be duly credited to such separate accounts for the payment of the Bond Requirements. In the preparation of the annual budget or appropriation resolution for the District, the Board shall first make proper provisions through the levy of sufficient General Taxes for the payment of the interest on and the retirement of the principal of the bonded indebtedness of the District, including, without limitation, the Bonds, subject to the limitation imposed by NRS 361.453 and Section 2, art. 10, State Constitution, and the amount of money necessary for this purpose shall be a first charge against all the legally available revenues received by the District.

Section 32. **Priorities for Bonds**. As provided in NRS 361.463, in any year in which the total General Taxes levied against the property in the District by all overlapping units within the boundaries of the District may exceed the limitation of $3.64 on each $100 of assessed valuation imposed by NRS 361.453, or a lesser or greater amount fixed by the State board of examiners in any fiscal year, and it shall become necessary by reason thereof to reduce the levies made by any and all such units, the reduction so made shall be in General Taxes levied by such unit or units (including, without limitation, the District and the State) for purposes other than the payment of their bonded indebtedness, including interest thereon. The General Taxes levied for the payment of such bonded indebtedness and the interest thereon shall always enjoy a priority over General Taxes levied by each such unit (including, without limitation, the District and the State) for all other purposes where reduction is necessary in order to comply with the limitation of NRS 361.453.

Section 33. **Correlation of Levies**. Such General Taxes shall be levied and collected in the same manner and at the same time as other taxes are levied and collected, and the proceeds thereof for the Bonds herein authorized shall be kept by the County Treasurer in the Bond Fund, which account shall be used for no other purpose than the payment of principal and interest, respectively, as the same fall due.

Section 34. **Use of General Fund**. Any sums becoming due on the Bonds at any time when there are on hand from such tax levy or levies (and any other available moneys) insufficient funds to pay the same shall be promptly paid when due from general funds on hand belonging to the District, reimbursement to be made for such general funds in the amounts so advanced than the taxes herein provided for have been collected, pursuant to NRS 350.596.

Section 35. **Use of Other Funds**. Nothing in this Resolution prevents the District from applying any funds (other than General Taxes) that may be available for that purpose to the payment of such interest or principal as the same, respectively, mature, and upon such payments, the levy or levies herein provided may thereupon to that extent be diminished, pursuant to NRS 350.598.

Section 36. **Legislative Duties**. In accordance with NRS 350.592 and 361.463, it shall be the duty of the Board annually, at the time and in the manner provided by law for levying other General Taxes of the District, if such action shall be necessary to effectuate the provisions of this Resolution, to ratify and carry out the provisions hereof with reference to the levy and collection of General Taxes; and the Board shall require the officers of the County to levy, extend and collect such taxes in the manner provided by law for the purpose of creating funds for the payment of the principal of the Bonds and the interest thereon. Such taxes, when collected shall be kept for and applied only to the payment of the principal of and the interest on the Bonds as hereinabove specified.

Section 37. **Appropriation of General Taxes**. In accordance with NRS 350.602, there is hereby specially appropriated the proceeds of such General Taxes to the payment of such principal and interest; and neither such appropriations shall be repealed nor the General Taxes postponed or diminished (except as herein otherwise expressly provided) until the principal of and the interest on the Bonds have been wholly paid.

Section 38. **Continuing Disclosure Undertaking**. The District covenants for the benefit of the holders and beneficial owners of the Bonds to comply with the provisions of the final Continuing Disclosure Certificate in substantially the form now on file with the District, to be executed by the Chief Financial Officer, or in such officer's absence, the Superintendent, and delivered in connection with the delivery of the Bonds.

Section 39. **Defeasance**. When all Bond Requirements of any Bond have been duly paid, the pledge and lien and all obligations hereunder as to that Bond shall thereby be discharged and the Bond shall no longer be deemed to be outstanding within the meaning of this Resolution. There shall be deemed to be such due payment when the District has placed in escrow or in trust with a trust bank located within or without the State, an amount sufficient (including the known minimum yield available for such purpose from Federal Securities in which such amount wholly or in part may be initially invested) to meet all Bond Requirements of the Bond, as the same become due to the final maturity of the Bond or upon any redemption date as of which the District shall have exercised or shall have obligated itself to exercise its prior redemption option by a call of the Bond for payment. The Federal Securities shall become due before the respective times on which the proceeds thereof shall be needed, in accordance with a schedule established and agreed upon between the District and the trust bank at the time of the creation of the escrow or trust, or the Federal Securities shall be subject to redemption at the option of the owners thereof to assure availability as so needed to meet the schedule. For the purpose of this Section, the term "Federal Securities" shall be as defined in NRS 350.522 and shall include only Federal Securities which are not callable for redemption prior to their maturities except at the option of the holder thereof.

Section 40. **Replacement of Registrar or Paying Agent**. If the Registrar and Paying Agent hereunder shall resign, or if the Chief Financial Officer shall reasonably determine, to replace said Registrar or Paying Agent or that it would be in the best interests of the District to appoint a new Registrar or Paying Agent hereunder, the Chief Financial Officer may, upon electronic notice sent to each registered owner of any Bond at his address last shown on the registration records, appoint a successor Registrar or Paying Agent, or both. No resignation or dismissal may take effect until a successor is appointed. Every such successor Registrar or Paying Agent shall be an officer or employee of the District or a commercial bank or trust company authorized to exercise trust powers. It shall not be required that the same person or institution serve as both a Registrar and Paying Agent hereunder, but the District shall have the right to have the same institution serve as both Registrar and Paying Agent hereunder. Any corporation or association into which the Registrar or Paying Agent may be converted or merged, or with which they may be

consolidated, or to which they may sell or transfer their corporate trust business and assets as a whole or substantially as a whole, or any corporation or association resulting from any such conversion, sale, merger, consolidation or transfer, to which they are a party, shall be and become the successor Registrar or Paying Agent under this Resolution, without the execution or filing of any instrument or any further act, deed, or conveyance on the part of any of the parties hereto, anything in this Resolution to the contrary notwithstanding.

Section 41. **Delegated Powers**. The officers of the District are authorized and directed to take all action necessary or appropriate to effectuate the provisions of this Resolution, including, without limitation:

A. The printing of the Bonds, including, without limitation, the printing on each Bond a statement of insurance, if applicable.

B. The execution and delivery of a representation letter to The Depository Trust Company concerning the depository arrangements specified in Section 16 hereof and the mechanical details of that arrangement.

C. The printing, deeming "final", distribution and execution of the Preliminary Official Statement for the Bonds and the printing, distribution and execution of a Final Official Statement, but with such amendments, additions and deletions as are in accordance with the facts and not inconsistent herewith.

D. The execution electronically or otherwise of such certificates as may be reasonably required by the Purchaser, relating, inter alia, to:

(1) The signing of the Bonds,

(2) The tenure and identity of the officials of the Board and of the District,

(3) The assessed valuation of the taxable property in and the indebtedness of the District,

(4) The completeness and accuracy of the Final Official Statement as of the date of the delivery of the Bonds,

(5) The exemption of interest on the Bonds from federal income taxation,

(6) The delivery of the Bonds and the receipt of the purchase price,

(7) If it is in accordance with the fact, the absence of litigation, pending or threatened, affecting the validity of the Bonds or affecting the completeness or accuracy of the Final Official Statement, and

(8) The assembly and dissemination of financial and other information concerning the District and the Bonds.

E. The completion and execution electronically or otherwise of the Certificate of the Chief Financial Officer, the Continuing Disclosure Certificate and the Bond Purchase Proposal, if necessary.

Section 42. **Amendments**.

A. This Resolution may be amended by the Board:

(1) Without the consent of or notice to the holders of the Bonds for the purpose of curing any ambiguity or formal defect or omission herein; and

(2) With the consent of the holders of the Bonds in connection with any other amendment.

B. No such amendment, unless consented to by the Bondholders adversely affected thereby, shall permit:

(1) A change in the maturity or in the terms of redemption of the principal of any outstanding Bond or any installment of interest thereon;

(2) A reduction in the principal amount of any Bond, the rate of interest thereon, or any prior redemption premium payable in connection therewith; or

(3) The establishment of priorities as between Bonds issued and outstanding under the provisions of this Resolution.

C. Copies of any amendments to this Resolution must be sent to S&P Global Ratings.

Section 43. **Parties Interested Herein**. Nothing in this Resolution expressed or implied is intended or shall be construed to confer upon, or to give to, any person or entity, other than the District, and the registered owners of the Bonds, any right, remedy or claim under or by reason of this Resolution or any covenant, condition or stipulation hereof, and all covenants,

stipulations, promises and agreements in the Resolution contained by and on behalf of the District shall be for the sole and exclusive benefit of the District, and the registered owners of the Bonds.

Section 44. **Police Power**. Nothing in this Resolution prohibits or otherwise limits or inhibits the reasonable exercise in the future by the State and its governmental bodies of the police powers and powers of taxation inherent in the sovereignty of the State or the exercise by the United States of the powers delegated to it by the Federal Constitution. The District cannot contract away such powers nor limit or inhibit by contract the proper exercise thereof, and this Resolution does not purport to do so.

Section 45. **Resolution Irrepealable**. After any of the Bonds are issued, this Resolution shall constitute an irrevocable contract between the District and the registered owner or owners of the Bonds; and this Resolution, if any Bonds are in fact issued, shall be and shall remain irrepealable until the Bonds, as to all Bond Requirements, shall be fully paid, canceled and discharged, as herein provided.

Section 46. **Repealer**. All other resolutions, bylaws, and orders, or parts thereof, inconsistent herewith are hereby repealed to the extent only of such inconsistency. This repealer shall not be construed to revive any resolution, bylaw or order, or part thereof, heretofore repealed.

Section 47. **Severability**. If any section, paragraph, clause or provision of this Resolution shall for any reason be held to be invalid or unenforceable, the invalidity or unenforceability of such section, paragraph, clause or provision shall not affect any of the remaining provisions of this Resolution.

Section 48. **Effective Date**. This Resolution shall be in effect from and after its adoption.

ADOPTED on this September 23, 2025.

_____
President, Board of Trustees
Lyon County School District

Attest:

_____
Clerk, Board of Trustees
Lyon County School District

STATE OF NEVADA)
) ss.
LYON COUNTY)

I am the duly chosen and qualified Clerk of Lyon County School District (herein "District"), Nevada, and in the performance of my duties as Clerk do hereby certify:

1. The foregoing pages constitute a true, correct and compared copy of a resolution of the Board of Trustees (the "Board") adopted at a meeting held on September 23, 2025; and the original of such resolution has been approved and authenticated by the signature of the President of the Board and myself as Clerk, and has been recorded in the minute book of the Board kept for that purpose in the office of the District, which record has been duly signed by such officers and properly sealed.

2. The members of the Board were present at such meeting and voted on the passage of such resolution as follows:

Ayes:	Elmer Bull Dawn Carson Darin Farr Tom Hendrix Sherry Parsons James Whisler
Nays:	_____
Absent:	_____

3. All members of the Board were given due and proper notice of such meeting.

4. Public notice of such meeting was given and such meeting was held and conducted in full compliance with the provisions of NRS 241.020. A copy of the notice of meeting is attached as Exhibit A.

5. At least 3 working days before such meeting, such notice was given to each member of the Board and to each person, if any, who has requested notice of meetings of the Board in accordance with the provisions of Chapter 241 of NRS.

IN WITNESS WHEREOF, I have hereunto set my hand this September 23, 2025.

_____

Clerk

EXHIBIT A

(Attach Copy of Notice of Meeting)

Lyon County School District
Board Memo

Date: September 23, 2025

To: Board of School Trustees

From: Dr. Stacey L. Cooper; Deputy Superintendent

Re: Updates to LCSD Restorative Discipline Plan

Recommendation: That the Board of School Trustees review and approve the proposed revisions to the LCSD Restorative Discipline Plans for the 2025-2026 school year.

Background Information: In accordance with NRS 392.463, 392.4645, 392.466, and 392.4647, the LCSD Board of Trustees must establish a districtwide plan of progressive discipline that is based upon restorative justice. The plan must hold a student accountable for the behavior, restore or remedy the wrongdoing, outline relief for any victim, attempt to reduce disproportionality in disciplinary actions, and embed efforts to restore or remedy the behavior of the student/s.

The LCSD Restorative Discipline Plan is developed with stakeholder input from across the district. It consists of written rules of behavior, includes provisions for conflict resolution, interventions, and provides alternative placements for students when necessary.

LCSD's Restorative Discipline Plan serves as a model for Nevada and solicits input from over 150 stakeholders from around the county. The input is received from community, parents, students and staff to ensure consistency, fidelity and buy-in from all corners of Lyon County.

Budget Considerations: NA

Discussed at Previous Meeting: NA

Attachment(s): LCSD Restorative Discipline Plan 25-26 SY

LYON COUNTY SCHOOL DISTRICT:
RESTORATIVE DISCIPLINE PLAN

ELEMENTARY SCHOOLS:

COTTONWOOD, DAYTON, EAST VALLEY, FERNLEY ELEMENTARY, FERNLEY INTERMEDIATE, RIVERVIEW, SILVER STAGE, SMITH VALLEY, SUTRO, YERINGTON

INTERMEDIATE/ MIDDLE SCHOOLS:

DAYTON, SILVER STAGE, SILVERLAND, SMITH VALLEY, YERINGTON

HIGH SCHOOLS:

DAYTON, FERNLEY, SILVER STAGE, SMITH VALLEY, YERINGTON

Author's Note: This Restorative Discipline Plan was developed by the Lyon County School District (LCSD) Restorative Discipline Committee (Tim Logan, ~~Dawn Huckaby~~ Stacey Griffin-Cooper, Tammie Moniz, Shawn Romero, ~~Corinne Burns~~, ~~Monie Byers~~Dusti Houk, David Palmer, Tony Wilson, Stephanie Coplan, and Tamara Roseberry) with feedback from the following focus groups as outlined in AB 285: Teachers, school administrators, school counselors, school social workers, school psychologists, behavior analysts, other educational personnel and support personnel, the parents and guardians of pupils, the pupils who are enrolled in the school and, if applicable, organizational teams established pursuant to NRS. 388G.700. A list of names for those participating in focus groups is in Appendix A. A copy of Policy JG regarding Student Discipline is in Appendix B.

Categories of Behavior

1. Attendance Related Behaviors
    - Excessive Tardies (minor)
    - Truancy (minor)
    - Habitual Truancy (major)
2. Violations of School Rules
    - Disregard for School Rules (minor)
        - Public Display of Affection
        - Horseplay
        - Physical Aggression
        - Unauthorized Area
    - Insubordination (major)
3. Disruptions of Class/School Activities
    - Interference with Instruction (minor)
    - Disruption of School Activities (major)
        - False Fire Alarm
        - Serious Disruption of School
        - Threat to School
4. Prohibited Behaviors- General
    - Arson (major or minor)
    - Bus/Transportation (minor)
    - Cheating/Plagiarism (major or minor)
        - Altering School Records
        - Cheating Plagiarism
        - Forgery or False Reporting

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Damage to or Destruction of Property on School Grounds (major or minor)
Dress Code Violation (minor)
Gang Related Behavior/Activity (major)
Habitual Disciplinary Problem (major)
Impairing Health, Safety, or Welfare of Others (major or minor)
Inappropriate Language (minor)
- Directed at Peer
- Directed at a LCSD Employee

Sexual Assault (major)
Sexual Misconduct/Harassment (major)
Technology Violation (minor)
- Electronic Devices/Cell Phone
- Pornography

Theft/Possession of Stolen Property
Trespassing (minor or major)

5. Bullying Behaviors
   - Bullying (minor or major)
   - Cyberbullying (minor or major)
   - Discrimination Based on Race (minor or major)
6. Substance Use Behaviors
   - Alcohol - Possession/Use of (minor)
   - Drug Paraphernalia- Possession of (minor)
   - Possession/Use of a Controlled Substance (minor)
   - Tobacco Violation (minor)
   - Sale Distribution of Controlled Substance (major)

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7. Threat Behaviors
    - Threat to School (major)
    - Threat to Staff (major)
    - Threat to Student (major)
8. Violent Behaviors
    - Violence/Harm to Staff (major)
    - Violence/Harm to Student (major)
9. Weapons Involved Behaviors
    - Possession/Use of a Weapon (major)
        - Possession/Use of a Weapon
        - Fireworks
        - Weapon not Defined Under NRS
        - Brandishing a Weapon or Dangerous Weapon
10. Appendix A Names of Lyon County School District Discipline Plan Focus Group Participants
11. Appendix B - LCSD Board Policy JG Student Discipline

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LCSD DISCIPLINE POLICY STATEMENT

At Lyon County School District (LCSD), we are committed to providing our students with the best possible learning environment. Our mission is to provide relevant learning opportunities that develop adaptable, persistent, and self-directed learners capable of creativity, collaboration, communication, and critical thinking necessary to overcome complex challenges. We, at LCSD, have some fundamental beliefs which guide our thinking and shape our policies. All LCSD students have the right to:

- **A positive, safe and respectful learning environment.**
- **Highly qualified staff who offer their best every day.**
- **Our patience and nonjudgmental guidance as they learn to navigate this confusing world.**
- **Make mistakes, understand why it was a mistake and the opportunity to learn from those mistakes.**
- **Motivating adults who believe in their individual dreams and are committed to helping them fulfill those dreams.**
- **Caring adults who support and respect them for who they are individually.**
- **An equitable and diverse education with the appropriate resources to be successful.**
- **Engage as inclusive members of their school and community.**
- **Be heard and have a voice in all aspects of their education.**
- **Understand existing rules, the purposes of those rules and the opportunity to express concerns with perceived inequities.**
- **Be open, honest and express themselves in a respectful manner.**
- **Authentic, real world learning opportunities that will prepare them for their future.**

Our approach to discipline includes the value of teaching and re-teaching expectations to students. Discipline should only be applied with the additional support of restorative practices in conjunction with both behavior and academic support as needed. The Multi-Tiered System of Supports (MTSS) team will monitor the student discipline referral data on a quarterly basis to identify any disproportionalities.

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CHRONIC MISBEHAVIORS[1]:
Questions to Consider

□ **Is the student consistently receiving Tier One (school-wide) behavior supports?**
□ **Does the student possess the skills necessary to:**

- **✓ appropriately resolve conflicts with peers and/or adults?**
- **✓successfully complete academic requirements?**
- **✓resist peer recruitment (gangs, drugs, hazing, etc.)?**
- **If not, what targeted skill development is necessary?**

□ **What INTERVENTIONS, as opposed to punishments, have been implemented?**
□ **What ENVIRONMENTAL FACTORS (triggers) at school are contributing to the misbehavior?**
What is missing or present in the environment which supports the continued use of the misbehavior?
□ **What FUNCTION does the misbehavior serve? What is gained or avoided by engaging in misbehavior?**
□ **Has the student been seen by the school counselor?**
□ **Has the student been provided targeted skill development? i.e., anger management, conflict resolution**
□ **Has the student been seen by a private agency?**
□ **Has the student been paired with an adult mentor to help build positive school relationships?**
□ **Has the student been referred to the school MTSS team?**
□ **Has the student been diagnosed with a medical / psychiatric condition which requires medication?**

REMINDER: Punishments are one of the LEAST EFFECTIVE responses to students who demonstrate a pattern of inappropriate behavior. Students with chronic behavior concerns, will require interventions which are thoughtfully constructed and routinely evaluated for effectiveness.

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[1] **Adapted from SBCUSD**

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Restorative Questions I[2]

To respond to challenging behavior

- ★ **What happened?**
- ★ **What were you thinking of at the time?**
- ★ **Who has been affected by what you have done?**
- ★ **In what way?**
- ★ **What do you think you need to do to make things right?**

Restorative Questions II[2]

To help those harmed by another's actions.

- ★ **What did you think when you realized what had happened?**
- ★ **What impact did this incident have on you and others?**
- ★ **What has been the hardest thing for you?**
- ★ **What do you think needs to happen to make things right?**

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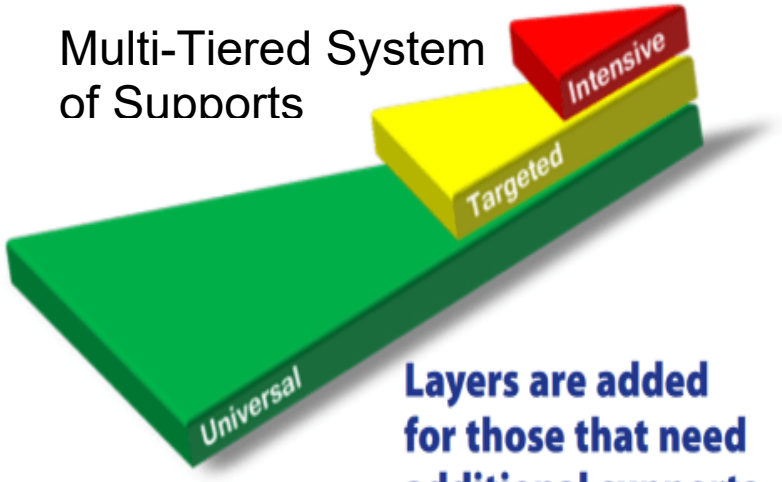
[2] **From** International Institute for Restorative Practices, www.iirp.org

Multi-Tiered System of Supports



Layers are added for those that need additional supports

Tier One Supports (School-wide):

Tier One Supports are proactive and preventative in nature. Since Tier One (school-wide) supports are built into the structure of the school, all students may benefit from these academic and behavioral supports.

School-wide behavior supports include:

- explicit teaching of expected behaviors
- consistent acknowledgement and correction of student behavior
- data-based decision making
- active supervision
- safe and welcoming culture

Tier Two Supports (Targeted):

Tier Two supports (academic / behavioral) are short-term, scientifically-based interventions which are highly efficient and provide rapid response for students who are not making adequate progress with Tier One supports alone.

Targeted behavior supports include:

- targeted skill development
- function-based interventions
- increased support and feedback
- increased progress monitoring

Tier Three Supports (Individual):

Tier Three supports (academic / behavioral) are long-term, intensive interventions which focus on individual students.

Tier Three supports are appropriate for students identified, through the systematic review of data, as unable to make adequate progress with Tier One and Two supports alone. Tier Three supports may or may not include special education identification and placement.

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Adapted from SBCUSD

TIER ONE BEHAVIOR SUPPORTS	TIER TWO BEHAVIOR SUPPORTS	TIER THREE BEHAVIOR SUPPORTS
❑ Commitment to MTSS ❑ Universal Expectations & Rules ❑ Office Referral Procedures ❑ School-Wide Acknowledgement System ❑ School-Wide Social Skills Instruction ❑ Active Supervision ❑ Enforcement of Expectations ❑ Data-Based Decision Making ❑ Safe and Welcoming Climate	❑ Strategic Skill Development • School Success ○ Attendance ○ Classroom Survival Skills ○ Interacting with Confidence ○ Organization • Targeted Skill Development ○ Anti-Social ○ Conflict with Authority ○ Drug/Alcohol ○ Impulse Control ○ Problems with Peers ○ Withdrawal ❑ Function-Based Intervention • Gain ○ Check In/Check Out ○ Mentoring • Escape ○ Academic support ○ Accommodations ❑ School-Based Network of Support • Planned staff collaboration • Intentional staff/student interactions • Increased monitoring & feedback	❑ Analysis of Behavior Function & Creation of Behavior Support Plan • Environmental modifications • Replacement Behaviors • Curriculum modifications • Reinforcement system • Proactive strategies • Reactive strategies • Behavior goals • Communication systems ❑ Wrap Around Support(s) • School-based network of support • Inter-agency collaboration • Continuous monitoring & feedback ❑ District-Based Structured Alternative/Resource Setting • School-wide Behavior Management System ○ Proactive supervision and monitoring ○ On-site community agency personnel (school resource officer, social worker, mental health)

Adapted from SBCUSD

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Interventions and Best Practices:

- **Clearly define / post the behavioral expectations.**
- **Implement procedures for all class routines - entering the room, handing in assignments, sharpening the pencil, welcoming a guest, etc.**
- **TEACH and ROLE-PLAY the behavioral expectations, classroom procedures, use of materials, etc. Demonstrate what the expected behavior "looks like" (positive example) as well as what it "does not look like" (non-example).**
- **Pre-correct - Prior to directing students to perform a task, provide a description of what the expected behavior will look like. "Lunch will be in two minutes. At that time, everyone will put away all the materials, push in all the chairs and line up."**
- **Cue / Prompt / Remind - Provide a pre-arranged / previously taught cue to remind specific students to engage in the appropriate behavior.**
- **Acknowledge students who appropriately demonstrate the expected behavior.**
- **Specifically explain HOW the behavior did not meet the stated / taught expectation. "It is disrespectful to other students when you _____."**
- **Provide a warning - "Respect a school rule. All students are expected to talk respectfully to staff and students here at ABC School. This is your official warning."**
- **Check for student understanding of the behavioral expectations - "Please summarize what we discussed so I ensure there is no confusion."**
- **Evaluate the student's skill repertoire. Determining if the student is capable of demonstrating the behavioral expectation. Evaluate behavior & academic domains.**
- **Determine the FUNCTION of the misbehavior. All behaviors serve a purpose (function). Determine what the student is gaining or avoiding by misbehaving?**
- **Provide a structured choice - clearly offer a choice between two alternatives and state the consequence for each. "You can work quietly on your assignment now and leave with the class or work with me during lunch."**
- **Evaluate ENVIRONMENTAL factors within the classroom which may be contributing to the misbehavior: Space, Time, Materials, Interactions.**
- **Collaborate with colleagues to identify behavior patterns and trends (class to class, year to year, etc.).**
- **Use a variety of consequences: Positive Reinforcement, Negative Reinforcement, Penalties and Punishments. Remember, punishment is the least effective consequence for students with antisocial behaviors.**
- **Evaluate the effectiveness of consequences. Ineffective consequences must be analyzed and modified. Seek assistance for "out of the box" ideas.**
- **Involve a problem-solving team (See Student Intervention Flow Chart).**

Adapted from SBCUSD

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Lyon County School District

RESTORATIVE DISCIPLINE PLAN

ATTENDANCE RELATED BEHAVIORS

Excessive Tardies (minor): A student has been marked tardy five or more times in a school semester.

State Definition: *Violations of a policy regarding attendance adopted by a board of trustees pursuant to NRS 392.122, the Written Rules of Behavior adopted by the school district pursuant to NRS 392.463, or the rules of the school as outlined in the Parent/Student handbook or disseminated by a school in regard to the number of tardies that will result in a student receiving disciplinary sanctions. Decisions on the number of tardies that will result in a student receiving disciplinary sanctions should be based on localized considerations such as the school level, age and/or development of students, and other local considerations (such as layout of the school campus or status as open or closed campus) and may be contextualized by school level or campus based on those considerations as long as there is an effort for standardization across the LEA by grade or school levels.)*

School Level	1st Offense	2nd Offense	3rd Offense	Restorative Practice
Elementary Grades K-4	Parent contact (5th tardy)	Parent contact; Improvement Plan (6th tardy)	Parent Contact; Required Improvement Plan Review (7+ tardies)	Tier 1: • Classroom lessons • School wide education assemblies • Positive acknowledgement for meeting expectations (PBIS) Tier 2: • Re-teaching Expectations • Meet with counselor • Meet with social worker • Referral to MTSS Team • Instructional Assessment • Conference with Admin/SRO • Time for time • Behavior Intervention Lesson from Compass (Navigate 360) Tier 3: • Functional Behavior Assessment • Behavior Improvement Plan • Student Escort between classes or to and from school.
Middle Grades 5-8	Detention; Parent contact (5th tardy)	Detention; Parent contact (6th tardy)	Detention; Parent contact (7+ tardies)	

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High **Grades 9-12**	Detention; Parent contact (5th tardy)	Detention; Parent contact (6th tardy)	Detention; Parent contact (7+ tardies)	

ATTENDANCE RELATED BEHAVIORS (continued)

School Level	1st Offense	2nd Offense	3rd Offense	Restorative Practice
Truancy (minor): A student who has an absence for at least one period or the equivalent of, that is not excused or exempt, shall cause the administration of the school to investigate the cause of such absence. **LCSD Board Policy JED** **State: NRS 392.130;**				
Elementary **Grades K-4**	1-3 days Detention; tier 2 intervention	3-5 days Detention; required tier 2 intervention	5-10 days Detention; P/G conference; required tier 3 intervention	Tier 1: • Classroom lessons • School wide education assemblies • Positive acknowledgement for demonstrating expectations (PBIS) Tier 2: • Re-teaching Expectations • Make-up assignment • Make-up lost time • Meet with counselor • Meet with social worker • Educational Project • Referral to MTSS Team • Instructional Assessment • Restorative Circle • Restorative Mediation • Conference with Administration or School Resource Officer • Time for time • Campus Beautification
Middle **Grades 5-8**	1 - 3 days Detention; tier 2 intervention	1 day ~~APEP~~ ISS; required tier 2 intervention	3 days ~~APEP~~ ISS; refer to SAAB; required tier 3 intervention	

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High
Grades 9-12
	1 - 3 days Detention; tier 2 intervention	1 day ~~APEP~~ ISS; required tier 2 intervention	3 days ~~APEP~~ ISS; refer to SAAB; possible suspension of driver's license by the DMV; required tier 3 intervention	• Restitution
				• Check-in Check-Out
				• After School Detention
				• Behavior Intervention Lesson from Compass (Navigate 360)
				Tier 3:
				• Student Study Team
				• Functional Behavior Assessment
				• Behavior Improvement Plan
				  ○ Review of bell schedule
				  ○ Plan of attendance
				• Law Enforcement
				• JPO

ATTENDANCE RELATED BEHAVIORS (continued)

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School Level	1st Offense	2nd Offense	3rd Offense	Restorative Practice
Habitual Truancy (major): Any child who has been declared truant three (3) or more times within one school year must be declared a habitual truant. *NRS 392.140* *Conditions under which pupil declared habitual truant; applicability.* **LCSD Board Policy JED**				
Elementary **Grades K-4**	Habitual truancy packet completed and referral to SAAB Additional day(s) of Detention/ISS, required tier 3 intervention			Tier 1: • Classroom lessons • School wide education assemblies • Positive acknowledgement for demonstrating expectations (PBIS) Tier 2: • Meet with counselor • Meet with social worker • Educational Project • Attendance Improvement Plan • Behavior Intervention Lesson from Compass (Navigate 360) Tier 3: • Student Study Team

Middle **Grades 5-8**	Habitual truancy packet completed and referral to SAAB Additional day(s) of ~~APEP~~ ISS, required tier 3 intervention			• Functional Behavior Assessment • Law Enforcement • JPO
High **Grades 9-12**	Habitual truancy packet completed and referral to SAAB Additional day(s) of ~~APEP~~ ISS, required tier 3 intervention			251

VIOLATIONS OF SCHOOL RULES

School Level	1st Offense	2nd Offense	3rd Offense	Restorative Practice
Disregard For School Rules (minor): Violations of the Written Rules of Behavior adopted by the school district pursuant to NRS 392.463 and/or violations of the rules of the school as outlined in the Parent/Student handbook, or disseminated by the individual school, teacher, or coach. **Example*:*** Horseplay/pushing, Unacceptable school behavior, Nuisance item, Inappropriate display of affection (public display of affection), Throwing substance at vehicle (if NO damage occurred to the vehicle; if damage did occur to the vehicle, code to Damage of or Destruction of Property on School Grounds **				
Public Display of Affection: See student handbook for full definition				
Elementary **Grades K-4**	Warning	Warning; possible detention	See Insubordination 1st offense	Tier 1: • Classroom lessons • School wide education assemblies • Positive acknowledgement for demonstrating expectations (PBIS) Tier 2: • Pre-correction • Re-teaching Expectations

Middle Grades 5-8	Warning	1-3 days Detention	See Insubordination 1st offense	• Meet with counselor
				• Meet with social worker
				• Educational Project
				  ○ Legal ramification research
				  ○ Review of transportation pamphlet
				• Referral to MTSS Team
				• Instructional Assessment
				• Restorative Circle/Mediation
				• Restorative Mediation
				• Conference with Administration or School Resource Officer
				• Time for time
				• Enrollment in evidenced based intervention program available at school site
				• Behavior Intervention Lesson from Compass (Navigate 360)
				Tier 3:
				• Functional Behavior Assessment
				• Behavior Improvement Plan
				• Law Enforcement
				• JPO
				• Alternative Transportation

High Grades 9-12	Warning	1-3 days Detention	See Insubordination 1st offense	
Horseplay: Students are engaged in mutual physical interaction without the intent of injury.				
Elementary Grades K-4	Warning	1-2 days Detention	3-5 days Detention	
Middle Grades 5-8	Warning	1-3 days Detention	1-3 days ~~APEP~~ ISS	
High Grades 9-12	Warning	1-3 days Detention	1-3 days ~~APEP~~ ISS	
Physical Aggression: Students are engaged in the action of pushing, shoving, and kicking that is an emotional act without premeditation or intent to harm.				
Elementary Grades K-4	1-2 days Detention	3-5 days Detention or 0.5-3 days ISS	0.5-3 days ISS or 1 day OSS	

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Middle **Grades 5-8**	1-5 days Detention	1-3 days ~~APEP~~ ISS	3-5 days ~~APEP~~ ISS	
High **Grades 9-12**	See Violence/Harm to Student for consequences			

VIOLATIONS OF SCHOOL RULES				
School Level	**1st Offense**	**2nd Offense**	**3rd Offense**	**Restorative Practice**
Unauthorized Area: Students are not where they have been assigned.				
Elementary **Grades K-4**	Conference; Warning	Conference; Warning or 1-3 days Detention	1-3 days Detention/ISS	253
Middle **Grades 5-8**	Warning; possible truancy	1-3 days Detention; possible truancy	3-5 days Detention; possible truancy	
High **Grades 9-12**	1-3 days Detention; possible truancy	3-5 days Detention; possible truancy	1-3 days ~~APEP~~ ISS; possible truancy	

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INSUBORDINATION (major): Offenses that involve repeatedly and willfully not following written, disseminated, known, and/or verbal rules or expectations that have been taught, even after reteaching and prompting.**				Tier 1: ● Classroom lessons ● School wide education assemblies ● Positive acknowledgement (PBIS) Tier 2: ● Pre-correction ● Re-teaching Expectations ● Meet with counselor ● Meet with social worker ● Educational Project ○ Legal ramification research ● Referral to MTSS Team ● Instructional Assessment ● Restorative Circle/Mediation ● Restorative Mediation ● Conference with Administration or School Resource Officer ● Time for time ● Enrollment in evidenced based intervention program available at school site ● Behavior Intervention Lesson from Compass (Navigate 360) Tier 3: ● Functional Behavior Assessment ● Behavior Improvement Plan ● Law Enforcement/JPO
Elementary **Grades K-4**	Warning, 1-3 days Detention	1-3 days Detention or 1-2 days ISS, Restorative conference	1-3 days ISS/OSS; Restorative Conference	
Middle **Grades 5-8**	1-5 days Detention:	1-3 days ~~APEP~~ ISS	3-5 days ~~APEP~~ ISS	

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High **Grades 9-12**	1-5 days Detention	1-3 days ~~APEP~~ ISS	3-5 days ~~APEP~~ ISS	

DISRUPTIONS OF CLASS/SCHOOL ACTIVITIES				
School Level	**1st Offense**	**2nd Offense**	**3rd Offense**	**Restorative Practice**
Interference With Instruction (minor): Disruptive conduct in the classroom which has the effect of disrupting the instruction of other students and which are violations of the Written Rules of Behavior adopted by the school district pursuant to NRS 392.463 and/or violations of the rules of the school as outlined in the Parent/Student handbook or disseminated by the school. 255 **Example:** Class Disruption which has the effect of disrupting the instruction of other students , does not result in a large scale disturbance or disruptive behavior				
Elementary **Grades K-4**	1-2 days Detention	3-5 days Detention	0.5-3 days ISS; P/G conference	Tier 1: • Classroom lessons • School wide education assemblies • Positive acknowledgement for meeting expectations (PBIS) Tier 2: • Pre-correction • Re-teaching Expectations • Meet with counselor • Meet with social worker • Educational Project • Legal ramification research • Referral to MTSS Team • Instructional Assessment • Restorative Circle/Mediation • Restorative Mediation • Conference with Administration or School Resource Officer • Time for time • Enrollment in evidenced based intervention program available at school site • Behavior Intervention Lesson from Compass (Navigate 360)
Middle **Grades 5-8**	1-5 days Detention;	1-3 days ~~APEP~~ ISS	3-5 days ~~APEP~~ ISS	

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High **Grades 9-12**	1-5 days Detention	1-3 days ~~APEP~~ ISS	3-5 days ~~APEP~~ ISS	Tier 3: • Functional Behavior Assessment • Behavior Improvement Plan • Law Enforcement • JPO

DISRUPTIONS OF CLASS/SCHOOL ACTIVITIES (continued)

School Level	1st Offense	2nd Offense	3rd Offense	Restorative Practice
Disruption Of School Activities (Major): Willfully interfering with or disturbing persons in the general educational activities of the school through violations of the Written Rules of Behavior adopted by the school district pursuant to NRS 392.463 and/or violations of the rules of the school as outlined in the Parent/Student handbook or disseminated by the school. This event type is for use with large scale disturbances only. ***Example:*** *Disturbing the peace, Riot/brawl, False fire alarm, False reporting of weapon*				
False Fire Alarm: Student pulled the school fire alarm without a fire emergency				Tier 1: • Classroom lessons • School wide education assemblies • Positive acknowledgement for demonstrating expectations (PBIS) Tier 2: • Pre-correction • Re-teaching Expectations • Meet with counselor • Meet with social worker • Educational Project ○ Legal ramification research • Referral to MTSS Team • Instructional Assessment • Restorative Circle/Mediation • Restorative Mediation • Conference with Administration or School Resource Officer • Time for time
Elementary **Grades K-4**	1-3 days Detention/ISS; notify LCSO/LCFD	1-5 days ISS; notify LCSO/LCFD	5-10 days ISS or 1-5 OSS; notify LCSO/LCFD	
Middle **Grades 5-8**	5-10 days ~~APEP~~ ISS; LCSO/LCFD notified	10 days ~~APEP~~ ISS; notify LCSO/LCFD, with possible long-term suspension	10 days ~~APEP~~ ISS/OSS pending long-term suspension; Notify LCSO/LCFD	
High **Grades 9-12**	5-10 days short-term suspension; notify LCSO/LCFD	10 days ~~APEP~~ ISS; Notify LCSO/LCFD, with possible long-term suspension	10 days ~~APEP~~ ISS/OSS pending long-term suspension; Notify LCSO/LCFD	

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Serious Disruption of School: A student(s) action that interferes with the purpose and function of a school. **Example:** Disturbing the peace, Riot/brawl, False reporting of weapon				
Elementary Grades K-4	1-5 days Detention or 0.5-3 ISS	3-5 days Detention or .5-3 days ISS/OSS; possible notification of law enforcement	1-5 days ISS or 1-3 OSS; P/G conference; LCSO notification	• Enrollment in evidenced based intervention program available at school site • Behavior Intervention Lesson from Compass (Navigate 360) Tier 3: • Functional Behavior Assessment • Behavior Improvement Plan • Law Enforcement • JPO
Middle Grades 5-8	Notify LCSO for citation of "Disturbance of School"; 1-10 days ~~APEP~~ ISS	Notify LCSO for citation of "Disturbance of School"; 1-10 days ~~APEP~~ ISS; possible long-term suspension	Notify LCSO; 1-10 days ~~APEP~~ ISS/OSS; possible permanent long-term suspension/expulsion for contract violations	
High Grades 9-12	Notify LCSO for citation of "Disturbance of School"; 1-10 days ~~APEP~~ ISS	Notify LCSO for citation of "Disturbance of School"; 1-10 days ~~APEP~~ ISS; possible long-term suspension	Notify LCSO; 1-10 days ~~APEP~~ ISS/OSS; possible permanent long-term suspension/expulsion for contract violations.	

DISRUPTIONS OF CLASS/SCHOOL ACTIVITIES (continued)

				Restorative Practice
Threat to School: Threats and targeted attacks against schools				
Elementary Grades K-4	See Policy JG (in Appendix B), LCSO notification			
Middle Grades 5-8	10 days ~~APEP~~ ISS/OSS pending long-term suspension; LCSO notification			
High Grades 9-12	10 days ~~APEP~~ ISS/OSS pending long-term suspension; LCSO notification			

PROHIBITED BEHAVIORS - GENERAL				
School Level	**1st Offense**	**2nd Offense**	**3rd Offense**	**Restorative Practice**
Arson (major, or minor): Intentionally setting fire, or attempting to set fire, or intentionally engaging in malicious conduct which may reasonably be foreseen to set fire to property of another, participating in, or encouraging another person to participate in such conduct. See also: NRS 205.005 "Set fire to" defined				
Elementary Grades K-4	1-10 days ISS/OSS; See Policy JG (in Appendix B), LCSO notification			Tier 1: • Classroom lessons • School wide education assemblies • Positive acknowledgement(PBIS) Tier 2: • Pre-correction • Re-teaching Expectations • Educational Project • Referral to MTSS Team • Instructional Assessment • Restorative Circle/Mediation • Conference with Admin/SRO • Behavior Intervention Lesson from Compass (Navigate 360) Tier 3: • Meet with counselor • Student Study Team • Behavior Improvement Plan Meet with social worker Functional Behavior Assessment Law Enforcement/ JPO
Middle Grades 5-8	10 days ~~APEP~~ ISS/OSS pending long-term suspension; LCSO notification			
High Grades 9-12	10 days ~~APEP~~ ISS/OSS pending long-term suspension; LCSO notification			

PROHIBITED BEHAVIORS - GENERAL (continued)				
School Level	**1st Offense**	**2nd Offense**	**3rd Offense**	**Restorative Practice**

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Bus/Transportation: A violation of the transportation policy adopted by the board of trustees pursuant to NRS 392.4636.				
Elementary **Middle** **High**	**Minor**: Following 3 minor violations transportation will submit referral to admin; 1-3 days Detentions **Major**: Follow restorative discipline plan for specific behavior category infractions; 1-5 days transportation suspension *Pursuant to NRS 392.140 suspension from transportation privileges does not excuse a student from school attendance	**Minor**: 1-3 days transportation suspension **Major**: Follow restorative discipline plan: 6-10 days transportation suspension *Pursuant to NRS 392.140 suspension from transportation privileges does not excuse a student from school attendance	**Minor**: 3-10 days transportation suspension **Major**: Up to 45 days transportation suspension *Pursuant to NRS 392.140 suspension from transportation privileges does not excuse a student from school attendance	Tier 1: • Classroom lessons • School wide education assemblies • Positive acknowledgement(PBIS) Tier 2: • Pre-correction • Re-teaching Expectations • Meet with counselor • Meet with social worker • Educational Project • Referral to MTSS Team • Instructional Assessment • Restorative Circle/Mediation • Restorative Mediation • Conference with Administration or School Resource Officer • Time for time • Enrollment in evidenced based intervention program available at school site • Behavior Intervention Lesson from Compass (Navigate 360) Tier 3: • Student Study Team • Functional Behavior Assessment • Behavior Improvement Plan • Law Enforcement • JPO 259

PROHIBITED BEHAVIORS - GENERAL (continued)

School Level	1st Offense	2nd Offense	3rd Offense	Restorative Practice

Cheating/Plagiarism (major or minor): A violation of the Code of Honor related to cheating established pursuant to NRS 392.461. In general, cheating is the improper taking of information from and/or giving of information to another student, individual or other source. Plagiarism is representing another person's work or ideas as your own without credit to the proper source and submitting it for any purpose.

Example: Altering records, Communicating false information (written or spoken), Dishonesty, Forgery.

Altering School Records: Student makes unauthorized changes to school records (grades, attendance, etc)

Elementary Grades K-4	Warning; 1-3 days Detention	3-5 days Detention	.5-3 days ISS; P/G conference
Middle Grades 5-8	1-3 days ~~APEP~~ ISS	3-5 days ~~APEP~~ ISS	5-10 days of ~~APEP~~ ISS
High Grades 9-12	1-3 days ~~APEP~~ ISS	3-5 days ~~APEP~~ ISS	5-10 days of ~~APEP~~ ISS

Tier 1:
- Classroom lessons
- School wide education assemblies
- Positive acknowledgement for demonstrating expectations (PBIS)

Tier 2:
- Pre-correction
- Re-teaching Expectations
- Meet with counselor
- Meet with social worker
- Educational Project
  - Legal ramification research
- Referral to MTSS Team
- Instructional Assessment
- Restorative Circle/Mediation
- Restorative Mediation
- Conference with Administration or School Resource Officer
- Time for time
- Enrollment in evidenced based intervention program available at school site
- Behavior Intervention Lesson from Compass (Navigate 360)

Tier 3:
- Functional Behavior Assessment
- Behavior Improvement Plan
- Law Enforcement
- JPO

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PROHIBITED BEHAVIORS - GENERAL (continued)

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School Level	1st Offense	2nd Offense	3rd Offense	Restorative Practice
Cheating/Plagiarism: Student copies or takes credit for another individuals work				Tier 1: ● Classroom lessons ● School wide education assemblies ● Positive acknowledgement for demonstrating expectations (PBIS) Tier 2: ● Pre-correction ● Re-teaching Expectations ● Meet with counselor ● Meet with social worker ● Educational Project ○ Legal ramification research ● Referral to MTSS Team ● Instructional Assessment ● Restorative Circle/Mediation ● Restorative Mediation ● Conference with Administration or School Resource Officer ● Time for time ● Enrollment in evidenced based intervention program available at school site ● Behavior Intervention Lesson from Compass (Navigate 360) Tier 3: ● Functional Behavior Assessment ● Behavior Improvement Plan ● Law Enforcement ● JPO
Elementary Grades K-4	Redo the assignment during non-instructional time	1-3 days Detention; completion of assignment at alternate time/location	5-10 days of Detention; Parent Conference	
Middle Grades 5-8	Redo the assignment during non-instructional time	1-3 days Detention; completion of assignment at alternate time/location	5-10 days of Detention; Parent Conference	
High Grades 9-12	Redo the assignment during non-instructional time	1-3 days Detention; completion of assignment at alternate time/location	5-10 days of Detention; Parent Conference	
Forgery or False Reporting: when a person makes or alters a note or writing so that it is false with the intent to deceive.				
Elementary Grades K-4	1-3 days Detention	3-5 days Detention; P/G conference	5-10 days Detention or 0.5-3 days ISS; P/G conference	
Middle Grades 5-8	3-5 days Detention or 1 day ~~APEP~~ ISS	2-3 days ~~APEP~~ ISS	3-5 days ~~APEP~~ ISS	

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High **Grades 9-12**	3-5 days Detention or 1 day ~~APEP~~ ISS	2-3 days ~~APEP~~ ISS	3-5 days ~~APEP~~ ISS	

PROHIBITED BEHAVIORS - GENERAL (continued)				
School Level	**1st Offense**	**2nd Offense**	**3rd Offense**	**Restorative Practice**
Damage to or Destruction of Property on School Grounds (major or minor): Violations of the Written Rules of Behavior adopted by the school district pursuant to NRS 392.463 relating to the willful or malicious destruction of or injury to real or personal property of another. ***Example:*** Graffiti, Tampering with motor vehicles, Throwing substance at vehicle (if damage occurred to the vehicle; if damage did not occur to the vehicle then code to Disregard for School Rules, minor), Vandalism.				
Elementary **Grades K-4**	Restitution; 1-3 days Detention; Over $250 LCSO notified.	Restitution; 3-5 days Detention or 0.5-3 Day ISS; Over $250 LCSO notified.	Restitution; possible 1-3 Day ISS/OSS ; P/G Required Conference; Over $250 LCSO notified.	Tier 1: • Classroom lessons • School wide education assemblies • Positive acknowledgement for demonstrating expectations (PBIS) Tier 2: • Pre-correction • Re-teaching Expectations • Meet with counselor • Meet with social worker • Educational Project ○ Legal ramification research • Referral to MTSS Team • Instructional Assessment • Restorative Circle/Mediation • Restorative Mediation • Conference with Administration or School Resource Officer • Time for time • Enrollment in evidenced based • Intervention program available at school site
Middle **Grades 5-8**	Restitution; 3-5 days ~~APEP~~ ISS, Over $250 LCSO notified	Restitution; 5-7 days ~~APEP~~ ISS; Over$250 LCSO notified	Restitution; 7-10 days ~~APEP~~ ISS; Over $250 LCSO notified	

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High **Grades 9-12**	Restitution; 3-5 days ~~APEP~~ ISS, Over $250 LCSO notified	Restitution; 5-7 days ~~APEP~~ ISS; Over$250 LCSO notified	Restitution; 7-10 days ~~APEP~~ ISS; Over $250 LCSO notified	• Behavior Intervention Lesson from Compass (Navigate 360) Tier 3: • Student Study Team • Functional Behavior Assessment • Behavior Improvement Plan • Law Enforcement • JPO

PROHIBITED BEHAVIORS - GENERAL (continued)

School Level	1st Offense	2nd Offense	3rd Offense	Restorative Practice
Dress Code Violation (minor): Violations of the dress code as outlined in the parent student handbook and/or individual school rules. This includes violations of a school uniform policy adopted pursuant to NRS 386.855. ***Example*:** Non-dress Physical Education (PE), Indecent exposure (rule out age/development level of the student and other major prohibited behavior that more appropriately captures the behavior of the student). See LCSD Board Policy JFJ				
Elementary **Grades K-4**	Warning; corrected; P/G Contact	Warning; corrected	See Insubordination- first offense	Tier 1: • Classroom lessons • School wide education assemblies • Positive acknowledgement (PBIS) Tier 2: • Pre-correction • Re-teaching Expectations • Meet with counselor • Meet with social worker • Educational Project

Middle **Grades 5-8**	Warning; corrected; P/G Contact	Warning; corrected	See Insubordination- first offense	○ Legal ramification research ● Referral to MTSS Team ● Instructional Assessment ● Restorative Circle/Mediation ● Restorative Mediation ● Conference with Administration or School Resource Officer ● Time for time ● Enrollment in evidenced based intervention program available at school site ● Behavior Intervention Lesson from Compass (Navigate 360) Tier 3: ● Functional Behavior Assessment ● Behavior Improvement Plan ● Law Enforcement ● JPO
High **Grades 9-12**	Warning; corrected; P/G Contact	Warning; corrected	See Insubordination- first offense	264

PROHIBITED BEHAVIORS - GENERAL (continued)				
School Level	**1st Offense**	**2nd Offense**	**3rd Offense**	**Restorative Practice**

Gang Related Behavior/Activity (major): Violations of the policy established by the board of trustees for the prohibition of activities of criminal gangs on school property pursuant to NRS 392.4635. See LCSD Board Policy JFC

Elementary Grades K-4	1-3 days Detention/ISS; Gang/ Behavior Contract; notify LCSO	3-5- days Detention/ISS; notify LCSO/Work with SRO	1-3 days ISS/OSS; notify LCSO/work with SRO	Tier 1: • Classroom lessons • School wide education assemblies • Positive acknowledgement (PBIS) Tier 2: • Pre-correction • Re-teaching Expectations • Meet with counselor • Meet with social worker7 • Educational Project ○ Legal ramification research • Referral to MTSS Team • Instructional Assessment • Restorative Circle/Mediation • Restorative Mediation • Conference with Administration or School Resource Officer • Time for time • Enrollment in evidenced based intervention program available at school site • Behavior Intervention Lesson from Compass (Navigate 360) Tier 3: • Student Study Team • Functional Behavior Assessment • Behavior Improvement Plan • Law Enforcement • JPO
Middle Grades 5-8	1-3 days ~~APEP~~ ISS; notification of LCSO	3-5 days ~~APEP~~ ISS; notification of LCSO	5-10 days ~~APEP~~ ISS/OSS with long-term suspension; notification of LCSO	
High Grades 9-12	3-5 days ~~APEP~~ ISS; Gang/Behavior Contract; Notify LCSO	5-10 days ~~APEP~~ ISS; Notify LCSO; Possible long-term suspension	10 days ~~APEP~~ ISS/OSS; notify LCSO; long-term suspension/expulsion	

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PROHIBITED BEHAVIORS - GENERAL (continued)

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School Level	1st Offense	2nd Offense	3rd Offense	Restorative Practice
Habitual Disciplinary Problem (major): NRS 392.4655 Conditions under which pupil deemed habitual disciplinary problem; plan of behavior to prevent pupil from being deemed habitual disciplinary problem; appeal by parent or guardian concerning content of plan or action taken pursuant to plan. **Example:** See LCSD Policy JG for specific guidelines.				
Elementary **Grades K-4**	See Policy JG (in Appendix B)			Tier 1: ● Classroom lessons ● School wide education assemblies ● Positive acknowledgement for demonstrating expectations (PBIS) Tier 2: ● Pre-correction ● Re-teaching Expectations ● Meet with counselor ● Meet with social worker ● Educational Project ○ Legal ramification research ● Referral to MTSS Team ● Instructional Assessment ● Restorative Circle/Mediation ● Restorative Mediation ● Conference with Administration or School Resource Officer ● Time for time ● Enrollment in evidenced based intervention program available at school site ● Behavior Intervention Lesson from Compass (Navigate 360) Tier 3: ● Student Study Team ● Functional Behavior Assessment ● Behavior Improvement Plan ● Law Enforcement ● JPO
Middle **Grades 5-8**	10 days ~~APEP~~ ISS/OSS pending long-term suspension; Instructional interventions must be in place here and all progressive discipline tiers			
High **Grades 9-12**	10 days~~APEP~~ ISS/OSS pending long-term suspension; Instructional interventions must be in place here and all progressive discipline tiers			

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PROHIBITED BEHAVIORS - GENERAL (continued)				
School Level	**1st Offense**	**2nd Offense**	**3rd Offense**	**Restorative Practice**
Impairing Health, Safety, or Welfare of Others (major or minor): Violations of any regulation adopted by the board of trustees for sanitation in the public schools and for the prevention of the spread of contagious and infectious diseases pursuant to NRS 392.430. **Example:** Throwing urine on another student, spitting on another student, knowingly give someone something to ingest (putting eye drops in teacher water), poking a student with a syringe				
Elementary **Grades K-4**	See Policy JG **(in Appendix B)**			Tier 1: ● Classroom lessons ● School wide education assemblies ● Positive acknowledgement for demonstrating expectations (PBIS) Tier 2: ● Pre-correction ● Re-teaching Expectations ● Meet with counselor ● Meet with social worker ● Educational Project ○ Legal ramification research ● Referral to MTSS Team ● Instructional Assessment ● Restorative Circle/Mediation ● Restorative Mediation ● Conference with Administration or School Resource Officer ● Time for time ● Enrollment in evidenced based intervention program available at school site ● Behavior Intervention Lesson from Compass (Navigate 360)
Middle **Grades 5-8**	10 days ~~APEP~~ ISS/OSS pending long-term suspension; Instructional interventions must be in place here and all progressive discipline tiers			

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High **Grades 9-12**	10 days~~APEP~~ ISS/OSS pending long-term suspension; Instructional interventions must be in place here and all progressive discipline tiers			Tier 3: • Functional Behavior Assessment • Behavior Improvement Plan • Law Enforcement • JPO

PROHIBITED BEHAVIORS - GENERAL (continued)

School Level	1st Offense	2nd Offense	3rd Offense	Restorative Practice
Inappropriate Language (minor): Violations of the Written Rules of Behavior adopted by the school district pursuant to NRS 392.463 relating to spoken language or other communications. **Example:** Foul language, Disrespect/swearing, Inappropriate behavior/language, Profanity, Obscene language and gestures, Unacceptable language, Verbal abuse				
Inappropriate Language (minor): Directed at a Peer				Tier 1: • Classroom lessons • School wide education assemblies • Positive acknowledgement for demonstrating expectations (PBIS) Tier 2: • Pre-correction • Re-teaching Expectations • Meet with counselor • Meet with social worker • Educational Project • Legal ramification research • Referral to MTSS Team
Elementary **Grades K-4**	Warning	1-3 days Detention	3-5 days Detention	

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Middle **Grades 5-8**	Warning	1-3 days Detention	3-5 days Detention	• Instructional Assessment • Restorative Circle/Mediation • Restorative Mediation • Conference with Administration or School Resource Officer • Time for time • Enrollment in evidenced based intervention program available at school site • Behavior Intervention Lesson from Compass (Navigate 360) Tier 3: • Functional Behavior Assessment • Behavior Improvement Plan • Law Enforcement • JPO
High **Grades 9-12**	Warning	1-3 days Detention	3-5 days Detention	269

PROHIBITED BEHAVIORS - GENERAL (continued)

School Level	1st Offense	2nd Offense	3rd Offense	Restorative Practice
Inappropriate Language (minor): Directed at a LCSD Employee				Tier 1: • Classroom lessons • School wide education assemblies • Positive acknowledgement for meeting expectations (PBIS) Tier 2: • Pre-correction • Re-teaching Expectations • Educational Project • Referral to MTSS Team • Instructional Assessment • Restorative Mediation
Elementary **Grades K-4**	1-3 days Detention;	3-5 days Detention~~;~~ or 1 day ISS	0.5-3 days ISS or see insubordination	
Middle **Grades 5-8**	1-3 days ~~APEP~~ ISS	3-5 days ~~APEP~~ ISS	5-10 days ~~APEP~~ ISS	

High **Grades 9-12**	1-3 days ~~APEP~~ ISS	3-5 days ~~APEP~~ ISS	5-10 days ~~APEP~~ ISS	• Conference with Admin/SRO • Behavior Intervention Lesson from Compass (Navigate 360) Tier 3: • Meet with counselor • Meet with social worker • Functional Behavior Assessment • Behavior Improvement • PlanRestorative Circle/Mediation • Law Enforcement / JPO
Sexual Assault (major): NRS 200.366 Sexual assault: Definition; penalties; exclusions. NRS 62F.100 "Sexual offense" defined. NRS 62A.320 "Sexually motivated act" defined. NRS 62F.010 District attorney may request hearing after adjudication of delinquency in certain circumstances to determine whether unlawful act was sexually motivated; evidence; juvenile court to enter finding.				
Elementary **Grades K-4**	Contact LCSO;			
Middle **Grades 5-8**	Contact LCSO;			
High **Grades 9-12**	Contact LCSO;			

PROHIBITED BEHAVIORS - GENERAL (continued)				
School Level	**1st Offense**	**2nd Offense**	**3rd Offense**	**Restorative Practice**

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Sexual Misconduct/Harassment (major): Violations of the Written Rules of Behavior adopted by the school district pursuant to NRS 392.463 relating to behavior or harassment that is sexual in nature.

Examples may include but are not limited to: unwelcome sexual advances or propositions; using electronic devices or technology to record or transmit nudity or sexual acts; unwanted touching; threatening to harm someone sexually; consensual sexual activity between two (2) or more students; and inappropriate or suggestive sexual behavior involving one or more students. See also: NRS 200.571 Harassment: Definition; penalties.

Sexual Harassment				
Elementary **Grades K-4**	1-5 Days Detention/1-3 Days ISS depending on nature and severity of incident.* Investigated per LCSD Board Policy JFCC and deemed bullying, cyber bullying, and/or sexual harassment	1-3 Days OSS (in-school or out-of-school), depending on nature/severity of incident.* Investigated per LCSD Board Policy JFCC and deemed bullying, cyber bullying, and/or sexual harassment	4-10 Days OSS depending on severity of incident.* . Investigated per LCSD Board Policy JFCC and deemed bullying, cyber bullying, and/or sexual harassment	**Tier 1:** • Classroom lessons • School wide education assemblies • Positive acknowledgement for demonstrating expectations (PBIS) Tier 2: • Pre-correction • Re-teaching Expectations • Meet with counselor • Meet with social worker • Educational Project ○ Legal ramification research • Referral to MTSS Team • Instructional Assessment • Restorative Circle/Mediation • Restorative Mediation • Conference with Administration or School Resource Officer • Time for time • Enrollment in evidenced based intervention program available at school site • Behavior Intervention Lesson from Compass (Navigate 360) Tier 3: • Functional Behavior Assessment • Behavior Improvement Plan • Law Enforcement • JPO
Middle **Grades 5-8**	3-5 days Detention or 1-3 days ~~APEP~~ ISS Investigated per LCSD Board Policy JFCC and deemed bullying, cyber bullying, and/or sexual harassment	3-5 days of ~~APEP~~ ISS Investigated per LCSD Board Policy JFCC and deemed bullying, cyber bullying, and/or sexual harassment	5-10 days of ~~APEP~~ ISS with possible long-term suspension. Notify LCSO Investigated per LCSD Board Policy JFCC and deemed bullying, cyber bullying, and/or sexual harassment	
High **Grades 9-12**	1-3 days ~~APEP~~ ISS/ OSS depending on Severity Investigated per LCSD Board Policy JFCC and deemed bullying, cyber bullying, and/or sexual harassment	Notify LCSO for possible citation, 3-5 days ~~APEP~~ ISS Investigated per LCSD Board Policy JFCC and deemed bullying, cyber bullying, and/or sexual harassment	Notify LCSO; 5-10 days OSS, Possible long-term suspension Investigated per LCSD Board Policy JFCC and deemed bullying, cyber bullying, and/or sexual harassment	

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PROHIBITED BEHAVIORS - GENERAL (continued)

School Level	1st Offense	2nd Offense	3rd Offense	Restorative Practice
Technology Violation (minor): Violations of the policy concerning use and possession of electronic devices adopted by the board of trustees pursuant to NRS 392.4637. **Example:** Acceptable use policy, Cell phone use violations, electronic device violation, Inappropriate use of technology violation, Internet violation, Personal communication device.				
Electronic Devices/Cell phones - LCSD Policy EDBB & Individual school handbook				
Elementary Grades K-4	Warning	Teacher confiscates device and returns at end of class/day	Teacher confiscates device and turns into office; returned at end of day at discretion of admin, possible 1-3 days Detention	Tier 1: ● Classroom lessons ● School wide education assemblies ● Positive acknowledgement for demonstrating expectations (PBIS) Tier 2: ● Pre-correction ● Re-teaching Expectations ● Meet with counselor ● Meet with social worker ● Educational Project ○ Legal ramification research ● Referral to MTSS Team ● Instructional Assessment ● Restorative Circle/Mediation ● Restorative Mediation ● Conference with Administration or School Resource Officer ● Time for time ● Enrollment in evidenced based intervention program available at school site ● Behavior Intervention Lesson from Compass (Navigate 360) Tier 3: ● Functional Behavior Assessment ● Behavior Improvement Plan ● Law Enforcement ● JPO
Middle Grades 5-8	Warning	Taken to the office; student may access device at lunch, during passing.	Taken to the office; student may access device at lunch, during passing.	
High Grades 9-12	Warning	Taken to the office; student may access device at lunch, during passing.	Taken to the office; student may access device at lunch, during passing.	

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PROHIBITED BEHAVIORS - GENERAL (continued)

School Level	1st Offense	2nd Offense	3rd Offense	Restorative Practice
Pornography: Student accesses online or physical content deemed to be pornography				
Elementary Grades K-4	1-3 days Detention	3-5 days Detention and computer privileges suspended for a time TBD by administration	1-3 days of ISS and computer privileges suspended for a time TBD by administration	***Please see Restorative Practices Above***
Middle Grades 5-8	1-5 days ~~APEP~~ ISS	5-10 days ~~APEP~~ ISS; and computer privileges suspended for a time TBD by administration	10 days ~~APEP~~ ISS and computer privileges suspended for a time TBD by administration	
High Grades 9-12	1-5 days ~~APEP~~ ISS	5-10 days ~~APEP~~ ISS; and computer privileges suspended for a time TBD by administration	10 days ~~APEP~~ ISS and computer privileges suspended for a time TBD by administration	

Theft/Possession of Stolen Property (major): Stealing or taking the property of another individual, or being in the possession of property that has been stolen, based on statutory definitions for such actions, and which is a violation of the Written Rules of Behavior adopted by the school district pursuant to NRS 392.463; a violation of the rules of the school as outlined in the Parent/Student handbook; or disseminated by the individual school, teacher, or coach. See also: NRS 205.0832 Actions which constitute theft. NRS 205.060 Residential burglary, burglary of a business, burglary of a motor vehicle and burglary of a structure: Definitions; penalties; venue. [Effective July 1, 2020.] NRS 200.380 Definition; penalty. (Robbery) NRS 205.220 Grand larceny Definition. [Effective July 1, 2020.]. **Example:** Burglary, Larceny, Robbery, Stealing, theft private property, theft personal property

School Level	1st Offense	2nd Offense	3rd Offense	Restorative Practice
Elementary Grades K-4	1-3 days Detention; notification of LCSO if over $250, restitution	1-5 days ISS; notify LCSO if over $250, restitution, P/G conference	3-5 days ISS or 0.5-3 days OSS; notify LCSO if over $250, restitution, P/G conference	Tier 1: • Classroom and school wide lessons on expectations • Positive acknowledgement (PBIS) Tier 2: • Pre-correction/Re-teaching • Counselor/social worker meeting • Referral to MTSS Team • Instructional Assessment • Restorative Circle/Mediation • Conference with Admin/SRO • Restitution • Available Tier 2 interventions
Middle Grades 5-8	3-5 days ~~APEP~~ ISS; notification of LCSO for any item stolen over $250	5-10 days ~~APEP~~ ISS; notification of LCSO for any item stolen over $250	Administrator Discretion; notification of LCSO for any item stolen over $250	

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High **Grades 9-12**	3-5 days ~~APEP~~ ISS; notification of LCSO for any item stolen over $250	5-10 days ~~APEP~~ ISS; notification of LCSO for any item stolen over $250	Administrator Discretion; notification of LCSO for any item stolen over $250	• Behavior Intervention Lesson from Compass (Navigate 360) Tier 3: • Functional Behavior Assessment • Behavior Improvement Plan • Law Enforcement/JPO

PROHIBITED BEHAVIORS - GENERAL (continued)

School Level	1st Offense	2nd Offense	3rd Offense	Restorative Practice
Trespassing (minor or major): Trespassing or presence in an unauthorized area by a student and which is a violation of the Written Rules of Behavior adopted by the school district pursuant to NRS 392.463; a violation of the rules of the school as outlined in the Parent/Student handbook; or disseminated by the individual school, teacher, or coach; and which includes previous or repeated communication to the student that the area is off-limits to students. See also: NRS 207.200 Unlawful trespass upon land; warning against trespassing. **Example:** Being on another campus unauthorized (middle school on high school campus), when in APEP and showing up to an event)				
Elementary **Grades K-4**	Administration decides on consequence	3-5 days Detention or 0.5-3 ISS	0.5-3 days ISS/OSS	Tier 1: • Classroom lessons • School wide education assemblies • Positive acknowledgement for demonstrating expectations (PBIS) Tier 2: • Pre-correction • Re-teaching Expectations • Meet with counselor • Meet with social worker • Educational Project ○ Legal ramification research • Referral to MTSS Team • Instructional Assessment • Restorative Circle/Mediation • Restorative Mediation • Conference with Administration or School Resource Officer • Time for time • Enrollment in evidenced based intervention program available at school site • Behavior Intervention Lesson from Compass (Navigate 360) Tier 3: • Functional Behavior Assessment • Behavior Improvement Plan • Law Enforcement
Middle **Grades 5-8**	1-5 days Detention	1-3 days ~~APEP~~ ISS	3-5 days ~~APEP~~ ISS	

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High **Grades 9-12**	1-5 days Detention	1-3 days ~~APEP~~ ISS	1-3 days ~~APEP~~ ISS	• JPO

BULLYING BEHAVIORS				
School Level	**1st Offense**	**2nd Offense**	**3rd Offense**	**Restorative Practice**
Bullying: See NRS 388.122 "Bullying" defined and LCSD Board Policy JFCC Example: Harassment, Hazing, Intimidation, Libel/Slander, Retaliation, Stalking				
Elementary **Grades K-4**	~~1-5 Days Detention/~~1-3 Days ISS depending on nature and severity of incident.* Investigated per LCSD Board Policy JFCC and deemed bullying, cyber bullying, and/or discrimination based on race	1-3 Days ISS/OSS, depending on nature/severity of incident.* Investigated per LCSD Board Policy JFCC and deemed bullying, cyber bullying, and/or discrimination based on race	4-10 Days ISS/OSS depending on severity of incident.* . Investigated per LCSD Board Policy JFCC and deemed bullying, cyber bullying, and/or discrimination based on race	Tier 1: • Classroom lessons • School wide education assemblies • Positive acknowledgement for demonstrating expectations (PBIS) Tier 2: • Pre-correction • Re-teaching Expectations • Meet with counselor • Meet with social worker • Educational Project ○ Legal ramification research • Referral to MTSS Team • Instructional Assessment • Restorative Circle/Mediation • Restorative Mediation • Conference with Administration or School Resource Officer • Time for time • Enrollment in evidenced based intervention program available at school site • Behavior Intervention Lesson from Compass (Navigate 360) Tier 3: • Functional Behavior Assessment
Middle **Grades 5-8**	~~3-5 days Detention or~~ 1-3 days ~~APEP~~ ISS Investigated per LCSD Board Policy JFCC and deemed bullying, cyber bullying, and/or discrimination based on race	3-5 days of ~~APEP~~ ISS Investigated per LCSD Board Policy JFCC and deemed bullying, cyber bullying, and/or discrimination based on race	5-10 days of ~~APEP~~ ISS with possible long-term suspension. Notify LCSO Investigated per LCSD Board Policy JFCC and deemed bullying, cyber bullying, and/or discrimination based on race	

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High **Grades 9-12**	1-3 days ~~APEP~~ ISS/ OSS depending on Severity Investigated per LCSD Board Policy JFCC and deemed bullying, cyber bullying, and/or discrimination based on race	Notify LCSO for possible citation, 3-5 days ~~APEP~~ ISS Investigated per LCSD Board Policy JFCC and deemed bullying, cyber bullying, and/or discrimination based on race	Notify LCSO; 5-10 days OSS, Possible long-term suspension Investigated per LCSD Board Policy JFCC and deemed bullying, cyber bullying, and/or discrimination based on race	• Behavior Improvement Plan • Law Enforcement • JPO

BULLYING BEHAVIORS (continued)

School Level	1st Offense	2nd Offense	3rd Offense	Restorative Practice
Cyberbullying: NRS 388.123 "Cyber-bullying" defined. "Cyber-bullying" means bullying through the use of electronic communication. The term includes the use of electronic communication to transmit or distribute a sexual image of a minor. As used in this section, "sexual image" has the meaning ascribed to it in NRS 200.737. (Added to NRS by 2009, 687; A 2011, 1062) See also: NRS 200.571 Harassment: Definition; penalties. NRS 200.605 Penalties; definition. (Hazing), NRS 200.575 Stalking: Definitions; penalties; entry of finding in judgment of conviction or admonishment of rights. **Example:** Includes the following when the behavior is perpetrated via electronic means: Harassment, Hazing, Intimidation, Libel/Slander, Retaliation, Stalking.				
Elementary **Grades K-4**	1-5 Days Detention/1-3 Days ISS depending on nature and severity of incident.* Investigated per LCSD Board Policy JFCC and deemed bullying, cyber bullying, and/or discrimination based on race	1-3 Days ISS/OSS, depending on nature/severity of incident.* Investigated per LCSD Board Policy JFCC and deemed bullying, cyber bullying, and/or discrimination based on race	4-10 Days ISS/OSS, depending on severity of incident.* Investigated per LCSD Board Policy JFCC and deemed bullying, cyber bullying, and/or discrimination based on race	Tier 1: • Classroom lessons • School wide education assemblies • Positive acknowledgement for demonstrating expectations (PBIS) Tier 2: • Pre-correction • Re-teaching Expectations • Meet with counselor • Meet with social worker • Educational Project

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Middle **Grades 5-8**	3-5 days Detention or 1-3 days ~~APEP~~ ISS Investigated per LCSD Board Policy JFCC and deemed bullying, cyber bullying, and/or discrimination based on race	3-5 days of ~~APEP~~ ISS Investigated per LCSD Board Policy JFCC and deemed bullying, cyber bullying, and/or discrimination based on race	5-10 days of ~~APEP~~ ISS with possible long-term suspension. Notify LCSO Investigated per LCSD Board Policy JFCC and deemed bullying, cyber bullying, and/or discrimination based on race	○ Legal ramification research ● Referral to MTSS Team ● Instructional Assessment ● Restorative Circle/Mediation ● Restorative Mediation ● Conference with Administration or School Resource Officer ● Time for time ● Enrollment in evidenced based intervention program available at school site ● Behavior Intervention Lesson from Compass (Navigate 360) Tier 3: ● Functional Behavior Assessment ● Behavior Improvement Plan ● Law Enforcement ● JPO
High **Grades 9-12**	1-3 days ~~APEP~~ ISS/ OSS depending on Severity Investigated per LCSD Board Policy JFCC and deemed bullying, cyber bullying, and/or discrimination based on race	Notify LCSO for possible citation, 3-5 days ~~APEP~~ ISS Investigated per LCSD Board Policy JFCC and deemed bullying, cyber bullying, and/or discrimination based on race	Notify LCSO; 5-10 days OSS, Possible long-term suspension Investigated per LCSD Board Policy JFCC and deemed bullying, cyber bullying, and/or discrimination based on race	277

BULLYING BEHAVIORS (continued)				
School Level	**1st Offense**	**2nd Offense**	**3rd Offense**	**Restorative Practice**

Discrimination Based on Race: NRS 388.1235 "Discrimination based on race" defined. "Discrimination based on race" means any single or repeated or pervasive act or acts, whether targeted to a specific person or targeted in general to any demographic identified in subsection 1: 1. Regarding the race, color, culture, religion, language, ethnicity or national origin of a person that causes harm or creates a hostile work or learning environment, which may include, without limitation, jokes, threats, physical altercations or intimidation; and 2. That occurs in person, online or in any other setting including, without limitation, in a course of distance education.

Elementary **Grades K-4**	1-5 Days Detention/1-3 Days ISS depending on nature and severity of incident.* Investigated per LCSD Board Policy JFCC and deemed bullying, cyber bullying, and/or discrimination based on race	1-3 Days ISS/OSS (in-school or out-of-school), depending on nature/severity of incident.* Investigated per LCSD Board Policy JFCC and deemed bullying, cyber bullying, and/or discrimination based on race	4-10 Days ISS/OSS depending on severity of incident.* . Investigated per LCSD Board Policy JFCC and deemed bullying, cyber bullying, and/or discrimination based on race	Tier 1: ● Classroom lessons ● School wide education assemblies ● Positive acknowledgement for demonstrating expectations (PBIS) Tier 2: ● Pre-correction ● Re-teaching Expectations ● Meet with counselor ● Meet with social worker ● Educational Project ○ Legal ramification research ● Referral to MTSS Team ● Instructional Assessment ● Restorative Circle/Mediation ● Restorative Mediation ● Conference with Administration or School Resource Officer ● Time for time ● Enrollment in evidenced based intervention program available at school site ● Behavior Intervention Lesson from Compass (Navigate 360) Tier 3: ● Functional Behavior Assessment ● Behavior Improvement Plan ● Law Enforcement ● JPO
Middle **Grades 5-8**	3-5 days Detention or 1-3 days ~~APEP~~ ISS Investigated per LCSD Board Policy JFCC and deemed bullying, cyber bullying, and/or discrimination based on race	3-5 days of ~~APEP~~ ISS Investigated per LCSD Board Policy JFCC and deemed bullying, cyber bullying, and/or discrimination based on race	5-10 days of ~~APEP~~ ISS with possible long-term suspension. Notify LCSO Investigated per LCSD Board Policy JFCC and deemed bullying, cyber bullying, and/or discrimination based on race	
High **Grades 9-12**	1-3 days ~~APEP~~ ISS/ OSS depending on Severity Investigated per LCSD Board Policy JFCC and deemed bullying, cyber bullying, and/or discrimination based on race	Notify LCSO for possible citation, 3-5 days ~~APEP~~ ISS Investigated per LCSD Board Policy JFCC and deemed bullying, cyber bullying, and/or discrimination based on race	Notify LCSO; 5-10 days OSS, Possible long-term suspension Investigated per LCSD Board Policy JFCC and deemed bullying, cyber bullying, and/or discrimination based on race	

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SUBSTANCE USE BEHAVIORS				
School Level	**1st Offense**	**2nd Offense**	**3rd Offense**	**Restorative Practice**
Alcohol: Possession/Use of (minor): A violation of the plan to ensure that public schools are safe and free of controlled substances as adopted by the school district pursuant to NRS 392.463, through the possession or use of an alcoholic beverage. See also: NRS 392.464 Adoption and enforcement by trustees of disciplinary measures for pupil in possession of alcoholic beverage or controlled substance on premises of school.				
Elementary **Grades K-4**	1-3 days Detention/1 day ISS; notify LCSO	1-5 days ISS; notify LCSO Use of a targeted screener for substance use/abuse may be used for referral to school MTSS Team	3-5 days ISS or 1-3 days OSS; notify LCSO Use of a targeted screener for substance use/abuse may be used for referral to school MTSS Team	Tier 1: • Classroom lessons • School wide education assemblies • Positive acknowledgement for demonstrating expectations (PBIS) Tier 2: • Pre-correction • Re-teaching Expectations • Meet with counselor • Meet with social worker • Educational Project ○ Legal ramification research • Referral to MTSS Team • Instructional Assessment • Restorative Circle/Mediation • Restorative Mediation • Conference with Administration or School Resource Officer • Time for time • Enrollment in evidenced based intervention program available at school site • Behavior Intervention Lesson from Compass (Navigate 360) Tier 3: • Functional Behavior Assessment • Behavior Improvement Plan • Law Enforcement • JPO
Middle **Grades 5-8**	5 days ~~APEP~~ ISS; mandatory referral for intervention and law enforcement contacted Use of a targeted screener for substance use/abuse may be used for referral to school MTSS Team	10 days ~~APEP~~ ISS; mandatory referral for intervention and law enforcement contacted Use of a targeted screener for substance use/abuse may be used for referral to school MTSS Team	10 days ~~APEP~~ ISS; notify Law Enforcement Use of a targeted screener for substance use/abuse may be used for referral to school MTSS Team	
High **Grades 9-12**	5-7 days ~~APEP~~ ISS; may be reduced with completion of project success; notify law enforcement for citation Use of a targeted screener for substance use/abuse may be used for referral to school MTSS Team	7-10 days ~~APEP~~ ISS; notify law enforcement Use of a targeted screener for substance use/abuse may be used for referral to school MTSS Team	10 days ~~APEP~~ ISS; notify law enforcement Use of a targeted screener for substance use/abuse may be used for referral to school MTSS Team	

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SUBSTANCE USE BEHAVIORS (continued)				
School Level	**1st Offense**	**2nd Offense**	**3rd Offense**	**Restorative Practice**
Drug Paraphernalia: Possession of (minor): A violation of the plan to ensure that public schools are safe and free of controlled substances as adopted by the school district pursuant to NRS 392.463, through the possession or use of drug paraphernalia.				
Elementary **Grades K-4**	1-3 days Detention/1 day ISS; notify LCSO	1-3 days ISS; notify LCSO, Use of a targeted screener for substance use/abuse may be used for referral to school MTSS Team	3-5 days ISS; notify LCSO Use of a targeted screener for substance use/abuse may be used for referral to school MTSS Team	Tier 1: • Classroom lessons • School wide education assemblies • Positive acknowledgement for demonstrating expectations (PBIS) Tier 2: • Pre-correction • Re-teaching Expectations • Meet with counselor • Meet with social worker • Educational Project ○ Legal ramification research • Referral to MTSS Team • Instructional Assessment • Restorative Circle/Mediation • Restorative Mediation • Conference with Administration or School Resource Officer • Time for time • Enrollment in evidenced based intervention program available at school site • Behavior Intervention Lesson from Compass (Navigate 360) Tier 3: • Functional Behavior Assessment • Behavior Improvement Plan
Middle **Grades 5-8**	5 days ~~APEP~~ ISS; mandatory referral for intervention; law enforcement contacted Use of a targeted screener for substance use/abuse may be used for referral to school MTSS Team	10 days~~APEP~~ ISS; mandatory referral for intervention; law enforcement contacted Use of a targeted screener for substance use/abuse may be used for referral to school MTSS Team	10 days ~~APEP~~ ISS; notify law enforcement; possible long-term suspension Use of a targeted screener for substance use/abuse may be used for referral to school MTSS Team	

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High **Grades 9-12**	7 days short-term suspension; may be reduced with completion of project success; notify law enforcement for citation Use of a targeted screener for substance use/abuse may be used for referral to school MTSS Team	10 days ~~APEP~~ ISS; notify law enforcement Use of a targeted screener for substance use/abuse may be used for referral to school MTSS Team	10 days ~~APEP~~ ISS; notify law enforcement; possible long-term suspension Use of a targeted screener for substance use/abuse may be used for referral to school MTSS Team	• Law Enforcement • JPO

SUBSTANCE USE BEHAVIORS (continued)

School Level	1st Offense	2nd Offense	3rd Offense	Restorative Practice
Possession/Use of a Controlled Substance (major): A violation of the plan to ensure that public schools are safe and free of controlled substances as adopted by the school district pursuant to NRS 392.463, through the possession or use of a controlled substance. See also: NRS 392.464 Adoption and enforcement by trustees of disciplinary measures for pupil in possession of alcoholic beverage or controlled substance on premises of school. This can include over the counter medication misuse. Note: Sale/distribution of a controlled substance is a law enforcement and not a student discipline event (see section on Behavior event types to be eliminated).				
Elementary **Grades K-4**	1-3 days Detention/1 day ISS; notify LCSO	1-3 days ISS/OSS; notify LCSO Use of a targeted screener for substance use/abuse may be used for referral to school MTSS Team	3-5 days ISS/OSS; notify LCSO Use of a targeted screener for substance use/abuse may be used for referral to school MTSS Team	Tier 1: • Classroom lessons • School wide education assemblies • Positive acknowledgement for demonstrating expectations (PBIS) Tier 2: • Pre-correction • Re-teaching Expectations • Meet with counselor • Meet with social worker • Educational Project ○ Legal ramification research • Referral to MTSS Team • Instructional Assessment • Restorative Circle/Mediation • Restorative Mediation • Conference with Administration or School Resource Officer
Middle **Grades 5-8**	5-7 days ~~APEP~~ ISS; mandatory referral for intervention; law enforcement contacted Use of a targeted screener for substance use/abuse may be used for referral to school MTSS Team	7-10 days ~~APEP~~ ISS; mandatory referral for intervention; law enforcement contacted Use of a targeted screener for substance use/abuse may be used for referral to school MTSS Team	10 days ~~APEP~~ ISS; notify law enforcement; possible long-term suspension Use of a targeted screener for substance use/abuse may be used for referral to school MTSS Team	

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High **Grades 9-12**	5-7 days ~~APEP~~ ISS may be reduced with completion of project success; notify law enforcement for citation Use of a targeted screener for substance use/abuse may be used for referral to school MTSS Team	7-10 days ~~APEP~~ ISS; notify law enforcement Use of a targeted screener for substance use/abuse may be used for referral to school MTSS Team	10 days ~~APEP~~ ISS; notify law enforcement; possible long-term suspension Use of a targeted screener for substance use/abuse may be used for referral to school MTSS Team	• Time for time • Enrollment in evidenced based intervention program available at school site • Behavior Intervention Lesson from Compass (Navigate 360) Tier 3: • Functional Behavior Assessment • Behavior Improvement Plan • Law Enforcement • JPO

SUBSTANCE USE BEHAVIORS (continued)

School Level	1st Offense	2nd Offense	3rd Offense	Restorative Practice
Tobacco Violation (minor): A violation of the plan to ensure that public schools are safe and free of controlled substances as adopted by the school district pursuant to NRS 392.463, through the possession or use of tobacco or tobacco related products. Includes vaping (must rule out presence of a controlled substance).				
Elementary **Grades K-4**	P/G notification; confiscate device/product	1-3 Days Detention; parent meeting Use of a targeted screener for substance use/abuse may be used for referral to school MTSS Team	3-5 Days Detention/ISS; parent meeting Use of a targeted screener for substance use/abuse may be used for referral to school MTSS Team	Tier 1: • Classroom lessons • School wide education assemblies • Positive acknowledgement for demonstrating expectations (PBIS) Tier 2: • Pre-correction • Re-teaching Expectations • Meet with counselor

Middle **Grades 5-8**	1-3 days ~~APEP~~ ISS; confiscate device/product Use of a targeted screener for substance use/abuse may be used for referral to school MTSS Team	3-5 days ~~APEP~~ ISS Use of a targeted screener for substance use/abuse may be used for referral to school MTSS Team	7-10 days ~~APEP~~ ISS Use of a targeted screener for substance use/abuse may be used for referral to school MTSS Team	• Meet with social worker • Educational Project ○ Legal ramification research • Referral to MTSS Team • Instructional Assessment • Restorative Circle/Mediation • Restorative Mediation • Conference with Administration or School Resource Officer • Time for time • Enrollment in evidenced based intervention program available at school site • Behavior Intervention Lesson from Compass (Navigate 360)
High **Grades 9-12**	1-3 days ~~APEP~~ ISS; confiscate device/product Use of a targeted screener for substance use/abuse may be used for referral to school MTSS Team	3-5 days ~~APEP~~ ISS Use of a targeted screener for substance use/abuse may be used for referral to school MTSS Team	7-10 days ~~APEP~~ ISS Use of a targeted screener for substance use/abuse may be used for referral to school MTSS Team	Tier 3: • Functional Behavior Assessment • Behavior Improvement Plan • Law Enforcement • JPO 283

SUBSTANCE USE BEHAVIORS (continued)				
School Level	**1st Offense**	**2nd Offense**	**3rd Offense**	**Restorative Practice**
roSale/Distribution of a Controlled Substance: (major): Distribution of an illegal or controlled substance NRS 392.466(1)				
Elementary **Grades K-4**	1-3 days Detention/ISS; notify LCSO Use of a targeted screener for substance use/abuse may be used for referral to school MTSS Team	3-5 days ISS/OSS; notify LCSO; possible expulsion or permanent expulsion (11 & older) Use of a targeted screener for substance use/abuse	5-10 days ISS/OSS; notify LCSO; possible expulsion or permanent expulsion (11 & older) Use of a targeted screener for substance use/abuse may be used for referral to school MTSS Team	Tier 1: • Classroom lessons • School wide education assemblies • Positive acknowledgement for demonstrating expectations (PBIS) Tier 2: • Pre-correction

		may be used for referral to school MTSS Team		• Re-teaching Expectations • Meet with counselor • Meet with social worker • Educational Project ○ Legal ramification research • Referral to MTSS Team • Instructional Assessment • Restorative Circle/Mediation • Restorative Mediation • Conference with Administration or School Resource Officer • Time for time • Enrollment in evidenced based intervention program available at school site • Behavior Intervention Lesson from Compass (Navigate 360) Tier 3: • Functional Behavior Assessment • Behavior Improvement Plan • Law Enforcement • JPO
Middle **Grades 5-8**	10 days ~~APEP~~ ISS/OSS pending long-term suspension; expulsion, or permanent expulsion; -mandatory intervention counseling; law enforcement contacted Use of a targeted screener for substance use/abuse may be used for referral to school MTSS Team			
High **Grades 9-12**	Notify LCSO; 10 days ~~APEP~~ ISS/OSS; Send home with P/G; pending long-term suspension, expulsion, or permanent expulsion Use of a targeted screener for substance use/abuse may be used for referral to school MTSS Team			284

THREAT BEHAVIORS				
School Level	**1st Offense**	**2nd Offense**	**3rd Offense**	**Restorative Practice**

Threat to Staff (major): NRS 392.915 Threatening to cause bodily harm or death to pupil or school employee by means of oral, written or electronic communication; penalties. **Note**: Consider requesting that a suicide/homicide assessment and/or a a threat inquiry assessment be performed in association with this behavior event type. Note: Consider requesting that a suicide/homicide assessment and/or a a threat inquiry assessment be performed in association with this behavior event type.

Elementary Grades K-4	1-3 Detention or ISS	4-5 days ISS/0.5-3 days OSS; possible notification of LCSO	0.5-5 days OSS possible notification of LCSO	Tier 1: ● Classroom lessons ● School wide education assemblies ● Positive acknowledgement for demonstrating expectations (PBIS) Tier 2: ● Pre-correction ● Re-teaching Expectations ● Meet with counselor ● Meet with social worker ● Educational Project ○ Legal ramification research ● Referral to MTSS Team ● Instructional Assessment ● Restorative Circle/Mediation ● Restorative Mediation ● Conference with Administration or School Resource Officer ● Time for time ● Enrollment in evidenced based intervention program available at school site ● Behavior Intervention Lesson from Compass (Navigate 360) Tier 3: ● Student Study Team ● Functional Behavior Assessment ● Behavior Improvement Plan ● Law Enforcement ● JPO
Middle Grades 5-8	3-10 days ~~APEP~~ ISS/OSS; Habitual Discipline Behavior Contract; Instructional intervention to be discussed; possible notification of LCSO	7-10 days ~~APEP~~ ISS/OSS; possible expulsion, deemed "habitual discipline problem" per contract; possible notification of LCSO	10 days OSS with possible permanent expulsion; violation of contract; possible notification of LCSO	
High Grades 9-12	3-10 days ~~APEP~~ ISS/OSS, Habitual Discipline Behavior Contract; Instructional intervention to be discussed; possible notification of LCSO	7-10 days ~~APEP~~ ISS/OSS; possible expulsion, deemed "habitual discipline problem" per contract; possible notification of LCSO	10 days OSS with possible permanent expulsion; violation of contract; possible notification of LCSO	

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THREAT BEHAVIORS (continued)				
School Level	**1st Offense**	**2nd Offense**	**3rd Offense**	**Restorative Practice**
Threat to Student (major): NRS 392.915 Threatening to cause bodily harm or death to pupil or school employee by means of oral, written or electronic communication; penalties. **Note:** Consider requesting that a suicide/homicide assessment and/or a a threat inquiry assessment be performed in association with this behavior event type.				
Elementary Grades K-4	1-3 Detention or ISS	4-5 Detention or ISS	1-3 day of ISS/OSS; possible notification of LCSO	Tier 1: ● Classroom lessons ● School wide education assemblies ● Positive acknowledgement for demonstrating expectations (PBIS) Tier 2: ● Pre-correction ● Re-teaching Expectations ● Meet with counselor ● Meet with social worker ● Educational Project ○ Legal ramification research ● Referral to MTSS Team ● Instructional Assessment ● Restorative Circle/Mediation ● Restorative Mediation ● Conference with Administration or School Resource Officer ● Time for time ● Enrollment in evidenced based intervention program available at school site ● Behavior Intervention Lesson from Compass (Navigate 360) Tier 3: ● Functional Behavior Assessment ● Behavior Improvement Plan ● Law Enforcement ● JPO
Middle Grades 5-8	1-5 days ~~APEP~~ ISS	5-10 days ~~APEP~~ ISS	10 days ~~APEP~~ ISS; possible notification of LCSO	

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High **Grades 9-12**	3-10 days ~~APEP~~ ISS, Habitual Discipline Behavior Contract; Instructional intervention to be discussed	7-10 days ~~APEP~~ ISS	10 days ~~APEP~~ ISS; possible notification of LCSO	
VIOLENT BEHAVIORS				
School Level	**1st Offense**	**2nd Offense**	**3rd Offense**	**Restorative Practice**
Violence/Harm to Staff (major): NRS 200.481 Battery: Definitions; penalties. NRS 392.910 Assaulting pupil or school employee; interference with persons peaceably assembled within school; penalties. NRS 200.471 Assault: Definitions; penalties. [Effective January 1, 2020.]. Includes Assault to staff, Battery to staff. Note: Consider requesting that a suicide/homicide assessment and/or a a threat inquiry assessment be performed in association with this behavior event type. 287				
Elementary **Grades K-4**	Notify LCSO, DO, P/G; 1-3 days Detention/ISS; possible schedule change; possible long term suspension, expulsion, or permanent expulsion (8 years and older). Battery with intent to result in bodily injury: <8 must be suspended; 8+ must be suspended, expelled, or permanently expelled	Notify LCSO, DO, P/G 3-5 days ISS or 1-3 OSS; possible schedule change; possible long term suspension, expulsion, or permanent expulsion (8 years and older). Battery with intent to result in bodily injury: <8 must be suspended; 8+ must be suspended, expelled, or permanently expelled		Tier 1: • Classroom lessons • School wide education assemblies • Positive acknowledgement for demonstrating expectations (PBIS) Tier 2: • Pre-correction • Re-teaching Expectations • Meet with counselor • Meet with social worker • Educational Project ○ Legal ramification research • Referral to MTSS Team • Instructional Assessment • Restorative Circle/Mediation • Restorative Mediation

Middle/ High **Grades 5-8** **Grades 9-12**	10 days ~~APEP~~ ISS/OSS pending possible long term suspension, expulsion, or permanent expulsion; LCSO contacted depending on severity; Instructional interventions must be in place here and for all progressive discipline tiers. Battery with intent to result in bodily injury: Must be suspended, expelled, or permanently expelled	10 days ~~APEP~~ ISS/OSS pending possible expulsion or permanent expulsion; law enforcement contacted depending on severity. Battery with intent to result in bodily injury: Must be suspended, expelled, or permanently expelled		• Conference with Administration or School Resource Officer • Time for time • Enrollment in evidenced based intervention program available at school site • Behavior Intervention Lesson from Compass (Navigate 360) Tier 3: • Functional Behavior Assessment • Behavior Improvement Plan • Law Enforcement • JPO

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VIOLENT BEHAVIORS (continued)

School Level	1st Offense	2nd Offense	3rd Offense	Restorative Practice
Violence/Harm to Student (major): NRS 200.481 Battery: Definitions; penalties. NRS 392.910 Assaulting pupil or school employee; interference with persons peaceably assembled within school; penalties. NRS 200.471 Assault: Definitions; penalties. [Effective January 1, 2020.] Note: Consider requesting that a suicide/homicide assessment and/or a a threat inquiry assessment be performed in association with this behavior event type. **Examples:** Fighting, Hitting, Inciting/promotion/premeditation of fighting or violence, Assault to students, Battery to students, Videotaping of the event and/or distribution.				
Elementary **Grades K-4**	~~1-3 days Detention or~~ .5-3 days ISS	3-5 days ISS or .5-3 days OSS; conference with P/G and admin/counselor; possible notification of LCSO	5-10 days ISS or 1-5 OSS; notify LCSO; behavior contract	Tier 1: • Classroom lessons • School wide education assemblies • Positive acknowledgement for demonstrating expectations (PBIS) Tier 2: • Pre-correction • Re-teaching Expectations • Meet with counselor • Meet with social worker

Middle **Grades 5-8**	1 to 5 days ~~APEP~~ ISS; fight contract implemented; possible notification of LCSO	5 to 10 days ~~APEP~~ ISS with possible long-term suspension; 2nd fight contract; possible notification of LCSO	10 days ~~APEP~~ ISS with possible long-term suspension; notification of LCSO	• Educational Project • Legal ramification research • Referral to MTSS Team • Instructional Assessment • Restorative Circle/Mediation • Restorative Mediation • Conference with Administration or School Resource Officer • Time for time • Enrollment in evidenced based intervention program available at school site • Behavior Intervention Lesson from Compass (Navigate 360) Tier 3: • Functional Behavior Assessment • Behavior Improvement Plan • Law Enforcement • JPO
High **Grades 9-12**	3-10 days ~~APEP~~ ISS, Habitual Discipline Behavior Contract; Instructional intervention to be discussed; possible notification of LCSO	7-10 days OSS, possible long term suspension, deemed "habitual discipline problem" per contract; possible notification of LCSO	10 days OSS with possible long term suspension/expulsion, violation of contract.	289
WEAPONS INVOLVED BEHAVIORS				
School Level	**1st Offense**	**2nd Offense**	**3rd Offense**	**Restorative Practice**

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Possession/Use of Weapon (major): A pupil who is found in possession of a firearm or a dangerous weapon while on the premises of any public school, at an activity sponsored by a public school or on any school bus, where dangerous weapon and firearm are defined as (see NRS 392.466):

- (b) "Dangerous weapon" includes, without limitation, a blackjack, slingshot, billy, sand-club, sandbag, metal knuckles, dirk or dagger, a nunchaku or trefoil, as defined in NRS 202.350, a butterfly knife or any other knife described in NRS 202.350, a switchblade knife as defined in NRS 202.265, or any other object which is used, or threatened to be used, in such a manner and under such circumstances as to pose a threat of, or cause, bodily injury to a person. (see NRS 392.466) (c) "Firearm" includes, without limitation, any pistol, revolver, shotgun, explosive substance or device, and any other item included within the definition of a "firearm" in 18 U.S.C. § 921, as that section existed on July 1, 1995. (see NRS 392.466)
- Note: NRS 392.4634 – Prohibition against disciplining certain pupils for simulating firearm or dangerous weapon or wearing clothing or accessories that depict firearm or dangerous weapon; exceptions; prohibition against adoption of conflicting policy, ordinance or regulation. Consider requesting that a suicide/homicide assessment and/or a a threat inquiry assessment be performed in association with this behavior event type.

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Possession/Use of a Weapon				
Elementary **Grades K-4**	Possible long-term suspension; notify law enforcement; possible expulsion/permanent expulsion (ages 11+).	Possible long-term suspension; notify law enforcement; possible expulsion/permanent expulsion (ages 11+).		Tier 1: ● Classroom lessons ● School wide education assemblies ● Positive acknowledgement (PBIS) Tier 2: ● Pre-correction ● Re-teaching Expectations ● Meet with counselor ● Meet with social worker ● Educational Project ● Referral to MTSS Team ● Instructional Assessment ● Restorative Circle/Mediation ● Restorative Mediation ● Conference with Administration or School Resource Officer ● Time for time ● Enrollment in evidenced based intervention program available at school site. ● Behavior Intervention Lesson from Compass (Navigate 360) ● Student Success Plan (i.e. CICO, Mentor, backpack check) Tier 3: ● Functional Behavior Assessment ● Behavior Improvement Plan ● Law Enforcement ● JPO
Middle **Grades 5-8**	Long-term suspension; notify law enforcement; possible expulsion or permanent expulsion.	Notify law enforcement; expulsion or permanent expulsion.		
High **Grades 9-12**	Long-term suspension; notify law enforcement; possible expulsion, or permanent expulsion.	Notify law enforcement; expulsion or permanent expulsion		

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WEAPONS INVOLVED BEHAVIORS

School Level	1st Offense	2nd Offense	3rd Offense	Restorative Practice
Fireworks: Student is in possession of a firework on school grounds				
Elementary Grades K-4	Possible 1-10 days Detention/ISS, depending on severity & usage; notify LCSO	Possible 5-10 days Detention/ISS (dependent on severity); notify LCSO	5-10 days OSS	
Middle Grades 5-8	1-5 days Detention or 1-3 days ~~APEP~~ ISS depending on severity; possible notification of LCSO	3-5 days ~~APEP~~ ISS; possible notification of LCSO; behavior contract implemented	10 days ~~APEP~~ ISS; possible notification of LCSO; behavior contract reviewed/revised	
High Grades 9-12	5 days ~~APEP~~ ISS, depending on severity & usage; notify LCSO; possible long-term suspension/expulsion	5-10 days ~~APEP~~ ISS; possible long-term suspension/expulsion; notify LCSO	10 days ~~APEP~~ ISS pending long-term suspension/expulsion; notify LCSO	***Please see Restorative Practices Above**
Weapon not Defined Under NRS NRS 392.466 **Example:** Pocket knife, taser , Pepper Spray				
Elementary Grades K-4	Confiscated; 1-3 days Detention~~/ISS~~; possible notification of law enforcement;	Confiscated; Possible ~~3-5~~ 1-3 days ~~Detention/~~ISS; possible ~~expulsion~~ suspension; P/G conference; possibly notify law enforcement	Confiscated; ~~5-10~~ 3-5 days ISS or 1-5 days OSS; P/G conference; ~~possible permanent expulsion~~ possible long-term suspension; possible notify law enforcement	
Middle Grades 5-8	~~Confiscated; Parents must retrieve~~ Confiscated; 1-3 days Detention; possible notification of law enforcement;	~~Confiscated; parents must retrieve; 1 day APEP~~ Confiscated; Possible 1-3 days ISS; possible suspension; P/G conference; possibly notify law enforcement	~~Confiscated; parents must retrieve; 2 days APEP~~ Confiscated; 3-5 days ISS or 1-5 days OSS; P/G conference; possible long-term suspension; possible notify law enforcement	

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High **Grades 9-12**	~~Confiscated; Parents must retrieve~~ Confiscated; 1-3 days Detention; possible notification of law enforcement;	~~Confiscated; parents must retrieve; 1 day APEP~~ Confiscated; Possible 1-3 days ISS; possible suspension; P/G conference; possibly notify law enforcement	~~Confiscated; parents must retrieve; 2 days APEP~~ Confiscated; 3-5 days ISS or 1-5 days OSS; P/G conference; possible long-term suspension; possible notify law enforcement	
WEAPONS INVOLVED BEHAVIORS				
Brandishing a weapon or dangerous weapon: Student make the presence of a weapon known to another person, in order to intimidate that person, regardless of whether the weapon is directly visible to that person				***Please see Restorative Practices Above***
Elementary **Grades K-4**	Confiscated. May be immediately removed and may be suspended. Possible long-term suspension; notify law enforcement; possible expulsion or permanent expulsion (ages 11+).	Confiscated. May be immediately removed and suspended. Possible long-term suspension; notify law enforcement; possible expulsion or permanent expulsion (ages 11+).		292
Middle **Grades 5-8**	Confiscated. May be immediately removed and suspended. Possible long-term suspension; notify law enforcement; possible expulsion or permanent expulsion.	Confiscated. May be immediately removed and suspended. Possible long-term suspension; notify law enforcement; possible expulsion or permanent expulsion.		
High **Grades 9-12**	Confiscated. May be immediately removed and suspended. Possible long-term suspension; notify law enforcement; possible expulsion or permanent expulsion.	Confiscated. May be immediately removed and suspended. Possible long-term suspension; notify law enforcement; possible expulsion or permanent expulsion.		

Please note the following disclosures in regards to the LCSD Restorative Discipline Plan:

- **The severity of some discipline infractions may dictate more serious consequences**
- **Per JG Discipline Policy: 1-10 days is defined as short term suspension, 11-90 days is defined as long term suspension, Expulsion is defined as up to 1 year/180 days**
- **All consequences are administered at the discretion of the LCSD designated administrator**
- **Criminal offenses will be reported to the Lyon County Sheriff's Office (LCSO)**
- **The School and/or District is not responsible for lost or stolen items**
- **Bus/transportation -student may not be removed from bus on the same trip of infraction**
- **The School and District implement several proactive measures to support student success including Positive Behavior Intervention Supports (PBIS), Social Emotional Learning (SEL), and a Multi-Tiered System of Supports (MTSS)**
- **Each school is required to have written rules of behavior as outlined in their PBIS Matrix**
- **The School and District promote a learning approach regarding disciplinary infractions & exercise restorative justice opportunities, when applicable.**
- **School's progressive discipline plan addresses all incidents as outlined in Section VII of the LCSD Discipline Policy JG**
- **Please note that this is a supplementary document to LCSD Board Policy JG**
- **For specific information about discipline infractions and applicable NRS, including that for alternative placement and transportation, refer to LCSD Policy JG**
- **All infractions and consequences require parent/guardian notification**
- **All consequences are administered at the discretion of the school administrator(s) and in accordance with LCSD Board Policy**
- **Should a student reach the end of the classroom discipline ladder and in the judgment of the teacher engaged in behavior that seriously interferes with teaching and learning, the student shall be sent to the Principal with a written referral indicating that the student has been removed from class pursuant to NRS 392.4645. Once this point is reached, all steps outlined in NRS 392.4645 dealing with temporary removal from the classroom will be specifically followed. Restorative practices AND instructional interventions must be used here and for all progressive discipline tiers (Temporary Alternative Placement)**
- **As outlined in NRS 392.4647, selected certified staff will review an alternative placement and plan with administration should a teacher request temporary removal of a student**
- **Once a suspension is assigned, the student is not allowed back on campus until the suspension is fulfilled. This includes all school related activities: dances, athletic events, etc.**

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- **Policy JG - Student Discipline is attached as Appendix B as reference to the process for student discipline.**
- **This plan utilizes the nine behavior categories recognized by the state**
- **ISS = In School Suspension / OSS = Out of School Suspension ~~/APEP = Alternative Placement Education Program~~**
- **Alternative Placement (AP) = ISS~~/APEP~~/OSS (administrator discretion)**
- **Early out may be revoked in addition to other consequences**
- *** New IC Code**
- **** NOTE: Use of this behavior code requires a citation in the behavior description narrative within the student information system of:**
    - **The specific rule or expectation that was repeatedly and willfully violated,**
    - **And a description of efforts that were employed to teach, reteach, and/or prompt the student regarding the specific rule or expectation**
- **Students who are suspended for 3 consecutive days or have 5 or more cumulative days in a year will have an Individual Student Plan (ISP) to address prevention of inappropriate behaviors and will be referred to the school MTSS (Multi-Tiered System of Supports) team for determination of appropriate interventions**
- **Schools will review discipline data quarterly to look for disproportionalities and trends. The Board of Trustees will receive and review the quarterly reports.**

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Addressing/Protecting those who are recipients of infractions and to whom harm has been done

- **Recipients will be treated with compassion and respect for their dignity**
- **Steps will be taken to minimize retraumatization**
- **They are entitled to redress for the harm that they may have suffered**
- **They will have access to school counselors and other professionals as needed and available**
- **They will be given the opportunity to participate in restorative conferences**

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Appendix A

Names of Lyon County School District Discipline Plan 2025-20265 Focus Group Participants

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Abby Fritz (Teacher)
Acacia Rizzo (Parent)
Adriana Lanphere (Teacher)
Alfredo Martinez (Admin)
Alicia De Young (Teacher)
Alyssa Hudson (Teacher)
Amanda Davis (Parent)
Amanda Fellows (Teacher)
Amy Frontino (Teacher)
Angela Sciarini (Teacher)
Blake Cooper (Admin)
Brian Flint (Teacher)
Breanne Smith (Classified)
Cassandra Kimball (Parent)
Chase Woodford (Admin)
Cherie Jessop (Parent)
Chelsea Allred (Parent)
Christie Kranjcec (Teacher)
Cory Sanford (Admin)
Crystal White (Teacher)
Dalton Piatt (Teacher)
Dana Fenili-Doll (Parent)
David Nomicos (School Psychologist)
Daylee Brock (Community BCBA)
Deby Ranft (Teacher)
Dena Nicholas (Classified)
Duane Mattice (Admin)
Elaine Garcia (Librarian)
Eldawna Koch (Teacher)
Elise Johnson (Counselor)
Elise Parkinson (Teacher)
Eric Ozolins (Counselor)
Erin Korf (Admin)
Erma Hutchins (Teacher)
Farrah Alexander (Admin)
Georgia Ward (Teacher)
Gina Armstrong (Counselor)
Giovanni Piroddi (Parent)
Hana Arbuckle (Teacher)
Hannah Dutton (Teacher)
Hannah Swindlehurst (Teacher)
Heather Knudson (Teacher)
Heidi Stray (Teacher)
Holly Koscinski (Teacher)
Irelynn House (Teacher)
Itzel Magdaleno Reyes (Parent)
Jacob McCullar (Classified)
Jared Micklich (Teacher)
Jean Paula Castillo Del Peloso (Teacher)
Jenifer Sexson (Teacher)
Jennifer Bluhm (Admin)
Jennifer Smith (Teacher)
Jennifer Young (Social Worker)
Jeremy Satalick (Admin)
Jessica Billings (Counselor)
Jessica Delgado-Bracamonte (Teacher)
John Gavin (Counselor)
Joyce Kling (Teacher)
Judie Cleary (Classified)
Julie Bumgartner (Admin)
Kalvin Scott (Counselor)
Kandance Lehman (Grandparent)
Kasani Lawrence (Classified)
Kathy Bomba-Edgerton (Admin)
Kaytlain Castaneda (Admin)
Kelly Simmons (Teacher)
Kent Jones (Admin)
Kevin Kranjcec (Admin)
Kory Bull (Teacher)
Kristin Earl (Parent)
Lana Frusteri (Teacher)
Lani von Linsowe (Counselor)
Laura Gutierrez (School Psychologist)
Lelia Sheffield (Parent)
Linda Salem (Teacher)
Lindsay Parsons (Teacher)
Lucus Tate Jr. (Parent)
Malinda Pope (Counselor)
Malaynia Wick (Teacher)
Marie DuFresne (Counselor)
Meagan Dallimore (Classified)
Megan Parker (Teacher)
Megan Walker (Parent)
Meghan Holmes (Parent)
Melissa Hoover (Counselor)
Melissa Wood (Teacher)
Melody Holland (SRO)
Michaela Logan (School Psychologist)
Michelle Estes (Teacher)
Michelle Trousdale (Admin)
Monie Byers (Admin)
Natacha Firman (Classified)
Natalie Miller (Parent)
Neysia Smith (Teacher)
Nicole Hidalgo (Teacher)
Nicole Jolley (Teacher)
Nicole Soukup (Teacher)
Paige Beckwith (School Psychologist)
Patrick Billings (Teacher)
Patrick Whitehead (Teacher)
Patty Balsz (Teacher)
Rachel Hansen (Admin)
Rebecca Fromherz (Teacher)
Rebecca Monson (Teacher)
Renae Oliver (Counselor)
Rosa Keithly (Classified)
Royce Aldridge (Teacher)
Ruby Trappen (School Psychologist)
Ryan Aledo (Teacher)
Ryan Shea (Counselor)
Samantha Mischke (Classified)
Scott Fellows (Teacher)
Shannon Anderson (Teacher)
Shannon Coombs (Admin)
Shanta Sponsler (Teacher)
Sharlene Robertson (Teacher)
Shaun McMackin (Dean)
Shawn Romero (Admin)
Shaylce Day (Teacher)
Shelby Geraghty (Parent)
Sono Tranquillo (Teacher)
Shannon Anderson (Teacher)
Shannon Coombs (Admin)
Shanta Sponsler (Teacher)
Sharlene Robertson (Teacher)
Shaun McMackin (Dean)
Shaylce Day (Teacher)
Shelby Geraghty (Parent)
Sono Tranquillo (Teacher)
Stacey Miguel (Counselor)
Stacy Borsini (Parent)
Steve Henderson (Admin)
Susan Baltes (Teacher)
Susanna Arellano (Social Worker)
Tami Bolton (Teacher)
Tanya Fontes (Teacher)
Tanya Hale (Counselor)
Tara Crespo (Teacher)
Tawny Lopez (Teacher)
Taylor Reeves (Teacher)
Tiffany Townley (Admin)
Tim Lindley (Parent)
Tina Colon (Classified)
Tiffany Manha (Teacher)
Todd Wright (Teacher)
Tori Solberg (Parent)
Travis Dressler (Teacher)
Valerie Salazar (Parent)
Vanessa Mansini (Parent)
Virginia Bates (Teacher)
Wanda Isbell (Teacher)
William Neil (Teacher)

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Lyon County School District Students:

Alexis Fuller (student at Cottonwood Elementary)
Avery Garcia (student at Dayton Elementary)
Brooke Lewis (student at Smith Valley)
Caidynce Campos (student at Dayton Elementary)
Carla Escartin (student at Dayton Elementary)
Carlos Magdaleno Reyes (student at Yerington Elementary)
Colton Borsini (student at Yerington Intermediate)
Cooper Dawson (student at East Valley Elementary)
Dean Rash (student at East Valley Elementary)
Ez'Rene Pacheco Hernandez (student at Cottonwood Elementary)
Hailey Young (student at Sutro Elementary)
Hector Ramirez (student at Yerington High)
Iosefa Farmer (student at East Valley Elementary)
Jackson Hohnholz (student at Fernley High)
Jaxon Erdman (student at Cottonwood Elementary)
Jesus Ramirez (student at Sutro Elementary)
Joseph Yeargan (student at Silver Springs Middle)
Julian Olive (student at Silverland Middle)
Kayden Richards-Jeffs (student at Dayton Elementary)
Lanaya Yarofaisap (student at East Valley Elementary)
Liam Hasbun (student at East Valley Elementary)
Mason Hapin (student at Dayton Elementary)
Natalie Thomas (student at Yerington High)
Piper Gonzales (student at Cottonwood Elementary)
RaeLynn Palmer (student at Dayton Elementary)
Rhiannon Erdman (student at Silver Stage Middle)
Steven Peters (student at Dayton Elementary)
Sofia Torres (student at Silverland Middle)
Sophia Avila (student at Dayton Elementary)
Sophia Earl (student at Dayton Elementary)
Sydnee Davis (student at Cottonwood Elementary)

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Names of Lyon County School District Discipline Plan Focus Group Participants from previous years 298

Adam Windsor (Parent)
Alfredo Martinez (Admin)
Allura Venagas-Addington (Teacher)
Ally Sceirine (Admin)
Amanda Irwin (Teacher)
Amanda Windsor (Classified)
Amanda Fellows (Teacher)
Amy Frontino (Teacher)
Ashle Doran (LCSW)
Barbara Kornegay (Classified)
Dave Varnadoe (Classified)
David Palmer (Admin)
David Nomicos (School Psychologist)
Deby Ranft (Teacher)
Diana Foster (Teacher)
Duane Mattice (Admin)
Dusti Houk (Admin)
Elise Johnson (Counselor)
Elizana Coltman (Teacher)
Eric Ozolins (Counselor)
Erika Turonuvao (Student Teacher)
Jennifer Young (Social Worker)
Jeremy Satalick (Admin)
Jerri Kerns (Teacher)
Jessica Billings (Counselor)
Jessica Davis (Teacher)
Jivonna Kenui (Parent)
John Gavin (Counselor)
Joseph Baptist (Teacher)
Judie Cleary (Classified)
Kalvin Scott (Counselor)
Kamille Carlson (Teacher)
Karen Adamson (Counselor)
Karen Nussear (Teacher)
Kasani Lawrance (Parent)
Kathy Bomba-Edgerton (Admin)
Melissa Marshek (Classified)
Melissa Wungnema (Teacher)
Monica Copple (Teacher)
Monie Byers (Admin)
Neysia Smith (Teacher)
Nicole LaFleur (Teacher)
Patty Balsz (Teacher)
Patty Sanborn (Counselor)
Paul Manning (Teacher)
Rebecca Fromherz (Teacher)
Royce Aldridge (Teacher)
Savannah Dyer (Teacher)
Scott Fellows (Teacher)
Shaun Mc Mackin (Dean)
Shawn Romero (Admin)
Xtacy Gutierrez (Teacher)
Lyon County School District Students:
7th and 8th Grade Students at Dayton Intermediate
Alauna Escartin (student at Fernley High)
Allison Pittman (student Yerington High)
Astrid Sanborn (student at Sutro Elementary)
Cole Northington (student at East Valley Elementary)
Danny Viallobos (student at Yerington Elementary)
Dathan Hernandez (student at Yerington High)
Dianna Torres (student at Yerington High)

Beth Gelmstedt (Teacher)
Blake Cooper (Admin)
Brandy Rodriguez (Teacher)
Carolyn McConnell (Teacher)
Chad Rice (Teacher)
Chase Woodford (Admin)
Cindy Owings (Counselor)
Colleen Grimm (Classified)
Colleen Unterbrink (Parent)
Connie Rivera (Teacher)
Corinne Burns (Admin)
Cory Sanford (Admin)
Cristie Thomas (Parent)
Cristie Mixon (Teacher)
Dana Fenili-Doll (Parent)
Dani Brown (Classified)
Danielle Williams (Parent)
Erin Korf (Admin)
Ethel Hatch (Teacher)
Farrah Alexander (Admin)
Hannah Fife (Teacher)
Hannah Swindlehurst (Teacher)
Heather Knudson (Parent)
Heather Sanchez (Parent)
Hollie Acciari (Teacher)
Jackie Bake (Teacher)
Jackie Flores Montes (Teacher)
Jacob McCullar (Classified)
Jamie Henderson (Admin)
Jaime Lovan (Parent)
Jazzymin Bryan (Teacher)
Jed Marciniak (Admin)
Jenifer Sexson (Teacher)
Katie Gillespie (Parent/Teacher)
Kaytlain Castaneda (Admin)
Kevin Kranjcec (Admin)
Kirby Jordan (Classified)
Kody Davis (Parent)
Korina Santos (Parent),
Lani von Linsowe (Social Worker)
Le-An Roberts (Classified)
Lori Rittenhouse (Teacher)
Lynn Jeka (Teacher)
Malinda Pope (Counselor)
Malaynia Wick (Teacher)
Marie Bingham (Teacher)
Marjorie Mauk (Teacher)
Matthew Adamson (Teacher)
Melanie Carlson (Classified)
Shelly Vick (Classified)
Stacey Miguel (Counselor)
Stacey Woodford (Teacher)
Stephanie Coplan (Admin)
Stephanie Fitch (Teacher)
Stephanie Lotito (Admin)
Stephanie Sweet (Parent)
Steve Henderson (Admin)
Tanya Fontes (Teacher)
Taylor Furr (Teacher)
Teri Arends (Teacher)
Tiffany Townley (Admin)
Todd Hunt (Counselor)
Tony Wilson (Admin)
Vickie Church (Admin)
Wendy Berrington (Teacher)
Fallon Shultz (student at Yerington High)
Finnigan Ross (student at Sutro Elementary)
Hayden Smith (student at Silverland Middle)
Jackson Hohnholz (student at Fernley High)
Jackson Williams (student at Silver Stage Middle)
Jasper Clough (student at East Valley Elementary)
Jazmine Florez (student at Yerington Elementary)
Kellie Baumback (student at Yerington High)
Luke Santos (student at Yerington High)
Ralphi Sacks (student at East Valley Elementary)
Sophia D'Agostino (student at East Valley Elementary)
Zachary Johnson (student at East Valley Elementary)

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Appendix B

LCSD Policy JG Student Discipline

STUDENT DISCIPLINE

Return to Categories of Behavior- Main Page

The Lyon County School District Board of Trustees ("Board of Trustees") recognizes that exclusion from the educational program of the schools, whether by suspension or expulsion, is the most severe sanction that can be imposed on a student in this District and one that cannot be imposed without due process since exclusion deprives a child of the right to an education.

No student shall be deprived of the right to an education in the public schools of this District without notice of the charges against them, an explanation of the evidence and an opportunity for hearing, which will be informal or formal, depending upon the length of exclusion being imposed or proposed. Suspensions, expulsions, or permanent expulsions of students in this District will be imposed only in compliance with all state and federal laws and regulations, including compliance with the Individuals with Disabilities Education Act and Section 504 of the Rehabilitation Act of 1973, as applicable.

For purposes of this policy, "short-term suspension" shall be the temporary exclusion of the student by the school principal from the school, all school programs, and school-sponsored activities for up to ten school days. A "long-term suspension" shall be the exclusion of the student from the school by a panel of three school administrators ("Discipline Panel") for any period of time beyond ten school days, but no more than one semester. An "expulsion" shall be the exclusion of the student from the school by the Discipline Panel for more than one semester, but not permanently. A "permanent expulsion" shall be the exclusion of the student from the school by the Discipline Panel, without the possibility of returning to any regular school campus. A suspension, expulsion, or permanent expulsion may be appealed in accordance with the procedures outlined in Administrative Guidelines for Suspension and Expulsion. See Board Policy JFCC for right of appeal to the Superintendent of a disciplinary decision imposed for violation of the prohibition on bullying, cyber-bullying, and discrimination based on race.

School administrators shall maintain safe and secure learning and working environments. School administrators and teachers will communicate in writing to all students and parents the expectations of appropriate school conduct. All student behavior will be guided based on these principles. School administrators, teachers, and other staff members will not subject themselves to abuse, annoyance or interruptions of their normal functions by violations of the stated standards. Staff members will hold students to strict account for their conduct on or in close proximity to school grounds, and at such other times and places as the law allows (e.g., at school-sponsored events). Disruption of the delivery of instruction will not be tolerated.

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It shall be the policy of the Board of Trustees that the Superintendent shall cause to be formulated administrative regulations and procedures to provide a basic discipline procedure for all schools in the District.

STUDENT DISCIPLINE – ADMINISTRATIVE REGULATIONS

SUSPENSION AND EXPULSION

I. General Statement

The law charges every teacher and school administrator with maintaining order and discipline among students and provides that students who do not comply with reasonable rules may be subject to disciplinary action.

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These regulations establish the procedures for implementation of Policy JG in the school district.

Throughout these regulations, the term "school administrator" generally refers to the school principal or designee. The term "parent" generally refers to the student's parents or legal guardians.

These Administrative Regulations incorporate amendments to NRS Chapter 392 enacted by the 2019 Legislature under Assembly Bill 168, by the 2021 Legislature under Assembly Bill 67, and by the 2023 Legislature under Assembly Bills 285 and 330. These changes generally prohibit the suspension or expulsion of students under the age of 11, with exceptions for misconduct in the following seven categories of behavior:

A. **Student who sells or distributes a controlled substance;**

B. **Student who commits a battery against a school employee;**

C. **Student who commits a battery against a school employee with intent to result in bodily injury;**

D. **Student who poses a continuing danger to persons or property or an ongoing threat of disrupting the academic process;**

E. **Student in possession of a dangerous weapon other than a firearm;**

F. **Student in possession of a firearm; and**

G. **Student deemed a habitual discipline problem.**

NRS 392 also requires the development of progressive discipline plans based on restorative justice in certain circumstances for students who are being suspended or expelled. "Restorative justice" means nonpunitive intervention and support provided by the school to a student to improve the behavior of the student and remedy any harm caused by the student.

II. Definitions

Suspension

"Suspend" or "suspension" means the disciplinary removal of a student from the school in which the student is currently enrolled for not more than one school semester.

Expulsion

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"Expel" or "expulsion means the disciplinary removal of a student from the school in which the student is currently enrolled for more than one school semester with the possibility of:

1. Except as otherwise provided in subsection 2, returning to the school in which the student is currently reenrolled or another public school within the school district after the expulsion; and

2. Enrolling in a program or public school for alternative education for students who are expelled or permanently expelled during the period of expulsion.

Permanent Expulsion

"Permanently expelled" means the disciplinary removal of a student from the school in which the student is currently enrolled:

1. Except as otherwise provided in subparagraph (2), without the possibility of returning to the school in which the student is currently enrolled or another public school within the school district; and

2. With the possibility of enrolling in a program or public school for alternative education for students who are expelled or permanently expelled after being permanently expelled.

III. Individual Circumstances

Actions taken to control and correct undesirable student behavior should take individual circumstances into account. Concern for the safety and educational welfare of all students is a priority.

IV. Students with Disabilities

Students with disabilities must be disciplined in accordance with applicable provisions of Part B of the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act, state law, and these regulations.

Students with disabilities receiving IEP services who are at least 11 years of age, or younger in the event that the student engages in misconduct in one of the seven categories where state law provides for the suspension, expulsion, and/or permanent expulsion of students with disabilities at any age, may be suspended from school for not more than ten (10) days for each occurrence of misconduct, expelled, or permanently expelled from school only after a designee of the Board of Trustees has reviewed the circumstances and determined that the action is in compliance with the IDEA. In Lyon County School District, the Executive Director of Special Services is the designee responsible for making this determination. Nevada law allows for the suspension of a student with a disability who is under the age of eleven (11) in the following areas of misconduct: 1) Student who poses a continuing danger to persons or property or an ongoing threat of disrupting the academic process, 2) Student in possession of a dangerous weapon other than a firearm, or 3) Student in possession of a firearm.

Before any school administrator suspends a student with a disability for any portion of a day, up to a maximum of ten (10) days per occurrence of misconduct, or conducts a hearing regarding a proposed expulsion or permanent expulsion, the administrator must contact the

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Executive Director of Special Services who will determine whether the procedural requirements, if any, under the IDEA have been satisfied. This determination must be made before implementation of the short-term suspension, or before a hearing is conducted regarding a proposed expulsion or permanent expulsion.

In addition, pursuant to state and federal law, a student with a disability who has been suspended or expelled must be provided with a free appropriate public education in compliance with the IDEA for each school day the student is suspended or expelled after the student has been removed for ten (10) cumulative days.

V. Administrative Responsibility

School administrators are responsible for taking actions as necessary to protect students and school personnel from dangerous or socially detrimental actions of students.

VI. Prohibited Conduct and Consequences

Consequences for misconduct vary and will be imposed or recommended by school administrators (including, as applicable, the assistant principal or principal) at his or her discretion depending upon individual circumstances. Consequences may include a verbal reprimand, referral to the school counselor, in-school suspension or other in-school procedures, out-of-school suspension, or expulsion. When appropriate, progressive discipline will be imposed. When city, state or federal laws are alleged to have been violated, referral will also be made to the proper legal authorities. Any offense deemed serious by a school administrator may result in a long-term suspension or expulsion. Under certain circumstances, suspension or expulsion is mandatory under state law. See Section VII.

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1. **Damage to school property, vandalism, theft**
2. **Receiving or possessing stolen property, under circumstances that would cause a reasonable person to know the property was stolen from another**
3. **Presence in an unauthorized area; leaving school buildings or grounds during school hours without proper clearance**
4. **Engaging in threatening or intimidating behavior**
5. **Willful disobedience, insolence, or insubordination to administrators, teachers, or other school personnel, including but not limited to behavior which defies instructions of district personnel, and the use of impertinent language toward administrators, teachers, or other school personnel**
6. **Assault, battery, fighting, or inciting others to engage in fighting**
7. **Possession of or being under the influence of any controlled substance, alcoholic beverage, or intoxicants; sale of any controlled substance or its counterfeit; possession, sale, or use of drug paraphernalia**
8. **Possession of firearm or dangerous weapon as defined under NRS 392.466 see Section VII for mandatory suspension or expulsion under certain circumstances**
9. **Possession of knives or weapons that are not defined as dangerous under NRS 392.466, including but not limited to pocketknives**
10. **Bullying, cyberbullying, or discrimination based on race in violation of Board of Trustees Policy JFCC**
11. **Slander or libel, by spreading false information in writing or verbally about a person and harming his/her reputation**

12. Hazing in connection with any school or social activity relating to school
13. Disorderly conduct, including conduct that impairs the health, safety, or welfare of teachers, students, or other persons, or interferes with the maintenance of school discipline, including but not limited to reporting a false fire alarm or bomb threat, possession or use of incendiary device, and gambling
14. Use of firecrackers, snappers, or similar devices, including the discharging, distribution, possession, sale or use of the same
15. Use of profane or vulgar language, oral/written obscenity, or obscene gestures; indecent exposure, including an open indecent or obscene exposure of one's person or the person of another
16. Inappropriate dress and appearance that presents potential health or safety problems or causes school disruptions
17. Inappropriate public displays of affection; sexual activity or misconduct
18. Possession, use, sale, or distribution of tobacco products in violation of Board of Trustees Student Smoking Policy JFCG
19. Harassment of other students, administrators, teachers, or other school personnel, including harassment based on sex, gender identity, race, religion, national origin, disability as defined in Board of Trustees Policy AC
20. Truancy; excessive tardies
21. Engaging in conduct that warrants the reasonable belief that substantial disruption of school operations will likely result
22. Violating the district's internet and public network acceptable use policy as defined in Board of Trustees Policy EDB
23. Violating the district's policy concerning the use of cellular telephones and other electronic devices as defined in Board of Trustees Policy EDBB
24. Engaging in gang activity or association in violation of Board of Trustees Policy JFC
25. Violating school bus rules or other school traffic/transportation rules
26. Altering or attempting to alter school records such as attendance records, grade records, etc.
27. Forging or using forged passes, excuses, or other school documents
28. Cheating; dishonesty; plagiarizing
29. Actions for which state law mandates discipline as set forth in Section VII of these guidelines
30. Violating any other rules that the principal has established and has published in the school handbook
31. Violating any prohibition on student conduct established in any Board of Trustees policy
32. Engaging in any conduct that is prohibited by city, state or federal law

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VII. Suspension, Expulsion or Permanent Expulsion General Provisions

With the exception of the authority given to LCSD if a student engages in any of the seven categories of misconduct described below, students must be at least 11 years old to be subjected to a suspension, expulsion or permanent expulsion for violations of the LCSD code of conduct.

In extraordinary circumstances, a school official may request an exception from the Board of Trustees to expel or permanently expel a student under 11 years of age.

If a student is suspended for one school semester or expelled, the student must:

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1. **Enroll in a private school pursuant to Chapter 394 of NRS, or be homeschooled;**

2. **Enroll in a program of independent study provided pursuant NRS 389.155 for students who have been suspended or expelled from public school or a program of distance education provided pursuant to NRS 388.820 to 388.874, inclusive, if the student qualifies for enrollment and is accepted for enrollment in accordance with the requirements of the applicable program; or**
3. **Enroll in a program of alternative education provided by the school district. LCSD shall, alone or through a partnership with another school district, provide a program of alternative education in an in-person setting that allows each student enrolled in the program to receive educational services in the least restrictive environment.**

A homeless student or a student in foster care may be suspended from school for not more than 5 days if, following a review of all available information, the principal determines that the conduct of the student poses an ongoing threat to the student or other persons at the school, and if a determination is made that homelessness or being in foster care was not a factor in the behavior that led to the consideration for suspension or expulsion. The person responsible for making a determination of whether or not homelessness or being in foster care was a factor in the behavior shall presume that homelessness or being in foster care was not a factor in the behavior unless the person determines otherwise A determination that homelessness was not a factor in the behavior must be made in consultation with the LCSD liaison for homeless students in accordance with the McKinney-Vento Homeless Assistance Act of 1987, or a contact person at a school, including, without limitation, a school counselor or school social worker. A determination that being in foster care was not a factor in the behavior must be made in consultation with an advocate for students in foster care at the school in which the student is enrolled or the school counselor of the student.

For any proposed suspension of 10 days or less, see Section IX, Procedures for Short-Term Suspensions.

For any proposed suspension of more than 10 days or an expulsion, see Section X, Procedures for Long-Term Suspensions or Expulsions.

Suspension, Expulsion or Permanent Expulsion in Seven Categories of Misconduct

Nevada law contains specific discipline authority and rules for seven categories of misconduct:

A. **Student who sells or distributes a controlled substance;**

B. **Student who commits a battery against a school employee;**

C. **Student who commits a battery against a school employee with intent to result in bodily injury;**
D. **Student who poses a continuing danger to persons or property or an ongoing threat of disrupting the academic process;**
E. **Student in possession of a dangerous weapon other than a firearm;**

F. **Student in possession of a firearm; and**

G. **Student deemed a habitual discipline problem.**

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The specific discipline rules for these seven categories of misconduct are described below.

The Superintendent may, for good cause shown in a particular case, allow a modification to the suspension or expulsion provisions for these seven categories of misconduct, if such modification is set forth in writing. The Superintendent shall allow such a modification if the Superintendent determines that a progressive discipline plan based on restorative justice may be used successfully.

A. Student who Sells or Distributes Controlled Substances

State law authorizes the LCSD to impose the following discipline for a student who sells or distributes any controlled substance while on the premises of any public school, at an activity sponsored by a public school or on any school bus:

- **Students ages 11 or older may be suspended, expelled, or permanently expelled.**
- **Students ages 6 through 10 may be suspended, but not expelled or permanently expelled.**
- **Students ages 5 or less may be suspended, but not expelled or permanently expelled. Any suspension must be reviewed and approved by the Superintendent or designee.**

Nevada law does not allow the suspension of a student with a disability who is under the age of eleven (11) for this category of misconduct.

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The student must meet with the school and the student's parent/legal guardian. The school will provide the parent/legal guardian a progressive discipline plan based on restorative justice.

The principal of the school may reduce the period of suspension or convert an expulsion to a suspension for a student who distributes a controlled substance while on the premises of a public school, at an activity sponsored by a public school or on a school bus if:

1. **The student is less than 11 years of age;**
2. **The student has not engaged in such proscribed conduct before; and**
3. **After a thorough review of the facts and circumstances, the principal determines that the student did not know that the substance being distributed was a controlled substance.**

The student may be removed from the public school immediately upon being given an explanation of the reasons for the removal and pending proceedings, which must be conducted as soon as practicable after removal.

B. Student who Commits a Battery Against a School Employee

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State law authorizes the LCSD to impose the following discipline for a student who commits a battery against an employee of the school while on the premises of any public school, at an activity sponsored by a public school or on any school bus:

- **Students ages 8 or older may be suspended, expelled, or permanently expelled.**
- **Students ages 6 or 7 may be suspended, but not expelled or permanently expelled.**
- **Students ages 5 or less may be suspended, but not expelled or permanently expelled. Any suspension must be reviewed and approved by the Superintendent or designee.**

Nevada law does not allow the suspension, expulsion, or permanent expulsion of a student with a disability who is under the age of eleven (11) for this category of misconduct.

The student must meet with the school and the student's parent/legal guardian. The school will provide the parent/legal guardian a progressive discipline plan based on restorative justice.

"Battery" means any willful and unlawful use of force or violence upon the person of another. (NRS 200.481.1(a))

C. Student who Commits a Battery Against a School Employee with Intent to Result in Bodily Injury

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State law authorizes the LCSD to impose the following discipline for a student who commits a battery which is intended to result in the bodily injury of an employee of the school while on the premises of any public school, at an activity sponsored by a public school or on any school bus:

- **Students ages 8 or older must be suspended, expelled, or permanently expelled.**
- **Students ages 6 or 7 must be suspended, but not expelled or permanently expelled.**
- **Students ages 5 or less may be suspended, but not expelled or permanently expelled. Any suspension must be reviewed and approved by the Superintendent or designee.**

"Bodily injury" means any actual damage or injury to a person that interferes with or is detrimental to the health of the person and is more than merely accidental, transient or trifling in nature.

Nevada law does not allow the suspension, expulsion, or permanent expulsion of a student with a disability who is under the age of eleven (11) for this category of misconduct.

The student must meet with the school and the student's parent/legal guardian. The school will provide the parent/legal guardian a progressive discipline plan based on restorative justice.

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The principal of a public school may, at his or her discretion, reduce or eliminate the period of suspension, convert an expulsion to a suspension or otherwise reduce, eliminate or alter a disciplinary action imposed upon a student who commits a battery which results in the bodily injury of an employee of the school.

D. Student who Poses a Continuing Danger to Persons or Property or an Ongoing Threat of Disrupting the Academic Process

State law authorizes the LCSD to impose the following discipline for a student who poses a continuing danger to persons or property or an ongoing threat of disrupting the academic process while on the premises of any public school, at an activity sponsored by a public school or on any school bus:

- **Students ages 11 or older may be suspended, expelled, or permanently expelled.**
- **Students ages 6 through 10 may be suspended, but not expelled or permanently expelled.**
- **Students ages 5 or less may be suspended, but not expelled or permanently expelled. Any suspension must be reviewed and approved by the Superintendent or designee.**

The student may be removed from the public school immediately upon being given an explanation of the reasons for the removal and pending proceedings, which must be conducted as soon as practicable after removal.

E. Student in Possession of a Dangerous Weapon Other than a Firearm

State law authorizes the LCSD to impose the following discipline for a student found in possession of a dangerous weapon other than a firearm while on the premises of any public school, at an activity sponsored by a public school or on any school bus:

- **Students ages 11 or older may be suspended, expelled, or permanently expelled.**
- **Students ages 6 through 10 may be suspended, but not expelled or permanently expelled.**
- **Students ages 5 or less may be suspended, but not expelled or permanently expelled. Any suspension must be reviewed and approved by the Superintendent or designee.**

The student may be removed from the public school immediately upon being given an explanation of the reasons for the removal and pending proceedings, which must be conducted as soon as practicable after removal.

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"Dangerous weapon" includes, without limitation, a blackjack, slungshot, billy, sand-club, sandbag, metal knuckles, dirk or dagger, a nunchaku or trefoil, as defined in NRS 202.350, a butterfly knife or any other knife described in NRS 202.350, a switchblade knife as defined in NRS 202.265, or any other object which is used, or threatened to be used, in such a manner and under such circumstances as to pose a threat of, or cause, bodily injury to a person.

F. Student in Possession of a Firearm

State law authorizes the LCSD to impose the following discipline for a student found in possession of a firearm while on the premises of any public school, at an activity sponsored by a public school or on any school bus:

- **Students ages 11 or older must be suspended, expelled, or permanently expelled.**
- **Students ages 8 through 10 must be suspended or expelled, but not permanently expelled.**
- **Students ages 6 or 7 may be suspended, but not expelled or permanently expelled.**
- **Students ages 5 or less may be suspended, but not expelled or permanently expelled. Any suspension must be reviewed and approved by the Superintendent or designee.**

The student must be removed from the public school immediately upon being given an explanation of the reasons for the removal and pending proceedings, which must be conducted as soon as practicable after removal.

"Firearm" is defined in NRS 392.466 as including, without limitation, any pistol, revolver, shotgun, explosive substance or device, and any other item included within the definition of a "firearm" in 18 U.S.C. § 921, as that section existed on July 1, 1995.

G. Student Deemed a Habitual Discipline Problem

A school administrator shall deem a student enrolled in the school a habitual disciplinary problem if the school has written evidence which documents that in one year the student has:

1. Threatened or extorted, or attempted to threaten or extort, another student or a teacher or other personnel employed by the school two or more times; or the student has a record of five significant suspensions from the school of three days or more for any reason; and

2. The school has made reasonable efforts to develop a plan of behavior, and the student has not made efforts to enter into or participate in such a plan of behavior.

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If a student is suspended, a school official shall develop, in consultation with the student and the parent or legal guardian of the student, a plan of behavior for the student. The parent or legal guardian may choose for the student not to participate in the plan of behavior. If the parent or legal guardian chooses for the student not to participate, the school official shall inform the parent or legal guardian of the consequences of not participating in the plan of behavior.

State law authorizes the LCSD to impose the following discipline for a student deemed a habitual discipline problem:

- **Students at any age may be suspended.**
- **Students at any age may be expelled under extraordinary circumstances as determined by the principal.**
- **Students may not be permanently expelled.**

Nevada law does not allow the suspension or expulsion of a student with a disability who is under the age of eleven (11) for this category of misconduct.

The school must make a reasonable effort to complete a progressive discipline plan based on restorative justice, based on the seriousness of the acts which were the basis for the discipline.

VIII. Conduct On and Off Campus

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Violations of the rules listed in this regulation or the violation of any other regulation, policy, or law may result in the student being suspended or expelled when the misconduct occurs:

A. At any time on school grounds, at the student's assigned school or at any other school, or upon any properties controlled by the District, whether or not school is in session.

B. Off school grounds at a school activity, function, event, or on the way to and from school or a school activity, function, or event.

C. Off school grounds but within sufficient proximity to District property that the conduct may have a direct impact on a school campus, a school sponsored activity, function, or event, or upon the health, welfare, or safety of students or school employees.

D. Off school grounds by a student who is truant and whose conduct may impact a school campus, a school sponsored activity, function or event, or the health, welfare, or safety of students or school employees.

E. At any time on or off the school grounds when the conduct has a direct impact on the health, welfare, or safety of students or school employees. This includes conduct off the school grounds that materially and substantially disrupts school activities, or causes school officials to reasonably believe that it will do so.

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IX. Procedures for Short-Term Suspensions (up to 10 school days)

Students who have been subjected to a short-term (up to 10 school days) out-of-school suspension will be allowed to make up work assigned during that period. It is recognized, however, that no assignments adequately substitute for being present for classroom instructional activities and that many activities by their nature may be impossible to make up. The student is responsible for initiating the request for any available makeup work.

Students who have been subjected to a short-term out-of-school suspension may not attend, practice, or participate in any extra-curricular activities during the suspension. Students who have been subjected to a short-term out-of-school suspension will not be allowed on school premises unless prearranged with a school official.

The following procedures will be used to suspend a student from school for up to 10 school days. Except for the seven categories of misconduct described in Section VII, students must be at least 11 years old to be subjected to a short-term suspension.

The term "school administrator" refers to a dean/assistant principal or principal.

A. The school administrator tells the student that he/she is meeting with the student to investigate allegations that the student has violated laws, and/or rules, policies, or regulations of the school district.

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B. The school administrator tells the student the specific laws, rules, policies, and/or regulations that are alleged to have been violated and that if the evidence supports the allegations, there will be consequences up to and including short-term or long- term suspension from school, and expulsion. The school administrator asks the student if the student understands the allegations.

C. The school administrator explains to the student the evidence the school administrator has regarding the allegedviolation(s).

D. The school administrator asks the student to explain his or her conduct and gives the student an opportunity to present the student's side of the story.

E. After hearing the student's explanation and evidence, the school administrator determines whether he/she needs more information and, if so, obtains it before making a decision. If no additional information is needed, the school administrator determines what, if any, violations exist and assigns appropriate consequences.

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F. Before any school official suspends a student with a disability receiving IEP services for any portion of a day (up to a maximum of ten (10) days per occurrence of misconduct), the administrator must contact the Executive Director of Special Services who will determine whether procedural requirements, if any, under the IDEA have been satisfied. This determination must be made before implementation of the suspension.

G. If suspension is appropriate (for ten consecutive school days or less), the administrator notifies the student that the student will be suspended for (number of days) commencing (starting date). A special education student receiving IEP services may be suspended for up to ten (10) days maximum per occurrence of misconduct.

H. On the same day that the suspension is issued, the school administrator notifies the student and, if the student is under 18 years of age, the student's parent or legal guardian via telephone call that the student has been suspended, including the terms (a description of the act committed by the student and the date on which the act was committed), effective date, and duration of the suspension. The terms of the suspension and the current process to exercise the right to appeal the suspension shall be confirmed in writing through correspondence from the school administrator to the student and, if the student is under 18 years of age, the student's parent or legal guardian. Only suspensions of three (3) or more days may be appealed.

If the suspension is for 3-10 days, the correspondence must also include:

1. An explanation that if the student receives five significant suspensions of three or more days on his or her record during the current school year and has not entered into and participated in a plan of behavior, the student will be deemed a habitual disciplinary problem;

2. An explanation that a student who is deemed a habitual disciplinary problem may be suspended from school; or expelled from school under extraordinary circumstances as determined by the principal of the school;

3. If the student has a disability and is receiving IEP services, an explanation of the effect of NRS 392.466, including that if it is determined that the student's behavior is not a manifestation of the student's disability, he or she may be suspended or expelled from school in the same manner as a student without a disability;

4. A summary of the provisions in NRS 392.4655 concerning the development of a behavior plan.

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I. The student or, if the student is under 18 years of age, the parent or legal guardian of a student suspended for up to 10 school days may appeal the decision of the school administrator by contacting the Deputy Superintendent in writing within five (5) days of the issuance of the suspension. Only suspensions of three (3) or more days may be appealed.

The request for an appeal may be filed based on one or more of the following grounds:

1. A procedural error that significantly impacted the outcome of the investigation. The request for an appeal must include a statement of the alleged procedural error.

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2. New evidence which was unknown or unavailable during the original investigation and that could substantially impact the original findings or sanction. The request for an appeal must include a summary of new evidence, why it was unavailable at the time of the investigation and its potential impact.

The Deputy Superintendent will schedule a hearing on an appeal of a suspension within five (5) days of receipt of the written request for an appeal. The appeal of a suspension for up to 10 school days will be conducted in an in-person or virtual hearing chaired by a Lyon County School District school administrator who did not issue the original suspension. The student or, if the student is under 18 years of age, the parent or legal guardian and a Lyon County School District school counselor shall be invited to the appeal hearing. During the hearing, the student or, if the student is under 18 years of age, the parent or legal guardian shall present any relevant information concerning the incident and alleged misconduct which formed the basis of the disciplinary action, as well as present any concerns regarding the student's meeting with the school administrator who issued the suspension. The school administrator chairing the appeal hearing, in consultation with the school counselor, shall then determine whether the disciplinary action taken by the school administrator who issued the suspension will be upheld or overturned. The Deputy Superintendent will notify the student or, if the student is under 18 years of age, the parent or legal guardian of the appeal decision within two school days of the appeal hearing. The appeal decision is final.

X. Procedures for Long-Term Suspensions (more than 10 school days, up to one semester), Expulsions (more than one semester), and Permanent Expulsions

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Students who have been subjected to a long-term suspension, expulsion, or permanent expulsion may not attend, practice, or participate in any extra-curricular activities during the suspension. Students who have been subjected to a long-term suspension, expulsion, or permanent expulsion will not be allowed on school premises unless prearranged with a school official.

The following procedures will be implemented for long-term suspensions for more than 10 consecutive school days (up to one semester), expulsions (more than one semester), and permanent expulsions (no possibility of returning to a regular campus. The term "expulsion" generally refers to either an "expulsion" or a "permanent expulsion." Except for the seven categories of misconduct described in Section VII, students must be at least 11 years old to be subjected to a long-term suspension or expulsion.

The timelines are general guidelines, subject to modification under individual circumstances.

A. If the school administrator determines that a long-term suspension or expulsion is an appropriate consequence for a violation of laws, rules, policies, and/or regulations, the school administrator must notify the Superintendent within two days, or as soon as practicable, of imposing a short-term suspension.

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B. **Students with disabilities receiving IEP services may not be suspended for more than ten (10) days per occurrence of misconduct. Students with disabilities receiving IEP services may be expelled or permanently expelled. Before any hearing is scheduled to propose the expulsion or permanent expulsion of a student with a disability, the administrator must contact the Executive Director of Special Services who will determine whether procedural requirements, if any, under the IDEA have been satisfied. This determination must be made before scheduling any hearing.**

C. **The Superintendent or his or her designee will designate a panel of three impartial school district administrators (the "Discipline Panel") to conduct a hearing on the proposed long-term suspension expulsion.**

D. **The hearing will generally be scheduled no later than the conclusion of the short-term suspension, unless individual circumstances require an extended timeline.**

E. **Three calendar days in advance of the scheduled hearing, the school administrator will send or hand-deliver to the student (if 18 years of age or older) and his or her parents or guardians a written notice that includes the following:**

1. **A statement of the laws, rules, policies, and/or regulations allegedly violated by the student and the disciplinary action proposed by the school administrator;**
2. **Notification that the school district will convene a hearing before imposing any additional suspension(beyond any short-term suspension already imposed) or expulsion;**
3. **Notification of the date, time, and location for the scheduled hearing;**
4. **Notification of the student's right to be represented at the hearing by an advocate of his or her choosing, including legal counsel;**
5. **Notification of the student's right to present evidence and witnesses in his or her own behalf and to cross-examine witnesses against the student who are available and present at the hearing;**
6. **Notification of witnesses the school intends to present;**
7. **Notification of written evidence the school intends to present and copies of any such evidence;**
8. **Notification of the current process to exercise the right to appeal the long-term suspension or expulsion; and**
9. **A copy of this administrative regulation.**

F. **The Discipline Panel will not be required to observe the strict rules of evidence observed by the courts, and shall be allowed to take such evidence, including oral and written evidence and impeaching evidence, as the Discipline Panel deems appropriate.**

G. **Neither the school administrator nor the student or his or her parent shall discuss the merits of the case with any member of the Discipline Panel prior or subsequent to the hearing.**

H. **The District will record the hearing, and the District's recording is the official recording of the proceeding. The student, or if the student is under 18 years of age, the parent or legal guardian may obtain a copy upon request.**

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Return to Categories of Behavior- Main Page

I. All hearings shall be closed to the public. (NRS 392.467)

J. At the conclusion of the hearing, the Discipline Panel shall issue a written decision stating its findings with respect to the alleged violation(s) of laws, rules, policies, and/or regulations and the disciplinary consequences, if any, to be imposed. Generally, when feasible, the written decision will be provided to the student and, if the student is under 18 years of age, the parent or legal guardian prior to the conclusion of any short-term suspension that has been imposed.

K. The decision of the hearing committee may be appealed by the student or, if the student is under 18 years of age, the parent or legal guardian of a student suspended for more than 10 school days or expelled. The request for an appeal may be filed based on one or more of the following grounds:

1. A procedural error that significantly impacted the outcome of the investigation. The request for an appeal must include a statement of the alleged procedural error.
2. New evidence which was unknown or unavailable during the original investigation and that could substantially impact the original findings or sanction. The request for an appeal must include a summary of new evidence, why it was unavailable at the time of the investigation and its potential impact.

The student or, if the student is under 18 years of age, the parent or legal guardian may appeal the decision of the hearing committee by contacting the Deputy Superintendent in writing within five (5) days of the issuance of the decision of the hearing committee. The Deputy Superintendent will schedule a hearing on the appeal of a long-term suspension or expulsion within five (5) days of receipt of the written request for an appeal.

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The Deputy Superintendent will immediately contact the Superintendent. The appeal of a long-term suspension or an expulsion will be conducted by the Superintendent or designee in an in-person or virtual hearing within five (5) days of receipt of the request for an appeal. During the hearing, the student or, if the student is under 18 years of age, the parent or legal guardian shall present any relevant information concerning the incident and alleged misconduct which formed the basis of the disciplinary action, as well as present any concerns regarding the impartial hearing proceedings. Following the hearing, the Superintendent or designee will review the recording of the hearing and the final decision of the Discipline Panel. The Superintendent or designee will review adherence to the requirements for procedural safeguards listed above. The Superintendent or designee will review the evidentiary basis for the decision of the Discipline Panel. After reviewing the evidentiary basis for the decision and the extent to which the hearing procedures were adhered to, the Superintendent or designee shall then determine whether the disciplinary decision of the Discipline Panel will be upheld or overturned. The Superintendent or designee will notify the student or, if the student is under 18 years of age, the parent or legal guardian of the decision of the Superintendent or designee within two school days of the appeal hearing. The decision of the Superintendent or designee is final.

XI. Students Under Suspension or Expulsion From Other Schools

Except as otherwise provided in NRS 392.4675, Lyon County School District Schools will not accept students who are under suspension or expulsion from other schools until such suspension or expulsion has been completed.

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XII. Exception to Policy JG

An exception to this policy will be made with respect to student-athletes who test positive for alcohol, tobacco, or controlled substances pursuant to LCSD Policy JFCJ (Random Drug Testing of Student Athletes). Students testing positive as a result of Policy JFCJ will be regulated in accordance with that policy.

XIII. Temporary Alternative Placement

If a student's behavior severely and consistently interferes with teaching and learning, he/she may be removed from class (or other school premise) temporarily in accordance with NRS 392.4645.

The student who interferes with the teacher teaching or the students learning may be removed from class temporarily. While out of class, the student must be supervised and working on schoolwork (in another classroom or in the office). The principal (or designee) will meet with the student and notify parents within 24 hours of the student's removal from class. Within three days, there will be a conference including the administrator, student, parents, teacher, counselor and Case Manager (if applicable). After the conference, the principal will decide whether the student should return to class. If the recommendation is that the student returns to class, and the referring teacher disagrees with that decision, the principal will call a meeting of the Progressive Discipline Committee (consisting of two elected teachers and an elected staff member; if the referring teacher or staff member is a member of the committee, the elected alternates should take their place at the review meeting) and inform the parents that the committee will be meeting to discuss the student's placement. The Committee will review the circumstances for the student's removal and assess the best placement. The committee shall direct that the student be: (1) returned to the classroom (or other premise) from which he/she was removed; (2) assigned to another classroom (or other premise); (3) assigned to an alternative educational program; or (4) referred to an Administrative Panel for possible suspension or expulsion. The committee may take other appropriate disciplinary action against the student should it deem necessary.

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XIV. Transportation (NRS 392.4636)

The Board recognizes that parents of pupils who are transported to school by District buses are responsible for the supervision of such pupils until such time as the pupil boards the bus in the morning and after the pupil leaves the bus at the end of the school day. The responsibility of the School District commences when the pupil boards the bus and ends when the pupil is delivered to the regular bus stop at the close of the school day. The Board shall require pupils to conduct themselves in the bus in a manner consistent with established standards for classroom behavior. In cases when a pupil does not conduct themselves properly on a bus, the Transportation Supervisor or designee shall so inform the building principal, who will inform the parents immediately of the misconduct and request their cooperation in changing the pupil's behavior.

Pupils who become a serious disciplinary problem on the school bus may have their riding privileges suspended. In such cases, the parents of the pupils involved become responsible for seeing that their children get to and from school safely, except as provided in IDEA for a student with a disability whose IEP includes transportation as a related service.

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Specific Authority to Suspend, Expel or Permanently Expel (NRS 392.466)

AUGUST 2024

	AGE	SUSPENSION	EXPULSION	PERMANENT EXPULSION	CONDITIONS FOR IMPLEMENTATION
SALE OR DISTRIBUTION OF CONTROLLED SUBSTANCE	11+	Yes	Yes	Yes	Pupil may be removed from the public school immediately upon being given an explanation of the reasons for the removal of the pupil and pending proceedings, which must be conducted as soon as practicable after removal.
	6-10	Yes	No	No	Pupil may be removed from the public school immediately upon being given an explanation of the reasons for the removal of the pupil and pending proceedings, which must be conducted as soon as practicable after removal.
	5 or less	Yes	No	No	Pupil may be removed from the public school immediately upon being given an explanation of the reasons for the removal of the pupil and pending proceedings, which must be conducted as soon as practicable after removal. Suspension must be reviewed and approved by Superintendent or designee.
BATTERY AGAINST EMPLOYEE	8+	Yes	Yes	Yes	
	6-7	Yes	No	No	

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	5 or less	Yes	No	No	Suspension must be reviewed and approved by Superintendent or designee.
BATTERY AGAINST EMPLOYEE WITH INTENT TO RESULT IN BODILY INJURY *New category	8+	Yes	Yes	Yes	Pupil must be suspended, expelled, or permanently expelled.
	6-7	Yes	No	No	Pupil must be suspended.
	5 or	Yes	No	No	Pupil may be suspended.

	less				Suspension must be reviewed and approved by Superintendent or designee.
PUPIL WHO POSES A CONTINUING DANGER TO PERSONS OR PROPERTY OR AN ONGOING THREAT OF DISRUPTING THE ACADEMIC PROCESS *New category	11+	Yes	Yes	Yes	Pupil may be removed from the public school immediately upon being given an explanation of the reasons for the removal of the pupil and pending proceedings, which must be conducted as soon as practicable after removal.
	6-10	Yes	No	No	Pupil may be removed from the public school immediately upon being given an explanation of the reasons for the removal of the pupil and pending proceedings, which must be conducted as soon as practicable after removal.

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	5 or less	Yes	No	No	Pupil may be removed from the public school immediately upon being given an explanation of the reasons for the removal of the pupil and pending proceedings, which must be conducted as soon as practicable after removal. Pupil may be suspended only after the suspension is reviewed and approved by Superintendent or designee.
POSSESSION OF DANGEROUS WEAPON OTHER THAN FIREARM	11+	Yes	Yes	Yes	Pupil may be removed from the public school immediately upon being given an explanation of the reasons for the removal of the pupil and pending proceedings, which must be conducted as soon as practicable after removal.
	6-10	Yes	No	No	Pupil may be removed from the public school immediately upon being given an explanation of the reasons for the removal of the pupil and pending proceedings, which must be conducted as soon as practicable after removal.
	5 or less	Yes	No	No	Pupil may be removed from the public school immediately upon being given an explanation of the reasons for the removal of the pupil and pending proceedings, which must be conducted as soon as practicable after removal. Pupil may be suspended only after the suspension is reviewed and approved by Superintendent or designee.
POSSESSION OF FIREARM	11+	Yes	Yes	Yes	Pupil must be removed from the public school immediately upon being given an explanation of the reasons for the removal of the pupil and pending proceedings, which must be conducted as soon as practicable after removal. Pupil must be suspended, expelled, or permanently expelled. (lengths of removals no longer in statute)
	8-10	Yes	Yes	No	Pupil must be removed from the public school immediately upon being given an explanation of the reasons for the removal

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					of the pupil and pending proceedings, which must be conducted as soon as practicable after removal. Pupil must be suspended or expelled.
	6-7	Yes	No	No	Pupil must be removed from the public school immediately upon being given an explanation of the reasons for the removal of the pupil and pending proceedings, which must be conducted as soon as practicable after removal. Pupil may be suspended.
	5 or less	Yes	No	No	Pupil must be removed from the public school immediately upon being given an explanation of the reasons for the removal of the pupil and pending proceedings, which must be conducted as soon as practicable after removal. Pupil may be suspended. Pupil may be suspended only after the suspension is reviewed and approved by Superintendent or designee.

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HABITUAL DISCIPLINE PROBLEM	**No Age Limit**	**Yes**	**Yes Under extraordinary circumstances as determined by the principal**	**No**	**School must make a reasonable effort to complete a progressive discipline plan based on restorative justice, based on the seriousness of the acts which were the basis for the discipline.**

ADDITIONAL PROVISIONS THAT APPLY TO ALL SUSPENSIONS, EXPULSIONS, AND PERMANENT EXPULSIONS

Nevada law allows for the suspension of a student with a disability who is under the age of eleven (11) in the following areas of misconduct:

1) Student who poses a continuing danger to persons or property or an ongoing threat of disrupting the academic process, 2) Student in possession of a dangerous weapon other than a firearm, or 3) Student in possession of a firearm. Suspensions are limited to no more than 10 days per occurrence of misconduct.

A pupil with a disability who has been suspended or expelled must be provided a free appropriate public education in compliance with IDEA for each school day the pupil is suspended or expelled after the pupil has been removed for 10 cumulative days. (This has been federal law for many years.)

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The Superintendent of a school district may, for good cause shown in a particular case, allow a modification to a suspension or expulsion if such modification is set forth in writing. The Superintendent of a school district must allow such a modification if he or she determines that a progressive discipline plan based on restorative justice may be used successfully.

If a pupil is expelled or the period of the pupil's suspension is for one school semester, the pupil must (a) enroll in a private school pursuant to chapter 394 of NRS or be homeschooled; (b) enroll in a program of independent study provided pursuant to NRS 389.155 for pupils who have been suspended or expelled from public school or a program of distance education provided pursuant to NRS 388.820 or 388.874, inclusive, if the pupil qualifies for enrollment and is accepted for enrollment in accordance with the requirements of the applicable program; or (c) enroll in a program of alternative education provided by the school district in which the pupil resides. Each school district shall, alone or through a partnership with another school district, provide a program of alternative education pursuant to this paragraph in an in-person setting that allows each pupil enrolled in the program to receive educational services in the least restrictive environment.

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LYON COUNTY SCHOOL DISTRICT RESTORATIVE DISCIPLINE PLAN

PRESENTED BY: DR. STACEY COOPER; DEPUTY SUPERINTENDENT

FOR SUBMISSION TO NEVADA DEPARTMENT OF EDUCATION

SEPTEMBER 23, 2025

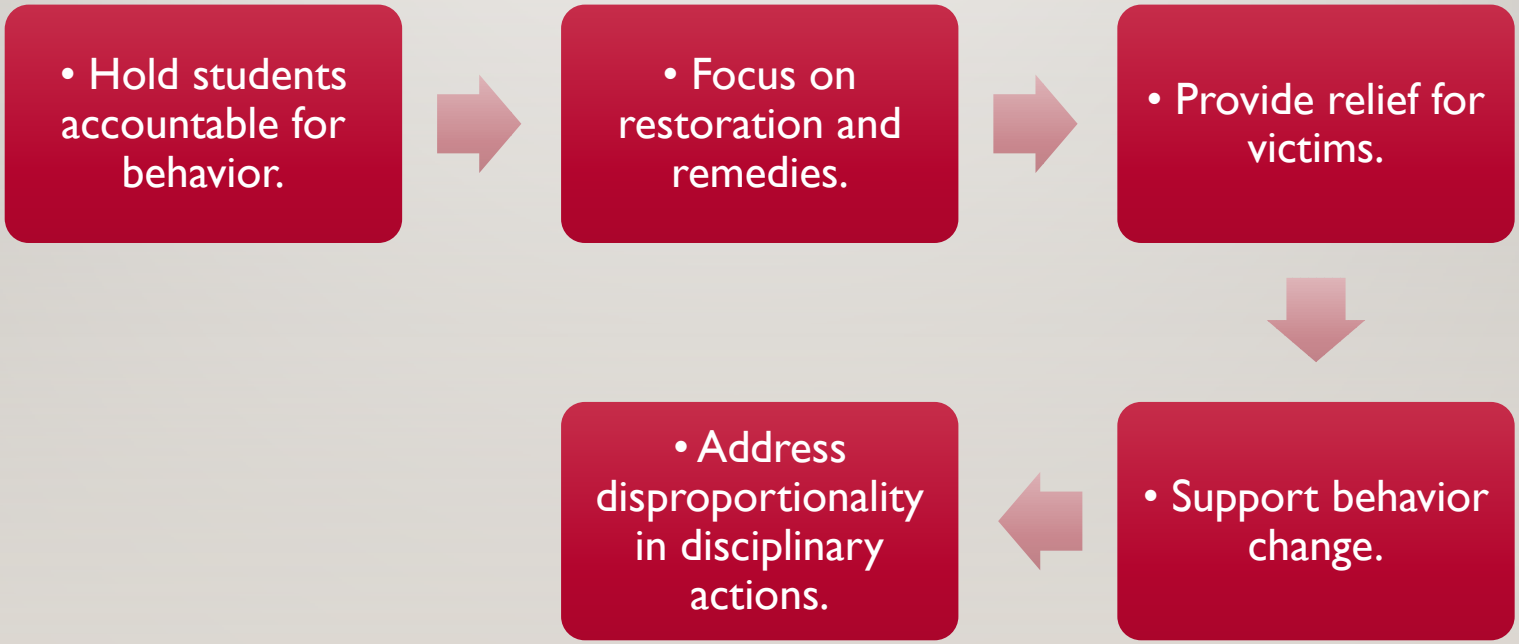
HISTORICAL PERSPECTIVE

- The 2019 legislation: AB168 mandated restorative justice practices for all public schools in Nevada, requiring schools to use non-punitive interventions before resorting to suspension or expulsion.
- In 2023, AB330 and AB285 revised the state's approach to restorative practices. The new laws shifted to a more "progressive discipline plan approach" that embraced restorative practices in addition to other methods, including alternative conflict resolution and social-emotional learning.

WHAT IS RESTORATIVE DISCIPLINE?

- Philosophy focusing on building community and repairing harm.
- Adds alternatives to punitive measures.
- Encourages dialogue, empathy, and accountability.
- Seeks to prevent recurrence of harm through understanding and collaboration.

RESTORATIVE DISCIPLINARY PRACTICES



PLAN REQUIREMENTS (NRS 392.463, 392.4645, 392.466, 392.4647)

- • Developed with broad stakeholder input.
- • Consistent with written rules of behavior.
- • Includes provisions for conflict resolution & Social-Emotional Learning (SEL) interventions.
- • Provides for alternative placements when necessary.
- • Reviews disproportionality in suspensions/expulsions.
- • Posted publicly and accessible to schools.

LCSD AS A LEADER FOR NEVADA

- • LCSD has been a front runner and model for restorative discipline in Nevada.
- • Plan aligns fully with Nevada Revised Statutes (NRS) obligations.
- • Developed with input from 150+ stakeholders including parents, teachers, students, and administrators.
- • Reflects the culture and practices of LCSD schools.

STAKEHOLDER ENGAGEMENT

- INPUT SOLICITED FROM PARENTS, STUDENTS, TEACHERS, ADMINISTRATORS, AND COMMUNITY.

- REPRESENTS COUNTY-WIDE COLLABORATION.

- ENSURES PLAN REFLECTS SCHOOL CULTURE AND LOCAL NEEDS.

KEY DATES AND DEADLINES

Submit	• Aug 1, 2023 – Aug 1, 2024: Submit quarterly discipline data reports.
Review	• Sept 15: Review district plan for disproportionality.
Revise	• Sept 30: Revise plan as needed.
Submit	• Nov 15: Submit progress report to Superintendent of Public Instruction.

CONCLUSION

- • LCSD is committed to restorative practices that build community and accountability for our schools.
- • Plan meets and exceeds statutory obligations.
- • Serves as a model for Nevada public schools.
- • Demonstrates LCSD's leadership in restorative discipline.

Lyon County School District
Board Memo

Date: September 23, 2025

To: Board of School Trustees

From: Tom Hendrix, Board President and James Whisler, Trustee

Re: EDBB: Use of Cellular Phones and Other Electronic Devices by Students and Employees

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Recommendation: At the discretion of the Board.

Background Information:
President Hendrix and Trustee Whisler stated, "This Policy updates LCSD Policy EDBB: Use of Cellular Phones and Other Electronic Devices regarding possession and use of electronic devices by students during the school day. Personal internet-enabled devices are not permitted to be used on school grounds during the school day, other than as provided for in specific circumstances consistent with this Policy. Each school must establish a school-based policy regarding the use of electronic devices on school property that is consistent with this Policy."

Budget Considerations:
Estimate Cost between $50,000 - $100,000

Discussed at Previous Meeting:
October 2024, November 2024

Attachment(s):
Proposed EDBB Draft sept-16-2025
LCSD Policy EDBB Adopted December 2024
Article from Manhattan. Institute titled, "Model Legislation to Restrict Smartphone Use in K-12 Public Schools"
SB444

USE OF ~~CELLPHONES AND OTHER~~ ELECTRONIC DEVICES BY STUDENTS AND EMPLOYEES

The purpose of this policy is to set forth expectations for appropriate use of existing and emerging technologies which students and staff may possess including but not limited to cellphones video cameras and/or camera phones, ~~smart watches~~ smartwatches, iPads, tablets and other personal electronic devices capable of transmitting data and/or images.

The Lyon County School District believes that the responsible use of existing and emerging technologies, such as those listed can be beneficial to the instructional environment and the safety of all students. Students and staff who possess and/or use such devices at school or school sponsored events shall demonstrate the greatest respect for the educational environment and the rights and privacy of all individuals within the school community, as well as comply with any rules or directives regarding possession and/or use on school property as communicated by the Superintendent or their designee.

STUDENT USE OF ~~CELLPHONES AND OTHER~~ ELECTRONIC ~~COMMUNICATION~~ DEVICES

It is expected that students will show respect for the educational environment by not disrupting instructional time with use of ~~cellphones or other~~ electronic devices.

~~1. Cellphones and other electronic devices shall be turned off and kept out of sight during instructional time unless approval has been granted by the site administrator and teacher for use as a learning tool during class time. For grades K-8, instructional time is defined as the start of school until school dismissal. For grades 9–12, instructional time is defined as time in a classroom or class period.~~

~~2. Students shall not use any electronic device that disrupts or detracts from the educational environment.~~

~~3. Use of cellphones or other personal electronic devices is prohibited in classrooms during the school day, Media centers, during assessments, or during fine arts or other performances.~~

~~4. Students will not be allowed to leave class in response to any electronic devices unless permission is granted by their teacher.~~

~~5. Cellphones and other electronic devices may be used appropriately and respectfully before and after classes, in common areas – such as near lockers or the cafeteria – or outside on school grounds.~~

~~6. Teachers may permit the purposeful use of personal electronic devices in support of curriculum learning objectives. Should student electronic devices be used on a regular basis in the classroom, written permission from parents/legal guardians must be obtained due to the expense such use may cause. This approval does not apply to the use of District-owned electronic devices purchased and maintained by District Information Technology or Special Services staff.~~

~~7. In the case of medical necessity, emergency or as written in an IEP or 504, a student shall be permitted to possess or use a cellphone, or other personal electronic device provided the student receives advanced authorization from the site administrator or their designee.~~

~~8. Students shall not photograph or videotape other individuals at school or at school sponsored activities without their knowledge and consent, except for activities considered to be in the public arena such as sporting events or public performances.~~

~~9. Use of cellphones or other personal electronic devices is strictly prohibited in locker rooms, restrooms or any other areas in which a reasonable person would have an expectation of privacy.~~

~~10. Students shall not use cellphones or other electronic devices in any way that would suggest cheating, plagiarism, copyright infringement, or any other dishonorable or prohibited conduct.~~

Definitions

1. For purposes of this regulation:
   a) An "internet-enabled electronic device" is an electronic device capable of connecting to the internet and enabling the user to access content on the internet.
   b) A "non-internet-enabled electronic device" is an electronic device that is not capable of connecting to the Internet or enabling the user to access content on the internet.
   c) A "school day" means the entirety of an instructional day during all instructional and non-instructional time, including but not limited to homeroom periods, lunch, recess, and study halls.
   d) "School property" means in or on or within any building, structure, athletic playing field, playground, or land contained within the real property of a school.
   e) "Parent" means a student's parent(s) or guardian(s) or person(s) in any parental or custodial relationship to the student, or any individual designated by the parent to act in loco parentis.
2. Electronic devices include: 1) cellphones, smartphones, smartwatches, and other similar communication devices ("communication devices"); 2) laptops, tablets, iPads and other similar computing devices ("computing devices"); and 3) portable music, entertainment systems, and listening devices (such as MP3 players and game consoles and airPods).

Policy

1. Students shall not use personal internet-enabled electronic devices during the school day.
2. Students may be permitted to use internet-enabled electronic devices that are school-provided during the school day except as set forth in (6) - (8) below.
3. Students may be permitted to use non-internet enabled electronic devices during the school day except as set forth in (6) - (8) below.
4. Students shall not photograph or videotape other individuals at school or at school sponsored activities without their knowledge and consent, except for activities considered to be in the public arena such as sporting events or public performances.
5. Students shall not use electronic devices in any way that would suggest cheating, plagiarism, copyright infringement, or any other dishonorable or prohibited conduct.
6. Electronic devices may not be used during the administration of any school quiz, test or examination unless such use has been explicitly authorized by the school or is contained in an Individualized Education Program ("IEP") or Section 504 Accommodation Plan ("504 Plan").
7. Electronic devices may not be turned on or used during school fire drills or other emergency preparedness exercises.
8. Electronic devices may not be used in locker rooms or bathrooms, or any other areas in which a reasonable person would have an expectation of privacy.

This policy shall be implemented one month after its adoption, and subsequently by August 31st of every year, each school must certify that it has adopted this policy regarding the use of electronic devices on school property, and that it has communicated such policy to students, parents and staff as set forth in this Board Policy.

Policy Exceptions

1. Schools must authorize student use of personal internet-enabled electronic devices on school property during the school day under the following circumstances:;
   a) Where necessary to monitor a medical condition and to notify the user of necessary action to be taken, for the management of a student's healthcare, as documented by the student's medical provider and subject to review by the District Nurse;
   b) On a case-by-case basis, after review and determination by a school psychologist, school social worker, or school counselor, for a student caregiver who is routinely responsible for the care and wellbeing of a family member; and
   c) During an emergency or crisis as determined by the Superintendent, or where required by law.
2. Schools may authorize student use of personal internet-enabled electronic devices on school property during the school day under the following circumstances:
   a) In the event of an individual student emergency, where the parent has notified the principal/designee of the specific nature of the emergency.
   b) For translation and interpretation services if other means of translation or interpretation are not available.
3. Students must be permitted to use personal internet-enabled electronic devices where such use is contained in an IEP or in a 504 plan, for (i) medical purpose; or (ii) an educational purpose, but the school has not yet secured a District-issued device for such purpose.

Storage of Electronic Devices

When a student brings a personal internet-enabled electronic device to school, such device must be turned off and stored during the school day in a manner determined by the school. Schools must provide at least one method for storage of devices, which may include, but are not limited to, school electronic device storage lockers, or other storage lockers. Schools must also provide a method for students to access their stored devices during the school day when necessary.

SAFE AND RESPECTFUL LEARNING ENVIRONMENT

A student who uses their ~~cellphone or other~~ electronic device in order to engage in bullying, cyber-bullying, or intimidation will be disciplined in accordance with District Policy JFCC (Safe & Respectful Learning Environment) and applicable state/federal law, rather than under this policy.

DISCIPLINARY ACTION

First Infraction: ~~An employee shall direct the student to turn off the device, put it away, and comply with any other reasonable requests.~~

a) *Before, During, After School Detention, or In-school-Suspension (1 day)*

b) *Parent/Person on the contact list is contacted to come to the school to retrieve the device.*

Second Infraction: ~~The second infraction shall result in the confiscation of the device by the teacher and returned to the student at the end of the period. The teacher will log the incident and notify the parent or legal guardian.~~

a) *APEP (2 days)*

b) *Parent/Person on the contact list is contacted to come to the school to retrieve the device.*

Third Infraction: ~~The third infraction shall result in the confiscation of the device and the device will be sent to the office. The device may be picked up at the end of the day by the student. The teacher will log the incident and notify the parent or legal guardian.~~

a) *APEP (5 days)*

b) *Parent/Person on the contact list is contacted to come to the school to retrieve the device.*

Fourth Infraction: ~~The device will be confiscated and sent to the office. The teacher will log the infraction and administration will notify the parent or legal guardian. The device can only be picked up by a parent or legal guardian.~~

a) *APEP (10 days)*

b) *Keep phone 5 days*

c) *Upon a student's completion of APEP Admin must conduct a parent conference to facilitate a behavioral intervention.*

~~**Subsequent**~~ **Fifth Infraction~~s~~:** ~~Any further infractions will result in the device being confiscated and held in the office until a parent or legal guardian attends a conference to determine the next steps and possible restorative discipline.~~

a) *Long-Term Suspension Recommendation hearing.*

b) *Assign 10 days OSS pending hearing results.*

c) *Phone will be returned after hearing.*

These consequences apply to the infractions per student and NOT infractions per device. Lyon County School District is not responsible for the theft, damage, or loss of a device.

~~Some possible exceptions to the cellphone limitation while at school may include teacher permission, in the event of an emergency, to help manage student's health needs, and as required in a student's IEP or 504 plan.~~

STAFF USE OF ~~CELLPHONES AND OTHER~~ ELECTRONIC DEVICES

Use of ~~cellphones and other~~ electronic devices by staff should be limited to enhance the learning environment of students.

Staff should strive to lead by example. Inappropriate or excessive use of ~~cellphones and~~ electronic devices by staff will not be allowed. ~~Cellphone~~ Electronic device use during academic time should be carefully considered and only as necessary and appropriate. See LCSD Policy GBBN: Phones and Other Communication Devices.

APPROPRIATE ~~CELLPHONE~~ ELECTRONIC DEVICE USE WITH STUDENTS

• The content of all text messages/electronic communication must directly involve a school-related subject matter. Text messages to a single student must never occur. District email communication regarding school related subject matter to a single student is allowable when applicable. Whenever communicating with students, mass or bulk messaging must be used. If it is necessary to communicate with only one student, the employee must include the student's parent/legal guardian in the message. ~~Cellphone~~ Electronic device texting/~~electronic~~ communication should never be used to conduct a personal conversation with a student.

• If an employee receives an inappropriate text message from a student, it is the responsibility of that employee to contact the student's parent/legal guardian and school administration immediately to address the behavior.

INAPPROPRIATE ~~CELLPHONE~~ ELECTRONIC DEVICE USE WITH STUDENTS

The school district prohibits all communication with students and staff members via texting or other means that may negatively impact the school district's reputation, the reputation of its employees, or its educational interests, or that may negatively impact its students or the school community at large. Such activity, even if engaged in on an employee's own time, may result in discipline up to and including termination of employment. Such behavior may also be reported to the appropriate law enforcement agencies and may likewise result in suspension or revocation of an employee's teaching license. The following types of text messages are therefore strictly prohibited:

• Messages/communication directed to a student or staff member that are sexual in nature, or that solicit or encourage an inappropriate personal relationship with a student or staff member.

• Messages/communication that contain inappropriate images, language, gestures or signs such as racial slurs, or biased, lewd or lascivious expressions.

• Language or images that disparages a student or staff member on the basis of race, ethnicity, socioeconomic status, gender, national origin, sexual orientation, political or religious affiliation, physical characteristics, academic or athletic performance, disability or English language proficiency.

• Messages/communications that are used to bully, cyber-bully or intimidate a student or staff member or that encourage others to bully, cyber-bully or intimidate another student or staff member.

• Language or images that encourages students or staff to act inappropriately or that provokes altercations between students.

• Language or images that would be considered inappropriate to the educational interests of a student, negatively impact the school community at large, and/or be otherwise offensive to an objective reasonable person.

Ref: Policy GBB Fair Employment Practices, Policy GBBC Employee Bullying, Policy JFCC Safe & Respectful Learning Environment, Policy GBBPA Social Media, Policy GBBN Phones and Other Communication Devices

~~*USE OF CELLPHONES AND OTHER ELECTRONIC DEVICES BY STUDENTS AND EMPLOYEES - ADMINISTRATIVE REGULATIONS*~~

Lyon County School District Student ~~Cellphone~~ Electronic Device Agreement

All Lyon County School District students should complete and return an ~~cellphone~~ electronic device agreement in order to have a ~~cellphone or other non-school issued~~ personal electronic device at school. Policy EDBB applies to all students with or without agreements on file and applies to all ~~non-school issued~~ electronic devices. ~~, including ear buds.~~

~~Cellphones and other electronic devices shall be turned off and kept out of sight during instructional time unless approval has been granted by the teacher for use as a learning tool during class time. For grades K-8, instructional time is defined as the start of school until school dismissal. For grades 9-12, instructional time is defined as time in a classroom or class period.~~

~~Students cannot use cellphones/devices to photograph or videotape other students or staff on school property (including buses).~~

Students shall not use personal internet-enabled electronic devices during the school day.

Students shall not photograph or videotape other individuals at school or at school sponsored activities without their knowledge and consent, except for activities considered to be in the public arena such as sporting events or public performances.

Students shall not use electronic devices in any way that would suggest cheating, plagiarism, copyright infringement, or any other dishonorable or prohibited conduct.

Consequences of violation of school ~~cellphone~~ electronic device policy:

First Infraction: ~~An employee shall direct the student to turn off the device, put it away, and comply with any other reasonable requests.~~

a) *Before, During, After School Detention, or In-school-Suspension (1 day)*
b) *Parent/Person on the contact list is contacted to come to the school to retrieve the device.*

Second Infraction: ~~The second infraction shall result in the confiscation of the device by the teacher and returned to the student at the end of the period. The teacher will log the incident and notify the parent or legal guardian.~~

a) *APEP (2 days)*
b) *Parent/Person on the contact list is contacted to come to the school to retrieve the device.*

Third Infraction: ~~The third infraction shall result in the confiscation of the device and the device will be sent to the office. The device may be picked up at the end of the day by the student. The teacher will log the incident and notify the parent or legal guardian.~~

a) APEP (5 days)

b) Parent/Person on the contact list is contacted to come to the school to retrieve the device.

Fourth Infraction: ~~The device will be confiscated and sent to the office. The teacher will log the infraction and administration will notify the parent or legal guardian. The device can only be picked up by a parent or legal guardian.~~

a) APEP (10 days)

b) Keep phone 5 days

c) Upon a student's completion of APEP Admin must conduct a parent conference to facilitate a behavioral intervention.

~~Subsequent~~ Fifth Infraction~~s~~: ~~Any further infractions will result in the device being confiscated and held in the office until a parent or legal guardian attends a conference to determine the next steps and possible restorative discipline.~~

a) Long-Term Suspension Recommendation hearing.

b) Assign 10 days OSS pending hearing results.

c) Phone will be returned after hearing.

These consequences apply to the infractions per student and NOT infractions per device. Lyon County School District is not responsible for the theft, damage, or loss of a device pursuant to Board Policy EDBB. Policy EDBB applies to everyone regardless of a signed agreement.

Some possible exceptions to the ~~cellphone~~ electronic device limitation while at school may include ~~teacher permission,~~ in the event of an emergency or crisis, to help manage student's health needs, and as required in a student's IEP or 504 plan, or where required by law. All exceptions are required to be approved by school administration.

……

Please sign and return this form to your student's school.

I read and agree to comply with the terms of the ~~cellphone~~ electronic device policy. I understand that violations of this policy will result in the consequences outlined in Policy EDBB.

Print Student Name _____

Student signature _____ Date _____

Parent signature _____ Date _____

USE OF CELLPHONES AND OTHER ELECTRONIC DEVICES BY STUDENTS AND EMPLOYEES

The purpose of this policy is to set forth expectations for appropriate use of existing and emerging technologies which students and staff may possess including but not limited to cellphones video cameras and/or camera phones, smart watches, iPads, tablets and other personal electronic devices capable of transmitting data and/or images.

The Lyon County School District believes that the responsible use of existing and emerging technologies, such as those listed can be beneficial to the instructional environment and the safety of all students. Students and staff who possess and/or use such devices at school or school sponsored events shall demonstrate the greatest respect for the educational environment and the rights and privacy of all individuals within the school community, as well as comply with any rules or directives regarding possession and/or use on school property as communicated by the Superintendent or their designee.

STUDENT USE OF CELLPHONES AND OTHER ELECTRONIC COMMUNICATION DEVICES

It is expected that students will show respect for the educational environment by not disrupting instructional time with use of cellphones or other electronic devices.

1. Cellphones and other electronic devices shall be turned off and kept out of sight during instructional time unless approval has been granted by the site administrator and teacher for use as a learning tool during class time. For grades K-8, instructional time is defined as the start of school until school dismissal. For grades 9–12, instructional time is defined as time in a classroom or class period.

2. Students shall not use any electronic device that disrupts or detracts from the educational environment.

3. Use of cellphones or other personal electronic devices is prohibited in classrooms during the school day, Media centers, during assessments, or during fine arts or other performances.

4. Students will not be allowed to leave class in response to any electronic devices unless permission is granted by their teacher.

5. Cellphones and other electronic devices may be used appropriately and respectfully before and after classes, in common areas—such as near lockers or the cafeteria—or outside on school grounds.

6. Teachers may permit the purposeful use of personal electronic devices in support of curriculum learning objectives. Should student electronic devices be used on a regular basis in the classroom, written permission from parents/legal guardians must be obtained due to the expense such use may cause. This

approval does not apply to the use of District-owned electronic devices purchased and maintained by District Information Technology or Special Services staff.

7. In the case of medical necessity, emergency or as written in an IEP or 504, a student shall be permitted to possess or use a cellphone, or other personal electronic device provided the student receives advanced authorization from the site administrator or their designee.

8. Students shall not photograph or videotape other individuals at school or at school sponsored activities without their knowledge and consent, except for activities considered to be in the public arena such as sporting events or public performances.

9. Use of cellphones or other personal electronic devices is strictly prohibited in locker rooms, restrooms or any other areas in which a reasonable person would have an expectation of privacy.

10. Students shall not use cellphones or other electronic devices in any way that would suggest cheating, plagiarism, copyright infringement, or any other dishonorable or prohibited conduct.

SAFE AND RESPECTFUL LEARNING ENVIRONMENT

A student who uses their cellphone or other electronic device in order to engage in bullying, cyber-bullying, or intimidation will be disciplined in accordance with District Policy JFCC (Safe & Respectful Learning Environment) and applicable state/federal law, rather than under this policy.

DISCIPLINARY ACTION

First Infraction: An employee shall direct the student to turn off the device, put it away, and comply with any other reasonable requests.

Second Infraction: The second infraction shall result in the confiscation of the device by the teacher and returned to the student at the end of the period. The teacher will log the incident and notify the parent or legal guardian.

Third Infraction: The third infraction shall result in the confiscation of the device and the device will be sent to the office. The device may be picked up at the end of the day by the student. The teacher will log the incident and notify the parent or legal guardian.

Fourth Infraction: The device will be confiscated and sent to the office. The teacher will log the infraction and administration will notify the parent or legal guardian. The device can only be picked up by a parent or legal guardian.

Subsequent Infractions: Any further infractions will result in the device being confiscated and held in the office until a parent or legal guardian attends a conference to determine the next steps and possible restorative discipline.

These consequences apply to the infractions per student and NOT infractions per device. Lyon County School District is not responsible for the theft, damage, or loss of a device.

Some possible exceptions to the cellphone limitation while at school may include teacher permission, in the event of an emergency, to help manage student's health needs, and as required in a student's IEP or 504 plan.

STAFF USE OF CELLPHONES AND OTHER ELECTRONIC DEVICES

Use of cellphones and other electronic devices by staff should be limited to enhance the learning environment of students.

Staff should strive to lead by example. Inappropriate or excessive use of cellphones and electronic devices by staff will not be allowed. Cellphone use during academic time should be carefully considered and only as necessary and appropriate. See LCSD Policy GBBN: Phones and Other Communication Devices.

APPROPRIATE CELLPHONE USE WITH STUDENTS

• The content of all text messages/electronic communication must directly involve a school-related subject matter. Text messages to a single student must never occur. District email communication regarding school related subject matter to a single student is allowable when applicable. Whenever communicating with students, mass or bulk messaging must be used. If it is necessary to communicate with only one student, the employee must include the student's parent/legal guardian in the message. Cellphone texting/electronic communication should never be used to conduct a personal conversation with a student.

• If an employee receives an inappropriate text message from a student, it is the responsibility of that employee to contact the student's parent/legal guardian and school administration immediately to address the behavior.

INAPPROPRIATE CELLPHONE USE WITH STUDENTS

The school district prohibits all communication with students and staff members via texting or other means that may negatively impact the school district's reputation, the reputation of its employees, or its educational interests, or that may negatively impact its students or the school community at large. Such activity, even if engaged in on an employee's own time, may result in discipline up to and including termination of employment. Such behavior may also be reported to the appropriate law enforcement agencies and may likewise result in suspension or revocation of an employee's teaching license. The following types of text messages are therefore strictly prohibited:

• Messages/communication directed to a student or staff member that are sexual in nature, or that solicit or encourage an inappropriate personal relationship with a student or staff member.

• Messages/communication that contain inappropriate images, language, gestures or signs such as racial slurs, or biased, lewd or lascivious expressions.

• Language or images that disparages a student or staff member on the basis of race, ethnicity,

socioeconomic status, gender, national origin, sexual orientation, political or religious affiliation, physical characteristics, academic or athletic performance, disability or English language proficiency.

• Messages/communications that are used to bully, cyber-bully or intimidate a student or staff member or that encourage others to bully, cyber-bully or intimidate another student or staff member.

• Language or images that encourages students or staff to act inappropriately or that provokes altercations between students.

• Language or images that would be considered inappropriate to the educational interests of a student, negatively impact the school community at large, and/or be otherwise offensive to an objective reasonable person.

Ref: Policy GBB Fair Employment Practices, Policy GBBC Employee Bullying, Policy JFCC Safe & Respectful Learning Environment, Policy GBBPA Social Media, Policy GBBN Phones and Other Communication Devices

Policy #EDBB
Revised 11/19/24

USE OF CELLPHONES AND OTHER ELECTRONIC DEVICES BY STUDENTS AND EMPLOYEES - ADMINISTRATIVE REGULATIONS

Lyon County School District Student Cellphone Agreement

All Lyon County School District students should complete and return a cellphone agreement in order to have a cellphone or other non-school issued electronic device at school. Policy EDBB applies to all students with or without agreements on file and applies to all non-school issued electronic devices, including ear buds.

Cellphones and other electronic devices shall be turned off and kept out of sight during instructional time unless approval has been granted by the teacher for use as a learning tool during class time. For grades K-8, instructional time is defined as the start of school until school dismissal. For grades 9–12, instructional time is defined as time in a classroom or class period.

Students cannot use cellphones/devices to photograph or videotape other students or staff on school property (including buses).

Consequences of violation of school cellphone policy:

First Infraction: An employee shall direct the student to turn off the device, put it away, and comply with any other reasonable requests.

Second Infraction: The second infraction shall result in the confiscation of the device by the teacher and returned to the student at the end of the period. The teacher will log the incident and notify the parent or legal guardian.

Third Infraction: The third infraction shall result in the confiscation of the device and the device will be sent to the office. The device may be picked up at the end of the day by the student. The teacher will log the incident and notify the parent or legal guardian.

Fourth Infraction: The device will be confiscated and sent to the office. The teacher will log the infraction and administration will notify the parent or legal guardian. The device can only be picked up by a parent or legal guardian.

Subsequent Infractions: Any further infractions will result in the device being confiscated and held in the office until a parent or legal guardian attends a conference to determine the next steps and possible discipline.

These consequences apply to the infractions per student and NOT infractions per device. Lyon County School District is not responsible for the theft, damage, or loss of a device pursuant to Board Policy EDBB. Policy EDBB applies to everyone regardless of a signed agreement.

Some possible exceptions to the cellphone limitation while at school may include teacher permission, in the event of an emergency, to help manage student's health needs, and as required in a student's IEP or 504 plan. All exceptions are required to be approved by school administration.

……

Please sign and return this form to your student's school.

I read and agree to comply with the terms of the cellphone policy. I understand that violations of this policy will result in the consequences outlined in Policy EDBB.

Print Student Name _____

Student signature _____ Date _____

Parent signature _____ Date _____

January 2025

Model Legislation

Model Legislation to Restrict Smartphone Use in K–12 Public Schools

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Introduction

Across the United States, a consensus has emerged around the need to limit youths' access to smartphones in schools.[1] Manhattan Institute polling done in July 2024 revealed that 60% of likely voters nationwide are extremely or very worried about cellphone use in school. Despite today's divisive political landscape, 73% of voters agree that schools should take steps to limit access to cellphones in schools.[2]

Generation Z, those born after 1995 and often lauded as "digital natives," was the first cohort to grow up with constant access to technology. This fluency with digital devices was often framed as a benefit, equipping today's youth to navigate the modern world with ease. But as social psychologist Jonathan Haidt and others have written in recent years,[3] this constant digital stimulation—especially on social media platforms—comes with downsides. As Haidt notes, the six to eight hours of screen-based leisure that teens spend each day comes with a high opportunity cost: time not spent playing with friends, learning new skills, and exploring the physical world.[4]

In a recent poll of 1,006 Gen Z adults aged 18 to 27, 60% responded that they use social media for at least four hours each day, with 22% spending seven or more hours daily.[5] Almost half wish that social media platforms like TikTok and Snapchat were never invented, indicating the frustration that many young American adults feel with social media.

Generation Alpha—the children born from 2010 onward and often known as "screenagers"—has screen time rates that exceed those of previous generations, even Gen Z.[6] About 65% of Generation Alpha spend up to four hours a day on social media, with 58% obtaining a smartphone before the

About Us

The Manhattan Institute is a community of scholars, journalists, activists, and civic leaders committed to advancing economic opportunity, individual liberty, and the rule of law in America and its great cities.

age of 10.[7] This younger generation of students has already had its elementary educational and social experience hindered by Covid-19-related masking and remote-learning policies.[8] Smartphone dependency is eroding their educational capabilities and social development further.

Americans increasingly recognize that smartphone dependence can harm our youngest generation. Mounting evidence from personal experiences as well as from scientific studies demonstrates that smartphone use relates to poorer academic performance, heightened anxiety, loneliness, distress, and risks to healthy childhood socialization. Teachers confirm that cellphones and smartphones are pulling students' attention away from their work. A recent Pew Research poll found that "72% of high school teachers say students being distracted by their cellphones in the classroom is a major problem."[9]

As a result, states, cities, and individual school districts across the U.S. are revising their policies on phone use in public schools. The problem transcends partisan, state, and even national lines. Large urban and small rural districts, Republican and Democratic jurisdictions alike, are beginning to look for solutions. The United Nations' UNESCO body has even called for a global smartphone ban in schools.[10]

This issue brief and accompanying model legislation aims to provide states with a broadly implementable smartphone restriction policy in public schools, along with clear, straightforward enforcement provisions to help state and local elected leaders and school officials limit smartphone use in public schools across the United States.

The Deleterious Effects of Smartphones in Schools

Smartphone use in schools can harm children in at least two major ways: 1) distracting from the educational experience of students, particularly as related to learning and classroom management; and 2) impeding healthy childhood socialization. These two aspects of the in-person, academic experience can be fundamental to children's development into well-functioning, well-adjusted adults. Local education agencies' authority to restrict smartphone use is justified for potentially two reasons related to these harms. First, public schools historically operate *in loco parentis*, meaning that when minor children are entrusted by parents to a school, the school has a duty to support the learning and safety of its students[11]—but schools' ability to do so may be particularly impeded by smartphone use. And second, the role of the public education system is, at least in part,[12] preparation for productive participation in a democratic society; contrary to arguments *for* technology use, given its existence in the "real world," schools are the primary place where children learn to interact face-to-face, which remains necessary for a well-functioning society.

Distracting from the Educational Experience and Impact on Academic Performance

Student engagement in academics suffers when students are distracted by smartphones. Learning requires listening, watching, reading, and participating. Students with access to smartphones use them during lectures, when they are supposed to be reading and performing schoolwork, and when they are supposed to be learning from one another in group-learning settings. Even when students are not actively using their phones, they can be preoccupied by their mere presence and accessibility: they think about incoming texts, feel vibrations, and hear hushed alert sounds. Students

feel compelled to check their smartphones with alarming regularity, constantly thinking about their next use. According to Santa Barbara high school principal Bill Woodard: "If that phone is pinging in your pocket, it can take you up to 20 minutes to refocus."[13]

Data and anecdotal observations support these contentions. Research using granular data that tracked mobile phone notifications found that teens received 237 notifications a day, on average, with about 25% of those notifications occurring during the school day.[14] In one study of college students, over 90% reported receiving texts while in class, and 86% reported texting someone from class.[15] A separate study found that using Facebook or texting while doing schoolwork can tax cognitive processing capacity that may preclude deeper learning.[16] Smartphone use and addiction has also been associated with poorer sleep quality,[17] and sleep quality has a significant correlation with academic performance.[18]

Perhaps more directly relevant, in addition to the complicated effects that screen time may have on the brain and learning processes, a systematic review of the literature on smartphone use in schools elucidates a large body of evidence that supports a negative relationship with academic performance.[19] Several researchers have independently found that phone use distracts students in significant ways, noting that "cellphone addiction and distractedness played key roles in impacting the effects of condition on test performance"[20] and that "[p]articipants who kept their cellphone performed worse on the quiz for material presented in the 3rd quarter of the lecture than those without cellphones. Distracted participants performed worse on the test for the same material than those who were not distracted.… Findings indicate that having cellphones in a short lecture has its largest impact on attention and learning 10–15 min into the lecture."[21]

One study, which tracked the effects of a cellphone ban in Spain, found that "during the less than three years that the mobile phones ban was in force (from 2015 to 2017), students' scores in Galicia improved by around 10 points in maths and 12 points in sciences as compared to a synthetic Galicia that had followed exactly the same trend in these scores before the intervention."[22] American schools that successfully restrict smartphone use report improvements such as improved standardized test scores, grade performance, interpersonal interactions, and even attendance at school sporting events.[23]

Importantly, teachers have increasingly limited tools to manage classroom behavior, given recent school discipline reforms[24] and the growth of therapeutic interventions in the classroom.[25] For example, teachers' unions have largely supported efforts to weaken consequences for misbehavior, such as by replacing discipline codes with "restorative justice" approaches.[26] Smartphones create challenges in enforcing school behavioral policies and maintaining order in the classroom. Teacher difficulties are a pressing concern as classroom behavior has deteriorated[27] and increasing numbers of teachers are leaving the field.[28] Teachers asked to implement a classroom-level smartphone policy are given this additional burden, and they often wish that the school district instead provided a uniform policy.[29]

Corrosive Effects on Social Development and Well-Being

Smartphone use in schools also harms children by stunting their social development and well-being. This takes several forms. First, children distracted by their phones have fewer synchronous interactions with their fellow classmates. Children often sit together in silence while they scroll on phones in school, instead of talking and learning with one another. At recess, they likewise eschew play for phone time, despite overwhelming evidence that children need ample opportunities for play, which is fundamental for healthy brain development and social functioning.[30]

It is difficult to overstate how the reduced frequency of these social interactions risks healthy childhood development. Haidt concludes that the only plausible theory for the international decline in teen mental health over the last 15 years "is the sudden and massive change in the

technology that teens were using to connect with each other."[31] Other research shows that children with latent social anxiety may choose digital interactions over in-person ones: "opting to substitute digital media for interpersonal communication to avoid feared situations may become cyclically reinforced over time, making the person even more avoidant and worsening the symptoms and severity of social anxiety disorder."[32]

Research has also shown that "[b]y banning smartphones, students communicate and socially interact directly with each other more often. This promotes the development of social skills and strengthens the community within the school." Relatedly, cellphone bans can result in "positive effects on satisfaction, conflicts, and competition."[33] In fact, proactive in-person social interactions in place of excessive social-media use can be effective for helping students get past social anxiety.[34] Experiments reducing social-media exposure generally show improvements in anxiety and depression.[35]

Second, the actual content that children overconsume when using applications like Instagram or TikTok has been shown to increase anxiety and depression in children, and especially in girls.[36] Social-media use is significantly correlated with these mental health conditions.[37] Young adults are particularly susceptible to feelings of envy and dissatisfaction with their lives when exposed to social media.[38]

Overuse of cell and smartphones has also been linked to higher rates of cyberbullying, with students both as perpetrators and victims in these incidents due to the constant connection to social-media and messaging platforms.[39] In one 2017 study, students with cellphones were more likely to be a victim of bullying or to be bullies themselves.[40] A culture of poor digital behavior creates a culture that fails to value privacy and shares personal information recklessly (such as "doxxing"), which amplifies bullying and victimization.[41]

Third, frequent phone use during school increases the possibilities for sexting, with some students unaware of the legal, emotional, or academic consequences involved.[42]

Emerging Approaches to Cell and Smartphone Bans

Fully 77% of public schoolchildren nationwide already attend a school with some sort of cell- or smartphone restriction for nonacademic use.[43] Most teachers support smartphone restrictions or bans. Nationwide, 90% of teachers in the National Education Association union support policies prohibiting cellphone use during instructional time, and 83% favor going further to prohibit phone usage during the entire school day.[44] An NEA-published article found that many teachers wanted guidance and a clear policy from the school district, but many school administrators avoided the responsibility to set uniform rules.

In New York State, 60% of voters support banning smartphones in classrooms.[45] New York governor Kathy Hochul has expressed support for a "bell to bell" (8 AM to 3 PM) prohibition on the use of personal Internet devices in public schools.[46] In May 2024, Hochul said that education leaders "have to liberate" public schoolchildren from the fear of missing out on what others might be saying about them and the felt need to respond to their smartphone notifications.[47] Likewise, for months, Mayor Eric Adams and the New York City Department of Education have considered a smartphone ban, though they have failed to implement a citywide policy.[48]

Among NYC public schoolteachers, 63% support a citywide ban.[49] The details of policy design and enforcement have been left to each school, however, resulting in inconsistency and a halting start to a citywide policy.[50] While 38% of teachers in schools that have implemented bans say that they have been a success—indicating that bans can work—a greater share (40%) said that bans had been a failure.[51] Those who called their school's ban a failure most frequently blamed a lack of planning and organization. Among teachers in schools that had a ban, 70% supported introducing a citywide ban.[52]

Michael Mulgrew, president of the powerful city teachers' union, has said that any citywide policy should incorporate what has worked in schools that have implemented restrictions.[53] According to a union press release, educators reported that in "middle and high schools, collecting phones as students walked into the school building worked the best," whereas for elementary schools, keeping phones in backpacks and turned off worked best.[54] Both best-practice approaches removed phones from students' persons.

States have started to pursue a variety of approaches to address smartphone use in schools. These approaches range in both "dosage" (just how much students may access devices throughout the school day) and prescriptiveness (the amount of discretion either withheld or afforded to individual schools). That so many schools have problems with smartphones proves that these policies are often ineffective because of poor design, implementation, or both.

Lawmakers at the state, municipal, or individual school level seeking to ban smartphone use in schools must consider several factors, including access between classes, phone storage possibilities, and enforcement mechanisms. For example, should students have access to their devices during lunch periods or while they walk from class to class? School administrators must also decide on a system of enforcement for when students disobey the established rules. Finally, they must plan for necessary or useful flexibility and exceptions to the policy that will vary based on student- and local-level characteristics.

School- and District-Level Approaches

Deficient enforcement is the most important impediment to a smartphone policy's effectiveness. Teachers often find enforcing restrictions difficult, awkward, or even dangerous.[55] Because of inconsistent enforcement, students often flout the rules. One study analyzing smartphone data of 200 students aged 11–17 found that 97% used their phones during the day, with a median time of 43 minutes.[56] A Fordham Institute study notes: "Without consistent enforcement, none of these cellphone policies mean anything. I had many exchanges with current and former teachers. When I asked them which policy they preferred, by far the most common answer was 'the one that will be enforced.'"[57] Case studies and examples consistently prove the value in having clear guidelines and consistent expectations in enforcement.

In Orange County, Florida (which includes Orlando), prior to implementing a district-wide smartphone ban, students "rarely looked up from their devices as they walked down school hallways."[58] Some posted images and videos of their classmates to social-media platforms, causing bullying. Going further than Florida's statewide requirement, the district barred students from using cellphones for the whole school day, including the time between classes. The results: "on the first day the ban took effect, Timber Creek administrators confiscated more than 100 phones from students," but then, as students realized the ban would be enforced and stopped using their phones, confiscations quickly dropped.[59]

In a high school in Beaverton, Oregon, teachers were originally encouraged to use signs that said "tech OK / tech away," but most simply told students to put away their phones when necessary.[60] In practice, the policy devolved into individual teachers' preferences. The result: students regularly pulling out their smartphones to respond to text messages, whether secretly or in plain sight.

By contrast, Marist Catholic High School in Eugene, Oregon, took a stricter stance, requiring that students put their phones in school-provided cubbyholes during classes and assemblies.[61] Violations lead to confiscation of phones and academic penalties. Students understand the importance of enforcement. According to one sophomore: "The stricter the teacher, the less missing phones from the cubby."

Until the 2024–25 school year, teachers in Santa Barbara, California, were responsible for their class's smartphone policies. As in Beaverton, that proved ineffective, as most teachers did not adopt a smartphone-management policy. In response, a Santa Barbara teachers' union representative surveyed members for their views, presented the findings to the district, and successfully lobbied for a new district-wide "Off and Away" policy.[62] Under the policy, students' phones must be put away in a "phone hotel" in each classroom, though students can use phones after class and during breaks.

The adoption of a uniform policy helped Santa Barbara teachers enforce the policy consistently. As Devon Espejo, an art teacher who previously required phones to be placed on a numbered storage shelf, said, "A more uniform approach will help us control these devices in the classroom."[63] Every teacher across the school system is expected to enforce the policy, removing discrepancies in leniency and reducing the opportunities for conflict, both of which can lead to lower effectiveness.[64] As high school Spanish teacher Esther Limon remarked of the districtwide policy, "everyone knows it's an expectation now."[65]

Scarsdale, New York, public schools have also adopted an "off and away" policy that varies based on school level. Elementary school students are encouraged not to bring smartphones at all, but if they do, their phones are required to be turned off and kept in backpacks.[66] At the district's middle school, phones are turned off and stored in lockers. At the district high school, students place their phones in a caddy at the entrance of each classroom before class begins and retrieve them at the end of the class session. A high school English teacher, Jennifer Rosenzweig, who helped develop the district's smartphone policy, says that the phone caddies "make a difference but not enough," adding that "each student needs seven hours a day without pings and buzzes calling out to them."[67] Students who are allowed to look at their phones between classes lose the ability to absorb classroom instruction, says Rosenzweig. They instead "need down time between classes to absorb the information just taught, and if they look at a screen, that information is immediately lost." In a joint panel of students and teachers tasked with revising the district policy, the panelists overwhelmingly asked for a "more unified effort to keep phones off and away."[68]

Specialty pouches, such as the Yondr brand of pouches, which lock magnetically, have sometimes proved less than fully effective.[69] Keeping phones turned on and on the student's person, even if magnetically sealed, can nonetheless distract students by allowing them to feel notification vibrations and wonder who is calling. Clever students at some schools have found ways to force the magnetic closure open, such as by hitting it hard enough, or to pretend that their phone is stored in the pouch.[70] In short, there is no technological substitute for clearly defined policies and consistent enforcement.

State Approaches

On the more prescriptive side, four states have banned smartphones or cellphones from classrooms (Indiana, Florida, South Carolina, and Louisiana) and in one other state (New Hampshire) the governor announced an intended ban:

- Indiana requires that "[e]ach school corporation and charter school shall adopt and implement a wireless communication device policy that … prohibits a student from using a wireless communication device during instructional time, [but] authorizes a teacher to allow a student to use a wireless communication device for educational purposes during instructional time."[71]

- Florida's policy reads that "a student may not use a wireless communications device during instructional time, except when expressly directed by a teacher solely for educational purposes. A teacher shall designate an area for wireless communications devices during instructional time."[72]

- South Carolina's law stipulates: "During the school day, students are prohibited from accessing their personal electronic devices, unless authorized for classroom use. Students may not wear or access device accessories during the school day. Students must store their devices and device accessories in lockers, backpacks, or otherwise as directed by the school district during the school day. Districts may forbid student possession of devices and device accessories on school property."[73]

- Louisiana's ban on possession and use states that "no student shall possess, on his person, an electronic telecommunication device throughout the instructional day. If a student brings an electronic telecommunication device in any public elementary or secondary school building or on the grounds thereof during an instructional day, the electronic device shall either be turned off and properly stowed away for the duration of the instructional day or prohibited from being turned on and used during the instructional day."[74]

- On January 9, Kelly Ayotte, the newly inaugurated governor of New Hampshire, announced that the state would move to ban cell phones in schools.[75]

Other states, such as Minnesota and Ohio, have taken initiatives that fall short of an outright ban but have instructed school districts to adopt individual policies on phone use. In Iowa, a ban is being discussed but is still in its early stages:

- Minnesota requires that each "school district or charter school must adopt a policy on students' possession and use of cellphones in school by March 15, 2025. The Minnesota Elementary School Principals Association and the Minnesota Association of Secondary School Principals must collaborate to make best practices available to schools,"[76] leaving each school district to adopt a policy to limit smartphone use.

- Ohio likewise passed legislation requiring that by July 1, 2025, "each school district board of education shall adopt a policy governing the use of cellular telephones by students during school hours."[77]

- In late November, Iowa governor Kim Reynolds announced that she would propose legislation to ban smartphones in public schools statewide, though she left details for a future date.[78]

Recommendations

Because of the detrimental impact on socialization and classroom learning and the potential harms to healthy childhood socialization, states, cities, and school districts should severely restrict the use of smartphones on school grounds for the entire school day and during other school-sponsored activities. This approach is aligned with the scientific and experiential evidence that the use of smartphones in schools distracts students from social interactions and academic responsibilities necessary for healthy development. It also accords with Haidt's recommendation of a completely phone-free school day.[79]

As the experience of multiple districts and schools attests, such a policy must be clearly defined and consistently enforced to achieve effectiveness. Our model policy thus proposes, in essence, that no smartphones should be visible on school grounds during school hours or in school-sponsored activities. Because school hours may vary from district to district or school to school, we refer to the school's handbook for the times of day in which phone access is to be restricted. School districts should require students to deposit their smartphones in a locker or other secure storage system, give the devices to a school official when they enter the school building for safekeeping, or keep their phones turned off and stored in backpacks throughout the entire school day. Those who have deposited their phones can retrieve them at the end of school hours, ensuring a phone-free learning environment. Ideally, districts would require locker-based storage, but resource limitations and respect for local preferences call for the inclusion of a restrictive "Off and Away" option, with phones turned off and stored in students' backpacks during the entire school day.

For a ban to have any meaningful deterrent mechanism, it must be enforced consistently by teachers and staff. Our proposed bright-line rule allows school employees who observe students using smartphones to instantly and easily determine that such use is prohibited and enforce the rules. The policy also proposes a sample guide for penalties that increase in severity each time a student is caught with a smartphone. We include multiple steps in the disciplinary guide to illustrate the range of actions available to states and school districts, which escalates with repeated offenses. Our policy would also provide low-cost rewards to students and schools for compliance. Finally, the policy contemplates enforcement at the school and district level through reporting to the office of the state superintendent of education, providing an oversight mechanism through state-level education officials.

Addressing Concerns

Parents and education advocates have well-intended, understandable concerns about cellphone bans. These concerns are primarily related to safety, digital literacy, and medical conditions. Parents are concerned that a smartphone ban would prevent them from connecting with their child in the case of an emergency, such as a natural disaster or an active threat scenario. Parents have voiced that phone bans "cut off a lifeline parents have to make sure their children are safe during school shootings or other emergencies."[80] Though schools have landline phones and other ways for students and teachers to communicate in the case of emergency, many parents would prefer that their children have access to a device in which they could communicate immediately, if necessary.

But law-enforcement officials and school safety experts suggest that phones, in fact, can detract from student safety, noting the importance of getting students to devote full attention to adult directions when quick action is needed; mere seconds may make the difference in saving their lives.[81] In response to parents upset over a NYC school's failure to inform parents about what turned out to be an unfounded school safety threat, Governor Hochul reiterated that smartphones can distract students in the event of an imminent danger.[82]

While mass school shootings are highly publicized, they remain rare occurrences.[83] Excusing inaction on commonsense smartphone restrictions in schools for this reason sends a false message to students and parents that excessive fear is warranted, which itself can induce greater student anxiety and also risks normalizing the extreme behavior.

In any case, our model language addresses these concerns by banning smartphones, not cellphones with bare-bones calling capabilities. As defined in the policy, a "basic phone" is a handheld cellular radio telephone or electronic device that lacks the capability to install third-party applications beyond those preinstalled by the manufacturer, or to access social-media platforms via websites or

applications. Schools would retain the authority to regulate basic-phone use, such as by requiring that they remain silenced throughout class. Our policy also permits wearable electronic devices such as smartwatches, as parents may opt to track their children's location using such devices, perhaps in lieu of giving them a Basic Phone.

A final common concern about smartphone bans is that they will prevent children from becoming familiar enough with technology to properly navigate that technology in their careers and future social lives. Some have voiced concerns that students will have difficulty adapting to a technologically driven workforce.[84] In terms of digital literacy, as noted above, a lack of technological fluency is not an obvious problem among youth, whereas many children struggle with face-to-face interactions.[85] To the extent that digital literacy is of interest, more must be done to determine what, specifically, constitutes "responsible" smartphone and social-media use—measures of which are less obvious than may be considered at first thought. Designing effective and relevant digital literacy curricula will be a wholly separate challenge. While the use of digital literacy programs is growing, there is still no consensus on what constitutes digital literacy themes, and the effectiveness of these programs is not known.[86] Given how rapidly technology changes, requiring digital literacy programs may force schools to develop curriculum that becomes out of date before it is widely rolled out.

Our model does not prevent schools from instructing students on the use of smartphones, computers, or other technologies. Students in pre-determined, specified, and supervised settings can still be allowed to use such electronic devices, for example, in explicit cases like popular computer-aided design (CAD) classes, computer science and technology classes, or in related after-school programs and clubs, like those for robotics and computer programming and coding.

In terms of medical conditions, alternative measures and reasonable accommodations can address these concerns. Students with medical conditions, such as diabetes, often use their phones to manage those conditions. The American Diabetes Association, for example, considers smartphones to be "paramount to the student's ongoing diabetes care, health, and safety," so that students with diabetes may use their device to "monitor their blood glucose (blood sugar) levels, administer insulin, and share data with school nurses, trained school staff, and other caregivers."[87]

Our model legislation provides adequate exceptions for students with medical conditions. Section 7(b) of the legislation establishes a process for obtaining a medical exception after "the submission of a formal written request by the student's parent or guardian, accompanied by a verified letter from a licensed physician." The policy then broadly follows the medical exception process made under Section 504 of the Rehabilitation Act of 1973, which all school districts are already required to have, as a matter of federal law.

The stringency of the proposed exception process aims at deterring requests for conditions that do not require an exception. Instead, the school can provide a reasonable accommodation, short of allowing smartphone retention throughout the day, such as allocated times during the day during which students can check their phones. For situations in which no reasonable alternative device or accommodation is available, students will be granted an exception.

Acknowledgments

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A Model for Restricting Smartphone Use in K–12 Public Schools

Section 1: Purpose

Mounting scientific evidence and the experience of teachers and school officials across the U.S. have demonstrated the harms of excessive smartphone use, particularly in school. This policy document aims to promote a focused educational environment and healthy childhood development by restricting the use of smartphones in schools, while allowing basic communication devices that serve essential safety purposes.

Section 2: Definitions

a. "Smartphone" means a handheld cellular radio telephone or electronic device that includes the capabilities to: (1) connect to a wireless cellular data network; (2) make phone calls or use digital voice services; (3) browse the Internet; and (4) access Internet platforms, including, but not limited to, TikTok, Instagram, Facebook, X (Twitter), YouTube, and Snapchat, through applications or websites.

    1. A "Smartphone" does not include a laptop, non-handheld tablet, wearable computer such as a smartwatch, or electronic device primarily designed for reading books and periodicals in digitized form.

b. "Basic Phone" means a handheld cellular radio telephone or electronic device designed primarily for voice calling that: (1) lacks the capability to install third-party applications except those preinstalled by the manufacturer; and (2) does not support access to Internet platforms through applications or websites.

c. "Backpack" refers to a backpack, bookbag, or other closable bag intended for carrying books and other academic equipment.

d. "Medical Exception" refers to any exception from the terms of this policy document or a school district's Smartphone policy granted on the basis of a documented medical condition.

e. "School Hours" means the time of day when the school regularly provides classroom instruction, including lunch periods and breaks, as defined in the school's student handbook.

f. "School Grounds" includes all public school buildings, classrooms, outdoor areas, and transportation vehicles used in the course of school activities for grades kindergarten through 12, including spaces visited on school-sponsored trips.

g. "School Staff" means all those who support school operations, including employees, administrators, and volunteers.

h. "Smartphone Storage Rack" means a rack, closet, compartment, locker, tray, organizer, or other container provided by the school and kept in a secure location, for the purpose of storing Smartphones.

Section 3: Prohibition of Smartphones in Schools

a. No later than the start of the school year following the enactment of this policy document, or [X] months after, whichever is later, each school district in the state of [STATE] shall adopt a policy restricting use of Smartphones by students on School Grounds, which shall not conflict with the provisions of this policy document.

b. The school district's policy required under Section 3(a) shall be posted on the websites of the school district and each school in the district, in an easily accessible location.

c. No public school student shall use or display a Smartphone on School Grounds during School Hours, or while participating in a school-sponsored activity.

d. Before or at the beginning of School Hours, students in possession of a Smartphone shall either:

    1. Place the Smartphone, set to off, in a Smartphone Storage Rack provided by the school;

    2. Relinquish the Smartphone, set to off, to a member or members of School Staff, who shall promptly place the Smartphone in a Smartphone Storage Rack; or

    3. Place the Smartphone, set to off, in the student's Backpack.

e. Except in cases of emergency, as determined by the school principal, students shall not retrieve their Smartphone from a Smartphone Storage Rack or a Backpack during School Hours, or during school-sponsored activities.

f. At the conclusion of each school day, as defined in the student handbook, a member of School Staff shall provide access to Smartphone Storage Racks to allow students to retrieve their Smartphones, or shall deliver students' Smartphones to students.

g. A school district may adopt a policy that requires students to adhere to one or more options listed in subsection (d) of this section.

    1. School districts that adopt policies requiring students to adhere to the restrictions under Sections 3(d)(1) or (3)(d)(2) may apply to the state superintendent of education for funding and other assistance to procure Smartphone Storage Racks.

h. Each school district shall ensure that schools take reasonable steps, within available resources, to reduce the risk of theft or loss of students' Smartphones.

Section 4: Allowable Devices

a. Nothing in this policy document shall be construed to deny:

    1. Student access to a Basic Phone for the purpose of communication with parents or guardians. Such devices shall be allowed for use before and after School Hours, or during emergency situations, as determined by the school principal;

    2. Smartphones or other electronic devices, provided by and authorized by the school, for use in classroom instruction;

    3. Devices not defined as Smartphones under Section 2(a)(1); or

    4. Smartphones in public institutions of higher education.

b. Each school or school district shall establish a list of Basic Phones approved for possession on School Grounds.

c. School administrators shall have the authority to regulate Basic Phone use on School Grounds.

Section 5: Enforcement

a. Each school shall designate a member or members of School Staff tasked with administering the provisions of this policy document.

b. Upon discovering a student found in violation of this policy document, School Staff must promptly report the violation to a member of School Staff tasked with the responsibility of administering the provisions of this policy document, who shall promptly record the violation in the school's records and enforce any associated penalty.

    1. School staff who report a violation or enforce a provision of this policy document shall be free from harassment, retaliation, coercion, or intimidation as a result of complying with this policy document.

c. Each school district shall adopt a uniform discipline policy for violations and repeat violations of this policy document within the same school year.

    1. Repeat violations shall increase in severity and shall, in the school district's discretion, include the possibility of the most severe disciplinary action available under the school district's discipline code or policy.

    2. At a minimum, each school district shall adopt the following discipline policy for violations and repeat violations of this policy document within the same school year:*

        i. Upon the first violation, a member of School Staff shall give the student a verbal warning that Smartphone use is not permitted during the school day, and shall inform the student that the violation will be recorded in the school's records.

        ii. Upon the second violation, the student shall be required to relinquish the Smartphone to a member of School Staff, who shall promptly place the Smartphone in a Smartphone Storage Rack, or in a secure location. The student shall report to the principal's office at the end of School Hours, where a member of School Staff shall inform the student that the violation has been recorded in the school's records and return the Smartphone to the student.

        iii. Upon the third violation, the student shall be required to relinquish the Smartphone to a member of School Staff, who shall promptly place the Smartphone in a Smartphone Storage Rack, or in a secure location, until retrieved by the student at the end of School Hours. No later than the day following the violation, a signed letter from a member of School Staff shall be delivered to the student and the student's parent or guardian. This letter shall include the requirements of the school district's Smartphone policy and a warning of the consequences of

*This multi-step discipline policy is meant to provide a useful and commonsense escalating framework for assessing a range of disciplinary actions. School districts may modify this discipline floor based on their circumstances, such as by reducing the number of steps (but not adding steps to make more lenient), changing the penalties associated with violations, or levying penalties for Smartphone use that results in problematic behavior like cyberbullying or fights.

future noncompliance. The student and the student's parent or guardian shall be required to sign an acknowledgement of these consequences and a pledge to comply with the school district's Smartphone policy.

iv. Upon the fourth violation, the student shall be required to relinquish the Smartphone to a member of School Staff, who shall promptly place the Smartphone in a Smartphone Storage Rack, or in a secure location, until retrieved by the student's parent or guardian.

v. Upon the fifth violation, the student shall be required to relinquish the Smartphone to a member of School Staff, who shall promptly place the Smartphone in a Smartphone Storage Rack, or in a secure location, until retrieved by a parent or guardian. Upon retrieval, a member of School Staff and a school counselor shall meet with the student and the student's parent or guardian, or schedule such a meeting within the next seven calendar days, to discuss the circumstances of the student's violations thus far and the consequences of future noncompliance.

vi. Upon the sixth violation, and for subsequent violations, the student shall be suspended for a period of [X] days, according to the school district's suspension policy. The principal shall deliver a signed letter to the student and the student's parent or guardian stating the terms of the suspension and consequences of future noncompliance.

vii. After no more than three in-school suspensions, the student shall be subject to an out-of-school suspension. After no more than three out-of-school suspensions, the school may implement the most severe penalty available under the school district's discipline code or policy.

Section 6: Implementation

a. Each school shall:

1. At the end of each school year and not later than June 30,* create an annual summary of the number of violations of this policy document that occurred during the immediately preceding school year, including the number of students disciplined, the number of total violations, and the frequency of each type of penalty imposed.

2. Not later than one week after the beginning of the school year, or not one week after a student is enrolled in a district's school, ensure that the school district's Smartphone policy, including the list of Basic Phones approved for use on School Grounds provided under Section 4(b), is delivered in printed and electronic format to each student and the student's parent or guardian.

3. Not later than five business days after receipt of the school district's Smartphone policy, ensure that each student and the student's parent have signed and returned an acknowledgement, in printed or electronic format, that they understand and accept the school district's Smartphone policy.

4. Not later than the start of each school year, post the school district's latest Smartphone policy on the school's website in an easily accessible location.

*Please note: the dates found in this Section may be subject to change, based on each school district's school year and other circumstances.

b. Not later than July 30 of each year, each school district shall create an annual summary of violations of this policy document that occurred during the immediately preceding school year in the school district. Not later than August 5 of each year, each school district shall submit this summary to the office of the state superintendent of education.

c. In the year following the publication of the feasibility study required under Section 6(f), and not later than August 30 of each year, and for each of three years thereafter, the office of the state superintendent of education shall post on its website in an easily accessible location summary statistics of the average and median number of Smartphone policy violations as a proportion of students statewide, in the school district with the greatest number of violations as a proportion of students, and in the school district with the fewest number of violations as a proportion of students.

    1. The 10 percent of school districts and schools in the state, respectively, with the fewest Smartphone policy violations as a proportion of students shall receive a certificate signed by, or with a facsimile signature of, the governor and state superintendent of education for excellence in Smartphone policy compliance.

d. Each year, the office of the state superintendent of education shall review the summaries of each school district, provide additional support, and take remedial action, as necessary, to school districts and schools the superintendent deems to have an unacceptably high frequency of violations of Smartphone policies.

e. Each school district shall establish a policy to provide rewards for students who have complied with the terms of this policy document. Such rewards program shall also provide for grade-level and school-wide rewards for compliance. At a minimum:

    1. Students, grade levels, and schools found in compliance for an entire school year shall receive a reward under the terms of the reward program;

    2. Students with no violations of this policy document for an entire school year shall receive a certificate or other physical recognition of perfect compliance; and

    3. Shall incorporate the recommendations of the state superintendent of education's feasibility study required under Section 6(f) of this policy document.

f. No later than the start of the school year following the enactment of this policy document, the state superintendent of education shall create a feasibility study examining a range of rewards for school districts and schools that have achieved high rates of compliance with this policy document. Such study shall review the resources available to provide for rewards and recommend additional funding and other incentives for school districts that adopt a policy requiring the restrictions in Sections 3(d)(1) or (3)(d)(2).

g. No later than three months following the publication of the feasibility study required under Section 6(f), the state superintendent of education shall implement a reward and incentive program, incorporating the findings of the feasibility study, for school districts that adopt a policy requiring the restrictions in Sections 3(d)(1) or (3)(d)(2) and for school districts that have achieved high rates of compliance with this policy document.

h. This policy document shall take effect in [X] months, or at the start of the next school year following its enactment, whichever is later.

Section 7: Exceptions for Medical Conditions

a. Requests for Medical Exceptions from this policy document shall be governed by the school district's policy, process, and body for reviewing applications for reasonable accommodations made under Section 504 of the Rehabilitation Act of 1973.

b. To the extent permitted under state and federal law, a Medical Exception to some or all of the terms of this policy document or a school district's Smartphone policy may be granted only upon the submission of a formal written request by the student's parent or guardian, accompanied by a letter from a licensed physician.

c. To the extent permitted under state and federal law, requests for a Medical Exception shall be denied if a reasonable accommodation is available to meet the student's medical needs without granting access to a Smartphone.

d. If no suitable reasonable accommodation or alternative to Smartphone use is available, the Medical Exception shall be granted.

e. Reviews of applications for Medical Exceptions shall be completed in accordance with the time permitted for applications for reasonable accommodations made under Section 504 of the Rehabilitation Act of 1973.

f. Decisions shall be subject to appeal to the same extent as decisions made under Section 504 of the Rehabilitation Act of 1973.

Section 8: Severability

The provisions of this policy document are hereby declared to be severable. If any provision of this policy document or the application of such provision to any person or circumstance is declared or held to be invalid for any reason, such declaration or holding shall not affect the validity of the remaining portions of this policy document and the application of its provisions to any other persons or circumstances.

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Senate Bill No. 444–Committee on Education

CHAPTER.....

AN ACT relating to education; requiring a policy adopted by the board of trustees of a school district concerning the use and possession by pupils of certain electronic devices to include certain provisions governing the discipline of pupils and exceptions to limitations prescribed as part of such a policy; and providing other matters properly relating thereto.

Legislative Counsel's Digest:

Existing law: (1) requires the board of trustees of each school district to adopt a policy concerning the use and possession by pupils of certain electronic devices while on school property or at a school activity; and (2) sets forth certain requirements concerning the policy. (NRS 392.4637) This bill requires the policy to address the use and possession by pupils of an electronic communication device. This bill additionally requires the policy to include: (1) measures for disciplining a pupil using a progressive scale based on the number and seriousness of violations; (2) limitations on the use of an electronic communication device during instruction; and (3) certain exceptions for any limitations imposed as part of such a policy.

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

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

Section 1. NRS 392.4637 is hereby amended to read as follows:

392.4637 1. The board of trustees of each school district shall adopt a policy concerning the use and possession by pupils of **[**~~a pager, cellular telephone or any other similar~~**]** ***an*** electronic ***communication*** device **[**~~used for communication~~**]** while on the premises of a public school or while at an activity sponsored by a public school.

2. The policy adopted pursuant to subsection 1 must:

(a) Prescribe appropriate measures for disciplining a pupil who violates the policy **[**~~.~~**]** ***that include, without limitation, a system to rate violations of a policy adopted pursuant to subsection 1 on a progressive scale based on the number and seriousness of the violations.***

(b) ***Prescribe limitations on the use of an electronic communication device during instruction.***

(c) Include exceptions to any limitations on the use of an electronic communication device prescribed as part of a policy adopted pursuant to subsection 1, including, without limitation, exceptions:

(1) On the use of an electronic communication device during an emergency or crisis or to manage the health of a pupil;

(2) If a teacher allows for the use of an electronic communication device for instructional purposes; and

(3) If the use of an electronic communication device is included as part of an individualized education program or a plan developed in accordance with section 504 of the Rehabilitation Act of 1973, 29 U.S.C. § 794.

(d) Be included within each copy of the rules of behavior for pupils that the school district provides to pupils pursuant to NRS 392.463.

3. As used in this section:

(a) "Electronic communication device" means any electronic device that is capable of transmitting any audio, written or pictorial information or messages to another electronic device. The term does not include an electronic device issued to a pupil by the school district or the school in which the pupil is enrolled.

(b) "Individualized education program" has the meaning ascribed to it in 20 U.S.C. § 1414(d)(1)(A).

Sec. 2. This act becomes effective:

1. Upon passage and approval for the purpose of performing any administrative tasks necessary to adopt the policy required by NRS 392.4637, as amended by section 1 of this act, not later than June 30, 2026; and

2. On July 1, 2026, for all other purposes.

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Lyon County School District
Board Memo

Date: September 23, 2025

To: Board of School Trustees

From: Dr. Stacey L. Cooper; Deputy Superintendent

Re: Updates to LCSD School Improvement Plans for 2025-2026 SY

Recommendation: That the Board of School Trustees review and approve the proposed revisions to the LCSD School Improvement Plans for the 2025-2026 school year.

Background Information: School improvement plans are mandated under the Nevada Revised Statutes (NRS 385.357). It requires Nevada schools and districts to develop annual, multi-year plans to improve student achievement, attendance, and graduation rates through defined goals and measurable criteria. These plans outline specific strategies, timelines for implementation, and methods for evaluating effectiveness. They are reviewed throughout the school year to ensure they meet the needs of all students.

During the August board meeting, the LCSD board of trustees requested all school improvement plans to mirror the goals established by the district improvement plan. Principals worked with their school improvement committees to make such edits. The school improvement goals align with the district goals as well as address site specific implementation strategies to ensure programmatic alignment for state monitoring.

Budget Considerations: There is no direct budget implication associated with these policy revisions.

Discussed at Previous Meeting: August 26, 2025

Attachment(s):
Cottonwood Elementary School SIP
Fernley Elementary School SIP
East Valley Elementary School SIP
Fernley Intermediate School SIP
Silverland Middle School SIP
Fernley High School SIP
Silver Stage Elementary School SIP
Silver Stage Middle School SIP
Silver Stage High School SIP
Yerington Elementary School SIP
Yerington Intermediate School SIP
Yerington High School SIP
Smith Valley School SIP

Lyon County School District

Cottonwood Elementary School

2025-2026 Inquiry Areas/SMART Goals/Improvement Strategies

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Mission Statement

At Cottonwood Elementary, we are committed to nurturing the whole child by fostering a supportive and inclusive learning environment where every student is empowered to grow into a resilient, creative, and compassionate individual. Through collaboration with families and the community, we aim to inspire lifelong learners who are prepared to think critically, communicate effectively, and act responsibly as global citizens. Guided by the Lyon County School District's Portrait of a Learner, we focus on equipping our students with the skills, character, and curiosity needed to thrive in an ever-changing world.

Vision

Our vision at Cottonwood Elementary is to cultivate a dynamic and nurturing school community where every child feels valued, empowered, and inspired to achieve their full potential. We envision a future where students develop the confidence to face challenges, the curiosity to explore new ideas, and the compassion to make a positive impact on the world.

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Demographics & Performance Information

Nevada Report Card

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

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Inquiry Areas

Inquiry Area 1: Student Success

SMART Goal 1: Lyon County School District will increase the total number of K-12 work-based learning opportunities provided to all students by 10% from he 2024/2025 school year to the 2025/2026 school year.

Formative Measures: School Links
PBL Opportunities

Aligns with District Goal

Improvement Strategy 1 Details

Improvement Strategy 1: CES will increase the total number of K-4 work-based learning opportunities provided to all students by 10% from the 2024/2025 school year to the 2025/2026 school year.

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	Industry partnership meetings	Virginia Richardson	Throughout the school year
2	Annual Stakeholder Meetings	Virginia Richardson	Spring 2026
3	School Links Professional Development	Virginia Richardson / Jim Gianotti	Throughout the school year
4	Implement K-12 School Links Scope and Sequence	Virginia Richardson / Computer Teacher	Throughout the school year

Position Responsible: Virginia Richardson

Resources Needed: School links
Industry partnership

Evidence Level

Problem Statements/Critical Root Cause: Student Success 1, 2 - Adult Learning Culture 1, 2 - Connectedness 2

Reviews

Status Check		EOY Reflection
Nov	Jan	May
No review	No review	373

Improvement Strategy 2 Details	Reviews		
	Status Check		EOY Reflection
	Nov	Jan	May
	No review	No review	

Improvement Strategy 2: Increasing awareness and engagement of all stakeholders by expanding industry partnerships, and increasing opportunities for WBL through field trips.

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	Industry partnership meetings	Virginia Richardson	Throughout the school year.
2	Professional development for teachers around WBL opportunities and focusing on ELL populations and CIT students	Virginia Richardson / Teacher Leaders	Throughout the school year

Position Responsible: Virginia Richarson

Resources Needed: School Links
Industry Partnerships

Evidence Level
Level 2: Moderate: Work Based Learning

Problem Statements/Critical Root Cause: Student Success 2 - Adult Learning Culture 1

SMART Goal 1 Problem Statements:

Student Success

Problem Statement 1: Despite improvements in lower elementary achievement, achievement success in upper elementary levels is stagnant, or decreasing. Increasing success for all grade levels requires targeted foundational support and inclusive opportunities for all learners. **Critical Root Cause**: Prior lack of rigorous foundational instruction has caused a distortion of success rates across grade levels.

Problem Statement 2: While current instructional practices have led to moderate student growth, disparities persist among student subgroups in meeting academic benchmarks. There is a need to align instruction with equitable, high-impact strategies that improve growth outcomes across all demographic groups. While many students demonstrate aptitude in grades K-4 according to formal assessments such as iReady and SBAC, a significant number--especially from underrepresented and high-needs populations--do not meet the state benchmark score for proficiency. Contributing factors include uneven access to preparation resources, inconsistent instructional alignment, and limited equity-focused interventions. Without the skill to apply targeted support, these gaps may persist, impacting student growth and long-term student success. **Critical Root Cause**: Inconsistent implementation of curriculum, high teacher turnover and inconsistent Tier I Instruction. The need for more rigorous alignment of core curriculum to state standards and curriculum taught with fidelity school wide.

Adult Learning Culture

Problem Statement 1: While current instructional practices have led to moderate student growth, disparities persist among student subgroups in meeting academic benchmarks. There is a need to align instruction with equitable, high-impact strategies that improve growth outcomes across all demographic groups. While many students demonstrate aptitude in grades K-4 according to formal assessments such as iReady and SBAC, a significant number--especially from underrepresented and high-needs populations--do not meet the state benchmark score for proficiency. Contributing factors include uneven access to preparation resources, inconsistent instructional alignment, and limited equity-focused interventions. Without the skill to apply targeted support, these gaps may persist, impacting student growth and long-term student success. **Critical Root Cause**: Inconsistent implementation of curriculum, high teacher turnover and inconsistent Tier I Instruction. The need for more rigorous alignment of core curriculum to state standards and curriculum taught with fidelity school wide.

Adult Learning Culture
Problem Statement 2: Despite improvements in lower elementary achievement, achievement success in upper elementary levels is stagnant, or decreasing. Increasing success for all grade levels requires targeted foundational support and inclusive opportunities for all learners. **Critical Root Cause**: Prior lack of rigorous foundational instruction has caused a distortion of success rates across grade levels.
Connectedness
Problem Statement 2: Despite improvements in lower elementary achievement, achievement success in upper elementary levels is stagnant, or decreasing. Increasing success for all grade levels requires targeted foundational support and inclusive opportunities for all learners. **Critical Root Cause**: Prior lack of rigorous foundational instruction has caused a distortion of success rates across grade levels.

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Inquiry Area 1: Student Success

SMART Goal 2: Lyon County School District will increase the total number of students participating in K-12 work-based learning opportunities by 10% from the 2024/2025 school year to the 2025/2026 school year.

Formative Measures: School Links
PBL Opportunities

Aligns with District Goal

Improvement Strategy 1 Details

Improvement Strategy 1: CES will increase the total number of students participating in K-12 work-based learning opportunities by 10% from the 2024/2025 school year to the 2025/2026 school year.

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	School Links training for staff with emphasis for ELL teachers and counselors who work with CIT students	Administrators / Teacher Leaders	2025/2026 school year
2	Implement School Links activities during technology pull out	Administrators / Technology Teacher	2025/2026 School Year

Position Responsible: Virginia Richardson

Resources Needed: School Links
PLC Scheduled time

Evidence Level

Problem Statements/Critical Root Cause: Student Success 2 - Adult Learning Culture 1

Reviews

Status Check		EOY Reflection
Nov	Jan	May
No review	No review	376

SMART Goal 2 Problem Statements:

Student Success

Problem Statement 2: While current instructional practices have led to moderate student growth, disparities persist among student subgroups in meeting academic benchmarks. There is a need to align instruction with equitable, high-impact strategies that improve growth outcomes across all demographic groups. While many students demonstrate aptitude in grades K-4 according to formal assessments such as iReady and SBAC, a significant number--especially from underrepresented and high-needs populations--do not meet the state benchmark score for proficiency. Contributing factors include uneven access to preparation resources, inconsistent instructional alignment, and limited equity-focused interventions. Without the skill to apply targeted support, these gaps may persist, impacting student growth and long-term student success. **Critical Root Cause**: Inconsistent implementation of curriculum, high teacher turnover and inconsistent Tier I Instruction. The need for more rigorous alignment of core curriculum to state standards and curriculum taught with fidelity school wide.

Adult Learning Culture

Problem Statement 1: While current instructional practices have led to moderate student growth, disparities persist among student subgroups in meeting academic benchmarks. There is a need to align instruction with equitable, high-impact strategies that improve growth outcomes across all demographic groups. While many students demonstrate aptitude in grades K-4 according to formal assessments such as iReady and SBAC, a significant number--especially from underrepresented and high-needs populations--do not meet the state benchmark score for proficiency. Contributing factors include uneven access to preparation resources, inconsistent instructional alignment, and limited equity-focused interventions. Without the skill to apply targeted support, these gaps may persist, impacting student growth and long-term student success. **Critical Root Cause**: Inconsistent implementation of curriculum, high teacher turnover and inconsistent Tier I Instruction. The need for more rigorous alignment of core curriculum to state standards and curriculum taught with fidelity school wide.

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Inquiry Area 1: Student Success

SMART Goal 3: In grades K-8, at least 58% of students in Lyon County School District will meet or exceed their personal typical growth in math and reading from the Beginning of Year (BOY) to the End of Year (EOY) i-Ready assessment during the 2025/2026 school year.

Formative Measures: i-Ready Reading and Math Assessment Suite
i-Ready Math Curriculum

Aligns with District Goal

Improvement Strategy 1 Details

Improvement Strategy 1: Data driven instruction, regularly analyzing data to identify student strengths and weakness to help teachers tailor instruction to address a student's individual needs.

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	Monitor district usage reports and student progress monitoring tools	Administrators / Teacher Leaders	2025/2026 School Year
2	Review early warning systems and CCRI Data	Administrators / Counselor	2025/2026 School Year
3	Review data for at risk student populations to identify early warning flags	Administrators / MTSS Team / Counslor	2025/2026 School Year

Position Responsible: Virginia Richardson

Resources Needed: i-Ready Reading and Math Assessment Suite
i-Ready math curriculum
Time for data digs

Evidence Level

Problem Statements/Critical Root Cause: Student Success 1, 2 - Adult Learning Culture 1, 2 - Connectedness 2

Reviews

Status Check		EOY Reflection
Nov	Jan	May
No review	No review	378

SMART Goal 3 Problem Statements:

Student Success
Problem Statement 1: Despite improvements in lower elementary achievement, achievement success in upper elementary levels is stagnant, or decreasing. Increasing success for all grade levels requires targeted foundational support and inclusive opportunities for all learners. **Critical Root Cause**: Prior lack of rigorous foundational instruction has caused a distortion of success rates across grade levels.

Student Success

Problem Statement 2: While current instructional practices have led to moderate student growth, disparities persist among student subgroups in meeting academic benchmarks. There is a need to align instruction with equitable, high-impact strategies that improve growth outcomes across all demographic groups. While many students demonstrate aptitude in grades K-4 according to formal assessments such as iReady and SBAC, a significant number--especially from underrepresented and high-needs populations--do not meet the state benchmark score for proficiency. Contributing factors include uneven access to preparation resources, inconsistent instructional alignment, and limited equity-focused interventions. Without the skill to apply targeted support, these gaps may persist, impacting student growth and long-term student success. **Critical Root Cause**: Inconsistent implementation of curriculum, high teacher turnover and inconsistent Tier I Instruction. The need for more rigorous alignment of core curriculum to state standards and curriculum taught with fidelity school wide.

Adult Learning Culture

Problem Statement 1: While current instructional practices have led to moderate student growth, disparities persist among student subgroups in meeting academic benchmarks. There is a need to align instruction with equitable, high-impact strategies that improve growth outcomes across all demographic groups. While many students demonstrate aptitude in grades K-4 according to formal assessments such as iReady and SBAC, a significant number--especially from underrepresented and high-needs populations--do not meet the state benchmark score for proficiency. Contributing factors include uneven access to preparation resources, inconsistent instructional alignment, and limited equity-focused interventions. Without the skill to apply targeted support, these gaps may persist, impacting student growth and long-term student success. **Critical Root Cause**: Inconsistent implementation of curriculum, high teacher turnover and inconsistent Tier I Instruction. The need for more rigorous alignment of core curriculum to state standards and curriculum taught with fidelity school wide.

Problem Statement 2: Despite improvements in lower elementary achievement, achievement success in upper elementary levels is stagnant, or decreasing. Increasing success for all grade levels requires targeted foundational support and inclusive opportunities for all learners. **Critical Root Cause**: Prior lack of rigorous foundational instruction has caused a distortion of success rates across grade levels.

Connectedness

Problem Statement 2: Despite improvements in lower elementary achievement, achievement success in upper elementary levels is stagnant, or decreasing. Increasing success for all grade levels requires targeted foundational support and inclusive opportunities for all learners. **Critical Root Cause**: Prior lack of rigorous foundational instruction has caused a distortion of success rates across grade levels.

Inquiry Area 2: Adult Learning Culture

SMART Goal 1: CES will improve the effectiveness of PLC's by utilzing strategies presented by Creative Leadership Solutions in order to improve instructional practices In grades K-4 which will be demonstrated by students achieving 58% of their typical growth goals in Math and ELA from Fall to Spring as measured by iReady growth assessments during the 2025-26 school year.

Formative Measures: District usage reports, iReady

Aligns with District Goal

Improvement Strategy 1 Details

Improvement Strategy 1: Data driven instruction, regularly analyzing data to identify students strengths and weaknesses to help teachers tailor instruction to address students individual needs

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	ELA and Math iReady data analysis	Admin, Teachers, Teacher Leaders, CCRI	Fall Winter Spring
2	weekly PLC grade level meetings, Bi-Weekly data chats,	Admin, Teachers, Teacher Leaders, CCRI	Bi-weekly
3	School wide and District wide data digs focusing on ELL populations and CIT	Admin, Teacher Leaders, Teachers, CCRI	Fall Winter Spring

Position Responsible: Administrator

Resources Needed: iReady data, dedicated time frames for data digs, PLC meetings (data teams) -

Evidence Level
Level 2: Moderate: early intervention, Tier 2 support

Problem Statements/Critical Root Cause: Student Success 1, 2, 3 - Adult Learning Culture 1, 2, 3 - Connectedness 1, 2

Reviews

Status Check		EOY Reflection
Nov	Jan	May
No review	No review	380

SMART Goal 1 Problem Statements:

Student Success

Problem Statement 1: Despite improvements in lower elementary achievement, achievement success in upper elementary levels is stagnant, or decreasing. Increasing success for all grade levels requires targeted foundational support and inclusive opportunities for all learners. **Critical Root Cause**: Prior lack of rigorous foundational instruction has caused a distortion of success rates across grade levels.

Student Success

Problem Statement 2: While current instructional practices have led to moderate student growth, disparities persist among student subgroups in meeting academic benchmarks. There is a need to align instruction with equitable, high-impact strategies that improve growth outcomes across all demographic groups. While many students demonstrate aptitude in grades K-4 according to formal assessments such as iReady and SBAC, a significant number--especially from underrepresented and high-needs populations--do not meet the state benchmark score for proficiency. Contributing factors include uneven access to preparation resources, inconsistent instructional alignment, and limited equity-focused interventions. Without the skill to apply targeted support, these gaps may persist, impacting student growth and long-term student success. **Critical Root Cause**: Inconsistent implementation of curriculum, high teacher turnover and inconsistent Tier I Instruction. The need for more rigorous alignment of core curriculum to state standards and curriculum taught with fidelity school wide.

Problem Statement 3: Chronic absenteeism continues to hinder student learning, particularly for students impacted by poverty, mobility, and trauma. CES must enhance supports that build strong school connections and address barriers to daily attendance. **Critical Root Cause**: Inequitable access to high quality instruction, curriculum that feels irrelevant and emotional and mental health challenges.

Adult Learning Culture

Problem Statement 1: While current instructional practices have led to moderate student growth, disparities persist among student subgroups in meeting academic benchmarks. There is a need to align instruction with equitable, high-impact strategies that improve growth outcomes across all demographic groups. While many students demonstrate aptitude in grades K-4 according to formal assessments such as iReady and SBAC, a significant number--especially from underrepresented and high-needs populations--do not meet the state benchmark score for proficiency. Contributing factors include uneven access to preparation resources, inconsistent instructional alignment, and limited equity-focused interventions. Without the skill to apply targeted support, these gaps may persist, impacting student growth and long-term student success. **Critical Root Cause**: Inconsistent implementation of curriculum, high teacher turnover and inconsistent Tier I Instruction. The need for more rigorous alignment of core curriculum to state standards and curriculum taught with fidelity school wide.

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Connectedness

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Problem Statement 2: Despite improvements in lower elementary achievement, achievement success in upper elementary levels is stagnant, or decreasing. Increasing success for all grade levels requires targeted foundational support and inclusive opportunities for all learners. **Critical Root Cause**: Prior lack of rigorous foundational instruction has caused a distortion of success rates across grade levels.

Inquiry Area 3: Connectedness

SMART Goal 1: Lyon County School District will reduce the chronic absenteeism rate by 10% from the 2024/2025 school year to the 2025/2026 school year.

Formative Measures: Attendance Reports (IC)
Early warning system
MTSS / Counselor for attendance
Home visits
Intervention logs

Aligns with District Goal

Improvement Strategy 1 Details

Improvement Strategy 1: Cottonwood Elementary School will reduce the chronic absenteeism rate by 10% from the 2024/2025 school year to the 2025/2026 school year.

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	Develop attendance / Intervention plan	Administrators	Fall 2025
2	Monthly review of PK-4 Attendance Data, emphasizing at risk populations	Administrators	Monthly
3	Family Engagement Participation Data	Administrators / Counselors / PTA	Monthly

Position Responsible: Principal

Resources Needed: CCRI's
Infinite Campus
MTSS Systems
Expanded in person and telehealth Mental Health Resources

Problem Statements/Critical Root Cause: Student Success 3 - Adult Learning Culture 3 - Connectedness 1

Reviews

Status Check		EOY Reflection
Nov	Jan	May
No review	No review	382

Improvement Strategy 2 Details	Reviews		
	Status Check		EOY Reflection
	Nov	Jan	May
	No review	No review	

Improvement Strategy 2: Utilizing data, schools will engage families and provide early intervention to improve attendance. Engaging curriculum and instruction will be used to improve attendance with chronically absent students.

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	Develop Attendance / Intervention template	Administrators	Fall 2025
2	Monitor PK-4 Attendance Data focusing on at-risk student populations	Administrators	Monthly
3	Family Engagement Participation Data	Administrators / Counselor / PTA	Monthly
4	Curriculum Implementation Walk -through Data	Administrators / Teacher Leaders	Monthly

Position Responsible: Principal

Resources Needed: CCRI's
Infinite Campus access
MTSS teams
Expanded in person and telehealth Mental Health Resources in schools

Evidence Level
Level 1: Strong: Early Intervention

Problem Statements/Critical Root Cause: Student Success 3 - Adult Learning Culture 3 - Connectedness 1

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SMART Goal 1 Problem Statements:

Student Success

Problem Statement 3: Chronic absenteeism continues to hinder student learning, particularly for students impacted by poverty, mobility, and trauma. CES must enhance supports that build strong school connections and address barriers to daily attendance. **Critical Root Cause**: Inequitable access to high quality instruction, curriculum that feels irrelevant and emotional and mental health challenges.

Adult Learning Culture

Problem Statement 3: Chronic absenteeism continues to hinder student learning, particularly for students impacted by poverty, mobility, and trauma. CES must enhance supports that build strong school connections and address barriers to daily attendance. **Critical Root Cause**: Inequitable access to high quality instruction, curriculum that feels irrelevant and emotional and mental health challenges.

Connectedness

Problem Statement 1: Chronic absenteeism continues to hinder student learning, particularly for students impacted by poverty, mobility, and trauma. CES must enhance supports that build strong school connections and address barriers to daily attendance. **Critical Root Cause**: Inequitable access to high quality instruction, curriculum that feels irrelevant and emotional and mental health challenges.

Lyon County School District

Dayton Elementary School

2025-2026 Inquiry Areas/SMART Goals/Improvement Strategies

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Mission Statement

Our mission is to provide relevant learning opportunities that cultivate adaptable, persistent, and self-directed learners. We aim to empower students with the creativity, collaboration, communication, and critical thinking skills needed to navigate and overcome complex challenges.

Vision

At DES, we cultivate a passion and love for learning by nurturing curiosity and inspiring students to explore and understand the world around them. We strive to create a welcoming, student and family-friendly environment where every child feels valued. Bu building strong partnerships with families and the broader community, we foster a sense of belonging and grow together as one united educational family.

Demographics & Performance Information

Nevada Report Card

In compliance with federal and state law, Nevada's K-12 Accountability Portal provides detailed information about each school's student and staff demographics and school performance rating, a star-rating system based on the Nevada School Performance Framework (NSPF). You can find our School Rating Report at https://nevadareportcard.nv.gov/DI/nv/lyon/dayton_elementary_school/2024/nspf/

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Inquiry Areas

Inquiry Area 1: Student Success

SMART Goal 1: In grades K-8, at least 58% of students in Lyon County School District will meet or exceed their personal typical growth in math and reading from the Beginning of Year (BOY) assessment to the End of Year (EOY) i-Ready assessment during the 2025/2026 school year.

Formative Measures: iReady Diagnostic
End of Module Assessments

Aligns with District Goal

Improvement Strategy 1 Details

Improvement Strategy 1: Through data teams, student data will be analyzed to identify students' strengths and weaknesses so teachers can adjust instruction to meet their students needs.

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	Analyze iReady, ELA & Math Data	DDI Team	Fall, Winter, Spring
2	Grade level data team metings	Teachers/Admin	biweekly
3	School-wide data dives	Teacehrs/Admin	Fall, Winter, Spring

Position Responsible: Administration, Grade Level Teams, DDI Team

Resources Needed: Meeting Time
Data Collection Sheets
Interventions
Title Funding

Schoolwide and Targeted Assistance Title I Elements:
2.4, 2.5, 2.6
Evidence Level

Problem Statements/Critical Root Cause: Student Success 1 - Adult Learning Culture 1

Reviews

Status Check		EOY Reflection
Nov	Jan	May
No review	No review	387

Improvement Strategy 2 Details	Reviews		
	Status Check		EOY Reflection
	Nov	Jan	May
	No review	No review	

Improvement Strategy 2: To improve student growth in ELA and Math, students will complete 30-45 minutes of my path weekly.

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	Classroom time for MyPath	Teachers	weekly
2	PLC time to look at student data.	Teachers, Admin	biweekly
3	Share personalized instruction reports with teachers.	Admin	weekly
4	Utilize Title Funds to support goal	Admin	throughout the year

Position Responsible: teachers, admin

Resources Needed: Chromebook, access to iReady

Schoolwide and Targeted Assistance Title I Elements:
2.4, 2.5, 2.6

Evidence Level

Problem Statements/Critical Root Cause: Student Success 1

SMART Goal 1 Problem Statements:

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Student Success
Problem Statement 1: While students made improvements on iReady Math Assessment, only 45% were at or above grade level on year end assessment. **Critical Root Cause**: Teachers are gaining understanding of iReady tier 1 instruction, however, not aware of intervention supports within the platform.
Adult Learning Culture
Problem Statement 1: Tier 1 interventions and supports need to be embedded into classroom lessons daily. **Critical Root Cause**: Teachers need professional development on scaffolding and interventions within curriculum.

Inquiry Area 1: Student Success

SMART Goal 2: Lyon County School District will increase the total number of K-12 work-based learning opportunities provided to all students by 10% from the 2024/2025 school year to the 2025/2026 school year.

Formative Measures: SchooLinks
Career Fair
Purple Star Assembly
Classroom Field trips connected to careers

Aligns with District Goal

Improvement Strategy 1 Details

Improvement Strategy 1: Teachers will increase the use of SchooLinks for students to identify interests and explore careers in related fields.

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	SchooLinks Training: Provide PD for Teachers.	Admin	8/27/2025
2	Students complete assigned tasks in SchooLinks	Teachers/Admin	Through out the school year
3	Students participate in DIS Career Fair	Counselor/Teacher	Spring 2026
4	Analyze WBL/SchooLink Usage at Dayton Elementary	Admin/Teacehrs	Spring 2026

Position Responsible: Admin, Teachers
Resources Needed: Computers, PD with SchooLinks, Title I Funding

Evidence Level

Problem Statements/Critical Root Cause: Connectedness 1

Reviews

Status Check		EOY Reflection
Nov	Jan	May
No review	No review	389

SMART Goal 2 Problem Statements:

Connectedness

Problem Statement 1: If students aren't at school, they are missing out on the opportunity to learn. Chronic Absenteeism impacts the students at DES and we must improve supports to make learning relevant and build strong relationships to address chronic absenteeism. **Critical Root Cause**: In equitable access to high quality instruction, learning that feels irrelevant, and emotional and mental health challenges.

Inquiry Area 1: Student Success

SMART Goal 3: Lyon County School District will increase the total number of students participating in K-12 work-based learning opportunities by 10% from the 2024/2025 school year to the 2025/2026 school year.

Formative Measures: SchooLink usage

Aligns with District Goal

Improvement Strategy 1 Details

Improvement Strategy 1: Teachers will increase the use of SchooLinks for students to identify interests and explore careers in related fields.

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	SchooLinks Training: Provide PD for Teachers.	Admin	8/27/2025
2	Implement k-6 SchooLinks scope and sequence	Teachers/Admin	Through out the school year
3	Students participate in DIS Career Fair	Counselor/Teacher	Spring 2026

Position Responsible: Admin, Teachers

Resources Needed: Computers, PD with SchooLinks, Title I Funding

Evidence Level

Problem Statements/Critical Root Cause: Connectedness 1

Reviews

Status Check		EOY Reflection
Nov	Jan	May
No review	No review	390

SMART Goal 3 Problem Statements:

Connectedness
Problem Statement 1: If students aren't at school, they are missing out on the opportunity to learn. Chronic Absenteeism impacts the students at DES and we must improve supports to make learning relevant and build strong relationships to address chronic absenteeism. **Critical Root Cause**: In equitable access to high quality instruction, learning that feels irrelevant, and emotional and mental health challenges.

Inquiry Area 2: Adult Learning Culture

SMART Goal 1: Teachers at DES will have biweekly PLC meetings during the 2025-2026 school year.

Formative Measures: Meeting notes
Classroom grouping notes
iReady Data

Aligns with District Goal

<table>
<tr><th colspan="5">Improvement Strategy 1 Details</th><th colspan="3">Reviews</th></tr>
<tr><td colspan="5" rowspan="2">Improvement Strategy 1: DDI Team with guide and focus PLC time. Teams will meet biweekly to identify student needs, group student, and monitor student progress.</td><td colspan="2">Status Check</td><td>EOY Reflection</td></tr>
<tr><td>Nov</td><td>Jan</td><td>May</td></tr>
<tr><td>Action #</td><td colspan="2">Actions for Implementation</td><td>Person(s) Responsible</td><td>Timeline</td><td rowspan="4">No review</td><td rowspan="4">No review</td><td rowspan="4">391</td></tr>
<tr><td>1</td><td colspan="2">PLC Time (during student specials time)</td><td>Admin, Teachers</td><td>biweekly</td></tr>
<tr><td>2</td><td colspan="2">Meeting notes/minutes, student grouping sheets</td><td>Teachers, Admin</td><td>biweekly</td></tr>
<tr><td colspan="5">Position Responsible: Admin, DDI Team
Resources Needed: PLC Time, Title I Funding

Schoolwide and Targeted Assistance Title I Elements:
2.4, 2.5, 2.6
Evidence Level
Problem Statements/Critical Root Cause: Adult Learning Culture 1</td></tr>
</table>

SMART Goal 1 Problem Statements:

Adult Learning Culture
Problem Statement 1: Tier 1 interventions and supports need to be embedded into classroom lessons daily. **Critical Root Cause**: Teachers need professional development on scaffolding and interventions within curriculum.

Inquiry Area 3: Connectedness

SMART Goal 1: Lyon County School District will reduce the chronic absenteeism rate by 10% from the 2024/2025 school year to the 2025/2026 school year.

Formative Measures: IC Attendance Reports, classroom attendance visuals

Aligns with District Goal

Improvement Strategy 1 Details

Improvement Strategy 1: Communicate with families that were chronically absent during the 2024/2025 school year to increase understanding of the importance of school and to connect to provided resources.

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	2024/2025 attendance reports and parent contact	Admin	Fall
2	Celebrate success of students with perfect attendance monthly at assemblies	Admin	monthly
3	Attendance letters to communicate where students are to parens	Admin	monthly
4	Attendance contracts	Admin	as needed
5	Implement attendance incentives/activities to motivate attendance.	Admin	Throughout the year

Position Responsible: Classroom teacher, School Secretary, administration

Resources Needed: Title I

Schoolwide and Targeted Assistance Title I Elements:
2.5, 2.6, 4.2

Evidence Level

Problem Statements/Critical Root Cause: Connectedness 1

Reviews

Status Check		EOY Reflection
Nov	Jan	May
No review	No review	392

SMART Goal 1 Problem Statements:

Connectedness

Problem Statement 1: If students aren't at school, they are missing out on the opportunity to learn. Chronic Absenteeism impacts the students at DES and we must improve supports to make learning relevant and build strong relationships to address chronic absenteeism. **Critical Root Cause**: In equitable access to high quality instruction, learning that feels irrelevant, and emotional and mental health challenges.

Lyon County School District

Dayton High School

2025-2026 Inquiry Areas/SMART Goals/Improvement Strategies

393

Mission Statement

Prepare Responsible Individuals through Diverse Educational opportunities (PRIDE)

Vision

Meet students where they are at and inspire them to succeed.

Demographics & Performance Information

Nevada Report Card

In compliance with federal and state law, Nevada's K-12 Accountability Portal provides detailed information about each school's student and staff demographics and school performance rating, a star-rating system based on the Nevada School Performance Framework (NSPF). You can find our School Rating Report at https://nevadareportcard.nv.gov/DI/nv/lyon/dayton_high_school/2024

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Inquiry Areas

Inquiry Area 1: Student Success

SMART Goal 1: Dayton High School will increase the total number of 9-12 work-based learning opportunities provided to all students by 10% from the 2024/2025 school year to the 2025/2026 school year.

Formative Measures: Track the number of opportunities provided for all students at the end of each quarter.
Review data with staff on a quarterly basis.

Aligns with District Goal

Improvement Strategy 1 Details

Improvement Strategy 1: Increasing awareness and engagement of all stakeholders by expanding industry partnerships. Developing career awareness through portfolio creation in School Links.

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	School Links Professional Development	Julie Bumgardner, Taleah Hinkey, Jim Gianotti	Throughout the school year
2	Implement 9-12 School iInks Scope and Sequence	Julie Bumgardner, Jim Gianotti	Throughout the school year
3	Industry Partnership Meetings	David Palmer, Nicole Taylor, Taleah Hinkey	Throughout the school year
4	Annual Stakeholder Engagement Meetings	David Palmer, Nicole Taylor, Taleah Hinkey	Spring 2026

Position Responsible: Site Administration

Resources Needed: Title 1 Funding
Pathful
School Links
PAES Labs
Industry Partnerships

Evidence Level
Level 2: Moderate: Work Based Learning

Problem Statements/Critical Root Cause: Student Success 1 - Connectedness 1

Reviews

Status Check		EOY Reflection
Nov	Jan	May
No review	No review	396

SMART Goal 1 Problem Statements:

Student Success
Problem Statement 1: Despite improvements in graduation rates and work-based learning initiatives, access and engagement in postsecondary pathways remain uneven across student demographics. Increasing equity in college and career readiness requires targeted support and inclusive opportunities for all learners. **Critical Root Cause**: Lack of consistent data tracking and goal setting in regard to graduation data and WBL opportunities. Lack of participation and equitable access and participation in WBL programs.
Connectedness
Problem Statement 1: Chronic absenteeism continues to hinder student learning, particularly for students impacted by poverty, mobility, and trauma. Dayton HS must enhance supports that build strong connections and address barriers to daily attendance. **Critical Root Cause**: Inequitable access to high quality instruction, curriculum that feels irrelevant and emotional and mental health challenges.

Inquiry Area 1: Student Success

SMART Goal 2: Dayton High School will increase the total number of students participating in the 9-12 work-based learning opportunities by 10% from the 2024/2025 school year to the 2025/2026 school year.

Formative Measures: Track the total number of students participating in work-based learning opportunities on a quarterly basis.
Review data with staff on a quarterly basis.

Aligns with District Goal

Improvement Strategy 1 Details

Improvement Strategy 1: Increasing awareness and engagement of all stakeholders by expanding industry partnerships, Developing career awareness through portfolio creation in School Links.

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	School Links Professional Development	Julie Bumgardner, Taleah Hinkey	Throughout the school year
2	Implement School Links Scope and Sequence	Julie Bumgardner, Jim Gianotti	Throughout the school year
3	School Links Data Analysis	Julie Bumgardner, Nicole Taylor	Spring 2025 - Baseline Spring 2026

Position Responsible: Site Administration

Resources Needed: Title 1 Funding
Pathful
School Links
PAES Labs
Industry Partnerships

Evidence Level
Level 2: Moderate: Work Based Learning

Problem Statements/Critical Root Cause: Student Success 1 - Connectedness 1

Reviews

Status Check		EOY Reflection
Nov	Jan	May
No review	No review	398

SMART Goal 2 Problem Statements:

Student Success

Problem Statement 1: Despite improvements in graduation rates and work-based learning initiatives, access and engagement in postsecondary pathways remain uneven across student demographics. Increasing equity in college and career readiness requires targeted support and inclusive opportunities for all learners. **Critical Root Cause**: Lack of consistent data tracking and goal setting in regard to graduation data and WBL opportunities. Lack of participation and equitable access and participation in WBL programs.

Connectedness

Problem Statement 1: Chronic absenteeism continues to hinder student learning, particularly for students impacted by poverty, mobility, and trauma. Dayton HS must enhance supports that build strong connections and address barriers to daily attendance. **Critical Root Cause**: Inequitable access to high quality instruction, curriculum that feels irrelevant and emotional and mental health challenges.

Inquiry Area 1: Student Success

SMART Goal 3: Dayton High School will support the Lyon County School District goal to increase the school district graduation rate from 88.7% to 89.7% by the end of the 2025/2026 school year.

Formative Measures: Track the percentage of students on track with credit requirements each semester by grade level (9-12).
Identify students who are behind in credits and monitor intervention enrollment (e.g., credit recovery, summer school).

Aligns with District Goal

Improvement Strategy 1 Details

Improvement Strategy 1: Academic supports and interventions needed to ensure the success of all students.

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	Review early warning system/CCRI data	Site Administration, MTSS Team	Monthly
2	Review failure rates	Site Administration, CCRI	Monthly
3	Review credit sufficiency rates	Julie Bumgardner, Jim Gianotti	End of each semester

Position Responsible: Site Administration

Resources Needed: Title 1 Funding
College and Career Readiness Interventionists
Graduation/Academic Plans
Credit Sufficiency checks
Dual Credit Offerings
Advising and Career Services
Online Learning
Social Emotional Learning

Evidence Level
Level 1: Strong: Academis Supports and Interventions

Problem Statements/Critical Root Cause: Student Success 1 - Connectedness 1

Reviews

Status Check		EOY Reflection
Nov	Jan	May
No review	No review	400

SMART Goal 3 Problem Statements:

Student Success
Problem Statement 1: Despite improvements in graduation rates and work-based learning initiatives, access and engagement in postsecondary pathways remain uneven across student demographics. Increasing equity in college and career readiness requires targeted support and inclusive opportunities for all learners. **Critical Root Cause**: Lack of consistent data tracking and goal setting in regard to graduation data and WBL opportunities. Lack of participation and equitable access and participation in WBL programs.

Connectedness
Problem Statement 1: Chronic absenteeism continues to hinder student learning, particularly for students impacted by poverty, mobility, and trauma. Dayton HS must enhance supports that build strong connections and address barriers to daily attendance. **Critical Root Cause**: Inequitable access to high quality instruction, curriculum that feels irrelevant and emotional and mental health challenges.

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Inquiry Area 1: Student Success

SMART Goal 4: Dayton High School will implement WorkKeys for students by the end of their 10th grade year. Dayton High School will accomplish this by the end of the 2025/2026 school year. This will serve as a baseline for students earning the bronze, silver, gold, and platinum certificates.

Formative Measures: Track and review curriculum progress quarterly.

Aligns with District Goal

Improvement Strategy 1 Details

Improvement Strategy 1: Implementation of ACT's Work Keys Curriculum and the National Career Readiness Certificate (NCRC) Assessments at Dayton High School

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	WorkKeys Curriculum Implementation for 10th graders	Julie Bumgardner, David Palmer	Fall, Winter, Spring
2	WorkKeys Professional Development	Julie Bumgardner, Jim Gianotti, Nicole Taylor	Summer/Fall 2025

Position Responsible: Site Administration

Resources Needed: Title 1 Funding
WorkKeys Curriculum
NCRC Assessments

Evidence Level
Level 1: Strong: WorkKeys

Problem Statements/Critical Root Cause: Student Success 1 - Connectedness 1

Reviews

Status Check		EOY Reflection
Nov	Jan	May
No review	No review	402

SMART Goal 4 Problem Statements:

Student Success

Problem Statement 1: Despite improvements in graduation rates and work-based learning initiatives, access and engagement in postsecondary pathways remain uneven across student demographics. Increasing equity in college and career readiness requires targeted support and inclusive opportunities for all learners. **Critical Root Cause**: Lack of consistent data tracking and goal setting in regard to graduation data and WBL opportunities. Lack of participation and equitable access and participation in WBL programs.

Connectedness
Problem Statement 1: Chronic absenteeism continues to hinder student learning, particularly for students impacted by poverty, mobility, and trauma. Dayton HS must enhance supports that build strong connections and address barriers to daily attendance. **Critical Root Cause**: Inequitable access to high quality instruction, curriculum that feels irrelevant and emotional and mental health challenges.

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Inquiry Area 1: Student Success

SMART Goal 5: In grades 9-10, at least 55% of students at Dayton High School will meet their individual growth goal in math and reading from Fall to Spring Measure of Academic Progress (MAP) testing during the 2025/2026 school year.

Formative Measures: Track student progress toward MAP growth goals at the mid-year (Winter) MAP assessment in both math and reading for grades 9-10. Monitor classroom-level common assessment data every 4-6 weeks to identify students not on pace to meet projected growth.

Aligns with District Goal

Improvement Strategy 1 Details

Improvement Strategy 1: Data driven instruction, regularly analyzing data to identify student strengths and weaknesses to help teachers tailor instruction to address a student's individual needs.

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	ELA and Math MAP Data Analysis for grades 9 and 10	Site Administration, Department Chairs	Fall, Winter, Spring
2	Monthly Data Chats	Site Administration, Cabinet, Department Chairs	Monthly
3	District-wide Data Digs	Site Administration, Cabinet, Teacher Leaders	Fall, Winter, Spring

Position Responsible: Site Administration

Resources Needed: Title 1 Funding
MAP Assessments
ALEKS
Study Sync
Time for data digs
District MTSS meetings
College and Career Readiness Interventionists (CCRI)

Evidence Level
Level 2: Moderate: Data Driven Instruction

Problem Statements/Critical Root Cause: Student Success 1 - Adult Learning Culture 1 - Connectedness 1

Reviews

Status Check		EOY Reflection
Nov	Jan	May
No review	No review	404

SMART Goal 5 Problem Statements:

Student Success

Problem Statement 1: Despite improvements in graduation rates and work-based learning initiatives, access and engagement in postsecondary pathways remain uneven across student demographics. Increasing equity in college and career readiness requires targeted support and inclusive opportunities for all learners. **Critical Root Cause**: Lack of consistent data tracking and goal setting in regard to graduation data and WBL opportunities. Lack of participation and equitable access and participation in WBL programs.

Adult Learning Culture

Problem Statement 1: There is a need for professional development to increase student engagement in the classroom as well as fostering positive collaborative relationships among staff members. **Critical Root Cause**: *. Dayton HS does not have enough PD opportunities to address collaboration and student engagement. *. Inconsistent expectations for PD. *. Dayton HS has not had a formal PLC process in place.

Connectedness

Problem Statement 1: Chronic absenteeism continues to hinder student learning, particularly for students impacted by poverty, mobility, and trauma. Dayton HS must enhance supports that build strong connections and address barriers to daily attendance. **Critical Root Cause**: Inequitable access to high quality instruction, curriculum that feels irrelevant and emotional and mental health challenges.

Inquiry Area 1: Student Success

SMART Goal 6: The percentage of college bound students in grade eleven (11) who will earn a composite score of 16-36 on the ACT, will increase by 5% from the 2024/2025 school year to the 2025/2026 school year

Formative Measures: Monitor growth in ACT-aligned classroom assessments (English, math, reading, science) every 4-6 weeks.

Aligns with District Goal

Improvement Strategy 1 Details

Improvement Strategy 1: Dayton High School will focus on rigorous coursework, data driven assessment and goal setting with progress monitoring.

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	ACT Prep	Site Administrators, Advisory Teachers	Throughout the school year
2	ACT Data Analysis	Site Administration	Fall-Baseline Data Spring

Position Responsible: Site Administration

Resources Needed: Title 1 Funding
Data Digs
ALEKS
Study Sync
WorkKeys

Evidence Level
Level 1: Strong: Data Driven Instruction

Problem Statements/Critical Root Cause: Student Success 1 - Connectedness 1

Reviews

Status Check		EOY Reflection
Nov	Jan	May
No review	No review	406

SMART Goal 6 Problem Statements:

Student Success
Problem Statement 1: Despite improvements in graduation rates and work-based learning initiatives, access and engagement in postsecondary pathways remain uneven across student demographics. Increasing equity in college and career readiness requires targeted support and inclusive opportunities for all learners. **Critical Root Cause**: Lack of consistent data tracking and goal setting in regard to graduation data and WBL opportunities. Lack of participation and equitable access and participation in WBL programs.

Connectedness
Problem Statement 1: Chronic absenteeism continues to hinder student learning, particularly for students impacted by poverty, mobility, and trauma. Dayton HS must enhance supports that build strong connections and address barriers to daily attendance. **Critical Root Cause**: Inequitable access to high quality instruction, curriculum that feels irrelevant and emotional and mental health challenges.

Inquiry Area 2: Adult Learning Culture

SMART Goal 1: By the end of the 2025-26 school year, Dayton High School staff will have completed their book study on "Answering Why: Unleashing Passion, Purpose, and Performance in Younger Generations" by Mark C. Perna.

Formative Measures: Monthly book study reflections in small groups (departments).

Aligns with District Goal

<table>
<tr><th colspan="4">Improvement Strategy 1 Details</th><th colspan="3">Reviews</th></tr>
<tr><td colspan="4" rowspan="2">Improvement Strategy 1: All of the Dayton HS staff will engage in a book study on "Answering Why: Unleashing Passion, Purpose, and Performance in Younger Generations" by Mark C. Perna.</td><td colspan="2">Status Check</td><td>EOY Reflection</td></tr>
<tr><td>Nov</td><td>Jan</td><td>May</td></tr>
<tr><td>Action #</td><td>Actions for Implementation</td><td>Person(s) Responsible</td><td>Timeline</td><td rowspan="4">No review</td><td rowspan="4">No review</td><td rowspan="4">408</td></tr>
<tr><td>1</td><td>Define the purpose and goals of the book study and hand out copies of the book.</td><td>Julie Bumgardner</td><td>August 2025</td></tr>
<tr><td>2</td><td>Provide reading timelines and guides for the school year.</td><td>Julie Bumgardner/Teacher Leaders</td><td>August 2025</td></tr>
<tr><td>3</td><td>Lead small group discussions on the reading assignments.</td><td>Teacher Leaders/Department Chairs</td><td>Monthly</td></tr>
<tr><td colspan="4">Position Responsible: Site Admistration
Resources Needed: Title 1 Funding
Copies of the book "Answering Why: Unleashing Passion, Purpose, and Performance in Younger Generations" by Mark C. Perna.

Discussion Guide that parallels the book.

Evidence Level
Level 1: Strong: Professional Development
Problem Statements/Critical Root Cause: Adult Learning Culture 1 - Connectedness 1</td><td></td><td></td><td></td></tr>
</table>

SMART Goal 1 Problem Statements:

Adult Learning Culture
Problem Statement 1: There is a need for professional development to increase student engagement in the classroom as well as fostering positive collaborative relationships among staff members. **Critical Root Cause**: *. Dayton HS does not have enough PD opportunities to address collaboration and student engagement. *. Inconsistent expectations for PD. *. Dayton HS has not had a formal PLC process in place.

Connectedness
Problem Statement 1: Chronic absenteeism continues to hinder student learning, particularly for students impacted by poverty, mobility, and trauma. Dayton HS must enhance supports that build strong connections and address barriers to daily attendance. **Critical Root Cause**: Inequitable access to high quality instruction, curriculum that feels irrelevant and emotional and mental health challenges.

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Inquiry Area 2: Adult Learning Culture

SMART Goal 2: By the end of the 2025/2026 school year, all Dayton HS teachers will be engaged in a formal Professional Learning Community (PLC).

Formative Measures: Track the percentage of teachers regularly participating in PLC meetings each quarter (attendance logs, agendas, and minutes).
Collect evidence of PLC outputs (e.g., common assessments created, student data analyzed, instructional strategies shared) to monitor quality of engagement.
Conduct mid-year teacher surveys to measure perceived effectiveness of PLCs and identify areas for support.

Aligns with District Goal

410

Improvement Strategy 1 Details	Reviews		
	Status Check		EOY Reflection
	Nov	Jan	May
	No review	No review	

Improvement Strategy 1: Dayton HS teachers will begin the process of implementing the formal PLC process during the 2025/2026 school year.

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	Clearly define the purpose of PLCs and why we are engaging in this process. Organize staff into their PLC teams.	Julie Bumgardner	September 2025
2	Offer initial training on the PLC process (Dufour model) and SMART goals, common assessments, and data protocols	Julie Bumgardner	October 2025
3	Develop PLC Norms and Roles	Department Chairs/ Teacher Leaders	October 2025
4	Set SMART goals and identify focus areas	Department Chairs/ Teacher Leaders	November 2025
5	Implement Collaborative Cycles	Department Chairs/ Teacher Leaders	Bi-Weekly starting in December 2025
6	Monitor and support PLCS	Administration	Weekly

Position Responsible: Site Administration

Resources Needed: Title 1 Funding
PLC Agenda & Notes Templates
SMART Goal Worksheet
Data Discussion Protocols
Common Assessment Planning Templates
Observation/Feedback Rubric for PLC Quality

Evidence Level
Level 1: Strong: PLC

Problem Statements/Critical Root Cause: Adult Learning Culture 1

411

SMART Goal 2 Problem Statements:

Adult Learning Culture
Problem Statement 1: There is a need for professional development to increase student engagement in the classroom as well as fostering positive collaborative relationships among staff members. **Critical Root Cause**: *. Dayton HS does not have enough PD opportunities to address collaboration and student engagement. *. Inconsistent expectations for PD. *. Dayton HS has not had a formal PLC process in place.

Inquiry Area 3: Connectedness

SMART Goal 1: Dayton High School will reduce the chronic absenteeism rate by 10% from the 2024/2025 school year to the 2025/2026 school year.

Formative Measures: Monitor student attendance data monthly to track the percentage of students at risk of chronic absenteeism.

Aligns with District Goal

412

Improvement Strategy 1 Details	Reviews		
	Status Check		EOY Reflection
	Nov	Jan	May
	No review	No review	413

Improvement Strategy 1: Utilizing data, Dayton HS will engage families and provide early intervention to improve attendance. Engaging curriculum and instruction to improve attendance.

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	Monitor school attendance data closely to identify at-risk students early.	Administration and Attendance secretary	Weekly
2	Communicate with parents promptly when students are absent from school.	Administration and Attendance secretary	6 and 9 day letters sent out weekly.
3	Communicate the importance of regular school attendance to both students and parents. Create a document that can be shared on social media and other outreach methods.	Administration, CIP Team, Advisory Teachers	End of September 2025
4	Offer mental health and counseling supports for students struggling emotionally or socially.	Administration, Counselors, Social Worker, MTSS	Daily
5	Develop Attendance/ Intervention Template	Cabinet, Principal Leaders	Fall 2025
6	Review 9-12 Attendance Data	Administration, Sam Felix, Deputy Superintendent	Monthly
7	Review Family Engagement Participation Data	Administration	Monthly
8	Curriculum Implementation Walk-through Data	Administration, Cabinet, MTSS Team	Monthly

Position Responsible: Site Administration

Resources Needed: Title 1 Funding
Infinite Campus Student Information System
College and Career Readiness Interventionists
School Resource Officer
MTSS Team
Expanded in person and telehealth Mental Health Resources in School

Evidence Level
Level 1: Strong: Early Intervention

Problem Statements/Critical Root Cause: Student Success 1 - Adult Learning Culture 1 - Connectedness 1

Improvement Strategy 2 Details	Reviews		
	Status Check		EOY Reflection
	Nov	Jan	May
	No review	No review	

Improvement Strategy 2: Dayton High School will be piloting the NVCAT Check and Connect Program in the 2025-2026 school year.

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	Participate in training for the Check and Connect Program (provided by the state).	Site Administration, CCRI's, Counselors, and Safe School Professionals	Fall 2025
2	Participate in mentoring training for the Check and Connect Program (provided by the state).	Site Administration, CCRI's, Counselors, Safe School Professionals, and Teacher Leaders	Spring 2025

Evidence Level
Level 2: Moderate: University of Minnesota Research-Based Program

Problem Statements/Critical Root Cause: Connectedness 1

SMART Goal 1 Problem Statements:

Student Success
Problem Statement 1: Despite improvements in graduation rates and work-based learning initiatives, access and engagement in postsecondary pathways remain uneven across student demographics. Increasing equity in college and career readiness requires targeted support and inclusive opportunities for all learners. **Critical Root Cause**: Lack of consistent data tracking and goal setting in regard to graduation data and WBL opportunities. Lack of participation and equitable access and participation in WBL programs. 414
Adult Learning Culture
Problem Statement 1: There is a need for professional development to increase student engagement in the classroom as well as fostering positive collaborative relationships among staff members. **Critical Root Cause**: *. Dayton HS does not have enough PD opportunities to address collaboration and student engagement. *. Inconsistent expectations for PD. *. Dayton HS has not had a formal PLC process in place.
Connectedness
Problem Statement 1: Chronic absenteeism continues to hinder student learning, particularly for students impacted by poverty, mobility, and trauma. Dayton HS must enhance supports that build strong connections and address barriers to daily attendance. **Critical Root Cause**: Inequitable access to high quality instruction, curriculum that feels irrelevant and emotional and mental health challenges.

Lyon County School District

Dayton Intermediate School

2025-2026 Inquiry Areas/SMART Goals/Improvement Strategies

415

Mission Statement

The Dayton Intermediate Community will empower all students to develop academic skills, character, and problem-solving abilities to achieve their highest potential and be college and career ready.

Demographics & Performance Information

Nevada Report Card

In compliance with federal and state law, Nevada's K-12 Accountability Portal provides detailed information about each school's student and staff demographics and school performance rating, a star-rating system based on the Nevada School Performance Framework (NSPF). You can find our School Rating Report at https://nevadareportcard.nv.gov/DI/nv/lyon/dayton_intermediate_school/2024/nspf/

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Inquiry Areas

Inquiry Area 1: Student Success

SMART Goal 1: In grades K-8, at least 58% of students in Lyon County School District will meet or exceed their personal typical growth in math and reading from the Beginning of Year (BOY) assessment to the End of Year (EOY) i-Ready assessment during the 2025/2026 school year.

Formative Measures: iReady Diagnostic Exam to be taken in the Fall of 2025, Winter 2026 and again during the Spring of 2026.

Aligns with District Goal

418

Improvement Strategy 1 Details	Reviews		
	Status Check		EOY Reflection
	Nov	Jan	May
	No review	No review	419

Improvement Strategy 1: To support student growth in mathematics and reading , all students will engage in 30 minutes of targeted instruction using the i-Ready My Path program every Monday and Wednesday respectively during advisory classes. Additionally, Tier 2 level tutoring support will be provided outside of regular school hours to address learning gaps and mitigate learning loss, with a focus on closing the achievement gap.

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	Dedicated time set aside weekly for whole school to practice and work on iReady math path.	Advisory teachers, Administration	Weekly on Mondays throughout the year.
2	Discussing the iready results and common assessments during dedicated PLC time to make data driven decisions.	Teachers	Throughout the School Year
3	The number of i-Ready lessons completed and mastered by students will be tracked weekly. At the end of each month, the advisory class with the highest number of mastered lessons will be recognized and awarded a monthly incentive to promote engagement, accountability, and academic growth.	Advisory Teachers and Administration	Monthly
4	Dedicated time set aside weekly for whole school to practice and work on iReady Reading path.	Advisory teachers, Administration	Weekly on Wednesdays throughout the year.
5	Discussing the iready results and common assessments during dedicated PLC time to make data driven decisions.	Teachers	Throughout the School Year
6	The number of i-Ready lessons completed and mastered by students will be tracked weekly. At the end of each month, the advisory class with the highest number of mastered lessons will be recognized and awarded a monthly incentive to promote engagement, accountability, and academic growth.	Advisory Teachers and Administration	Monthly
7	This goal will be supported through the use of Title I-A funding.	Administration	Throughout the School Year

Position Responsible: Advisory teachers, Administration

Resources Needed: Chromebooks and access to iReady

Evidence Level

Problem Statements/Critical Root Cause: Student Success 1 - Adult Learning Culture 2 - Connectedness 1

SMART Goal 1 Problem Statements:

Student Success
Problem Statement 1: Although DIS is showing improvement in both Math and ELA as measured by iReady and MAPs testing our students still are not achieving at a level that we would like to see. **Critical Root Cause**: Chronic Absenteeism and student apathy towards tests is hindering our overall achievement scores. In addition, DIS has not met the states required 95% of students being tested due parents opting their students out of the SBAC exam. Lastly, we have recently, in the past 4 years, implemented 3 new curriculums in Math, ELA and Social Studies.
Adult Learning Culture
Problem Statement 2: Although DIS is showing improvement in both Math and ELA as measured by iReady and MAPs testing our students still are not achieving at a level that we would like to see. **Critical Root Cause**: Chronic Absenteeism and student apathy towards tests is hindering our overall achievement scores. In addition, DIS has not met the states required 95% of students being tested due parents opting their students out of the SBAC exam. Lastly, we have recently, in the past 4 years, implemented 3 new curriculums in Math, ELA and Social Studies.
Connectedness
Problem Statement 1: Although DIS is showing improvement in both Math and ELA as measured by iReady and MAPs testing our students still are not achieving at a level that we would like to see. **Critical Root Cause**: Chronic Absenteeism and student apathy towards tests is hindering our overall achievement scores. In addition, DIS has not met the states required 95% of students being tested due parents opting their students out of the SBAC exam. Lastly, we have recently, in the past 4 years, implemented 3 new curriculums in Math, ELA and Social Studies.

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Inquiry Area 1: Student Success

SMART Goal 2: Lyon County School District will increase the total number of K-12 work-based learning opportunities provided to all students by 10% from the 2024/2025 school year to the 2025/2026 school year.

Formative Measures: CTE Class opportunities
Classroom work based learning opportunities
Field Trips
Career fair(s)
CCRI data and job shadow information

Aligns with District Goal

Improvement Strategy 1 Details

Improvement Strategy 1: Increase work based learning opportunities in general education classrooms.

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	Maintain records of WBL activities, student participation, and alignment to curriculum standards	Teachers and Administration	Throughout the School Year
2	Provide guest speakers, job shadowing, virtual tours, or project-based learning opportunities aligned to classroom content.	Teachers	Throughout the School Year
3	Professional Development on School Links	Administration	Throughout the School Year
4	Implement School Links Scope and Sequence	Administration	Throughout the School Year
5	This goal will be supported through the use of Title I-A funding.	Administration	Throughout the School Year

Resources Needed: School Links
PAES Labs
Industry /Community Partnerships

Evidence Level
Level 2: Moderate: Work Based Learning

Problem Statements/Critical Root Cause: Student Success 2 - Adult Learning Culture 1, 3 - Connectedness 2

Reviews

Status Check		EOY Reflection
Nov	Jan	May
No review	No review	421

SMART Goal 2 Problem Statements:

Student Success

Problem Statement 2: Chronic Absenteeism, students missing 18 or more school days, at DIS has decreased from 34.6% during the 2023-2024 to 27% during the 2024-2025 school year. While this was an improvement, lack of consistent instruction affects the overall success rate of student achievement. **Critical Root Cause**: A lack of consistency in families requiring their students to come to school as well as some individual family dynamics have negatively impacted student attendance. In addition, Student mental health and anxiety have led to students missing school. Lastly, a lack of engaging electives that increase student interest have not existed prior to this year.

Adult Learning Culture

Problem Statement 1: Teachers are not meeting or collaborating on a regular basis through PLCs or dept meetings on a regular basis. **Critical Root Cause**: Since losing our grant funded instructional coach and with scheduling changes not always allowing for common preps it has been difficult to find consistent time to meet as depts or PLCs

Problem Statement 3: Chronic Absenteeism, students missing 18 or more school days, at DIS has decreased from 34.6% during the 2023-2024 to 27% during the 2024-2025 school year. While this was an improvement, lack of consistent instruction affects the overall success rate of student achievement. **Critical Root Cause**: A lack of consistency in families requiring their students to come to school as well as some individual family dynamics have negatively impacted student attendance. In addition, Student mental health and anxiety have led to students missing school. Lastly, a lack of engaging electives that increase student interest have not existed prior to this year.

Connectedness

Problem Statement 2: Chronic Absenteeism, students missing 18 or more school days, at DIS has decreased from 34.6% during the 2023-2024 to 27% during the 2024-2025 school year. While this was an improvement, lack of consistent instruction affects the overall success rate of student achievement. **Critical Root Cause**: A lack of consistency in families requiring their students to come to school as well as some individual family dynamics have negatively impacted student attendance. In addition, Student mental health and anxiety have led to students missing school. Lastly, a lack of engaging electives that increase student interest have not existed prior to this year.

Inquiry Area 1: Student Success

SMART Goal 3: Lyon County School District will increase the total number of students participating in K-12 work-based learning opportunities by 10% from the 2024/2025 school year to the 2025/2026 school year.

Formative Measures: CTE Class opportunities
Classroom work based learning opportunities
Field Trips
Career fair(s)
CCRI data and job shadow information

Aligns with District Goal

Improvement Strategy 1 Details

Improvement Strategy 1: Increase work based learning opportunities in general education classrooms.

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	Maintain records of WBL activities, student participation, and alignment to curriculum standards	Teachers and Administration	Throughout the School Year
2	Provide guest speakers, job shadowing, virtual tours, or project-based learning opportunities aligned to classroom content.	Teachers	Throughout the School Year
3	Professional Development on School Links	Administration	Throughout the School Year
4	This goal will be supported through the use of Title I-A funding.	Administration	Throughout the School Year

Resources Needed: School Links
PAES Labs
Industry /Community Partnerships

Evidence Level
Level 2: Moderate: Work Based Learning

Reviews

Status Check		EOY Reflection
Nov	Jan	May
No review	No review	423

Inquiry Area 2: Adult Learning Culture

SMART Goal 1: We will have a minimum of two dedicated PLC times per month during the 2025-2026 school year.

Formative Measures: Tracking meeting minutes
data digs
meeting times (2 per month)
iReady data
WBL data

Aligns with District Goal

Improvement Strategy 1 Details

Improvement Strategy 1: The Continuous Improvement Plan (CIP) Team will determine the focus and purpose of Professional Learning Community (PLC) discussions. PLCs will meet twice per month during early-out Fridays to collaborate on instructional strategies, analyze student data, monitor progress toward school goals, and support effective teaching practices.

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	Schedule out and maintain mandatory PLC time on Collaboration Fridays.	Administration and CIP Team	2025-2026
2	Electronic department folders will be created and maintained for each content area to house PLC artifacts, including meeting agendas, minutes, data analysis, and time-on-task documentation. A standardized Google Form will be completed at the conclusion of each PLC meeting to document progress, monitor student data, and track instructional adjustments over time.	Administration and CIP Team	2025-2026
3	This goal will be supported through the use of Title I-A funding.	Administration	Throughout the school year
4	This goal will be supported through the use of Title I-A funding.	Administation	Throughout the school year

Position Responsible: Administration and CIP team

Evidence Level

Problem Statements/Critical Root Cause: Student Success 3 - Adult Learning Culture 1, 4 - Connectedness 3

Reviews

Status Check		EOY Reflection
Nov	Jan	May
No review	No review	424

SMART Goal 1 Problem Statements:

Student Success

Problem Statement 3: Parent involvement drops off significantly from elementary to middle school. **Critical Root Cause**: Parents are often apathetic and do not take on the same interest in their students education as they do in elementary. This has been seen in the overall attendance rate in Parent/Teacher conferences, parent university night opportunities and in our own Parent Faculty Club.

Adult Learning Culture

Problem Statement 1: Teachers are not meeting or collaborating on a regular basis through PLCs or dept meetings on a regular basis. **Critical Root Cause**: Since losing our grant funded instructional coach and with scheduling changes not always allowing for common preps it has been difficult to find consistent time to meet as depts or PLCs

Problem Statement 4: Parent involvement drops off significantly from elementary to middle school. **Critical Root Cause**: Parents are often apathetic and do not take on the same interest in their students education as they do in elementary. This has been seen in the overall attendance rate in Parent/Teacher conferences, parent university night opportunities and in our own Parent Faculty Club.

Connectedness

Problem Statement 3: Parent involvement drops off significantly from elementary to middle school. **Critical Root Cause**: Parents are often apathetic and do not take on the same interest in their students education as they do in elementary. This has been seen in the overall attendance rate in Parent/Teacher conferences, parent university night opportunities and in our own Parent Faculty Club.

425

Inquiry Area 3: Connectedness

SMART Goal 1: Lyon County School District will reduce the chronic absenteeism rate by 10% from the 2024/2025 school year to the 2025/2026 school year.

Formative Measures: Tracking student attendance on a weekly basis.
Sending attendance letters home to notify and communicate with parents the importance of being at school as well as the number of days their student has been absent. (3 day letters, 6 day letters, 8 day letters, 15 day letters and 20 day letters).
Monitoring attendance reasons
Counseling Groups with School Counselor and Social Work Counselor.
Home visits
Phone calls home
Educating parents an stakeholders on the importance of attendance through mass communications and social media.
Attendance Contracts
Attendance Awards and Incentives
Increase WBL opportunities

Aligns with District Goal

Improvement Strategy 1 Details

Improvement Strategy 1: Monitor and track student daily attendance weekly and increase communication with families as needed.

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	Set up a weekly digital attendance tracking system	Administration Teacher Leaders Counselors College and Career Readiness Coaches	Throughout the 2025-2026 School year
2	Review the attendance report weekly during designated team meetings	PLC teams MTSS Administration	Throughout the 2025-2026 School year
3	Use multiple communication methods to ensure families receive messages (phone, email, texts, home visits).	Administration	Throughout the 2025-2026 School year
4	Piloting the NVCAT "Check and Connect" Student Engagement Intervention program.	Administration, CCRI's Counselors, SRO, MTSS Team	Throughout the 2025-2026 School year

Position Responsible: Administration Teacher Leaders Counselors College and Career Readiness Coaches

Evidence Level

Reviews

Status Check		EOY Reflection
Nov	Jan	May
No review	No review	

Improvement Strategy 2 Details	Reviews		
Improvement Strategy 2: The PBIS committee will track student attendance each quarter and provide positive incentives to students who maintain good attendance and are not chronically absent.	**Status Check**		**EOY Reflection**
	Nov	**Jan**	**May**
	No review	No review	

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	Positive Incentives	Teacher Leaders Counselors College and Career Readiness Coaches	Throughout the 2025-2026 School year

Position Responsible: PBIS Committee

Resources Needed: Title I funds

Evidence Level

Problem Statements/Critical Root Cause: Student Success 2 - Adult Learning Culture 3 - Connectedness 2

SMART Goal 1 Problem Statements:

Student Success

Problem Statement 2: Chronic Absenteeism, students missing 18 or more school days, at DIS has decreased from 34.6% during the 2023-2024 to 27% during the 2024-2025 school year. While this was an improvement, lack of consistent instruction affects the overall success rate of student achievement. **Critical Root Cause**: A lack of consistency in families requiring their students to come to school as well as some individual family dynamics have negatively impacted student attendance. In addition, Student mental health and anxiety have led to students missing school. Lastly, a lack of engaging electives that increase student interest have not existed prior to this year.

Adult Learning Culture

Problem Statement 3: Chronic Absenteeism, students missing 18 or more school days, at DIS has decreased from 34.6% during the 2023-2024 to 27% during the 2024-2025 school year. While this was an improvement, lack of consistent instruction affects the overall success rate of student achievement. **Critical Root Cause**: A lack of consistency in families requiring their students to come to school as well as some individual family dynamics have negatively impacted student attendance. In addition, Student mental health and anxiety have led to students missing school. Lastly, a lack of engaging electives that increase student interest have not existed prior to this year.

Connectedness

Problem Statement 2: Chronic Absenteeism, students missing 18 or more school days, at DIS has decreased from 34.6% during the 2023-2024 to 27% during the 2024-2025 school year. While this was an improvement, lack of consistent instruction affects the overall success rate of student achievement. **Critical Root Cause**: A lack of consistency in families requiring their students to come to school as well as some individual family dynamics have negatively impacted student attendance. In addition, Student mental health and anxiety have led to students missing school. Lastly, a lack of engaging electives that increase student interest have not existed prior to this year.

Lyon County School District

East Valley Elementary School

2025-2026 Inquiry Areas/SMART Goals/Improvement Strategies

428

Mission Statement

The foundations of EVES school culture is based on the belief that a safe, positive, and creative environment developed by dedicated adults will lead to successful relationships and an appreciation for lifelong learning.

Vision

Graduate all students to be college, career, and life successful.

Demographics & Performance Information

Nevada Report Card

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

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Inquiry Areas

Inquiry Area 1: Student Success

SMART Goal 1: In grades K-4, at least 58% of students at Lyon County School District will meet or exceed their personal typical growth in math and reading from the Beginning of Year (BOY) assessment to the End of Year (EOY) i-Ready assessment during the 2025-26 school year.

Formative Measures: i-Ready diagnostic assessment for the 2025-26 school year.

Aligns with District Goal

Improvement Strategy 1 Details

Improvement Strategy 1: Create a comprehensive and data-driven approach that empowers students, teachers, and families.

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	Conduct deep dive into the diagnostic data twice per month during grade level data meetings (PLCs) that analyze i-Ready reports, discuss student progress, and collectively plan differentiated instruction, small group interventions, and individualized learning paths.	Teachers	Twice per month during the 2025-26 school year.

Position Responsible: Administration

Resources Needed: Scheduled time for PLC meetings, Title I funding for substitute coverage when needed.

Schoolwide and Targeted Assistance Title I Elements:
2.4, 2.5, 2.6

Problem Statements/Critical Root Cause: Student Success 1

Reviews

Status Check		EOY Reflection
Nov	Jan	May
No review	No review	431

Improvement Strategy 2 Details	Reviews		
	Status Check		EOY Reflection

Improvement Strategy 2: Set school wide, classroom and student incentives in both reading and math in their i-Ready personalized learning paths.

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	Set specific, measurable, achievable, relevant, and time-bound (SMART) growth goals for individual students, classes, and grade levels based on diagnostic data.	Teachers, Administration	2025-26 school year
2	Utilize i-Ready personalized learning paths as a core component of weekly intervention by meeting the 45 minutes per week in both math and reading to ensure students are consistently engaging with their assigned lessons.	Teacher	Weekly during the 2025-26 school year

Position Responsible: Administration

Resources Needed: Intervention block during the school day, Title I funding for incentives for class and school wide rewards.

Schoolwide and Targeted Assistance Title I Elements:
2.4, 2.5, 2.6

Problem Statements/Critical Root Cause: Student Success 1

Nov	Jan	May
No review	No review	432

SMART Goal 1 Problem Statements:

Student Success
Problem Statement 1: Achievement gaps in grades K-4 in ELA and Mathematics. **Critical Root Cause**: Early literacy and numeracy gaps, socioeconomic barriers and above average absenteeism rates cause students to not receive high quality instruction daily.

Inquiry Area 1: Student Success

SMART Goal 2: Lyon County School District will increase the total number of K - 12 work-based learning opportunities provided to all students by 10% from the
2024/2025 school year to the 2025/2026 school year.

Formative Measures: School Links online student program

Aligns with District Goal

<table>
<tr><th colspan="4">Improvement Strategy 1 Details</th><th colspan="3">Reviews</th></tr>
<tr><td colspan="4" rowspan="2">Improvement Strategy 1: Increasing the opportunity of East Valley Elementary School students to explore WBL opportunities by developing career awareness through the School Links online platform.</td><td colspan="2">Status Check</td><td>EOY Reflection</td></tr>
<tr><td>Nov</td><td>Jan</td><td>May</td></tr>
<tr><td>Action #</td><td>Actions for Implementation</td><td>Person(s) Responsible</td><td>Timeline</td><td rowspan="2">No review</td><td rowspan="2">No review</td><td rowspan="2">433</td></tr>
<tr><td>1</td><td>Students will participate in School Links activities once a month during the school day.</td><td>Staff
Administration</td><td>End of the 2025-26 school year.</td></tr>
<tr><td colspan="4">Position Responsible: Counselor
Resources Needed: School Links online program

Schoolwide and Targeted Assistance Title I Elements:
2.4, 2.5, 2.6
Evidence Level
Level 2: Moderate: Work Based Learning
Problem Statements/Critical Root Cause: Student Success 1</td><td></td><td></td><td></td></tr>
</table>

SMART Goal 2 Problem Statements:

Student Success
Problem Statement 1: Achievement gaps in grades K-4 in ELA and Mathematics. **Critical Root Cause**: Early literacy and numeracy gaps, socioeconomic barriers and above average absenteeism rates cause students to not receive high quality instruction daily.

Inquiry Area 1: Student Success

SMART Goal 3: Lyon County School District will increase the total number of students participating in K-12 work-based learning opportunities by 10% from the 2024/2025 school year to the 2025/2026 school year.

Formative Measures: EVES will utilize the data collection of WBL activities during the school year based on the data collection of activities that were recorded last year.

Aligns with District Goal

<table>
<tr><th colspan="4">Improvement Strategy 1 Details</th><th colspan="3">Reviews</th></tr>
<tr><td colspan="4" rowspan="2">Improvement Strategy 1: Increasing the number of East Valley Elementary School students to explore WBL by developing career awareness through the School Links online platform.</td><td colspan="2">Status Check</td><td>EOY Reflection</td></tr>
<tr><td>Nov</td><td>Jan</td><td>May</td></tr>
<tr><td>Action #</td><td>Actions for Implementation</td><td>Person(s) Responsible</td><td>Timeline</td><td rowspan="2">No review</td><td rowspan="2">No review</td><td rowspan="2">434</td></tr>
<tr><td>1</td><td>Students will participate in School Links activities in each classroom once a month.</td><td>Administration Staff</td><td>End of 2025-26 school year</td></tr>
<tr><td colspan="4">Position Responsible: Counselor
Resources Needed: School Links online program

Schoolwide and Targeted Assistance Title I Elements:
2.4, 2.5, 2.6
Evidence Level
Level 2: Moderate: Work-Based Learning
Problem Statements/Critical Root Cause: Student Success 1</td><td></td><td></td><td></td></tr>
</table>

SMART Goal 3 Problem Statements:

Student Success
Problem Statement 1: Achievement gaps in grades K-4 in ELA and Mathematics. **Critical Root Cause**: Early literacy and numeracy gaps, socioeconomic barriers and above average absenteeism rates cause students to not receive high quality instruction daily.

Inquiry Area 2: Adult Learning Culture

SMART Goal 1: By May 2026, all EVES students will have achieved mastery (Performance Level 4) of the NEPF instructional practice standard 4 indicator 1, as evidenced by students being able to fully explain student learning goals/targets. Specifically: "What am I learning? Why am I learning it? How will I know I have learned it?"

Formative Measures: Nevada Educator Performance Framework instructional practice standard 4 indicator 1 performance level results

Aligns with District Goal

Improvement Strategy 1 Details

Improvement Strategy 1: Consistent student engagement by ensuring a common understanding and consistent application of learning goal articulation across all classrooms.

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	Provide professional learning focused on effective metacognitive strategies specifically designed to gauge students' comprehension of learning goals. Examples: Exit tickets asking "What was our learning target today?", partner discussions, quick writes, thumbs-up/down.	Administration, Teacher Leaders	2025-26 school year
2	Administration and instructional coaches will conduct targeted once a week per classroom walkthroughs specifically looking for evidence of learning goals and success criteria being displayed, explicitly taught, and students being able to answer questions.	Administration, Teacher Leaders	2025-26

Position Responsible: Principal, Teacher Leader

Resources Needed: Administration or teacher leaders to facilitate PD and provide ongoing support. Title I funding for substitute coverage when needed for peer observations.

Schoolwide and Targeted Assistance Title I Elements:
2.4, 2.5, 2.6

Evidence Level

Problem Statements/Critical Root Cause: Adult Learning Culture 1

Reviews

Status Check		EOY Reflection
Nov	Jan	May
No review	No review	435

SMART Goal 1 Problem Statements:

Adult Learning Culture
Problem Statement 1: EVES staff performs lower on average on the NEPF standard 4 indicators 1 and 2. **Critical Root Cause**: Inconsistent use of instructional strategies in the classroom during daily lessons.

Inquiry Area 3: Connectedness

SMART Goal 1: Lyon County School District will reduce the chronic absenteeism rate by 10% from the 2024/2025 school year rate to the 2025/2026 school year.

Formative Measures: Infinite Campus Attendance Reports

Aligns with District Goal

Improvement Strategy 1 Details

Improvement Strategy 1: EVES will utilize data-driven identification and monitoring, create positive school climate and engagement, and increase family engagement and communication.

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	Establish bi-weekly meetings with a core team (Administrator, School Counselor, MTSS members) to review attendance data, identify students of concern, discuss root causes, and strategize interventions.	Administration, MTSS Team, Counselor	2025-26 school year
2	Implement campaigns (posters, morning announcements, newsletters) emphasizing the importance of daily attendance, celebrating good attendance through incentives for perfect attendance, improved attendance, and classes with high attendance rates (e.g., certificates, small prizes, extra recess, classroom celebrations), and educating families about the impact of missed school days.	Administration, School Counselor, Teachers	September 2025 (kick-off), ongoing monthly themes and monthly recognition.
3	Implement a clear communication protocol for absences, starting with automated calls/texts for unverified absences, followed by personal phone calls from designated staff (e.g., secretary, counselor, administration) after a certain number of absences.	School Secretary, Administration, Attendance Clerk, Counselor, Administration	Daily/Weekly

Position Responsible: Administration

Resources Needed: Title I funding for incentives for students and school.

Schoolwide and Targeted Assistance Title I Elements:
2.4, 4.2

Problem Statements/Critical Root Cause: Connectedness 1

Reviews

Status Check		EOY Reflection
Nov	Jan	May
No review	No review	436

SMART Goal 1 Problem Statements:

Connectedness
Problem Statement 1: Chronic absenteeism limits our students access to high quality instruction. **Critical Root Cause**: Identifying the barriers that students and their families face.

Lyon County School District

Fernley Elementary School

2025-2026 Inquiry Areas/SMART Goals/Improvement Strategies

438

Mission Statement

Fernley Elementary School fosters learning for life, empowers connected learners, promotes student ownership, and encourages discovery learning for success in a rapidly evolving world.

Vision

Fernley Elementary School will facilitate and implement the tools and strategies necessary to prepare all students to graduate college, career and life successful.

Demographics & Performance Information

Nevada Report Card

In compliance with federal and state law, Nevada's K-12 Accountability Portal provides detailed information about each school's student and staff demographics and school performance rating, a star-rating system based on the Nevada School Performance Framework (NSPF). You can find our School Rating Report at https://nevadareportcard.nv.gov/DI/nv/lyon/fernley_elementary_school/2024

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Inquiry Areas

Inquiry Area 1: Student Success

SMART Goal 1: At least 58% of FES students will meet or exceed their individual typical growth goals as measured by BOY (fall) to EOY (spring) I-ready math and reading assessments.

Formative Measures: I-Ready Diagnostic assessment (fall, winter, spring) (math and reading)
Monthly Data Team meetings/collaborative team meetings
Weekly independent usage reports

Aligns with District Goal

441

Improvement Strategy 1 Details				Reviews		
				Status Check		EOY Reflection
				Nov	Jan	May
Improvement Strategy 1: Tier 1 instruction using the HMH/Structured Literacy and I-Ready curriculums with fidelity at all grade levels.				No review	No review	442
Action #	**Actions for Implementation**	**Person(s) Responsible**	**Timeline**			
1	90-minute reading and math blocks dedicated to the Tier 1 curriculum.	Classroom teachers Admin	2025-2026 school year			
2	Early intervention: schoolwide intervention block targeting RAP students and students scoring in bottom quartile on diagnostic assessments. Intervention programming and platforms provided through Title 1 funding.	Classroom teachers College and Career Readiness Interventionist Admin	2025-2026 school year (following scheduled diagnostics)			
3	Weekly student use (20-50 minutes) of I-Ready Independent practice for reading and math.	Classroom teachers Admin	2025-2026 school year (following scheduled diagnostics)			
4	Monthly grade level I-Ready Challenges.	Classroom teachers Admin	2025-2026 school year			

Resources Needed: HMH and I-Ready professional development
Lexia Core 5 literacy intervention
Corrective Reading
UFLY
Heggerty
I-Ready Independent Practice Path (reading and math)
NWEA Reading Fluency/Coach
Title 1 Funding

Schoolwide and Targeted Assistance Title I Elements:
2.4, 2.5, 2.6
Evidence Level

Problem Statements/Critical Root Cause: Student Success 1

SMART Goal 1 Problem Statements:

Student Success
Problem Statement 1: Achievement gaps are present as evidenced by 46% of students at FES not meeting or exceeding their individual growth goals as measured by the 2024/2025 fall to spring MAP reading assessments and 55% not meeting or exceeding their individual growth goals as measured by the 2024/2025 fall to spring I-Ready math diagnostic. **Critical Root Cause**: FES has a schoolwide chronic absenteeism rate of 37% resulting in inadequate exposure to quality Tier 1 curriculum and instruction including progress monitoring, individualized programming, targeted interventions and formative assessments.

Inquiry Area 1: Student Success

SMART Goal 2: Fernley Elementary School will increase the total number of work-based learning opportunities provided for PreK-4th grade students by 10% from the 2024/2025 school year to the 2025/2026 school year.

Formative Measures: School Links
Field Trips
Guest Speakers
Work-based activities (lunch helpers, community service, school garden)

Aligns with District Goal

<table>
<tr><th colspan="2">Improvement Strategy 1 Details</th><th colspan="3">Reviews</th></tr>
<tr><td colspan="2" rowspan="3">Improvement Strategy 1: All K-4 students will engage with the School Links platform.
<table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th></tr><tr><td>1</td><td>Student use of School Links</td><td>Classroom teachers School Counselor College and Career Readiness Interventionist</td><td>2025-2026 school year</td></tr></table>Resources Needed: School Links online platform
Student Chromebooks

Schoolwide and Targeted Assistance Title I Elements:
2.4, 2.5, 2.6
Evidence Level
Problem Statements/Critical Root Cause: Student Success 1</td><td colspan="2">Status Check</td><td>EOY Reflection</td></tr>
<tr><td>Nov</td><td>Jan</td><td>May</td></tr>
<tr><td>No review</td><td>No review</td><td>443</td></tr>
</table>

Improvement Strategy 2 Details				Reviews		
				Status Check		EOY Reflection
Action #	Actions for Implementation	Person(s) Responsible	Timeline	Nov	Jan	May
1	Provide opportunities for field trips, guest speakers, student workers/leaders, community service, project-based learning	Classroom teachers Admin	2025-2026 school year	No review	No review	

Improvement Strategy 2: Purposeful, schoolwide work-based opportunities provided to students.

Resources Needed: Funding for field trips
Invitations and time for guest speakers
materials for project-based learning (ex: school garden)
Parent Teacher Association (PTA) involvement
Title 1 Funding

Schoolwide and Targeted Assistance Title I Elements:
2.4, 2.5, 2.6, 4.1, 4.2
Evidence Level

Problem Statements/Critical Root Cause: Student Success 1

SMART Goal 2 Problem Statements:

Student Success	444
Problem Statement 1: Achievement gaps are present as evidenced by 46% of students at FES not meeting or exceeding their individual growth goals as measured by the 2024/2025 fall to spring MAP reading assessments and 55% not meeting or exceeding their individual growth goals as measured by the 2024/2025 fall to spring I-Ready math diagnostic. **Critical Root Cause**: FES has a schoolwide chronic absenteeism rate of 37% resulting in inadequate exposure to quality Tier 1 curriculum and instruction including progress monitoring, individualized programming, targeted interventions and formative assessments.	

Inquiry Area 1: Student Success

SMART Goal 3: Fernley Elementary School will increase the total number of Prek-4th grade students participating in work-based learning opportunities by 10% from the 2024/2025 school year to the 2025/2026 school year.

Formative Measures: School Links
Field Trips
Guest Speakers
Work-based activities (lunch helpers, community service, school garden, etc.)

Aligns with District Goal

<table>
<tr><th colspan="2">Improvement Strategy 1 Details</th><th colspan="3">Reviews</th></tr>
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Student Chromebooks

Schoolwide and Targeted Assistance Title I Elements:
2.4, 2.5, 2.6
Evidence Level
Problem Statements/Critical Root Cause: Student Success 1</td><td colspan="2">Status Check</td><td>EOY Reflection</td></tr>
<tr><td>Nov</td><td>Jan</td><td>May</td></tr>
<tr><td>No review</td><td>No review</td><td>445</td></tr>
</table>

SMART Goal 3 Problem Statements:

Student Success
Problem Statement 1: Achievement gaps are present as evidenced by 46% of students at FES not meeting or exceeding their individual growth goals as measured by the 2024/2025 fall to spring MAP reading assessments and 55% not meeting or exceeding their individual growth goals as measured by the 2024/2025 fall to spring I-Ready math diagnostic. **Critical Root Cause**: FES has a schoolwide chronic absenteeism rate of 37% resulting in inadequate exposure to quality Tier 1 curriculum and instruction including progress monitoring, individualized programming, targeted interventions and formative assessments.

Inquiry Area 2: Adult Learning Culture

SMART Goal 1: 100% of Fernley Elementary's K-4th instructional staff will participate in monthly I-Ready, HMH, Lexia Core 5, Reading Fluency, PBIS, and School Links professional development.

Formative Measures: PD Calendar
Kickup registrations

Aligns with District Goal

Improvement Strategy 1 Details

Improvement Strategy 1: Professional development and Parent Engagement events will align with SPP, student intervention, and progress monitoring goals.

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	School PD calendar developed prior to start of school year.	Admin Teacher Leaders	August-September 2025.
2	PD will align with current progress monitoring data.	Admin Teacher Leaders	2025-2026 school year (Monthly)
3	Staff surveys to ensure buy-in around Professional Development topics and Parent Engagement events funded by Title 1.	Admin Teacher Leaders FES Staff	2025-2026 school year (monthly/quarterly)

Resources Needed: Time: early out Fridays
PD facilitator
Current data
Title 1 funding

Schoolwide and Targeted Assistance Title I Elements:
2.5, 2.6
Evidence Level

Problem Statements/Critical Root Cause: Adult Learning Culture 1

Reviews

Status Check		EOY Reflection
Nov	Jan	May
No review	No review	446

SMART Goal 1 Problem Statements:

Adult Learning Culture

Problem Statement 1: Achievement gaps are present as evidenced by 46% of students at FES not meeting or exceeding their individual growth goals as measured by the 2025 spring MAP assessment and 55% not meeting or exceeding their individual growth goals as measured by the 2025 spring I-Ready math diagnostic. **Critical Root Cause**: Schoolwide professional development and grade level collaboration infrequently focused on collectively effective, highly impactful instructional strategies targeted toward Tier 1 curriculum and instruction implementation and Tier 2 interventions.

Inquiry Area 2: Adult Learning Culture

SMART Goal 2: 100% of Fernley Elementary's K-4th instructional and departmental staff will participate in monthly data team/PLC meetings.

Formative Measures: Meeting agendas/notes
Kickup registrations/attendance

Aligns with District Goal

Improvement Strategy 1 Details

Improvement Strategy 1: Grade level PLC meetings, Data Team meetings, and Parent Engagement events will align with SPP, student intervention, and progress monitoring goals.

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	Develop PLC/Data Team meeting schedule prior to start of school year.	Admin	August 2025-September 2025
2	Develop and maintain agendas for all meetings	Admin Teacher Leaders/Meeting facilitators	2025-2026 school year
3	Staff surveys to drive PLC agenda topics, goals, and Parent Engagement events funded by Title 1.	Admin Teachers Teacher Leaders/Meeting facilitators	2025-2026 school year

Resources Needed: Title 1 funding
Time: early-out Fridays, half days, evening events
Parent Engagement incentives
PD Facilitators
Current data

Schoolwide and Targeted Assistance Title I Elements:
2.4, 2.5, 2.6
Evidence Level

Problem Statements/Critical Root Cause: Adult Learning Culture 1

Reviews

Status Check		EOY Reflection
Nov	Jan	May
No review	No review	448

SMART Goal 2 Problem Statements:

Adult Learning Culture

Problem Statement 1: Achievement gaps are present as evidenced by 46% of students at FES not meeting or exceeding their individual growth goals as measured by the 2025 spring MAP assessment and 55% not meeting or exceeding their individual growth goals as measured by the 2025 spring I-Ready math diagnostic. **Critical Root Cause**: Schoolwide professional development and grade level collaboration infrequently focused on collectively effective, highly impactful instructional strategies targeted toward Tier 1 curriculum and instruction implementation and Tier 2 interventions.

Inquiry Area 3: Connectedness

SMART Goal 1: Fernley Elementary will reduce their 35% (33% without PreK included) chronic absenteeism rate by 10% in the 2025-2026 school year as measured by the Federal Chronic Absenteeism report.

Formative Measures: Attendance reports
Early Warning System
MTSS for Attendance
Home Visits and Family Engagement

Aligns with District Goal

Improvement Strategy 1 Details

Improvement Strategy 1: Early intervention: personal contact with families of students who have prior chronic absenteeism, discussing an improvement plan for the current year.

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	Phone calls, letters, and/or home visits	Admin School Counselor School Resource Officer	2025-2026 school year
2	Attendance reports	Admin MTSS Team	Monthly 2025-2026 school year
3	Family/Community engagement events-education for families around attendance, PBIS, assessments, and progress monitoring funded by Title 1 funds.	Admin SPP Team Teacher Leaders FES staff PBIS/MTSS team Fernley Community (business/city stakeholders)	Quarterly 2025-2026 school year

Resources Needed: PD Facilitators
Title 1 funding
current data
Time: reporting, parent contacts, early-out Fridays, evening events
Incentives

Schoolwide and Targeted Assistance Title I Elements:
2.4, 2.5, 2.6, 4.1, 4.2
Evidence Level

Problem Statements/Critical Root Cause: Connectedness 1

Reviews

Status Check		EOY Reflection
Nov	Jan	May
No review	No review	450

SMART Goal 1 Problem Statements:

Connectedness
Problem Statement 1: Achievement gaps are present as evidenced by 46% of students at FES not meeting or exceeding their individual growth goals as measured by the 2025 spring MAP assessment and 55% not meeting or exceeding their individual growth goals as measured by the 2025 spring I-Ready math diagnostic. **Critical Root Cause**: FES has a schoolwide chronic absenteeism rate of 37% resulting in inadequate exposure and connections to highly impactful instructional strategies focused around the Tier 1 ELA and math curriculum including: progress monitoring, individualized programming, targeted interventions and formative assessments.

Inquiry Area 3: Connectedness

SMART Goal 2: Fernley Elementary students and staff will demonstrate a commitment to the LCSD Portrait of a Learner by exemplifying their abilities to take ownership in learning, be lifelong learners, discovery learners, and connected learners as measured by the number of purposeful positive referrals and experiences provided to the students and staff.

Formative Measures: PBIS reports
Spirit Stick Nominations
Attendance reports
Staff recognition program

Aligns with District Goal

Improvement Strategy 1 Details

Improvement Strategy 1: FES will reduce the number of behavior referrals by 10% (321 during the 24/25 school year) through the implementation of a stronger PBIS system that includes staff PD, restorative discipline, positive reinforcement, recognition, and reward experiences.

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	Current week's PBIS referrals drive the focus for improvement in the following week.	Admin MTSS facilitator	(Weekly) 2025-2026 school year
2	Community circles in classrooms discuss weekly PBIS/POL focus.	Admin Classroom teachers	(Daily/Weekly) 2025-2026 school year
3	Recognition of students for following school expectations and modeling positive behaviors.	Admin MTSS Team/Facilitator Classroom Teachers FES Staff	(Daily/Weekly) 2025-2026 school year
4	Provide group experiences for students who earned points by following school expectations.	Admin MTSS Team/Facilitator Classroom Teachers FES Staff	(Monthly) 2025-2026 school year
5	Provide parent engagement events and staff PD targeted toward PBIS and funded by Title 1 funds.	Admin MTSS Team/Facilitator SPP Team FES Staff	2025-2026 school year

Resources Needed: PBIS budget, staffing for PBIS store/experiences, Title 1 funding.

Schoolwide and Targeted Assistance Title I Elements:
2.4, 2.5, 2.6, 4.1, 4.2
Evidence Level

Problem Statements/Critical Root Cause: Connectedness 1

Reviews

Status Check		EOY Reflection
Nov	Jan	May
No review	No review	452

Improvement Strategy 2 Details	Reviews		
	Status Check		EOY Reflection
	Nov	Jan	May
	No review	No review	

Improvement Strategy 2: FES will increase the opportunities for staff to participate and be recognized through the PBIS teacher rewards program.

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	Implement the PBIS staff recognition program for staff points. "Spotlight a Colleague" and staff raffles funded through the PBIS budget.	FES Staff	2025-2026 school year
2	Weekly positive staff recognition through Spirit Stick nominations.	FES Staff	2025-2026 school year
3	Staff surveys to gather preferences for morale boosters/recognition rewards.	Admin MTSS Team/ Facilitator FES Staff	2025-2026 school year

Resources Needed: PBIS budget, Title 1 funds, staffing for rewards/experiences, PTA support

Schoolwide and Targeted Assistance Title I Elements:
2.4, 2.5, 2.6
Evidence Level

Problem Statements/Critical Root Cause: Connectedness 1

SMART Goal 2 Problem Statements:

453

Connectedness
Problem Statement 1: Achievement gaps are present as evidenced by 46% of students at FES not meeting or exceeding their individual growth goals as measured by the 2025 spring MAP assessment and 55% not meeting or exceeding their individual growth goals as measured by the 2025 spring I-Ready math diagnostic. **Critical Root Cause**: FES has a schoolwide chronic absenteeism rate of 37% resulting in inadequate exposure and connections to highly impactful instructional strategies focused around the Tier 1 ELA and math curriculum including: progress monitoring, individualized programming, targeted interventions and formative assessments.

Lyon County School District

Fernley High School

2025-2026 Inquiry Areas/SMART Goals/Improvement Strategies

454

Mission Statement

Belong. Grow. Thrive. Innovation Begins with Your Determination

Vision

To create an inclusive and dynamic learning community where students feel valued and a strong sense of belonging, empowering them through perseverance and purpose to grow confidently, embrace challenges, and achieve academic excellence, preparing them to lead and innovate in an ever-evolving world with a commitment to lifelong learning and positive impact.

Demographics & Performance Information

Nevada Report Card

In compliance with federal and state law, Nevada's K-12 Accountability Portal provides detailed information about each school's student and staff demographics and school performance rating, a star-rating system based on the Nevada School Performance Framework (NSPF). You can find our School Rating Report at https://nevadareportcard.nv.gov/DI/nv/lyon/fernley_high_school/2024

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Inquiry Areas

Inquiry Area 1: Student Success

SMART Goal 1: In grades 9-10, at least 55% of students in Lyon County School District will meet their individual growth goal in math and reading from the Fall to Spring Measure of Academic Progress (MAP) testing during the 2025/2026 school year.

Formative Measures: MAPS

Aligns with District Goal

<table>
<tr><th colspan="4">Improvement Strategy 1 Details</th><th colspan="3">Reviews</th></tr>
<tr><td colspan="4" rowspan="2">Improvement Strategy 1: Data Driven instruction, regularly analyzing data to identify student strengths and weaknesses to help teachers tailor instruction to address a student's individual needs.</td><td colspan="2">Status Check</td><td>EOY Reflection</td></tr>
<tr><td>Nov</td><td>Jan</td><td>May</td></tr>
<tr><td>Action #</td><td>Actions for Implementation</td><td>Person(s) Responsible</td><td>Timeline</td><td rowspan="2">No review</td><td rowspan="2">No review</td><td rowspan="2">457</td></tr>
<tr><td>1</td><td>Student data will be analyzed by the MTSS committee in conjunction with Teacher Leaders who will assist staff with tailoring of instruction.</td><td>MTSS Chair Teacher Leaders Administration</td><td>2025-2026 school year</td></tr>
<tr><td colspan="4">Position Responsible: CIP Committee
Resources Needed: MAP Assessments
ALEKS
Study Sync
Pearson AGA
Time for Data Digs
District MTSS meetings
College and Career Readiness Interventionists (CCRI) (Tittle I funded)

Schoolwide and Targeted Assistance Title I Elements:
2.4, 2.5, 2.6
Evidence Level
Problem Statements/Critical Root Cause: Student Success 1</td><td></td><td></td><td></td></tr>
</table>

SMART Goal 1 Problem Statements:

Student Success
Problem Statement 1: College and career readiness at FHS is declining, with an 18.42% drop in participation rates and a 13.46% decrease in students earning a College and Career Readiness advanced diploma. **Critical Root Cause**: We have a lack of career discovery earlier in student's high school education. The majority of students are not being assessed on college and career interests until their 11th or 12th grade year.

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Inquiry Area 1: Student Success

SMART Goal 2: Lyon County School District will increase the graduation rate from 88.7% to 89.7% by the end of the 2025/2026 school year.

Formative Measures: CCRI Interventions
CCRC Interventions, weekly F reports
Tier 1 Instruction
Tier 2 Interventions

Aligns with District Goal

<table>
<tr><th colspan="2">Improvement Strategy 1 Details</th><th colspan="3">Reviews</th></tr>
<tr><td colspan="2" rowspan="3">Improvement Strategy 1: Academic supports and interventions needed to ensure the success of all students.
<table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th></tr><tr><td>1</td><td>Under the direction of administration, Teacher Leaders will provide academic supports as identified through regular data analysis.</td><td>Administration
Teacher Leaders</td><td>2025/2026 academic year</td></tr></table>Position Responsible: CIP Committee
Resources Needed: College and Career Readiness Interventionist (Title I funded)
Graduation/Academic Plans
Credit Sufficiency Checks (Title I Funded)
Dual Credit Offerings
Advising and Career Services
Online Learning
Social Emotional Learning

Schoolwide and Targeted Assistance Title I Elements:
2.4, 2.6
Evidence Level
Problem Statements/Critical Root Cause: Connectedness 1</td><td colspan="2">Status Check</td><td>EOY Reflection</td></tr>
<tr><td>Nov</td><td>Jan</td><td>May</td></tr>
<tr><td>No review</td><td>No review</td><td>459</td></tr>
</table>

SMART Goal 2 Problem Statements:

Connectedness
Problem Statement 1: Chronic absenteeism hinders student learning, especially for students impacted by poverty, mobility, and trauma. **Critical Root Cause**: Inequitable access to high-quality instruction, curriculum that feels irrelevant, and emotional and mental health challenges.

Inquiry Area 1: Student Success

SMART Goal 3: Lyon County School District will increase the total number of K-12 work-based learning opportunities provided to all students by 10% from the 2024/2025 school year to the 2025/2026 school year.

Formative Measures: Work-Based Learning trend data
Schoolinks
Student-based enterprises
Simulated Work Experience
PAES Lab participation data

Aligns with District Goal

Improvement Strategy 1 Details

Improvement Strategy 1: Increasing awareness and engagement of all stakeholders by expanding industry partnerships. Developing career awareness through portfolio creation in School Links.

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	Hire a Career and College Readiness coach that will focus on expanding industry partnerships, career fairs, and career exploration opportunities.	Administration CCRC	2025/2026 academic year
2	Train staff in the implementation of School Links	Administration Teacher Leaders	2025/2026 academic year

Position Responsible: College and Career Readiness Coach
Resources Needed: Pathful
School Links
PAES Labs
Industry Partnerships
Title I funds for CCRC Position

Schoolwide and Targeted Assistance Title I Elements:
2.4, 2.5, 2.6
Evidence Level
Problem Statements/Critical Root Cause: Student Success 1

Reviews

Status Check		EOY Reflection
Nov	Jan	May
No review	No review	460

SMART Goal 3 Problem Statements:

Student Success
Problem Statement 1: College and career readiness at FHS is declining, with an 18.42% drop in participation rates and a 13.46% decrease in students earning a College and Career Readiness advanced diploma. **Critical Root Cause**: We have a lack of career discovery earlier in student's high school education. The majority of students are not being assessed on college and career interests until their 11th or 12th grade year.

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Inquiry Area 1: Student Success

SMART Goal 4: Lyon County School District will increase the total number of students participating in K-12 work-based learning opportunities by 10% from the 2024/2025 school year to the 2025/2026 school year.

Formative Measures: N counts of students participating in WBL opportunities
Schoolinks
Student-based enterprises
Simulated Work Experience
PAES lab participation data

Aligns with District Goal

Improvement Strategy 1 Details	Reviews		
	Status Check		EOY Reflection
	Nov	Jan	May
	No review	No review	462

Improvement Strategy 1: Increase awareness and engagement of all stakeholders by expanding industry partnerships. Developing career awareness through portfolio creation in School Links.

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	Train staff in the implementation of School Links.	Administration Teacher Leaders	2025/2026 Academic Year

Position Responsible: College and Career Readiness Coach, Administration

Resources Needed: Title funding for CCRC

Schoolwide and Targeted Assistance Title I Elements:
2.4, 2.6, 4.1, 4.2

Evidence Level

Problem Statements/Critical Root Cause: Student Success 1

SMART Goal 4 Problem Statements:

Student Success
Problem Statement 1: College and career readiness at FHS is declining, with an 18.42% drop in participation rates and a 13.46% decrease in students earning a College and Career Readiness advanced diploma. **Critical Root Cause**: We have a lack of career discovery earlier in student's high school education. The majority of students are not being assessed on college and career interests until their 11th or 12th grade year.

Inquiry Area 1: Student Success

SMART Goal 5: One hundred percent of Lyon County School District high schools will implement WorkKeys for students by the end of their 10th grade year. LCSD will accomplish this by the end of the 2025/2026 school year. This will serve as a baseline for students earning the bronze, silver, gold and platinum certificates.

Formative Measures: Number of lessons/students participating in WorkKeys
Final numbers of certificate designations
Implementation Data
Weekly check-ins

Aligns with District Goal

<table>
<tr><th colspan="2">Improvement Strategy 1 Details</th><th colspan="3">Reviews</th></tr>
<tr><td colspan="2" rowspan="3">Improvement Strategy 1: Implementation of ACT's Work Keys Curriculum and the National Career Readiness Certificate (NCRC) Assessment at FHS.

<table>
<tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th></tr>
<tr><td>1</td><td>Train staff on the implementation of Work Keys</td><td>Administration Teacher Leaders</td><td>2025/2026 academic year</td></tr>
</table>
Position Responsible: Administration
Resources Needed: Work Keys Curriculum
NCRC Assessments

Schoolwide and Targeted Assistance Title I Elements:
2.4, 2.6
Evidence Level
Problem Statements/Critical Root Cause: Student Success 1</td><td colspan="2">Status Check</td><td>EOY Reflection</td></tr>
<tr><td>Nov</td><td>Jan</td><td>May</td></tr>
<tr><td>No review</td><td>No review</td><td>463</td></tr>
</table>

SMART Goal 5 Problem Statements:

Student Success
Problem Statement 1: College and career readiness at FHS is declining, with an 18.42% drop in participation rates and a 13.46% decrease in students earning a College and Career Readiness advanced diploma. **Critical Root Cause**: We have a lack of career discovery earlier in student's high school education. The majority of students are not being assessed on college and career interests until their 11th or 12th grade year.

Inquiry Area 1: Student Success

SMART Goal 6: The percentage of college bound students in grade eleven (11) who will earn a composite score of 16-36 on the ACT will increase by 5% from the 2024/2025 school year to the 2025/2026 school year.

Formative Measures: ACT data
ACT Prep/practice exam data

Aligns with District Goal

Improvement Strategy 1 Details				Reviews		
				Status Check		EOY Reflection
Action #	Actions for Implementation	Person(s) Responsible	Timeline	Nov	Jan	May
1	Train staff on strategies that will make coursework relevant to ACT exams.	Administration Teacher Leaders	2025/2026 academic year	No review	No review	464

Improvement Strategy 1: FHS will focus on rigorous coursework, data driven assessment and goal setting with progress monitoring.

Position Responsible: Administration

Resources Needed: Time for instruction and data analysis
Data Digs
ALEKS
Study Sync
WorkKeys

Schoolwide and Targeted Assistance Title I Elements:
2.4, 2.6

Evidence Level

Problem Statements/Critical Root Cause: Student Success 1

SMART Goal 6 Problem Statements:

Student Success
Problem Statement 1: College and career readiness at FHS is declining, with an 18.42% drop in participation rates and a 13.46% decrease in students earning a College and Career Readiness advanced diploma. **Critical Root Cause**: We have a lack of career discovery earlier in student's high school education. The majority of students are not being assessed on college and career interests until their 11th or 12th grade year.

Inquiry Area 2: Adult Learning Culture

SMART Goal 1: By the end of the 2025-2026 school year, 80% of Fernley High School teachers will consistently integrate at least two new instructional strategies that promote higher-order thinking and student self-direction in their classrooms, as evidenced by rubric-based classroom observations.

Formative Measures: Classroom observations and walk-throughs; staff/department self-reporting on implementation of strategies

Aligns with District Goal

Improvement Strategy 1 Details

Improvement Strategy 1: Gradually implement "High-Impact Teaching Strategies" (HITS) through PLCs and professional development.

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	Train principals for LCSD roll-out of HITS	District	Fall 2025
2	Train teachers for utilizing HITS in their day-to-day teaching strategies via PLCs and professional development	Admin/Teacher Leaders	Spring 2026

Position Responsible: Administration and Teacher Leaders

Resources Needed: District-created materials, website access, a

Schoolwide and Targeted Assistance Title I Elements:
2.4, 2.5, 2.6

Evidence Level
Level 2: Moderate: This is a district-down initiative that we are adding to our plan. District is still working on official rollout schedule for HITS.

Problem Statements/Critical Root Cause: Adult Learning Culture 1

Reviews

Status Check		EOY Reflection
Nov	Jan	May
No review	No review	465

SMART Goal 1 Problem Statements:

Adult Learning Culture

Problem Statement 1: Classroom observations show a relative disparity in the areas of higher-order thinking and student self-direction, as seen by the ELEOT observations.
Critical Root Cause: Due to high rates of daily absenteeism, many staff consistently play "catch up" to ensure students are passing and earning credits. Often times when catching a student up from absences, lessons and projects cannot be carried out with fidelity and these students miss out on opportunities to develop higher-order thinking and self-direction skills.

Inquiry Area 3: Connectedness

SMART Goal 1: Lyon County School District will reduce the chronic absenteeism rate by 10% from the 2025/2026 school year.

Formative Measures: Attendance data (Infinite Campus)
PBIS Data (Title I Funded)

Aligns with District Goal

Improvement Strategy 1 Details

Improvement Strategy 1: Implement a comprehensive, multi-tiered attendance support system specifically designed to address the root causes of chronic absenteeism.

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	Systematically track and analyze daily attendance data, flagging students approaching or meeting chronic absenteeism thresholds (e.g., 5% and 10% missed days).	Attendance Secretary	Academic year 2025-2026
2	Launch a school-wide campaign promoting the importance of attendance and fostering a consistently welcoming, safe, and engaging school environment.	CIP Team	Quarterly
3	Develop and deliver individualized support plans for students identified as chronically absent, connecting them with necessary academic, socio-emotional, and basic needs resources.	CCRI, MTSS	Academic year 2025-2026

Position Responsible: Attendance Secretary, CIP Team, CCRI, MTSS, Administration

Resources Needed: CCRIs, SROs, Attendance Data, Title I funding for PBIS Program

Schoolwide and Targeted Assistance Title I Elements:
2.4, 2.5, 2.6, 4.1, 4.2

Evidence Level
Level 1: Strong: Academic Supports and Interventions

Problem Statements/Critical Root Cause: Connectedness 1

Reviews

Status Check		EOY Reflection
Nov	Jan	May
No review	No review	466

SMART Goal 1 Problem Statements:

Connectedness

Problem Statement 1: Chronic absenteeism hinders student learning, especially for students impacted by poverty, mobility, and trauma. **Critical Root Cause**: Inequitable access to high-quality instruction, curriculum that feels irrelevant, and emotional and mental health challenges.

Lyon County School District

Fernley Intermediate School

2025-2026 Inquiry Areas/SMART Goals/Improvement Strategies

467

Mission Statement

A community Focused on Individual Success where students become the leaders of tomorrow.

Vision

Fernley Intermediate School's mission is to promote learning for life, encourage discovery learning, and empower connected learners.

Demographics & Performance Information

Nevada Report Card

In compliance with federal and state law, Nevada's K-12 Accountability Portal provides detailed information about each school's student and staff demographics and school performance rating, a star-rating system based on the Nevada School Performance Framework (NSPF). You can find our School Rating Report at https://nevadareportcard.nv.gov/DI/nv/lyon/fernley_intermediate_school/2024

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Inquiry Areas

Inquiry Area 1: Student Success

SMART Goal 1: In grades 5th and 6th, at least 58% of students at Fernley Intermediate School will meet or exceed their personal typical growth in math and reading from the Beginning of Year (BOY) assessment to the End of Year (EOY) i-Ready assessment during the 2025/2026 school year.

Formative Measures: iReady Diagnostic

Aligns with District Goal

Improvement Strategy 1 Details

Improvement Strategy 1: Data driven instruction, regularly analyzing data to identify student strengths and weaknesses to help teachers tailor instruction to address student's individual needs.

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	ELA and Math iReady Data Analysis	Administrator, Department Lead, Teacher Lead, Teachers, CCRI	Fall, Winter, Spring
2	Weekly PLC's (Collaboration)	Administrator, Department Lead, Teacher Lead, Teachers, CCRI	Weekly
3	iReady MyPath (Lessons Passed) Incentives for Students	Administrator, Department Lead, Teacher Lead, Teachers, CCRI	Quarterly
4	Intervention Block in Master Schedule	Admin/All Staff	All Year
5	Professional Development	Admin/All Staff	Quarterly

Position Responsible: Administrator, Department Lead, Teacher Lead, Teachers, CCRI

Resources Needed: iReady Math Curriculum, HMH Curriculum, Corrective Reading Intervention , Ongoing Professional Learning, Time for data digs (Substitutes), MTSS Meetings/PBIS Meetings, College and Career Readiness Interventionist.

Schoolwide and Targeted Assistance Title I Elements:
2.4, 2.5, 2.6

Evidence Level

Problem Statements/Critical Root Cause: Student Success 1

Reviews

Status Check		EOY Reflection
Nov	Jan	May
No review	No review	470

SMART Goal 1 Problem Statements:

Student Success

Problem Statement 1: While current instructional practices have led to moderate student growth, disparities persist among student subgroups in meeting academic benchmarks. There is a need to align instruction with equitable, high-impact strategies that improve growth outcomes across all demographic groups. While 6th grade scores have consistently outperformed 5th grade scores these gaps persist. **Critical Root Cause**: Inconsistent implementation of curriculum, high teacher turnover and inconsistent Tier 1 instruction. Inconsistent Academic Intervention offered.

Inquiry Area 1: Student Success

SMART Goal 2: Fernley Intermediate School will increase the total number of 5th and 6th Grade work-based learning opportunities provided to all students by 10% from 2024/2025 school year to the 2025/2026 school year.

Formative Measures: Field Trips, guest speakers, project-based learning opportunities, student leadership data, family nights, School Links data

Aligns with District Goal

Improvement Strategy 1 Details

Improvement Strategy 1: All students will use School Links at Fernley Intermediate School.

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	School Links Professional Development	Administration	Throughout the School Year
2	Teachers will increase the opportunities for students to use School Links.	FIS Staff	Throughout the School Year
3	Staff at FIS will plan PBL/work based learning for the upcoming school year with department teams (PLCs) to increase the opportunities by 10%	FIS Staff	Throughout the School Year

Position Responsible: Principal and Staff

Resources Needed: School Links

Schoolwide and Targeted Assistance Title I Elements:
2.4, 2.5, 2.6

Evidence Level
Level 2: Moderate: Work Based Learning

Problem Statements/Critical Root Cause: Adult Learning Culture 2

Reviews

Status Check		EOY Reflection
Nov	Jan	May
No review	No review	472

Improvement Strategy 2 Details	Reviews		
	Status Check		EOY Reflection
	Nov	Jan	May
	No review	No review	

Improvement Strategy 2: Fernley Intermediate School will increase the number of Project-Based Learning opportunities from 2 PBL's (2024-2025) to 3 PBL's (2025-2026) .

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	Project-Based Learning professional development	Administration	Throughout the school year
2	Student Participation	FIS staff	Throughout the school year

Position Responsible: Principal

Resources Needed: Materials for project-based learning activities.

Schoolwide and Targeted Assistance Title I Elements:
2.4, 2.5, 2.6

Evidence Level
Level 2: Moderate: Work Based Learning

SMART Goal 2 Problem Statements:

Adult Learning Culture
Problem Statement 2: FIS implemented 2 Project Based Learning opportunities for students during the 2024-2025 school year. While PBLs have increased over the past two school years, FIS is still in need of implementing more work-based learning/PBLs. **Critical Root Cause**: Implementing and planning work based learning and PBLs takes much time and planning. FIS has built a strategic plan to implement PBLs at FIS and this will be followed.

Inquiry Area 1: Student Success

SMART Goal 3: Fernley Intermediate School will increase the total number of 5th and 6th Grade students participating in work-based learning opportunities provided to all students by 10% from 2024/2025 school year to the 2025/2026 school year.

Formative Measures: Field Trips, guest speakers, project-based learning opportunities, student leadership data, family nights, School Links data

Aligns with District Goal

Improvement Strategy 1 Details

Improvement Strategy 1: All students will use School Links at Fernley Intermediate School.

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	School Links Professional Development	Administration	Throughout the School Year
2	Teachers will increase the opportunities for students to use School Links.	FIS Staff	Throughout the School Year

Position Responsible: Principal and Staff

Resources Needed: School Links

Schoolwide and Targeted Assistance Title I Elements:
2.4, 2.5, 2.6

Evidence Level
Level 2: Moderate: Work Based Learning

Problem Statements/Critical Root Cause: Adult Learning Culture 2

Reviews

Status Check		EOY Reflection
Nov	Jan	May
No review	No review	474

Improvement Strategy 2 Details	Reviews		
	Status Check		EOY Reflection
	Nov	Jan	May
	No review	No review	

Improvement Strategy 2: Fernley Intermediate School will increase the number of Project-Based Learning opportunities from 2 PBL's (2024-2025) to 3 PBL's (2025-2026) .

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	Project-Based Learning professional development	Administration	Throughout the school year
2	Student Participation	FIS staff	Throughout the school year

Position Responsible: Principal

Resources Needed: Materials for project-based learning activities.

Schoolwide and Targeted Assistance Title I Elements:
2.4, 2.5, 2.6

Evidence Level
Level 2: Moderate: Work Based Learning

SMART Goal 3 Problem Statements:

Adult Learning Culture
Problem Statement 2: FIS implemented 2 Project Based Learning opportunities for students during the 2024-2025 school year. While PBLs have increased over the past two school years, FIS is still in need of implementing more work-based learning/PBLs. **Critical Root Cause**: Implementing and planning work based learning and PBLs takes much time and planning. FIS has built a strategic plan to implement PBLs at FIS and this will be followed.

Inquiry Area 2: Adult Learning Culture

SMART Goal 1: 100% of Fernley Intermediate School staff will participate in iReady, HMH, PBIS, MTSS, and Work-Based Learning/Project-Based Learning professional development.

Formative Measures: Kickup attendance Data, PLC notes, administration observation.

Aligns with District Goal

<table>
<tr><th colspan="4">Improvement Strategy 1 Details</th><th colspan="3">Reviews</th></tr>
<tr><td colspan="4" rowspan="2">Improvement Strategy 1: Weekly professional learning communities with a shared notetaker that is communicated with administration.</td><td colspan="2">Status Check</td><td>EOY Reflection</td></tr>
<tr><td>Nov</td><td>Jan</td><td>May</td></tr>
<tr><td>Action #</td><td>Actions for Implementation</td><td>Person(s) Responsible</td><td>Timeline</td><td rowspan="2">No review</td><td rowspan="2">No review</td><td rowspan="2">476</td></tr>
<tr><td>1</td><td>Create and share Master Schedule for all FIS staff.</td><td>Create and share notetaker for 5th grade and 6th grade staff.</td><td></td></tr>
<tr><td colspan="4">Position Responsible: Principal, FIS Staff
Resources Needed: N/A

Evidence Level
Level 2: Moderate: Work-Based Learning
Problem Statements/Critical Root Cause: Adult Learning Culture 1</td><td></td><td></td><td></td></tr>
</table>

SMART Goal 1 Problem Statements:

Adult Learning Culture
Problem Statement 1: 2024-2025 school year PLC data showed 80% of staff attended weekly Professional Learning Communities/Collaboration/Professional Development/Data Digs. **Critical Root Cause**: Accountability of staff attending PLCs has been lacking and ability to substitute staff out for data dig/collaboration days has been a root cause.

Inquiry Area 2: Adult Learning Culture

SMART Goal 2: 100% of Fernley Intermediate School staff will participate in PLCs (Professional Learning Communities), Data Dig Meetings, and collaboration with department teams.

Formative Measures: Professional Learning Community Notes, Staff attendance data.

Aligns with District Goal

<table>
<tr><th colspan="4">Improvement Strategy 1 Details</th><th colspan="3">Reviews</th></tr>
<tr><td colspan="4" rowspan="2">Improvement Strategy 1: Weekly professional learning communities with a shared notetaker that is communicated with administration.</td><td colspan="2">Status Check</td><td>EOY Reflection</td></tr>
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<tr><td colspan="4">Position Responsible: Principal, FIS Staff
Resources Needed: N/A

Schoolwide and Targeted Assistance Title I Elements:
2.4, 2.5, 2.6
Evidence Level
Problem Statements/Critical Root Cause: Adult Learning Culture 1</td><td colspan="3"></td></tr>
</table>

SMART Goal 2 Problem Statements:

Adult Learning Culture
Problem Statement 1: 2024-2025 school year PLC data showed 80% of staff attended weekly Professional Learning Communities/Collaboration/Professional Development/Data Digs. **Critical Root Cause**: Accountability of staff attending PLCs has been lacking and ability to substitute staff out for data dig/collaboration days has been a root cause.

Inquiry Area 3: Connectedness

SMART Goal 1: Fernley Intermediate School will reduce the chronic absenteeism rate by 10% from the 2024/2025 school year to the 2025/2026 school year.

Formative Measures: Infinite Campus, Daily Attendance

Aligns with District Goal

Improvement Strategy 1 Details

Improvement Strategy 1: Utilizing data, Fernley Intermediate School will engage families and provide early intervention to improve attendance. Engaging curriculum and instruction to improve attendance.

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	5th & 6th Grade Attendance Data	Administrator, Department Lead, Teacher Lead, Teachers, CCRI, Counselor	Weekly/ Monthly
2	Family Engagement Participation Data	Administrator, Department Lead, Teacher Lead, Teachers, CCRI, Counselor	Monthly
3	Curriculum Implementation Walk-ThroughData	Administrator, Department Lead, Teacher Lead, Teachers, CCRI, Counselor	Monthly
4	Implement Quarterly Project Based Learning	All Staff	Quarterly
5	Home Visits, Attendance Letters, Attendance Incentives	Administrator, Department Lead, Teacher Lead, Teachers, CCRI, Counselor	Weekly/ Monthly
6	SEL Small Groups & Check in/Check Out	All Staff	Daily

Position Responsible: Administrator, Department Lead, Teacher Lead, Teachers, CCRI, Counselor

Resources Needed: Infinite Campus Student Information System, School Resource Officers, MTSS Teams, Expanded in-person and Telehealth Mental Health Resources.

Schoolwide and Targeted Assistance Title I Elements:
2.4, 2.5, 2.6, 4.1, 4.2

Evidence Level

Problem Statements/Critical Root Cause: Connectedness 1, 2

Reviews

Status Check		EOY Reflection
Nov	Jan	May
No review	No review	478

SMART Goal 1 Problem Statements:

Connectedness
Problem Statement 1: Chronic absenteeism continues to hinder student learning, particularly for student impacted by poverty, mobility, and trauma. FIS must enhance supports that build strong school connections and address barriers to daily attendance. **Critical Root Cause**: Inequitable access to high quality instruction, curriculum that feels irrelevant, emotional and mental health challenges.
Problem Statement 2: While Fernley Intermediate School tracks student absences and incorporates engaging project based learning opportunities for students, there is a lack of accountability and follow through in contacting families and students. **Critical Root Cause**: Lack of consistent data tracking and goal setting in the areas of attendance.

Lyon County School District

Riverview Elementary School

2025-2026 Inquiry Areas/SMART Goals/Improvement Strategies

480

Demographics & Performance Information

Nevada Report Card

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

https://nevadareportcard.nv.gov/DI/nv/lyon/riverview_elementary_school/2024

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Inquiry Areas

Inquiry Area 1: Student Success

SMART Goal 1: In grades K-8, at least 58% of students in Lyon County School District will meet or exceed their personal typical growth in math and reading from the Beginning of Year (BOY) assessment to the End of Year (EOY) iReady assessment during the 2025/2026 school year.

Formative Measures: iReady weekly mypath reports, iReady diagnostics

Aligns with District Goal

Improvement Strategy 1 Details

Improvement Strategy 1: Students will participate in same skilled, small group interventions four times per week with bi-weekly assessments to analyze growth or need to change the intervention.

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	iReady reading diagnostics analyzed to separate students into interventions groups	All teachers and admin	3x per year, Fall, Winter, Spring
2	Select effective interventions for each student group	Teachers	Yearlong

Position Responsible: Admin, teachers

Resources Needed: Time, knowledge, iReady Reading MyPath

Schoolwide and Targeted Assistance Title I Elements:
2.4, 2.5, 2.6

Evidence Level

Problem Statements/Critical Root Cause: Student Success 1

Reviews

Status Check		EOY Reflection
Nov	Jan	May
No review	No review	483

SMART Goal 1 Problem Statements:

Student Success

Problem Statement 1: Even with daily reading interventions students did not grow as expected on their MAPs and iReady assessments. **Critical Root Cause**: Teachers struggle to find an appropriate intervention to meet their students needs. Students were overtested all year and did not apply themselves to the end of year tests. Students are not reading independently.

Inquiry Area 1: Student Success

SMART Goal 2: Lyon County School District will increase the total number of K-12 work-based learning opportunities provided to all students by 10% from the 2024/2025 school year to the 2025/2026 school year.

Formative Measures: School Links

Aligns with District Goal

<table>
<tr><th colspan="2">Improvement Strategy 1 Details</th><th colspan="3">Reviews</th></tr>
<tr><td colspan="2" rowspan="3">Improvement Strategy 1: All students and teachers will utilize School Links through the 2025/2026 school year
<table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th></tr><tr><td>1</td><td>Training on School Links</td><td>Ranft, Hansen</td><td>Yearlong</td></tr></table>Position Responsible: Teachers, Admin
Resources Needed: School Links, computer and online access

Schoolwide and Targeted Assistance Title I Elements:
2.4, 2.5, 2.6
Evidence Level</td><td colspan="2">Status Check</td><td>EOY Reflection</td></tr>
<tr><td>Nov</td><td>Jan</td><td>May</td></tr>
<tr><td>No review</td><td>No review</td><td>484</td></tr>
</table>

Inquiry Area 1: Student Success

SMART Goal 3: Lyon County School District will increase the total number of students participating in K-12 work-based learning opportunities by 10% from the 2024/2025 school year to the 2025/2026 school year.

Formative Measures: School Links

Aligns with District Goal

Improvement Strategy 1 Details

Improvement Strategy 1: All students and teachers will utilize School Links through the 2025/2026 school year

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	Training on School Links	Ranft, Hansen	Yearlong

Position Responsible: Teachers, Admin

Resources Needed: School Links, computers and online access

Evidence Level

Reviews

Status Check		EOY Reflection
Nov	Jan	May
No review	No review	

485

Inquiry Area 2: Adult Learning Culture

SMART Goal 1: 100% of teachers will receive training on and implement School Links

Formative Measures: School Links data tracking systems, PLC notes, Training dates

Aligns with District Goal

<table>
<tr><th colspan="4">Improvement Strategy 1 Details</th><th colspan="3">Reviews</th></tr>
<tr><td colspan="4" rowspan="2">Improvement Strategy 1: Teachers will use PLC time to collaborate around School Links and WBL opportunities for students
<table>
<tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th></tr>
<tr><td>1</td><td>Weekly PLC meetings</td><td>Admin and teachers</td><td>Yearlong</td></tr>
<tr><td>2</td><td>School Links tracking</td><td>Admin and teachers</td><td>Yearlong</td></tr>
</table>
Position Responsible: Admin and teachers
Resources Needed: Training, time, buy-in

Schoolwide and Targeted Assistance Title I Elements:
2.4, 2.5, 2.6
Evidence Level</td><td colspan="2">Status Check</td><td>EOY Reflection</td></tr>
<tr><td>Nov</td><td>Jan</td><td>May</td></tr>
<tr><td></td><td>No review</td><td>No review</td><td>486</td></tr>
</table>

Inquiry Area 3: Connectedness

SMART Goal 1: Lyon County School District will reduce the chronic absenteeism rate by 10% from the 2024/2025 school year to the 2025/2026 school year.

Formative Measures: Attendance reports, attendance plans

Aligns with District Goal

Improvement Strategy 1 Details

Improvement Strategy 1: Continue with daily, monthly, and quarterly attendance incentives for classes and individual students for being present.

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	Track student and class attendance	Teachers and admin	Yearlong
2	Share more information about quarterly incentives with students and staff	Admin	Yearlong
3	Start monthly incentives for students	Admin and teachers	every month yearlong

Position Responsible: Admin

Resources Needed: Time, money

Schoolwide and Targeted Assistance Title I Elements:
2.4, 2.5, 2.6, 4.1, 4.2

Evidence Level

Problem Statements/Critical Root Cause: Connectedness 1

Reviews

Status Check		EOY Reflection
Nov	Jan	May
No review	No review	487

SMART Goal 1 Problem Statements:

Connectedness
Problem Statement 1: The students who need to be at school most are usually the ones who have a high absenteeism rate. **Critical Root Cause**: Some families do not see the importance of being at school regularly.

Lyon County School District

Silver Stage Elementary School

2025-2026 Inquiry Areas/SMART Goals/Improvement Strategies

488

Mission Statement

Create a positive learning environment where students feel safe to excel at their own rates while making strides towards their ambitions with grit and determination.

Vision

Students will leave SSES as passionate, resilient, problem solvers, with solid foundational skills . These citizens will be curious about the world around them and approach it with responsibility, respect, and perseverance.

Demographics & Performance Information

Nevada Report Card

In compliance with federal and state law, Nevada's K-12 Accountability Portal provides detailed information about each school's student and staff demographics and school performance rating, a star-rating system based on the Nevada School Performance Framework (NSPF). You can find our School Rating Report at: https://nevadareportcard.nv.gov/DI/nv/lyon/silver_stage_elementary_school/2024

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Inquiry Areas

Inquiry Area 1: Student Success

SMART Goal 1: At least 58% of students in Lyon County School District and Silver Stage Elementary, will meet or exceed their personal typical growth in math and reading from the beginning of the year (BOY) assessments to the end of the year (EOY) i-Ready assessment during the 2025/26 school year.

Formative Measures: -iReady Math and Reading Diagnostics Review (At achievement conferences and/or data dig days)
-Curriculum Unit Assessments
-Progress Monitoring of MyPath Data 2x/month

Aligns with District Goal

Improvement Strategy 1 Details

Improvement Strategy 1: Focus on time and lessons passed by iReady MyPath in reading and math

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	Weekly designated time for PLCs, with guided questions and note taker	Erin Korf, Alfredo Martinez, Grade Level Leaders	2 times/ month

Position Responsible: CIP Team Members

Resources Needed: Designated time for PLC's and Planning, Title 1 Funding for support and training,

Schoolwide and Targeted Assistance Title I Elements:
2.4, 2.5, 2.6

Evidence Level

Problem Statements/Critical Root Cause: Student Success 3 - Adult Learning Culture 1 - Connectedness 1

Reviews

Status Check		EOY Reflection
Nov	Jan	May
No review	No review	491

Improvement Strategy 2 Details	Reviews		
	Status Check		EOY Reflection
	Nov	Jan	May

Improvement Strategy 2: Student goal setting and discussions at Fall, Winter, and Spring testing to create buy in from students.

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	Create student data binders to hold goal pages and progress monitoring	Each teacher	3x/year
2	Goal page for students to track progress on time and lessons passed on iReady	School Improvement team will create.	Prior to September 2, 2025
3	Goal celebrations for students that meet not only benchmark but growth targets.	PBIS team (Lead-Bre Owens), Erin Korf, Alfredo Martinez	Schedule after diagnostic assessments are given

Nov	Jan	May
No review	No review	

Position Responsible: PBIS Team

Resources Needed: Data folders for every student, goal pages created prior to start of the year, reward activities and/or celebration supplies, Title 1 funding to support rewards and celebrations,

Schoolwide and Targeted Assistance Title I Elements:
2.4, 2.5, 2.6
Evidence Level
Level 4: Demonstrate Rationale: Metacognition

Problem Statements/Critical Root Cause: Student Success 3, 5 - Adult Learning Culture 1 - Connectedness 1

492

SMART Goal 1 Problem Statements:

Student Success

Problem Statement 3: We have large gaps in foundational skills for reading at all grade levels. **Critical Root Cause**: Past curriculum lacking solid phonics lessons and lack of understanding how and where in the sequence to intervene has caused larger gaps in upper grade levels. -Lower grade levels are using current curriculum to create stronger foundations. -Gaps get bigger in 3rd and 4th grade because they are lacking instruction to fill the gaps

Problem Statement 5: Our math data is inconsistent over the years and we are not closing gaps of missing information. **Critical Root Cause**: -Becoming complacent with curriculum and not following structure -Not knowing what students are missing to create small groups during intervention time.

Adult Learning Culture

Problem Statement 1: Although we are implementing data teams, student scores are not changing and teacher effectiveness is staying the same. We question the fidelity to which we are implementing data teams as well as the level of conversation around standards and proficiency. **Critical Root Cause**: -getting complacent with curriculum -compliance but not commitment -lack of full understanding of expectations and standards -fear of sharing data and judgement -lack of focused time

Connectedness

Problem Statement 1: We have large gaps in foundational skills for reading at all grade levels. **Critical Root Cause**: Past curriculum lacking solid phonics lessons and lack of understanding how and where in the sequence to intervene has caused larger gaps in upper grade levels. -Lower grade levels are using current curriculum to create stronger foundations. -Gaps get bigger in 3rd and 4th grade because they are lacking instruction to fill the gaps

Inquiry Area 1: Student Success

SMART Goal 2: By end of 2025/26 school year, we will decrease the number of students on RAP (including monitoring) by 10% as measured by iReady Diagnostic Fall, Winter, and Spring.

Formative Measures: -MyPath scores and lesson completed
-HMH Progress Monitoring
-iReady lesson progress

Aligns with District Goal

Improvement Strategy 1 Details

Improvement Strategy 1: Use data from diagnostic to create small groups and implement groups daily in the classroom.

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	Data dig PD using prerequisite report quarterly	Erin Korf, Alfredo Martinez, all teaching staff	4x/year at our school
2	Monitored every three weeks during PLC time, discuss small group topics, and small group needs and strengths	Grade level teachers	Every 3 weeks at PLC

Position Responsible: Administration and teaching staff

Resources Needed: -Professional development time for data digs
-Guarded PLC time to progress monitor
-Title 1 Funds to support PLC process and training

Schoolwide and Targeted Assistance Title I Elements:
2.4, 2.5, 2.6

Evidence Level

Problem Statements/Critical Root Cause: Student Success 3, 5 - Adult Learning Culture 1 - Connectedness 1

Reviews

Status Check		EOY Reflection
Nov	Jan	May
No review	No review	493

SMART Goal 2 Problem Statements:

Student Success

Problem Statement 3: We have large gaps in foundational skills for reading at all grade levels. **Critical Root Cause**: Past curriculum lacking solid phonics lessons and lack of understanding how and where in the sequence to intervene has caused larger gaps in upper grade levels. -Lower grade levels are using current curriculum to create stronger foundations. -Gaps get bigger in 3rd and 4th grade because they are lacking instruction to fill the gaps

Student Success
Problem Statement 5: Our math data is inconsistent over the years and we are not closing gaps of missing information. **Critical Root Cause**: -Becoming complacent with curriculum and not following structure -Not knowing what students are missing to create small groups during intervention time.
Adult Learning Culture
Problem Statement 1: Although we are implementing data teams, student scores are not changing and teacher effectiveness is staying the same. We question the fidelity to which we are implementing data teams as well as the level of conversation around standards and proficiency. **Critical Root Cause**: -getting complacent with curriculum -compliance but not commitment -lack of full understanding of expectations and standards -fear of sharing data and judgement -lack of focused time
Connectedness
Problem Statement 1: We have large gaps in foundational skills for reading at all grade levels. **Critical Root Cause**: Past curriculum lacking solid phonics lessons and lack of understanding how and where in the sequence to intervene has caused larger gaps in upper grade levels. -Lower grade levels are using current curriculum to create stronger foundations. -Gaps get bigger in 3rd and 4th grade because they are lacking instruction to fill the gaps

Inquiry Area 1: Student Success

SMART Goal 3: Lyon County School District and Silver Stage Elementary will increase the total number of work based learning opportunities by 10% from the 2024/25 school year to the 2025/26 school year.

Formative Measures: -Monthly data collection that is given to the district
-School Links data monitoring

Aligns with District Goal

Improvement Strategy 1 Details

Improvement Strategy 1: Bi-weekly time allotted to School Links and career exploration

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	Complete during computer time and/or library time 2x a month.	Computer and Library teacher	Weekly

Position Responsible: Computer and Library teachers, students, admin to monitor School Links

Resources Needed: -School Links Subscription (Paid for by the district)
-Title 1 Funds to supplement or bring in other opportunities

Schoolwide and Targeted Assistance Title I Elements:
2.5, 2.6

Evidence Level
Level 2: Moderate: Work Based Learning

Problem Statements/Critical Root Cause: Student Success 2, 4 - Connectedness 3, 4

Reviews

Status Check		EOY Reflection
Nov	Jan	May
No review	No review	495

SMART Goal 3 Problem Statements:

Student Success
Problem Statement 2: Student focus and attention is lacking **Critical Root Cause**: -student buy in to learning and valuing the importance -lots of time spent on technology outside of school -students wanting instant gratification -Students not making connections between current learning and their future
Problem Statement 4: We have a high rate of absences. **Critical Root Cause**: -Families not understanding importance and benefit of school and learning -Lack of consequences for absenteeism -Lack of joy and choice in the learning -Stakeholders don't understand the opportunities and connections between school and future careers
Connectedness
Problem Statement 3: Student focus and attention is lacking **Critical Root Cause**: -student buy in to learning and valuing the importance -lots of time spent on technology outside of school -students wanting instant gratification -Students not making connections between current learning and their future

Connectedness
Problem Statement 4: We have a high rate of absences. **Critical Root Cause**: -Families not understanding importance and benefit of school and learning -Lack of consequences for absenteeism -Lack of joy and choice in the learning -Stakeholders don't understand the opportunities and connections between school and future careers

496

Inquiry Area 1: Student Success

SMART Goal 4: Lyon County School District and Silver Stage Elementary will increase the total number of students participating in work based learning opportunities by 10% from the 2024/25 school year to the 2025/26 school year.

Formative Measures: -Monthly data collection to district
-School Links data monitoring

Aligns with District Goal

Improvement Strategy 1 Details	Reviews		
	Status Check		EOY Reflection
	Nov	Jan	May

Improvement Strategy 1: Bi-weekly time allotted to School Links and career exploration

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Nov	Jan	May
1	Complete during computer time and/or library time 2x a month.	Computer and Library teacher	Weekly	No review	No review	497

Position Responsible: Computer and Library teachers, students, admin to monitor School Links

Resources Needed: -School Links Subscription (Paid for by the district)
-Title 1 funds to supplement or bring in guest speakers

Schoolwide and Targeted Assistance Title I Elements:
2.5, 2.6

Evidence Level
Level 2: Moderate: Work Based Learning

Problem Statements/Critical Root Cause: Student Success 2, 4 - Connectedness 3, 4

SMART Goal 4 Problem Statements:

Student Success
Problem Statement 2: Student focus and attention is lacking **Critical Root Cause**: -student buy in to learning and valuing the importance -lots of time spent on technology outside of school -students wanting instant gratification -Students not making connections between current learning and their future
Problem Statement 4: We have a high rate of absences. **Critical Root Cause**: -Families not understanding importance and benefit of school and learning -Lack of consequences for absenteeism -Lack of joy and choice in the learning -Stakeholders don't understand the opportunities and connections between school and future careers
Connectedness
Problem Statement 3: Student focus and attention is lacking **Critical Root Cause**: -student buy in to learning and valuing the importance -lots of time spent on technology outside of school -students wanting instant gratification -Students not making connections between current learning and their future

Connectedness
Problem Statement 4: We have a high rate of absences. **Critical Root Cause**: -Families not understanding importance and benefit of school and learning -Lack of consequences for absenteeism -Lack of joy and choice in the learning -Stakeholders don't understand the opportunities and connections between school and future careers

498

Inquiry Area 2: Adult Learning Culture

SMART Goal 1: By June 2026, establish and facilitate weekly PLC meetings for all grade-level and content-area teams that follow a standardized protocol focused on student data analysis and instructional planning. Success will be measured by 100% of teams using a shared agenda and documentation template, with at least 80% of PLCs demonstrating evidence of data-driven decisions in lesson planning, as verified through monthly admin check-ins and team reflections.

Formative Measures: -PLC Notes (Goal focused)
-Kick-Up-PLC time on Friday

Aligns with District Goal

Improvement Strategy 1 Details

Improvement Strategy 1: Weekly PLC time with importance of data and strategy planning.

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	PD on PLC Cycle	Admin/Teacher Leaders	Beginning of School Year
2	Guided Notetaker with Standard driven questions	Admin and Grade Level teams	Provided weekly in PLC notes

Position Responsible: administration and teaching staff
Resources Needed: -devoted time for PLC
-Standards progression documents
-Title 1 funds to support training and education around PLC's

Evidence Level

Problem Statements/Critical Root Cause: Student Success 3, 5 - Adult Learning Culture 1 - Connectedness 1

Reviews

Status Check		EOY Reflection
Nov	Jan	May
No review	No review	499

Improvement Strategy 2 Details	Reviews		
	Status Check		EOY Reflection
	Nov	Jan	May
	No review	No review	

Improvement Strategy 2: Quarterly school data digs with a focus on instructional strategies using Prerequisite data, iReady diagnostic data, and historical data.

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	Schedule on PD Calendar (could we use our 1/2 day PD days for this)	Erin Korf, Alfredo Martinez	After fall testing, After Winter testing After Spring Testing (Use PD Day)
2	Agenda and/or checklist of outcomes for each data dig	CIP Team	

Position Responsible: administration and CIP team

Resources Needed: -structured agenda items and checklist for data digs
-devoted time in PD schedule

Schoolwide and Targeted Assistance Title I Elements:
2.4, 2.5, 2.6

Evidence Level

Problem Statements/Critical Root Cause: Student Success 3, 5 - Adult Learning Culture 1 - Connectedness 1

SMART Goal 1 Problem Statements:

500

Student Success

Problem Statement 3: We have large gaps in foundational skills for reading at all grade levels. **Critical Root Cause**: Past curriculum lacking solid phonics lessons and lack of understanding how and where in the sequence to intervene has caused larger gaps in upper grade levels. -Lower grade levels are using current curriculum to create stronger foundations. -Gaps get bigger in 3rd and 4th grade because they are lacking instruction to fill the gaps

Problem Statement 5: Our math data is inconsistent over the years and we are not closing gaps of missing information. **Critical Root Cause**: -Becoming complacent with curriculum and not following structure -Not knowing what students are missing to create small groups during intervention time.

Adult Learning Culture

Problem Statement 1: Although we are implementing data teams, student scores are not changing and teacher effectiveness is staying the same. We question the fidelity to which we are implementing data teams as well as the level of conversation around standards and proficiency. **Critical Root Cause**: -getting complacent with curriculum -compliance but not commitment -lack of full understanding of expectations and standards -fear of sharing data and judgement -lack of focused time

Connectedness

Problem Statement 1: We have large gaps in foundational skills for reading at all grade levels. **Critical Root Cause**: Past curriculum lacking solid phonics lessons and lack of understanding how and where in the sequence to intervene has caused larger gaps in upper grade levels. -Lower grade levels are using current curriculum to create stronger foundations. -Gaps get bigger in 3rd and 4th grade because they are lacking instruction to fill the gaps

Inquiry Area 3: Connectedness

SMART Goal 1: Lyon County School District and Silver Stage Elementary will reduce the chronic absenteeism rate by 10% from the 2024/25 school year 2025/26 school year.

Formative Measures: -Bi-monthly Infinite Campus Chronic Absenteeism Rate Check
-Number of letters sent to families based on days missed

Aligns with District Goal

Improvement Strategy 1 Details

Improvement Strategy 1: SRO and/or staff will make home visits after 5 consecutive days absent with no communication from home. SRO/Staff visits if 20% of school missed at any point after quarter 1.

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	Absenteeism report pulled bi-weekly and attendance secretary schedule visits	Admin, SRO, Counselor, attendance secretary	Bi-Weekly
2	Bi-weekly meeting with admin, secretary, counselor, SRO to review attendance records	Admin to schedule	Bi-Weekly

Position Responsible: Administration, Counselor

Resources Needed: -Time to visit homes
-Time to pull reports

Schoolwide and Targeted Assistance Title I Elements:
2.4, 2.5, 2.6, 4.2

Evidence Level

Problem Statements/Critical Root Cause: Student Success 2, 4 - Connectedness 3, 4

Reviews

Status Check		EOY Reflection
Nov	Jan	May
No review	No review	501

Improvement Strategy 2 Details	Reviews		
	Status Check		EOY Reflection
	Nov	Jan	May
	No review	No review	

Improvement Strategy 2: Required attendance meetings with families for students with 25% or greater absences.

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	Students with chronic absenteeism will create goals to increase their attendance at school and share with families	Erin Korf, Alfredo Martinez, SRO, teachers	Weekly check on percentages and scheduling meeting. Meetings will happen throughout the year.
2	Meeting with families will review attendance, discuss reasons, and create a plan for improving attendance	Erin Korf, Alfredo Martinez, SRO, teachers	

Position Responsible: Administration, SRO, teaching staff

Schoolwide and Targeted Assistance Title I Elements:
2.4, 2.5, 2.6, 4.2
Evidence Level

Problem Statements/Critical Root Cause: Student Success 2, 4 - Connectedness 3, 4

Improvement Strategy 3 Details	Reviews		
	Status Check		EOY Reflection
	Nov	Jan	May
	No review	No review	

Improvement Strategy 3: Positive rewards, both random and scheduled to promote students who are in attendance on a regular basis

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	Random Weekly drawing on a Friday for students who were present all week	Alexis Shively, Erin Korf, Alfredo Martinez	At least 3 times/ month.
2	Perfect attendance awards	Alexis Shively, Erin Korf, Alfredo Martinez	Monthly and quarterly
3	Perfect attendance rewards drawing for a special activity/ trip	Alexis Shively, Erin Korf, Alfredo Martinez	Quarterly

Position Responsible: Attendance Secretary, Administration
Resources Needed: -Prize drawings
-Alexis to pull weekly reports
-Title 1 Funds to support prizes and awards

Schoolwide and Targeted Assistance Title I Elements:
2.4, 2.5, 2.6
Evidence Level

Problem Statements/Critical Root Cause: Student Success 2, 4 - Connectedness 3, 4

SMART Goal 1 Problem Statements:

Student Success
Problem Statement 2: Student focus and attention is lacking **Critical Root Cause**: -student buy in to learning and valuing the importance -lots of time spent on technology outside of school -students wanting instant gratification -Students not making connections between current learning and their future
Problem Statement 4: We have a high rate of absences. **Critical Root Cause**: -Families not understanding importance and benefit of school and learning -Lack of consequences for absenteeism -Lack of joy and choice in the learning -Stakeholders don't understand the opportunities and connections between school and future careers
Connectedness
Problem Statement 3: Student focus and attention is lacking **Critical Root Cause**: -student buy in to learning and valuing the importance -lots of time spent on technology outside of school -students wanting instant gratification -Students not making connections between current learning and their future
Problem Statement 4: We have a high rate of absences. **Critical Root Cause**: -Families not understanding importance and benefit of school and learning -Lack of consequences for absenteeism -Lack of joy and choice in the learning -Stakeholders don't understand the opportunities and connections between school and future careers

503

Lyon County School District

Silver Stage High School

2025-2026 Inquiry Areas/SMART Goals/Improvement Strategies

504

Mission Statement

"Providing a learning environment to gain the knowledge and skills for a successful future!"

Vision

S-Stand Strong

O-Own your Story

A-Aspire to Grow

R-Reach Beyond

Demographics & Performance Information

Nevada Report Card

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

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Inquiry Areas

Inquiry Area 1: Student Success

SMART Goal 1: Silver Stage High School will support Lyon County School District's goal of increasing the district's graduation rate from 88.7% to 89.7% by increasing the SSHS graduation rate from 89.55% to 90.55% by the end of the 2025/2026 school year.

Formative Measures: Implementation of ACT's WorkKeys Curriculum and the National Career Readiness Certificate (NCRC) Assessments. Measures of Academic Progress for grades 9th & 10th-fall, winter, spring, End of Unit Assessments, number of work-based learning opportunities, Pre-ACT exam,

Aligns with District Goal

507

Improvement Strategy 1 Details	Reviews		
	Status Check		EOY Reflection
	Nov	Jan	May

Improvement Strategy 1: Academic supports and interventions needed to ensure the success of all students.

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	Students who are failing will be brought to the MTSS and an SST will be conducted. Failure rates will be reviewed monthly in the MTSS meetings. Graduation Plans will be created for all students who are at risk of not graduating.	CCRI, MTSS Team, Administration, Counselor	Monthly
2	Credit sufficiency rates	Administration, Counselor, CCRI	End of each semester
3	All 9th and 10th graders will take the Measures of Academic Progress (MAPs)-fall, winter, and fall. Individual Growth Goals will be determined and monitored for growth. One to one conferring sessions will take place between the student and teacher to discuss a plan of action to meet goals.	Administration, Counselor, CCRI, Advisory Teachers	Beginning, Middle and End of year
4	Students in 11th grade will take a Pre-ACT exam and their results will be reviewed in Advisory. Goals will be set for the students and ACT practice will occur in Advisory. One to one conferring sessions will take place between the student and teacher to discuss a plan of action to meet goals.	Administration, Counselor, CCRI, and 11th Grade Advisory Teachers	Weekly

Nov	Jan	May
No review	No review	508

Position Responsible: CCRI and MTSS Facilitator

Resources Needed: College and Career Readiness Interventionists (CCRI)
Graduation/Academic Plans
Credit Sufficiency Checks
MTSS Team
MAPs Assessment-3 times per year for 9th and 10th graders
Pre-ACT Exam-Fall for 11th graders
Title Funding will be needed to send all Juniors on a Field Trip that meet show growth from their Pre-ACT exam to the Real ACT exam.
Title Funding will be needed to purchase raffle items for all students who meet their Growth Goals.

Evidence Level
Level 1: Strong: Academic Supports and Interventions

Problem Statements/Critical Root Cause: Student Success 1 - Adult Learning Culture 1 - Connectedness 1

Improvement Strategy 2 Details	Reviews		
	Status Check		EOY Reflection
	Nov	Jan	May
	No review	No review	

Improvement Strategy 2: Implementation of ACT's WorkKeys Curriculum and the National Career Readiness Certificate (NCRC) Assessments at SSHS.

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	WorkKeys Curriculum Implementation for 10th graders	SSHS Administration	Fall, Winter, Spring
2	WorkKeys Professional Development	Jim Gianotti, Nicole Taylor, and SSHS Administration	Fall of 2025

Position Responsible: Administration and Social Studies Teachers

Resources Needed: WorkKeys Curriculum and NCRC Assessments
Professional Development on WorkKeys

Evidence Level
Level 1: Strong: WorkKeys

Problem Statements/Critical Root Cause: Student Success 1

Improvement Strategy 3 Details	Reviews		
	Status Check		EOY Reflection
	Nov	Jan	May
	No review	No review	

Improvement Strategy 3: Increasing awareness and engagement of all stakeholders by expanding industry partnerships. Developing career awareness through portfolio creation in School Links.

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	School Links Professional Development	Taleah Hinkey, James Gianotti, Site Administration, and counselor	Throughout the school year
2	Implement K-12 School Links Scope and Sequence	Site Administration, James Gianotti	Throughout the school year
3	Industry Partnership Meetings	Nicole Taylor Taleah Hinkey	Throughout the school year
4	Annual Stakeholder Engagement Meeting	Nicole Taylor Taleah Hinkey	Spring 2026

Position Responsible: District and Site Administration, School Counselor

Resources Needed: Pathful
School Links
PAES Labs
Industry Partnerships

Evidence Level
Level 2: Moderate: Work Based Learning

Problem Statements/Critical Root Cause: Student Success 1 - Adult Learning Culture 1 - Connectedness 1

510

SMART Goal 1 Problem Statements:

Student Success
Problem Statement 1: Students lack the understanding of how their current learning will relate to their future. **Critical Root Cause**: Students don't have life experiences allowing them to see the relevancy with student learning.

Adult Learning Culture
Problem Statement 1: At Silver Stage High School, multiple student groups face intertwined challenges that impede their academic and personal development. Teachers struggle providing all needed tools to students due to insufficient parental engagement, high number of students displaying challenging behaviors, and students not engaging in relevant lessons-limiting access to learning opportunities. **Critical Root Cause**: These issues highlight a critical need for an inclusive, supportive, and cohesive educational system (MTSS) that addresses diverse needs, fosters engagement, and strengthens parental and community involvement.

Connectedness
Problem Statement 1: Students at SSHS have a chronic attendance rate over 40%. Students who miss more than 10% of the school year are deemed chronically absent. **Critical Root Cause**: Students at SSHS have stated that they do not see how their current studies relate to their future endeavors. If students do not see the relevance of their education to future goals, they may be less motivated to attend school.

511

Inquiry Area 1: Student Success

SMART Goal 2: Silver Stage High School will support Lyon County School District's goal of having grades 9-10, at least 55% of students in Lyon County School District will meet their individual growth goal in math and reading from Fall to Spring Measure of Academic Progress (MAP) testing during the 2025/2026 school year.

Formative Measures: MAPs-3 times per year (math and reading)
ALEKS
Time for Data Digs
District MTSS meetings
College and Career Readiness Interventionist (CCRI)

Aligns with District Goal

Improvement Strategy 1 Details

Improvement Strategy 1: All 9th-10th grade students will work on ALEK (math intervention program) in their math classes. They will work on the standards they have not yet shown proficiency in.

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	Math teachers will require all students to work on ALEK at least 30 minutes per week.	Math Teachers	Weekly
2	Students will be rewarded for meeting their growth goals Fall-Spring 2025-2026	Math Teachers, CCRI	Spring of 2026
3	All teacher will use Close Reading Strategies to assist with comprehension of all reading passages.	All Teachers	Weekly

Position Responsible: Math Teachers, All Teachers and CCRI

Resources Needed: ALEK program
Title Funding will be needed for all students who meet their Fall to Spring Growth Goal.
Close Reading Strategies

Schoolwide and Targeted Assistance Title I Elements:
2.4, 2.5, 2.6
Evidence Level
Level 1: Strong: Math and Reading Intervention

Problem Statements/Critical Root Cause: Student Success 1

Reviews

Status Check		EOY Reflection
Nov	Jan	May
No review	No review	512

SMART Goal 2 Problem Statements:

Student Success
Problem Statement 1: Students lack the understanding of how their current learning will relate to their future. **Critical Root Cause**: Students don't have life experiences allowing them to see the relevancy with student learning.

513

Inquiry Area 1: Student Success

SMART Goal 3: Silver Stage High School will support Lyon County School District's goal increasing the total number of K-12 work-based learning opportunities provided to all students by 10% from the 2024-2025 school year to the 2025/2026 school year.

Formative Measures: School Links
PAES Labs
Pathful
Industry Partnerships

Aligns with District Goal

<table>
<tr><th colspan="2">Improvement Strategy 1 Details</th><th colspan="3">Reviews</th></tr>
<tr><td colspan="2" rowspan="3">Improvement Strategy 1: Students will use School Links to log their 9-12 work-based learning opportunities once per month in Advisory.
<table>
<tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th></tr>
<tr><td>1</td><td>Advisory teachers will have students log their work-based learning opportunities into School Links once a month.</td><td>Advisory Teachers</td><td>Monthly</td></tr>
</table>
Position Responsible: Advisory Teachers and Administration
Resources Needed: School Links PD
School Links Program
Advisory
School Links scope and sequence

Schoolwide and Targeted Assistance Title I Elements:
2.4, 2.5, 2.6
Evidence Level
Level 2: Moderate: Work-Based Learning
Problem Statements/Critical Root Cause: Student Success 1 - Connectedness 1</td><td colspan="2">Status Check</td><td>EOY Reflection</td></tr>
<tr><td>Nov</td><td>Jan</td><td>May</td></tr>
<tr><td>No review</td><td>No review</td><td>514</td></tr>
</table>

SMART Goal 3 Problem Statements:

Student Success
Problem Statement 1: Students lack the understanding of how their current learning will relate to their future. **Critical Root Cause**: Students don't have life experiences allowing them to see the relevancy with student learning.

Connectedness
Problem Statement 1: Students at SSHS have a chronic attendance rate over 40%. Students who miss more than 10% of the school year are deemed chronically absent. **Critical Root Cause**: Students at SSHS have stated that they do not see how their current studies relate to their future endeavors. If students do not see the relevance of their education to future goals, they may be less motivated to attend school.

515

Inquiry Area 1: Student Success

SMART Goal 4: Silver Stage High School will support Lyon County School District's goal of having 100% of Lyon County School District's high schools will implement WorkKeys for students by the end of the their 10th grade year. LCSD will accomplish this by the end o f the 2025/2026 school year. This will serve as a baseline for students earning the bronze, silver, gold, and platinum certificates.

Formative Measures: WorkKeys Curriculum
NCRC Assessments

Aligns with District Goal

<table>
<tr><th colspan="4">Improvement Strategy 1 Details</th><th colspan="3">Reviews</th></tr>
<tr><td colspan="4" rowspan="2">Improvement Strategy 1: Students in grade 10 will work on Work Keys in their Social Studies Classes at least once a week. They will complete the curriculum by the end of the year and then take the NCRC Assessment.</td><td colspan="2">Status Check</td><td>EOY Reflection</td></tr>
<tr><td>Nov</td><td>Jan</td><td>May</td></tr>
<tr><td>Action #</td><td>Actions for Implementation</td><td>Person(s) Responsible</td><td>Timeline</td><td rowspan="2">No review</td><td rowspan="2">No review</td><td rowspan="2">516</td></tr>
<tr><td>1</td><td>Social Studies teachers will have students work on Work Keys at least once per week.</td><td>Social Studies Teachers</td><td>Weekly</td></tr>
<tr><td colspan="4">Position Responsible: Social Studies Teachers and Administration
Resources Needed: Work Keys Curriculum
Work Keys PD

Schoolwide and Targeted Assistance Title I Elements:
2.4, 2.5, 2.6
Evidence Level
Level 1: Strong: Work Keys
Problem Statements/Critical Root Cause: Student Success 1 - Adult Learning Culture 1 - Connectedness 1</td><td></td><td></td><td></td></tr>
</table>

SMART Goal 4 Problem Statements:

Student Success
Problem Statement 1: Students lack the understanding of how their current learning will relate to their future. **Critical Root Cause**: Students don't have life experiences allowing them to see the relevancy with student learning.

Adult Learning Culture
Problem Statement 1: At Silver Stage High School, multiple student groups face intertwined challenges that impede their academic and personal development. Teachers struggle providing all needed tools to students due to insufficient parental engagement, high number of students displaying challenging behaviors, and students not engaging in relevant lessons-limiting access to learning opportunities. **Critical Root Cause**: These issues highlight a critical need for an inclusive, supportive, and cohesive educational system (MTSS) that addresses diverse needs, fosters engagement, and strengthens parental and community involvement.
Connectedness
Problem Statement 1: Students at SSHS have a chronic attendance rate over 40%. Students who miss more than 10% of the school year are deemed chronically absent. **Critical Root Cause**: Students at SSHS have stated that they do not see how their current studies relate to their future endeavors. If students do not see the relevance of their education to future goals, they may be less motivated to attend school.

Inquiry Area 1: Student Success

SMART Goal 5: Silver Stage High School will support Lyon County School District's goal on increasing the percentage of college bound students in grade eleven (11) who will earn a composite score of 16-36 on the ACT, will increase by 5% from the 2024/2025 school year to the 2025/2026 school year.

Formative Measures: Time for instruction and data analysis
Data Digs
ALEKS
WorkKeys

Aligns with District Goal

Improvement Strategy 1 Details

Improvement Strategy 1: Students in grade 11 will take a Pre-ACT during the Fall to get them familiar with a timed test.

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	A Pre-ACT exam will be given to all Juniors at SSHS.	Junior English Teachers Administration	October 2025

Position Responsible: English Teachers, Administration, and Teacher Leaders

Resources Needed: Pre-ACT exam
ACT scorers
Title funding to reward students who grew from the Pre-ACT to the Real ACT exam with a field trip.

Schoolwide and Targeted Assistance Title I Elements:
2.4, 2.6, 4.1

Evidence Level
Level 1: Strong: Data Driven Instruction

Problem Statements/Critical Root Cause: Student Success 1 - Connectedness 1

Reviews

Status Check		EOY Reflection
Nov	Jan	May
No review	No review	518

SMART Goal 5 Problem Statements:

Student Success

Problem Statement 1: Students lack the understanding of how their current learning will relate to their future. **Critical Root Cause**: Students don't have life experiences allowing them to see the relevancy with student learning.

Connectedness

Problem Statement 1: Students at SSHS have a chronic attendance rate over 40%. Students who miss more than 10% of the school year are deemed chronically absent. **Critical Root Cause**: Students at SSHS have stated that they do not see how their current studies relate to their future endeavors. If students do not see the relevance of their education to future goals, they may be less motivated to attend school.

Inquiry Area 1: Student Success

SMART Goal 6: Silver Stage High School will support Lyon County School District's goal of increasing the total number of students participating in the K-12 work-based learning opportunities by 10% from the 2024/2025 school year to the 2025/2026 school year.

Formative Measures: Pathful
School Links
PAES Lab
Industry Partnerships

Aligns with District Goal

Improvement Strategy 1 Details

Improvement Strategy 1: Students will be exposed to Career Trees in all their classes. They will start having deep discussions on the possibilities of future lifestyles. Their work-based learning opportunities will then be logged into School Links during Advisory.

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	Connecting Career Tress to future lifestyles and logging work-based learning opportunities into School Links.	All teachers, Advisory Teachers, Counselor, Administration.	Monthly
2	Students will use Advisory to log work-based learning opportunities into School Links.	All teachers, Advisory Teachers, Counselor, Administration, Students	Monthly

Position Responsible: Administration and Social Studies Teachers

Resources Needed: Work Keys Curriculum
Work Keys PD

Schoolwide and Targeted Assistance Title I Elements:
2.4, 2.6, 4.1

Evidence Level
Level 1: Strong: Work Keys

Problem Statements/Critical Root Cause: Student Success 1 - Adult Learning Culture 1 - Connectedness 1

Reviews

Status Check		EOY Reflection
Nov	Jan	May
No review	No review	519

SMART Goal 6 Problem Statements:

Student Success

Problem Statement 1: Students lack the understanding of how their current learning will relate to their future. **Critical Root Cause**: Students don't have life experiences allowing them to see the relevancy with student learning.

Adult Learning Culture
Problem Statement 1: At Silver Stage High School, multiple student groups face intertwined challenges that impede their academic and personal development. Teachers struggle providing all needed tools to students due to insufficient parental engagement, high number of students displaying challenging behaviors, and students not engaging in relevant lessons-limiting access to learning opportunities. **Critical Root Cause**: These issues highlight a critical need for an inclusive, supportive, and cohesive educational system (MTSS) that addresses diverse needs, fosters engagement, and strengthens parental and community involvement.
Connectedness
Problem Statement 1: Students at SSHS have a chronic attendance rate over 40%. Students who miss more than 10% of the school year are deemed chronically absent. **Critical Root Cause**: Students at SSHS have stated that they do not see how their current studies relate to their future endeavors. If students do not see the relevance of their education to future goals, they may be less motivated to attend school.

520

Inquiry Area 2: Adult Learning Culture

SMART Goal 1: 100% of classroom teachers and support staff who have chronically absent students at SSHS will attend Student Study Teams (SST) and implement interventions for students who are Chronically Absent by the end of the third quarter. SSHS will accomplish this by the end of 2025/2026 school year.

Formative Measures: Attendance rates for chronically absent students. Teacher and Support Staff attendance at SSTs. Progress monitoring on the interventions designed during the SSTs.

Aligns with District Goal

521

Improvement Strategy 1 Details	Reviews		
	Status Check		EOY Reflection
	Nov	Jan	May
	No review	No review	522

Improvement Strategy 1: The MTSS team and classroom teachers will create interventions and attend SSTs for students who were chronically absent in grades 9th-12th during the 2024/2025 school year.

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	Our College and Career Readiness Coach will compile a list of 9th-12th graders who were Chronically Absent during the 2024/2025 school year and share the list with the MTSS Team.	Carlene Pacheco-CCRI	Monthly September 2025-May 2026
2	The MTSS Facilitator will schedule SST meetings for the 9th-12th graders who were Chronically Absent during the 2024/2025 school year. All Classroom Teachers and support staff will be invited to the meetings and an attendance log will be kept.	Paige Walker-MTSS Facilitator	Monthly September 2025-May 2026
3	Classroom teachers along with MTSS team will create interventions for the students deemed chronically absent. Progress monitoring data will be maintained for throughout the school year.	Classroom Teachers MTSS Team Members	Monthly September 2025-May 2026
4	Students who have perfect attendance for an entire month will be entered into a raffle.	MTSS Team Members	Monthly September 2025-May 2026

Position Responsible: Administration, CCRI, MTSS Team, All Teachers

Resources Needed: MTSS data sheet
Instructional Consultation Data Monitoring Graphs
Teacher and Support Staff Attendance Logs
Student Attendance through IC
CCRI
MTSS Facilitator
SRO
MTSS Team Members
Title Funding to reward the students with raffle prizes who earn perfect attendance

Evidence Level
Level 1: Strong: Progress Monitoring data

Problem Statements/Critical Root Cause: Adult Learning Culture 1

SMART Goal 1 Problem Statements:

Adult Learning Culture

Problem Statement 1: At Silver Stage High School, multiple student groups face intertwined challenges that impede their academic and personal development. Teachers struggle providing all needed tools to students due to insufficient parental engagement, high number of students displaying challenging behaviors, and students not engaging in relevant lessons-limiting access to learning opportunities. **Critical Root Cause**: These issues highlight a critical need for an inclusive, supportive, and cohesive educational system (MTSS) that addresses diverse needs, fosters engagement, and strengthens parental and community involvement.

523

Inquiry Area 3: Connectedness

SMART Goal 1: SSHS will reduce the chronic absenteeism rate by 10% from the 2024/2025 school year to the 2025/2026 school year.

Formative Measures: Student Attendance rates, student grades, and student behavior records.

Aligns with District Goal

Improvement Strategy 1 Details

Improvement Strategy 1: Utilizing data, SSHS, will engage families and provide early intervention (students who were chronically absent during the 2024-2025 school year) to improve attendance. Engaging Curriculum such as WorkKeys, Career Trees, and School Links, and effective Tier 1 instruction to improve attendance.

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	Develop an Attendance and Intervention Template that will be used to track data during MTSS meetings.	Cabinet, Principal Leaders-Erin Korf and Duane Mattice	Fall 2025
2	9-12 Attendance Data	SSHS Administration, CCRI, MTSS Facilitator and MTSS Team Members	Monthly
3	Family Engagement Participation Data	SSHS Administration and Cabinet	Monthly
4	Curriculum Implementation Walk-Through Data for Portrait of a Learner	SSHS Administration, Cabinet, MTSS Team, Teacher Leaders	Monthly
5	Book Study on Answering Why by Mark C. Perna	SSHS Staff-Teachers and Administration	Monthly
6	School Links will be conducted in Advisory for grades 9-12.	SSHS Staff-Teachers and Administration	Monthly

Resources Needed: Infinite Campus Student Information System
College and Career Readiness Interventionists (CCRI)
MTSS Teams
Expanded in person and telehealth Mental Health Resources in Schools
Title Funding to reward students with raffle prizes who have monthly perfect attendance

Evidence Level
Level 1: Strong: Progress Monitoring

Problem Statements/Critical Root Cause: Connectedness 1

Reviews

Status Check		EOY Reflection
Nov	Jan	May
No review	No review	524

SMART Goal 1 Problem Statements:

Connectedness
Problem Statement 1: Students at SSHS have a chronic attendance rate over 40%. Students who miss more than 10% of the school year are deemed chronically absent. **Critical Root Cause**: Students at SSHS have stated that they do not see how their current studies relate to their future endeavors. If students do not see the relevance of their education to future goals, they may be less motivated to attend school.

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Lyon County School District

Silver Stage Middle School

2025-2026 Inquiry Areas/SMART Goals/Improvement Strategies

526

Mission Statement

As the cornerstone of our community, SSMS focuses on educating the whole child with compassion and rigor to grow successful 21st Century citizens.

Vision

We believe by working together, students, staff, and community will be successful now and in our future.

Demographics & Performance Information

Nevada Report Card

In compliance with federal and state law, Nevada's K-12 Accountability Portal provides detailed information about each school's student and staff demographics and school performance rating, a star-rating system based on the Nevada School Performance Framework (NSPF). You can find our School Rating Report at https://nevadareportcard.nv.gov/DI/nv/lyon/silver_stage_middle_school/2024

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Inquiry Areas

Inquiry Area 1: Student Success

SMART Goal 1: At least 58% of of Lyon County students will meet or exceed their personal typical growth in math and reading from the Beginning of Year (BOY) assessment to the End of Year (EOY) i-Ready assessment during the 2025/2026 school year.

Formative Measures: -Quarterly Data Reflection and Planning PLCs around iReady data
-iReady Math diagnostic assessments 3 times a year.
-iReady Reading diagnostic assessments 3 times a year.
-Diagnostic assessments from HMH and McGraw Hill in area of ELA

Aligns with District Goal

529

Improvement Strategy 1 Details	Reviews		
	Status Check		EOY Reflection
	Nov	Jan	May
	No review	No review	

Improvement Strategy 1: To support the Lyon County School District, Silver Stage Middle School will hold monthly data reviews to guide instruction and interventions. Teachers will provide targeted small group support and differentiated tasks based on i-Ready data. PLCs will collaborate to adjust instruction and share effective strategies to boost student growth.

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	Schedule monthly PLC meetings for teachers to review i-Ready data, identify student needs, and plan targeted instruction. Title 1 funds used as a resource.	Principal and Classroom Teachers	2025-2026
2	Teams will document instructional adjustments and interventions in a shared tracker, and admin or instructional coaches will monitor progress through walkthroughs and data check-ins to ensure progress. Title 1 funds as a resource.	Principal and Classroom Teachers	2025-2026

Position Responsible: Principal

Resources Needed: -Time for monthly PLC meetings and data analysis
-IReady diagnostic and progress monitoring reports
-Professional development on data-driven instruction and small group strategies

Schoolwide and Targeted Assistance Title I Elements:
2.4, 2.6

Evidence Level

Problem Statements/Critical Root Cause: Student Success 1

530

SMART Goal 1 Problem Statements:

Student Success
Problem Statement 1: Teachers at SSMS are not meeting their students' needs at their achievement level. **Critical Root Cause**: -Student trauma is causing setbacks and teachers are not sure how to effectively handle the trauma. -Students lack self-esteem and tend to give up easily once learning becomes difficult for them. -The Pandemic caused bigger learning gaps and incomplete learning for students. -Teachers lack efficacy in the area of differentiation. Teachers are learning a new ELA curriculum while feeling more confident after learning the new math curriculum. -Students are missing fundamental math and reading skills. -Students on IEPs are not showing significant growth in math and ELA on the SBAC. -High absent chronic absenteeism rate.

Inquiry Area 1: Student Success

SMART Goal 2: Lyon County School District will increase the total number of K-8 work-based learning opportunities provided to all students by 10% from the 2024/2025 school year to the 2025/2026 school year.

Formative Measures: -School Links
-PAES Labs

Aligns with District Goal

<table>
<tr><th colspan="4">Improvement Strategy 1 Details</th><th colspan="3">Reviews</th></tr>
<tr><td colspan="4" rowspan="3">Improvement Strategy 1: To support the Lyon County School District, Silver Stage Middle School will increase awareness and engagement of all stakeholders by expanding industry partnerships, and developing career awareness through portfolio creation in School Links.

<table>
<tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th></tr>
<tr><td>1</td><td>Fidelity of implementation of School Links lessons during weekly guidance lessons. Title 1 funds used as a resource.</td><td>Counselor</td><td>2025-2026 school year</td></tr>
</table>
Position Responsible: Classroom Teachers and Counselor
Resources Needed: School Links
Industry Partnerships

Schoolwide and Targeted Assistance Title I Elements:
2.5, 4.1, 4.2
Evidence Level

Problem Statements/Critical Root Cause: Student Success 1</td><td colspan="2">Status Check</td><td>EOY Reflection</td></tr>
<tr><td>Nov</td><td>Jan</td><td>May</td></tr>
<tr><td>No review</td><td>No review</td><td>531</td></tr>
</table>

SMART Goal 2 Problem Statements:

Student Success
Problem Statement 1: Teachers at SSMS are not meeting their students' needs at their achievement level. **Critical Root Cause**: -Student trauma is causing setbacks and teachers are not sure how to effectively handle the trauma. -Students lack self-esteem and tend to give up easily once learning becomes difficult for them. -The Pandemic caused bigger learning gaps and incomplete learning for students. -Teachers lack efficacy in the area of differentiation. Teachers are learning a new ELA curriculum while feeling more confident after learning the new math curriculum. -Students are missing fundamental math and reading skills. -Students on IEPs are not showing significant growth in math and ELA on the SBAC. -High absent chronic absenteeism rate.

Inquiry Area 1: Student Success

SMART Goal 3: Lyon County School District will increase the total number of students participating in K-12 work-based learning opportunities by 10% from the 2024/2025 school year to the 2025/2026 school year.

Formative Measures: -School Links
-PAES Labs

Aligns with District Goal

<table>
<tr><th colspan="4">Improvement Strategy 1 Details</th><th colspan="3">Reviews</th></tr>
<tr><td colspan="4" rowspan="3">Improvement Strategy 1: To support the Lyon County School District, Silver Stage Middle School will increase awareness and engagement of all stakeholders by expanding industry partnerships, and developing career awareness through portfolio creation in School Links.

<table>
<tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th></tr>
<tr><td>1</td><td>Fidelity of implementation of School links during advisory.</td><td>Classroom Teacher</td><td>2025-2026 school year</td></tr>
<tr><td>2</td><td>Increasing implementation of industry partnerships through field trips, guest speakers, PAES Lab, career fair, and STAR Academy.</td><td>Classroom Teacher, Counselor</td><td>2025-2026 school years</td></tr>
</table>
Position Responsible: Classroom teachers and Counselor
Resources Needed: -PAES Lab
-School Links

Evidence Level
Problem Statements/Critical Root Cause: Student Success 1</td><td colspan="2">Status Check</td><td>EOY Reflection</td></tr>
<tr><td>Nov</td><td>Jan</td><td>May</td></tr>
<tr><td>No review</td><td>No review</td><td>532</td></tr>
</table>

SMART Goal 3 Problem Statements:

Student Success
Problem Statement 1: Teachers at SSMS are not meeting their students' needs at their achievement level. **Critical Root Cause**: -Student trauma is causing setbacks and teachers are not sure how to effectively handle the trauma. -Students lack self-esteem and tend to give up easily once learning becomes difficult for them. -The Pandemic caused bigger learning gaps and incomplete learning for students. -Teachers lack efficacy in the area of differentiation. Teachers are learning a new ELA curriculum while feeling more confident after learning the new math curriculum. -Students are missing fundamental math and reading skills. -Students on IEPs are not showing significant growth in math and ELA on the SBAC. -High absent chronic absenteeism rate.

Inquiry Area 2: Adult Learning Culture

SMART Goal 1: By May 2026, all teachers at Silver Stage Middle School will regularly implement at least two targeted instructional strategies each week, such as scaffolded questioning, guided practice, or visual supports to engage students in standards aligned learning tasks, in line with NEPF 2.1. Progress will be monitored through monthly IEP data reviews and classroom walk-throughs, with the goal that at least 75% of SPED students demonstrate measurable growth on their IEP academic goals and/or i-Ready Math and Reading diagnostic assessments by the end of the school year.

Formative Measures: - IEP data reviews
- Bi-weekly walk through data collected around Standard 2 (Meeting Cognitive Demands) using the NEPF.
-iReady Math diagnostic assessments 3 times a year.
-iReady Reading diagnostic assessments 3 times a year.
-Diagnostic assessments from HMH and McGraw Hill in area of ELA

Aligns with District Goal

533

Improvement Strategy 1 Details	Reviews		
	Status Check		EOY Reflection
	Nov	Jan	May
Improvement Strategy 1: SSMS will implement monthly collaborative coaching focused on differentiated instruction and engagement strategies for SPED students. Special education teachers will meet with teacher leaders and general education teachers to analyze student data, plan for scaffolding, and reflect on instructional impact, ensuring alignment with IEP goals and increasing opportunities for active participation in core content instruction.	No review	No review	

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	A pre-observation planning session focused on selecting and adapting engagement strategies aligned to NEPF 2.1 and student IEP goals. Title 1 funds used a resource.	Teachers	2025-2026
2	Monitor student performance through iReady Math and iReady Reading using diagnostic tests from Fall to Winter, Winter, to Spring, and Fall to Spring. Title 1 funds used as a resource.	Teachers	2025-2026

Position Responsible: Principal

Resources Needed: -Targeted PD sessions on student engagement strategies, scaffolding techniques, and using data to drive SPED instruction (e.g., visual supports, sentence frames, chunking, co-teaching models)

- Built-in time collaboration time with regular education teachers during PLCs or common prep periods to support co-planning and instructional alignment for SPED students in inclusive settings.

Schoolwide and Targeted Assistance Title I Elements:
2.4, 2.5, 2.6

Evidence Level
Level 1: Strong: NEPF

Problem Statements/Critical Root Cause: Adult Learning Culture 1

534

SMART Goal 1 Problem Statements:

Adult Learning Culture

Problem Statement 1: Inconsistent use of targeted instructional strategies has contributed to limited academic growth among students with IEPs. Classroom practices are not yet fully aligned with NEPF Standard 2.1. **Critical Root Cause**: -Lack of targeted PD alligned to differention -Learning a new ELA curriculum -Understanding the new reports in the ELA curriculum and iReady Reading -Student grouping for direct instruction is not effectively aligned to students' current skill levels -Teachers lack sustained, targeted professional development on how to effectively implement scaffolded questioning, guided practice, and visual supports aligned to NEPF Standard 2.1. - Inconsistent instructional practices that do not always meet the academic needs of students with IEPs.

Inquiry Area 3: Connectedness

SMART Goal 1: Lyon County School District will reduce the chronic absenteeism rate by 10% from the 2024/2025 school year to the 2025/2026 school year.

Formative Measures: Attendance reports
MTSS for Attendance
Intervention logs
CCRI
Home Visits and Family Engagement
SRO

Aligns with District Goal

Improvement Strategy 1 Details

Improvement Strategy 1: To support the Lyon County School District, Silver Stage Middle School will utilize data, Silver Stage Middle School will engage families and provide early intervention to improve attendance.

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	Review 5 - 8 attendance data. Title 1 funds used as a resources.	Principal, Vice Principal, and Attendance Secretary	2025 - 2026 school year - twice monthly
2	Monitor student attendance and interventions through a spreadsheet. Title 1 funds used as a resource.	Principal, Vice Principal, and Attendance Secretary	2025 - 2026
3	Communicate with parents/guardians through attendance letters at 6 and 12 absences, along with phone calls and home visits as needed. Title 1 funds used as a resource.	Principal, Vice Principal, and Attendance Secretary	

Position Responsible: Principal
Resources Needed: None

Schoolwide and Targeted Assistance Title I Elements:
2.6
Evidence Level
Level 1: Strong: Early Intervention
Problem Statements/Critical Root Cause: Connectedness 1

Reviews

Status Check		EOY Reflection
Nov	Jan	May
No review	No review	535

SMART Goal 1 Problem Statements:

Connectedness
Problem Statement 1: Chronic absenteeism continues to hinder student learning, particularly for students impacted by poverty, mobility, and trauma. Silver Stage Middle School must enhance supports that build strong school connections and address barriers to daily attendance. **Critical Root Cause**: Inequitable access to high quality instruction, curriculum that feels irrelevant and emotional and mental health challenges.

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Lyon County School District

Silverland Middle School

2025-2026 Inquiry Areas/SMART Goals/Improvement Strategies

537

Mission Statement

Silverland Middle School fosters learning for life empowers connected learners, promotes student ownership, and encourages discovery learning for success in a rapidly evolving world.

Vision

Silverland Middle School Core Values

Communication: Open and consistent communication among all members of the SMS

Learning Community is essential.

Remediation: SMS will provide all students the opportunity to learn. Remediation will be available for students who are functional below grade level as indicated by educational assessments.

Accountability: Members of the SMS Learning Community will be accountable for their

contribution to student achievement.

Respect: The SMS Learning Community will foster an environment that encourages respect

among the staff, students, parents, and guests of our school.

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Demographics & Performance Information

Nevada Report Card

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

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Inquiry Areas

Inquiry Area 1: Student Success

SMART Goal 1: Lyon County School District will increase the total number of K-12 work-based learning opportunities provided to all students by 10% from the 2024/2025 school year to the 2025/2026 scool Year.

Formative Measures: School Links, PAES lab

Aligns with District Goal

Improvement Strategy 1 Details

Improvement Strategy 1: Develop career awareness for all students through structured portfolio creation using SchoolLinks and hands-on learning experiences, including regular PAES Lab activities aligned to student strengths and interests.

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	Deliver regular SchoolLinks lessons during Social Studies classes to support portfolio development and postsecondary planning	School Counselors	Monthly
2	School Links Data Analysis	School Improvement Committee	Quarterly
3	Integrate the PAES Lab as a career exploration and skill development tool for students with IEPs and other targeted groups	Special Education Case Managers	Ongoing

Position Responsible: Silverland Middle School Counselors

Resources Needed: School Links Professional Development

Evidence Level
Level 2: Moderate: Work-based Learning

Problem Statements/Critical Root Cause: Student Success 1

Reviews

Status Check		EOY Reflection
Nov	Jan	May
No review	No review	540

Improvement Strategy 2 Details	Reviews		
	Status Check		EOY Reflection
	Nov	Jan	May
	No review	No review	

Improvement Strategy 2: Strengthen career and postsecondary exploration across the 8th grade school year by embedding real-world learning into core and elective instruction. Students engage in hands-on experiences through CTE courses such as Building Engineers and Teening to Adulting, participate in career-readiness activities aligned to SchoolLinks, and receive targeted support through the PAES Lab. The 8th Grade Career Fair provides additional exposure to local employers, high school CTE programs, and college pathways, reinforcing the real-world relevance of classroom learning.

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	Coordinate with High School to secure vendors for the fair including CTE Teachers/ Students, local employers, Colleges and Universities	Steve Henderson	End of November
2	Design student rotations to ensure access to all booths, incorporating a scavenger hunt or bingo-style activity to boost engagement.	MTSS Coordinator	Mid Janurary

Position Responsible: MTSS Coordinator

Evidence Level

Problem Statements/Critical Root Cause: Student Success 1

SMART Goal 1 Problem Statements:

Student Success
Problem Statement 1: Silverland Middle School offers early career exploration through CTE coursework and large-group events such as the 8th Grade Career Fair. However, access to these opportunities is limited by scheduling conflicts and staffing constraints, with a disproportionate impact on historically underserved student groups. Without targeted planning, differentiated supports, and intentional outreach, these students are at greater risk of reduced participation in career readiness activities, widening existing opportunity gaps. **Critical Root Cause**: Career exploration opportunities at Silverland Middle School are currently concentrated in single-event experiences and elective offerings. Structural barriers, including scheduling conflicts, limited staffing for individualized support, and a lack of embedded, ongoing career exploration activities, impact all students but more significantly affect historically underserved student groups. Without consistent tracking and intentional strategies to promote equitable access, opportunity gaps are likely to persist.

Inquiry Area 1: Student Success

SMART Goal 2: Lyon County School District will increase the total number of students participating in K-12 work based learning opportunities career by 10% from the 2024/2025 school year to the 2025/2026 school year.

Formative Measures: SchoolLink Data Usage
Career Fair Attendance

Aligns with District Goal

<table>
<tr><th colspan="4">Improvement Strategy 1 Details</th><th colspan="3">Reviews</th></tr>
<tr><td colspan="4" rowspan="2">Improvement Strategy 1: Enhance the existing career-focused field trip by adding interactive, curriculum-connected components and ensuring full participation across all student groups.</td><td colspan="2">Status Check</td><td>EOY Reflection</td></tr>
<tr><td>Nov</td><td>Jan</td><td>May</td></tr>
<tr><td>Action #</td><td>Actions for Implementation</td><td>Person(s) Responsible</td><td>Timeline</td><td rowspan="2">No review</td><td rowspan="2">No review</td><td rowspan="2">542</td></tr>
<tr><td>1</td><td>Increase awareness through morning announcements, a short video shown during advisory, advertising in the School newsletter and fliers.</td><td>Counseling</td><td></td></tr>
<tr><td colspan="4">Position Responsible: Counseling
Resources Needed: Transportation
Substitute Teacher Coverage
Partnership with local organizations
Student friendly script for morning announcements
posters to advertise
Video's and time in advisory to show them

Evidence Level
Level 2: Moderate: Work-based Learning exposure
Problem Statements/Critical Root Cause: Student Success 1</td><td></td><td></td></tr>
</table>

SMART Goal 2 Problem Statements:

Student Success
Problem Statement 1: Silverland Middle School offers early career exploration through CTE coursework and large-group events such as the 8th Grade Career Fair. However, access to these opportunities is limited by scheduling conflicts and staffing constraints, with a disproportionate impact on historically underserved student groups. Without targeted planning, differentiated supports, and intentional outreach, these students are at greater risk of reduced participation in career readiness activities, widening existing opportunity gaps. **Critical Root Cause**: Career exploration opportunities at Silverland Middle School are currently concentrated in single-event experiences and elective offerings. Structural barriers, including scheduling conflicts, limited staffing for individualized support, and a lack of embedded, ongoing career exploration activities, impact all students but more significantly affect historically underserved student groups. Without consistent tracking and intentional strategies to promote equitable access, opportunity gaps are likely to persist.

Inquiry Area 1: Student Success

SMART Goal 3: In grades K-8, at least 58% of students in Lyon County School District will meet or exceed their personal typical growth in math and reading from the Beginning of Year (BOY) assessment to the End of Year (EOY) i-Ready assessment during the 2025/2026 school year.

Formative Measures: i-Ready Diagnostics in Reading and Math
i-Ready MyPath Usage Reports
i-Ready Math Curriculum
i-Ready Reading for MyPath
Study Sync ELA Curriculum
College and Career Readiness Interventionists.

Aligns with District Goal

Improvement Strategy 1 Details

Improvement Strategy 1: Ensure all students engage in targeted instruction through i-Ready MyPath in both reading and math, with an emphasis on lesson mastery and academic growth. Progress will be monitored weekly, with structured time provided during advisory and targeted support for students not meeting growth benchmarks.

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	Provide all students with 30-50 minutes of structured time weekly in both reading and math during advisory for i-Ready MyPath	Math and ELA Teachers, Advisory Teachers	weekly/ ongoing
2	Advisory teachers will track lessons passed and review progress toward typical growth using i-Ready data	Advisory teacher/ MTSS Tier One Teams	Weekly
3	Share MyPath growth and mastery data with instructional teams weekly to identify students needing additional support	MTSS Tier 1 Teams	Weekly

Position Responsible: Steve Henderson/Leadership Team

Resources Needed: i-Ready educator access for advisory classes and interventionists
Training on i-Ready reports/reporting
Locked browser for Diagnostic Testing
MyPath usage tracking dashboard (e.g., i-Ready's weekly reports)
Time during staff meetings or Team meetings to review data and adjust support strategies
Time during Advisory to Complete lessons
Intervention/Extension tool for students that test out of or have completed their MyPath Lessons.

Evidence Level
Level 2: Moderate: Regular use of adaptive, personalized programs is linked to improved student outcomes in reading and math.

Problem Statements/Critical Root Cause: Student Success 2

Reviews

Status Check		EOY Reflection
Nov	Jan	May
No review	No review	543

Improvement Strategy 2 Details	Reviews		
	Status Check		EOY Reflection
	Nov	Jan	May
	No review	No review	

Improvement Strategy 2: Recognize teams who demonstrate consistent engagement and support of i-Ready MyPath completion and academic growth.

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	Team Competitions: Hold quarterly Team competitions for iReady Time on Task.	MTSS Coordinator, SIP Chairperson	One competition a quarter
2	Completed MyPath lessons will be tracked weekly and shared via a scoreboard and Monday morning announcements.	MTSS Coordinator	Weekly

Position Responsible: MTSS Coordinator, SIP Chairperson

Resources Needed: MyPath usage tracking dashboard (e.g., i-Ready's weekly reports)

Evidence Level
Level 3: Promising: School climate research linking positive recognition to engagement and attendance

Problem Statements/Critical Root Cause: Student Success 2

SMART Goal 3 Problem Statements:

544

Student Success
Problem Statement 2: Less than half of Silverland Middle School students are meeting typical growth in Math and Reading, revealing persistent gaps in academic progress and raising concerns about the effectiveness of current instructional practices and student supports. **Critical Root Cause**: Instructional practices are not consistently differentiated or aligned to student data, resulting in missed opportunities to target specific learning needs, particularly for students who fall just below proficiency but do not qualify for formal interventions.

Inquiry Area 2: Adult Learning Culture

SMART Goal 1: By the end of the 2025-2026 school year, 100% of instructional staff will participate in at least two professional learning cycles focused on Tier 1 and Tier 2 instructional practices. Progress will be measured through training attendance logs (including Character Strong, i-Ready, and MTSS trainings), weekly MTSS meeting documentation, and intervention rosters demonstrating data-informed action steps.

Formative Measures: Training Attendance Logs: Monitor staff participation in Character Strong and i-Ready professional learning sessions.
i-Ready Usage Reports: Track frequency and consistency of Diagnostic completion and MyPath lesson assignments.
MTSS Meeting Logs and Agendas: Document weekly Tier 1 and monthly Tier 2 meetings, including evidence of data use and action steps.
Student Intervention Rosters: Track the number and type of students connected to Tier 2 supports and CCRIs as a result of MTSS team decisions.

Aligns with District Goal

Improvement Strategy 1 Details

Improvement Strategy 1: Build staff capacity to use i-Ready data and tools effectively in order to drive instruction, monitor progress, and support student academic growth in both Math and ELA.

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	i-Ready training before the school year starts for all Math and ELA teachers on assigning and tracking MyPath lessons	Principal	August, ongoing as needed
2	i-Ready training before the school year starts for all Math and ELA teachers on using progress monitoring tools to adjust instruction and target student needs	Principal	August, ongoing as needed

Position Responsible: Principal

Resources Needed: Training from iReady (virtual), dedicated time for Math and ELA teachers to attend Training.

Evidence Level
Level 2: Moderate: i-Ready is an evidence based tool.

Problem Statements/Critical Root Cause: Adult Learning Culture 1

Reviews

Status Check		EOY Reflection
Nov	Jan	May
No review	No review	545

Improvement Strategy 2 Details

Improvement Strategy 2: Equip Advisory teachers with the skills and tools needed to effectively support students in completing MyPath lessons and navigating iReady reports.

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	Provide targeted training for Advisory teachers on monitoring MyPath completion by reviewing weekly student usage and progress reports	Principal	August and ongoing as needed
2	Provide targeted training for Advisory teachers on: navigating and interpreting i-Ready reports, including student-level Diagnostic and MyPath data	Principal	August and ongoing as needed

Position Responsible: Principal

Resources Needed: Training from iReady (virtual), dedicated time for Advisory teachers to attend Training.

Evidence Level
Level 2: Moderate: i-Ready is an evidence based tool.

Problem Statements/Critical Root Cause: Adult Learning Culture 1

Reviews

Status Check		EOY Reflection
Nov	Jan	May
No review	No review	

Improvement Strategy 3 Details

Improvement Strategy 3: Build a responsive support system by using academic, attendance, and engagement data within MTSS structures to monitor student progress, identify emerging needs, and ensure timely, targeted interventions.

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	Use MTSS Tier 1 meetings to review trends in grades, i-Ready usage, and attendance to identify early signs of disengagement or academic decline and plan appropriate Tier 1 instructional supports.	MTSS Tier 1	Weekly
2	Use Tier 2 MTSS meetings to review escalated academic and attendance concerns from Tier 1, analyze patterns across multiple data sources, and connect students with appropriate Tier 2 supports.	MTSS Tier 2	Monthly

Position Responsible: MTSS Coordinator

Resources Needed: Dedicated weekly and monthly time for MTSS committees to meet, shared tracking system, trained MTSS Facilitators per team, coordination with CCRI and other support staff, Professional Training to onboard new staff or offer refreshers on purpose of MTSS Tier 1 meetings and accessing relevant data.

Evidence Level
Level 1: Strong: Early Warning: Chronic absenteeism tracking and performance data

Problem Statements/Critical Root Cause: Adult Learning Culture 1

Reviews

Status Check		EOY Reflection
Nov	Jan	May
No review	No review	

Improvement Strategy 4 Details	Reviews		
	Status Check		EOY Reflection
	Nov	Jan	May
	No review	No review	

Improvement Strategy 4: Equip staff with the knowledge and tools needed to support students in developing comprehensive career portfolios using the SchooLinks platform, fostering schoolwide alignment in career readiness efforts.

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	Provide SchooLinks platform training for Counselors to conduct lessons. Social Studies and Advisory teachers.	Principal	August and ongoing as needed.
2	Provide SchooLinks platform training forSocial Studies and Advisory teachers to support counselors lessons.	Principal	August and ongoing as needed.

Position Responsible: Principal

Resources Needed: School Link PD. School Link Scope and Sequence, Training Schedule.

Evidence Level
Level 3: Promising: Career awareness instruction

Problem Statements/Critical Root Cause: Adult Learning Culture 2

SMART Goal 1 Problem Statements:

Adult Learning Culture	547

Problem Statement 1: While Silverland Middle School has established foundational Tier 1 and Tier 2 MTSS structures, we lack a unified, data-informed adult learning culture that consistently supports academic growth in Math and ELA and addresses chronic absenteeism. **Critical Root Cause**: There is inconsistent use of data across grade levels and advisory periods due to limited collaborative time for data analysis, unclear expectations for data-driven decision-making, and a lack of shared accountability structures.

Problem Statement 2: Staff at Silverland Middle School need greater support and shared ownership in delivering meaningful career exploration and CTE exposure, especially for students from underserved groups. Without consistent adult training and collaboration around SchooLinks and career readiness tools, students experience uneven access to future planning opportunities. **Critical Root Cause**: There is a lack of structured professional learning and collaboration focused on SchooLinks, CTE integration, and career education, which limits staff confidence, consistency, and proactive implementation of career readiness activities across content areas and grade levels.

Inquiry Area 3: Connectedness

SMART Goal 1: Lyon County School District will reduce the chronic absenteeism rate by 10% from the 2024/2025 school year to the 2025/2026 school year.

Formative Measures: Attendance reports Early Warning System MTSS for Attendance Intervention logs CCRI's Home Visits and Family Engagement

Aligns with District Goal

Improvement Strategy 1 Details

Improvement Strategy 1: Create a responsive, relationship-centered Tiered Attendance Monitoring and Response System that uses clear thresholds and timely interventions to prevent chronic absenteeism and support student re-engagement.

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	Attendance Letters and Tiered Family Contact per district policy; includes attendance letters, phone calls, attendance contracts, family meetings and referral to SAAB committee.	Vice Principal	ongoing
2	MTSS-Coordinated Attendance Meetings (9-15 Absences): For students with more than 9 but fewer than 15 absences, the MTSS Tier 2 team will coordinate a meeting with the student, parent/guardian, and core teachers to problem-solve barriers to attendance and offer targeted support.	MTSS Tier 2	ongoing
3	Attendance Committee: A small group of teacher leaders and support staff will be identified to serve on an attendance committee that meets regularly to review data, track interventions, and identify patterns of concern across grade levels.	MTSS Coordinator	quarterly

Position Responsible: Vice Principal

Resources Needed: Infinite Campus, MTSS, CCRIs, School Resource Officer

Evidence Level
Level 3: Promising: Early Intervention

Problem Statements/Critical Root Cause: Connectedness 1

Reviews

Status Check		EOY Reflection
Nov	Jan	May
No review	No review	548

Improvement Strategy 2 Details				Reviews		
				Status Check		EOY Reflection
				Nov	Jan	May
Improvement Strategy 2: Increase student belonging and early intervention through meaningful, consistent adult connections				No review	No review	
Action #	**Actions for Implementation**	**Person(s) Responsible**	**Timeline**			
1	Advisory teachers will contact all advisory families who are unable to attend the 2025-2026 Open House by phone by the end of the first week of school. All contacts must be documented and submitted to the office along with the conference sign-in sheets.	Advisory Teachers	Sept. 5, 2025			
2	Implement weekly connection prompts or advisory topics that align with SEL and student voice. These may include short discussion questions, classroom activities, or character-building moments tied to existing frameworks (like Character Strong)	Advisory Teachers	ongoing			
3	"Check-in champions" for students who are approaching chronic absenteeism thresholds. These champions serve as a consistent point of contact and advocate, helping to re-engage the student through connection and support.	MTSS Team Leads	Ongoing			
Position Responsible: MTSS Coordinator **Resources Needed:** "Check-in Champions", Character Strong/SEL Tracking system, Back to school family contact logs. **Evidence Level** Level 2: Moderate: Structured relationship building **Problem Statements/Critical Root Cause:** Connectedness 1						549

SMART Goal 1 Problem Statements:

Connectedness
Problem Statement 1: At Silverland Middle School, chronic absenteeism continues to hinder student learning and school connectedness, particularly for historically marginalized student. These challenges are compounded by barriers related to poverty, trauma, mobility, and limited access to culturally relevant instruction, strong relationships, and learning experiences that feel meaningful and engaging. Without intentional efforts to strengthen belonging and ensure all students feel seen, supported, and included, absenteeism will remain a barrier to both academic growth and long-term success. **Critical Root Cause**: A critical root cause of chronic absenteeism at Silverland Middle School is that many students do not experience daily learning as relevant, engaging, or personally meaningful. Inconsistent access to instruction, limited opportunities for meaningful relationships with adults, and a lack of support for students facing personal or emotional challenges reduce their sense of belonging, making regular attendance less likely.

Lyon County School District

Smith Valley Schools

2025-2026 Inquiry Areas/SMART Goals/Improvement Strategies

550

Mission Statement

Smith Valley School fosters learning for life, empowers connected learners, promotes student ownership, and encourages discovery learning so students can be successful in a rapidly evolving world.

Vision

Smith Valley School will develop the following values in all stakeholders: Preparation, Respect, Integrity, Determination, and Excellence (P.R.I.D.E.).

Demographics & Performance Information

Nevada Report Card

In compliance with federal and state law, Nevada's K-12 Accountability Portal provides detailed information about each school's student and staff demographics and school performance rating, a star-rating system based on the Nevada School Performance Framework (NSPF). You can find our School Rating Report at (https://nevadareportcard.nv.gov/DI/nv/lyon/smith_valley_schools/2023/nspf/).

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Inquiry Areas

Inquiry Area 1: Student Success

SMART Goal 1: In grades K-8, at least 58% of students at Smith Valley School will meet or exceed their personal typical growth in math and reading from the beginning of year (BOY) assessment to the end of year (EOY) iReady assessment during the 2025-26 school year.

Formative Measures: iReady diagnostic assessments for the 2025-26 school year.

Aligns with District Goal

Improvement Strategy 1 Details

Improvement Strategy 1: Data driven instruction, regularly analyzing data to identify student strengths and weaknesses to help teachers tailor instruction to address students individual needs.

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	Fidelity in implementation of iReady, HMH, and Study Sync curriculum.	Teachers	2025-26 school year
2	Fidelity in implementation of iReady MyPath individualized learning program.	Teachers	2025-26 school year
3	Use of CCRI for corrective reading and reading mastery.	Teachers and CCRI	2025-2026 school

Position Responsible: Principal

Resources Needed: iReady
Study Sync
HMH
ALEKS

Schoolwide and Targeted Assistance Title I Elements:
2.4, 2.5, 2.6

Evidence Level
Level 2: Moderate: Data driven instruction

Problem Statements/Critical Root Cause: Student Success 1, 2

Reviews

Status Check		EOY Reflection
Nov	Jan	May
No review	No review	553

SMART Goal 1 Problem Statements:

Student Success

Problem Statement 1: Despite advancements in graduation rates and the implementation of work-based learning initiatives, access to and engagement in postsecondary pathways continue to exhibit disparities among various student demographics. To enhance equity in college and career readiness, it is imperative to provide targeted support and inclusive opportunities for all learners. **Critical Root Cause**: The implementation of the curriculum has been inconsistent, characterized by high teacher turnover and variable Tier I instruction. There is a pressing necessity for a more cohesive alignment of the core curriculum with ACT standards, as well as enhanced access to Work-Based Learning (WBL) opportunities.

Problem Statement 2: Current instructional practices have resulted in moderate growth among students; however, disparities remain among various student subgroups in achieving academic benchmarks. It is imperative to align instructional approaches with equitable, high-impact strategies that foster improved growth outcomes across all demographic categories. Although many 11th-grade students exhibit aspirations for college, a considerable proportion--particularly those from underrepresented and high-needs populations--fail to attain the ACT benchmark score range of 16-36. Contributing factors to this issue include inconsistent access to ACT preparation resources, lack of instructional alignment, and insufficient equity-focused interventions. In the absence of targeted support, these disparities are likely to persist, adversely affecting college access and long-term student success. **Critical Root Cause**: The absence of consistent data tracking and the establishment of clear goals related to graduation metrics and Work-Based Learning (WBL) opportunities presents significant challenges. Furthermore, there is a notable deficiency in both participation rates and equitable access to WBL programs.

554

Inquiry Area 1: Student Success

SMART Goal 2: In grades 9-10, at least 55% of students in Smith Valley School will meet their individual growth goal in math and reading from Fall to Spring MAPs testing during the 2025-26 school year.

Formative Measures: Measure of Academic Progress testing (BOY, MOY, and EOY)

Aligns with District Goal

Improvement Strategy 1 Details

Improvement Strategy 1: Data driven instruction, regularly analyzing data to identify student strengths and weaknesses. Instructional staff will tailor instruction to address a student's individual needs.

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	Math and reading MAP data analysis for grades 9 and 10	Math and English Departments	Fall 2025 to Spring 2026
2	Aleks and StudySync usage reports	Math and English Departments	Fall 2025 to Spring 2026

Position Responsible: School Counselor

Resources Needed: MAP Assessments, ALEKS, NEWSELA, and StudySync platforms

Schoolwide and Targeted Assistance Title I Elements:
2.4, 2.5, 2.6

Evidence Level
Level 2: Moderate: Data Driven Instruction

Problem Statements/Critical Root Cause: Student Success 1, 2

Reviews

Status Check		EOY Reflection
Nov	Jan	May
No review	No review	555

SMART Goal 2 Problem Statements:

Student Success

Problem Statement 1: Despite advancements in graduation rates and the implementation of work-based learning initiatives, access to and engagement in postsecondary pathways continue to exhibit disparities among various student demographics. To enhance equity in college and career readiness, it is imperative to provide targeted support and inclusive opportunities for all learners. **Critical Root Cause**: The implementation of the curriculum has been inconsistent, characterized by high teacher turnover and variable Tier I instruction. There is a pressing necessity for a more cohesive alignment of the core curriculum with ACT standards, as well as enhanced access to Work-Based Learning (WBL) opportunities.

Student Success

Problem Statement 2: Current instructional practices have resulted in moderate growth among students; however, disparities remain among various student subgroups in achieving academic benchmarks. It is imperative to align instructional approaches with equitable, high-impact strategies that foster improved growth outcomes across all demographic categories. Although many 11th-grade students exhibit aspirations for college, a considerable proportion--particularly those from underrepresented and high-needs populations--fail to attain the ACT benchmark score range of 16-36. Contributing factors to this issue include inconsistent access to ACT preparation resources, lack of instructional alignment, and insufficient equity-focused interventions. In the absence of targeted support, these disparities are likely to persist, adversely affecting college access and long-term student success.
Critical Root Cause: The absence of consistent data tracking and the establishment of clear goals related to graduation metrics and Work-Based Learning (WBL) opportunities presents significant challenges. Furthermore, there is a notable deficiency in both participation rates and equitable access to WBL programs.

Inquiry Area 1: Student Success

SMART Goal 3: Smith Valley School will achieve a graduation rate of 89.7% for the 2025-26 school year.

Formative Measures: Credit sufficiency rates, weekly failure reports, semester report cards, CCRI interventions, and attendance monitoring.

Aligns with District Goal

Improvement Strategy 1 Details

Improvement Strategy 1: Academic supports and interventions needed to ensure the success of all Smith Valley School students.

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	CCRI intervention	CCRI coordinator	Monthly
2	Failure rate review	Counselor/Principal	Weekly
3	Review credit sufficiency rates	Counselor	End of semesters
4	5 year plan creation and implementation	Counselor	Yearly

Position Responsible: CCRI, Counselor, Principal

Resources Needed: IC Data

Schoolwide and Targeted Assistance Title I Elements:
2.6

Evidence Level
Level 1: Strong: Academic supports and interventions

Problem Statements/Critical Root Cause: Student Success 1, 2

Reviews

Status Check		EOY Reflection
Nov	Jan	May
No review	No review	557

SMART Goal 3 Problem Statements:

Student Success

Problem Statement 1: Despite advancements in graduation rates and the implementation of work-based learning initiatives, access to and engagement in postsecondary pathways continue to exhibit disparities among various student demographics. To enhance equity in college and career readiness, it is imperative to provide targeted support and inclusive opportunities for all learners. **Critical Root Cause**: The implementation of the curriculum has been inconsistent, characterized by high teacher turnover and variable Tier I instruction. There is a pressing necessity for a more cohesive alignment of the core curriculum with ACT standards, as well as enhanced access to Work-Based Learning (WBL) opportunities.

Student Success

Problem Statement 2: Current instructional practices have resulted in moderate growth among students; however, disparities remain among various student subgroups in achieving academic benchmarks. It is imperative to align instructional approaches with equitable, high-impact strategies that foster improved growth outcomes across all demographic categories. Although many 11th-grade students exhibit aspirations for college, a considerable proportion--particularly those from underrepresented and high-needs populations--fail to attain the ACT benchmark score range of 16-36. Contributing factors to this issue include inconsistent access to ACT preparation resources, lack of instructional alignment, and insufficient equity-focused interventions. In the absence of targeted support, these disparities are likely to persist, adversely affecting college access and long-term student success.
Critical Root Cause: The absence of consistent data tracking and the establishment of clear goals related to graduation metrics and Work-Based Learning (WBL) opportunities presents significant challenges. Furthermore, there is a notable deficiency in both participation rates and equitable access to WBL programs.

Inquiry Area 1: Student Success

SMART Goal 4: Smith Valley School will increase the total number of K - 12 work based learning opportunities provided to all students by 10% from the 2024-25 school year to the 2025-26 school year.

Formative Measures: School Links online student program and PAES lab.

Aligns with District Goal

Improvement Strategy 1 Details

Improvement Strategy 1: Increasing awareness and engagement of Smith Valley School students by expanding WBL opportunities and by developing career awareness through the School Links online platform.

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	Fidelity of implementation of School Links lessons during weekly guidance lessons.	Counselor	2025-2026 school year
2	Use of Pathful and Pathful Jr. in classrooms when applicable.	Classroom Teacher	2025-2026 school year
3	Increasing implementation of Industry Partnerships through field trips, guest speakers, career fashion show/fair, and etc.	Classroom Teacher, Counselor, Parent Teacher Committee	2025-2026 school year

Position Responsible: Classroom Teachers and Counselor

Resources Needed: Pathful/Pathful Jr.
School Links
Industry Partnerships

Schoolwide and Targeted Assistance Title I Elements:
2.5

Evidence Level
Level 2: Moderate: Work based learning

Problem Statements/Critical Root Cause: Student Success 1, 2

Reviews

Status Check		EOY Reflection
Nov	Jan	May
No review	No review	559

SMART Goal 4 Problem Statements:

Student Success

Problem Statement 1: Despite advancements in graduation rates and the implementation of work-based learning initiatives, access to and engagement in postsecondary pathways continue to exhibit disparities among various student demographics. To enhance equity in college and career readiness, it is imperative to provide targeted support and inclusive opportunities for all learners. **Critical Root Cause**: The implementation of the curriculum has been inconsistent, characterized by high teacher turnover and variable Tier I instruction. There is a pressing necessity for a more cohesive alignment of the core curriculum with ACT standards, as well as enhanced access to Work-Based Learning (WBL) opportunities.

Problem Statement 2: Current instructional practices have resulted in moderate growth among students; however, disparities remain among various student subgroups in achieving academic benchmarks. It is imperative to align instructional approaches with equitable, high-impact strategies that foster improved growth outcomes across all demographic categories. Although many 11th-grade students exhibit aspirations for college, a considerable proportion--particularly those from underrepresented and high-needs populations--fail to attain the ACT benchmark score range of 16-36. Contributing factors to this issue include inconsistent access to ACT preparation resources, lack of instructional alignment, and insufficient equity-focused interventions. In the absence of targeted support, these disparities are likely to persist, adversely affecting college access and long-term student success. **Critical Root Cause**: The absence of consistent data tracking and the establishment of clear goals related to graduation metrics and Work-Based Learning (WBL) opportunities presents significant challenges. Furthermore, there is a notable deficiency in both participation rates and equitable access to WBL programs.

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Inquiry Area 1: Student Success

SMART Goal 5: Smith Valley School will increase the total number of students participating in K - 12 work based learning opportunities by 10% from the 2024-25 school year to the 2025-26 school year.

Formative Measures: School Links online student program and PAES lab.

Aligns with District Goal

Improvement Strategy 1 Details

Improvement Strategy 1: Increasing awareness and engagement of Smith Valley School students by expanding WBL opportunities and by developing career awareness through the School Links online platform.

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	Fidelity of implementation of School Links lessons during Advisory.	Advisory Teachers	2025-2026 school year
2	Use of Pathful in classrooms when applicable.	Classroom Teacher	2025-2026 school year
3	Increasing implementation of Industry Partnerships through field trips, guest speakers, PAES Lab, career fair, and etc.	Classroom Teacher, Counselor	2025-2026 school year

Position Responsible: Classroom teachers and Counselor

Resources Needed: Pathful
PAES Lab
School Links
Industry Partnerships

Schoolwide and Targeted Assistance Title I Elements:
2.5

Evidence Level
Level 2: Moderate: Work based learning

Problem Statements/Critical Root Cause: Student Success 1, 2

Reviews

Status Check		EOY Reflection
Nov	Jan	May
No review	No review	561

SMART Goal 5 Problem Statements:

Student Success

Problem Statement 1: Despite advancements in graduation rates and the implementation of work-based learning initiatives, access to and engagement in postsecondary pathways continue to exhibit disparities among various student demographics. To enhance equity in college and career readiness, it is imperative to provide targeted support and inclusive opportunities for all learners. **Critical Root Cause**: The implementation of the curriculum has been inconsistent, characterized by high teacher turnover and variable Tier I instruction. There is a pressing necessity for a more cohesive alignment of the core curriculum with ACT standards, as well as enhanced access to Work-Based Learning (WBL) opportunities.

Problem Statement 2: Current instructional practices have resulted in moderate growth among students; however, disparities remain among various student subgroups in achieving academic benchmarks. It is imperative to align instructional approaches with equitable, high-impact strategies that foster improved growth outcomes across all demographic categories. Although many 11th-grade students exhibit aspirations for college, a considerable proportion--particularly those from underrepresented and high-needs populations--fail to attain the ACT benchmark score range of 16-36. Contributing factors to this issue include inconsistent access to ACT preparation resources, lack of instructional alignment, and insufficient equity-focused interventions. In the absence of targeted support, these disparities are likely to persist, adversely affecting college access and long-term student success. **Critical Root Cause**: The absence of consistent data tracking and the establishment of clear goals related to graduation metrics and Work-Based Learning (WBL) opportunities presents significant challenges. Furthermore, there is a notable deficiency in both participation rates and equitable access to WBL programs.

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Inquiry Area 1: Student Success

SMART Goal 6: One hundred percent of Smith Valley High School students will participate in Work Keys by the end of their 10th grade year beginning during the 2025-26 school year.

Formative Measures: Implementation of Work Keys curriculum
NCRC Assessments

Aligns with District Goal

<table>
<tr><th colspan="4">Improvement Strategy 1 Details</th><th colspan="3">Reviews</th></tr>
<tr><td colspan="4" rowspan="2">Improvement Strategy 1: Implementation of ACT's Work Keys Curriculum during advisory and proctoring of National Career Readiness Certificate (NCRC) assessments.</td><td colspan="2">Status Check</td><td>EOY Reflection</td></tr>
<tr><td>Nov</td><td>Jan</td><td>May</td></tr>
<tr><td>Action #</td><td>Actions for Implementation</td><td>Person(s) Responsible</td><td>Timeline</td><td rowspan="2">No review</td><td rowspan="2">No review</td><td rowspan="2">563</td></tr>
<tr><td>1</td><td>Monitoring/tracking the implementation of the Work Keys platform.</td><td>Principal, Counselor, Advisory Teachers</td><td>2025-2026 School Year</td></tr>
<tr><td colspan="4">Position Responsible: Principal, Counselor, Advisory Teachers
Resources Needed: Work Keys Curriculum
NCRC Assessments

Schoolwide and Targeted Assistance Title I Elements:
2.5, 2.6
Evidence Level
Level 1: Strong: Work Keys
Problem Statements/Critical Root Cause: Student Success 1, 2</td><td></td><td></td><td></td></tr>
</table>

SMART Goal 6 Problem Statements:

Student Success
Problem Statement 1: Despite advancements in graduation rates and the implementation of work-based learning initiatives, access to and engagement in postsecondary pathways continue to exhibit disparities among various student demographics. To enhance equity in college and career readiness, it is imperative to provide targeted support and inclusive opportunities for all learners. **Critical Root Cause**: The implementation of the curriculum has been inconsistent, characterized by high teacher turnover and variable Tier I instruction. There is a pressing necessity for a more cohesive alignment of the core curriculum with ACT standards, as well as enhanced access to Work-Based Learning (WBL) opportunities.

Student Success

Problem Statement 2: Current instructional practices have resulted in moderate growth among students; however, disparities remain among various student subgroups in achieving academic benchmarks. It is imperative to align instructional approaches with equitable, high-impact strategies that foster improved growth outcomes across all demographic categories. Although many 11th-grade students exhibit aspirations for college, a considerable proportion--particularly those from underrepresented and high-needs populations--fail to attain the ACT benchmark score range of 16-36. Contributing factors to this issue include inconsistent access to ACT preparation resources, lack of instructional alignment, and insufficient equity-focused interventions. In the absence of targeted support, these disparities are likely to persist, adversely affecting college access and long-term student success.
Critical Root Cause: The absence of consistent data tracking and the establishment of clear goals related to graduation metrics and Work-Based Learning (WBL) opportunities presents significant challenges. Furthermore, there is a notable deficiency in both participation rates and equitable access to WBL programs.

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Inquiry Area 1: Student Success

SMART Goal 7: The percentage of Smith Valley High School college bound students in grade 11 who earn a composite score of 16-36 on the ACT, will increase by 5% from the 2024-25 school year to the 2025-26 school year.

Formative Measures: MAP data, ACT data (ELA and Math), ALEKS, Study Sync, and Work Keys assessment results.

Aligns with District Goal

Improvement Strategy 1 Details

Improvement Strategy 1: SVHS will focus on rigorous coursework, data driven assessment, and goal setting with progress monitoring.

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	ALEKS implementation	Math Teacher	Throughout the school year
2	ACT Data Analysis	Counselor and Teachers	Quarterly
3	NewsELA writing tool implementation	English Teacher	Throughout the school year

Position Responsible: Counselor and Teachers

Resources Needed: MAPS Data
ALEKS
Study Sync
WorkKeys

Schoolwide and Targeted Assistance Title I Elements:
2.4

Evidence Level
Level 1: Strong: Data Driven Instruction

Problem Statements/Critical Root Cause: Student Success 1, 2

Reviews

Status Check		EOY Reflection
Nov	Jan	May
No review	No review	565

SMART Goal 7 Problem Statements:

Student Success

Problem Statement 1: Despite advancements in graduation rates and the implementation of work-based learning initiatives, access to and engagement in postsecondary pathways continue to exhibit disparities among various student demographics. To enhance equity in college and career readiness, it is imperative to provide targeted support and inclusive opportunities for all learners. **Critical Root Cause**: The implementation of the curriculum has been inconsistent, characterized by high teacher turnover and variable Tier I instruction. There is a pressing necessity for a more cohesive alignment of the core curriculum with ACT standards, as well as enhanced access to Work-Based Learning (WBL) opportunities.

Student Success
Problem Statement 2: Current instructional practices have resulted in moderate growth among students; however, disparities remain among various student subgroups in achieving academic benchmarks. It is imperative to align instructional approaches with equitable, high-impact strategies that foster improved growth outcomes across all demographic categories. Although many 11th-grade students exhibit aspirations for college, a considerable proportion--particularly those from underrepresented and high-needs populations--fail to attain the ACT benchmark score range of 16-36. Contributing factors to this issue include inconsistent access to ACT preparation resources, lack of instructional alignment, and insufficient equity-focused interventions. In the absence of targeted support, these disparities are likely to persist, adversely affecting college access and long-term student success. **Critical Root Cause**: The absence of consistent data tracking and the establishment of clear goals related to graduation metrics and Work-Based Learning (WBL) opportunities presents significant challenges. Furthermore, there is a notable deficiency in both participation rates and equitable access to WBL programs.

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Inquiry Area 2: Adult Learning Culture

SMART Goal 1: By May 2026, all SVS students will have achieved mastery (Performance Level 4) of the NEPF instructional practice standard 4 indicator 1 as evidenced by students being able to fully explain student learning goals/targets. Specifically: "What am I learning? Why am I learning it? How will I know I have learned it?"

Formative Measures: Nevada Educator Performance Framework instructional practice domain standard 4 indicator 1 performance level results.

Aligns with District Goal

Improvement Strategy 1 Details

Improvement Strategy 1: Consistent student engagement in metacognitive activities to increase understanding of and responsibility for their own learning.

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	Elementary Lead Measure #1: Implement the What? Why? How? Chart at least three times per week in grades K-6.	Elementary Teachers	2025-26 school year
2	Secondary Lead Measure #1: Implement the Learning Goal and Scale one time per week to monitor the progress of students, in grades 7-12.	Secondary Teachers	2025-26 school year

Position Responsible: Principal/NEPF evaluator

Resources Needed: N/A

Schoolwide and Targeted Assistance Title I Elements:
2.5

Evidence Level
Level 3: Promising: The 4 Disciplines of Execution - Covey

Problem Statements/Critical Root Cause: Adult Learning Culture 1, 2

Reviews

Status Check		EOY Reflection
Nov	Jan	May
No review	No review	567

SMART Goal 1 Problem Statements:

Adult Learning Culture

Problem Statement 1: 6 years of trend data shows that SVS teachers continue to perform lower (average of 3.05) for NEPF instructional practice standard 4 indicator 1 then for indicators 2 and 3 (3.63 and 3.24). **Critical Root Cause**: Inconsistent application of this instructional strategy (teachers communication of learning goals, performance criteria, and purpose of the lesson to students) by SVS instructional staff.

Problem Statement 2: All students not being able to fully explain: 1) what the intended learning goal of the lesson is, 2) why they are learning it, and 3) what successful performance looks like. **Critical Root Cause**: Inconsistent student exposure to and/or application of this metacognition strategy by all SVS instructional staff.

Inquiry Area 3: Connectedness

SMART Goal 1: Smith Valley School will reduce the chronic absenteeism rate by 10% from the 2024-25 school year to the 2025-26 school year.

Formative Measures: Attendance reports.

Aligns with District Goal

Improvement Strategy 1 Details

Improvement Strategy 1: Utilizing data, Smith Valley School will engage families and provide early intervention to improve attendance.

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	Review of K - 12 student attendance data.	Principal and attendance secretary	2025-26 school year (twice monthly)
2	Attendance plan intervention spreadsheet	Principal and attendance secretary	2025-26 school year
3	Family communication: Secondary 3 and 6 days absent/semester. Elementary 6 and 12 days per school year.	Principal	2025-26 school year

Position Responsible: Principal

Resources Needed: None

Schoolwide and Targeted Assistance Title I Elements:
2.5, 2.6

Evidence Level
Level 1: Strong: Early Intervention

Problem Statements/Critical Root Cause: Connectedness 1

Reviews

Status Check		EOY Reflection
Nov	Jan	May
No review	No review	568

SMART Goal 1 Problem Statements:

Connectedness
Problem Statement 1: Chronic absenteeism continues to hinder student learning, particularly for students impacted by poverty, mobility, and trauma. SVS must enhance supports that build strong school connections and address barriers to daily attendance. **Critical Root Cause**: Inequitable access to high quality instruction, curriculum that feels irrelevant and emotional and mental health challenges.

Lyon County School District

Sutro Elementary School

2025-2026 Inquiry Areas/SMART Goals/Improvement Strategies

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Mission Statement

Sutro Elementary School fosters learning for life, empowers connected learners, promotes student ownership, and encourages discovery learning for success in a rapidly evolving world.

Vision

Prepare all students with the foundation needed to be college, career, and life successful.

Demographics & Performance Information

Nevada Report Card

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

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Inquiry Areas

Inquiry Area 1: Student Success

SMART Goal 1: In grades K-8, at least 58% of students in Lyon County School District will meet or exceed their personal typical growth in math and reading from the Beginning of Year (BOY) assessment to the End of Year (EOY) i-Ready assessment during the 2025/2026 school year.

Formative Measures: School usage reports
Walk through observations

Aligns with District Goal

Improvement Strategy 1 Details

Improvement Strategy 1: Students will participate in targeted small group interventions for 45 minutes four times each week.

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	Targeted interventions based on identified student needs from assessment data.	Classroom teachers, School administration	After diagnostic assessments.
2	iReady diagnostics analyzed to separate students into intervention groups.	Classroom teachers,	Yearlong

Position Responsible: Classroom teachers, School administrators
Resources Needed: iReady reading and math data, time, knowledge, Title I funding

Schoolwide and Targeted Assistance Title I Elements:
2.4, 2.5, 2.6
Evidence Level

Problem Statements/Critical Root Cause: Student Success 1, 2

Reviews

Status Check		EOY Reflection
Nov	Jan	May
No review	No review	572

Improvement Strategy 2 Details

Reviews

Improvement Strategy 2: Sutro Elementary teachers will implement a structured iReady usage plan by allocating 45 minutes per week for each student to engage with their individualized learning path in the iReady Program.

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	Master schedule providing for a 45 minute intervention block each day.	School administration and classroom teachers.	Ongoing
2	Monitor iReady usage reports for time and 80% passage rate.	School administration, classroom teachers	Ongoing

Position Responsible: Teachers

Problem Statements/Critical Root Cause: Student Success 1, 2

Status Check		EOY Reflection
Nov	Jan	May
No review	No review	

Improvement Strategy 3 Details

Reviews

Improvement Strategy 3: ELL Students will receive targeted academic instruction and interventions in reading and math.

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	Co-planning and Co-teaching	ELL teacher and classroom teacher	Yearlong
2	Small group instruction	ELL teacher	Yearlong

Resources Needed: Time, master schedule

Schoolwide and Targeted Assistance Title I Elements:
2.4, 2.5, 2.6
Evidence Level

Status Check		EOY Reflection
Nov	Jan	May
No review	No review	573

SMART Goal 1 Problem Statements:

Student Success
Problem Statement 1: Sutro students are not showing academic growth at appropriate levels **Critical Root Cause**: Teachers are struggling to accurately identify the appropriate areas of content to provide remediation.
Problem Statement 2: Students in grades 3 through 6 are not showing adequate achievement on required assessments and Reading Achievement Plans are not closing achievement gaps **Critical Root Cause**: Intervention plans are not addressing the appropriate skills and/or the plans are not being monitored closely to determine the effectiveness of the intervention.

Inquiry Area 1: Student Success

SMART Goal 2: Lyon County School District will increase the total number of K-12 work-based learning opportunities provided to all students by 10% from the 2024/2025 school year to the 2025/2026 school year.

Formative Measures: School Links
Career Fair
Field Trips

Aligns with District Goal

Improvement Strategy 1 Details

Improvement Strategy 1: Increase opportunities for students to explore career options.

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	Organize a career fair for students to interact with people from varying professions.	School admin, counselor, teachers, community	Ongoing
2	Students will participate in weekly clubs to explore areas of interest.	Teachers, school administration	Ongoing

Position Responsible: Counselor, administrator, teachers

Resources Needed: Community resources, time, supplies for club activities

Schoolwide and Targeted Assistance Title I Elements:
2.4, 2.5, 2.6

Evidence Level

Problem Statements/Critical Root Cause: Student Success 1 - Connectedness 1

Reviews

Status Check		EOY Reflection
Nov	Jan	May
No review	No review	574

SMART Goal 2 Problem Statements:

Student Success
Problem Statement 1: Sutro students are not showing academic growth at appropriate levels **Critical Root Cause**: Teachers are struggling to accurately identify the appropriate areas of content to provide remediation.

Connectedness
Problem Statement 1: Sutro Elementary School is experiencing high levels of chronic absenteeism. **Critical Root Cause**: The perceptions of families have changed and families are not placing importance on regular school attendance.

Inquiry Area 1: Student Success

SMART Goal 3: Lyon County School District will increase the total number of students participating in K-12 work-based learning opportunities by 10% from the 2024/2025 school year to the 2025/2026 school year.

Formative Measures: Sign-in sheets, documentation of events, attendance

Aligns with District Goal

Improvement Strategy 1 Details

Improvement Strategy 1: Sutro Elementary School teachers will introduce all students to the School Links program and allow students to explore interests through the tasks.

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	Introduce and train teachers on the School Links program	School Administration, teachers	Yearlong
2	Allocate 30 minutes each week for K-2 and 45 minutes each week for grades 3-6 to complete the assigned tasks in School Links	Classroom teachers	Yearlong

Resources Needed: School Links, time, training

Schoolwide and Targeted Assistance Title I Elements:
2.4, 2.5, 2.6
Evidence Level

Reviews

Status Check		EOY Reflection
Nov	Jan	May
No review	No review	575

Inquiry Area 2: Adult Learning Culture

SMART Goal 1: All teachers will implement and track reading and math interventions and analyze data to drive instruction.

Formative Measures: Creative Leadership Solutions mentoring
PLC notes
Walk through observations
Intervention folders

Aligns with District Goal

<table>
<tr><th colspan="4">Improvement Strategy 1 Details</th><th colspan="3">Reviews</th></tr>
<tr><td colspan="4" rowspan="2">Improvement Strategy 1: Sutro teachers will meet weekly in effective PLC meetings to plan for instruction and interventions.
<table>
<tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th></tr>
<tr><td>1</td><td>Master schedule for weekly PLC meetings at each grade level.</td><td>School administration, teachers</td><td>Ongoing</td></tr>
<tr><td>2</td><td>Teachers will use an intervention tracking system to document provided interventions.</td><td>MTSS team, teachers, school administration</td><td>Ongoing</td></tr>
</table>
Position Responsible: School administration, MTSS teams, teachers
Resources Needed: Time, master schedule, Creative Leadership Solutions mentoring, training, Title I funding

Schoolwide and Targeted Assistance Title I Elements:
2.4, 2.5, 2.6
Evidence Level
Problem Statements/Critical Root Cause: Adult Learning Culture 1</td><td colspan="2">Status Check</td><td>EOY Reflection</td></tr>
<tr><td>Nov</td><td>Jan</td><td>May</td></tr>
<tr><td colspan="4"></td><td>No review</td><td>No review</td><td>576</td></tr>
</table>

Improvement Strategy 2 Details	Reviews		
	Status Check		EOY Reflection
	Nov	Jan	May
	No review	No review	

Improvement Strategy 2: All teachers will receive training and collaborate about implementation of School Links.

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	Teachers will meet in PLCs to explore and understand School Links	Administration, Teachers	Yearlong
2	Teachers will plan for and implement a schedule for introducing School Links to students.	Teachers	Yearlong

Position Responsible: District personnel, principal, teacher leaders, teachers

Resources Needed: School Links, time, teachers, training, Title I funding

Schoolwide and Targeted Assistance Title I Elements:
2.4, 2.5, 2.6

Evidence Level

SMART Goal 1 Problem Statements:

Adult Learning Culture
Problem Statement 1: PLC meetings are not adequately addressing the needs of all students. **Critical Root Cause**: Teachers are uncertain about how to efficiently use the data and organize students into groups to provide targeted interventions based on student needs.

Inquiry Area 3: Connectedness

SMART Goal 1: Lyon County School District will reduce the chronic absenteeism rate by 10% from the 2024/2025 school year to the 2025/2026 school year.

Formative Measures: Attendance reports
MTSS Tier I and Tier II interventions
CCRI
Parent/Guardian contact
Attendance contracts

Aligns with District Goal

Improvement Strategy 1 Details

Improvement Strategy 1: MTSS tier I team will implement a schoolwide incentive program celebrating perfect attendance for classrooms.

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	Track attendance data by classroom	Teacher, attendance secretary	Weekly, all year
2	Incentives for classes who meet the attendance goal each week	Teacher, school administration, Parent/Staff organization,	Weekly, all year

Position Responsible: Attendance secretary, teachers, administration

Resources Needed: Attendance data, incentives

Schoolwide and Targeted Assistance Title I Elements:
2.4, 2.5, 2.6

Evidence Level

Problem Statements/Critical Root Cause: Connectedness 1

Reviews

Status Check		EOY Reflection
Nov	Jan	May
No review	No review	578

Improvement Strategy 2 Details	Reviews		
	Status Check		EOY Reflection
	Nov	Jan	May
	No review	No review	

Improvement Strategy 2: The MTSS Tier II team and school administration will collaborate with families to identify and eliminate barriers to regular school attendance and provide access to available resources.

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	Share attendance data with families through monthly newsletter and individual contacts	School administration, teachers	Ongoing
2	Attendance letters, administrative contact and attendance contracts for students who are on track to be considered chronically absent.	School administration, attendance secretary	Ongoing

Position Responsible: Attendance secretary, school administration, teachers

Resources Needed: Attendance reports

Schoolwide and Targeted Assistance Title I Elements:
2.4, 2.5, 2.6

Evidence Level

Problem Statements/Critical Root Cause: Connectedness 1

Improvement Strategy 3 Details	Reviews		
	Status Check		EOY Reflection
	Nov	Jan	May
	No review	No review	

Improvement Strategy 3: School counselor and teachers will provide Social Emotional Learning lessons to all students to foster a sense of belonging and safety at school.

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	Classroom teachers will teach the HMH curriculum which contains SEL components.	Classroom teachers	Ongoing
2	School counselor will teach SEL classroom guidance lessons to all classes.	School counselor, classroom teachers	Ongoing
3	Teachers will complete the SSRI screeners 3 times each year to identify students needing more support.	Teachers, counselor, administration	3 times a year

Position Responsible: Classroom teachers, counselor, administration

Resources Needed: SSRI screening data, HMH curriculum, time,

Schoolwide and Targeted Assistance Title I Elements:
2.4, 2.5, 2.6

Evidence Level

Problem Statements/Critical Root Cause: Connectedness 1

SMART Goal 1 Problem Statements:

Connectedness
Problem Statement 1: Sutro Elementary School is experiencing high levels of chronic absenteeism. **Critical Root Cause**: The perceptions of families have changed and families are not placing importance on regular school attendance.

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Lyon County School District

Yerington Elementary School

2025-2026 Inquiry Areas/SMART Goals/Improvement Strategies

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Mission Statement

We believe it is our responsibility to support the academic and social growth of our YES community and, ultimately, our society.

Vision

At Yerington Elementary School, we will be teaching the skills that support growth in our next generation socially and academically. We will encourage children to embrace the challenges that comes while growing and model perseverance and problem-solving skills to our children.

As a staff, we commit to being respectful & responsible team members by collaborating and supporting each other as a team, monitoring student achievement with common assessments that inform instruction, and striving to improve personal instructional practice regularly

Demographics & Performance Information

Nevada Report Card

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

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https://nevadareportcard.nv.gov/DI/nv/lyon/yerington_elementary_school/2024

Yerington Elementary School is a Pre-Kindergarten to 4th grade school located within Lyon County School District (Lyon CSD). Lyon CSD enrolls over 9,000 students and has over 1,100 staff members, making it the fourth largest school district in Nevada. Yerington is a rural community, with agriculture being a large component of our community's workforce. At Yerington Elementary School, we have 485 students in PreK-4th grades, and we pride ourselves on being a diverse school with students from many different racial and cultural backgrounds, socio-economic status categories, and social experiences. YES Staff are dedicated to collaborating with families to help all students be successful in their academic and social goals both at school and in life.

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Inquiry Areas

Inquiry Area 1: Student Success

SMART Goal 1: In grades K-8, at least 58% of students in Lyon County School District will meet or exceed their personal typical growth in math and reading from the Beginning of Year (BOY) assessment to the End of Year (EOY) i-Ready assessment during the 2025/2026 school year.

Formative Measures: iReady Reading Diagnostic Assesments, taken in Fall, Winter and Spring by all students K-4.

Aligns with District Goal

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Improvement Strategy 1 Details	Reviews		
	Status Check		EOY Reflection
	Nov	Jan	May

Improvement Strategy 1: 58% of Yerington Elementary School students will make Typical Growth on the iReady Diagnostic Reading assessment, as measured from Fall 2025 to Spring 2026 by completing 30 + minutes per week, completing lessons within their Path within Personalized Instruction in iReady.

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	Teachers will facilitate time for students to complete 30-45 minutes of Personalized Instruction each week	Teachers Administration	weekly
2	Weekly reports sent to teachers about Personalized Instruction to help.	Administration	weekly
3	Personalized Instruction is the focus of PLCs every other week. Teachers will examine participation data and lesson results, and update the scoreboard.	Administration Teachers	bi-monthly
4	Growth and benchmark incentives given to students who either make benchmark on the diagnostic assessments or are higher than typical growth for that testing period; to be funded with Title I resources.	Administration	three times per year after diagnostic testing

Nov	Jan	May
No review	No review	585

Position Responsible: Administration, Teachers

Resources Needed: i-Ready Reading and Math Assessment Suite
i-Ready Math Curriculum
HMH ELA Curriculum
Study Sync ELA Curriculum
Ongoing Professional Learning
Time for Data Digs
District MTSS meetings
College and Career Readiness Interventionists (CCRI)

Schoolwide and Targeted Assistance Title I Elements:
2.4, 2.5, 2.6

Evidence Level
Level 2: Moderate: Data Driven Instruction

Problem Statements/Critical Root Cause: Student Success 1 - Adult Learning Culture 1 - Connectedness 1

Improvement Strategy 2 Details	Reviews		
	Status Check		EOY Reflection
	Nov	Jan	May
	No review	No review	586

Improvement Strategy 2: 58% of Yerington Elementary School students will make Typical Growth on the iReady Diagnostic Math assessment, as measured from Fall 2025 to Spring 2026 by completing 30 + minutes per week, completing lessons within their Path within Personalized Instruction in iReady.

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	Teachers will facilitate time for students to complete 30-45 minutes of Personalized Instruction each week	Teachers Administration	weekly
2	Weekly reports sent to teachers about Personalized Instruction to help.	Administration	weekly
3	Personalized Instruction is the focus of PLCs every other week. Teachers will examine participation data and lesson results, and update the scoreboard.	Administration Teachers	bi-Monthly
4	Growth and benchmark incentives given to students who either make benchmark on the diagnostic assessments or are higher than typical growth for that testing period; to be funded with Title I resources.	Administration	three times per year after diagnostic testing

Position Responsible: Administration, Teachers

Resources Needed: i-Ready Reading and Math Assessment Suite
i-Ready Math Curriculum
HMH ELA Curriculum
Study Sync ELA Curriculum
Ongoing Professional Learning
Time for Data Digs
District MTSS meetings
College and Career Readiness Interventionists (CCRI)

Evidence Level
Level 2: Moderate: Data Driven Instruction

Problem Statements/Critical Root Cause: Student Success 1 - Adult Learning Culture 1 - Connectedness 1

SMART Goal 1 Problem Statements:

Student Success
Problem Statement 1: Teachers at YES need to meet students at their achievement level so students can close achievement gaps (fill in student deficits) **Critical Root Cause**: -Student Behaviors impact instruction time for individual students as well as whole groups of students within classrooms -Teachers may lack efficacy with curriculum -Teachers may lack efficacy in the area of differentiating instruction. -24 % Chronic Absenteeism rate for students in 2024-2025 (down from 41.2% in 2023-2024) -Long Term Substitutes are filling certified teacher openings

Adult Learning Culture
Problem Statement 1: Teachers at YES are inconsistently using iReady Personalized Instruction to support students' individual academic needs. **Critical Root Cause**: -Monitoring student engagement while logged into iReady is challenging for some teachers/students -Teacher confidence is inconsistent with the iReady and HMH curriculums
Connectedness
Problem Statement 1: YES Staff have different expectations for behavior and social skills than they are accustomed to outside of school, which impacts all aspects of learning including Work Based Learning Opportunities. **Critical Root Cause**: -Families don't know the details about our behavior and social expectations -Families have not been provided details on how to support school expectations when at home -Students who do not attend school regularly have a difficult time adapting to YES social and behavioral expectations -Students who are struggling to comprehend expectations cannot access the benefits of WBL opportunities within the school setting.

Inquiry Area 1: Student Success

SMART Goal 2: Lyon County School District will increase the total number of K-12 work-based learning opportunities provided to all students by 10% from the 2024/2025 school year to the 2025/2026 school year.

Formative Measures: School Links
Pathful
Staff reporting on guest speakers and work-based in person experiences

Aligns with District Goal

Improvement Strategy 1 Details

Improvement Strategy 1: Yerington Elementary School Teachers and counselors will increase awareness and engagement of all stakeholders by documenting WBL experiences that their students take part in within HMH, i-Ready, School Links, and in-person experiences.

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	YES School Counselor will create a Google Survey that teachers will access to document WBL experiences offered to their students	YES School Counselor Teachers Administration	Create Survey by August 29, teachers access as applicable throughout the 2025-26 school year
2	YES Staff will access SchooLinks to provide students a resource to explore various careers and experiences.	YES School Counselor Teachers Administration	Monthly

Position Responsible: YES School Counselor, Teachers, Administration

Resources Needed: computer and internet to access survey
Approval from Administration and District Office for visitors and field trips
Funding for field trips
Visitors to YES

Schoolwide and Targeted Assistance Title I Elements:
2.4, 2.5, 2.6

Evidence Level
Level 2: Moderate: Work Based Learning

Problem Statements/Critical Root Cause: Student Success 1 - Adult Learning Culture 1 - Connectedness 1

Reviews

Status Check		EOY Reflection
Nov	Jan	May
No review	No review	588

SMART Goal 2 Problem Statements:

Student Success

Problem Statement 1: Teachers at YES need to meet students at their achievement level so students can close achievement gaps (fill in student deficits) **Critical Root Cause**: -Student Behaviors impact instruction time for individual students as well as whole groups of students within classrooms -Teachers may lack efficacy with curriculum -Teachers may lack efficacy in the area of differentiating instruction. -24 % Chronic Absenteeism rate for students in 2024-2025 (down from 41.2% in 2023-2024) -Long Term Substitutes are filling certified teacher openings

Adult Learning Culture

Problem Statement 1: Teachers at YES are inconsistently using iReady Personalized Instruction to support students' individual academic needs. **Critical Root Cause**: -Monitoring student engagement while logged into iReady is challenging for some teachers/students -Teacher confidence is inconsistent with the iReady and HMH curriculums

Connectedness

Problem Statement 1: YES Staff have different expectations for behavior and social skills than they are accustomed to outside of school, which impacts all aspects of learning including Work Based Learning Opportunities. **Critical Root Cause**: -Families don't know the details about our behavior and social expectations -Families have not been provided details on how to support school expectations when at home -Students who do not attend school regularly have a difficult time adapting to YES social and behavioral expectations -Students who are struggling to comprehend expectations cannot access the benefits of WBL opportunities within the school setting.

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Inquiry Area 1: Student Success

SMART Goal 3: Lyon County School District will increase the total number of students participating in K-12 work-based learning opportunities by 10% from the 2024/2025 school year to the 2025/2026 school year.

Formative Measures: School Links
Pathful
Staff reporting on guest speakers and work-based in-person experiences

Aligns with District Goal

Improvement Strategy 1 Details

Improvement Strategy 1: Yerington Elementary School Teachers and counselors will increase student engagement by documenting WBL experiences that their students take part in within HMH, i-Ready, School Links, and in-person experiences.

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	YES School Counselor will create a Google Survey that teachers will access to document WBL experiences offered to their students	YES School Counselor Teachers Administration	Create Survey by August 29, teachers access as applicable throughout the 2025-26 school year
2	YES Staff will access SchooLinks to provide students a resource to explore various careers and experiences.	YES School Counselor Teachers Administration	Monthly

Position Responsible: YES School Counselor, Teachers, Administration

Resources Needed: computer and internet to access survey
Approval from Administration and District Office for visitors and field trips
Funding for field trips
Visitors to YES

Schoolwide and Targeted Assistance Title I Elements:
2.4, 2.5, 2.6

Evidence Level
Level 2: Moderate: Work Based Learning

Problem Statements/Critical Root Cause: Student Success 1 - Adult Learning Culture 1 - Connectedness 1

Reviews

Status Check		EOY Reflection
Nov	Jan	May
No review	No review	590

SMART Goal 3 Problem Statements:

Student Success
Problem Statement 1: Teachers at YES need to meet students at their achievement level so students can close achievement gaps (fill in student deficits) **Critical Root Cause**: -Student Behaviors impact instruction time for individual students as well as whole groups of students within classrooms -Teachers may lack efficacy with curriculum -Teachers may lack efficacy in the area of differentiating instruction. -24 % Chronic Absenteeism rate for students in 2024-2025 (down from 41.2% in 2023-2024) -Long Term Substitutes are filling certified teacher openings
Adult Learning Culture
Problem Statement 1: Teachers at YES are inconsistently using iReady Personalized Instruction to support students' individual academic needs. **Critical Root Cause**: -Monitoring student engagement while logged into iReady is challenging for some teachers/students -Teacher confidence is inconsistent with the iReady and HMH curriculums
Connectedness
Problem Statement 1: YES Staff have different expectations for behavior and social skills than they are accustomed to outside of school, which impacts all aspects of learning including Work Based Learning Opportunities. **Critical Root Cause**: -Families don't know the details about our behavior and social expectations -Families have not been provided details on how to support school expectations when at home -Students who do not attend school regularly have a difficult time adapting to YES social and behavioral expectations -Students who are struggling to comprehend expectations cannot access the benefits of WBL opportunities within the school setting.

Inquiry Area 2: Adult Learning Culture

SMART Goal 1: 100% of Yerington Elementary School Teachers will examine Personalized Instruction data bi-weekly at PLC meetings to make decisions on how to differentiate their instruction to meet individual student academic needs.

Formative Measures: iReady Personalized Instruction data

Aligns with District Goal

Improvement Strategy 1 Details

Improvement Strategy 1: YES PLC collaboration will focus on iReady Personalized Instruction data examination bi-weekly.

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	Teachers will work in grade level teams to examine and analyze iReady Personalized Instruction for the previous two weeks.	Administration Teachers	Bi-Monthly
2	Teachers will update scoreboard to track number of students who have 30 or more minutes of Personalized Instruction	Teachers	Bi-Monthly
3	Teachers will examine and analyze student performance on number of lessons passed within iReady Personalized Instruction	Teachers	Bi-Monthly

Position Responsible: Administration, Teachers

Resources Needed: iReady Personalized Instruction data

Evidence Level
Level 2: Moderate: Data-Driven Collaborative Instruction

Problem Statements/Critical Root Cause: Student Success 1 - Adult Learning Culture 1 - Connectedness 1

Reviews

Status Check		EOY Reflection
Nov	Jan	May
No review	No review	592

SMART Goal 1 Problem Statements:

Student Success
Problem Statement 1: Teachers at YES need to meet students at their achievement level so students can close achievement gaps (fill in student deficits) **Critical Root Cause**: -Student Behaviors impact instruction time for individual students as well as whole groups of students within classrooms -Teachers may lack efficacy with curriculum -Teachers may lack efficacy in the area of differentiating instruction. -24 % Chronic Absenteeism rate for students in 2024-2025 (down from 41.2% in 2023-2024) -Long Term Substitutes are filling certified teacher openings

Adult Learning Culture
Problem Statement 1: Teachers at YES are inconsistently using iReady Personalized Instruction to support students' individual academic needs. **Critical Root Cause**: -Monitoring student engagement while logged into iReady is challenging for some teachers/students -Teacher confidence is inconsistent with the iReady and HMH curriculums
Connectedness
Problem Statement 1: YES Staff have different expectations for behavior and social skills than they are accustomed to outside of school, which impacts all aspects of learning including Work Based Learning Opportunities. **Critical Root Cause**: -Families don't know the details about our behavior and social expectations -Families have not been provided details on how to support school expectations when at home -Students who do not attend school regularly have a difficult time adapting to YES social and behavioral expectations -Students who are struggling to comprehend expectations cannot access the benefits of WBL opportunities within the school setting.

Inquiry Area 2: Adult Learning Culture

SMART Goal 2: 100% of Yerington Elementary Teachers will be offered monthly Professional Development from our Teacher Leaders that focus on using iReady reports to analyze student performance that will be used to differentiate instruction.

Formative Measures: Teacher attendance scoreboard for monthly PD sessions

Aligns with District Goal

Improvement Strategy 1 Details	Reviews		
	Status Check		EOY Reflection
	Nov	Jan	May

Improvement Strategy 1: Provide Support to teachers using iReady data to differentiate instruction

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Nov	Jan	May
1	Teacher Leaders will offer monthly PD sessions to teachers, focusing on using iReady data to differentiate instruction to meet student needs	Teacher Leaders	Monthly	No review	No review	

Position Responsible: Teacher Leaders, Administrators

Resources Needed: iReady Data, iReady Curriculum

Evidence Level
Level 2: Moderate: Data-Driven Collaborative Instruction

Problem Statements/Critical Root Cause: Student Success 1 - Adult Learning Culture 1 - Connectedness 1

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SMART Goal 2 Problem Statements:

Student Success
Problem Statement 1: Teachers at YES need to meet students at their achievement level so students can close achievement gaps (fill in student deficits) **Critical Root Cause**: -Student Behaviors impact instruction time for individual students as well as whole groups of students within classrooms -Teachers may lack efficacy with curriculum -Teachers may lack efficacy in the area of differentiating instruction. -24 % Chronic Absenteeism rate for students in 2024-2025 (down from 41.2% in 2023-2024) -Long Term Substitutes are filling certified teacher openings
Adult Learning Culture
Problem Statement 1: Teachers at YES are inconsistently using iReady Personalized Instruction to support students' individual academic needs. **Critical Root Cause**: -Monitoring student engagement while logged into iReady is challenging for some teachers/students -Teacher confidence is inconsistent with the iReady and HMH curriculums

Connectedness
Problem Statement 1: YES Staff have different expectations for behavior and social skills than they are accustomed to outside of school, which impacts all aspects of learning including Work Based Learning Opportunities. **Critical Root Cause**: -Families don't know the details about our behavior and social expectations -Families have not been provided details on how to support school expectations when at home -Students who do not attend school regularly have a difficult time adapting to YES social and behavioral expectations -Students who are struggling to comprehend expectations cannot access the benefits of WBL opportunities within the school setting.

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Inquiry Area 3: Connectedness

SMART Goal 1: Lyon County School District will reduce the chronic absenteeism rate by 10% from the 2024/2025 school year to the 2025/2026 school year.

Formative Measures: Attendance reports
Early Warning System
MTSS for Attendance
Intervention logs
CCRI
Home Visits and Family Engagement

Aligns with District Goal

Improvement Strategy 1 Details	Reviews		
	Status Check		EOY Reflection
	Nov	Jan	May
	No review	No review	596

Improvement Strategy 1: Yerington Elementary School will reduce the chronic absenteeism rate by 10% from the 2024-2025 school year to the 2025-2026 school year by utilizing data, utilizing district-provided curriculum (HMH, iReady) in our instruction, engaging families, and providing early intervention to improve attendance.

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	Weekly report of students' attendance who are flagged as chronically absent in 2024-2025 school year and have weekly in-person attendance check-ins with students. Incentives offered for grade levels with the lowest chronic absenteeism, to be funded with Title I resources.	Administrators	Weekly

Position Responsible: Administration

Resources Needed: Infinite Campus Student Attendance Reports
MTSS Teams
College and Career Readiness Interventionists
School Resource Officers
Expanded in-person and telehealth Mental health Resources in Schools.

Schoolwide and Targeted Assistance Title I Elements:
2.4, 2.5, 2.6, 4.1, 4.2
Evidence Level
Level 1: Strong: Early Intervention

Problem Statements/Critical Root Cause: Student Success 1 - Adult Learning Culture 1 - Connectedness 1

Improvement Strategy 2 Details	Reviews		
	Status Check		EOY Reflection
	Nov	Jan	May

Improvement Strategy 2: YES will recognize students in the 2025-2026 school year, for regular school attendance every quarter

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	Students with 3 or less absences per quarter will have their picture posted on campus to celebrate and honor regular attendance. Incentives offered for grade levels with the best absenteeism rates, to be funded with Title I resources.	Administration	Quarterly

Nov	Jan	May
No review	No review	

Position Responsible: Administrator

Resources Needed: Infinite Campus attendance reports

Evidence Level
Level 1: Strong: Early Intervention

Problem Statements/Critical Root Cause: Student Success 1 - Adult Learning Culture 1 - Connectedness 1

SMART Goal 1 Problem Statements:

Student Success

Problem Statement 1: Teachers at YES need to meet students at their achievement level so students can close achievement gaps (fill in student deficits) **Critical Root Cause**: -Student Behaviors impact instruction time for individual students as well as whole groups of students within classrooms -Teachers may lack efficacy with curriculum -Teachers may lack efficacy in the area of differentiating instruction. -24 % Chronic Absenteeism rate for students in 2024-2025 (down from 41.2% in 2023-2024) -Long Term Substitutes are filling certified teacher openings

Adult Learning Culture

Problem Statement 1: Teachers at YES are inconsistently using iReady Personalized Instruction to support students' individual academic needs. **Critical Root Cause**: -Monitoring student engagement while logged into iReady is challenging for some teachers/students -Teacher confidence is inconsistent with the iReady and HMH curriculums

Connectedness

Problem Statement 1: YES Staff have different expectations for behavior and social skills than they are accustomed to outside of school, which impacts all aspects of learning including Work Based Learning Opportunities. **Critical Root Cause**: -Families don't know the details about our behavior and social expectations -Families have not been provided details on how to support school expectations when at home -Students who do not attend school regularly have a difficult time adapting to YES social and behavioral expectations -Students who are struggling to comprehend expectations cannot access the benefits of WBL opportunities within the school setting.

Lyon County School District

Yerington High School

2025-2026 Inquiry Areas/SMART Goals/Improvement Strategies

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Demographics & Performance Information

Nevada Report Card

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Inquiry Areas

Inquiry Area 1: Student Success

SMART Goal 1: In grades 9-10, at least 55% of students at YHS will meet their individual growth goal in math and reading from Fall to Spring Measure of Academic Progress (MAP) testing during the 2025/2026 school year.

Formative Measures: YHS will continue to use and analyze data such as WIDA, previous year's MAP data, ACT data, to help and support students throughout the year to help fill in learning gaps. Observation data collected by administrators that focuses on differentiation, more choices for students, and learning goals and scales will be shared through post conferences and as a whole with the staff. Teachers will also share students scores and have conferences with students so students understand where they are with their MAP scores and what growth is needed.

Aligns with District Goal

Improvement Strategy 1 Details

Improvement Strategy 1: Data driven instruction that includes differentiation, IEP goals, ESL accommodations, along with learning scales and goals to help support students and to better equip teachers tailor instruction to address a student's individual needs. NEPF and Portrait of a Learner will help support instructional strategies.

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	ELA and Math MAP Data Analysis for grades 9 and 10	Staff and Administration	fall, winter & spring
2	Pre & Post conferences with teachers	administration	fall, winter & spring
3	Access Title 1 fund to support goal.	adminstration	year round

Position Responsible: staff and administration

Resources Needed: MAP data, PLC team for staff meetings, department meeting time, and scheduled pre and post conferences

Evidence Level
Level 2: Moderate: Data driver instruction

Problem Statements/Critical Root Cause: Student Success 1

Reviews

Status Check		EOY Reflection
Nov	Jan	May
No review	No review	

SMART Goal 1 Problem Statements:

Student Success
Problem Statement 1: Despite using WIDA and MAP data to drive instruction, students are not actively monitoring their learning progress so they can increase accountability, set meaningful learning goals, and advocate for their personal growth. **Critical Root Cause**: Lack on tier 1 instruction that includes goal setting, meta cognition, and learning scales for students in all classrooms.

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Inquiry Area 1: Student Success

SMART Goal 2: YHS will increase the total number of students participating in work-based learning opportunities by 10% from the 2024/2025 school year to the 2025/2026 school year. During the 2024-2025 school year, YHS offered 357 work base learning opportunities.

Formative Measures: YHS will continue to track WBL opportunities for students. During collaboration, we will work as a staff to discuss what other opportunities we can provide to students this year. All WBL opportunities are tracked through the LCSD Multi-Media/Guest Speaker policy. This paperwork allows us to track the opportunities provided to students. Through School Links, students will also be able to track their WBL opportunities throughout the school year.

Aligns with District Goal

Improvement Strategy 1 Details

Improvement Strategy 1: We will continue to increase awareness and engagement of all stakeholders by expanding industry partnerships. We will continue to reach out to former students who have graduated to share return and their stories and pathways. We will also reach out to other stakeholders in the community, such as Peri and Sons, Wild West, and Wells Fargo to develop partnerships and allow them to come to the school to share opportunities at their businesses, just an example. We will also continue to encourage and enroll students in the PAES Lab and utilize School Links this upcoming school year.

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	Intentional student enrollment in PAES Lab	counselor & administrators	August & February
2	Roll out and PD for School Links	teachers & administrators	August & staff collaboration meetings
3	LCSD Multi-Media/Guest Speaker paperwork completion	teachers & administrators	monthly
4	School Links data analysis	teachers & administrators	biweekly
5	Access Title 1 funds to support goal and initative	teachers & administrators	year round

Position Responsible: staff, counselor & administrators

Resources Needed: PD for School Links

Evidence Level
Level 2: Moderate: Work Base Learning

Problem Statements/Critical Root Cause: Student Success 1

Reviews

Status Check		EOY Reflection
Nov	Jan	May
No review	No review	603

SMART Goal 2 Problem Statements:

Student Success
Problem Statement 1: Despite using WIDA and MAP data to drive instruction, students are not actively monitoring their learning progress so they can increase accountability, set meaningful learning goals, and advocate for their personal growth. **Critical Root Cause**: Lack on tier 1 instruction that includes goal setting, meta cognition, and learning scales for students in all classrooms.

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Inquiry Area 1: Student Success

SMART Goal 3: YHS will support the DPP's goal in increasing the graduation rate from 88.7% to 89.7% by the end of the 2025-2026 school year.

Formative Measures: At the end of the 2024 school year, YHS had a graduation rate of 94%. YHS will continue to run grades weekly, documenting meeting with students and families with strategies to help students pass their classes to graduate on time. The College and Career Coach will identify students through the early warning system in Infinite Campus and the MTSS team will focus on these students weekly with a focus on grades.

Aligns with District Goal

Improvement Strategy 1 Details

Improvement Strategy 1: Academic supports and interventions needed to ensure the success of all students.

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	Review early warning system/CCRI data	CCRI and administration	weekly for MTSS meetings
2	After school tutoring	staff and administration	start tutoring after first 3 weeks of school for the remainder of the school year
3	Parent/student meetings	administration	as needed, weekly
4	Review failure rates	administration	weekly, every Monday
5	Seniors enrolled in credit recovery class during school year	counselor and administration	year long
6	Access Title 1 funds to support goal	administration	year round

Position Responsible: CCRI, staff and administration

Resources Needed: Title 1 funds for after school tutoring

Evidence Level
Level 2: Moderate: strong academic supports and interventions

Problem Statements/Critical Root Cause: Student Success 1

Reviews

Status Check		EOY Reflection
Nov	Jan	May
No review	No review	605

SMART Goal 3 Problem Statements:

Student Success
Problem Statement 1: Despite using WIDA and MAP data to drive instruction, students are not actively monitoring their learning progress so they can increase accountability, set meaningful learning goals, and advocate for their personal growth. **Critical Root Cause**: Lack on tier 1 instruction that includes goal setting, meta cognition, and learning scales for students in all classrooms.

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Inquiry Area 1: Student Success

SMART Goal 4: YHS will support the DPP and increase the total number of students participating in K-12 work based learning opportunities by 10% from the 2024-2025 school year to the 2025-2026 school year.

Formative Measures: YHS will use last year's rate to monitor accessibility and student participation in work based learning opportunities during the 2025-2026 school year.

Aligns with District Goal

Improvement Strategy 1 Details

Improvement Strategy 1: YHS will increase awareness and engagement of all stakeholders by expanding industry partnerships and develop career awareness through portfolio creation in School Links.

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	Implementation of School Links	administration & teachers	year round
2	Increase the number of guest speakers	administration & teachers	year round
3	Access Title 1 funds to support initiative	administration	year round

Position Responsible: administration and teachers
Resources Needed: training for staff

Evidence Level

Problem Statements/Critical Root Cause: Student Success 2

Reviews

Status Check		EOY Reflection
Nov	Jan	May
No review	No review	607

SMART Goal 4 Problem Statements:

Student Success
Problem Statement 2: Lyon County School District would like to raise the percentages of students and opportunities for work based learning in order to provide students with support for college and career opportunities once they leave high school. **Critical Root Cause**: We have not made this a priority in the past for students, and these are opportunities for students that we can offer during the school day.

Inquiry Area 1: Student Success

SMART Goal 5: YHS will support the DPP with one hundred percent of Lyon County School District high schools implement WorkKeys for students by the end of their 10th grade year.

Formative Measures: This is a baseline for students earning the bronze, silver, gold, and platinum certificates.

Aligns with District Goal

Improvement Strategy 1 Details

Improvement Strategy 1: Implementation of ACT's Work Keys curriculum and National Career Readiness Certificate.

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	Training staff to support students with Work Keys implementation	administration and teachers	year long
2	Time for students during the school day to work on individual lessons	administration and teachers	year long
3	Access Title 1 funds to support goal and initiative	administration	year round

Position Responsible: administration & teachers

Resources Needed: Work Keys curriculum

Evidence Level

Problem Statements/Critical Root Cause: Student Success 2

Reviews

Status Check		EOY Reflection
Nov	Jan	May
No review	No review	608

SMART Goal 5 Problem Statements:

Student Success
Problem Statement 2: Lyon County School District would like to raise the percentages of students and opportunities for work based learning in order to provide students with support for college and career opportunities once they leave high school. **Critical Root Cause**: We have not made this a priority in the past for students, and these are opportunities for students that we can offer during the school day.

Inquiry Area 1: Student Success

SMART Goal 6: YHS will support the DPP with the percentage of college bound students in 11th grade who will earn a composite score of 16-36 on the ACT and will increase by 5% from the 2024-2025 school year to the 2025-2026 school year.

Formative Measures: During the 2024-2025 school year, approximately 33% of YHS juniors who took the ACT received a composite score of 16 or above. In other words, 34 out of 103 students earned a composite score of 16 or above. Through more professional development as a staff on NEPF, we can better prepare students for the ACT. Having intentional conversations with students regarding the ACT and the ACT Work Keys with students will increase their awareness and knowledge about what the ACT can do for them and their future.

Aligns with District Goal

Improvement Strategy 1 Details

Improvement Strategy 1: YHS will focus on learning goals and scales to support Standard 5 in NEPF and YHS will also use the ACT WorkKeys to support students to increase their composite scores.

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	Deep dive into NEPF, standard 5 within contents and departments	administration and teachers	year long
2	Collaboration with teachers surrounding embedding learning goals and scales in each lesson for students to "think about their thinking"	administration and teachers	year long
3	Administration will be providing feedback to teachers during post conferences	administration and teachers	year long
4	Students will use the ACT WorkKeys to support students exposure to the ACT	administration and teachers	year long
5	Students will be provided opportunities to fill in learning gaps through ALEKS	administration and teachers	year long
6	Access Title 1 funds to support goal and initiative	administration	year long

Position Responsible: teachers and administrators

Resources Needed: time for instruction and data analysis, data digs, ALEKS, and observations

Problem Statements/Critical Root Cause: Student Success 2

Reviews

Status Check		EOY Reflection
Nov	Jan	May
No review	No review	609

SMART Goal 6 Problem Statements:

Student Success
Problem Statement 2: Lyon County School District would like to raise the percentages of students and opportunities for work based learning in order to provide students with support for college and career opportunities once they leave high school. **Critical Root Cause**: We have not made this a priority in the past for students, and these are opportunities for students that we can offer during the school day.

610

Inquiry Area 2: Adult Learning Culture

SMART Goal 1: YHS teachers will be taking a deeper drive into the NEPF instructional standards through learning goals and scales to provide more opportunities for students to self-reflect on their learning.

Formative Measures: YHS administration will be collecting observation data that includes learning goals and scales that will help students reflect on their learning. Through data collected, administration will work with teachers during pre and post conferences to support teachers' learning goals and scales.

Aligns with District Goal

611

Improvement Strategy 1 Details	Reviews		
	Status Check		EOY Reflection
	Nov	Jan	May

Improvement Strategy 1: YHS will focus on goal setting and learning scales to support student metacognition.

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	Teachers will be taking a deeper dive into NEPF instructional standards along with Portrait of a Learner to support strong learning in the classroom with pre and post conferences focused on learning goals and scales.	Teachers and admininstrators	year long
2	ACT WorkKeys implementation to support students' learning goals.	Teachers and administrators	year long
3	ACT Work Keys PD for staff	administrators	fall, 2025
4	ACT practice exams and final exams	Teachers and administrators	fall, 2025 & early spring, 2026
5	Completion of ACT Work Keys exams for 10th graders	Teachers and administrators	spring, 2026
6	Access Title 1 funds to support goal and initiative	administrators	year round

Nov	Jan	May
No review	No review	612

Position Responsible: teachers and administrators

Resources Needed: ACT Work Keys curriculum for students and teachers, PLC time to discuss curricula and roll out of the ACT Work Keys

Evidence Level
Level 2: Moderate: ACT WorkKeys and Instructional Strategies

Problem Statements/Critical Root Cause: Adult Learning Culture 1

SMART Goal 1 Problem Statements:

Adult Learning Culture
Problem Statement 1: While some teachers have kept up on developing learning goals and learning scales for classes, we need all teachers to provide this opportunity for students. Teachers also need to differentiate their instruction offering more ways for students to demonstrate mastery of the standards. Certified teachers along with long term subs need more support to understand the instructional practices within the NEPF standards and Portrait of a Learner in order for student to be able to rate where they are in their learning and have choices when it comes to showing what students know and have learned in the class. **Critical Root Cause**: Inconsistent practices in the classrooms with learning goals and scales along with differentiation. New staff and long term subs are not aware of the NEPF instructional standards and practices or Portrait of a Learner.

Inquiry Area 3: Connectedness

SMART Goal 1: YHS will support the DPP and reduce the chronic absenteeism rate by 10% from the 2024/2025 school year to the 2025/2026 school year. During the 2024-2025 school year, YHS had a total of 108 truancies, which included 136 students.

Formative Measures: Through the MTSS process and with the help from the attendance secretary, students who are absent will be identified daily to in order to reach the families and students regarding attendance. A more proactive approach daily will catch student absences and allow for data and communication logs between the school, student, and parent to ensure students are attending school.

Aligns with District Goal

Improvement Strategy 1 Details

Improvement Strategy 1: Utilizing data, YHS will engage with students and families daily to provide early intervention to improve attendance and avoid chronic absenteeism.

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	Develop Attendance /Intervention Template through collaboration with the District's intervention template	MTSS team, attendance secretary, and assistant principal	fall, 2025
2	Attendance Data	attendance secretary, and assistant principal	daily
3	Monitor attendance on a weekly basis	MTSS team, attendance secretary, and assistant principal	weekly
4	Access Title 1 funds to support goal	administration	year round

Position Responsible: MTSS team, attendance secretary, administration

Resources Needed: intervention template/communication log

Evidence Level
Level 2: Moderate: early intervention

Problem Statements/Critical Root Cause: Connectedness 1

Reviews

Status Check		EOY Reflection
Nov	Jan	May
No review	No review	613

SMART Goal 1 Problem Statements:

Connectedness
Problem Statement 1: Chronic absenteeism is an issue for YHS. If students are not in class, students develop holes in their learning. The holes that students get from being absent makes it hard to earn credits. If students don't earn the credits, students will not graduate on time. More collaboration and communication with families is needed. **Critical Root Cause**: Since Covid, parents allow their students to stay home because the student doesn't want to come to school, which in return creates issues with students being chronically absent from school. Parents believe that students can just get online and complete their work at home and not attend in-person. YHS also needs to do a better job working with families and students regarding absences. A formal plan that is created and monitored throughout the year is needed.

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Lyon County School District

Yerington Intermediate School

2025-2026 Inquiry Areas/SMART Goals/Improvement Strategies

615

Mission Statement

Yerington Intermediate School fosters a safe, mindful, and productive learning environment where every student builds the skills to be a lifelong learner, develops strong connections with others, and takes ownership of their learning journey through perseverance, communication, and discovery.

Vision

Yerington Intermediate School empowers students in grades 5 through 8 to grow as connected, capable, and confident individuals who are prepared for success in high school and beyond — academically, socially, and emotionally.

Demographics & Performance Information

Nevada Report Card

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

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Inquiry Areas

Inquiry Area 1: Student Success

SMART Goal 1: In grades K-8, at least 58% of students in Lyon County School District will meet or exceed their personal typical growth in math and reading from the Beginning of Year (BOY) assessment to the End of Year (EOY) i-Ready assessment during the 2025/2026 school year.

Formative Measures: i-Ready Diagnostics in Reading and Math
District/ School Usage Reports

Aligns with District Goal

618

Improvement Strategy 1 Details	Reviews		
	Status Check		EOY Reflection
	Nov	Jan	May
	No review	No review	619

Improvement Strategy 1: Improvement Strategy 1
To support Lyon County School District, Yerington Intermediate School will use data driven instruction, regularly analyzing data to identify student strengths and weaknesses to help teachers tailor instruction to address a student's individual needs.

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	Monthly Data Chats	Administration, MTSS Coordinator, CCRI, Teacher Leaders	Monthly
2	District Wide Data Digs	Administration, Teacher Leaders	Fall, Winter, Spring
3	ELA and MATH IReady Data Analysis	Administration	Fall, Winter, Spring

Resources Needed: *Title I Schoolwide funds will be used to support all outlined SMART goals, strategies, and initiatives, including personnel, programs, and materials aligned to student achievement and schoolwide improvement.

i-Ready Reading and Math Assessment Suite
i-Ready Math Curriculum
HMH ELA Curriculum
Study Sync ELA Curriculum
Ongoing Professional Learning
Time for Data Digs
District MTSS meetings
College and Career Readiness Interventionists (CCRI)

Evidence Level
Level 2: Moderate: Data Driven Instruction

Problem Statements/Critical Root Cause: Student Success 1

SMART Goal 1 Problem Statements:

Student Success
Problem Statement 1: Despite overall academic growth, a significant percentage of underperforming student subgroups--such as English Learners, students with IEPs, and economically disadvantaged students--are not meeting grade-level proficiency in ELA and Math. **Critical Root Cause**: Inconsistent differentiation and limited access to targeted interventions have made it difficult to address diverse learning needs effectively across all content areas.

Inquiry Area 1: Student Success

SMART Goal 2: Lyon County School District will increase the total number of K-12 work-based learning opportunities provided to all students by 10% from the 2024/2025 school year to the 2025/2026 school year.

Formative Measures: Quarterly WBL Activity Logs

Track the number of students participating in events, speakers, or field visits each quarter.

Student Interest & Reflection Surveys

Gather feedback before and after career events to assess impact and guide future planning.

Partnership Outreach Log

Record and review communication with businesses, tribal leaders, and postsecondary partners to ensure partnerships are growing.

Aligns with District Goal

620

Improvement Strategy 1 Details	Reviews		
	Status Check		EOY Reflection
	Nov	Jan	May
	No review	No review	621

Improvement Strategy 1: Yerington Intermediate School will support Lyon County School District by increasing awareness and engagement of all stakeholders by expanding industry partnerships. Developing career awareness through portfolio creation in School Links.

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	Coordinate at least one schoolwide WBL event per semester (e.g., career day, guest speaker series, or local business visits).	CCRI, Administration, Teacher Leaders	Fall & Spring 2025-2026
2	Integrate career exploration activities into advisory or PRIDE time, using School Links and other digital tools	CCRI, MTSS Coordinator, Teachers, Administration	September 2025 - May 2026
3	Partner with local businesses, high schools, and post High School training organizations to create age-appropriate job shadowing or career exposure opportunities for 7th-8th grade students.	CCRI, Administration, District CTE Coordinator	October 2025 - April 2026

Position Responsible: Administration and School Leadership

Resources Needed: *Title I Schoolwide funds will be used to support all outlined SMART goals, strategies, and initiatives, including personnel, programs, and materials aligned to student achievement and schoolwide improvement.

Community and Business Partnerships - Local farms, mines, law enforcement, healthcare, tribal programs, etc.

Career Exploration Tools - Nevada Career Explorer, Nepris, CareerOneStop (middle school level).

Transportation/Logistics Support - For off-site visits or shadowing opportunities.

Event Planning Materials - Speaker schedules, flyers, sign-in sheets, permission forms.

Dedicated Planning Time - For CCRI and teachers to integrate career themes into instruction.

District WBL Tracking System - To document and count all school-based and off-site WBL activities.

Evidence Level

Problem Statements/Critical Root Cause: Student Success 2

SMART Goal 2 Problem Statements:

Student Success
Problem Statement 2: Many students, especially in earlier grades (5-8), have limited exposure to local career pathways or opportunities to explore interests before transitioning to high school. **Critical Root Cause**: Historically, work-based learning efforts have focused primarily on high school students, with fewer structured career exploration activities embedded in intermediate/middle school programming.

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Inquiry Area 1: Student Success

SMART Goal 3: Lyon County School District will increase the total number of students participating in K-12 work-based learning opportunities by 10% from the 2024/2025 school year to the 2025/2026 school year.

Formative Measures: Monthly Participation Tracking

Monitor student participation numbers by event and grade to assess progress toward the 10% goal.

Student Interest Surveys

Administer beginning-of-year and mid-year surveys to gauge WBL interests and inform future offerings.

Participation Equity Review

Quarterly review of participation data disaggregated by subgroup (IEPs, ELs, FRL) to ensure equitable access and outreach.

Aligns with District Goal

623

Improvement Strategy 1 Details	Reviews		
	Status Check		EOY Reflection
	Nov	Jan	May
	No review	No review	624

Improvement Strategy 1: Yerington Intermediate School will support Lyon County School District by increasing awareness and engagement of all stakeholders by expanding industry partnerships. Developing career awareness through portfolio creation in School Links.

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	Introduce students in grades 6-8 to School Links and guide them in beginning digital portfolio creation focused on career interests and WBL exposure.	Administration, CCRI, Teachers, MTSS Coordinator	August - November 2025
2	Facilitate career exploration lessons and industry partner engagements (guest speakers, career day, local business visits) aligned with students' interests in School Links.	CCRI, Teacher Leaders, Administration	October 2025 - March 2026
3	Strengthen partnerships with local businesses and industries to increase access to WBL exposure for intermediate students (e.g., career talks, shadow days).	CCRI, Administration, District WBL Team	September 2025 - May 2026

Position Responsible: All Yerington Intermediate School Staff

Resources Needed: *Title I Schoolwide funds will be used to support all outlined SMART goals, strategies, and initiatives, including personnel, programs, and materials aligned to student achievement and schoolwide improvement.

School Links Access - Student logins, teacher dashboard tools, and digital portfolio templates.

Industry Partner Network - Local contacts from agriculture, mining, health care, tribal leadership, law enforcement, etc.

Career Curriculum Materials - Grade-appropriate lesson plans aligned to Nevada Career & Technical Education standards.

WBL Event Logistics - Scheduling, permissions, and transportation (if applicable).

Communication Tools - ParentSquare, flyers, and advisory announcements to promote WBL events and industry speakers.

Tracking System - School Links usage analytics, participation logs, and student reflection tools.

Evidence Level

Problem Statements/Critical Root Cause: Student Success 2

SMART Goal 3 Problem Statements:

Student Success
Problem Statement 2: Many students, especially in earlier grades (5-8), have limited exposure to local career pathways or opportunities to explore interests before transitioning to high school. **Critical Root Cause**: Historically, work-based learning efforts have focused primarily on high school students, with fewer structured career exploration activities embedded in intermediate/middle school programming.

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Inquiry Area 2: Adult Learning Culture

SMART Goal 1: SMART Goal - Adult Learning Culture
By June of 2026, 100% of certified teaching staff at Yerington Intermediate School will participate in at least one collaborative data-driven planning cycle per quarter (4 total), as measured by PLC agendas, attendance logs, and instructional planning artifacts, in order to strengthen instructional practices and increase student academic growth in ELA and Math.

Formative Measures: Attendance Logs
Survey Data

Aligns with District Goal

626

Improvement Strategy 1 Details	Reviews		
	Status Check		EOY Reflection
	Nov	Jan	May
	No review	No review	627

Improvement Strategy 1: Improvement Strategy:
Enhance the effectiveness of professional learning communities (PLCs) by embedding structured, data-driven collaboration cycles and providing targeted support for instructional planning.

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	1. Establish and publish a quarterly PLC calendar with designated times for data analysis, planning, and reflection aligned to assessment windows.	Administration, MTSS Coordinator, Teacher Leaders	Quarterly
2	2. Provide targeted training to staff on analyzing student data and developing responsive instructional plans, with support from district and site-based coaches.	MTSS Coordinator, CCRI, Teacher Leaders	Biweekly
3	3. Collect and review PLC artifacts (agendas, student work samples, action plans) each quarter to ensure accountability and provide feedback for continuous improvement.	Administration, CCRI, Teacher Leaders	Quarterly

Resources Needed: *Title I Schoolwide funds will be used to support all outlined SMART goals, strategies, and initiatives, including personnel, programs, and materials aligned to student achievement and schoolwide improvement.

Scheduled PLC Time
Student Data Access
Professional Development Materials
Facilitation Support
Digital Collaboration Tools
Technology Access
Feedback & Monitoring Tools

Evidence Level
Level 2: Moderate: Teacher Efficacy

Problem Statements/Critical Root Cause: Adult Learning Culture 1

SMART Goal 1 Problem Statements:

Adult Learning Culture
Problem Statement 1: While PLCs exist, there is inconsistency in how effectively data is analyzed and applied to instructional planning, leading to variability in instructional quality and student outcomes. **Critical Root Cause**: Lack of structured protocols, ongoing training, and designated collaboration time has limited the depth and consistency of data-driven instructional practices among teaching staff.

Inquiry Area 3: Connectedness

SMART Goal 1: Lyon County School District will reduce the chronic absenteeism rate by 10% from the 2024/2025 school year to the 2025/2026 school year.

Formative Measures: Monitor the number and percentage of students with 5 or more absences per month, identifying early patterns of chronic absenteeism (defined as missing 10% or more of the school year). Use Infinite Campus attendance data to update this tracker monthly and guide targeted interventions.

Aligns with District Goal

Improvement Strategy 1 Details

Improvement Strategy 1: Yerington Intermediate School will support Lyon County School District by utilizing data, engaging with families to provide early intervention to improve attendance. Engaging curriculum and instruction to improve attendance.

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	1. Identify students at risk of chronic absenteeism using attendance data and implement tiered intervention strategies.	Administration, MTSS Coordinator, Office Staff, Counselor	Weekly
2	2. Develop and run an attendance incentive program using PBIS Rewards to recognize improved and consistent attendance.	CCRI, MTSS Coordinator, Teacher Leaders, PBIS Team	Monthly
3	3. Increase family outreach and education on the impact of chronic absenteeism through events, newsletters, and one-on-one communication.	Administration, Teacher Leaders	Quarterly

Resources Needed: *Title I Schoolwide funds will be used to support all outlined SMART goals, strategies, and initiatives, including personnel, programs, and materials aligned to student achievement and schoolwide improvement.

Attendance Monitoring Tools
PBIS Rewards System
Family Communication Platforms
Incentives and Recognition Materials
Staff Time for Monitoring and Follow-up
Translated and Accessible Materials

Evidence Level

Problem Statements/Critical Root Cause: Connectedness 1

Reviews

Status Check		EOY Reflection
Nov	Jan	May
No review	No review	628

SMART Goal 1 Problem Statements:

Connectedness
Problem Statement 1: Chronic absenteeism remains a challenge for a subset of students, impacting academic progress and overall engagement with school. **Critical Root Cause**: Some students and families lack strong relational ties to the school, and early interventions are not always timely or sustained, limiting efforts to build a sense of belonging and accountability.

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Inquiry Area 3: Connectedness

SMART Goal 2: Yerington Intermediate School will increase inclusive engagement and communication with marginalized stakeholder groups, specifically Native American and Hispanic families, by establishing two-way communication systems and increasing cultural representation in school decision-making teams, with the goal of increasing the participation from these groups by 25% during the 2025-2026 school year.

Formative Measures: Attendance logs from Title I meetings, listening sessions, and committee membership (tracked monthly)

Family surveys or feedback forms asking about accessibility, cultural representation, and willingness to participate

Track invitations extended and follow-ups made with Native/Hispanic stakeholders

Number of culturally representative events co-planned with families or tribal partners

Aligns with District Goal

630

Improvement Strategy 1 Details	Reviews		
	Status Check		EOY Reflection
	Nov	Jan	May
	No review	No review	

Improvement Strategy 1: Build trust, increase communication, and elevate the voices of Native American and Hispanic families through intentional outreach, partnership, and representation in decision-making structures.

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	Establish consistent communication and engagement with local community groups that represent Native American and Hispanic students, including tribal leadership and cultural organizations, to gather input on school climate, discipline, and family engagement.	School Administration, Title I Coordinator, Teacher Leaders	Initiate contact by September 2024; hold bi-monthly meetings through June 2026
2	Develop and distribute bilingual, culturally responsive communication materials to inform families of engagement opportunities and school events.	Title I Coordinator, School Office Staff, Teacher Leaders	Monthly, beginning August 2024 and continuing through the 2025-2026 school year

Position Responsible: School Administration, Office Staff, Teacher Leaders, PBIS/ MTSS coordinators.

Resources Needed: *Title I Schoolwide funds will be used to support all outlined SMART goals, strategies, and initiatives, including personnel, programs, and materials aligned to student achievement and schoolwide improvement.

Contact lists and liaison support (tribal offices, cultural centers)

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Meeting logistics (space, refreshments, interpreter services if needed)

Time for relationship-building and follow-up

Translation services

Communication platforms (Email, Phone, LCSD MASSCOMMS)

Printing supplies or digital tools (Google Docs, Canva)

Evidence Level

Lyon County School District
Board Memo

Date: September 23, 2025

To: Board of School Trustees

From: Stacey Griffin-Cooper, Deputy Superintendent

Re: Fernley area schools' highlights

Recommendation

That the LCSD Board of Trustees approve a report by the Fernley 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 from the 2024-25 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 in accordance with the district improvement plan to align with the district's overall goals for the 25-26 school year. 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

Discussed at Previous Meeting

Attachment(s):

One page summary of Cottonwood Elementary School
One page summary of East Valley Elementary School
One page summary of Fernley Elementary School
One page summary of Fernley Intermediate School
One Page summary of Silverland Middle School
One Page summary of Fernley High School

COTTONWOOD ELEMENTARY SCHOOL

Virginia Richardson, Principal
Michelle Trousdale, Assistant Principal

Highlights from 2024-2025

- ✔ Implemented more focused PLC's to monitor data, in order to utilize interventions and small group planning more efficiently for math/ELA to increase collaboration and performance.
- ✔ Continued utilization of SST's and development of MTSS student assistance for Tier II and Tier III interventions increasing teacher assistance opportunities for instructional delivery
- ✔ Continued PBIS Golden Eagle Monthly Luncheon to celebrate student achievement for grades K-4
- ✔ Awards assembly each semester awarding academic achievement and Platinum Eagles exceeding SOAR expectations and added the mayor's citizenship award
- ✔ Summer School at CES featuring Camp Invention
- ✔ 89% parent participation in the Fall for parent teacher conferences, 91% in the Spring
- ✔ Our EL population increased from 2 students exiting the program last year to 5 students this year
- ✔ Provided parents with Summer Send off lessons and supplies for summer learning
- ✔ We increased the percentage of ELL students who met their projected RIT scores from 60% to 95%
- ✔ We reached our 2024-2025 goal #1 of increasing math proficiency from 30% to 40%
- ✔ We made progress towards our 2024-2025 goal #2 of increasing reading proficiency from 45% to 55% and reached 49% proficiency
- ✔ We reached our 2024-2025 goal # 3 of decreasing PBIS referrals by 10%

2025-26 goals:

Student Success

1. Lyon County School District will increase the total number of K-12 work-based learning opportunities provided to all students by 10% from the 2024/2025 school year to the 2025/2026 school year.
2. Lyon County School District will increase the total number of students participating in K-12 work-based learning opportunities by 10% from the 2024/2025 school year to the 2025/2026 school year.
3. In grades K-8, at least 58% of students in Lyon County School District will meet or exceed their personal typical growth in math and reading from the Beginning of Year (BOY) to the End of Year (EOY) i-Ready assessment during the 2025/2026 school year.

Adult Learning Culture

1. CES will improve the effectiveness of PLC's by utilizing strategies presented by Creative Leadership Solutions in order to improve instructional practices In grades K-4 which will be demonstrated by students achieving 58% of their typical growth goals in Math and ELA from Fall to Spring as measured by iReady growth assessments during the 2025-26 school year.

Connectedness

1. CES will reduce the chronic absenteeism rate by 10% from the 24/25 school year to the 25/26 school year

East Valley Elementary
Home of the Panthers
4180 Farm District Road
Fernley, Nevada 89408
Phone: (775)575-3332 Fax: (775) 575-3342 https://www.eves.lyoncsd.org

Highlights for 2024-25

- East Valley continues to have 100% iReady implementation.
- East Valley implemented Tier III PBIS and started the MTSS process.
- Study Team meetings with parent involvement to help the MTSS process.
- Teachers offered 21st Century tutoring with Boys & Girls Club.
- Weekly Spirit Sticks for students and staff based on PBIS weekly focus.
- iReady incentives for grade levels every two months.
- 98% Attendance at Parent Conferences – teachers called families who were unable to attend.
- Math Night was hosted by our i-Ready committee and had over 300 people in attendance.
- Annual Boosterthon raised 17,000 toward our student funds.

Achievement Results:

- We had a .75% increase in the students who were proficient on the SBAC ELA assessment to 45%.
- We did have a 8% drop in our proficiency level on the SBAC Math assessment to 39%.
- East Valley met their Reading growth goal with 59% of students meeting or exceeding their individual growth goals. First grade had 75% of the students meeting or exceeding their growth goals.
- Using iReady Diagnostic results in the spring, 56% of our students are at or above grade level. We have 94% of our students who are only one grade level below or higher.

2024-25 School Goals

Goal 1: East Valley will have 100% of staff implementation of HMH Reading curriculum by Spring of 2024.

We did achieve this goal.

Goal 2: East Valley will show a 10% increase in iReady stretch goals from 33% to 43% by Spring of 2024.

We did not achieve this goal. We had a drop to 25% but did increase are typical growth goal by 2%.

Goal 3: All students will receive structured and systematic Tier 1 Positive Behavioral Interventions & Supports and based on Data Decision rules and the MTSS process.

We did meet this goal through our MTSS team.

FERNLEY ELEMENTARY SCHOOL

Building a Foundation For College and Career Readiness

Jamie Henderson, *Principal* Jennifer Bluhm, *Assistant Principal*

2024-2025 School Year Highlights

- 54% of Fernley Elementary's students met or exceeded their individual growth goals in reading as measured by the Fall to Spring MAP Reading assessment results. This is a 2% increase in growth from 52% in the 23/24 school year. Additionally, 41% of our students improved their overall grade-level placement as measured by the winter to spring I-Ready reading diagnostic data. Although we did not meet our goal of 80%, we have an improvement plan that aligns with the DPP.
- 45% of Fernley Elementary's students met or exceeded their individual growth goals in math as measured by the Fall to Spring I-Ready math diagnostic data. This is a slight decrease of 4% from the 23/24 school year. However, 75% of Fernley Elementary's students demonstrated improved grade-level placement, with 43% of our students scoring at or above grade level. Also notable is the decreased percentage of students scoring one grade level below standard from 65% in the fall to 43% in spring. Although we did not meet our goal of 80%, we have an improvement plan that aligns with the DPP.
- The rate of chronic absenteeism improved to 33% last year, a decrease from 46% in the 23/24 year. The current percentage also includes PreK students who were not included in the previous year's data. Our goal was exceeded.
- 100% of FES staff participated in twice-monthly Data Team meetings and PLCs within their grade levels and departments. Staff collaboratively analyzed current data and best practices to improve instructional strategies that lead to individual student growth. Our goal was met and we plan to continue this goal into the current year.
- Fernley Elementary was designated as a school needing Additional Targeted Support and Improvement for the 24/25 school year, requiring goals around this designation in last year's School Performance Plan. We are PROUD to report that FES met the required improvements and no longer holds the ATSI designation! GOAL MET!
- Fernley Elementary students continue to follow school expectations with positive behavior as evidenced by 16% fewer behavior referrals from the previous year.
- FES staff worked to create a sensory room designated for schoolwide use. The room includes multi-sensory items and equipment to assist our students with physical and emotional regulation.
- 1,750 Spirit Sticks were awarded to students and staff through our weekly Wolfpack PRIDE program that recognizes outstanding efforts toward a Positive Behavior and Portrait of a Learner focus.
- FES had over 98% attendance from families during Back To School Night and Fall/Spring Parent/Teacher conference sessions.
- Over 100 students and their families attended our Title 1 funded Parent University Sessions and annual birthday party for Dr. Suess. Families received books and helpful at-home resources.
- Our Counselor worked with every class twice monthly to deliver social emotional instruction that targeted social skills, emotional regulation, anti-bullying, positive character traits, problem-solving, and work-based career units.
- Our PTA sponsored the annual Apex Fun Run Fundraiser where students, families and staff helped raise $14,651.00 for a variety of schoolwide initiatives.
- Thanks to the district facilities, maintenance and custodial teams, the FES campus underwent a major transformation.

2025-2026 SPP Summary

- By Spring 2026, at least 58% of FES students will meet or exceed their individual typical growth goals as measured by BOY (Fall) to EOY (Spring) I-Ready reading and math diagnostic assessments.
- Fernley Elementary School will increase the number of work-based learning opportunities provided for PreK-4th grade students by 10% from the 2024-2025 school year to the 2025-2026 school year as measured by Schoolinks reports.
- Fernley Elementary School will increase the total number of PreK-4th grade students participating in work-based learning opportunities by 10% from the 2024-2025 school year to the 2025-2026 school year as measured by Schoolinks reports.
- By Spring 2026, 100% of Fernley Elementary's staff will have participated in monthly professional development and grade level/department PLC collaborations.
- Fernley Elementary School will reduce their 35% (33% without Prek included) absenteeism rate in the 2025-2026 school year as measured by the Federal Chronic Absenteeism report.
- Fernley Elementary School will continue to increase connectedness through their commitment to being the Portrait of a Learner as measured by the number of positive referrals given and experiences offered to students and staff.

Fernley Intermediate School

320 Hwy. 95A South
Fernley, Nevada 89408
Phone (775)575-3390 Fax (775)575-3394 www.fis.lyoncsd.org
"Focused on Individual Success"

Blake Cooper
Principal

Farrah Alexander
Vice Principal

Virginia Armstrong
Counselor

- FIS Extracurriculars included:
  - 11 Academic Olympians
  - 28 Grapplers
  - 55 Track and Field Athletes
  - 50 went the distance in cross country
  - 2 Drama performances, Fall performance was Newsies with 45 participants and the Spring performance was Chillin' Like a Villain with 40 participants.
  - 23 students took D&D Club was started this year having 57

- FIS Falcon Perch Fridays, 1,037 family members joined us for lunch during the 24/25 school year

- 27 Students were in the Leadership Program during 2024-2025, 91 5th graders interviewed to be in the 2025-2026 Leadership Program and 27 were selected

.

Continuous Improvement Plan 2024-2025

Goal 1-Objective 1: FIS will increase from 39% scoring at or above grade level to 42% at or above grade level by end of year. **Results**: 36.5% *Strength Area*: 68% of student met typical growth in 6th Grade
Objective 2: FIS will increase from 42nd median percentile achievement to 45th median percentile by end of year in Reading MAP. **Results**: 48th median percentile.
Objective 3: FIS will increase ELA MAP Median Percentile Achievement from 13.25th to 16.25th in ELA and 11.25th to 14.25th in Math with our Special Education Students. **Results**: ELA-19.25th Math-16.25th
Goal 2-Objective 1: FIS will increase the number of hands-on, project-based learning opportunities for 5th and 6th graders during the 24-25 school year by completing 2 (Project Based Learning). **Results**: Met
Objective 2: FIS will provide professional development and exemplify Portrait of a Learner by doing quarterly awards with the four POL domains. **Results**: Met
Objective 3: FIS will reduce Chronic Absenteeism from 39.4% to 36.4% by the end of school year. **Results**: 43% (Infinite Campus data)
Objective 4: Based on the data that 68% of students at FIS indicate that they can easily employ their social emotional skills, 71% of FIS students will report employing SEL skills. **Results**: 67% (Note: 48% of FIS students took survey)

Continuous Improvement Plan 2025-2026

Goal 1: In grades 5th and 6th, at least 58% of students at Fernley Intermediate School will meet or exceed their personal typical growth in math and reading from the Beginning of Year (BOY) assessment to the End of Year (EOY) i-Ready assessment during the 2025/2026 school year.
Goal 2: Fernley Intermediate School will increase the total number of 5th and 6th Grade work-based learning opportunities provided to all students by 10% from 2024/2025 school year to the 2025/2026 school year.
Goal 3: Fernley Intermediate School will increase the total number of 5th and 6th Grade students participating in work-based learning opportunities provided to all students by 10% from 2024/2025 school year to the 2025/2026 school year.
Goal 4: Fernley Intermediate School will reduce the chronic absenteeism rate by 10% from the 2024/2025 school year to the 2025/2026 school year.
Goal 5: 100% of Fernley Intermediate School staff will participate in iReady, HMH, PBIS, MTSS, and Work-Based Learning/Project-Based Learning professional development.
Goal 6: 100% of Fernley Intermediate School staff will participate in PLCs (Professional Learning Communities), Data Dig Meetings, and collaboration with department teams.

Highlights from 2024-2025

- 59- 8th grade students earned a high school credit for Algebra 1 last year
- 110 students participated in Track, both 7th and 8th grade boys and girls won the Sagebrush League Championships
- We held our 1st Career Fair with 27 community vendors and 288 8th grade Students participating
- We ran school wide PBIS quarterly reward events and school assemblies
- We ran our 2nd annual Night of the Arts for our Culinary, Art, and Performing Arts (Band and Choir) students to display their talents.
- We have afterschool clubs- Drama, Gamers, Pokémon, D&D, Journalism, fishing, and Homework Club/Tutoring
- We improved our Chronic Absentee rate from 41% to 38%.
- We improved our Tardy rate from 17% to 14%.

Silverland Middle School Continuous Improvement Plan Summary for 2025-2026

Goal 1- Lyon County School District will increase the total number of K-12 work-based learning opportunities provided to all students by 10% from the 2024/2025 school year to the 2025/2026 school year.

Goal 2- Lyon County School District will increase the total number of students participating in K-12 work based learning opportunities by 10% from the 2024/2025 school year to the 2025/2026 school year.

Goal 3- In grades K-8, at least 58% of students in Lyon County School District will meet or exceed their personal typical growth in math and reading from the Beginning of Year assessment to the End of the year assessment iReady assessment during the 2025/2026 school year.

Goal 4-By the end of the 2025/2026 school year, 100% of instructional staff will participate in at least two professional learning cycles focused on Tier 1 and Tier2 instructional practices. Progress will be measured through training attendance logs (Character Strong, SchoolLinks, iReady, MTSS trainings), weekly MTSS meeting documentation, and intervention rosters demonstrating data-informed action steps.

Goal 5- Lyon County School District will reduce the chronic absenteeism rate by 10%from the 2024/2025 school year to the 2025/2026 school year.

Silverland Middle School
1100 Jasmine Ln.
Fernley, NV 89408

School Counselors
John Gavin
Jeremy Elsmore

Phone: (775) 575-1575
Fax: (775) 575-1566
www.sms.lyoncsd.org

Fernley High School

Home of the Vaqueros

2024-25 Fernley High School Highlights

- Staff retention was very high. 97% of our certified staff returned, and 94% of our classified staff returned.
- FHS continues to have success with its Jump Start Program with 9 students earning an Associate's Degree.
- FHS had a 12.38% increase in pass rates in CTE certification testing. Nine of 15 programs had pass rates of 80% or higher, and 4 programs (Furniture and Cabinetry, Nursing, Business Management, and Web Design) had 100% pass rates.
- FHS Leadership class won the Wild West Award, the Nevada Silver Star, and the National Council of Excellence Gold Award.
- Seniors from the class of 2025 were collectively awarded just over $1M in scholarships.
- Fernley Student-Athletes continued to experience success in several sports. We had several individual state champions in wrestling and track. The boys' basketball team won the 3A North and placed second at state, while the girls' team finished second in the 3A. The softball team won its seventh state title under Coach Diane Chapin.
- FHS successfully completed the year-long Cognia Accreditation process and earned an above-average score.

Fernley High School Focus Areas for 2025-26

- Fernley High School will increase the total number of work-based learning opportunities provided to all students by 10% from the 2024/2025 school year to the 2025/2026 school year.
- Fernley High School will increase the total number of students participating in K-12 work-based learning opportunities by 10% from the 2024/2025 school year to the 2025/2026 school year.
- Fernley High School will increase the graduation rate from 92.6% to 93.6% by the end of the 2025/2026 school year.
- Fernley High School will continue to implement WorkKeys for students by the end of their 10th grade year.
- Fernley High School will reduce the chronic absenteeism rate by 10% from the 2024/2025 school year to the 2025/2026 school year.
- In grades 9-10, at least 55% of students at Fernley High School will meet their individual growth goal in math and reading from Fall to Spring Measure of Academic Progress (MAP) testing during the 2025/2026 school year.
- The percentage of college bound students in grade eleven (11) who will earn a composite score of 16-36 on the ACT, will increase by 5% from the 2024/2025 school year to the 2025/2026 school year.
- Fernley High School will be engaging in a book study on the book Answering Why by Mark C. Perna this school year.

Lyon County School District
Board Memo

Date: September 23, 2025

To: Board of School Trustees

From: BillieJo Hogan, Executive Director of Human Resources

Re: 2025-2026 Staffing and Recruiting Update

Introduction

The Lyon County School District (LCSD) Board of Trustees recognizes the critical importance of effective staffing, recruitment, and retention strategies in K–12 education. LCSD remains committed to providing high-quality education to all students. To achieve this, it is imperative to address the staffing challenges faced in education, both statewide and nationally. This report provides an overview of those challenges and highlights the district's efforts to enhance employee recruitment and retention.

The United States and Nevada have experienced persistent teacher shortages due to several factors, including but not limited to retirements, limited numbers of university graduates entering education, and general attrition. The demand for paraprofessionals, bus drivers, custodians, and other classified staff has also increased, as these positions are essential in supporting schools and students.

Recruiting and Retention Strategies

The LCSD Board of Trustees has prioritized teacher retention and employee benefits. Recent actions have included the reclassification of positions to improve recruitment and retention, as well as the approval of memorandums of agreement with associations to increase benefits and compensation. The district has also committed to supporting staff by contributing an additional 35 percent toward dependent health insurance premiums and making monthly contributions to health savings accounts for those enrolled in high-deductible plans.

Our Grow Your Own (GYO) program has provided classified staff and substitutes with opportunities to transition into teaching roles by removing barriers to licensure. This program has proven to be an effective long-term retention strategy while also promoting the educational profession. In partnership with the University of Nevada, Reno, and the Nevada Department of Education, LCSD piloted a full-year teacher residency program. The first participant in this program is now a full-time LCSD teacher, and additional candidates are expected to participate in the coming year.

To help support classroom teachers, LCSD provides up to $200 in classroom supply funds to offset out-of-pocket expenses. The district has also established partnerships with Ace's Baseball, UNR athletics, and Access Perks to provide employee discounts and engagement opportunities. In addition, teacher leaders have been designated in every school, with special education leaders assigned across attendance areas to provide

mentorship and peer support. These efforts create a culture of collaboration and ensure that new and veteran teachers alike receive the guidance they need.

LCSD continues to emphasize employee wellness by maintaining regular communication about the confidential Employee Assistance Program (Acentra), which provides counseling services, wellness programs, and stress management resources.

Recruiting Efforts 2024–2025
Human Resources and site administrators were highly engaged throughout the spring and summer recruitment season. As a result, LCSD successfully hired 73 certified employees, including 45 new certified teachers and 28 Critical Needs hires. Recruitment activities included participation in LCSD high school career fairs, UNR Fall and Spring fairs, EmployNV events, and out-of-state career fairs at Utah State, Brigham Young University, California State University, and UNLV. The district also expanded its partnerships with institutions such as Western Governors University, Nevada State College, University of Phoenix, and Walden University. Recruitment efforts were further strengthened by increased use of social media and job boards, along with early notification incentives and hiring bonuses approved by the Board.

Posting certified positions in March gave LCSD schools a competitive advantage over neighboring districts by allowing them to hire earlier and secure higher-quality candidates. Of the 73 certified employees hired, 37 were assigned to Fernley schools, 18 to Dayton schools, 7 to Silver Springs schools, 7 to Yerington schools, 1 to Smith Valley, 1 to a district-wide role, and 2 to special services. The majority of these employees—53—came from Lyon County, with 8 from the Reno/Sparks area, 10 from other Nevada communities such as Carson, Fallon, and Minden, and 1 from out of state (California and Montana).

Contracted Services
Like many districts across Nevada and the nation, LCSD continues to face challenges in hiring specialized staff. To address these gaps, the district has contracted services for 12 Speech Pathologists, 1 Teacher for the Visually Impaired, 1 Psychologist, 4 Occupational Therapists, 1 Orientation/Mobility Specialist, 0.5 Physical Therapist, and 1 Board Certified Behavior Analyst (BCBA).

Grow Your Own, Critical Needs, Long-term Subs and Internship Success, Oh My!
LCSD's Grow Your Own program continues to be a vital component of our recruitment and retention efforts. Currently, 8 GYO candidates are enrolled, including 2 long-term substitutes and 1 intern. The district also hired 33 employees in critical need positions, including 5 classified staff. Additionally, 37 long-term substitutes are serving across the district, many of whom are working toward teacher licensure. Among last year's 13 interns, 6 have been retained or hired, while 7 continue to finalize their programs. Another 8 new candidates have joined this year's GYO cohort.

Exit Survey Results (2025)
Exit surveys were sent electronically to all employees who left LCSD and 25 former employees responded as follows:

- This is the fourth year we have included all staff, certified, classified, and administrators. This year we included year-to-year employees: Interns, Long Term Subs in Open Positions, and Critical Need Staff.
  - ➔ Responses included 19 (76%) certified and 6 (24%) Classified.
  - ➔ Age of respondents: 14 (56%) 40+ years of age; 6 (24%) 30-39 years of age; 5 (20%) 20-29

years of age.

- ➔ Length of employment at LCSD: 11 (44%) 1-5 years; 8 (32%) 6-10 years; 6 (24%) 11+ years.
- ➔ Primary reason for leaving LCSD:
  - 8 (32%) Retirement
  - 5 (20%) Relocation
  - 3 (12%) Personal reasons
  - 2 (8%) Challenge with supervisor
  - 5 others listed individual reasons, with 2 who didn't respond.

Exit Survey Responses (25):

Topic	Question	Strongly Agree	Agree	Neutral	Dis agree	Strongly Disagree
School site/culture	I was given appropriate site-level orientation	2	11	4	4	4
	I was provided with materials and resources to be successful	4	13	3	4	1
	I had a schedule that allowed me the opportunity to positively impact students	5	13	3	3	1
	I was provided with collaborative opportunities that supported my professional learning.	1	12	5	6	1
	I was provided with a professional learning opportunity to support my needs	1	12	5	6	1
	The culture in my school was positive and supported students	6	9	4	1	5
	I was empowered to carry out my job successfully.	6	9	4	3	3
Site Supervisor	My supervisor clearly shared his/her expectation of me	5	8	7	2	2
	My supervisor listened to my ideas and concerns	6	8	2	3	5
	My supervisor treated the staff fairly and consistently	6	7	3	3	5
	My supervisor promoted cooperation, collaboration, and a positive culture	7	7	4	5	1
	My supervisor provided me with ongoing feedback on my performance	4	9	4	3	4
	My supervisor cared about me and the work I was doing for the students	8	8	3	1	4
	I would want my supervisor again	7	7	3	1	6
District Staff/Compensation	The district office staff provided a positive orientation experience for me	4	10	10	0	1
	The district office staff was friendly, supportive, and	4	13	7	1	0

	answered my questions					
	The district office staff provided appropriate leadership for our schools	3	11	8	1	2
	The district office staff cared about me and the work I was doing for students	5	7	10	3	0
	I was pleased with LCSD's compensation/pay.	4	10	7	1	3
	I was pleased with LCSD's benefits	5	10	9	0	1
	I would recommend LCSD to others as a good place to work.	5	6	11	0	3

Conclusion

Despite the national and statewide staffing challenges, LCSD continues to make strategic progress in recruitment and retention. Through innovative programs, expanded partnerships, early hiring practices, and a strong commitment to employee support, the district is creating a sustainable and attractive educational workforce. The Board's ongoing support remains essential in ensuring that LCSD secures and retains high-quality educators and staff to serve the students of Lyon County.

Budget Considerations

None

Attachments:

Long Term Substitutes, Interns, and Grow Your Own Report

Long Term Sub

LTS	School	Position
Mercado, Katie	CES	2nd Grade
Dressler, Megan	DIS	7/8th Art
Kinney, Sean	DIS	7/8th Science
Woods, Christina	DIS	7/8th English
Baltes, Susan	EVES	Kinder
Welsh, Sara	EVES	SpEd Resource
Franks, Jessica	EVES	SpEd Strategies
Castillo de Peloso, Jean	EVES	SpEd ECE
Porter, James	FES	SpEd CLS
Sylvester, Terry	FHS	English
Banks, Ivana	FHS	PE
Wagner, Amber	FIS	5th grade
Ward, Ivy	FIS	5th grade
Felton, Stephanie	FIS	6th Grade
Troutner, Autumn	FIS	5th Grade
McAmoil, Breanna	SES	SpEd Resource Teacher
Fowler, Kaeleigh	SES	3rd grade
Humphrey, Christy	SMS	7/8th English
Manderbach, Morgan	SMS	7/8th Science
Alexander, Tyler	SSMS	7th Science
Jones, Reese	SSMS/SSES	SpEd Resource
Gutierrez, Selina	YES	1st Grade
Parkinson, Elise	YES	1st Grade
Montes-Flores, Jaquelina	YES	2nd Grade
Covian, Maria	YES	ELL
Vazquez, Jarely	YES/YIS	SPED Resource
Soto, Erick	YHS	Math
Gutierrez, Sara	YHS	Science
Rogers, Tiffany	YHS	Science
Ichord, Elizabeth	YHS	SpEd Resource
Marriott, Tiffany	YIS	Computers
Salvador, Samantha	SSMS	SpEd CLS
Lago, Nicole	SSES	SpEd CLS
Hurtado, Liliana	YHS	Government
Wilson, Allen	FHS	Sports Med
Leija, Amador	FHS	Math

Intern

Name	School	Position
Hale, Leahi	CES	3rd Grade
Robinson, Robin	RES	Counselor
Richardson, Reese	SP SVS	Psychologist
Shinn, Caitlynn	SSHS	English
Ornelas, Logen	SSHS	Computers
Stencel, Julie	FIS	5th Grade
Miller, Tina	FIS	5th Grade

Grow Your Own	**Status**
Jeffrey Fratto	Hired at SSMS 5th grade
Selina,Gutierrez	LTS position at YES (awaiting license)
Jaquelina Montes	LTS position YES
Katie Mercado	LTS position at CES
Maria Luisa Covian	LTS at YES
Daphne Holstin	Hired FHS
Zoe Chambers	Hired at EVES 5th grade
Maxine Hileman	Hired at EVES 5th grade
Kathryn Hamon Merriam	Hired at SSES 1st
Le-An Roberts	hired at SSES, 3rd grade
Liliana Hurtado	LTS position at YHS
Ivana Banks	LTS FHS
Leahi Hale	Intern position CES
New to GYO	**Status**
Tyler Alexander	LTS at SSMS
Kaitlin Allander	Continuing as DES Para
Karen Burnett	Continuing as FHS Para
Adelina Deadmond	LTS at DES
Destinee Gallardo	Continuing CES Para
Irelynn House	On active sub list
Amador Leija	LTS at FHS
Tim Lindley	5th Grade teacher at RES

Lyon County School District
Board Memo

Date: September 23, 2025

To: Board of School Trustees

From: BillieJo Hogan, Executive Director of Human Resources

Re: Revisions to LCSD Board Policy GAC: Confidential Information

Recommendation
That the Board of Trustees approve revisions to LCSD Board Policy GAC: Confidential Information as a first reading.

Background Information
After each Nevada legislative session, the staff at POOL/PACT (our public agency insurance pool and risk management/human resources support entity) provide school districts with recommended policy changes based on the recent laws that were passed. Updating the LCSD policies to reflect the recommended changes keeps us in good standing with the insurance pool and mitigates our risk and liability.

The simple changes in LCSD Board Policy GAC are to define what should and should not be considered confidential information and those who have access to view the confidential information.

Budget Considerations
None

Discussed at Previous Meeting
No

Attachment(s)
Lyon County School District Board Policy GAC: Confidential Information

CONFIDENTIAL INFORMATION

The Lyon County School District will identify, by Administrative Regulation, the types of personnel information and employment records that it will keep confidential and identify the positions that might appropriately be granted access to such confidential data on a need-to-know or business-related basis, except when disclosure is otherwise required by law.

The Superintendent/designee will identify the confidential information and records and designate what positions will have access to those records and information.

Reference: 29 CFR 1630.14, NRS 239B.030

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CONFIDENTIAL INFORMATION - ADMINISTRATIVE REGULATIONS

Identification of Confidential Information

The following types of personnel information and employment records concerning current employees, former employees, and applicants for employment that the District maintains are confidential, ~~without limitation:~~ except when disclosure is otherwise required by law.

Note: *This policy has been developed to identify and protect records for internal purposes and is not intended to comply with the NPRA Public records requests which will be evaluated independently on their own merits.*

1. All information related to an employment application including, but not limited to, letters of reference, résumés, and status as an applicant for employment.

2. All information that the District received or compiled concerning the qualifications of an applicant or an employee including, but not limited to, reports by employers, law enforcement officials, or other individuals concerning the hiring, promotion, performance, conduct, or background of applicant or employee.

3. Ratings, rankings, scoring sheets, or remarks by members of an evaluation board or individual interviewers concerning an applicant, or results received from any testing or employment screening process.

4. Materials used in examinations, including answers, rating guides, score sheets, etc., on any written exam or rating criteria for interviews.

5. Information in an employee's file or record of employment which relates to the employee's:
   a. Performance;
   b. Conduct, including any proposed or imposed disciplinary action taken;
   c. Race, color, religion, ethnic identity or affiliation, age, gender, marital status, pregnancy, number and names of dependents, military/veteran status, living arrangements, membership in any organization, sexual orientation, domestic partnership, national origin, ancestry, genetic information, disability, gender identity or expression, political affiliation, date of birth, membership in the Nevada National Guard, or social security number;
   d. Past or present home address, telephone number, post office box, or relatives; and
   e. All information concerning the voluntary or involuntary termination of an employee, other than the dates of actual employment.

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6. The name of an employee's/former employee's designated beneficiary.

7. All medical information concerning an employee or applicant including, but not limited to:
   a. Pre-employment and post-employment medical and psychological examinations;
   b. Disability and documentation relating to reasonable accommodation requested by or granted to the employee;
   c. Drug, alcohol, and prohibited substance testing;
   d. Genetic information;
   e. Pregnancy or related condition;
   f. Health care provider's certification and other communication;
   g. Subsequent Injury Fund Post-Hire Medical History Questionnaire; and
   h. Any other medical information that an employee or applicant has voluntarily provided, or the District has requested on condition of confidentiality.

   Notes:
   - *Medical information shall be kept in files segregated from other personnel and employment records.*
   - *Notations on attendance sheets that an employee took sick leave are not a confidential record.*

8. The District shall keep all information and documents pertaining to an investigation separate from other personnel and employment records ensuring privacy of all employees, witnesses, and other individuals involved. Access is limited to only those individuals with a demonstrable business need-to-know.

9. Grievance files that include notices, notes, and decisions of appeal will be maintained in a separate file with limited access to only those individuals with a demonstrable business need-to know.

Access to Confidential Information

Access to confidential records is restricted to the following, unless specifically provided in a separate policy.

1. The names of members of an evaluation panel are confidential and shall not be released, nor shall tests that are governed by confidentiality agreements be released. Access to the materials for an examination and information relating to an applicant that is relevant to a decision to hire that person (i.e., information described in Identification of Confidential Information Section, Items 1-4) is limited to:

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a. Employees with a business need-to-know the information in order to fulfill the responsibilities assigned by the District;
b. The District's Superintendent/designee, Human Resources Director, or their designee;
c. Persons authorized pursuant to any state or federal law or court order (i.e., governmental/legal/auditing/investigating agencies);
d. Counsel retained by or on behalf of the District; and
e. Any other parties with whom the District has a contractual relationship in order to enable the District to respond accurately and fully to any lawsuit, complaint, grievance, request, or other action filed by or on behalf of an employee or former employee against the District.

2. Access to an employee's personnel-related confidential file containing those items listed above in Identification of Confidential Information Section, Items 5-6), and other items referred to in Identification of Confidential Information Section, is limited to:

a. The employee;
b. The employee's representative with a current signed authorization from the employee;
c. The employee's administrator or manager/supervisor or human resources officer who has a need-to-know, or as required to make a reasonable accommodation ;
d. Persons authorized pursuant to any state or federal law or court order;
e. Counsel retained by or on behalf of the District;
f. District's workers' compensation carrier in order to address a claim filed for workers' compensation; and
g. Any other parties with whom the District has a contractual relationship in order to enable the District to respond accurately and fully to any lawsuit, complaint, grievance, request, or other action filed by or on behalf of an employee or former employee against the District.

3. Access to an employee's personnel-related confidential file containing those items listed above in Identification of Confidential Information Section. Item 7 is limited to:

a. Supervisors and managers, regarding necessary restrictions and accommodations in the employee's duties;
b. First-aid and safety personnel;
c. Government officials investigating compliance with applicable laws, on request;
d. State workers' compensation office officials;
e. Insurance company employees when the company requires a medical examination to provide health or life insurance (29 CFR 1630.14(c)(1));
f. District's workers' compensation carrier in order to address a claim filed for workers' compensation; and
g. As otherwise required by applicable law.

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4. Access to an employee's personnel-related confidential investigative and grievance file containing those items listed above in Identification of Confidential Information Section is limited to only those individuals who demonstrate a business need-to-know consistent with their official duties and subject to applicable state and federal laws, including:

a. The employee's administrator or manager/supervisor, human resources director/manager, or designee;
b. Persons authorized pursuant to any state or federal law or court order;
c. Counsel retained by or on behalf of the District; and
d. Any other parties with whom the District has a contractual relationship in order to enable the District to respond accurately and fully to any lawsuit, complaint, grievance, request, or other action filed by or on behalf of an employee or former employee against the District.

Disposal of Personal Records

1. In compliance with the Fair and Accurate Credit Transactions Act (FACTA) Disposal Rule, the District shall dispose of any record about an individual that is a consumer report or is derived from consumer reports to ensure there will be no unauthorized access to or use of information in a consumer report.

2. Method of disposal

- The District shall dispose of sensitive information by shredding or burning any and all papers and by destroying or erasing all electronic files or media which contain personal information. In addition, the District shall, in accordance with good personnel practices, properly dispose of any records containing employee personal or financial information. An electronic record must be destroyed in accordance with the applicable schedule in a manner that ensures the information cannot be retrieved or reconstructed, including, without limitation, overwriting, degaussing and the physical destruction of the storage media.
- The District will determine whether the disposal of consumer report documents will take place by utilizing an internal process and equipment or by procuring the services of a document destruction contractor to dispose of material that is specifically identified as consumer report information. The District will exercise due diligence to ensure that a contractor disposes of documents as required by law. Due diligence may consist of requiring the disposal company be certified by a recognized trade association to ensure the disposal company complies with the disposal rule requirements.

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Lyon County School District
Board Memo

Date: September 23, 2025

To: Board of School Trustees

From: BillieJo Hogan, Executive Director of Human Resources

Re: Revisions to LCSD Board Policy GBB: Fair Employment Practices

Recommendation
That the Board of Trustees approve revisions to LCSD Board Policy GBB: Fair Employment Practices as a first reading.

Background Information
This policy update incorporates minor changes recommended by POOL/PACT, including wording adjustments such as replacing "Recognition of" with "relevant factors such as," along with other minor word substitutions. These changes are editorial in nature and do not alter the intent or application of the policy.

In addition, district leadership sought to ensure consistency with Policy GL by aligning the language to eliminate any potential confusion regarding the investigative process. The "Addressing and Reporting" section has been revised to align with Policy GL for investigative complaints, promoting clarity and consistency across policies.

Budget Considerations
None

Discussed at Previous Meeting
September 24, 2024

Attachment(s)
Lyon County School District Board Policy GBB: Fair Employment Practices.pdf

FAIR EMPLOYMENT PRACTICES

The Lyon County School District recognizes the fundamental rights of applicants and employees to be assessed on the basis of merit. ~~Recognition of~~ Relevant factors such as seniority and ~~current employment~~ internal experience with the District may also be considered where consistent with applicable policies and collective bargaining agreements (CBAs). Therefore, it is the policy of the District to provide equal employment opportunity for all applicants and employees.

The District does not sanction or tolerate discrimination in any form on the basis of any protected class including race, color, religion, age, gender, pregnancy, sexual orientation, national origin, ancestry, disability, veteran status, domestic partnership, genetic information, gender identity or expression, political affiliation, ~~or~~ membership in the Nevada National Guard, victims of domestic violence or sexual assault, or any other class that becomes protected by federal and/or state law.

If the alleged discrimination could constitute sexual harassment under Title IX, the *Nondiscrimination on the Basis of Sex Under Title IX* policy AB and administrative regulations apply rather than the *Fair Employment Practices* policy GBB and administrative regulations.[1] Because the school district must respond with specific steps whenever any employee has notice of sexual harassment under Title IX, all school employees are required to report possible incidents of sexual harassment directly to the District's Title IX Coordinator, **as soon as practicable, but not later than a time during the same day on which the employee became aware of an incident of sexual harassment, including allegations of sexual harassment. Reports by school district employees must be made by in person, by telephone, and/or by email to the school district's Title IX Coordinator** as follows:

Director of Human Resources
Lyon County School District
25 E. Goldfield Avenue
Yerington, NV 89447
(775)463-6800
bhogan@lyoncsd.org

[1]Sexual harassment is defined under the federal Title IX regulations as conduct on the basis of sex that satisfies one or more of the following:

a. A school employee conditioning the provision of an aid, benefit, or service of the school district on an individual's participation in unwelcome sexual conduct (i.e., quid pro quo); or

b. Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the school district's education program or activity; or

c. Sexual assault as defined in the federal Clery Act or dating violence, domestic violence, or stalking as defined in the federal Violence Against Women Act.

The school district's Title IX Coordinator will assist the employee to determine whether the allegation could constitute sexual harassment under Title IX, in which case Board Policy AB will be followed rather than Board Policy GBB.

The District will:

- Recruit, hire, train, promote, discharge, and discipline without regard to protected class membership as well as to ensure that all compensation, benefits, transfers, layoffs, return from layoffs, District-sponsored training, social, and recreation programs will be administered in conformance with the District's policy.
- Comply with all applicable laws prohibiting discrimination.
- Provide *reasonable* accommodation as required by law or statute.
- Hold all administrators or managers/supervisors responsible for ensuring personnel policies, guidelines, practices, procedures, and activities are in compliance with federal and state fair employment practices, statutes, rules, and regulations.

Legal Reference(s):

NRS 613
Title IX of the Education Amendments of 1972, 20 USC 1681-1683
Title IX federal regulations, 34 CFR Part 106

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FAIR EMPLOYMENT PRACTICES - ADMINISTRATIVE REGULATIONS

This policy applies to all persons involved in the operation of the Lyon County School District and prohibits harassment, discrimination, and retaliation by any employee, including supervisors and coworkers, volunteers, customers or clients of the District, and any vendor or other service provider with whom the District has a business relationship. The District will not tolerate instances of harassment, discrimination, or retaliation whether or not such behavior meets the threshold of prohibited conduct/behavior(s). While single incidents of alleged harassment, discrimination, or retaliation may not be sufficiently severe or pervasive to rise to the level of being a violation of the law, the District nevertheless prohibits such conduct/behavior(s) and may impose appropriate disciplinary action, up to and including termination.

If the alleged discrimination could constitute sexual harassment under Title IX, the *Nondiscrimination on the Basis of Sex Under Title IX* policy AB and administrative regulations apply rather than the *Fair Employment Practices* policy GBB and administrative regulations.

1. Equal Employment Opportunity Officer Designated

The District designates a primary ~~responsibility for ensuring fair employment practices for the District are promoted and adhered to is assigned to the District's designated~~ reporting officer/Equal Employment Opportunity (EEO) Officer who is responsible for promoting and ensuring fair employment practices and related policies. The District's designated reporting officer/EEO Officer will also serve as the Americans with Disabilities Act (ADA) Coordinator, unless otherwise noted, and as such, also has responsibility for coordinating the District's compliance with applicable federal and state disabilities laws. The designated EEO Officer for the District is the Executive Director of Human Resources. The name and work telephone number of the individual designated will be posted at District work sites. In the event the designated EEO Officer is unavailable, the Employee Relations Administrator is designated as the alternative EEO Officer.

2. Anti-Harassment

a. Definition

The District promotes a productive work environment and does not tolerate verbal, physical, written, or graphical conduct/behavior(s) that harasses, disrupts, or interferes with another's work performance or that creates an intimidating, offensive, or hostile environment based on that protected class membership.

b. Prohibited Conduct/Behavior(s)

The District will not tolerate any form of harassment based on protected class membership, including any conduct/behavior(s) on the part of employees, volunteers, clients, customers, vendors, contractors, etc., that impairs an employee's ability to perform assigned duties. Examples of prohibited conduct/behavior(s) include, but are not limited to:

- *Offensive verbal communication* including slurs, jokes, epithets, derogatory comments, degrading or suggestive words or comments, unwanted sexual advances, invitations, or sexually degrading or suggestive words or comments.
- *Offensive written communication* including notes, letters, notices, emails, texts, or any other offensive message sent by electronic means.
- *Offensive gestures, expressions and graphics* including leering, obscene hand, finger, or body gestures, sexually explicit drawings, derogatory posters, photographs, cartoons, drawings, or displaying sexually suggestive objects or pictures.
- *Physical contact* when the action is unwelcomed by the recipient including brushing up against someone in an offensive manner, unwanted touching, impeding or blocking normal movement, or interfering with work or movement.
- *Expectations, requests, demands, or pressure for sexual favors.*

3. ~~Dealing with~~ Addressing and Reporting Allegations of Prohibited Conduct/Behavior(s)

a. Process

Employees or applicants who believe they are being subjected to any form of prohibited conduct/behavior(s) as described in this policy/regulation by another ~~(e.g.,~~ employee, student, parent, volunteer, vendor, contractor ~~of the District) based on their protected class membership, as well as those~~ , etc., or who believe they have witnessed ~~another employee, client, or member of the public being subjected to~~ prohibited conduct/behavior(s) against another employee, have an affirmative duty to bring the situation to the attention of ~~the~~ a District official. ~~Employees covered by a collective bargaining agreement (CBA) may opt to use the process described in this policy/regulation or in an applicable grievance procedure delineated by their CBA, but may not use both.~~ Employees must follow the process outlined in *LCSD Board Policy GL - Staff Complaints* to address allegations of prohibited conduct/behavior(s), including using the staff complaint form to report such behavior. All governing LCSD board policies addressing specific prohibited conduct/behavior(s) will also be used as applicable.

~~b. Employee Responsibilities~~

~~Employees who believe they personally are being or have been subjected to prohibited conduct/behavior(s) and/or are the target of any form of prohibited conduct/behavior(s),~~

~~or have witnessed any other employee being subjected to these behaviors should immediately:~~

1. ~~Identify the offensive behavior to the alleged harasser and request that the behavior cease.~~

   ~~***Note**: An employee is NOT required to talk directly to the alleged harasser or to the employee's supervisor. It is critical, however, that employees who believe they have been targeted or have witnessed what the employee believes to be prohibited conduct/behaviors(s) directed to or committed by another, contact one of the individuals listed in sections 2 or 3 below.*~~

2. ~~If the employee feels uncomfortable in speaking directly to the alleged harasser or if the employee requested the prohibited conduct/behavior(s) to cease, but the request did not produce the results desired, the employee should report the prohibited conduct/behavior(s) as soon as possible to any administrator or manager/supervisor, District's designated EEO Officer, or to the Employee Relations Administrator.~~
3. ~~Employees who believe the EEO Officer has engaged in prohibited conduct/behavior(s) should bring such concerns to the Deputy Superintendent who will designate an objective person to conduct an investigation of such allegations. Employees may also report the prohibited conduct/behavior(s) to the Superintendent.~~
4. ~~An employee who witnesses or obtains information regarding prohibited conduct/behavior(s) by the immediate supervisor is required to report the incident to the administrator, EEO Officer, or Employee Relations Administrator.~~

~~Applicants who have concern regarding violations of this policy are encouraged to contact the designated EEO Officer or the Employee Relations Administrator.~~

~~c. Administrator or Manager/Supervisors Responsibilities~~

~~Regardless of whether the employee involved is in the administrator's or manager's/supervisor's department and regardless of how the manager/supervisor became aware of the alleged prohibited conduct/behavior(s), all administrators or managers/supervisors must immediately report all allegations, complaints or observations of such prohibited conduct/behavior(s) to the EEO Officer or the Employee Relations Administrator. The report shall contain all known information including:~~

- ~~The persons(s) involved.~~
- ~~A written record of any specific conversations held with the complainant(s) and other person(s) involved as applicable.~~
- ~~All known pertinent facts, including date(s), time(s), and locations(s).~~

An administrator's or manager's/supervisor's failure to immediately report such activities, complaints, or allegations will result in discipline, up to and including possible termination.

Note: *Supervisors/Managers shall not investigate nor conduct further fact finding without authorization from the EEO Officer or the Employee Relations Administrator.*

d. Investigation

Upon being made aware of allegations or complaints of prohibited conduct/behavior(s), the District will ensure that such allegations or complaints are investigated promptly. The District treats all allegations or complaints seriously and requires all employees to be candid and truthful during the investigation process. The EEO Officer or Employee Relations Administrator will identify the appropriate individual(s) to conduct the investigation.

The District will make efforts to ensure that all investigations into complaints of prohibited behavior are kept as confidential as reasonably possible. Employees will be required to refrain from discussing the subject content of the alleged prohibited behavior with other employees or persons who may have information pertinent to the investigation throughout the course of the investigation. Employees shall be required, upon request, to provide information to regulatory agencies. The District will release information obtained only to those individuals involved in the investigation and the administration of the complaint with a business need-to-know, or as required by law per LCSD Board Policy GAC: *Confidential Information*.

The District will communicate to the individual who made the initial complaint, as well as the individual against whom the complaint was made, that the investigation is completed and appropriate action, if any, has been taken.

If evidence arises that a participant in the investigation made intentionally false statements, that employee will be disciplined, up to and including possible termination.

If it is determined that a violation of this policy/regulation has occurred, the District will take corrective action against the violator commensurate with the severity of the offense. Such corrective action may include, but is not limited to, counseling, verbal warning, written reprimand, pay reduction, transfer, demotion, suspension without pay, or termination. The District will also initiate action to deter any future prohibited conduct/behavior(s) from occurring.

With regard to disability-related complaints, the EEO Officer (when appropriate, working with the administrator/manager/supervisor and/or the complainant) shall propose a resolution to the complaint based upon the findings of such investigation. Such resolution will include reasonable accommodation when the District determines that such a reasonable accommodation can be provided.

~~e~~b. Training

The District will provide periodic training on the prevention of discrimination and prohibited conduct/behavior(s) in the workplace. The District will provide new employees a copy of this policy/regulation upon hire and discuss the contents during the new hire orientation process. New employees will participate in training on the prevention of discrimination and prohibited conduct/behavior(s). A copy of this policy/regulation will be made available to applicants upon request.

~~f~~c. Prohibition against Retaliation

Retaliation is adverse treatment which occurs because of opposition to prohibited conduct/behavior(s) in the workplace. The District will not tolerate any retaliation by administrators/supervisors or coworkers against an employee who exercises their rights under this policy. Any employee who believes they have been harassed, retaliated, or discriminated against in any manner as a result of having filed a complaint, assisted another employee in filing a complaint, or participated in an investigative process should immediately notify the EEO Officer or the Employee Relations Administrator. The District will ~~promptly investigate and deal~~ appropriately address ~~with~~ any allegation of retaliation.

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Lyon County School District
Board Memo

Date: September 23, 2025

To: Board of School Trustees

From: BillieJo Hogan, Executive Director of Human Resources

Re: Revisions to LCSD Board Policy GBBC: Employee Bullying

Recommendation
That the Board of Trustees approve revisions to LCSD Board Policy GBBC: Employee Bullying as a first reading.

Background Information

This policy update incorporates minor changes recommended by POOL/PACT, our public agency insurance pool and risk management/human resources support entity, to align with recent legislation.

Revisions to LCSD Policy GBBC now include the addition of Nevada law (NRS) provisions addressing discrimination based on race. In addition, district leadership sought to improve consistency in the investigative process by referencing Policy GL. This change eliminates redundant language, streamlines procedures, and makes the policy more user-friendly for employees.

Budget Considerations
None

Discussed at Previous Meeting
Sept. 24, 2024

Attachment(s)
Lyon County School District Board Policy GBBC: Employee Bullying.pdf

EMPLOYEE BULLYING

The District is committed to a safe and respectful learning and work environment free from bullying. The District prohibits a member of the Board of Trustees, any employee of the District, including, without limitation, an administrator, principal, teacher, or other staff member or volunteer from engaging in bullying. The District will promptly investigate allegations and will take disciplinary action when appropriate and in accordance with LCSD Board Policy GL - Staff Complaints.

If the alleged bullying could constitute sexual harassment under Title IX, the *Nondiscrimination on the Basis of Sex Under Title IX* policy AB and administrative regulations apply rather than the *Employee Bullying* policy GBBC and administrative regulations.[1] Because the school district must respond with specific steps whenever any employee has notice of sexual harassment under Title IX, **all school employees are required to report possible incidents of sexual harassment directly to the District's Title IX Coordinator, as soon as practicable, but not later than a time during the same day on which the employee became aware of an incident of sexual harassment, including allegations of sexual harassment. Reports by school district employees must be made by in person, by telephone, and/or by email to the school district's Title IX Coordinator** as follows:

Director of Human Resources
Lyon County School District
25 E. Goldfield Avenue
Yerington, NV 89447
(775)463-6800
bhogan@lyoncsd.org

It is the intent of this policy that all employees and volunteers of the District are entitled to maintain their own beliefs and to disagree respectfully without resorting to violence or bullying. This policy does not advocate nor require the acceptance of differing beliefs in a manner that would inhibit the freedom of expression, but does require that all persons with differing beliefs be free from bullying, harassment and abuse.

[1]Sexual harassment is defined under the federal Title IX regulations as conduct on the basis of sex that satisfies one or more of the following:

a. A school employee conditioning the provision of an aid, benefit, or service of the school district on an individual's participation in unwelcome sexual conduct (i.e., quid pro quo); or

b. Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the school district's education program or activity; or

c. Sexual assault as defined in the federal Clery Act or dating violence, domestic violence, or stalking as defined in the federal Violence Against Women Act.

The superintendent and staff shall use all reasonable means to inform employees and volunteers that the District will not tolerate bullying. The superintendent will provide for the appropriate training of all employees and volunteers.

The District prohibits retaliation against any employees or volunteers because they made a report of bullying or because they testified, assisted, or participated in the investigation of such a report. Such retaliation is a violation of this policy prohibiting bullying and the District will take disciplinary action when appropriate. This policy applies to all employees, including full- or part-time, casual/temporary/seasonal, elected officials, as well as volunteers and contract employees, and anyone else on the District's property.

Legal References: NRS 200.571, NRS 388.122 - 388.1235

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EMPLOYEE BULLYING - ADMINISTRATIVE REGULATIONS

1. Implementation of Policy

   The District will not tolerate any form of bullying. The District defines bullying as repeated mistreatment of one or more persons by one or more perpetrators that takes one of the following forms:

   - Verbal abuse or mistreatment;
   - Offensive conduct/behaviors (including nonverbal, physical, and cyberbullying) which are threatening, humiliating, or intimidating, or
   - Work interferences, such as sabotage, which prevents work from getting done.

   Bullying does not include expressions, acts, or gestures which are engaged in as part of a mutual disagreement or conflict.

2. Purpose

   The purpose of this policy is to communicate to all employees, including supervisors and managers, that the District will not tolerate bullying behavior. Employees found in violation of this policy may be subject to disciplinary action, up to and including termination.

3. Prohibited Conduct/Behavior(s)

   Bullying, cyberbullying, and discrimination based on race is defined in NRS 388.122 through 388.1235 respectively. Harassment is defined in NRS 200.571.

   The District considers the following types of behavior/conduct examples of bullying, cyberbullying, and discrimination based on race (this list is not all-inclusive):

   a. Verbal bullying including, but not limited to, slandering, ridiculing or maligning an employee or an employee's family; persistent name calling which is hurtful, insulting, or humiliating; yelling, screaming, and cursing; chronic teasing; belittling opinions or constant criticism.
   b. Physical bullying including, but not limited to, pushing, shoving, kicking, poking, tripping, assault or threat of physical assault, damage to an employee's work area or property.
   c. Nonverbal bullying including, but not limited to, ~~nonverbal~~ threatening gestures or glances which convey threatening messages; threatening actions; socially or physically excluding or disregarding a person in a work-related activity.

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d. Cyberbullying including, but not limited to, repeatedly tormenting, threatening, harassing, humiliating, embarrassing, or otherwise targeting an employee using email, instant messaging, text messaging, social media, or any other type of digital technology.
e. Workplace interference including, but not limited to, sabotaging which prevents work from getting done; deliberately tampering with an employee's work area or property; unreasonably assigning menial tasks outside of a person's normal job duties.
f. Discrimination based on race including, but not limited to, acts targeted to a specific person or in general to a demographic regarding race, color, culture, religion, language, ethnicity, or national origin of a person/people that occurs in person, online, or any other setting.

If the alleged bullying could constitute sexual harassment under Title IX, the *Nondiscrimination on the Basis of Sex Under Title IX* policy AB and administrative regulations apply rather than the *Employee Bullying* policy GBBC and administrative regulations.

4. Dealing with Allegations of Bullying

- Process (See LCSD Board Policy GL - Staff Complaints for the full process.)

~~Employees or applicants who believe they are being bullied by another (e.g., employee, volunteer, vendor, contractor), as well as those who believe they have witnessed another employee, volunteer, customer, or member of the public being subjected to bullying behavior have an affirmative duty to bring the situation to the attention of the administrator/supervisor.~~

- Employee Responsibilities

LCSD employees are prohibited from engaging in bullying behavior in any form.

Employees ~~who believe they personally are being or have been subjected to bullying and/or are the target of any form of bullying, or have witnessed any other employee being subjected to these behaviors should immediately:~~ or applicants who believe they are being bullied by another (e.g., employee, volunteer, vendor, contractor), as well as those who believe they have witnessed another employee, volunteer, customer, or member of the public being subjected to bullying behavior have an affirmative duty to bring the situation to the attention of

~~1) Identify the offensive behavior to the alleged offender and request that the behavior cease.~~

~~**Note:** An employee is NOT required to talk directly to the alleged offender or to the employee's supervisor. It is critical, however, that the employee contact one of the individuals listed in sections 2 or 3 below if they believe they are being targeted or have witnessed what the employee believes to be bullying directed to or committed by another employee(s), client(s), customer(s), vendor(s), volunteer(s), contractor(s), etc.~~

~~2) If the employee feels uncomfortable in speaking directly to the alleged offender or if the employee requested the bullying cease, but the request did not produce the results desired, the employee should report the alleged bullying as soon as possible to~~ any administrator or manager/supervisor, the District's designated EEO Officer (Executive Director of Human Resources), or to the alternate EEO Officer (Employee Relations Administrator).

~~3)~~ Employees who believe the EEO Officer has engaged in alleged bullying should bring such concerns to the attention of the Superintendent or designee. The Superintendent will designate an objective person to conduct an investigation of such allegations.

~~4) An employee who witnesses or obtains information regarding alleged bullying by their immediate supervisor is required to report the incident to the administrator, EEO Officer, or alternate EEO Officer.~~

~~5)~~ Applicants who have concerns regarding violations of this policy are encouraged to contact the designated EEO Officer or the alternate.

- Administrator/Supervisor Responsibilities

~~Regardless of whether the employee involved is in the administrator's or manager's/supervisor's department and regardless of how they became aware of the alleged prohibited conduct/behavior(s), all a~~Administrators or managers/supervisors must immediately report all allegations, complaints or observations of such prohibited conduct/behavior(s) to the EEO Officer. ~~The information reported must include:~~

~~1. The persons(s) involved, including all witnesses.~~
~~2. A written record of specific conversations held with the accused and any witnesses.~~
~~3. All pertinent facts, including date(s), time(s), and locations(s).~~

~~An administrator/supervisor is required to report this information to the District's EEO Officer, or the alternate EEO Officer immediately.~~

Administrators or managers/supervisors will take necessary actions to stop any reported bullying behavior immediately and ensure that any substantiated bullying behavior does not occur again.

- Investigation

Upon being made aware of allegations or complaints of bullying, ~~the~~ District officials (e.g. administrators, managers, supervisors) and the EEO Officer will ensure that such allegations or complaints are investigated ~~where deemed necessary~~ in accordance with LCSD Board Policy GL - Staff Complaints.

~~The District will make efforts to ensure that all investigations are kept as confidential as reasonably possible. The District will release information obtained only to those individuals with need-to-know business or involved in the investigation and the administration of the complaint, or as required by law.~~

~~The individual who made the initial complaint, as well as the individual against whom the complaint was made, will be made aware that the investigation is completed and appropriate action, if any, has been taken.~~

~~If it is determined that bullying has occurred, the District will take appropriate action. The District will also initiate action to deter any future bullying from occurring.~~

5. Prohibition Against Retaliation

The District will not tolerate any retaliation by management, ~~or by any other~~ employees, or volunteers against employees or applicants who exercise rights under this policy. Any employee or applicant who believes they have been retaliated or discriminated against in any manner whatsoever as a result of having filed a complaint, assisted another employee in filing a complaint, or participated in an investigative process should notify the EEO Officer or the alternate EEO Officer immediately. The District will promptly investigate and ~~deal~~ appropriately address ~~with~~ any allegation of retaliation in accordance with LCSD Board Policy GL.