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, June 23, 2026, beginning at 6:30 PM at the following location:

Professional Learning Center, PLC, located on the SSES Campus, 3800 W. Spruce St., Silver Springs, NV 89429

The subjects to be discussed or considered 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 28
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. 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.

B. Budget Transfers 36

C. Request for Early Graduation/HSE (confidential)

D. Personnel Reports 41

E. Travel 45

F. Special Olympics MOU 52

G. Annual Policy IKD: Outdoor Credit Opportunity Report 62

H. Annual Policy IKDA Community Services Credit Opportunities Report 63

I. Critical Needs Designations 64

J. Annual Renewal Excess Workers' Comp 77

K. Annual Renewal POOLPACT Warren Reed Liability Insurance 79

L. District Financial Report 121
Voucher 1368, 1367, 1375, 1374, 1380, 1379, 1385, 1384, 1402, 1401
Total $6,023,135.00

11. ACCEPTANCE OF DONATIONS 209

12. **(For Possible Action)** Discussion and possible action regarding an update on the Go Guardian program. This item is being presented by Board Member James Whisler, Executive Director of Education Services James Gianotti, and LyOnline Administrator Chanen Cross. **210**

13. **(For Possible Action)** Discussion and possible action regarding the purchase and implementation of the Go Guardian platform for LCSD. This item is being presented by Executive Director of Education Services James Gianotti. **217**

14. **(For Possible Action)** Discussion and possible action regarding the Nevada Association of School Superintendents' iNVest presentation for the 2027 Legislative Session. This item is being presented by Superintendent Tim Logan. **220**

15. **(For Possible Action)** Discussion and possible action regarding a review of the 2026-27 LCSD School Improvement Plans. This item is being presented by Deputy Superintendent Stacey Cooper. **224**

16. **(For Possible Action)** Discussion and possible action regarding a review of the 2025-26 LCSD District Performance Plan. This item is being presented by Deputy Superintendent Stacey Cooper. **432**

17. **(For Possible Action)** Discussion and possible action regarding the annual summative evaluation of the LCSD Superintendent. This item is being presented by Board President Tom Hendrix. **444**

18. **(For Possible Action)** Discussion and possible action regarding the implementation and process of LCSD Policy KL: Processing Public Complaints. This item is being presented by Board President Tom Hendrix. **525**

19. **(For Possible Action)** Discussion and possible action regarding revisions to LCSD Policy GBBPA: Social Networking as a first reading. This item is being presented by Executive Director of Human Resources BillieJo Hogan. **533**

20. **(For Possible Action)** Discussion and possible action regarding revisions to LCSD Policy JED: Attendance as a first reading. This item is being presented by Deputy Superintendent Stacey Cooper. **540**

21. **(For Possible Action)** Discussion and possible action regarding revisions to LCSD Policy KK: Public Guest and Spectator Civility as a first reading. This item is being presented by Deputy Superintendent Stacey Cooper. **555**

22. **(For Possible Action)** Discussion and possible action regarding the following LCSD Policies as a second and final reading. No changes were made to these policies after the first reading. Any member of the Board may request that a policy be removed to be discussed and acted on separately.

A. Policy IK: Grading Interventions, Course Exemptions, and Class Ranking 562

B. Policy JO: Student Education Records 586

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 May 26, 2026, at 6:30 PM at Fernley Intermediate School, 320 Hwy 95A South, Fernley, NV 89408.

1. CALL TO ORDER
   President Hendrix called the meeting to order at 6:30 pm.

2. PLEDGE OF ALLEGIANCE
   The Pledge of Allegiance was led by Legal Counsel Carolyn Renner.

3. WELCOME OF GUESTS
   President Hendrix welcomed everyone.
   The Board members in attendance included:
   President Tom Hendrix
   Clerk Dawn Carson
   Trustee Elmer Bull
   Trustee Kallie Day
   Trustee Darin Farr
   Trustee Sherry Parsons
   Trustee James Whisler

   Student Representative from FHS Alauna Escartin

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

   Guests and staff included Skyler Tremaine, Carolyn Renner, Margaret Heim, Blake Cooper, Farrah Alexander, Steve Henderson, Tammie Moniz, Shaun McMackin, Kent Jones, Shawn Romero, Virginia Richardson, Michelle Trousdale, Jamie Henderson, Jennifer Bluhm, Ryan Cross, Cory Sanford, Huey Stone, Rachel Croft, Jerri Kerns, Anna Bruher, Duane Mattice, Amber Cross, Stephanie Coplan, Erin Korf, Bridget Perez, Amber Cross, SRO Kristopher Zmak, Dan Slentz, Eric Nelson, Brian Nelson.

4. APPROVAL OF AGENDA
   Trustee Bull made a motion to approve the agenda as presented.
   Trustee Farr seconded.
   With no further discussion, the motion carried 7-0.

DRAFT

5. APPROVAL OF MINUTES

Trustee Farr made a motion to approve the minutes of the last meeting as written.
Trustee Parsons seconded.
With no further discussion, the motion carried 7-0.

6. BOARD MEMBER REPORTS

President Hendrix recognized incoming Fernley High School (FHS) Student Body President Alauna Escartin. She updated the board on events happening at the high school, including orientation for incoming students, a Fernley Intermediate School (FIS) field day with 6th graders' activities, prom around the corner, spring athletics, and recent elections for student council.
Trustee Parsons spoke about Fernley athletics, sour dough bread from Dayton High School (DHS), and different track events. She noticed the road was graded at the Dayton schools and suggested adding benches around the pit. She felt the Mr. FHS contest winner did an excellent job giving advice to incoming freshman: to take your time, enjoy the experience, and go out of your way to make friends.
Trustee Day spoke about the "We the People" event at Dayton Elementary School (DES), the Student Absenteeism Advisory Board (SAAB), and the Trade Fest at Silver Stage High School (SSHS). She attended the DHS volleyball championship, participated in a district podcast, and presented the Silver Stage Nighthawk Voices of Tomorrow for their work during a meet the candidates night.
Trustee Farr spoke about the Silverland Middle School (SMS) leadership class who provided breakfast to thank teachers, and teacher appreciation at Fernley Elementary School (FES). He gave recognition coins in appreciation to Dolan Auto Group for their significant donations to our schools over the years. He spoke highly of Ms. Ferguson's FHS drama class performance.
Trustee Bull attended Dayton site visits and Yerington High School (YHS) senior presentations. He attended the Yerington track meet with many schools competing, and participated with the Lion's Club who donated burgers and hot dogs for the athletes. He spoke about SVS and Yerington baseball and the State Championship.
Clerk Carson spoke about the last days of school and finals, wishing everyone a strong finish to the year.
President Hendrix visited DHS classes including Special Education classrooms. He commented on open doors propped open and spoke on the safety of the schools. He attended a grand opening for a business in Silver Springs with SSHS students in attendance, sharing his opinion that students need to be in school learning and not at grand openings for businesses. He went to the Veterans Memorial Day Event.

7. STUDENT REPRESENTATIVE REPORT

8. ATTITUDE OF GRATITUDE

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

9. SUPERINTENDENT REPORT

Superintendent Logan congratulated Alauna Escartin for being elected as the FHS incoming Student Body President. He extended his thanks to FIS for hosting our meeting, and he spoke on the anticipation of the awards nights, activities and graduations coming up. He announced that about 60 of our district's seniors will receive an associates degree from dual

enrollment with WNC, and he introduced FIS incoming Principal Reema Pulsifer.
Rachel Croft was given time to present information on the National Board of Teachers, and she recognized Jerri Kerns, pinning her with this prestigious award. Jerri and multiple LCSD teachers have gone through this rigorous training and professional development and are recognized as leaders among their peers.

10. PUBLIC PARTICIPATION:
Public comment was made by Patrick Billings, SSHS Social Studies teacher. He shared his 21 years of experience working with many different administrators to foster the teaching environment in LCSD. He spoke positively about the culture and supportive environment extended to students and teachers. He shared that retention is a challenge, not because of the administrators' lack of support, but due to student and parent apathy, lack of student motivation, absences, student substance abuse, and social media addiction. His full comments are attached to the minutes.
Bridget Perez, a veteran teacher, served as an LCSD teacher leader and served on the state's Teacher Recruitment & Retention Committee. She addressed a statement made at the last meeting that teachers are leaving due to administrators driving them away. With her experience she shared that this is a nationwide issue and the causes are complex, varying from stress, burnout, and student behaviors, making more money elsewhere, and mental health issues. Teachers are responsible for more than instruction and LCSD provides supportive leadership. Publicly blaming one group damages morale. Her full comments are attached to the minutes.
Principal Amber Cross addressed President Hendrix's concern about SSHS students being at a business opening. She explained that the leadership students were invited off campus during their lunchtime for the opportunity to accept a check from the new business. She also spoke to comments made by Trustee Whisler at the April meeting, suggesting that teachers are afraid of their administrators, that teacher shortage is an internal problem rooted in a "good ol'boy system" and that administrators do not follow policy and sweep things under the rug. She gave her arguments against these comments, gave examples of the honest motivation and dedication shown by administrators, and shared factual, legitimate reasons that staff leave. Her full comments are attached to the minutes.
Assistant Principal Stephanie Coplan reflected on the professional encouragement and support she received as teacher and as assistant principal, by the leadership at LCSD. She plans to share the collaborative mentorship she was given and will continue to foster the educators she will serve in Smith Valley as principal. She says this is not a unique experience in LCSD and it is concerning when the board bases their opinions on the perceptions of a few. She recommended that they visit the schools directly. Her full comments are attached to the minutes.
Principal Duane Mattice spoke as President of the Lyon County Administrators Association (LCAA) to address the board's characterization that LCSD has a retention problem. He shared data suggesting that LCSD shows stability in comparison to other districts. Data shows our teaching staff is made up of 10% newer, less experienced teachers. Therefore, about 90% of LCSD teachers are experienced educators that have chosen to remain. Teacher attrition has decreased statewide since the implementation of SB231 benefits. Long-term substitues are a statewide reality, though stats show LCSD vacancies are lower than other districts. He spoke on Critical Labor designations as a proactive retention tool, useful when administrators have a small pool to choose from. He encouraged focusing on the positive initiatives that celebrate the stability growing in the district. His full comments are attached to the minutes.

Principal Jamie Henderson shared her thoughts on accusations made by Trustee Whisler at the previous board meeting. She pointed out a lack of professionalism by board members during open meetings and violations made to board policies that are intended to govern board conduct. Her full comments are attached to the minutes.
FHS Principal Ryan Cross addressed the attack on administrators at the previous meeting through inaccurate and uniformed statements by Trustee Whisler. FHS staff retention rate was at 97% last year which show that the claims about administrative failures are not based on facts. He pointed out the lack of adherance to board policies on the Code of Conduct and Oath of Office, and the use of open meetings to air personal grievances. He offered non-competitive salaries as one cause for the recruitment challenges. His full comments are attached to the minutes.
Erin Korf commented on the increasingly negative and unproductive criticism directed at administration during open meetings that undermines the positive environment needed to support school communities. The comment that teachers are afraid to report or have discussions with administrators may be true for a few but not the majority. She spoke on the unprofessional attitude the board has shown in meetings in front of stakeholders. She encouraged constructive comments that are respectful, factual, and focused on solutions.
Brian Lee, with the Nevada Certified Education Association, spoke on teacher retention as a longstanding problem across the counties in Nevada. He asserted that LCSD has an exemplorary record for supporting teachers with professional development. He referred to recent comments made by trustees as discourteous and unprofessional. He stated that this was contrary to the long standing practice that administrators are not disciplined in public by board members, but in private by the superintendent. He cited Open Meeting Law and NRS 241.033 all employees entitled to advanced notice when speaking of character, alledged misconduct, or professional competence. The board's comments demoralized the staff members and violated the spirit and letter of the law. He asked that the board comply with regulations going forward.
Eric Nelson resident offered information for agenda item 22, internet technology. He shared his experience in internet vulnerability, offered the basics on white list or black list systems for protection, and suggested layered tiers of access, maybe teachers could have full access, and tier it down. There are companies can create the lists and update them as they are created.

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Trustee Farr made a motion to approve the consent agenda as presented.
Trustee Bull 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. Request for Early Graduation/HSE (confidential)
C. Personnel Reports
D. Travel

E. District Financial Report
Vouchers# 1328, 1329, 1335, 1334, 1341, 1340, 1348, 1347.
Total $2,721,043.96

12. ACCEPTANCE OF DONATIONS
Trustee Parsons made a motion to accept the donations made to the schools.
Clerk Carson seconded.
With no further discussion, the motion carried 7-0.

13. FY2026-27 BUDGET - PUBLIC HEARING
A. OPEN BUDGET-PUBLIC HEARING:
Conduct public hearing on the FY 2026-27 tentative budget to provide citizens with the opportunity for input and comment on the district's proposed budget.
President Hendrix opened the public hearing for discussion. There was no comment.
B. CLOSE BUDGET - PUBLIC HEARING
President Hendrix closed the public hearing.

14. **(For Possible Action)** Discussion and possible action to provide district administration further direction on the LCSD FY2027 tentative budget and/or approve it as the LCSD FY2027 final budget. This item is being presented by Executive Director of Operations Harman Bains and Chief Financial Officer Lilliana Camacho-Polkow.
The 2026-27 Budget was presented.
Trustee Farr made a motion that the Board approve the final budget for the fiscal year ending June 30, 2027.
Trustee Day seconded.
With no further discussion, the motion carried 7-0.

15. **(For Possible Action)** Discussion and possible action regarding the LCSD 5 Year Capital Improvement Plan. This item is being presented by Executive Director of Operations Harman Bains and Chief Financial Officer Lilliana Camacho Polkow.
5 year CIP was presented as needed to match the budget. Changes were mainly in bond projects.
Trustee Bull made a motion that the Board approve the 5 Year Capital Improvement Plan as presented.
Clerk Carson seconded.
With no further discussion, the motion carried 7-0.

16. **(For Possible Action)** Discussion and possible action regarding the Boys and Girls Club of Mason Valley and partnership with the 21st Century after-school program. This item is being presented by BGC CEO Travis Crowder and Director of Development Nick Beaton.
Nick Beaton and Travis Crowder, from the Boys and Girls Club (BGC) of Mason Valley spoke on the partnership between LCSD and the BGC. Mason Valley has close to 1300 participants almost daily. The club and organization supports families in building leadership in kids. Currently they are developing of the Dayton Early Learning Center for infants to preK age children and planning a new clubhouse campus and early learning center in Silver Springs. Grants are needed as well as continuous collaboration with the school district. Transportation has been a challenge, as it is with the schools. No child is turned away. They work with families to fund programs. It costs approximately $40 for a week to feed one child. However it is still the lowest in the state.

The board appreciated the presentation and shared thoughts on the benefits the club brings to families and kids.
No motion was made.

A break was taken at 8:10 PM.
The meeting was called back to order at 8:30 PM.

17. **(For Possible Action)** Discussion and possible action regarding the Guaranteed Maximum Price for the Yerington High School and Silver Stage High School Single Point of Entry Projects. This item is being presented by Executive Director of Operations Harman Bains.

The Guaranteed Maximum Price was presented for the YHS and SSHS Single Point of Entry projects. Both projects came in on budget and Pellet Construction is ready to start once approved.
The Silverland Middle School project will be done by our staff. The bid came in much higher than anticipated and the district is confident that our team has the knowledge, talent and ability to do it at a significantly lower cost.
Trustee Farr made a motion that the Board approve the Guaranteed Maximum Price of $195,572.13 for the Yerington High School and $283,372.01 for Silver Stage High School Single Point of Entry projects.
Trustee Bull seconded.
With no further discussion, the motion carried 7-0.

18. **(For Possible Action)** Discussion and possible action regarding a contract with Chartwells as LCSD Nutrition Services Management Company for the 2026-27 school year. This item is being presented by Executive Director of Operations Harman Bains.
Chartwells requires annual approval for the 5 year contract. Chartwells has been a great partner, increasing participation, like breakfast in the classroom allowing more kids to eat meals, which essentially leads to higher reimbursements.
President Hendrix made a motion to approve the annual renewal of the 5-year contract with Chartwells as Lyon County School District food service management company.
Trustee Farr seconded.
With no further discussion, the motion carried 7-0.

19. **(For Possible Action)** Discussion and possible action regarding the catered dinners provided prior to regular LCSD school board meetings. This item is being presented by Board Member James Whisler and Executive Director of Operations Harman Bains.
Trustee Whisler questioned the practice of catered dinners before the board meetings for the trustees and staff who attend. He feels it is not unreasonable for people to get their own dinner. He reasoned that the district is making cuts, is short-staffed, and staff are overworked.
The trustees discussed the renegotiated cost of board meeting dinners, achieving an approximate 70% savings and reducing the annual expense to about $1300. While the Board agreed with contributing to expense cuts, most decided to continue providing the meals for practical reasons, as some members cannot go home before meetings.
President Hendrix made a motion to approve the continuation of board dinners at the newly negotiated rate effective June 2026.
Trustee Far seconded
There were further comments about the value in the opportunity to sit down together. Some

offered to pay for their meal if needed. Regarding the staff, they are hired by Chartwells and often times their schedule is flexed to accommodate longer days.
With no further discussion, the motion carried 5-2. Trustees Parsons and Whisler opposed.

20. **(For Possible Action)** Discussion and possible action regarding the Memorandum of Understanding for LCSD and the Silver Springs Mutual Water Company. This item is being presented by Executive Director of Operations Harman Bains.
The Memorandum of Understanding (MOU) with Silver Springs Mutual Water Co. (SSMWC) was put together as a result of a water use audit. SSMWC found that the district uses more water than it owns in water rights in the Silver Springs area. It addressed specific wells and water being used for each well. Through the MOU unused water rights will be dedicated elsewhere to cover the deficit. SSMWC will conduct a 2-year water audit to capture more accurate and current data. Modernizations and upgrades at the school campuses, like swamp coolers being replaced with efficient HVAC systems, will show there is less deficit than previously shown.
Director Bains commented that the SSMWC has been great to work with. He shared options for saving water at the facilities like replacing fields with AstroTurf.
Clerk Carson made a motion to approve the Memorandum of Understanding between Lyon County School District and the Silver Springs Mutual Water Company authorizing the dedication of 34.416 acre-feet annually from Permit No. 63258 to SSMWC through the Nevada Division of Water Resources.
Trustee Bull seconded.
Trustee Parsons asked where the water was coming from. It was explained that one well was being under utilized and would be repurposed to decrease the deficit of other wells.
She was concerned that the district may be giving away too much should enrollment change. She is not in favor of giving water away.
With no further discussion, the motion carried 6-1. Trustee Parsons opposed.

21. **(For Possible Action)** Discussion and possible action regarding the Memorandum of Understanding for LCSD and Walker River Little League. This item is being presented by Executive Director of Operations Harman Bains.
The MOU between Yerington's Walker River Little League (WRLL) and LCSD was brought forward for approval for the benefit of both organizations. Background information was given regarding the City of Yerington who donated Booth Parr Field a few years ago. After discussion, both wish to memorialize their shared understanding regarding the installation of upgraded lighting and ongoing field use, prioritizing access LCSD and WRLL athletic programs. WRLL raised the funds for the improvements through private community donors and sponsors. It is a significant gift to the school district and community.
Trustee Bull made a motion that the Board approve the Booth-Parr Field Lighting Replacement and Shared Use Memorandum of Understanding between Lyon County School District and Walker River Little League.
Trustee Farr seconded.
With no further discussion, the motion carried 7-0.

22. **(For Possible Action)** Discussion and possible action regarding the level of internet access as well as improved options to measure and control internet access that students, teachers, administrators, and employees have. This item is being presented by Executive Director of Operations Harman Bains.

The district internet filtering systems, primarily using Google Safe Search and Content Keeper, were discussed, with the explanation that while no filtering system is perfect, they use both whitelist and blacklist approaches to manage internet access while protecting students. The discussion revealed some concerns from students about internet restrictions potentially slowing down research and limiting access to necessary educational content. The board discussed internet safety measures and content filtering, focusing on the current use of Bark and other monitoring tools. Teachers and administrators receive daily alerts and weekly reports with data showing student activity. Teachers talk to students about safe internet use, and students lose computers or privileges when caught misusing them. They reviewed the process for unblocking specific websites with principal approval and examined the challenges they face with the constantly changing material on the internet. Go Guardian is being piloted in LyOnline distance ed and results are promising. The discussion highlighted the limitations of blacklist approaches and explored the potential benefits of a whitelist system, though no specific action items were decided upon. The board generally acknowledged that effective internet safety requires a unified approach involving software tools, teacher supervision, digital citizenship training, and parental involvement.
No motion was made.

23. **(For Possible Action)** Discussion and possible action regarding LCSD Board Challenge/Recognition Coins and their issuance, guardrails, and guidelines. This item is being presented by Board Member James Whisler.
The Trustees discussed the use of district recognition coins and who should have the authority to award them. Trustee Whisler expressed support for allowing administrators, cabinet members, and staff to use the coins but emphasized the importance of preventing misuse. President Hendrix referenced draft guidelines and sought input on who should be authorized to distribute coins and who should be eligible to receive them, including staff, students, and community members who go above and beyond. The nomination form provides justification for each award. They agreed that allowing too many people to distribute coins could diminish their significance.
Superintendent Logan shared that approximately 30 coins have been awarded this year and he recommended that administrators and cabinet members submit nominations to the Board to disburse. He suggested advance notice for practical reasons and potential HR considerations. Formal guidelines for the process will be drafted for future Board review.
No motion made.

Public Comment was made by FES Principal Jamie Henderson suggesting that principals may not be comfortable giving out that type of gift as it could create unintended division. Their staff nominate staff and students, and they see value in their own system.

24. **(For Possible Action)** Discussion and possible action regarding LCSD Policy IK: Grading, Interventions, Course Exemptions, Class Ranking as a first reading. This item is being presented by Executive Director of Education Services Heather Moyle.
Revisions to Policy IK: Grading, Interventions, Course Exemptions, Class Ranking were brought forward to better prepare students with a tiered approach in the grading system. Grades K-4 maintain the standards-based 4-point proficiency scale. Grades 5- 6 will be graded with a hybrid model using traditional letter grades, A-F, calculated under categories connected to a set of specific standards. Grades 7-12 will use the traditional letter grade model, each tied to course point ranges and values. Section 10 of the Administrative Regulations has a revision to class rank with honors. It specifies the time at LCSD during

high school for those eligible for honor status.
Clerk Carson made a motion that the Board approve the revisions to LCSD Board Policy IK: Grading, Interventions, Course Exemptions and Class Ranking as a first reading.
Trustee Day seconded.
With no further discussion, the motion carried 7-0.

25. **(For Possible Action)** Discussion and possible action regarding LCSD Policy JO: Student Education Records as a first reading. This item is being presented by Executive Director of Special Services Rachel Stewart.
Revisions to Policy JO: Student Education Records represent changes in distributing student identification records to 3rd parties due to the passing of Assembly Bill 6. The main groups affected are local groups and athletic leagues that want address information to advertise services and activities.
Trustee Farr made a motion that the Board approve the revisions to LCSD Board Policy JO: Student Education Records as a first reading.
Trustee Parsons seconded.
With no further discussion, the motion carried 7-0.

26. **(For Possible Action)** Discussion and possible action regarding the following LCSD policies as a second and final reading. No changes were made to these policies after the first reading. Any member of the Board may request that a policy be removed and discussed and acted upon separately.
A. LCSD Policy GBBP: Information Technology
B. LCSD Policy DA: Fundraising
Trustee Farr made a motion that the Board approve the second and final readings of Policies GBBP: Information Technology and DA: Fundraising.
Trustee Parsons seconded.
With no further discussion, the motion carried 7-0.

27. **(For Possible Action)** Discussion and possible action regarding the LCSD 2027 Board of Trustees Meeting Schedule. This item is being presented by Superintendent Tim Logan.
Trustee Bull made a motion that the Board approve the meeting LCSD Board meeting schedule for 2027.
Clerk Carson seconded.
With no further discussion, the motion carried 7-0.

28. **(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 is scheduled for Tuesday, June 23, 2026, at the PLC in Silver Springs.
Agenda items may include the following:
Trustees Farr announced the SMS Green Team event scheduled for Thursday, 6-8 PM.
Go Guardian
NASS iNVest
Superintendent Evaluation
DPP
Policies

29. PUBLIC PARTICIPATION:
No comment was made.

30. ADJOURN:
The meeting adjourned at 10:46 PM

The notice for this meeting was posted on May 19, 2026, at Lyon County School District Administrative Office, Lyon County School District websites (http://www.lyoncsd.org) and the Nevada Public Notice Website (http://nv.gov) in accordance with NRS 241.020 (3)(b).

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DRAFT

Good Evening,

I would like to clear up some misconceptions regarding the struggle with teacher retainment. My name is Patrick Billings, and I have been a social studies teacher at Silver Stage High School for the past 21 years. I have been lucky enough to have worked under many amazing school leaders including my current administration, Mrs. Amber Cross and Mrs. Stephanie Coplan.

I have worked with my administration to develop data supported instruction, which included how to unwrap standards to build student centered learning intentions. From that, we built success criteria to increase rigor and support real world application in order to foster challenging and meaningful learning. We improved grading policies, increased tutoring days, and parent engagement. My principal saw my confidence and ability grow as I became a teacher leader to mentor new and struggling teachers.

When Mrs. Cross took over two years ago, she continued these highly successful initiatives and brought her own positive culture to our school. SHe has worked tirelessly to make a smooth transition for staff and students. She has built a loving and supportive educational culture that puts students first. We have monthly pep rallies to increase school spirit and field trips for perfect attendance and ACT growth. Our principal and vice principal are constantly present in the halls, lunch, and classrooms to provide support to teachers and positive interactions for students.

My Administration's positive attitude shines in our school and makes SSHS a better place. I know I can always go to both Mrs. Coplan and Mrs. When I have student concerns, lesson ideas, or stress in my life, they treat us like real people and work to always care for their staff and build us up.

All of this is to say that while teacher retention is a problem, it is not due to lack of administration support. In my opinion, lack of teacher retention is due to high levels of student apathy, obstinate student attitudes during assignments, a lack of curiosity and motivation, as well as high levels of chronic absenteeism. SSHS has dropped their rate by 18% by focusing on positive rewards and field trips for perfect attendance. Substance abuse by some students, problems created with social media addiction, and a lack of societal respect for education and teachers.

We have great things going on at Silver Stage High School. The majority of students are good but these are real problems. I love my job but teaching is not easy. Work to fix these problems and you may retain more teachers.

Good evening. My name is Bridget Perez, and I am a veteran teacher in the Lyon County School District. I have served as a teacher leader for the past five years, and I also served on Nevada's state teacher recruitment and retention committee.

I would like to address a recent statement suggesting that teachers are leaving primarily because site administrators are driving them away.

Teacher shortages are not unique to Lyon County. Nevada has struggled with educator recruitment and retention for many years, especially in rural districts, and this is a nationwide issue affecting schools across the country.

Through my work both locally and at the state level, the causes consistently identified are much broader and more complex than any single factor. These include compensation, housing costs, workload, burnout, increasing student behavior challenges, and competition from careers outside of education.

Many professionals with the same degrees and qualifications teachers hold can make significantly more money outside of education while facing far less daily stress and fewer behavioral challenges. That reality matters.

Teachers today are managing far more than instruction alone. Across the country, educators are dealing with increasing classroom disruptions, chronic absenteeism, mental health concerns, and behavioral issues that make the profession more demanding than ever before.

Leadership absolutely matters. Strong administrators can create positive school cultures and help teachers feel supported. Poor leadership can certainly contribute to teachers leaving. But reducing a statewide and nationwide crisis to a single cause oversimplifies the problem and creates unnecessary division.

Most teachers and administrators in this district are working extremely hard under difficult circumstances because they care deeply about students and

this community. Publicly blaming one group for a complex issue damages morale at a time when collaboration is needed most.

If we truly want to recruit and retain high-quality teachers in Lyon County and across Nevada, then we must focus on meaningful solutions: competitive compensation, teacher support and mentoring, improved working conditions, addressing student behavior challenges, and restoring respect for the teaching profession.

The question should not be who to blame. The question should be how we work together to make Lyon County a place where excellent educators choose to stay.

I have researched this topic in-depth and would love to share more with you.

Thank you for your time.

Good evening, Mr. President, Trustees of the Board, and community members. My name is Amber Cross and am the principal at Silver Stage High School.

I want to address comments made by Trustee Whistler at last month's board meeting in Dayton. Trustee Whistler stated that Lyon County can't keep teachers because "all the teachers he talks to are afraid of their administrators," and that our teacher shortage is an internal problem rooted in a so-called "Good Ol' Boy system." He further claimed that 80% of the issues are at the District Office, and only 20% are at the school sites.

As a high school principal, I must address these claims directly and honestly.

First, the greatest impact a leader has on a school is at the site level—where students learn, teachers teach, and families engage every day. While district leadership sets the vision and provides support, it is principals and teachers who build the culture, relationships, and trust that keep great educators in our schools. I see this every day at Silver Stage High School.

Mr. Whistler also accused administrators of not following policy and "sweeping things under the rug." I take offense at this—not for myself alone, but for every administrator who has stood in the gap for their students and staff. I have waited outside my school for the police after a bomb threat, never hesitating to be the first line of defense for my students and teachers. I have accepted the responsibility that comes with being principal, including risking my own safety if it means protecting my school community. These are not the actions of someone avoiding responsibility.

Teaching is a calling. Unlike the parents Mr. Bull referenced who discouraged their children from becoming teachers, I encouraged my own daughter to become a teacher, because I believe it is the most impactful, difference-making profession there is. Every day I work with educators who put in countless hours, who endure disrespect and frustration, and who still show up with love for our students and community.

When the board, who represent all taxpayers—including myself, my family, and my colleagues—publicly criticize and blame those of us in schools, it is not just disheartening. It is damaging to the culture we are trying to build, and it discourages the very people we need most: our teachers and staff.

I want to share the real reasons teachers leave my school:

- One was promoted—we helped her grow to reach her potential.
- One was a teacher intern, replaced by a licensed teacher.
- One got a job four miles from his house to avoid the daily grind of I-80 traffic.

These are not the symptoms of an internal problem—they are the realities of life and career growth. They are the results of leaders investing in and supporting their staff.

Viktor Frankl, a Holocaust survivor, said, “Love is wanting to uncover the potential in others.” That is why I am a principal. My mission is to find the strengths in my students, my teachers, my parents, and my colleagues—and help them shine. I do this every day, at every level. I love my people.

For those trustees who have visited and walked my school, thank you. My staff and students truly appreciate being recognized for their hard work. For those who have not, I respectfully invite you to come and see the positive and supportive environment we work so hard to create.

I am proud to be a leader in Lyon County. I stand with my fellow administrators and teachers, who fight for kids, support each other, and do the hard, rewarding work of education every single day. I ask the Board to join us in that mission, not tear us down.

Thank you.

Stephanie Coplan 5/26/26

As I prepare to step into the role of principal of Smith Valley next year, I would like to take this opportunity to share some reflections and insights from my time here in Lyon County. My journey in education has been profoundly shaped by the remarkable administrative support I received—support that not only empowered me as a classroom teacher but also encouraged my professional growth and pursuit of further learning.

During my tenure as a middle school teacher, the encouragement and resources provided by our administration were instrumental in allowing me to access extra learning opportunities for myself and my students. With that support, I was able to earn my NISL (National Institute for School Leadership) certification, as well as complete my administration degree, both of which were made possible with unwavering guidance from Amber, Erin, and other leaders in our district. Their mentorship modeled the collaborative and student-centered approach that I now strive to bring to my own leadership.

I can say with complete sincerity that I was happy and fulfilled as a classroom teacher in Lyon County. That sense of satisfaction came from daily experiences with students, strong collegial relationships, and a shared commitment to educational excellence. Now, as I transition into my own principalship, my focus is on supporting all teachers in managing their classrooms effectively and ensuring that each and every student receives the high-quality educational experience outlined in the Lyon County Student Bill of Rights and Portrait of a Learner. My goal is to build on the strengths of our staff and to foster an environment where every educator feels valued and empowered, so that every child can thrive.

It is important to note that my positive experiences are not unique. I believe, and have witnessed firsthand, that the majority of teachers and staff across the county share this same sense of satisfaction and commitment. It is therefore concerning when the board bases decisions or statements on the perspectives of a small group, yet refers to these views as representing the majority. If there is ever a question regarding teacher job satisfaction, I would encourage you—rather than relying on secondhand reports or singular conversations—to visit our schools, walk our halls, and speak directly with our dedicated educators and staff. The reality of our positive and collaborative school culture is best seen and felt in person.

Thank you for your continued support of our schools, teachers, and students. I look forward to working together to make Lyon County an even better place to learn and grow.

LCAA Lyon County Administrators Association

To: Lyon County School District Board of Trustees
From: Lyon County Administrators Association
Date: May 1, 2026
Subject: Data-Driven Analysis of Teacher Retention and District Stability

Dear Members of the Board,

Recent discussions have characterized the Lyon County School District (LCSD) as facing a "major retention problem." While we must remain vigilant in supporting our educators, a closer examination of the 2024–2026 data suggests that LCSD is actually demonstrating significant stability during a period of unprecedented statewide labor challenges.

To ensure our policy decisions are based on the current reality rather than hyperbole, I would like to highlight the following facts:

High Staff Experience and Stability
A true "retention problem" is marked by a revolving door of inexperienced staff. However, LCSD's current data tells a different story. Our percentage of inexperienced teachers (those with less than three years of experience) stands at approximately 10.3%. This is notably lower than many neighboring districts and the statewide average. This indicates that roughly 90% of our teaching force is composed of experienced educators who have chosen to remain in Lyon County classrooms.

Positive Impact of Strategic Investments
Since the implementation of SB231 and subsequent salary adjustments in 2023, Nevada has seen a 30% reduction in teacher attrition statewide. Lyon County has been a beneficiary of this trend. While we still face vacancies, the data shows that the rate of teachers leaving the district has stabilized significantly compared to the 2021–2022 period. We are no longer seeing the mass exodus that characterized the post-pandemic years.Money talks.

Contextualizing Vacancy Rates
While the district currently utilizes approximately 38 long-term substitutes, it is critical to view this number in the context of the statewide crisis. Nevada currently faces over 2,000 vacancies. With LCSD representing roughly 3% of the state's student population, our vacancy share is disproportionately low. Furthermore, the "Critical Labor Shortage" designation for 2026–2028 is

a proactive retention tool—it has allowed us to keep 26 veteran educators in our system who would otherwise be lost to retirement.

Recruitment vs. Retention

The data suggests that LCSD does not have a "culture or retention crisis," but rather a "recruitment challenge" shared by every rural district in the nation. Our current staff are staying at higher rates than in previous years; our challenge lies in attracting new candidates to fill the gaps created by natural retirements and growth. It should also be pointed out that the overwhelming majority of candidates that apply for current openings do not have credentials and are often not even currently in the country. Administrators have a very small pool of applicants to choose from.

In conclusion, it is the position of the LCAA that labeling our current status as a "major retention problem" risks demoralizing the 90% of our staff who have remained loyal to the district and may inadvertently harm our recruitment efforts. The facts show a district that is successfully weathering a national labor shortage and maintaining a more experienced workforce than the state average.

We encourage the Board to continue focusing on competitive recruitment and morale-boosting initiatives that celebrate the stability we have worked so hard to achieve.

Sincerely,
Duane Mattice, President
Lyon County Administrators Association

Fernley Elementary School
Home of the Wolves
450 Hardie Lane
Fernley, NV 89408
775-575-3420
www.fes.lyoncsd.org

Jamie Henderson
Principal

Jennifer Bluhm
Assistant
Principal

Ryan Shea
School Counselor

Members of the Board,
My name is Jamie Henderson, Principal of Fernley Elementary. I am addressing comments made by Trustee Whisler during the April 28th open meeting.

As a veteran educator of 21 years I've poured my heart and soul into my roles. I currently have one open position at FES and 92% of my staff rated me highly effective. I refuse to acknowledge I'm not doing my job effectively. I am frustrated by the unprofessionalism and lack of factual basis in comments aimed at Lyon County Administrators last month. Using an open meeting to report hearsay, engage in slanderous attacks, use unprofessional language, and blindly accuse administrators of violating policy is abhorrent. These actions violate items in Board Member Code of Conduct policy BBF.

Trustee Whisler shared a concern from an employee regarding a student at a Fernley middle school and expressed frustration with Admin stating, "Reports are never filed, reports get buried, that's what I'm hearing and policies are never followed." This defamatory statement is grounded in hearsay and violates BBF item 10, which requires confidentiality of student information, and item 12 which mandates representing interests of the entire community. The employee sharing confidential information and Trustee Whisler reporting such information during open meeting is deeply concerning. After Principal Bumgardner spoke to these comments, he stated, "I'm not singling anyone out and it's not a personal attack." Trustee Whisler specifically referenced the middle school Administration in Fernley, which violates policy BBF item 14: Present personal criticism of district operations to the superintendent, not to the board in open meeting.

Trustee Whisler continued making blanket statements regarding staff retention, claiming: "This is why teachers aren't coming here. One, students; two, administration at all levels in every school aren't doing what they are supposed to". Making such claims violates BBF item 3 and creates divisiveness. Your role is to listen and work with the Superintendent to find solutions. I anticipated proposed solutions after you stated, "Let's focus on fixing the problems at hand", but I heard none.

The subsequent attempt by Trustees Whisler and Parsons to recant by redirecting blame toward Cabinet is also unacceptable. Personal and professional criticism of any employees violates Board policy BBF.

Moving forward, I hope you reflect:

1. Address concerns without violating Board policies and creating false narratives, always bringing solutions to the table.
2. Our schools, staff, students, and families are not pawns in political and personal agendas. Focus on what all school stakeholders are experiencing, and not just what your supporters are pushing.
3. Professional demeanor and practices are not a suggestion. They are required by policy. As Trustee Bull stated: "I don't see that happening with our Board right now".

I am optimistic that our elected Trustees will improve their professionalism, adhere to Board policies, and serve all employees and improvement goals of our district.

Thank you,

Jamie Henderson

Ryan Cross, Principal, Fernley High School

I'm here tonight as an administrator, but also as a constituent in this district.

At the last meeting we all witnessed an attack on administrators in this district. A member of this board made some uniformed, incorrect statements to the board and to the general public in the process. I believe the term used was "Bull Crap". So, I'm here to address the "bull crap".

As the principal of the largest school in LCSD, I can tell you we had a 97% retention rate for certified staff last year. The year prior was also in the high 90s. When I talk to my colleagues, they have similar results.

As your constituent, I would like to remind you of a couple of your own policies that you as a board seem to be ignoring.

Board Member Oath of Office: Policy BBBB

During my term, I will faithfully and impartially discharge the responsibilities of the Office of School Board Member to the best of my ability.

You can't be impartial when you have already decided all administrators (or officers) are bad based on your own experiences.

Goes on to say you may:

1. Request for Information (there is a process for getting facts so you are not constantly operating on emotion)
2. Requests for Legal Opinions
3. Action on Complaints or Requests Made to Board Members (follow the process rather than making false statements in open meetings)

Board member Code of Conduct Policy BBF
3. Render all decisions based on the available facts and my independent judgment and refuse to surrender that judgment to individuals, special interest groups, agencies, or outside pressures;
14. Present personal criticism of district operations to the superintendent, not to district staff or to the board in open meeting;

No where in any of these policies does it say this office should be used as a pulpit for airing personal grievances about your own negative past experiences with authority or leadership. You represent us as a district, and operating on emotion and rumors, and being outraged by problems that are not based in fact is embarrassing.

Earlier tonight another person commented about recruitment vs. retention. We do have a recruitment problem. When it comes to pay, we are not competitive. I did my son's taxes for him last year. He worked in a skilled trade for 8 months of the fiscal year. If he worked here as a teacher, he would have to invest 4-5 years to get a degree, and then work here for 10 years *and earn a master's degree* to make what he made as a first year apprentice in 2025. Without a master's degree, he could work here for 30 years and never earn what he collected last year.

Finally, the board president needs to take control of these meetings. Some members display no decorum, no civility, and no respect for policy or other members. The conduct of board members being allowed is embarrassing and shows a complete lack of control. If I was a teacher or administrator looking to relocate to LCSD, and I watched one of these meetings, I would run the other direction. This board is dysfunctional at best. The constituents of LCSD deserve better.

Read on 5/26/26-Dear Members of the School Board,

My name is Erin Korf and I am the Principal at Silver Stage Elementary. I am here to express concern about the increasingly negative and unproductive criticism directed toward our school administration during recent meetings and public discussions. While accountability and open dialogue are essential in any educational community, repeated personal attacks and hostile rhetoric undermine the collaborative environment needed to support students, teachers, and families.

A comment stating teachers are afraid to report or have discussions with administration was made at the last meeting. While I understand this may be the perception of some, it is not the reality of many. As a board, you are a part of the leadership team. As many of us have watched the unprofessionalism and constant arguing among the board, one can only wonder if attitude reflects leadership. How can you possibly expect any group of employees to act a certain way, when you yourselves don't model it.

Stakeholders have also watched multiple, inappropriate, derogatory comments being made by board members with no action. Please take a moment to ask yourselves, had an administrator or other staff member made the same derogatory comment, would your reaction be different. If it is, wouldn't that be the definition of a "good 'ol boy" system, like mentioned in last month's board meeting. ?

School administrators carry significant responsibilities, including student safety, academics, staffing, budgeting, and compliance with state and district policies. Constructive feedback is appropriate and necessary, but criticism should remain respectful, FACTUAL, and focused on solutions rather than personal accusations or public humiliation.

When conversations become centered on "bashing" individuals rather than addressing issues thoughtfully, it creates division within the community and discourages productive participation. It can also negatively affect staff morale and distract from the shared goal of providing the best possible education for our students.

I encourage the Board to work on fostering an atmosphere of professionalism and civility during meetings and public comment sessions. Establishing and reinforcing expectations for respectful communication can help ensure that concerns are heard while maintaining dignity for everyone involved.

What we need most from the board is not only policy guidance, but also active listening, presence in our schools, and genuine collaboration with those who understand daily operations. Even during disagreements, mutual respect is essential to finding meaningful solutions and maintaining public trust in our educational system.

Thank you for listening and I hope that positive changes are in our future.

Attitude of Gratitude

My name is Sophia.L and I am successful at
student name

eves because of mrs Salo.
school name teacher/staff member's name

I want to thank him/her for Helping me with math, reading, my hopes, my dreams, and so much more! She is the best to me you help me see my school more happy i love being with you i wish i had more time to be with you and see you. have a good day!

Signed: Sophia.L SL.r
student signature

Attitude of Gratitude

My name is Grace Buettinghaus and I am successful at
student name

Jay Zimmerman because of Mr. Satalick.
school name teacher/staff member's name

I want to thank him/her for being so devoted to our school. You take your time for us, drive us places and support us through thick and thin. Mr. Satalick you have so much care in your heart but you are a powerful figure of this school.

Thank you

Signed: Grace Buettinghaus

Mr. Satalick,
I thank him for being so devoted to our school. You take your time for us, drive us places and support us through thick and thin. Mr. Satalick you have so much care in your heart, you are still a powerful and respected figure of this school.

Attitude of Gratitude

My name is Miley Saunders **and I am successful at Yerington High School because of** Mrs. Smith.

I want to thank him/her for

always pushing me to do my best and for being so kind to me. Thank you for letting me be your TA this year im excited.

Attitude of Gratitude

My name is Mason Silveira and I am successful at
student name

DiS because of Mrs. Gamsby.
school name teacher/staff member's name

I want to thank him/her for being kind and supportive by telling me I'm good art and telling me I can pass her class next year easly if I try

Signed: Mason Sil

Attitude of Gratitude

My name is Zoe Daniels and I am successful at
student name

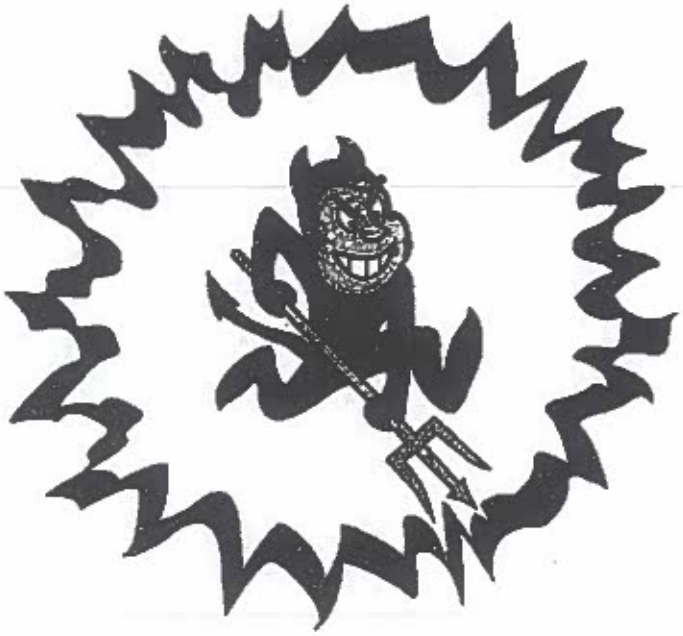
Fernley Highschool because of Tara Ferguson (Ferg).
school name teacher/staff member's name

I want to thank him/her for being an amazing teacher. You've helped me find my passion in acting. Without you, I would have never gotten into acting, or considered it as a career. You've encouraged and helped me so much, and I believe I can succeed and reach my goals because of you. Thank you so much. Thank you for believing in me throughout most of my highschool. You'll always be my favorite teacher, and I'll always be thankful that you were there. I miss you!.

Signed: Zoe Daniels
student signature

Attitude of Gratitude

My name is Joshua Daeda (student name) and I am successful at Dayton Intermediate (school name) because of MRS. Hogan (teacher/staff member's name).



I want to thank him/her for being The most fun teacher I have had in a while. I have also learned a lot of geography because She is very engaging She is my favorite teacher because of the way She teaches things

Signed: Joshua Daeda.

Attitude of Gratitude

My name is Adrian Jimenez and I am successful at
student name

Y.I.S because of Ms. Barrett.
school name teacher/staff member's name

I want to thank him/her for Helping me to spell words good as I was never the best speller and still not the best, but with her helping me I got better at it, and still I want to say is thank you.

Signed: _____
student signature

Riverview Elementary
Attitude of Gratitude

My name is Hailie.Y **and I am successful at RES because of** MS BRENDA AND Mrs. Faith

I want to thank him/her for

Helping me and my Friends with. work. Emotions. AND Tough times. AND they Deserve a LOTTT OF CREDIT For this cus they are the reason me AND possably others arrive TO School with a good Mood AND Smiles

Lyon County School District
Board Memo

Date: June 23, 2026

To: Board of School Trustees

From: Lilliana Camacho-Polkow, Chief Financial Officer

Re: June FY26 Budget Transfers

Recommendation:
The Board of Trustees accepts the June FY26 Budget Transfers for the General Fund, Special Education Fund, Capital Projects Fund, and Bond Fund.

Background Information:
Per NRS 354.598005 section 5 (b); "Budget appropriations may be transferred between functions, funds or contingency accounts in the following manner, if such a transfer does not increase the total appropriation for any fiscal year and is not in conflict with other statutory provisions:

(b) The person designated to administer the budget may transfer appropriations between functions or programs within a fund, if:

(1) The governing body is advised of the action at the next regular meeting; and
(2) The action is recorded in the official minutes of the meeting."

Budget Considerations:
There is no net increase in budgeted appropriations for these transfers, these transfers are between functions as allowed by state law.

Discussed at Previous Meeting:
N/A

Attachment(s):
June Budget Transfer Report

LYON COUNTY SCHOOL DISTRICT
GENERAL FUND BUDGET COMPARISON
FY26 DECEMBER VS FY26 JUNE FINAL

	FY26 Estimated Ending 6/30/26	FY26 DECEMBER	FY26 JUNE	BUDGET CHANGE
RESOURCES:				
Local Sources:				
Investment Earnings	$ 1,262,502	$ 550,000	$ 550,000	$ -
Indirect Cost Recovery	133,740	90,000	90,000	-
Rentals	30,640	5,000	5,000	-
Other Revenue		5,000	5,000	-
	$ 1,426,882	$ 650,000	$ 650,000	$ -
State Sources:				
PCFP Adjusted Base	$ 100,638,178	$ 100,638,178	$ 100,638,178	-
PCFP Transportation	5,367,830	5,367,830	5,367,830	-
PCFP Local Sped	11,959,030	11,959,030	11,959,030	-
	$ 117,965,038	$ 117,965,038	$ 117,965,038	$ -
Federal Sources:				
E-Rate Funds	$ 150,000	$ 150,000	$ 150,000	-
Forest Services	101,907	11,000	11,000	-
	$ 251,907	$ 161,000	$ 161,000	$ -
Opening Fund Balance	$ 21,447,175	$ 21,447,175	$ 21,447,175	$ -
				-
Total All Resources	$ 141,091,002	$ 140,223,213	$ 140,223,213	$ -
APPLICATIONS:				
Expenditures				
Instruction	$ 45,395,635	$ 46,932,832	$ 46,829,832	$ (103,000.00)
Vocational Programs	2,064,800	2,160,000	2,241,500	81,500.00
Summer School	2,460	6,000	6,000	-
Cocurricular	311,420	439,000	750,000	311,000.00
Athletics	1,482,300	1,767,000	1,980,000	213,000.00
Student Support	4,712,000	4,935,000	5,087,000	152,000.00
Instructional Staff Support	3,434,200	3,148,000	3,660,500	512,500.00
General Administration	1,833,600	2,028,000	2,126,000	98,000.00
School Administration	10,349,700	10,846,000	10,899,000	53,000.00
Central Services	6,585,600	6,551,000	6,768,000	217,000.00
Operations and Maintenance	14,314,540	14,806,000	15,176,000	370,000.00
Student Transportation	6,853,715	6,934,890	7,052,890	118,000.00
Architectural & Engineering	540,700	340,000	364,000	24,000.00
Building & Construction	74,000	75,000	78,000	3,000.00
Site Improvement	-	-	-	-
Building Improvements	29,000	-	-	-
Total	$ 97,983,670	$ 100,968,722	$ 103,018,722	$ 2,050,000
Other Financing Sources				
Transfers to other funds				
English Language Fund	$ 1,052,000	$ 1,052,000	$ 1,052,000	$ -
Gifted & Talented Fund	446,220	446,220	446,220	-
At-Risk Fund	960,000	960,000	960,000	-
Special Education Fund	18,905,000	18,905,000	18,905,000	-
Medicaid Fund	-	-	-	-
Federal School Lunch Fund	-	-	-	-
Capital Projects Fund	1,250,000	1,250,000	1,250,000	-
Health Insurance Fund				
Contingency	-	2,050,000	-	(2,050,000)
Total Other	$ 22,613,220	$ 24,663,220	$ 22,613,220	$ (2,050,000)
		125,631,942.00	125,631,942.00	-
ENDING FUND BALANCE	$ 20,494,112	$ 14,591,271	$ 10,709,878	$ 3,881,393.03
Total All Applications	$ 141,091,002	$ 140,223,213	$ 136,341,820	$ 3,881,393

LYON COUNTY SCHOOL DISTRICT
SPECIAL EDUCATION FUND BUDGET COMPARISON
FY26 DECEMBER VS FY26 JUNE FINAL

	FY26 Estimated Ending 6/30/26	FY26 DECEMBER	FY26 JUNE	CHANGE
RESOURCES:				
State Sources:	5,185,020.00	5,185,020.00	5,185,020.00	-
Transfers In:	18,905,000.00	18,905,000.00	18,905,000.00	-
Opening Fund Balance	$ 1,022,108	$ 1,022,108	$ 1,022,108	$ -
				-
Total All Resources	$ 25,112,128	$ 25,112,128	$ 25,112,128	$ -
APPLICATIONS:				-
Expenditures				-
Instruction	13,603,300.00	14,697,000.00	14,547,000.00	$ (150,000.00)
Student Support	7,166,025.00	8,899,128.00	8,749,128.00	$ (150,000.00)
Instructional Staff Support	33,750.00	28,000.00	128,000.00	$ 100,000.00
General Administration	498,199.85	520,000.00	620,000.00	$ 100,000.00
Operations and Maintenance	-	-	-	$ -
Student Transportation	938,399.78	968,000.00	1,068,000.00	$ 100,000.00
				$ -
				$ -
Total	$ 22,239,675	$ 25,112,128	$ 25,112,128	$ -
ENDING FUND BALANCE	$ 2,872,453	$ -	$ -	$ -

LYON COUNTY SCHOOL DISTRICT
CAPITAL PROJECTS FUND BUDGET COMPARISON
FY26 DECEMBER VS FY26 JUNE FINAL

	FY26 Estimated Ending 6/30/26	FY26 DECEMBER	FY26 JUNE	CHANGE
RESOURCES:				
Local Sources:	1,196,560.95	1,249,948.00	1,249,948.00	$ -
Transfers In:	1,250,000.00	1,250,000.00	1,250,000.00	-
Opening Fund Balance	$ 4,392,984	$ 4,392,984	$ 4,392,984	$ -
				-
Total All Resources	$ 6,839,545	$ 6,892,932	$ 6,892,932	$ -
APPLICATIONS:				
Expenditures				
Operations and Maintenance	2,138,761.00	1,150,000.00	2,900,000.00	$ 1,750,000.00
Architecture/Engineering	60,000.00	60,000.00	60,000.00	-
Building Acquisition & Constructi	73,000.00	73,000.00	73,000.00	
Site Improvement	100,000.00	1,353,356.00	603,356.00	(750,000.000)
Building Improvement	1,305,641.00	2,480,000.00	1,480,000.00	(1,000,000.000)
Instructional Staff Support				-
General Administration				-
Operations and Maintenance				-
Student Transportation				-
				-
				-
Total	$ 3,677,402	$ 5,116,356	$ 5,116,356	$ -
ENDING FUND BALANCE	$ 3,162,143	$ 1,776,576	$ 1,776,576	$ -

LYON COUNTY SCHOOL DISTRICT
BONDS FUND BUDGET COMPARISON
FY26 DECEMBER VS FY26 JUNE FINAL

	FY26 Estimated Ending 6/30/26	FY26 DECEMBER	FY26 JUNE	CHANGE
RESOURCES:				
Local Sources:	550,082.00	100,000.00	100,000.00	-
Other Sources:	16,075,880.00	16,075,880.00	16,075,880.00	-
Opening Fund Balance	$ 15,119,012	$ 15,119,012	$ 15,119,012	$ -
				-
Total All Resources	$ 31,744,974	$ 31,294,892	$ 31,294,892	$ -
APPLICATIONS:				-
Expenditures				-
General Administration	350,000.00	600,000.00	600,000.00	$ -
Operations and Maintenance	50,000.00	150,000.00	150,000.00	$ -
Student Transportation	-	1,101,107.00	-	$ (1,101,107.00)
Architecture/Engineering	1,152,000.00	100,000.00	1,201,107.00	$ 1,101,107.00
Educational Specification Development	-	-	-	$ -
Building Acquisition & Construction	400,000.00	-	400,000.00	$ 400,000.00
Site Improvement	1,350,000.00	2,500,000.00	2,100,000.00	$ (400,000.00)
Building Improvement	8,650,800.00	22,711,008.00	22,711,008.00	$ -
				$ -
Total	$ 11,952,800	$ 27,162,115	$ 27,162,115	$ -
ENDING FUND BALANCE	$ 19,792,174	$ 4,132,777	$ 4,132,777	$ -

LYON COUNTY SCHOOL DISTRICT
LICENSED

PERSONNEL REPORT LIC 0601 – June 23, 2026

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
Cottonwood Elementary	Teacher		X	(J. Rinas)	8/10/26	Jeff Rinas
Fernley High	Teacher		X	(T. Keener)	8/14/26	Tammy Keener
Fernley High	Teacher		X	(D. Chapin)	8/14/26	Diane Chapin
Fernley High	Teacher		X	(B. O'Neill)	8/14/26	Brian O'Neill
Fernley High	Teacher		X	(C. Ward)	8/14/26	Chris Ward
Fernley High	Teacher		X	(J. Jordan)	8/14/26	John Jordan
Fernley High	Teacher		X	(D. Avansino)	8/14/26	Daniel Avansino
Fernley Intermediate	Teacher		X	(K. Ward)	8/10/26	Kelly Ward
Fernley Intermediate	Teacher		X	LTSOP	8/10/26	Katie Mercado
Fernley Intermediate	Teacher		X	LTSOP	8/10/26	Erica Riege
Silver Stage Elementary	Teacher	X		Grant funded	8/10/26	Octavia Merritt
Sutro Elementary	Teacher		X	(C. Owens)	8/14/26	Carol Owens
Sutro Elementary	Teacher		X	(T. Risner)	8/14/26	Theresa Risner
Yerington Elementary	Teacher		X	(D. Young)	8/10/26	Wronda Mandeville
Yerington Elementary	Teacher		X	(M. Matheson)	8/10/26	Michelle Matheson
Yerington Elementary	Principal		X	(S. Coombs)	7/1/2026	Rich Fortier
Yerington High	Teacher		X	LTSOP	8/10/26	Abigail Jaynes
Yerington High	Teacher		X	LTSOP	8/10/26	Sara Gutierrez
Yerington Intermediate	Teacher		X	(C. Mattice)	8/10/26	Steven Farwell

SEPARATIONS:

SCHOOL/SITE	POSITION	EFF. DATE	EMPLOYEE
Cottonwood Elementary	Teacher	6/12/26	Nicole Jolley
Dayton Intermediate	Teacher	6/12/26	Joseph Rand
Dayton Intermediate	Teacher	6/12/26	Amanda Angeles
East Valley Elementary	Teacher	6/12/26	Schelbea Gillingham
Fernley High	Teacher	6/12/26	Erin Schneiderman
Fernley Intermediate	Teacher	6/12/26	Berton Paulsen
Silver Stage High	Teacher	6/12/26	James McGill
Silverland Middle	Teacher	6/12/26	Marjorie Mauk
Smith Valley Schools	Teacher	6/12/26	Shane Wake
Sutro Elementary	Teacher	6/12/26	Sierra Clotworthy

LYON COUNTY SCHOOL DISTRICT

CLASSIFIED

PERSONNEL REPORT CL 0601– June 23, 2026

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	School Nurse		X	(N. Scully)	8/14/26	Kimberly Curtis
Dayton High	Paraprofessional		X	(H. Globke)	8/19/26	Christina Barcelles
Fernley High	College and Career Readiness Coach		X	(R. Jacobson)	8/19/26	Robert Jacobson
Fernley Intermediate	School Secretary		X	(A.Pery)	8/10/26	Sara Leija
Fernley Intermediate	School Nurse		X	(J. Johnson)	8/14/26	Stephanie Kidd
Silver Stage Elementary	Custodian		X	(V. Daw)	6/4/26	Floyd Thomas
Silverland Middle	Custodian		X	(H. Causey)	6/1/26	David Vezolles
Yerington High	Custodian		X	(T. Redmon)	6/10/26	Brittany Bozsik

SEPARATIONS:

SCHOOL/SITE	POSITION	EFF. DATE	EMPLOYEE
Cottonwood Elementary	Paraprofessional	5/20/26	Harley Yutzie
Cottonwood Elementary	Custodian Lead	6/3/26	Hector Blanco
Dayton Elementary	Paraprofessional	6/12/26	Kaitlin Allander
Fernley Intermediate	Paraprofessional	6/12/26	Judith Crow
Riverview Elementary	Paraprofessional	5/27/26	Breanna Lutzenhiser
Riverview Elementary	School Nurse	6/12/26	Jolene Reimers
Silver Stage Middle	School Secretary	6/12/26	Sarah Dillon
Smith Valley Schools	College and Career Readiness Interventionist	6/12/26	Marla Gleason
Yerington Elementary	Paraprofessional	6/12/26	Desaraigh Skurk
Yerington Elementary	Paraprofessional	6/12/26	Megan Cordova

	DAC	Description	Name
1	SMITH VALLEY SCHOOLS	Xduty - Track MS Head	VERSAGGI, CLAUDIA L
		2026/27 extra duties below	
2	FERNLEY HIGH SCHOOL	Xduty - Dance/Drill HS Fall	ALBARRAN, ERIKA L
3	FERNLEY HIGH SCHOOL	Xduty - Dance/Drill HS Winter	ALBARRAN, ERIKA L
4	FERNLEY HIGH SCHOOL	Xduty - Soccer Boys Assistant	BROWN, KEVIN M
5	FERNLEY HIGH SCHOOL	Xduty - Volleyball HS Head	CHAPIN, DIANE
6	FERNLEY HIGH SCHOOL	Xduty - Football Assistant	CHAPIN, THOMAS J
7	FERNLEY HIGH SCHOOL	Xduty - Football Assistant	ECK, THOMAS
8	FERNLEY HIGH SCHOOL	Xduty - Soccer Girls Assistant	HERNANDEZ, REBECCA
9	FERNLEY HIGH SCHOOL	Xduty - Volleyball HS Assist	LEIJA, ALEXIS
10	FERNLEY HIGH SCHOOL	Xduty - Football Assistant	LEIJA, AMADOR S
11	FERNLEY HIGH SCHOOL	Xduty - Football Assistant	MCCULLAR, JACOB
12	FERNLEY HIGH SCHOOL	Xduty - Soccer Boys Head	MUNIZ-PENA, ANGEL
13	FERNLEY HIGH SCHOOL	Xduty - Football Assistant	PAULMAN, JOSHUA
14	FERNLEY HIGH SCHOOL	Xduty - Football Assistant	PAULSEN, BERTON W
15	FERNLEY HIGH SCHOOL	Xduty - Volleyball HS Assist	ROBERTSON, MARIA D
16	FERNLEY HIGH SCHOOL	Xduty - Volleyball HS Assist	SESAK, ASHLEY D
17	FERNLEY HIGH SCHOOL	Xduty - Football Head	SLOAN, ANFERNEE
18	FERNLEY HIGH SCHOOL	Xduty - Soccer Girls Head	VALENTINE, TAMMI
19	FERNLEY HIGH SCHOOL	Xduty - Football Assistant	WARD, CHRISTOPHER
20	YERINGTON ELEMENTARY SCHOOL	Xduty - Academic Fair Advisor	AVENT, RACHEL L
21	YERINGTON ELEMENTARY SCHOOL	Xduty - Site Webmaster/School Tech Assist .5 FTE	AVENT, RACHEL L
22	YERINGTON ELEMENTARY SCHOOL	Xduty - Site Webmaster/School Tech Assist .5 FTE	AVENT, RACHEL L
23	YERINGTON ELEMENTARY SCHOOL	Xduty - MTSS Program Facilitator .5 FTE	KENT, JERILEE
24	YERINGTON ELEMENTARY SCHOOL	Xduty - Music Programs ES	KRUSE, MICHELLE M
25	YERINGTON ELEMENTARY SCHOOL	Xduty - Site Webmaster/School Tech Assist .5 FTE	MANFORD, JOY
26	YERINGTON ELEMENTARY SCHOOL	Xduty - MTSS Program Facilitator .5 FTE	PAGE, MARILEE J
27	YERINGTON INTERMEDIATE SCHOOL	Xduty - Cross Country MS Assistant	DANE, ELIZABETH
28	YERINGTON INTERMEDIATE SCHOOL	Xduty - Basketball Girls 7	DENNIS, FELICITEE N

Lyon County School District June 23, 2026
Volunteer Report

	School Site	Volunteer Position	Name
1	Sutro Elementary	Classroom Volunteer	Mariawne Garvey
		Below for 2026/27 school year	
2	Dayton High	Football	David Brown
3	Dayton High	Football	Frederick Springer
4	Dayton High	Football	Paul Pullman
5	Fernley High	Football	Branton Monteiro
6	Fernley High	Wrestling	Branton Monteiro
7	Fernley High	Football	David Sisneros
8	Fernley High	Football	David Toaetolu
9	Fernley High	Football	Dowain Swain
10	Fernley High	Volleyball	Erica Kingston
11	Fernley High	Soccer Boys	Erin Baerwaldt
12	Fernley High	Soccer Girls	Hubert Brady
13	Fernley High	Football	Lynn Cleghorn
14	Fernley High	Football	Tracy Marche

LYON COUNTY SCHOOL DISTRICT

TRAVEL REQUEST

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

Name(s) of Attendees: Royce Aldridge

SCHOOL: Yerington High School

NAME OF CONFERENCE: (Do Not Use Acronyms) Association for Career and Technical Education Career Tech Vison Convention

(ATTACH conference program information and provide website address)

CITY/STATE OF CONFERENCE: New Orleans, LA

DATE OF DEPARTURE: 12/1/26 DATE OF RETURN: 12/5/26

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

Provide a detailed description below of the focus of the conference, and how attending will have a positive impact on climate, culture, and student learning.

I would like to request your support to attend theAssociation of Career and Technical Education (ACTE) Career Tech Vision Convention, taking place December 1 - 5, 2026, in New Orleans, Louisiana. The ACTE CareerTech VISION 2026 is dedicated to serving the entrie career and technical education community. This conference provides leadership, networking, and workshops to help educators perpare learners for the workforce.

The ACTE Convention offers high-quality professional development designed to help educators strengthen their programs and better serve our students. The knowledge and resources gained at the convention directly support our students by enhancing instructional practices, strengthening program management, and expanding opportunities for students.

TRAVEL APPROVED: Date 6/5/2026 KB Eggleston

Site administrator or supervisor signature

TRAVEL APPROVED: Date 6/15/26 Stacy L Cooper, EdD

Superintendent or designee signature

District Office Use Only

Received by District Office Date: 6/15/26

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 590	Reg. fee		$	590		✓		
BUDGET#	280.631.0000.300.2213.580.10000.00.000									
Travel By:	Air				$	430.40		✓		
(Air, district car, private car for personal convenience, etc.)										
BUDGET#	280.631.0000.300.2213.580.10000.00.000									
Lodging:	Room rate	$ 247.99	x 4	nights	$	991.99		✓		
(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	$ 20	x 5	days	$	100		✓		
	Lunch	$ 22	x 5	days	$	110		✓		
	Dinner	$ 33	x 5	days	$	165		✓		
	Incidental	$ 5	x 5	days	$	25				
Substitutes:	# of Days 4		x $ 195 /day			780			✓	
Other transportation fees: (i.e. car rental, taxi, shuttle, parking, mileage to/from airport, etc.)					$	150		✓		
					$					
Other Miscellaneous expenses: (attach explanation)										
TOTAL EXPENSES					$	3342.39				

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

Conference Information

Conference Dates & Times:	Association for Career and Technical Education-Career Tech Vision 2026
Name of where conference/training is being held (i.e. Hotel, School, College, Convention Center):	New Orleans Convention Center Riverside

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:**	Dec 1st 2026 6:45am
Date & Time you wish to **RETURN:**	Dec 5th 2026 7:10pm
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) : 157	All travelers agree to share lodging as appropriate?	☐ Yes ☐ No
Register under what name(s)?	Royce Aldridge	
Name, Address, Phone number of lodging establishment:	Hotel Indigo-705 Common St New Orleans LA 504-208-9449	

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.***

Complete your reservation

EXCLUSIVE OFFER

Earn up to **$150** in IHG statement credits + Earn **50K** bonus points

Price for this stay: $991.99
IHG statement credits*: -$150.00
Total after statement credits*: $841.99

*Price for stay and statement credit may post on separate statements.

APPLY NOW

First Name

Last Name

Email Address

Country/Region

Address

Additional Address Information

City/Town

Postal Code

Country/Region Code

Phone Number

Add a Special Request

Pay with

Reserve with confidence

- Your room will be held until your arrival on the day of check-in.
- Pay 137.88 USD today

Reserve with payment

Your room will be held until your arrival on the day of your check-in.

Card Number

Expiration

MM YY

digicert

Your card is safe

Deposit and Cancellation Policy

Description of Taxes and Additional Charges

48

Hotel Indigo New Orleans - French Quarter
705 Common Street, New Orleans, LA, United States

Total price	991.99 USD

Well done! You're getting a great price.

Dates	Dec 1-5, 2026 (4 nights) Check in 4:00 pm
Reservation	1 room, 1 guest
Room type	1 King Standard
Rate name	Stay Longer & Save Member Exclusive IHG One Rewards Discount

4 nights stay

Dec 1 - Dec 2	117.80USD
Dec 2 - Dec 3	209.00 USD
Dec 3 - Dec 4	219.45 USD
Dec 4 - Dec 5	304.00 USD

Additional charges

Occupancy Fee	4.00 USD

Taxes

City Tax	42.51 USD
State Tax	80.35 USD
Tourism Assessment	14.88 USD

Total price	991.99 USD

Earn an estimated 8,503 points for this stay.

Log in Español

DEC 1 - 5 RNO → MSY

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 · Seats · Payment · Confirmation

Flight Modify

Tue 12/1	# 3943 / 1715	RNO 6:45 AM →	MSY 2:25 PM	5 hr 40 min	1 stop	Basic

1 Passenger | **Seat assigned** at check-in

Sat 12/5	# 3146 / 4451	MSY 2:50 PM →	RNO 7:10 PM	6 hr 20 min	1 stop	Basic

1 Passenger | **Seat assigned** at check-in

Base fare 1 Passenger(s)	$353.49
Taxes and fees	$76.91
Flight total	$430.40

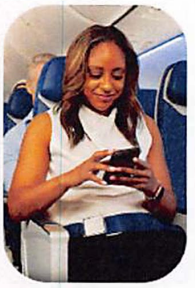
or from $43/mo* with flexpay Learn more

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

Upgrade Flight

Upgrade to Choice



- NEW Choose a Standard seat at booking[15]
- NEW General boarding[16]
- No cancel fee (12-month Transferable Flight Credit™ from original ticketing date)[6]
- Flight changes allowed, fare difference applies[8]
- 6x Rapid Rewards® points per dollar[3]
- Free same-day change/standby *(taxes and fees may apply)*[9]
- Checked bag fees may apply[2]

*Please read the fare rules associated with this purchase.

Prices shown per passenger, per one-way.

- ○ Upgrade departing trip for $51
- ○ Upgrade returning trip for $50
- ○ Upgrade both for $101

Apply upgrade

SUBTOTAL	$353.49
TAXES & FEES	$76.91
TRIP TOTAL	$430.40

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 Car Rental — New Orleans Airport • 12/01/26 - 12/05/26 Modify

Freedom 250 Countdown to America's 250th Anniversary: 80 days

An official website of the United States government

U.S. General Services Administration

FY 2026 per diem rates for new orleans, Louisiana

Change fiscal year: or New search

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

Cities not appearing below may be located within a county for which rates are listed. To determine the county a destination is located in, visit the Census Geocoder .

Primary destination	County	2025 Oct	Nov	Dec	2026 Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep
New Orleans	Orleans / Jefferson Parishes	$157	$157	$157	$157	$179	$179	$179	$179	$133	$133	$133	$157

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

The M&IE total is the full daily amount for a single calendar day when that day is neither the first nor last day of travel. The amount received on the first and last day of travel equals 75% of the M&IE total. See M&IE breakdowns for information related to the individual meal amounts.

Primary destination	County	M&IE total	Breakfast	Lunch	Dinner	Incidental expenses	First and last day of travel
New Orleans	Orleans / Jefferson Parishes	$80	$20	$22	$33	$5	$60.00

Additional per diem topics

- Meals & Incidental Expenses breakdown (M&IE)
- FAQs
- State tax exemption forms
- Factors influencing lodging rates
- Fine safe hotels
- Have a per diem question?
- Downloadable per diem files

Need more information?

- Rates for Alaska, Hawaii, U.S. territories and possessions (set by DoD)
- Rates in foreign countries (set by State Dept.)
- Federal travel regulations

Related topics

- Travel resources
- FedRooms
- POV mileage reimbursement rates

Last reviewed: 2023-12-23

Conference Registration Fees

Please select your registration fee below. Register early and save!

Interested in membership? Receive a discount on your registration fee by joining ACTE's thriving community of CTE professionals and gaining access to a wealth of world-class CTE resources. Learn more at www.acteonline.org/join.

If you are a student or retiree, please reach out to registration@acteonline.org or 800-826-9972 for more information.

Clear Selection

✓	VISION 2026 AND CAREERTECH EXPO	EARLY BIRD (THRU 7/31)
☑	VISION & Career Tech Expo Member	$590.00
✓	VISION 2026 AND CAREERTECH EXPO ONE DAY	PRICE
☐	Thursday, December 3 Member	$370.00
☐	Friday, December 4 Member	$370.00
☐	Saturday, December 5 Member	$370.00
✓	EXCELLENCE AWARDS	PRICE
☐	ACTE Excellence Awards Gala (Additional Fee Required) Wednesday, December 02, 2026, 7:00 PM - 9:00 PM **659 Left.**	$110.00
☐	ACTE Excellence Awards Gala (Additional Fee Required) Table **700 Left.**	$1,300.00
✓	STATE ASSOCIATION LEADERSHIP TRAINING PROGRAM	PRICE
☐	State Association Leadership Training Wednesday, December 02, 2026, 8:00 AM - 4:00 PM **78 Left.**	$40.00
✓	FORD NGL PRE-CONFERENCE ADD-ON	EARLY BIRD (BEFORE 7/31)
☐	Ford Next Generation Learning Pre-Conference Add-on Wednesday, December 02, 2026, 9:00 AM - 5:00 PM **Select this option if you would like to attend the Pre-Conference AND also attend VISION.** Education and workforce leaders are being called to elevate their work to be transformational, scalable, and sustainable for all students. Join Ford NGL for a dynamic one-day convening at ACTE designed for decision-makers shaping career-connected learning. Through engaging sessions, participants will explore topics such as • how communities move Portraits of a Graduate into system-wide implementation; • how to develop strong cross-sector partnerships that deepen business engagement; and • how to bring all community stakeholders together to achieve 100% of students completing a CTE program of study. Connect with leaders from across the country and gain actionable strategies grounded in Ford NGL's Community Connected Framework for Transformation to drive meaningful impact.	$295.00
✓	LAPSEN	EARLY BIRD (THRU 7/31)
☐	LAPSEN Conference Add On LAPSEN Member Registering for LAPSEN does not include registration to VISION. You must also select VISION registration if you would like to register for both.	$439.00
☐	LAPSEN Conference Add On LAPSEN Non-Member Registering for LAPSEN does not include registration to VISION. You must also select VISION registration if you would like to register for both.	$489.00
✓	LAPSEN	PRICE
✓	LAPSEN PRE-CONFERENCE	PRICE

Lyon County School District
Board Memo

Date: June 23, 2026

To: Board of School Trustees

From: Rachel Stewart, Executive Director of Special Services

Re: Memorandum of Understanding (MOU) -Special Olympics Nevada, Inc.

Recommendation:
That the LCSD Board of Trustees approve the MOU with Special Olympics Nevada, Inc. and LCSD.

Background Information:
In 2021, the LCSD Board of Trustees approved the position of an Adaptive PE teacher to assist in supporting students with disabilities. Since this time, LCSD has been participating in the Unified Champion Schools Program (UCS) through Special Olympics Nevada, Inc. Each year students with and without disabilities have participated in the UCS Basketball Tournament in the winter as well as the LCSD Track and Field Meet in the spring. In the 2025-2026 school year, the LCSD was able to hold several basketball tournaments between our schools at school sites as well as a Bowling event with funding from Special Olympics Nevada.

Budget Considerations:
This agreement allows for the LCSD to defray costs incurred in implementing the UCS Program.

Discussed at Previous Meeting:
N/A

Attachment(s):
Special Olympics MOU 2026-2027

MEMORANDUM OF UNDERSTANDING BETWEEN LYON COUNTY SCHOOL DISTRICT AND SPECIAL OLYMPICS NEVADA, INC. FOR THE UNIFIED CHAMPION SCHOOLS PROGRAM 2026-2027

This Memorandum of Understanding (the Agreement) is between Special Olympics Nevada, a Nevada non-profit public benefit corporation (Special Olympics) and the Lyon County School District (District), hereinafter collectively referred to as the "parties."

The parties intend by this Agreement to implement the Special Olympics Nevada Unified Champion Schools Program (UCS). The UCS Program is a K-12 education program that partners students with and without disabilities through unified sports, inclusive youth leadership initiatives, and whole school engagement, as defined below. These programs provide the participants with the knowledge, experience, and skills necessary to create and sustain school communities that promote inclusion, acceptance, and respect for all students.

The UCS Program is conducted during the regular school day and consists of the following components:

1. Unified Sports
    a. Unified Sports combines students with and without disabilities on sports teams for training and competition.
        i. Non-traditional sports activities such as corn-hole, kickball, fitness, and etc. can also be included in this category.
2. Inclusive Youth Leadership
    a. Inclusive Youth Leadership offers opportunities for youth with and without intellectual disabilities to become agents of change within their school, community, and state.
3. Whole School Engagement
    a. Whole School Engagement activities positively impact school climate by including all students, teachers, staff, and administrators.

To implement the Unified Champion Schools Program, the parties agree as follows:

1. **Term:** The Agreement will become effective upon approval by the District's governing board and will remain in effect through July 2027. Any renewal,

amendment, or modification of this Agreement must be accomplished in writing and executed by both District and Special Olympics and approved by the governing board.

2. **Responsibilities of Special Olympics:** Special Olympics will support the UCS Program as follows:
    a. Provide a financial grant (the Grant) to the District in the amount specified in Exhibit A to defray the costs incurred by the District for transportation, to implement, promote, develop, and operate Special Olympics UCS program. Special Olympics will pay the Grant to the District in two installments on or about the first day of November 2026 and April 2027, as specified in Exhibit A. No installment payment will be made by Special Olympics unless and until all prior payments made under this Agreement have been negotiated. This grant's disbursement is contingent upon approved funding from Special Olympics North America (SONA). Special Olympics Nevada, Inc. will receive an update on the status of our grant application and will inform District if funds have been approved no later than August 1, 2026. Special Olympics will determine the amount of the Grant for subsequent years if the Agreement is renewed.
    b. Assist the District's assigned Coordinator(s) (the Coordinator(s), as defined herein in paragraph 3b). Final selection of the Coordinator(s) can be made by the District or by Special Olympics.
    c. Provide training to the Coordinator(s) and other District representatives as may be necessary for the successful implementation and operation of the UCS Program.
    d. Provide the sports equipment required to conduct the UCS Program. Said equipment will remain the property of Special Olympics and will be returned to Special Olympics upon termination of this Agreement, should this Agreement not be renewed. Special Olympics will further provide Special Olympics materials and support to assist the District with implementation of the UCS Program.
3. **Responsibilities of the District:** The District will implement the Unified Champion Schools Program as follows:
    a. Provide the UCS Program for students in grades K-12 at district sites through June 2027. Engage a minimum of 6 schools in the successful implementation of all three components of the UCS Program: Unified Sports, Inclusive Youth Leadership, and Whole School Engagement. The UCS Program will include sports training, competition, and whole school engagement initiatives as well as inclusive health education and stress management resources either in-person or virtually.

b. Supporting a teacher(s) with a current Nevada teaching credential, who is regularly employed by the District, serving as the Coordinator(s) The Coordinator(s) shall promote, coordinate, and operate the UCS Program in accordance with the terms of this Agreement. The Coordinator(s) shall utilize Special Olympics materials to recruit, train, and coordinate volunteers, teachers, and classroom aides in order to ensure that they are prepared for their responsibilities in working with the students who participate in the UCS Program, and to satisfy all statutory and other qualification requirements.
c. Securing the necessary facilities for the UCS Program including for both sports training and competition activities.
d. Involving general education students as active participants in the UCS Program, including as Unified Sports partners, coaches, volunteers, peers, leaders, and supporters.
e. Appropriately acknowledging Special Olympics and any other organizations or individuals which or who provide funding and/or other support for the UCS Program.
f. Providing program participation data to Special Olympics monthly. Such shall include the number of students participating in sports training and competition, inclusive heath education, number of students participating in whole school engagement, number and type of competitions hosted, and the number and type of whole school engagement initiatives hosted. It will be the responsibility of the Coordinator(s) to collect and report this data to Special Olympics. Special Olympics will provide the necessary forms for data reporting.
g. Develop and prepare an Annual Plan for the 2026–2027 school year, including the goals and objectives for the UCS Program during the school year. Present plan for consideration and approval by Special Olympics by August 1, 2026.
h. Submit a final report on achievement of districts' goals and objectives established in the Annual Plan and Financial Input for Special Olympics Report by June 15, 2027.
i. The District will appoint and support a minimum of one District Liaison. The District Liaison(s) will assist schools in achieving UCS status, assume specific duties as it relates to Unified events, and one District Liaison shall be designated by the District as the lead contact for Special Olympics.

4. **License to Use Special Olympics Marks:** Special Olympics hereby grants to the District a non-exclusive and non-transferable license to use the Special Olympics name and logo (collectively, the "Special Olympics Marks") for the UCS Program's promotion and operation. However, any use of the Special Olympics Marks will be subject to Special Olympics' prior approval as to usage, style, and

content. The license granted under this Agreement will terminate when this Agreement terminates.

5. **Indemnification:**
    a. The District shall defend, indemnify, save, keep and hold harmless Special Olympics, Special Olympics, Inc., and their officers, directors, employees, and agents from and against any and all liabilities, obligations, claims, damages, judgments, injuries, losses, or expense (collectively “loss” or “losses”) arising from, relating to, or in connection with this Agreement, its performance, or the UCS Program, but only in proportion to and to the extent that such losses are caused by or result from the negligent or willful acts or omissions of the District, its governing board, officers, employees, volunteers, or agents. Special Olympics shall provide the District with prompt written notice of any claim or action for which indemnification is sought hereunder and shall cooperate in all reasonable respects with the District in connection with any such claim or action.
    b. Special Olympics shall defend, indemnify, save, keep and hold harmless the District, its officers, directors, employees, and agents from and against any and all liabilities, obligations, claims, damages, judgments, injuries, losses or expense (collectively “loss” or “losses”) arising from, relating to, or in connection with this Agreement, its performance, or the UCS Program, but only in proportion to and to the extent that such losses are caused by or result from the negligent or willful acts or omissions of Special Olympics, its board, officers, employees, or agents. The District shall provide Special Olympics with prompt written notice of any claim or action for which indemnification is sought hereunder and shall cooperate in all reasonable respects with Special Olympics in connection with any such claim or action.
6. **Insurance:**
    a. The District shall maintain during the full term of this Agreement the following insurance amounts, coverage, and terms:
        i. Commercial General Liability Insurance with limits not less than $1,000,000 (one million dollars) each occurrence Combined Single Limit for Bodily Injury and Property Damage.
        ii. Commercial Automobile Liability Insurance for Non-Owned/Hired Auto liability with limits not less than $1,000,000 (one million dollars) each occurrence Combined Single Limit for Bodily Injury and Property Damage.
    b. All District policies shall provide thirty (30) days advance written notice to Special Olympics of any cancellation, non-renewal, or reduction in coverage to the following office and contact:

c. If any policies are written on a claims-made-form, the District agrees to maintain such coverage continuously throughout the term of this Agreement and, without lapse, for a period of three years beyond the expiration of this Agreement, such that should occurrences during the Agreement term give rise to claims made after expiration of the Agreement, such claims shall be covered.
d. Should any of the required insurance be provided under a form of coverage that includes a general annual aggregate limit or provides that claims investigation or legal defense costs are included in such general annual aggregate limit, such annual aggregate limit shall be double the occurrence or claims limits specified above.
e. Before commencing any operations under this Agreement, the District shall provide Special Olympics with a certificate(s) of insurance, evidencing all coverages set forth above, and shall furnish complete copies of policies promptly if requested.

7. **Relationship of the Parties:** The Coordinator(s) and any other employee of the District or any district or school included within the District (collectively "School Employees") assigned to perform services under this Agreement are all school employees and shall remain School Employees for the duration of their performance of services pursuant to this Agreement. They are not and will not become Special Olympics employees at any time while this Agreement is in force and shall not have or acquire from Special Olympics any workers' compensation coverage, employment benefit, pension, civil service, or other status or right which the District may confer on its employees.

   The District shall be responsible for the supervision and evaluation of the Coordinator(s) and any other School Employees assigned to perform services under this Agreement. The District, and not Special Olympics, will maintain all legal responsibility for students and staff participating in the Unified Champion Schools Program.

   The District acknowledges that Special Olympics is a party covered by any photography and video releases executed on behalf of any District students participating in any aspect of the Unified Champion Schools Program.
8. **Notices:** With the exception of the notice requirements of Paragraph 6b above, any notice provided by a party under this Agreement will be in writing and either

served personally or sent by prepaid, first-class mail or by commercial overnight mail or courier, addressed to the other party as follows:

Lyon County School District
Attn: Rachel Stewart; Executive Director Special Services
25 East Goldfield Avenue
Yerington, NV 89447

Special Olympics Nevada
Attn: Terrence Thornton; President and CEO
748 S. Meadows Pkwy Ste. A-9 #133
Reno, NV 89521

9. **General Provisions:** This agreement is subject to and will be construed according to the laws of the State of Nevada. This Agreement and the attached exhibits contain the entire agreement between the parties relating to the subject matter hereof. All prior agreements relative hereof are superseded by this Agreement. This Agreement may be amended only by written agreement signed by both parties.

   IN WITNESS WHEREOF, the parties have executed this Agreement as of the date first written above:

Special Olympics Nevada	**Lyon County School District**
_____	_____
Terrence Thornton	Rachel Stewart
President and CEO	Executive Director Special Services
Date: _____	Date: _____

MEMORANDUM OF UNDERSTANDING
EXHIBIT A

PART I: PROGRAM SPECIFICATIONS

District: Lyon County School District

School Year: 2026 – 2027

Coordinator(s): *Assigned District Liaison(s)*
Primary responsibility is to coordinate and manage all aspects of the general UCS Program

Grant Amount: **$4,200.00**

Grant Payment Installment Schedule:

- Grant payments will be made to the District in two installments.
  - The first on or about the first day of November 2026.
  - The second on or about the first day of April 2027.
- Grant payment installments will begin November 2026 if the Memorandum of Understanding is completed by then. The payments will be made retroactively if it is executed after then.
- This grant's disbursement is contingent upon approved funding from Special Olympics North America (SONA). Special Olympics Nevada, Inc. will receive an update on the status of our grant application and will inform District if funds have been approved no later than August 1, 2026.

2026-2027 Goals for participation:

- Minimum of 6 returning schools. (Defined as schools recognized by Special Olympics as Unified Champion School)
- Minimum of 6 Champion Schools (Defined as minimum of one activation in each UCS component reported)
  - Utilize current Special Olympics Nevada/Lyon County Schools list of schools as a guideline for targeting participation.

Unified Special Olympics Sports can include but are not limited to:

- Bowling/Fall
- Basketball/Winter
- Track & Field/Spring
- Young Athlete Program (age 2-7)

- Flag Football, Corn-hole, and other Unified sports scheduled throughout the year
- Inclusive health education and stress management resources either in-person or virtually.

PART II: 2026 – 2027 ANNUAL PLAN

It is recognized that *Unified Sports, Inclusive Youth Leadership,* and *Whole School Engagement* activities have a positive impact on the entire school community. Schools that engage in these three components within the current school year will be considered a Special Olympics **Unified Champion School**. This approach compliments the objective of our educators and our youth to create a school climate of respect and tolerance for all students with and without intellectual disabilities.

The District understands that the success of reaching the goals and objectives set forth in the Annual Plan may impact future funding from Special Olympics to the District.

1. **Unified Sports/Activity**

   Maintain three (3) sports/activities with participation in the following (can include but is not limited to)

   i. Bowling, basketball, track & field, cornhole, flag football, etc.

2. **Inclusive Youth Leadership**

3. **Whole School Engagement**

   Work in collaboration with Special Olympics Nevada to include general education students in a variety of Whole-School Involvement activities including Spread the Word, Unified rallies, volunteering, Fans in the Stands and other inclusive activities.

Lyon County School District
Board Memo

Date: June 23, 2026

To: Board of School Trustees

From: James Gianotti, Executive Director for Educational Services

Re: An annual report on Outdoor Credit Opportunities aligned with Policy IKD

Recommendation

That the LCSD Board of School Trustees accept the annual report on Outdoor Credit Opportunities aligned with Policy IKD.

Background Information

In October of 2025 the Lyon County School Board of Trustees approved Policy IKD. This policy allows the middle and high schools in Lyon County School District to award elective credit for students that participate in outdoor activities as outlined in AB 501, passed in the 83rd Session of the Nevada State Legislature. When this policy was passed, it was requested that the Board receive an update in June, notifying them how many credits were awarded during the school year for students participating in Outdoor Activities.

As of June 12th, and the completion of the 2025-2026 school year no credits were awarded to students in the Lyon County School District for Outdoor Education.

Budget Considerations

N/A.

Discussed at Previous Meeting

N/A

Attachment(s)

N/A

Lyon County School District
Board Memo

Date: June 23, 2026

To: Board of School Trustees

From: James Gianotti, Executive Director for Educational Services

Re: An annual report on Community Service Opportunities aligned with Policy IKDA

Recommendation

That the LCSD Board of School Trustees accept the annual report on Community Service Credit Opportunities aligned with Policy IKDA.

Background Information

In October of 2025 the Lyon County School Board of Trustees approved Policy IKDA. This policy allows the middle and high schools in Lyon County School District to award elective credit for students that perform Community Service as outlined in Nevada Revised Statute 389.165. When this policy was passed, it was requested that the Board receive an update in June, notifying them how many credits were awarded during the school year for students participating in Community Service.

As of June 12th, and the completion of the 2025-2026 school year no credits were awarded to students in the Lyon County School District for Community Service.

Budget Considerations

N/A.

Discussed at Previous Meeting

N/A

Attachment(s)

N/A

Lyon County School District
Board Memo

Date: June 23, 2026

To: Board of School Trustees

From: BillieJo Hogan, Executive Director of Human Resources

Re: Critical Labor Shortage Designation Requests for Classified Instructors/Specialists

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Recommendation

That the Board of Trustees approve to designate a critical labor shortage for Classified Instructors/Specialists which entail the following positions: Classified Art Instructional Specialist, Classified Computer Instructional Specialist, Classified Library Instructional Specialist, Classified Music Instructional Specialist, Classified PE Instructional Specialist, Classified Reading Instructional Specialist, Classified STEAM Instructional Specialist, Classified Adult Ed Instructional Specialist, Classified College and Career Readiness Coach, and Classified College and Career Readiness Interventionist effective July 1, 2026 to allow applications from retired employees to fill the positions as permitted under NRS 286.523.

Background Information

The Board previously approved a blanket category for "Classified Instructional Specialists" during the April 28, 2026 meeting. However, during a subsequent compliance review, the Public Employees' Retirement System (PERS) requested that every individual job title under this umbrella category be supported by its own explicit Board approval and a separate designation form. To satisfy this administrative requirement and ensure full compliance, each individual position is being brought back to the Board for itemized approval.

Critical Needs position designations are valid for two (2) years. At the conclusion of the designation period, a new application must be completed and approved by the Board, then accepted by PERS to continue the designation

Budget Considerations

N/A

Discussed at Previous Meeting

April 28, 2026

Attachment(s)

NRS 286.523 Critical Needs Law

Critical Need Position Designation Form Classified Computer Instructional Specialist
Critical Need Position Designation Form Classified Library Instructional Specialist
Critical Need Position Designation Form Classified Music Instructional Specialist
Critical Need Position Designation Form Classified Reading Instructional Specialists
Critical Need Position Designation Form Classified PE Instructional Specialists
Critical Need Position Designation Form Classified STEAM Instructional Specialist
Critical Need Position Designation Form Classified Adult Ed Instructional Specialist
Critical Need Position Designation Form Classified College & Career Readiness Interventionist
Critical Need Position Designation Form Classified College & Career Readiness Coach
Critical Need Position Designation Form Classified Art Interactionalist

NRS 286.523 Employment of retired employee: Exception for reemployment of certain retired employees to fill positions for which critical labor shortage exists; determination and designation of such positions; limitation on length of designation of position.

1. It is the policy of this State to ensure that the reemployment of a retired public employee pursuant to this section is limited to positions of extreme need. An employer who desires to employ such a retired public employee to fill a position for which there is a critical labor shortage must make the determination of reemployment based upon the appropriate and necessary delivery of services to the public.

2. The provisions of subsections 1 and 2 of NRS 286.520 do not apply to a retired employee who accepts employment or an independent contract with a public employer under the System if:

(a) The retired employee fills a position for which there is a critical labor shortage; and

(b) At the time of the retired employee's reemployment, the retired employee is receiving:

(1) A benefit that is not actuarially reduced pursuant to subsection 6 of NRS 286.510; or

(2) A benefit actuarially reduced pursuant to subsection 6 of NRS 286.510 and has reached the required age at which the retired employee could have retired with a benefit that was not actuarially reduced pursuant to subsection 6 of NRS 286.510.

3. A retired employee who is reemployed under the circumstances set forth in subsection 2 may reenroll in the System as provided in NRS 286.525.

4. Positions for which there are critical labor shortages must be determined in an open public meeting held by the designating authority as follows:

(a) Except as otherwise provided in this subsection, the State Board of Examiners shall designate positions in State Government for which there are critical labor shortages.

(b) The Supreme Court shall designate positions in the Judicial Branch of State Government for which there are critical labor shortages.

(c) The Board of Regents shall designate positions in the Nevada System of Higher Education for which there are critical labor shortages.

(d) The board of trustees of each school district shall designate positions within the school district for which there are critical labor shortages.

(e) The governing body of a charter school shall designate positions within the charter school for which there are critical labor shortages.

(f) The governing body of a local government shall designate positions with the local government for which there are critical labor shortages.

(g) The Board shall designate positions within the System for which there are critical labor shortages.

5. In determining whether a position is a position for which there is a critical labor shortage, the designating authority shall make findings based upon the criteria set forth in this subsection that support the designation. Before making a designation, the designating authority shall consider all efforts made by the applicable employer to fill the position through other means. The written findings made by the designating authority must include:

(a) The history of the rate of turnover for the position;

(b) The number of openings for the position and the number of qualified candidates for those openings after all other efforts of recruitment have been exhausted;

(c) The length of time the position has been vacant;

(d) The difficulty in filling the position due to special circumstances, including, without limitation, special educational or experience requirements for the position; and

(e) The history and success of the efforts to recruit for the position, including, without limitation, advertising, recruitment outside of this State and all other efforts made.

6. A designating authority that designates a position as a critical need position shall submit to the System its written findings which support that designation made pursuant to subsection 5 on a form prescribed by the System. The System shall compile the forms received from each designating authority and provide a biennial report on the compilation to the Interim Retirement and Benefits Committee of the Legislature.

7. A designating authority shall not designate a position pursuant to subsection 4 as a position for which there is a critical labor shortage for a period longer than 2 years. To be redesignated as such a position, the designating authority must consider and make new findings in an open public meeting as to whether the position continues to meet the criteria set forth in subsection 5.

(Added to NRS by 2001, 2400; A 2003, 2062; 2005, 1077; 2009, 1549; R 2009, 1550; A 2011, 90; 2015, 2739, 2740)

Public Employees Retirement System of Nevada
693 W. Nye Lane, Carson City, NV 89703 (775) 687-4200 Fax (775) 687-5131
5740 S. Eastern Ave. Suite 120, Las Vegas, NV 89119 (702) 486-3900 Fax (702) 678-6934
Toll Free 1-866-473-7768 Website: www.nvpers.org Email: nvpers@nvpers.org

Critical Need Position Designation Form

Reemployment of a retired public employee pursuant to NRS 286.523 is limited to positions of extreme need. An employer who desires to employ a retired public employee to fill a position for which there is a critical labor shortage must make the determination of reemployment based upon appropriate and necessary delivery of services to the public. The critical need designation must be made by the designating authority of the agency in an open meeting. The designated authority shall not designate a position for more than 2 years. To be redesignated, the designating authority must consider and make new findings in an open public meeting as to whether the position continues to meet the criteria established by law. PERS will compile the forms received from each designating authority and provide a biennial report to the Interim Retirement and Benefits Committee (IRBC) of the Legislature.

Agency Contact: **BillieJo Hogan** Agency Phone:**775-463-6800**

Agency Name: **Lyon County School District**

Critical Need Position Title: **Classified Instructional Specialist - Adult Ed.**

Effective Date of Critical Need Designation: **7/1/26**

In an open meeting the designating authority shall make findings based upon the below criteria that supports the designation using this form provided by PERS. Before making a designation, the designating authority shall consider all efforts made by the public employer to fill the position through other means. The written findings to be made by the designating authority must include:

History of the rate of turnover for the position: **In the 2025 we have had 3 classified Adult Ed Positions**

Number of openings for the position and the number of qualified candidates for those openings after all other efforts of recruitment have been exhausted: **After exhausting all recruitment efforts, we have two openings still unfilled.**

Length of time the position has been vacant: **Position postings since May 2025.**

Difficulty in filling the position due to special circumstances, including special education or experience required for the position: **Finding classified Adult Education staff to meet the needs of our program has been a challenge. Hours vary to ensure students and adults enrolled are served accordingly and this in itself causes conflict with several schedules.**

History and success of the efforts to recruit for the position, including advertising, out-of-state recruitment and all other efforts made (include copies of advertising or electronic recruitment notices, specifying targeted geographic areas): **LCSD vigorously recruited candidates at multiple job fairs, advertising through TalentEd, LinkedIN, Indeed, Handshake and social media posts. LCSD also partners with several universities throughout the US and facilitates our own Grow Your Own Program.**

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Critical Need Position Designation Form

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Agency Contact: **BillieJo Hogan** Agency Phone:**775-463-6800**

Agency Name: **Lyon County School District**

Critical Need Position Title: **Classified Instructional Specialist Art**

Effective Date of Critical Need Designation: **7/1/26**

In an open meeting the designating authority shall make findings based upon the below criteria that supports the designation using this form provided by PERS. Before making a designation, the designating authority shall consider all efforts made by the public employer to fill the position through other means. The written findings to be made by the designating authority must include:

History of the rate of turnover for the position: **In the 2025 we have had 2 classified Art positions become vacant.**

Number of openings for the position and the number of qualified candidates for those openings after all other efforts of recruitment have been exhausted: **After exhausting all recruitment efforts, we have two openings still unfilled.**

Length of time the position has been vacant: **Position postings since May 2025.**

Difficulty in filling the position due to special circumstances, including special education or experience required for the position: **Finding qualified staff in rural areas that are willing to commit to a full-time school in session schedule as been a challenge for our small rural areas.**

History and success of the efforts to recruit for the position, including advertising, out-of-state recruitment and all other efforts made (include copies of advertising or electronic recruitment notices, specifying targeted geographic areas): **LCSD vigorously recruited candidates at multiple job fairs, advertising through TalentEd, LinkedIN, Indeed, Handshake and social media posts. LCSD also partners with several universities throughout the US and facilitates our own Grow Your Own Program.**

Rev. 4/16

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Critical Need Position Designation Form

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Agency Contact: **BillieJo Hogan** Agency Phone:**775-463-6800**

Agency Name: **Lyon County School District**

Critical Need Position Title: **Classified Instructional Specialist - College & Career Readiness Coach.**

Effective Date of Critical Need Designation: **7/1/26**

In an open meeting the designating authority shall make findings based upon the below criteria that supports the designation using this form provided by PERS. Before making a designation, the designating authority shall consider all efforts made by the public employer to fill the position through other means. The written findings to be made by the designating authority must include:

History of the rate of turnover for the position: **In the 2025 this position went unfilled until we found a critical need candidate who did so part time - no full time applicants.**

Number of openings for the position and the number of qualified candidates for those openings after all other efforts of recruitment have been exhausted: **We had two unfilled position that we finally were able to fill with CN personnel, otherwise no other applicants.**

Length of time the position has been vacant: **Position postings since May 2025.**

Difficulty in filling the position due to special circumstances, including special education or experience required for the position: **Finding classified staff that understands college and career ready focus for students is a challenge. This position requires understanding of student needs, interest in college/career, and steps to assist the students in future endeavors.**

History and success of the efforts to recruit for the position, including advertising, out-of-state recruitment and all other efforts made (include copies of advertising or electronic recruitment notices, specifying targeted geographic areas): **LCSD vigorously recruited candidates at multiple job fairs, advertising through TalentEd, LinkedIN, Indeed, Handshake and social media posts. LCSD also partners with several universities throughout the US and facilitates our own Grow Your Own Program.**

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Critical Need Position Designation Form

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Agency Contact: **BillieJo Hogan** Agency Phone:**775-463-6800**

Agency Name: **Lyon County School District**

Critical Need Position Title: **Classified Instructional Specialist - College & Career Readiness Interventionist**

Effective Date of Critical Need Designation: **7/1/26**

In an open meeting the designating authority shall make findings based upon the below criteria that supports the designation using this form provided by PERS. Before making a designation, the designating authority shall consider all efforts made by the public employer to fill the position through other means. The written findings to be made by the designating authority must include:

History of the rate of turnover for the position: **In the 2025 we have had 4 classified CCRI positions become vacant.**

Number of openings for the position and the number of qualified candidates for those openings after all other efforts of recruitment have been exhausted: **After exhausting all recruitment efforts, we have two openings still unfilled.**

Length of time the position has been vacant: **Position postings since May 2025.**

Difficulty in filling the position due to special circumstances, including special education or experience required for the position: **Finding qualified candidates that have the expertise to provide reading interventions to targeted students is a challenge that requires additional training, understanding of assessment, and can identify areas to support students.**

History and success of the efforts to recruit for the position, including advertising, out-of-state recruitment and all other efforts made (include copies of advertising or electronic recruitment notices, specifying targeted geographic areas): **LCSD vigorously recruited candidates at multiple job fairs, advertising through TalentEd, LinkedIN, Indeed, Handshake and social media posts. LCSD also partners with several universities throughout the US and facilitates our own Grow Your Own Program.**

Rev. 4/16

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Critical Need Position Designation Form

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Agency Contact: **BillieJo Hogan** Agency Phone:**775-463-6800**

Agency Name: **Lyon County School District**

Critical Need Position Title: **Classified Instructional Specialist - Computers**

Effective Date of Critical Need Designation: **7/1/26**

In an open meeting the designating authority shall make findings based upon the below criteria that supports the designation using this form provided by PERS. Before making a designation, the designating authority shall consider all efforts made by the public employer to fill the position through other means. The written findings to be made by the designating authority must include:

History of the rate of turnover for the position: **In the 2025 we have had 5 classified computer positions become vacant.**

Number of openings for the position and the number of qualified candidates for those openings after all other efforts of recruitment have been exhausted: **After exhausting all recruitment efforts, we have three openings still unfilled.**

Length of time the position has been vacant: **Position postings since May 2025.**

Difficulty in filling the position due to special circumstances, including special education or experience required for the position: **Finding qualified computer staff to lesson plan and teach computer science standards is a challenge. Classified staff normally are not ready to be considered as a teacher of record in this area unless they have a background in computers or have taken courses to preparere themselves.**

History and success of the efforts to recruit for the position, including advertising, out-of-state recruitment and all other efforts made (include copies of advertising or electronic recruitment notices, specifying targeted geographic areas): **LCSD vigorously recruited candidates at multiple job fairs, advertising through TalentEd, LinkedIN, Indeed, Handshake and social media posts. LCSD also partners with several universities throughout the US and facilitates our own Grow Your Own Program.**

Public Employees Retirement System of Nevada
693 W. Nye Lane, Carson City, NV 89703 (775) 687-4200 Fax (775) 687-5131
5740 S. Eastern Ave. Suite 120, Las Vegas, NV 89119 (702) 486-3900 Fax (702) 678-6934
Toll Free 1-866-473-7768 Website: www.nvpers.org Email: nvpers@nvpers.org

Critical Need Position Designation Form

Reemployment of a retired public employee pursuant to NRS 286.523 is limited to positions of extreme need. An employer who desires to employ a retired public employee to fill a position for which there is a critical labor shortage must make the determination of reemployment based upon appropriate and necessary delivery of services to the public. The critical need designation must be made by the designating authority of the agency in an open meeting. The designated authority shall not designate a position for more than 2 years. To be redesignated, the designating authority must consider and make new findings in an open public meeting as to whether the position continues to meet the criteria established by law. PERS will compile the forms received from each designating authority and provide a biennial report to the Interim Retirement and Benefits Committee (IRBC) of the Legislature.

Agency Contact: **BillieJo Hogan** Agency Phone:**775-463-6800**

Agency Name: **Lyon County School District**

Critical Need Position Title: **Classified Instructional Specialist - Library**

Effective Date of Critical Need Designation: **7/1/26**

In an open meeting the designating authority shall make findings based upon the below criteria that supports the designation using this form provided by PERS. Before making a designation, the designating authority shall consider all efforts made by the public employer to fill the position through other means. The written findings to be made by the designating authority must include:

History of the rate of turnover for the position: **In the 2025 we have had 3 classified library positions become vacant.**

Number of openings for the position and the number of qualified candidates for those openings after all other efforts of recruitment have been exhausted: **After exhausting all recruitment efforts, we have filled openings filled with long term subs.**

Length of time the position has been vacant: **Position postings since May 2025.**

Difficulty in filling the position due to special circumstances, including special education or experience required for the position: **Finding classified staff to maintain and oversee the school library in our rural areas is difficult based on the number of candidates available and interested.**

History and success of the efforts to recruit for the position, including advertising, out-of-state recruitment and all other efforts made (include copies of advertising or electronic recruitment notices, specifying targeted geographic areas): **LCSD vigorously recruited candidates at multiple job fairs, advertising through TalentEd, LinkedIN, Indeed, Handshake and social media posts. LCSD also partners with several universities throughout the US and facilitates our own Grow Your Own Program.**

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Agency Contact: **BillieJo Hogan** Agency Phone:**775-463-6800**

Agency Name: **Lyon County School District**

Critical Need Position Title: **Classified Instructional Specialist - Music**

Effective Date of Critical Need Designation: **7/1/26**

In an open meeting the designating authority shall make findings based upon the below criteria that supports the designation using this form provided by PERS. Before making a designation, the designating authority shall consider all efforts made by the public employer to fill the position through other means. The written findings to be made by the designating authority must include:

History of the rate of turnover for the position: **In the 2025 we have had three music positions become vacant.**

Number of openings for the position and the number of qualified candidates for those openings after all other efforts of recruitment have been exhausted: **After exhausting all recruitment efforts, we have three openings still unfilled.**

Length of time the position has been vacant: **Position postings since May 2025.**

Difficulty in filling the position due to special circumstances, including special education or experience required for the position: **Finding qualified classified staff to teach music is a challenge. We have cancelled two music programs in our school and filled another with critical need.**

History and success of the efforts to recruit for the position, including advertising, out-of-state recruitment and all other efforts made (include copies of advertising or electronic recruitment notices, specifying targeted geographic areas): **LCSD vigorously recruited candidates at multiple job fairs, advertising through TalentEd, LinkedIN, Indeed, Handshake and social media posts. LCSD also partners with several universities throughout the US and facilitates our own Grow Your Own Program.**

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Agency Contact: **BillieJo Hogan** Agency Phone:**775-463-6800**

Agency Name: **Lyon County School District**

Critical Need Position Title: **Classified Instructional Specialist - PE**

Effective Date of Critical Need Designation: **7/1/26**

In an open meeting the designating authority shall make findings based upon the below criteria that supports the designation using this form provided by PERS. Before making a designation, the designating authority shall consider all efforts made by the public employer to fill the position through other means. The written findings to be made by the designating authority must include:

History of the rate of turnover for the position: **In the 2025 we have had 1 classified physical education positions become vacant.**

Number of openings for the position and the number of qualified candidates for those openings after all other efforts of recruitment have been exhausted: **After exhausting all recruitment efforts, we have one opening unfilled.**

Length of time the position has been vacant: **Position postings since May 2025.**

Difficulty in filling the position due to special circumstances, including special education or experience required for the position: **Finding classified staff in rural areas to commit to the school in-session schedule full time has been a challenge. We end up being able to fill with critical need.**

History and success of the efforts to recruit for the position, including advertising, out-of-state recruitment and all other efforts made (include copies of advertising or electronic recruitment notices, specifying targeted geographic areas): **LCSD vigorously recruited candidates at multiple job fairs, advertising through TalentEd, LinkedIN, Indeed, Handshake and social media posts. LCSD also partners with several universities throughout the US and facilitates our own Grow Your Own Program.**

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Agency Contact: **BillieJo Hogan** Agency Phone:**775-463-6800**

Agency Name: **Lyon County School District**

Critical Need Position Title: **Classified Instructional Specialist - Reading Intervention**

Effective Date of Critical Need Designation: **7/1/26**

In an open meeting the designating authority shall make findings based upon the below criteria that supports the designation using this form provided by PERS. Before making a designation, the designating authority shall consider all efforts made by the public employer to fill the position through other means. The written findings to be made by the designating authority must include:

History of the rate of turnover for the position: **In the 2025 we have had 5 classified maintenance positions become vacant.**

Number of openings for the position and the number of qualified candidates for those openings after all other efforts of recruitment have been exhausted: **After exhausting all recruitment efforts, we have two openings still unfilled.**

Length of time the position has been vacant: **Position postings since May 2025.**

Difficulty in filling the position due to special circumstances, including special education or experience required for the position: **Finding classified maintenance staff to oversee the schools and district wide are difficult based on the number of candidates available and interested. Several applicants can make more money working for independent companies.**

History and success of the efforts to recruit for the position, including advertising, out-of-state recruitment and all other efforts made (include copies of advertising or electronic recruitment notices, specifying targeted geographic areas): **LCSD vigorously recruited candidates at multiple job fairs, advertising through TalentEd, LinkedIN, Indeed, Handshake and social media posts. LCSD also partners with several universities throughout the US and facilitates our own Grow Your Own Program.**

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Agency Contact: **BillieJo Hogan** Agency Phone:**775-463-6800**

Agency Name: **Lyon County School District**

Critical Need Position Title: **Classified Instructional Specialist - STEAM**

Effective Date of Critical Need Designation: **7/1/26**

In an open meeting the designating authority shall make findings based upon the below criteria that supports the designation using this form provided by PERS. Before making a designation, the designating authority shall consider all efforts made by the public employer to fill the position through other means. The written findings to be made by the designating authority must include:

History of the rate of turnover for the position: **In the 2025-26 we were able to fill all but two positions**

Number of openings for the position and the number of qualified candidates for those openings after all other efforts of recruitment have been exhausted: **2 we filled with Critical Need and long term sub**

Length of time the position has been vacant: **Position postings since May 2025.**

Difficulty in filling the position due to special circumstances, including special education or experience required for the position: **Finding classified candidates that have a Science background to teach STEAM is a challenge. Candidates start in this position and then resign due to the lesson planning, science standards, and the ability to organize the classroom learning environment for group activities.**

History and success of the efforts to recruit for the position, including advertising, out-of-state recruitment and all other efforts made (include copies of advertising or electronic recruitment notices, specifying targeted geographic areas): **LCSD vigorously recruited candidates at multiple job fairs, advertising through TalentEd, LinkedIN, Indeed, Handshake and social media posts. LCSD also partners with several universities throughout the US and facilitates our own Grow Your Own Program.**

Rev. 4/16

Lyon County School District
Board Memo

Date: June 23, 2026

To: Board of School Trustees

From: BillieJo Hogan, Executive Director of Human Resources
Blake Smith, Safety and Benefits Risk Manager

Re: Excess Workers Compensation Insurance

Recommendation
That the Board of Trustees approve the renewal contract for excess workers' compensation insurance with Warren Reed Insurance for the 2026-2027 and 2027-2028 school year in the amount of $54,686 per year.

Background Information
Warren Reed Insurance is a trusted broker for our Excess Workers' Compensation Insurance. Last year, the renewal brought to the Board was $37,749. After our annual workers compensation audit for FY25, there was an increase of $10,674, for a total realised premium of $48,423 in FY26.

Budget Considerations
The premium for 2026-2027 is **$54,686**, which is a 12.9% increase from the 2025-2026 cost of $48,423, an increase of $6,263.

Discussed at Previous Meeting
This is renewed annually and was last approved July 22, 2025.

Attachment(s)
2026-2027 Warren Reed Excess Workers' Compensation Renewal

Loveland & Smart Insurance Services, Inc.

Quote Report

Broker No : 0C20311

DATE: 6/3/2026

Revised: 6/9/2026

INSURED: **Lyon County School District**

EFFECTIVE: **7/1/26**

	Limit of Liability	Employer's Liability Sub-Limit	Self-Insured Retention	Deposit and Minimum	Rate per $100 of Payroll	Security
ONE YEAR POLICY TERMS						
1)	Statutory	$1,000,000 per Occ	$400,000	$61,650 $52,403	0.0952	Employers Assurance Co. A.M. Best Rated: A XI
2)	Statutory	$1,000,000 per Occ	$450,000	$57,703 $49,048	0.0891	Employers Assurance Co. A.M. Best Rated: A XI
3)	Statutory	$1,000,000 per Occ	$450,000	$73,324.78 $65,992.30	0.113184	Incline Casualty Company A.M. Best Rated: A- VIII
4)	Statutory	$1,000,000 per Occ	$500,000	$54,686 $46,483	0.0844	Employers Assurance Co. A.M. Best Rated: A XI
5)	Statutory	$1,000,000 per Occ	$500,000	$64,748.52 $58,273.67	0.099946	Incline Casualty Company A.M. Best Rated: A- VIII
6)	Statutory *quoted using Capped payroll at $36,000.	$1,000,000 per Occ	$500,000	$70,033 $63,029	0.1968	Midwest Employers Casualty Co. A.M. Best Rated: A+ XV
7)	Statutory	$1,000,000 per Occ	$500,000	$93,742 $93,742	0.1447	Safety National Casualty Corp. A.M. Best Rated: A++ XV
TWO YEAR POLICY TERMS						
8)	Statutory	$1,000,000 per Occ	$400,000	$61,650 $104,805	0.0952	Employers Assurance Co. A.M. Best Rated: A XI
9)	Statutory	$1,000,000 per Occ	$450,000	$57,703 $98,095	0.0891	Employers Assurance Co. A.M. Best Rated: A XI
10)	Statutory	$1,000,000 per Occ	$450,000	$70,391.80 $126,705.23	0.108657	Incline Casualty Company A.M. Best Rated: A- VIII
11)	Statutory	$1,000,000 per Occ	$500,000	$54,686 $92,966	0.0844	Employers Assurance Co. A.M. Best Rated: A XI
12)	Statutory	$1,000,000 per Occ	$500,000	$62,158.59 $111,885.46	0.095948	Incline Casualty Company A.M. Best Rated: A- VIII

Lyon County School District
Board Memo

Date: June 23, 2026

To: Board of School Trustees

From: BillieJo Hogan, Executive Director of Human Resources
Blake Smith, Safety and Benefits Risk Manager

Re: POOL Renewal – Property Liability Insurance

Recommendation
That the Board of Trustees approve the renewal contract with POOL and Warren Reed Insurance for 2026-2027 school year.

Background Information
LCSD is part of a public agency insurance pool called the POOL, which offers various liability and property coverages (including vehicles). The Warren Reed agency has compiled the annual program cost and exposure metrics for the upcoming coverage period. Significant exposure changes across the district's schedule have driven an overall adjustment in program costs.

Please see the attached documentation from Warren Reed Insurance for additional details. The yellow highlight on page 10 provides a Program Cost Summary explaining the 9.32% rate increase. For reference, the rate increase was 2.07% in 2025-2026, 1.32% in 2024-2025, and 10.6% in 2023-2024

Budget Considerations
The final Nevada Public Agency Insurance Program Cost for 2026-2027 is **$1,260,980.63**, which is a 9.32% increase from the 2025-2026 cost of $1,153,434.77, an increase of $107,545.86.

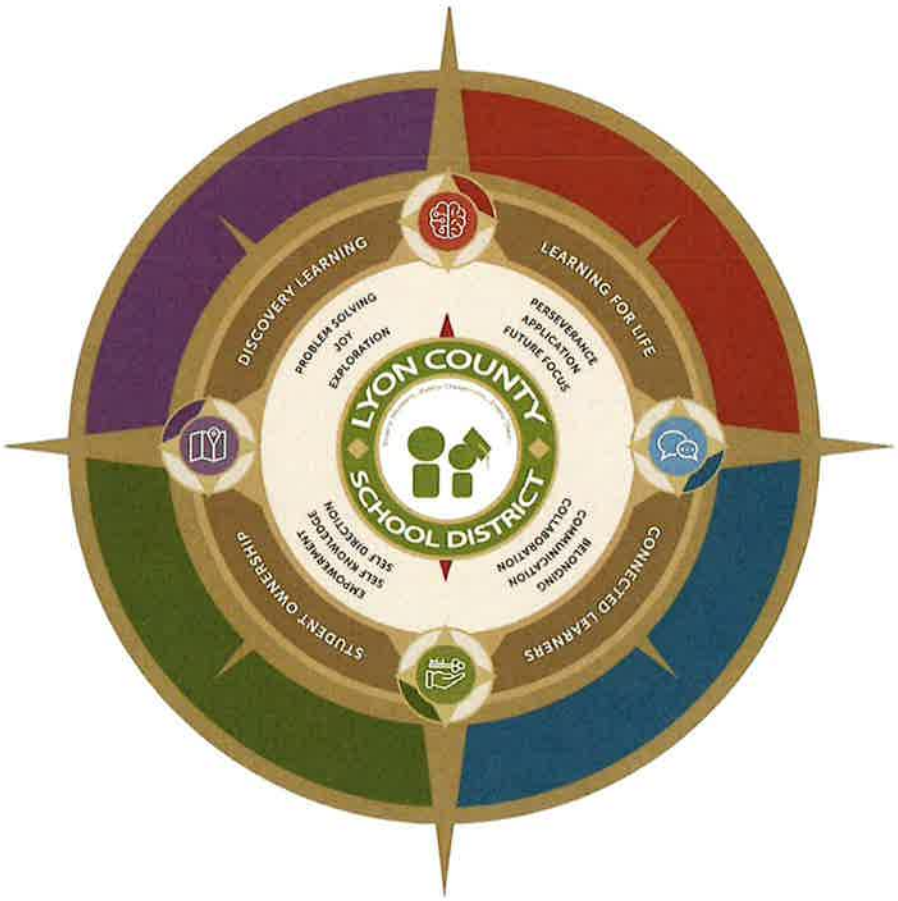
Discussed at Previous Meeting
This is renewed annually and was last approved June 25, 2025.

Attachment(s)
Packet by Warren Reed Insurance POOL Renewal 2026-2027

WARREN REED INSURANCE

Insurance Renewal for

Lyon County School District



Presented By:
Alan Reed

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WARREN REED
INSURANCE • SINCE 1947

Warren Reed Principle

To provide our customers with quality insurance products and services while maintaining the highest standard of integrity, trust and respect with our client base, this commmunity and our agency staff. We will do this by continuing* to build our organizational capabilities and taking seriously the responsibility *placed upon us.

Name	Year	Division	Title
Warren Reed	1947	Carson Valley	Founder/Deceased 1917 - 1998
Bruce Hollander CPCU	1966	Carson Valley	Retired in 2016 after 50 years of service
Jim Norton	1967	Carson Valley	Property & Casualty Agent
Alan Reed CIC	1974	Carson Valley	President, Property & Casualty Agent
Denise Rudnick CISR	1984	Carson Valley	Retired in 2022 after 38 years of service
William Coverly	1987	Carson Valley	Life & Health Agent - deceased 1942 - 2015
Todd Wilcks, CIC	1987	Carson Valley	Property & Casualty Agent
Kristi Glover, CISR	2003	Carson Valley	Account Executive/ Office Manager
Jeff Long	2005	Carson Valley	Life & Health Agent
Carolyn Mitchell, CISR	2008	Carson Valley	Commercial Lines CSR
Mike Downs	2008	Carson Valley	Property & Casualty Agent
Robin Frediani	2006	Montana	Claims Administrator
Taylor Reed, CIC	2015	Carson Valley	Vice President, Property & Casualty Agent
Rachel Rodriguez	2017	Carson Valley	Commercial Lines CSR
Benjamin Reed	2020	Montana	Property & Casualty Agent
Celeste Covey	2021	Carson Valley	Property & Casualty Agent
Shannon Minder	2022	Carson Valley	Personal Lines CSR
Thomas Reed	2023	Reno	Property and Casualty Agent
Jason Hill	2025	Las Vegas	Property and Casualty Agent
Victoria Gleason	2025	Carson Valley	Personal Lines CSR
Shawnee Hunt	2026	Ely	Property and Casualty Agent

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Partners in Education

Warren Reed Insurance, as well as the Reed family foundation are heavily involved in the education of our youth.

In 1999, the Warren & Ethyln Reed – Carson Valley Lions Scholarship Foundation was formed by Alan Reed. The tax-exempt foundation was set up according to the laws governing same by the Internal Revenue Service.

It was Warren Reed's ambition to be able to provide scholarships to students of single parents who have a true financial need for assistance. The scholarship is open to students who live in single parent households. Students from Smith Valley, Coleville, Whittell and Douglas High Schools are eligible to apply for a scholarship of up to $2,000 annually.

Warren Reed had a long record of public service to the Carson Valley Lions Club, and the award aptly names his affiliation with same.

Scholarship winners to date are:

1999 Jeana Valenzuela Jamie Bratton Rebecca Groves	**2000** Nikki Leeper	**2001** Derick E. Schulz Kelly L. Henderson Victoria Brinkerhoff	**2002** Jaime Yered Allison Walling
2003 Erin Zelenski Daniel Wines Bethany Teveldahl	**2004** Dustin Cooper Amanda Hallstein Sho Kashiman	**2005** Anna Arana Courtney Kemp Ariana Rodriguez	**2006** Courtney Zaninovich Cristna Milner Rachael McElhiney
2007 Amanda Edmonson Bryce Rafferty Shauna Johnson	**2008** Brittany Faller-Stimpston Lourdes Zuniga Amanda McComb	**2009** Brittany Boyd Savannah Nash	**2010** Jacquelyn Edwardson Elizabeth Sims
2012 Shannon Dugan	**2013** Serena Gafford	**2014** Kendall Ferris	**2015** Max Primo
2016 Shaena Robinson	**2017** Jarod Pieller	**2018** Nicholaus Buchholz	**2019** Alexandra Gaiser
2020 DiDiAlice Coker Grace Green Bayla Fitzpatrick Delta Waldberger	**2021** Sarah Burt Jack Forvilly Cameron Peterson	**2022** Zoey Quinn Ashanti Gutierrez	**2023** Jade Paine Jade Paine Sara Hurford Kylie Martin Hailey Peterson
2024 Dexter Mathers Harley Smith	**2025** Mari Stone Carson Remington	**2026** Natalye Carrillo Vicente Zackery Dalton	

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WARREN REED
INSURANCE • SINCE 1947

May 20, 2026
Lyon County School District
Attn: Blake Smith
25 E. Goldfield
Yerington NV 89447

Dear Mr. Smith and The Board of Trustees,

Enclosed please find a detailed summary of coverage terms and conditions for the upcoming year.

The 2026 POOL Renewal Process

POOL regularly shops for quality carriers, as well as competitive terms. This process started months ago (as noted below).

October 2025- Association of Governmental Risk and Insurance POOL meetings conducted in Austin, Texas. Meetings were held with 6 markets wherein market conditions, and options were explored.

March 2026- Alternate markets were approached for Cyber and Liability in pursuit of gap filling with respect to liability and replacement carriers for cyber.

February 2026- Meetings conducted with 17 potential syndicate partners. We were assisted by our London broker, Steve Firman and our U.S. affiliate, Willis Towers Watson. As well, the property market has stabilized since 2024.

As a result of POOL's efforts, your membership voted to accept proposals from County Reinsurance Limited, Public Risk Mutual, Government Entities Mutual, Lloyds of London, Tokio Marine and Travelers Boiler Re.

Membership Report

There are now 144 public entities in POOL. Approximately 45 members have voting rights. New members include Beatty GID, Cave Rock Estates GID, East Fork Fire Protection District and Tahoe Transportation District. The members have effectively pooled together as a risk sharing pool for more than 40 years.

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Carrier Review and Financial Discussion

The voting members considered several factors in making their renewal decision. Those included current carrier relationships, stability in pricing, claims handling, and auxiliary services provided to the membership, as well as coverage enhancements.

In an effort to increase their long-range viability and financial strength, the membership has continued to develop a number of member owned insurers that over time, have and will continue to participate in the program structure. These companies assist POOL/ PACT by participating in coverage layers within the insurance programs. The presence of these member owned captives has strengthened the financial position of POOL/PACT. They have also helped in the negotiation of coverage contracts with respect to increased levels of coverage that are dependent on financially strong underlying companies. One additional goal is to continue increasing investment earnings.

The major purpose of any pool is to provide consistency in terms of coverage availability and pricing which can also be described as taking the unexpected bumps out of the road that may occur from time to time, due to hardening and softening within the marketplace.

In the case of POOL/ PACT, the member owned captives are Public Risk Mutual (PRM) and Public Compensation Mutual (PCM). These non-profit captives participate within the program structure. As well, the Pool has a financial stake in two risk retention groups (RRG's), Government Entities Mutual (GEM) and County Reinsurance Limited (CRL) who also participate in coverage layers. One traditional insurance company, Travelers Re, as well as one syndicated insurance provider, Lloyds of London participate in the property coverages. Ironshore Insurance provides environmental protection.

Carrier Spotlight-Government Entities Mutual-GEM was formed in 2003 and is currently owned by twenty three public entity pools from seventeen states, including the Nevada Public Agency Insurance Pool (POOL). They are a pool of pools. They also participate in POOL's coverage layers. GEM is domiciled and regulated in Washington, D.C.. The GEM Proposition-A dependable, stable source of reinsurance acting in the best interests of our members.

Financial statements are available to any interested party. In short, the member owned entities continue to grow in key areas including net assets (well over $200,000,000). As POOL/PACT are quasi public entities, they are subject to Nevada Statutes with respect to safeguarding their financial assets. Same includes preservation of principal, and adequate liquidity to meet operating needs. However, they are also offered an opportunity at income and growth which typically, governmental entities are not. Both organizations received clean opinions from the independent auditor.

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Did you know? The Nevada Public Agency Insurance Pool is a non-profit organization.

State of the Insurance Market

Property

- The property market has leveled, and capacity is again available. CAT losses have not declined, and secondary losses continue to be more frequent, such as climate change, wind, hail, and wildfire.

Liability

- Due to inflation, including social inflation, and it's impact on claim costs, civil turmoil/law enforcement and continued Sexual Assault and Molestation, liability markets remain conservative in pricing.

Workers Compensation

- With the continued rise in health care costs, markets will continue to look for rate increases. With respect to public entities, presumptive legislation and resulting laws will no doubt, provide challenges going forward.

Cyber

- Although some market stabilization has occurred in 2026, losses continue to happen. Markets continue to press for improved cyber security practices on behalf of insureds. Higher rates, reduced limits, larger retentions and deductibles are impacting this sector.

POOL's Cyber Cover

POOL affords Cyber Liability to each member. The limit is $1,000,000 per cyber security event. Claims include but are not limited to malware attacks, leakage of sensitive information, unwanted e-mails to wireless devices and computers without permission, improper faxes, failure to follow electronic procedures, errors arising out of social networking, web issues, improper text messaging and data breaches.

Tokio Marine now underwrites the coverage.

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POOL currently contracts with Information International Associates, Inc. to assist with data security policies, procedures, and risk evaluations. These services have been made available to the members. The cost for same is absorbed by the POOL.

Environmental Services

Pollution Legal Liability is included subject to a $2,000,000 limit for each incident and an aggregate limit of $10,000,000. A $25,000 deductible per incident applies. Coverage applies for (1) third party claims, (2) first party remediation expense, (3) emergency response expense and (4) business interruption.

Property Recap

The POOL currently underwrites $8,590,569,059 in Nevada property exposures. This limit also includes physical damage on those autos scheduled with broader coverage.

Ownership

As mentioned above, ownership in the Nevada Public Agency Insurance Pool is vested in the membership. All decisions regarding coverage plans are made by the Executive Board and the Executive Committee with input, research and leadership provided by the POOL's Executive Director (Wayne Carlson) and POOL staff.

Accountability and Peer Review

Both POOL and PACT belong to AGRiP, the Association of Governmental and Risk Pools. AGRiP is a conglomerate of several hundred governmental insurance pools in the U.S. POOL and PACT have consistently (since 1996 and 1993) received awards from AGRiP's Recognition Program. That status is achieved upon completion of rigorous examinations and a compliance process administered under AGRiP's Advisory Standards for Public Entity Risks and Employee Benefit Pools. This comprehensive process includes an in depth analysis of practices, procedures, claims and a financial review, as well.

1521 Hwy 395 North
Gardnerville, NV 89410
(775) 782-2277
Fax: (775) 782-7387 or (775) 782-8923

WARREN REED
INSURANCE • SINCE 1947

Risk Management Grant Program

The program funds for risk management and mitigation projects. Annual grants funded by POOL are approximately $500,000 for POOL, and a similar amount for PACT.

Equipment replacement projects, cyber security software, security enhancements, parks and playground equipment, as well as fire protection upgrades are high on many public entities wish lists. Some grants were/are over $50,000. Members use these grants to reduce their own costs that are associated with risk management. There are a variety of applications reviewed on a regular basis. Members are encouraged to take advantage of this service. Grant awards can be provided for a number of safety items (i.e. fire alarm equipment, video security, and dispatch equipment) as well as cost reimbursements for risk management conferences. As well, awards are available under the POOL's Enterprise Risk Management Excellence Program

The Employee Assistance Program

The Employee Assistance Program (or EAP) through KEPRO continues to be utilized. The most widely assessed problems include Emotional Well Being, Work Life and Relationships. For those looking at legal consultations Family Law, Divorce, Separation, Elder Law, Probate and Estates are some of the most looked at topics. More employees are accessing online according to the utilization data. KEPRO is also emphasizing the promotion and availability of teletherapy and telehealth.

POOL/PACT offers to all member employees and their dependents a confidential program to address and resolve personal and workplace challenges. Services are offered live and online. Over 15,000 employees have access to this program. Hundreds of public entity employees seek assistance each year. Of those seeking help, about 15% are dependents.

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WARREN REED
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POOL/PACT Executive Committees

Both organizations are member owned and driven. The current Executive Committees include:

POOL

Ann Cyr	Carson City School District
Josh Foli, Chair	Lyon County
Curtis Trujillo	Incline Village GID
Dan Murphy, Vice Chair	Pershing County School District
Amanda Osborne	Elko County
Weston Noyes	Humboldt County
Kim Todd, Fiscal Officer	Eureka County
Bryce Cranch	Tahoe Douglas Fire District

PACT

Josh Foli, Fiscal Officer	Lyon County
Alicia Heiser	City of Winnemucca
Russel Klein, Vice Chair	Lander County School District
Amanda Osborne	Elko County
Paul Sikora, Chair	Boulder City
Joe Westerlund	Town of Tonopah
Jackie Signorelli	North Lake Tahoe Fire District

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WARREN REED
INSURANCE • SINCE 1947

Program Cost Summary

The Nevada Public Agency Insurance Program Cost for 2026 is $1,260,980.63. Although the base rates are approximately 8.23% lower, there are significant exposure changes in your schedule. Replacement costs were evaluated in the past year, and the district's total insured values went from $431,156,720 to just short of $518,567,475 (an increase of $87,410,755 which, constituted a jump of 20.27%). As well, your payroll increased by just over 12%, as did the fleet schedule (from 225 to 253).
(There are 6 factors that affect the program cost. They are payroll, total insured values, number of vehicles, employees, students and teachers.)

Warren Reed Insurance, Inc.

The Reed agency operates under a focused strategic plan that includes:

Risk Management and Underwriting
Marketing and Sales
Customer Service
Claims
Education and Analysis

The Warren Reed agency is Douglas County's oldest family owned commercial enterprise, established in 1947. Alan G. Reed, C.I.C, and President has been with the agency since 1974. The agency has been family owned since inception. He and his wife, Dana have been married for forty four years and they have six children, ten grandchildren, and three great grandchildren. Christine is a graduate of Washington State University and is a teacher in western Oregon. A.G. received a law degree and a Masters in Public Policy from Indiana University. His undergraduate studies included the United States Air Force Academy, Hillsdale College (Michigan) and Oxford University. He currently resides in Sacramento. Taylor is a 2011 graduate of Gonzaga University and is a vice president/account executive for Warren Reed Insurance. Benjamin graduated from Montana State in Bozeman in 2014. He has a bachelors in agri business and he is an account executive in Warren Reed's Montana office. Nicole graduated from Boise State in 2019 with a bachelors in psychology. Nicole recently completed her Master's program at Grand Canyon University in Pheonix. Thomas is a property and casualty agent with Warren Reed Insurance.

Thank you, Mr. Smith and The Board of Trustees.

Sincerely,
Alan Reed C.I.C., President

Alan Reed

1521 Hwy 395 North
Gardnerville, NV 89410
(775) 782-2277
Fax: (775) 782-7387 or (775) 782-8923

WARREN REED
INSURANCE • SINCE 1947

Claims Happen

Examples of sizeable losses incurred by POOL

Property Flood Loss: Flash flood happened over a community that included 4 of our members. Incurred $3.32M.

Multiple Locations Due to Winter Storms: Freezing and flooding to multiple members. Incurred loss $2.44M

Property Freeze Damage: Building Damage due to freezing. Incurred loss $1.2M

Property Equipment Fire: Fire to equipment total loss and included business interruption Incurred loss $1.1M

Property Water Damage Loss: Faulty valve did not close and caused 500K gallons of water to fill a building. Incurred loss $1.1M

Property Building: Building collapsed due to ice and snow. Current reserved at $991K

Property Earthquake: Cracks to building allowing waster to enter building. Incurred loss $687K

Property Fire: Fire to building was a total loss. Current reserved loss is $616K

Property Auto: Ambulance caught fire. Incurred loss $521K

E&O Liability: Built houses on old landfill. Incurred loss $2.6M

E&O Liability (School): Sexual Molestation. Incurred loss $2.6M

E&O Liability (School): Violation of ADA. Incurred loss $2.3M

Police Liability: In custody death. Incurred loss $2M

Policy Liability: Alleged release of DUI motorist that caused fatal accident. current reserve of $1.7M

Liability: Alleged negligence with connection to flooding of property. Incurred loss $1.7M

Property Water Damage: Frozen waer pipe cause leak. Incurred loss $415K

Police Liability: Alleged 8th and 14th amendment violation. Incurred loss $1M

Police Liability: Alleged 4th amendment violation. Incurred loss $536K

2026-2027
SUMMARY AND
COST QUOTATION

poolpact.com
The Power of the POOL

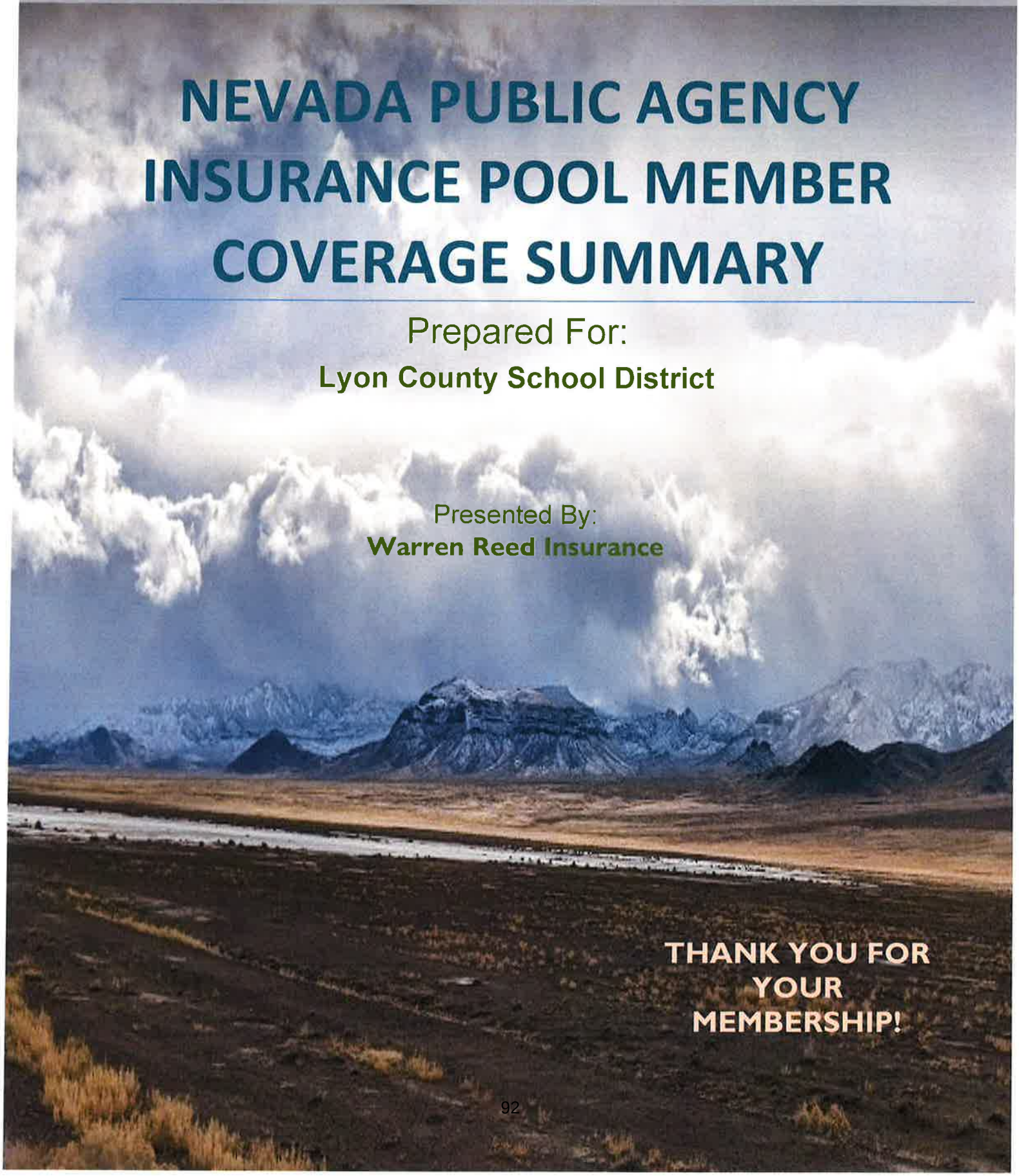
NEVADA PUBLIC AGENCY INSURANCE POOL MEMBER COVERAGE SUMMARY

Prepared For:

Lyon County School District

Presented By:

Warren Reed Insurance



Dear POOL Member:

Thank you for your continuing leadership commitment to serving your communities by fulfilling your public service mission. The POOL continues to offer programs, services and support for Members' financial security and collaborating with you in support of your mission.

This Member Coverage Summary reflects the successful negotiations with multiple markets to obtain cost-effective terms, conditions and pricing for approval by the POOL Board on behalf of all Members.

As owners of the POOL, you approved the extensive risk management services, such as POOL/PACT HR services including its training courses and ELearning modules on important HR topics. Enrollment in POOL's ELearning programs include Target Solutions Fire/EMS training, KnowBe4 email security training and more. ELearning continues to reach an increasing number of employees for convenient and cost-effective learning. POOL also maintains an ongoing focus on law enforcement policies and practices targeted jail and road operations with onsite and virtual assessments and sample policies.

We encourage you to discuss the POOL's services with staff and your agent. We regularly update our website and encourage you to visit www.poolpact.com to utilize a growing base of HR and risk management information in the resource libraries. While there, look for the POOL Coverage documents, board and committee agendas and minutes.

Thanks to all Member volunteers who serve on our boards and committees. These volunteers do a superb job of representing the interests of the Members of your POOL.

Sincerely,

Wayne Carlson
Executive Director
Nevada Public Agency Insurance Pool

This summary is intended for reference only. For specific terms, conditions, limitations and exclusions, please refer to the POOL Coverage Form and Cyber Risk Coverage Form edition July 1, 2026.

NEVADA PUBLIC AGENCY INSURANCE POOL COVERAGE SUMMARY

RENEWAL PROPOSAL	COVERAGE PERIOD	NAMED ASSURED	MAINTENANCE DEDUCTIBLE
	07/01/2026 – 07/01/2027 Standard Time	Lyon County School District	SEE BELOW

Property Coverage

Coverage	Limit per Loss	
Property	$500,000,000	Per Schedule of Locations

The following sub-limits apply to Section V. C. Extensions of Property Coverage:

Accounts Receivable	$5,000,000 per loss
Arson Reward	10% up to $25,000 per loss
Debris Removal - Mold/ Asbestos	$100,000
Earthquake	$150,000,000 aggregate
Flood	$150,000,000 aggregate $25,000,000 aggregate - Flood Zone A
Equipment Breakdown	$150,000,000 per loss
• Loss of Income & Extra Expense	included
• Hazardous Substance Coverage	$250,000 per loss
• Spoilage Coverage	$250,000 per loss
• Data Restoration	$100,000 per loss
• Electrical Risk Improvements	$10,000
Expediting Expenses	$25,000 per loss
Unintentional Errors and Omissions	$5,000,000 per loss
Money and Securities	$500,000 per loss
Ordinance or Law – LEED Building	$500,000
Agreed Value Vehicles	Per Attachment D, if applicable

NEVADA PUBLIC AGENCY INSURANCE POOL COVERAGE SUMMARY

Liability Coverage

The Limits of Liability are as *follows*:

Coverage	Limit per **Named Assured**	Annual Aggregate Limit per **Named Assured**
Per **Event**	$10,000,000	$10,000,000
All Sublimits are a part of and not in addition to the Limits of Liability. *Liability Sublimits:*		
• Additional Assured (Lessors) (Section I, item 2)	$2,000,000	
• Weed Spray Property Damage (Section IV, item 3 (B) (2) (ix))	$250,000	$250,000
• Emergency Response to Pollution (Section IV, item 3 (B) (2) (v))	$1,000,000	$1,000,000
• Criminal Defense Fees and Costs (Section VI, part C, item 4)	$50,000	$50,000
• Defense for Regulatory Agency Actions (Section VI, part C, item 16)	$50,000	
Sexual Abuse Sublimit (Section VI, part C, item 21)	$2,500,000	$2,500,000
Retroactive Date		*May 1, 1987 except as shown in Attachment C*

This summary is intended for reference only. For specific terms, conditions, limitations and exclusions, please refer to the POOL Coverage Form and Cyber Risk Coverage Form edition July 1, 2026.

NEVADA PUBLIC AGENCY INSURANCE POOL COVERAGE SUMMARY

Cyber Risk Coverage:

	COVERAGE PERIOD	NAMED ASSURED	MAINTENANCE DEDUCTIBLE
	07/01/2025 – 07/01/2026 12:01 A.M., Standard Time	Per Attachment A	10%, up to $25,000 *

CYBER SECURITY RISK COVERAGE		
CYBER SECURITY RISK COVERAGE LIMITS	Limit per **Named Assured** Per **PRIVACY OR SECURITY EVENT**	Annual Aggregate Limit Per All **Named Assureds**
Coverage Limits – First and Third Party	$1,000,000	$1,000,000 up to $15,000,000 aggregate all POOL Members combined
The following sublimits are a part of and not in addition to the Limits of Liability:		
Cyber Crime Coverage	$500,000	
Retroactive Date		July 1, 2013

* Applies for failure to timely implement and comply with vulnerability assessment recommendations.

This summary is intended for reference only. For specific terms, conditions, limitations and exclusions, please refer to the POOL Coverage Form and Cyber Risk Coverage Form edition July 1, 2026.

NEVADA PUBLIC AGENCY INSURANCE POOL COVERAGE SUMMARY

Environmental Liability Coverage

The Limits of Liability are as follows:

Coverage A	Third Party Claims for Bodily Injury, Property Damage or Remediation Expense
Coverage B	First Party Remediation Expense
Coverage C	Emergency Response Expense
Coverage D	Business Interruption

COVERAGE	DEDUCTIBLE	EACH INCIDENT LIMIT	AGGREGATE LIMIT
A,B,C	$25,000	$2,000,000	$10,000,000

COVERAGE	DEDUCTIBLE	BUSINESS INTERRUPTION LIMIT (Days)	BUSINESS INTERRUPTION LIMIT ($)
D	3 Days	365	$2,000,000

This summary is intended for reference only. For specific terms, conditions, limitations and exclusions, please refer to the POOL Coverage Form and Cyber Risk Coverage Form edition July 1, 2026.

NEVADA PUBLIC AGENCY INSURANCE POOL COVERAGE SUMMARY

Student Accident Coverage

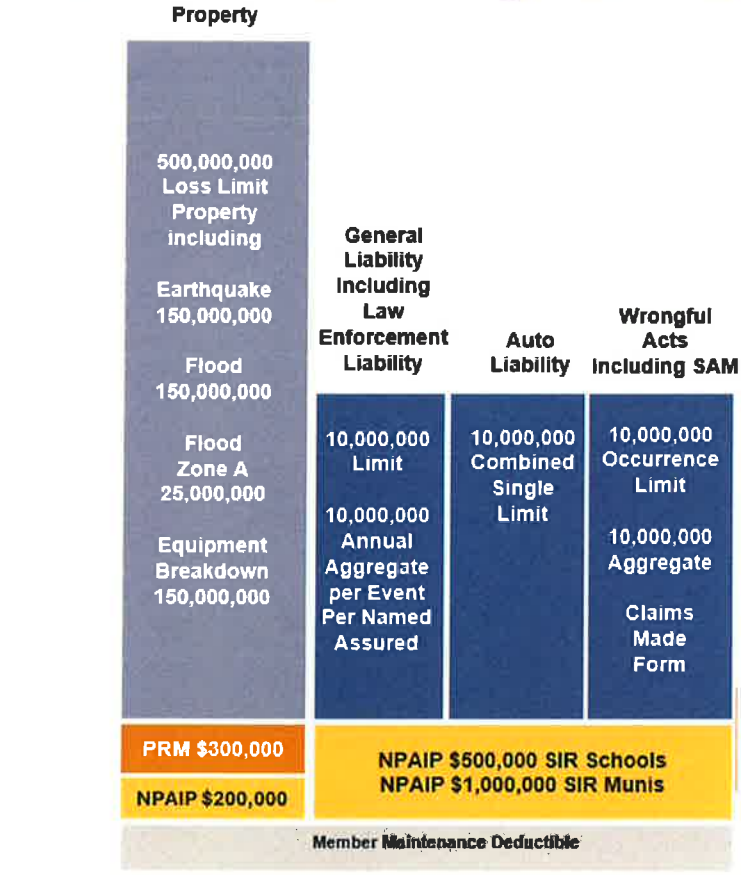
The Limits are as follows:

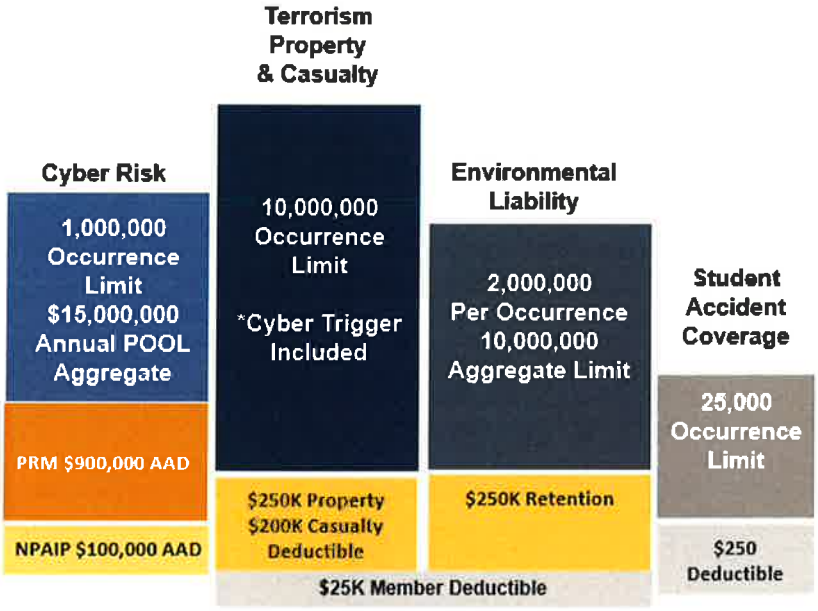
Student Accident insurance provides coverage during the hours and days when school is in session, while participating in school sponsored and supervised activities. Coverage includes participation in Interscholastic Sports; including Football, One Day Field Trips and Overnight Field Trips (no more than 7 consecutive nights). This includes travel directly (uninterruptedly) to and from a regularly scheduled activity with other members as a group. Travel must be supervised by a person authorized by the school. This policy should replace any policy that is currently being purchased or offered to schools and students.	
Coverage	Limits and Premium
Accidental Medical Expense: Maximum Benefit	$25,000
*Deductible Amount	$250

* Deductible applies to parents' claims expense, not the school district

This summary is intended for reference only. For specific terms, conditions, limitations and exclusions, please refer to the POOL Coverage Form and Cyber Risk Coverage Form edition July 1, 2023.

NPAIP 2026 - 2027 Program Structure





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NEVADA PUBLIC AGENCY INSURANCE POOL COVERAGE SUMMARY

Changes within the 2026-2027 Coverage:

1. Property Per Loss Limit Increased to $500,000,000
2. Equipment Breakdown Limit Increased to $150,000,000
3. Cyber Liability Changes
   a. $1,000,000 Limit/Aggregate Per Member for First- and Third-Party Liability
   b. $ 500,000 Sub-Limit for Cyber Crime Coverage
4. Exclusion that is specific to PFAS has been added
5. Definition for Agreed Value has been updated for Clarification
6. Added Requirements for retaining "Salvage" after a loss

Change to the Interlocal Cooperation Agreement:

1. Amended Article 22 to state that a Member giving 120-day Notice of Withdrawal Waives the two-thirds Board vote requirement under Article 23.A

Coverage:

Maintenance Deductible:	See Above

	2025	2026	Percent (%) Change
Program Cost Comparison	$1,153,434.77	$1,260,980.63	9.32%

Key Exposures:

	2025	2026	Percent (%) Change
Payroll	$67,659,318	$75,818,304	12.06%
Total Insured Property Values	$431,156,720	$518,567,475	20.27%
Auto Count	225	253	12.44%
Law Enforcement	0	0	0.00%
Employees	1270	1256	-1.10%
Student ADA	8538	8600	0.73%
Teachers	519	470	-9.44%

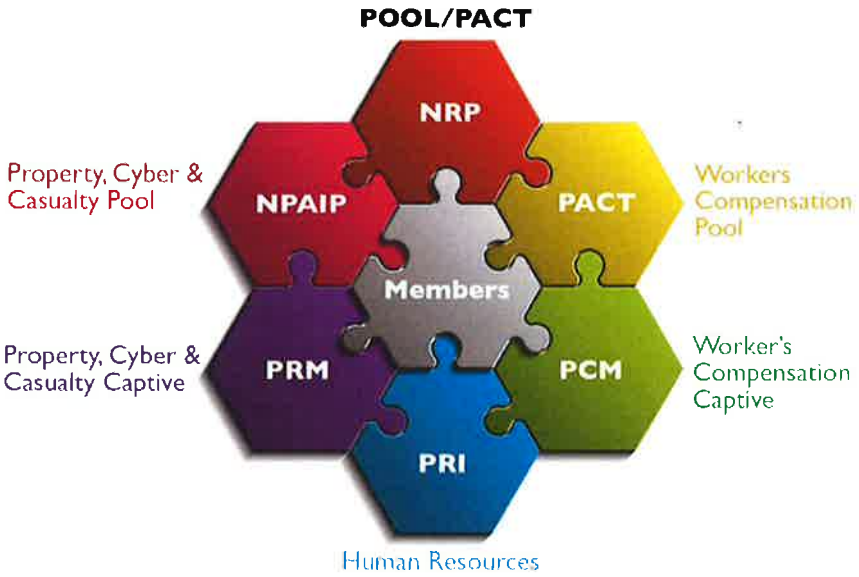
This summary is intended for reference only. For specific terms, conditions, limitations and exclusions, please refer to the POOL Coverage Form and Cyber Risk Coverage Form edition July 1, 2026.

POOL/PACT – HERE FOR YOU

Members Helping Members
In 1987, four Nevada counties formed their own risk sharing pool. Now over thirty years later, the majority of Nevada's public entities remain committed to each other and the mission of their risk pool organization. POOL/PACT continues to excel in providing an unparalleled level of service to our members. Our mission seeks to help members manage their risks so they can serve the public effectively.

The POOL Board is comprised of dedicated, hardworking, and ethical Member leaders focused on public risk management. They continue to do an excellent job of representing the interests of the Member-owners of POOL/PACT.

Our members continue to see great value in being part of POOL/PACT because of extensive services, which keeps membership retention strong. POOL/PACT encourages you to discuss the services we offer with your insurance agent – its valued partner in the POOL program.



POOL Executive Committee
Josh Foli - Chair (Lyon County)
Kim Todd – Director (Eureka County)
Amanda Osborne - Director (Elko County)
Dan Murphy – Vice Chair (Pershing Co.SD)
Weston Noyes – Fiscal Officer (Humboldt Co)
Ann Cyr - Director (Carson City SD)
Curtis Trujillo – Director (Incline Village GID)
Bryce Cranch - Director (Tahoe Douglas FPD)

PACT Executive Committee
Paul Sikora - Chair (Boulder City)
Russell Klein – Vice Chair (Lander CSD)
Amanda Osborne - Trustee (Elko County)
Josh Foli – Fiscal Officer (Lyon County)
Jackie Dunklee – Trustee (North Lale Tahoe FPD)
Alicia Heiser - Trustee (City of Winnemucca)
Joe Westerlund – Trustee (Town of Tonopah)

RISK MANAGEMENT BENEFITS AND SERVICES

POOL/PACT Enterprise Risk Management Committee

Develops, administers, and supervises Risk Management policy, procedure, and planning • Supports innovative risk reduction and/or mitigation programs • Develops and administers risk control techniques to reduce the frequency and severity of losses

Enterprise Risk Management Excellence Program

A voluntary program developed to assist POOL/PACT members achieve operational excellence in the delivery of public service though effective risk management • Develops understanding of Enterprise Risk Management – that risk management efforts of one department have a direct impact, either positive or negative, on the enterprise as a whole

Risk Management Grant Program

Educational Grants supporting risk management education and training opportunities • Risk Management Grants for risk management/mitigation projects or acquisitions • Visit www.poolpact.com/risk-grant.asp for more information

Online Safety Training

Active Shooter Response • Asbestos Awareness Training • Aversive Interventions • Back Safety in the Workplace • Bloodborne Pathogens Awareness • The Complex Quadriplex of Lifeguard Blindness • Cybersecurity Awareness • Ransomware Awareness • Defensive Driving • FERPA • GHS - Hazard Communication • Heat-Related Illness • HIPAA Privacy Rule • Lock-Out, Tag-Out • Mandatory Child Abuse Reporting Laws • MRSA Awareness for Correctional Employees • MRSA Awareness in Hospitals • Nevada Ethics in Government Law • Office Ergonomics • Open Meeting Law • OSHA – Rights and Responsibilities • Pool Chemical Safety • Slips, Trips, and Falls • Strip Search Training • Students in Transition • Sub-Administrator Training • Surviving an Active Shooter • Teaching Science Safely • Transporting Students with Special Needs • MSDSonline (SDS management)

Law Enforcement and Fire Protection

Partnership with leading law enforcement experts to provide Best-practice Road and Detention Operation Policies and Procedures • Detention Facility Assessments and Reports • Team Approach to Address Individual Needs Through Network of Subject Matter Experts in Law Enforcement, Jails/Corrections, Public Safety, and Criminal Justice • TargetSolutions Fire and EMS Training Platform • Mental Health – Fit for Retirement Wellness

Swimming Pool Safety Policies, Inspections, and Training

Aquatic Facility Assessment and Report • Annual Aquatic Risk Management Seminar • Best-practice Aquatic Facility Policy and Lifeguard Manual Templates

Cybersecurity Training and Policies

Onsite Passive Network Assessments (PNA) • Best-practice Data Security Policy Templates • Quarterly Cybersecurity Hot-Topic Webinars • Annual Cybersecurity Summit • KnowB4 Phishing Awareness Campaigns and Training • Knowb4 Cybersecurity Newsletter • Cyber Incident Response Plan Templates • Individualized Data- and Cybersecurity Advice and Support

School District Emergency Operations Plans, Training, and Policies

NRS-required Emergency Operation Plans (EOP) • Annual EOP updates • Emergency Management and Response Training • School Safety Training based on FEMA Guide for High Quality School Emergency Operations Plans • Hazard and Vulnerability Assessments and Reports

Site Safety Inspections AND Training

Playground & Parks Safety Surveys • Workstation Ergonomic Evaluations • Confined Space Risk Assessments • Facility Surveys • Fire Extinguisher Education • Respirator Fit Testing and Education • CPR/First Aid/AED • Accident Investigation Training • Back Safety and Lifting • Defensive and Distracted Driver Education • Workplace Violence • Personal Protective Equipment • Emergency Preparedness • OSHA Compliance Training • Written Workplace Safety Plan Training • Safety Committee Formation and Operation • Wellness/Health Education and Training

For More Information, Contact:

Marshall Smith, Risk Manager (marshallsmith@poolpact.com) or Jarrod Hickman, Risk Management Specialist (jarrodhickman@poolpact.com); (775) 885-7475; or visit www.poolpact.com.

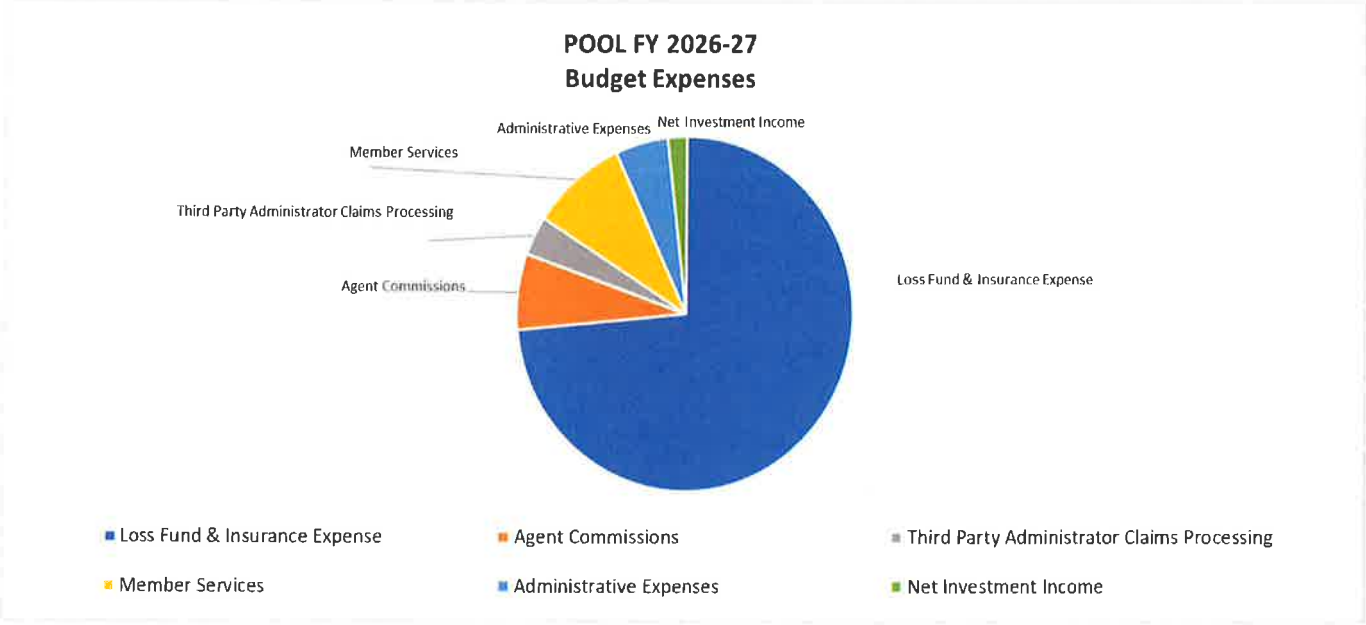
PROGRAMS AND SERVICES AVAILABLE TO POOL/PACT MEMBERS

POOL/PACT HUMAN RESOURCES MEMBER SERVICES

A variety of services are offered through POOL/PACT HR. We work with each member individually to address their specific HR-related needs and reduce liability. The basic services include:

- Consultation with members to manage and resolve critical employment-related issues to include identifying options, providing step-by-step guidance, monitoring progress, and answering questions.
- In-person and virtual instructor-led training courses, workshops, and certificate programs.
- eLearning courses available 24/7.
- Webinars on HR-related topics.
- On-site assessments of members' HR practices with recommendations.
- Communication issued as "Alerts" to inform members of significant HR-related law or practice changes.
- On-site HR Briefings tailored to specific needs/requests of members.
- Sample personnel policies which may be adopted for use by members.
- Sample job description templates and numerous HR forms that can be tailored for use by members.
- Salary schedule database available on our website for member reference.
- Summary of HR-related legislation produced each legislative session.
- HR scholarships to assist member HR representatives in attaining nationally recognized HR certifications.
- Annual HR Conference providing HR representatives and CEOs valuable information on communication, leadership, and legal compliance.

POOL 2026-2027 APPROVED BUDGET AND EXPENSES



POOL Budget FY 26-27	Recommended Budget	FY 2026-27	% Allocation
Loss Fund & Insurance Expense	$ 22,148,029		75.5%
Agent Commissions	$ 1,974,942		6.7%
Third Party Administrator Claims Processing	$ 835,280		2.8%
Member Services	$ 2,668,393		9.1%
Administrative Expenses	$ 1,524,152		5.2%
Building Cost	$ 201,753		0.7%
Total Budget	***$ 29,352,549***		***100.0%***

POOL/PACT CONTACTS

Nevada Risk Pooling (NRP)
(775) 885-7475

Wayne Carlson, Executive Director, ext 132
waynecarlson@poolpact.com

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Marshall Smith, Risk Manager, ext 104
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Jarrod Hickman, Risk Manager, ext 133
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Stephen Romero, Member Relations Manager, ext 110
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Jennifer Turner, Admin Data Analyst, ext 129
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Beck Freeman, Admin Assistant, ext 125
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Donna.squites@us.davies-group.com

Margaret Malzahn, WC Claims Supervisor
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Margaret.malzahn@us.davies-group.com

NPAIP MEMBERSHIP

Counties:
Carson City
Churchill County
Elko County
Esmeralda County
Eureka County
Humboldt County
Lander County
Lincoln County
Lyon County
Mineral County
Pershing County
Storey County
White Pine County

Cities:
Boulder City
City of Caliente
City of Carlin
City of Elko
City of Ely
City of Fernley
City of Lovelock
City of Sparks
City of Wells
City of West Wendover
City of Winnemucca
City of Yerington

Towns:
Town of Gardnerville
Town of Genoa
Town of Minden
Town of Round Mountain
Town of Tonopah

School Districts:
Carson City School District
Churchill County School District
Douglas County School District
Elko County School District
Esmeralda County School District
Eureka County School District
Humboldt County School District
Lander County School District
Lincoln County School District
Lyon County School District
Mineral County School District
Nye County School District
Pershing County School District
Storey County School District
White Pine County School District

Fire Districts:
East Fork Fire Protection District
Moapa Valley Fire Protection District
Mt. Charleston Fire Protection District
North Lake Tahoe Fire Protection District
North Lyon County Fire Protection District
Pahranagat Valley Fire District
Tahoe Douglas Fire Protection District
Washoe County Fire Suppression
White Pine Fire District

Others:
Central Nevada Health District
Central Nevada Historical Society
Central Nevada Regional Water Authority
Community Chest, Inc
Consolidated Agencies of Human Services
County Fiscal Officers Association of Nevada
Douglas County Redevelopment Agency
Elko Central Dispatch
Elko Convention & Visitors Authority
Humboldt River Basin Water Authority
Lincoln County Regional Development
Mineral County Housing Authority
Nevada Association of Counties
Nevada Commission for the Reconstruction of the V & T Railway
Nevada League of Cities
Nevada Risk Pooling, Inc.
Nevada Rural Housing Authority
Nevada Volunteers
NevadaWorks
Pooling Resources, Inc.
Regional Transportation Commission of Washoe County
Truckee Meadows Regional Planning Agency
U.S. Board of Water Commissioners
Virginia City Tourism Convention
Western Nevada Regional Youth Center
White Pine County Tourism

Special Districts:
Alamo Water & Sewer District
Amargosa Library District
Baker Water and Sewer
Battle Mountain Hospital
Beatty Library District
Beatty Water & Sanitation District
Beatty GID
Canyon General Improvement District
Carson-Truckee Water Conservancy District
Carson Water Subconservancy District
Cave Rock Estates GID
Churchill County Mosquito, Vector

Special Districts (continue):
Douglas County Mosquito District
Douglas County Sewer
East Fork Swimming Pool District
Elko County Agricultural Association
Elko TV District
Fernley Swimming Pool District
Gardnerville Ranchos General Improvement District
Gerlach General Improvement District
Humboldt General Hospital
Incline Village General Improvement District
Indian Hills General Improvement District
Kingsbury General Improvement District
Lakeridge General Improvement District
Lincoln County Water District
Logan Creek Estates General Improvement District
Lovelock Meadows Water District
Marla Bay General Improvement District
Mason Valley Swimming Pool District
McGill Ruth Sewer and Water
Minden Gardnerville Sanitation District
Moapa Valley Water District
MT Grant General Hospital
Nevada Association of Conservation Districts
Nevada Association of School Boards
Nevada Association of School Superintendents
Nevada Tahoe Conservation District
Northern Nye County Hospital District
Pahrump Library District
Palomino Valley General Improvement District
Pershing County Water Conservation District
Sierra Estates General Improvement District
Silver Springs General Improvement District
Silver Springs Stagecoach Hospital
Skyland General Improvement District
Smoky Valley Library District
Southern Nevada Area Communication Council
Stagecoach General Improvement District
Sun Valley General Improvement District
Tahoe Douglas District
Topaz Ranch General Improvement District
Tahoe Reno Industrial General Improvement District
Tahoe Transportation District
Tonopah Library District
Truckee Meadows Water Reclamation Facility
Walker Basin Conservancy
Walker River Irrigation District
Washoe County Water Conservation District
West Wendover Recreation District
Western Nevada Development District
White Pine Television District #1
Zephyr Cove General Improvement District
Zephyr Heights General Improvement District

THANK YOU FOR YOUR MEMBERSHIP!

2026-2027 SUMMARY OF INSURANCE

Site	Building Number	Description	Address 1	City	State	Zip Code	Construction Year	ISO Construction Class	Total Sq. Ft.	Flood Zone	Number of Stories	Sprinklers	Replacement Cost New	Modeled Contents Value
01 - YERINGTON HIGH	01	YERINGTON HS MAIN BLDG	114 PEARL STREET	YERINGTON	NV	89447	1955	4 - MASONRY NON COMBUSTIBLE	51695	X500	1	NO	$16,452,000.00	$1,882,000.00
01 - YERINGTON HIGH	02	MULTIPURPOSE (GYM/CAF/BAND ROOM)	114 PEARL ST.	YERINGTON	NV	89447	1968	4 - MASONRY NON COMBUSTIBLE	32890	X500	1	NO	$9,606,000.00	$1,083,700.00
01 - YERINGTON HIGH	03	CTE BUILDING	114 PEARL ST.	YERINGTON	NV	89447	1996	3 - NON COMBUSTIBLE	10412	A	1	YES	$2,423,000.00	$1,141,300.00
01 - YERINGTON HIGH	04	YHS CLASSROOM (SHOP) BUILDING	114 PEARL ST.	YERINGTON	NV	89447	1972	3 - NON COMBUSTIBLE	10800	A	1	NO	$2,084,000.00	$1,184,000.00
01 - YERINGTON HIGH	05	YHS MAINTENANCE STORAGE/SHOP	114 PEARL ST.	YERINGTON	NV	89447	1960	3 - NON COMBUSTIBLE	1280		1	NO	$87,200.00	$57,870.00
01 - YERINGTON HIGH	06	YHS BALLFIELD STORAGE	114 PEARL ST.	YERINGTON	NV	89447	1955	3 - NON COMBUSTIBLE	640		1	NO	$42,190.00	$29,090.00
01 - YERINGTON HIGH	07	YHS PRESSBOX/SNACKBAR	114 PEARL ST.	YERINGTON	NV	89447	1985	2 - JOISTED MASONRY	480		2	NO	$67,870.00	$5,710.00
01 - YERINGTON HIGH	08	YHS GREENHOUSE	114 PEARL ST.	YERINGTON	NV	89447	2002	3 - NON COMBUSTIBLE	2016		1	NO	$147,910.00	$5,290.00
01 - YERINGTON HIGH	09	PRACTICE GYM	114 PEARL ST.	YERINGTON	NV	89447	2005	4 - MASONRY NON COMBUSTIBLE	7360	X500	1	YES	$186,890.00	$118,190.00
01 - YERINGTON HIGH	11	YHS TRACK STORAGE BLDG	114 PEARL ST.	YERINGTON	NV	89447	1999	3 - NON COMBUSTIBLE	1200		1	NO	$92,110.00	$54,310.00
01 - YERINGTON HIGH	12	GRANDSTAND	114 PEARL ST.	YERINGTON	NV	89447	2005	3 - NON COMBUSTIBLE	2520		1	NO	$201,000.00	$0.00
01 - YERINGTON HIGH	13	CONCESSION VISITOR	114 PEARL ST.	YERINGTON	NV	89447	1985	2 - JOISTED MASONRY	240		1	NO	$21,530.00	$7,130.00
01 - YERINGTON HIGH	14	STORAGE BUILDING	114 PEARL ST.	YERINGTON	NV	89447	1950	1 - FRAME/COMBUSTIBLE	992		1	NO	$68,910.00	$44,900.00
01 - YERINGTON HIGH	15	1ST BASE DUGOUT	114 PEARL ST.	YERINGTON	NV	89447	1995	2 - JOISTED MASONRY	192		1	NO	$9,470.00	$0.00
01 - YERINGTON HIGH	16	3RD BASE DUGOUT/ANNOUNCERS BOOTH	114 PEARL ST.	YERINGTON	NV	89447	1995	2 - JOISTED MASONRY	480		2	NO	$23,100.00	$0.00
02 - YERINGTON INTERMEDIATE	01	YERINGTON INTERMEDIATE SCHOOL MAIN BLDG	215 PEARL ST.	YERINGTON	NV	89447	1965	4 - MASONRY NON COMBUSTIBLE	32591	X500	1	NO	$9,693,000.00	$1,054,000.00
02 - YERINGTON INTERMEDIATE	02	YIS 600 BLDG	112 N CALIFORNIA ST.	YERINGTON	NV	89447	1960	2 - JOISTED MASONRY	10068	X500	1	NO	$2,818,700.00	$507,700.00
03 - YERINGTON ELEMENTARY	01	YES BLDG 200	112 N CALIFORNIA ST.	YERINGTON	NV	89447	1970	2 - JOISTED MASONRY	8241	X500	1	NO	$1,858,000.00	$415,600.00
03 - YERINGTON ELEMENTARY	02	YIS BLDG 300 (CLASSROOM / LIBRARY)	112 N CALIFORNIA ST.	YERINGTON	NV	89447	1975	2 - JOISTED MASONRY	4289	X500	1	NO	$1,235,000.00	$848,000.00
03 - YERINGTON ELEMENTARY	03	YIS BLDG 400	112 N CALIFORNIA ST.	YERINGTON	NV	89447	1990	2 - JOISTED MASONRY	7408	X500	1	NO	$1,866,000.00	$373,600.00
03 - YERINGTON ELEMENTARY	04	YIS 500 BLDG	112 N CALIFORNIA ST.	YERINGTON	NV	89447	1993	2 - JOISTED MASONRY	12793	X500	1	YES	$3,508,500.00	$645,200.00
03 - YERINGTON ELEMENTARY	05	OLD GRAMMAR (GINI DINI THEATER)	112 N CALIFORNIA ST.	YERINGTON	NV	89447	1912	2 - JOISTED MASONRY	10977	X500	2	YES	$3,887,000.00	$0.00
03 - YERINGTON ELEMENTARY	06	YERINGTON ES MULTI-PURPOSE	112 N CALIFORNIA ST.	YERINGTON	NV	89447	1996	2 - JOISTED MASONRY	6012	X500	1	NO	$1,834,500.00	$198,100.00
03 - YERINGTON ELEMENTARY	07	YERINGTON ES BLDG 100 (ADMIN)	112 N CALIFORNIA ST.	YERINGTON	NV	89447	1963	2 - JOISTED MASONRY	8772	X500	1	NO	$2,378,000.00	$442,400.00
03 - YERINGTON ELEMENTARY	08	YERINGTON ELEM BUNGALOW CLASSROOMS	112 N CALIFORNIA ST.	YERINGTON	NV	89447	2006	1 - FRAME/COMBUSTIBLE	1736	X500	1	NO	$269,900.00	$87,500.00
04 - ADMIN/TRANSPORTATION	01	ADMINISTRATION BLDG	25 E GOLDFIELD	YERINGTON	NV	89447	1960	2 - JOISTED MASONRY	4830	A	1	NO	$1,221,000.00	$265,200.00
04 - ADMIN/TRANSPORTATION	02	ADULT EDUCATION PORTABLE/BUSINESS DEP	25 E GOLDFIELD	YERINGTON	NV	89447	1981	1 - FRAME/COMBUSTIBLE	1752	A	1	NO	$203,190.00	$83,430.00
04 - ADMIN/TRANSPORTATION	03	TRANSPORTATION MAINTENANCE SHOP	25 E GOLDFIELD	YERINGTON	NV	89447	1970	3 - NON COMBUSTIBLE	3793	A	1	NO	$608,500.00	$208,300.00
04 - ADMIN/TRANSPORTATION	04	WAREHOUSE/IT	25 E GOLDFIELD	YERINGTON	NV	89447	1995	3 - NON COMBUSTIBLE	8400	A	1	NO	$890,900.00	$369,000.00
04 - ADMIN/TRANSPORTATION	05	MAINTENANCE SHOP	25 E GOLDFIELD	YERINGTON	NV	89447	1970	3 - NON COMBUSTIBLE	4320	A	1	NO	$751,800.00	$237,200.00
04 - ADMIN/TRANSPORTATION	06	3 WALK-IN FREEZERS	25 E GOLDFIELD	YERINGTON	NV	89447	1995	3 - NON COMBUSTIBLE	576		1	NO	$88,110.00	$0.00
04 - ADMIN/TRANSPORTATION	08	FUEL SHED	25 E. GOLDFIELD	YERINGTON	NV	89447	2000	1 - FRAME/COMBUSTIBLE	72		1	NO	$5,060.00	$3,420.00
04 - ADMIN/TRANSPORTATION	09	STORAGE SHED	25 E. GOLDFIELD	YERINGTON	NV	89447	1970	1 - FRAME/COMBUSTIBLE	72		1	NO	$5,060.00	$3,420.00
05 - SMITH VALLEY HIGH	01	SMITH VALLEY HS MAIN BLDG	20 DAY LANE	SMITH	NV	89430	1972	2 - JOISTED MASONRY	35974	X	1	NO	$11,523,000.00	$1,310,000.00
05 - SMITH VALLEY HIGH	02	SMITH VALLEY ES MAIN BLDG	20 DAY LANE	SMITH	NV	89430	1940	2 - JOISTED MASONRY	6872	X	1	NO	$2,001,000.00	$231,000.00
05 - SMITH VALLEY HIGH	03	SVHS WOOD SHOP	1 MAIN ST.	SMITH	NV	89430	1996	3 - NON COMBUSTIBLE	1440		1	NO	$162,290.00	$162,040.00
05 - SMITH VALLEY HIGH	04	SVHS PUMPHOUSE (WEST)	1 MAIN ST.	SMITH	NV	89430	1975	2 - JOISTED MASONRY	336		1	NO	$103,720.00	$125,010.00
05 - SMITH VALLEY HIGH	06	SVHS PUMPHOUSE (EAST)	1 MAIN ST.	SMITH	NV	89430	1994	2 - JOISTED MASONRY	1680	A	1	NO	$591,900.00	$95,000.00
05 - SMITH VALLEY HIGH	07	SVHS WATER TANK 180K GAL	1 MAIN ST.	SMITH	NV	89430	1994	3 - NON COMBUSTIBLE	0	A	0	NO	$466,300.00	$0.00
05 - SMITH VALLEY HIGH	08	SVHS VOCATIONAL BLDG (AKA INTERMEDIATE)	1 MAIN ST.	SMITH	NV	89430	1993	4 - MASONRY NON COMBUSTIBLE	10347	X	1	YES	$2,668,000.00	$522,000.00
05 - SMITH VALLEY HIGH	09	SVHS RESIDENCE	36 DAY LN	SMITH	NV	89430	1940	1 - FRAME/COMBUSTIBLE	976		1	NO	$158,950.00	$22,520.00
05 - SMITH VALLEY HIGH	10	SVHS RESIDENCE	34 DAY LN	SMITH	NV	89430	1940	1 - FRAME/COMBUSTIBLE	816		1	NO	$133,020.00	$18,680.00
05 - SMITH VALLEY HIGH	11	SVHS LIBRARY	20 DAY LN	SMITH	NV	89430	1940	1 - FRAME/COMBUSTIBLE	912		1	NO	$158,340.00	$48,590.00
05 - SMITH VALLEY HIGH	12	SVHS TRACK STORAGE BLDG	1 MAIN ST.	SMITH	NV	89430	2001	1 - FRAME/COMBUSTIBLE	400		1	NO	$23,650.00	$18,270.00
05 - SMITH VALLEY HIGH	13	SVHS PRESSBOX/CONCESSION	1 MAIN ST.	SMITH	NV	89430	1970	2 - JOISTED MASONRY	975		2	NO	$163,700.00	$11,270.00
05 - SMITH VALLEY HIGH	15	SMVH PRACTICE GYM	36 DAY LANE	SMITH	NV	89430	2003	4 - MASONRY NON COMBUSTIBLE	7360	A	1	YES	$2,094,000.00	$125,000.00
05 - SMITH VALLEY HIGH	16	LIBRARY	20 DAY LANE	SMITH	NV	89430	2003	4 - MASONRY NON COMBUSTIBLE	6500	X	1	NO	$2,338,000.00	$1,285,000.00
06 - SILVER SPRINGS ELEMENTARY	01	SILVER SPRINGS ELEMENTARY BLDG A	3800 SPRUCE ST.	SILVER SPRINGS	NV	89429	1981	4 - MASONRY NON COMBUSTIBLE	18721	X	1	NO	$5,654,600.00	$944,100.00
06 - SILVER SPRINGS ELEMENTARY	02	SSE WATER TANK (75K GAL)	3900 SPRUCE ST	SILVER SPRINGS	NV	89429	1981	3 - NON COMBUSTIBLE	0	X	1	NO	$322,300.00	$0.00
06 - SILVER SPRINGS ELEMENTARY	03	SSE PUMPHOUSE	3900 SPRUCE ST.	SILVER SPRINGS	NV	89429	1981	3 - NON COMBUSTIBLE	400		1	NO	$102,760.00	$148,800.00
06 - SILVER SPRINGS ELEMENTARY	04	SSE WATER TANK (180K GAL)	3900 SPRUCE ST.	SILVER SPRINGS	NV	89429	1994	3 - NON COMBUSTIBLE	0	X	0	NO	$466,300.00	$0.00
06 - SILVER SPRINGS ELEMENTARY	06	CLASSROOMS 201-210 (BUILDING B)	3800 SPRUCE ST.	SILVER SPRINGS	NV	89429	1992	4 - MASONRY NON COMBUSTIBLE	12054	X	1	YES	$3,810,300.00	$608,000.00
06 - SILVER SPRINGS ELEMENTARY	07	CLASSROOMS 301-309 (BUILDING C)	3900 SPRUCE ST.	SILVER SPRINGS	NV	89429	1998	4 - MASONRY NON COMBUSTIBLE	11241	X	1	YES	$3,547,300.00	$567,000.00
06 - SILVER SPRINGS ELEMENTARY	08	SILVER SPRINGS E.S. WELL	3900 SPRUCE ST.	SILVER SPRINGS	NV	89429	1990	N - NOT APPLICABLE	0		1	NO	$19,330.00	$0.00
06 - SILVER SPRINGS ELEMENTARY	09	TRANSPORTATION BUILDING	3900 SPRUCE ST.	SILVER SPRINGS	NV	89429	1981	3 - NON COMBUSTIBLE	912		1	NO	$87,460.00	$41,200.00
07 - SILVER STAGE HIGH SCHOOL	01	SILVER STAGE COYOTE BUILDING	3800 SPRUCE ST.	SILVER SPRINGS	NV	89429	1994	4 - MASONRY NON COMBUSTIBLE	50466	X	1	YES	$17,300,600.00	$1,632,100.00
07 - SILVER STAGE HIGH SCHOOL	04	SILVER STAGE HIGH SCHOOL	3755 SPRUCE AVE.	SILVER SPRINGS	NV	89429	2002	4 - MASONRY NON COMBUSTIBLE	82916	X	1	YES	$26,180,000.00	$3,018,100.00
07 - SILVER STAGE HIGH SCHOOL	05	SILVER STAGE VOCATION BLDG	3755 SPRUCE ST.	SILVER SPRINGS	NV	89429	2002	4 - MASONRY NON COMBUSTIBLE	6496	X	1	YES	$1,835,000.00	$712,000.00
07 - SILVER STAGE HIGH SCHOOL	06	SILVER STAGE CAFETERIA	3800 WEST SPRUCE AVENU	SILVER SPRINGS	NV	89429	2004	4 - MASONRY NON COMBUSTIBLE	16720	X	1	YES	$4,531,000.00	$551,000.00
07 - SILVER STAGE HIGH SCHOOL	08	SILVER STAGE MIDDLE SCHOOL PDC BUILDING	3755 SPRUCE AVE.	SILVER SPRINGS	NV	89429	2006	1 - FRAME/COMBUSTIBLE	1820		1	NO	$198,910.00	$76,270.00

07 - SILVER STAGE HIGH SCHOOL	10	SILVER STAGE MS PDC/GED RESTROOMS	3800 WEST SPRUCE AVE.	SILVER SPRINGS	NV	89429	2006	1 - FRAME/COMBUSTIBLE	350	X	1	NO	$56,450.00	$0.00
07 - SILVER STAGE HIGH SCHOOL	11	PORTABLE CLASSROOM	3800 WEST SPRUCE AVE.	SILVER SPRINGS	NV	89429	1985	1 - FRAME/COMBUSTIBLE	4368	X	1	NO	$732,700.00	$177,600.00
07 - SILVER STAGE HIGH SCHOOL	13	CONCESSION STAND	3755 SPRUCE ST.	SILVER SPRINGS	NV	89429	2002	2 - JOISTED MASONRY	704		1	NO	$107,060.00	$20,520.00
07 - SILVER STAGE HIGH SCHOOL	14	1ST BASE DUGOUT	3755 SPRUCE ST.	SILVER SPRINGS	NV	89429	2002	2 - JOISTED MASONRY	192		1	NO	$9,470.00	$0.00
07 - SILVER STAGE HIGH SCHOOL	15	3RD BASE DUGOUT	3755 SPRUCE ST.	SILVER SPRINGS	NV	89429	2002	2 - JOISTED MASONRY	320		1	NO	$15,570.00	$0.00
07 - SILVER STAGE HIGH SCHOOL	16	1ST BASE DUGOUT BASEBALL	3755 SPRUCE ST.	SILVER SPRINGS	NV	89429	2002	2 - JOISTED MASONRY	192		1	NO	$9,470.00	$0.00
07 - SILVER STAGE HIGH SCHOOL	17	3RD BASE DUGOUT BASEBALL	3755 SPRUCE ST.	SILVER SPRINGS	NV	89429	2002	2 - JOISTED MASONRY	320		1	NO	$15,570.00	$0.00
07 - SILVER STAGE HIGH SCHOOL	18	FOOTBALL ANNOUNCER BOOTH	3755 SPRUCE ST.	SILVER SPRINGS	NV	89429	2002	1 - FRAME/COMBUSTIBLE	576		2	NO	$62,550.00	$6,850.00
07 - SILVER STAGE HIGH SCHOOL	19	GRANDSTANDS	3755 SPRUCE ST.	SILVER SPRINGS	NV	89429	2002	3 - NON COMBUSTIBLE	896		1	NO	$62,800.00	$0.00
07 - SILVER STAGE HIGH SCHOOL		SOLAR PANELS	3755 SPRUCE AVENUE	SILVER SPRINGS	NV	89429	2012		0				$2,321,080.00	$0.00
08 - SUTRO & DAYTON ELEMENTARY	01	SUTRO ES MAIN BLDG	190 DAYTON VILLAGE PKW	DAYTON	NV	89403	1996	2 - JOISTED MASONRY	47171	X	1	YES	$15,622,000.00	$1,583,100.00
08 - SUTRO & DAYTON ELEMENTARY	02	DES BLDG A	285 DAYTON VLY RD	DAYTON	NV	89403	1990	2 - JOISTED MASONRY	29474	X	1	NO	$9,614,000.00	$989,100.00
08 - SUTRO & DAYTON ELEMENTARY	03	DES BLDG B	285 DAYTON VLY RD	DAYTON	NV	89403	1981	4 - MASONRY NON COMBUSTIBLE	9607	X	1	YES	$2,845,000.00	$484,500.00
08 - SUTRO & DAYTON ELEMENTARY	04	DES BLDG C	285 DAYTON VLY RD	DAYTON	NV	89403	1988	2 - JOISTED MASONRY	7431	X	1	NO	$2,157,000.00	$374,700.00
08 - SUTRO & DAYTON ELEMENTARY	05	DES BLDG D	285 DAYTON VLY RD	DAYTON	NV	89403	1979	3 - NON COMBUSTIBLE	2014	X	1	NO	$490,100.00	$101,600.00
08 - SUTRO & DAYTON ELEMENTARY	06	MOD CLASSROOM	190 DAYTON VILLAGE PKW	DAYTON	NV	89403	2017	1 - FRAME/COMBUSTIBLE	1250	X	1	NO	$211,500.00	$51,000.00
09 - DAYTON INTERMEDIATE	01	DAYTON INTERMEDIATE MAIN BLDG	315 DAYTON VLY RD	DAYTON	NV	89403	1990	4 - MASONRY NON COMBUSTIBLE	75770	X	1	YES	$24,582,000.00	$2,450,400.00
10 - DAYTON HIGH	01	DAYTON HS MAIN BLDG	335 DAYTON VLY RD	DAYTON	NV	89403	1981	4 - MASONRY NON COMBUSTIBLE	74722	X	1	YES	$23,303,000.00	$2,720,000.00
10 - DAYTON HIGH	02	DHS VOCATIONAL	335 DAYTON VLY RD	DAYTON	NV	89403	1981	3 - NON COMBUSTIBLE	8940	X	1	YES	$1,747,800.00	$980,000.00
10 - DAYTON HIGH	03	DHS STADIUM PRESSBOX	335 DAYTON VLY RD	DAYTON	NV	89403	1996	1 - FRAME/COMBUSTIBLE	1728	X	3	NO	$235,900.00	$21,600.00
10 - DAYTON HIGH	06	DHS CLASSROOM BLDG (NAVAJO)	335 DAYTON VLY RD	DAYTON	NV	89403	1998	2 - JOISTED MASONRY	12188	X	1	YES	$3,596,500.00	$614,600.00
10 - DAYTON HIGH	07	DHS TRANSPORTATION SHOP	335 DAYTON VLY RD	DAYTON	NV	89403	1991	3 - NON COMBUSTIBLE	1440	X	1	NO	$263,000.00	$158,000.00
10 - DAYTON HIGH	08	DHS 3RD BASE DUGOUT/STORAGE	335 DAYTON VLY RD	DAYTON	NV	89403	1998	1 - FRAME/COMBUSTIBLE	855		1	NO	$74,860.00	$38,780.00
10 - DAYTON HIGH	09	DHS RESTROOM/CONCESSION	335 DAYTON VLY RD	DAYTON	NV	89403	1981	2 - JOISTED MASONRY	640		1	NO	$108,350.00	$18,530.00
10 - DAYTON HIGH	10	DHS RESTROOMS @ PORTABLES	335 DAYTON VLY RD	DAYTON	NV	89403	1991	1 - FRAME/COMBUSTIBLE	336		1	NO	$70,060.00	$0.00
10 - DAYTON HIGH	11	CLASSROOM BLDG (SAGE BRUSH)	335 DAYTON VLY RD	DAYTON	NV	89403	2005	4 - MASONRY NON COMBUSTIBLE	17974	X	1	YES	$5,217,000.00	$906,400.00
10 - DAYTON HIGH	12	DAYTON HIGH SCHOOL SMALL GYM	335 DAYTON VLY RD	DAYTON	NV	89403	2005	4 - MASONRY NON COMBUSTIBLE	7360	X	1	YES	$2,052,000.00	$125,000.00
10 - DAYTON HIGH	13	DAYTON HIGH SCHOOL ATHLETIC STORAGE	335 DAYTON VLY RD	DAYTON	NV	89403	2005	1 - FRAME/COMBUSTIBLE	1125		1	NO	$78,240.00	$50,740.00
10 - DAYTON HIGH	14	MAINTENANCE BUILDING	335 DAYTON VLY RD.	DAYTON	NV	89403	2002	3 - NON COMBUSTIBLE	1350		1	NO	$111,450.00	$61,160.00
10 - DAYTON HIGH	15	GRANDSTANDS	335 DAYTON VLY RD.	DAYTON	NV	89403	1995	3 - NON COMBUSTIBLE	0		1	NO	$201,760.00	$0.00
10 - DAYTON HIGH	16	ANNOUNCER BOOTH	335 DAYTON VLY RD.	DAYTON	NV	89403	2000	1 - FRAME/COMBUSTIBLE	60		1	NO	$2,860.00	$880.00
10 - DAYTON HIGH	17	1ST BASE DUGOUT	335 DAYTON VLY RD.	DAYTON	NV	89403	2000	2 - JOISTED MASONRY	196		1	NO	$9,590.00	$0.00
10 - DAYTON HIGH	18	ANNOUNCER BOOTH	335 DAYTON VLY RD.	DAYTON	NV	89403	2000	1 - FRAME/COMBUSTIBLE	60		1	NO	$2,860.00	$880.00
10 - DAYTON HIGH	19	1ST BASE DUGOUT	335 DAYTON VLY RD.	DAYTON	NV	89403	2000	2 - JOISTED MASONRY	147		1	NO	$7,270.00	$0.00
10 - DAYTON HIGH	20	3RD BASE DUGOUT	335 DAYTON VLY RD.	DAYTON	NV	89403	2000	2 - JOISTED MASONRY	147		1	NO	$7,270.00	$0.00
10 - DAYTON HIGH	21	BUS SHOP BUILDING	335 DAYTON VLY RD.	DAYTON	NV	89403	2013	N - NOT APPLICABLE	1500		1		$80,710.00	$8,840.00
10 - DAYTON HIGH	22	CONCESSION STAND	335 DAYTON VLY RD.	DAYTON	NV	89403	2014	1 - FRAME/COMBUSTIBLE	800	X	1	NO	$206,430.00	$39,190.00
10 - DAYTON HIGH	23	WOOD SHOP	335 DAYTON VLY RD.	DAYTON	NV	89403	2014	1 - FRAME/COMBUSTIBLE	1200		1		$75,400.00	$0.00
10 - DAYTON HIGH	24	Adult Education Classroom	335 DAYTON VLY RD.	DAYTON	NV	89403	2025	1 - FRAME/COMBUSTIBLE	1440		1	NO	$235,775.00	$18,790.00
10A - RIVERVIEW ELEMENTARY SCHOOL	01	RIVERVIEW ELEMENTARY	1200 FERRETO PARKWAY	DAYTON	NV	89403	2006	2 - JOISTED MASONRY	50185	X500	1	YES	$16,197,000.00	$1,684,200.00
10A - RIVERVIEW ELEMENTARY SCHOOL	02	MOD CLASSROOM 600-601	1200 FERRETO PARKWAY	DAYTON	NV	89403	2017	1 - FRAME/COMBUSTIBLE	1904	X500	1	NO	$273,800.00	$77,400.00
11 - FERNLEY ELEMENTARY	01	FES CLASSROOM BLDG D	450 HARDY LN	FERNLEY	NV	89408	1967	2 - JOISTED MASONRY	21157	X	1	NO	$6,488,200.00	$1,067,000.00
11 - FERNLEY ELEMENTARY	02	FES LIBRARY/BLDG C	450 HARDY LN	FERNLEY	NV	89408	1975	2 - JOISTED MASONRY	9690	X	1	NO	$2,763,100.00	$1,915,600.00
11 - FERNLEY ELEMENTARY	03	FES PORTABLE STORAGE	450 HARDY LANE	FERNLEY	NV	89408	2018	1 - FRAME/COMBUSTIBLE	1840	X	1	NO	$246,800.00	$74,800.00
11 - FERNLEY ELEMENTARY	04	FES BLDG A / MAINTENANCE	450 HARDY LANE	FERNLEY	NV	89408	1967	2 - JOISTED MASONRY	5190	X	1	NO	$892,300.00	$285,000.00
11 - FERNLEY ELEMENTARY	05	FES CLASSROOM BLDG B	450 HARDY LN	FERNLEY	NV	89408	1967	4 - MASONRY NON COMBUSTIBLE	18114	X	1	NO	$5,092,000.00	$597,000.00
12 - COTTONWOOD ELEMENTARY	01	COTTONWOOD ELEM MAIN BLDG	925 FARM DISTRICT RD	FERNLEY	NV	89408	1989	4 - MASONRY NON COMBUSTIBLE	50876	X	1	YES	$18,376,000.00	$1,707,400.00
12 - COTTONWOOD ELEMENTARY	02	COTTONWOOD PORTABLE CLASSROOM	925 FARM DISTRICT RD	FERNLEY	NV	89408	1991	1 - FRAME/COMBUSTIBLE	960		1	NO	$110,680.00	$40,340.00
12 - COTTONWOOD ELEMENTARY	03	COTTONWOOD PORTABLE CLASSROOM	925 FARM DISTRICT RD	FERNLEY	NV	89408	1991	1 - FRAME/COMBUSTIBLE	960		1	NO	$110,680.00	$40,340.00
12 - COTTONWOOD ELEMENTARY	04	COTTONWOOD HEAD START	925 FARM DISTRICT RD	FERNLEY	NV	89408	2003	1 - FRAME/COMBUSTIBLE	1710	X	1	NO	$270,400.00	$0.00
12 - COTTONWOOD ELEMENTARY	05	COTTONWOOD PORTABLE CLASSROOM	925 FARM DISTRICT RD	FERNLEY	NV	89408	2017	1 - FRAME/COMBUSTIBLE	1848	X	1	NO	$251,800.00	$93,200.00
12 - COTTONWOOD ELEMENTARY	06	COTTONWOOD PORTABLE CLASSROOM	925 FARM DISTRICT RD	FERNLEY	NV	89408	2017	1 - FRAME/COMBUSTIBLE	1848	X	1	NO	$251,800.00	$93,200.00
12 - COTTONWOOD ELEMENTARY	07	PORTABLE CLASSRM (44-45)	925 FARM DISTRICT RD	FERNLEY	NV	89408	2017	1 - FRAME/COMBUSTIBLE	1904	X	1	NO	$319,400.00	$96,000.00
13 - FERNLEY HIGH	01	FHS VOCATIONAL	1300 HWY 95A SOUTH	FERNLEY	NV	89408	1981	3 - NON COMBUSTIBLE	12864	X	1	YES	$2,783,000.00	$1,410,000.00
13 - FERNLEY HIGH	02	FERNLEY HS MAIN BLDG	1300 HWY 95A SOUTH	FERNLEY	NV	89408	1981	4 - MASONRY NON COMBUSTIBLE	75004	X	1	YES	$24,193,000.00	$2,730,100.00
13 - FERNLEY HIGH	06	FHS BUS GARAGE	1320 HWY 95A SOUTH	FERNLEY	NV	89408	1998	3 - NON COMBUSTIBLE	4800	X	1	NO	$857,800.00	$263,600.00
13 - FERNLEY HIGH	07	FHS ADULT EDUCATION	1300 HWY 95A SOUTH	FERNLEY	NV	89408	1998	3 - NON COMBUSTIBLE	2400	X	1	NO	$366,200.00	$121,000.00
13 - FERNLEY HIGH	09	FHS 8-CLASSROOMS BLDG	1300 HWY 95A SOUTH	FERNLEY	NV	89408	1999	4 - MASONRY NON COMBUSTIBLE	11892	X	1	YES	$3,552,100.00	$599,700.00
13 - FERNLEY HIGH	11	FHS SUPPLY STORAGE (FORMERLY WGHTRM)	1300 HWY 95A SOUTH	FERNLEY	NV	89408	1987	1 - FRAME/COMBUSTIBLE	800		1	NO	$57,870.00	$36,350.00
13 - FERNLEY HIGH	12	FHS MAINTENANCE SHED	1300 HWY 95A SOUTH	FERNLEY	NV	89408	1998	3 - NON COMBUSTIBLE	480		1	NO	$30,360.00	$32,800.00
13 - FERNLEY HIGH	13	FHS WATER TANK SHED (STORAGE)	1300 HWY 95A SOUTH	FERNLEY	NV	89408	1981	1 - FRAME/COMBUSTIBLE	320		1	NO	$22,460.00	$14,540.00
13 - FERNLEY HIGH	14	FHS SPRINKLER PUMPHOUSE	1300 HWY 95A SOUTH	FERNLEY	NV	89408	1981	3 - NON COMBUSTIBLE	196		1	NO	$35,310.00	$68,440.00
13 - FERNLEY HIGH	15	KILN BUILDING (OLD FUEL SHED)	1300 HWY 95A SOUTH	FERNLEY	NV	89408	1981	3 - NON COMBUSTIBLE	200		1	NO	$12,590.00	$9,270.00
13 - FERNLEY HIGH	16	FHS FOOTBALL RESTROOM/CONCESSION	1300 HWY 95A SOUTH	FERNLEY	NV	89408	1981	2 - JOISTED MASONRY	544		1	NO	$101,850.00	$15,690.00

13 - FERNLEY HIGH	17	FHS TRACK STORAGE	1300 HWY 95A SOUTH	FERNLEY	NV	89408	1981	1 - FRAME/COMBUSTIBLE	400		1	NO	$27,390.00	$18,270.00
13 - FERNLEY HIGH	18	FHS PRESSBOX	1300 HWY 95A SOUTH	FERNLEY	NV	89408	1981	1 - FRAME/COMBUSTIBLE	416		2	NO	$66,170.00	$4,990.00
13 - FERNLEY HIGH	19	PRACTICE GYM	1300 HWY 95A SOUTH	FERNLEY	NV	89408	2005	4 - MASONRY NON COMBUSTIBLE	7360	X	1	YES	$2,313,000.00	$125,700.00
13 - FERNLEY HIGH	20	ENGLISH ANNEX	1300 HWY 95A SOUTH	FERNLEY	NV	89408	2005	4 - MASONRY NON COMBUSTIBLE	15849	X	1	YES	$4,865,000.00	$799,300.00
13 - FERNLEY HIGH	22	WOOD SHOP (STORAGE)	1300 HWY 95A SOUTH	FERNLEY	NV	89408	2000	1 - FRAME/COMBUSTIBLE	576		1	NO	$39,450.00	$26,100.00
13 - FERNLEY HIGH	23	CONCESSION/ANNOUNCERS BOOTH	1300 HWY 95A SOUTH	FERNLEY	NV	89408	2008	1 - FRAME/COMBUSTIBLE	120		1	NO	$6,630.00	$3,560.00
13 - FERNLEY HIGH	24	GRANDSTANDS	1300 HWY 95A SOUTH	FERNLEY	NV	89408	1995	1 - FRAME/COMBUSTIBLE	0		1	NO	$143,510.00	$0.00
13 - FERNLEY HIGH	25	1ST BASE DUGOUT	1300 HWY 95A SOUTH	FERNLEY	NV	89408	1995	2 - JOISTED MASONRY	240		1	NO	$11,810.00	$0.00
13 - FERNLEY HIGH	26	3RD BASE DUGOUT	1300 HWY 95A SOUTH	FERNLEY	NV	89408	1995	2 - JOISTED MASONRY	192		1	NO	$9,470.00	$0.00
13 - FERNLEY HIGH	27	CONCESSION/ANNOUNCER BOOTH	1300 HWY 95A SOUTH	FERNLEY	NV	89408	1990	2 - JOISTED MASONRY	1380		2	NO	$105,890.00	$39,920.00
13 - FERNLEY HIGH	28	1ST BASE DUGOUT	1300 HWY 95A SOUTH	FERNLEY	NV	89408	1995	2 - JOISTED MASONRY	192		1	NO	$9,470.00	$0.00
13 - FERNLEY HIGH	29	3RD BASE DUGOUT	1300 HWY 95A SOUTH	FERNLEY	NV	89408	1995	2 - JOISTED MASONRY	240		1	NO	$11,810.00	$0.00
13 - FERNLEY HIGH	31	PORTABLE CLASSROOM 8/9	1300 HWY 95 A SOUTH	FERNLEY	NV	89408	2017	1 - FRAME/COMBUSTIBLE	1904	X	1	NO	$301,000.00	$96,000.00
13 - FERNLEY HIGH	32	PORTABLE CLASSROOM 10/11	1300 HWY 95 A SOUTH	FERNLEY	NV	89408	2017	1 - FRAME/COMBUSTIBLE	1904	X	1	NO	$301,000.00	$96,000.00
13 - FERNLEY HIGH	33	GREENHOUSE	1300 HWY 95A SOUTH	FERNLEY	NV	89408	2021	1 - FRAME/COMBUSTIBLE	1750		1		$73,460.00	$0.00
13 - FERNLEY HIGH	34	PORTABLE CLASSROOM 12/13	1300 HWY 95 A SOUTH	FERNLEY	NV	89408	2017	1 - FRAME/COMBUSTIBLE	1904	X	1	NO	$301,000.00	$96,000.00
13 - FERNLEY HIGH	35	PORTABLE CLASSROOM 14/15	1300 HWY 95 A SOUTH	FERNLEY	NV	89408	2017	1 - FRAME/COMBUSTIBLE	1904	X	1	NO	$301,000.00	$96,000.00
13 - FERNLEY HIGH	36	PORTABLE CLASSROOM 5	1300 HWY 95 A SOUTH	FERNLEY	NV	89408	2017	1 - FRAME/COMBUSTIBLE	1904	X	1	NO	$301,000.00	$96,000.00
13 - FERNLEY HIGH	37	PORTABLE CLASSROOM 6	1300 HWY 95 A SOUTH	FERNLEY	NV	89408	2017	1 - FRAME/COMBUSTIBLE	1904	X	1	NO	$301,000.00	$96,000.00
13 - FERNLEY HIGH	38	GYM	1300 HWY 95A SOUTH	FERNLEY	NV	89408	2024	4 - MASONRY NON COMBUSTIBLE	48550	X	1	NO	$26,229,600.00	$829,200.00
14 - FERNLEY INTERMEDIATE	01	FERNLEY INTERMEDIATE MAIN BLDG	320 HWY 95A SOUTH	FERNLEY	NV	89408	1990	2 - JOISTED MASONRY	27011	X	1	YES	$9,103,500.00	$873,500.00
14 - FERNLEY INTERMEDIATE	02	FIS PORTABLE CLASSROOM (14/15)	1320 HWY 95A SOUTH	FERNLEY	NV	89408	1986	1 - FRAME/COMBUSTIBLE	1440		1	NO	$158,050.00	$60,290.00
14 - FERNLEY INTERMEDIATE	03	FIS PORTABLE CLASSROOM (18/19)	1320 HWY 95A SOUTH	FERNLEY	NV	89408	1986	1 - FRAME/COMBUSTIBLE	1440		1	NO	$158,050.00	$60,290.00
14 - FERNLEY INTERMEDIATE	04	FIS PORTABLE CLASSROOM (40/41)	1320 HWY 95A SOUTH	FERNLEY	NV	89408	1986	1 - FRAME/COMBUSTIBLE	1440		1	NO	$158,050.00	$60,290.00
14 - FERNLEY INTERMEDIATE	05	FIS COMPLEX 2 GYM	320 HWY 95A SOUTH	FERNLEY	NV	89408	1965	4 - MASONRY NON COMBUSTIBLE	16715	X	1	NO	$4,319,000.00	$285,500.00
14 - FERNLEY INTERMEDIATE	07	FIS CLASSROOMS 23-26	320 HWY 95A SOUTH	FERNLEY	NV	89408	1965	2 - JOISTED MASONRY	5792	X	1	NO	$1,678,200.00	$292,100.00
14 - FERNLEY INTERMEDIATE	08	6TH GRADE HALL	1320 HWY 95A SOUTH	FERNLEY	NV	89408	2003	2 - JOISTED MASONRY	20124	X	1	YES	$5,543,600.00	$1,015,000.00
14 - FERNLEY INTERMEDIATE	09	5TH GRADE HALL	320 HWY 95A SOUTH	FERNLEY	NV	89408	2006	2 - JOISTED MASONRY	14288	X	1	YES	$3,940,000.00	$720,500.00
15 - EAST VALLEY ELEMENTARY SCHOOL	01	SCHOOL BUILDING	4180 FARM DISTRICT ROAD	FERNLEY	NV	89408	2006	2 - JOISTED MASONRY	51215	X	1	YES	$16,694,000.00	$1,719,000.00
15 - EAST VALLEY ELEMENTARY SCHOOL	03	MAINTENANCE STORAGE (GARAGE)	4170 FARM DISTRICT ROAD	FERNLEY	NV	89408	1990	1 - FRAME/COMBUSTIBLE	720		1	NO	$79,280.00	$81,110.00
15 - EAST VALLEY ELEMENTARY SCHOOL	04	STORAGE SHED	4170 FARM DISTRICT ROAD	FERNLEY	NV	89408	1990	1 - FRAME/COMBUSTIBLE	128		1	NO	$8,700.00	$6,140.00
16 - SILVERLAND MIDDLE SCHOOL	01	SILVERLAND MIDDLE SCHOOL	1100 JASMINE LN	FERNLEY	NV	89408	2010	4 - MASONRY NON COMBUSTIBLE	97572	X	1	YES	$33,802,000.00	$3,155,500.00
17 - ADMINISTRATION	09	MODULAR A	3655 SPRUCE AVE	SILVER SPRINGS	NV	89429	2006	1 - FRAME/COMBUSTIBLE	1848	X	1	NO	$314,300.00	$46,000.00
17 - ADMINISTRATION	10	MODULAR B	3655 SPRUCE AVE	SILVER SPRINGS	NV	89429	2020	1 - FRAME/COMBUSTIBLE	1440		1	NO	$207,600.00	$31,670.00
17 - ADMINISTRATION	11	MODULAR C	3655 SPRUCE AVE	SILVER SPRINGS	NV	89429	2023	1 - FRAME/COMBUSTIBLE	3540	X	1	NO	$641,000.00	$144,000.00
17 - ADMINISTRATION	12	MODULAR D	3655 SPRUCE AVE	SILVER SPRINGS	NV	89429	2023	1 - FRAME/COMBUSTIBLE	1560	X	1	NO	$240,900.00	$63,400.00
17 - ADMINISTRATION	13	SERVICE GARAGE	3570 SPRUCE AVE	SILVER SPRINGS	NV	89430	2025	3 - NON COMBUSTIBLE	4800	X	1	NO	$898,500.00	$263,600.00
17 - ADMINISTRATION	14	MODULAR OFFICE	3570 SPRUCE AVE	SILVER SPRINGS	NV	89431	2025	1 - FRAME/COMBUSTIBLE	1440	X	1	NO	$337,200.00	$58,600.00
													$ 445,536,625	$ 60,063,770

Year	Make	Model	VIN #	Cost New	Agreed Value	Phys. Dmg. Valuation	Class
1983		Trailer	4653T			NO APD	68499
1986		Trailer	86NV1730			NO APD	68499
1987	International	Dump Truck	1HTLAHEN9HHA13250			NO APD	31499
1988	Homemade	Trailer	13440			NO APD	68499
1990	Bluebird	Bus	37067			NO APD	6184
1990	Bluebird	Bus	37070			NO APD	6184
1990	Bluebird	Bus	1BABMC7A7LF038463	$3,000		Market	6184
1990	Redi Haul	Trailer	47SH081T5L1006127			NO APD	68499
1990	Chevrolet	Pickup	9083			NO APD	1499
1990	Chevrolet	Pickup	8966			NO APD	1499
1991	Bluebird	Bus	43505			NO APD	6184
1991	Bluebird	Bus	43506			NO APD	6184
1991	Bluebird	Bus	43507			NO APD	6184
1991	Bluebird	Bus	1BABMC7A1MF045426	$3,000		Market	6184
1993	Bluebird	Bus	53742			NO APD	6184
1993	Bluebird	Bus	53743			NO APD	6184
1993	Bluebird	Bus	53738			NO APD	6184
1993	Bluebird	Bus	53739			NO APD	6184
1993	Ditchwith	2 Wheel Trailer	1DS0000B1P17K0554			NO APD	68499
1993	Ford	Pickup	2FTHF25H7PCA12094			NO APD	6184
1994	International	Refrigerated Van	1HTSDAANXRN595809			NO APD	21499
1994	Bluebird	Bus	60017			NO APD	6184
1994	Bluebird	Bus	60018			NO APD	6184
1994	Ford	Pickup	2FTDF15Y9RCA80943			NO APD	1499
1995	Bluebird	Bus	1BABMC7A8SF065086			NO APD	6184
1995	Bluebird	Bus	1BABMC7AXSF065087			NO APD	6184
1995	Bluebird	Bus	1BABMC7A6SH065085			NO APD	6184
1995	Utility	Trailer	1UN10BE23S1005456			NO APD	68499
1995	Utility	Trailer	42ETPJE43T1001000			NO APD	68499
1995	Ford	Pickup	1FTHF25HXSLB70783			NO APD	6184
1995	Kenworth	Truck	1XKADR9X9SS639311			NO APD	21499

1996	Bluebird	Bus	1BABMC7A7TF070295			NO APD	6184
1996	Bluebird	Bus	1BABMC7A2TF070298			NO APD	6184
1996	Bluebird	Bus	1BABMC7A0TF070297			NO APD	6184
1996	Bluebird	Bus	1BABMC7A9TF070296			NO APD	6184
1997	Bluebird	Bus	1BABMC7A2VF075710			NO APD	6184
1997	Bluebird	Bus	1BABMC7A5VF075708			NO APD	6184
1997	Bluebird	Bus	1BABMC7A7VF075709			NO APD	6184
1997	Bluebird	Bus	1BABMC7A1VF075706			NO APD	6184
1997	Ford	F150	1FDHF25H8VEC08015	1,200			1499
1998	Bluebird	Bus	1BABMC7A7WF081754			NO APD	6184
1998	Bluebird	Bus	1BABMC7A9WF081755			NO APD	6184
1998	Chevrolet	Lumina	2G1WL52M6W9226565			NO APD	7389
1998	Dodge	Pickup	3B6MF3665WN253127			NO APD	1499
1998	Bluebird	Bus	1BABMC7A5WF081753			NO APD	6184
1999	Chevrolet	Lumina	2G1WL52M2X9279992	$15,374		Market	1499
1999	Chevrolet	Pickup	1GCGC24R5XR709250	$18,735		Market	1499
1999	Dodge	Pickup	3B6MC3665XM571856	$22,405		Market	1499
1999	Chevy	Car	2G1WL52M6X9277890			NO APD	7398
1999	GMC	Pick Up Model TK159	1GTEK14WZXE553122	$3,200			21499
1999	Chevrolet	Pickup	1GCGC24R3XR709196	2,500			1499
2000	Bluebird	Bus	1BABNCPAXYF090612	$77,682		Market	6184
2000	Bluebird	Bus	1BABNCPA1YF090613	$77,682		Market	6184
2000	Bluebird	Bus	1BABNCPA3YF090614	$77,682		Market	6184
2000	Bluebird	Bus	1BABNCPA5YF090615	$77,682		Market	6184
2000	Freightliner	Bus	4UZ6CFBB2YCB56326	$68,165		Market	6184
2000	Freightliner	Bus	4UZ6CFBB7YCB56323	$68,165		Market	6184
2000	Freightliner	Bus	4UZ6CFBB0YCB56325	$68,165		Market	6184
2000	Chevrolet	Sedan	2G1WL52J6Y1296851	$15,757		Market	7398
2000	Chevrolet	Sedan	2G1WL52JXY1299574	$15,757		Market	7398
2000	Lon R	Trailer	120AU1110YC021187	$1,293		Market	68499
2000	Chevrolet	Truck	1GCGC24U7YE348343	$19,247		Market	1499
2000	Chevrolet	Pickup	1GBGC34R4YF499530	$18,838		Market	1499
2000	Ford	Construction Bed	1FDWW36F0YED95118	$ -		NO APD	1499

2000	GMC	Sierra	1GTEC14W6YE339264	1,900			1499
2001	Bluebird	Bus	1BABNCPA91F098013	$86,717		Market	6184
2001	Bluebird	Bus	1BABNCPA01F098014	$86,717		Market	6184
2001	Bluebird	Bus	1BABNCPA21F098015	$86,717		Market	6184
2001	Chevrolet	Impala	2G1WF52E919313787	$17,478		Market	7398
2001	Chevrolet	Impala	2G1WF52E419314247	$17,478		Market	7398
2001	Chevrolet	Lumina	2G1WL52J911298168	$14,979		Market	7398
2001	Chevrolet	Pickup	1GCHC24U01Z272676	$20,031		Market	1499
2001	Chevrolet	Van	1GCDL19W71B148609	$24,692		Market	1499
2001	Ford	Pickup	1FTNF21F31E893784	$ -		NO APD	1499
2001	GMC	Pickup	1GTEC14T41E263510	4,700			1499
2001	GMC	Pickup	1GTEC14T91E265964	2,200			1499
2002	Thomas	Bus	1T88UBB2421115784	$86,687		Market	6184
2002	Thomas	Bus	1T88U3B2621115785	$86,687		Market	6184
2002	Freightliner	Bus	1T88U3B2821115786	$86,687		Market	6184
2002	Thomas	Bus	4UZAAXBVX2CJ75727	$85,689		Market	6184
2002	Thomas	Bus	1T88U3B2X21115787	$86,667		Market	6184
2002	Chevrolet	Impala	2G1WF52E629255476	$17,250		Market	7398
2002	Chevrolet	Impala	2G1WF52E229257905	$17,250		Market	7398
2002	Chevrolet	Impala	2G1WF52E129254154	$17,250		Market	7398
2002	Chevrolet	Van	1GNEL19X32B129562	$21,631		Market	1499
2002	Chevrolet	Van	1GNEL19X32B129223	$21,631		Market	1499
2002	Chevrolet	Silverado	1GCHC24U62E208943	$17,250		Market	1499
2002	Chevy	2500 Pickup	1GBGC24U82Z335363	$18,000		Market	1499
2002	GMC	Sierra	1GTEC14T32E222982	4,300			1499
2003	Thomas	Bus	1T88U4D2131128108	$87,753		Market	6184
2003	Thomas	Bus	4UZAAXBV53CL66795	$86,428		Market	6184
2003	Thomas	Bus	1T7HT4C2831128115	$87,556		Market	6184
2003	Chevrolet	Impala	2G1WF52E839385423	$17,520		Market	7398
2003	Chevrolet	Impala	2G1WF 52E339384597	$17,520		Market	7398
2003	Chevrolet	Impala	2G1WF52E339379481	$17,520		Market	7398
2003	Chevrolet	Astro Van	1GNEL19X33B142636	$21,770		Market	1499
2003	Chevrolet	Astro Van	1GNEL19X73B142493	$21,770		Market	1499

2003	Chevrolet	Astro Van	1GCDL19X63B142795	$20,500		Market	1499
2004	Thomas	Bus	1T7YT4C2741137499	$89,706		Market	6184
2004	Thomas	Bus	1T7YT4C2X41137500	$89,706		Market	6184
2004	Thomas	Bus	1T7YT4C2141137501	$89,706		Market	6184
2004	Thomas	Bus	4UZAAXCS54CM04712	$86,248		Market	6184
2004	Chevrolet	Impala	1G1WF52EX49305945	$14,607		Market	7398
2004	Chevrolet	Van	1GNEL19X04B116831	$19,394		Market	1499
2004	Chevrolet	Van	1GNEL19X04B116660	$19,394		Market	1499
2004	Chevrolet	Van	1GNEL19X64B117019	$19,394		Market	1499
2004	GMC	Van	1GDHG31U541175647			NO APD	1499
2005	Thomas	Bus	1T7YU4C2751159257	$114,184		Market	6184
2005	Dodge	Durango	1D4HB38N75F550138	$21,914		Market	1499
2005	Chevrolet	Pickup	1GBHC24U05E214410	$16,000		Market	1499
2005	Chevrolet	Pickup	1GBHC24U05E215282	$16,000		Market	1499
2005	Chevrolet	Astro Van	1GNEL19X55B120074	$19,294		Market	1499
2005	Chevrolet	Astro Van	1GBJ31U351124255	$23,023		Market	1499
2006	Thomas	Bus	1T7YU4C2X61167290	$114,184		Market	6184
2006	Thomas	Bus	1T7YU4C2361167289	$114,184		Market	6184
2006	Chevrolet	Impala	2G1WB55K269407563	$15,499		Market	7398
2006	Chevrolet	Impala	2G1WB55K069406637	$15,499		Market	7398
2006	Chevrolet	Impala	2G1WB55K369404154	$15,499		Market	7398
2006	Chevrolet	Impala	2GIWB55K569404964	$15,499		Market	7398
2006	Chevrolet	Impala	2G1WB55K069403012	$15,499		Market	7398
2007	Thomas	Bus	1T7YU4E2171290295	$102,724		Market	6184
2007	Thomas	Bus	1T7YU4E2381290297	$102,724		Market	6184
2007	Thomas	Bus	1T7YU4E2371290296	$102,724		Market	6184
2007	Chevrolet	Pickup	1GBHC34U37E131692	$21,635		Market	1499
2007	Chevy	Pickup	1GCHC24K37E601837	$15,000		Market	1499
2007	Chevrolet	Pickup	1GCHK34U07E178953	10,500			1499
2007	GMC	Pickup	1GCEC14X67Z169715	4,400			1499
2008	Thomas	Bus	1T7YU4E2581290298	$102,724		Market	6184
2008	Thomas	Bus	1T7YU4E2781290299	$102,724		Market	6184
2008	Bluebird	Bus	1BABNBXA38F253918	$119,782		Market	6184

2008	Bluebird	Bus	1BABNBXAX8F253916	$119,782		Market	6184
2008	Bluebird	Bus	1BABNBXA88F253915	$119,782		Market	6184
2008	Bluebird	Bus	1BABNBXA18F253917	$119,782		Market	6184
2008	Bluebird	Bus	1BABNBXA587253919	$119,782		Market	6184
2008	Chevrolet	Impala	2G1WB58K381300986	$15,503		Market	7398
2008	Chevrolet	Impala	2G1WB58K681303347	$15,503		Market	7398
2008	Chevrolet	Impala	2G1WB58K281303202	$15,503		Market	7398
2008	Dodge	Ram Truck	3D6WD68A68G248849	$38,000		Market	1499
2008	Dodge	Caravan	1D8HN44HX8B184778	$21,042		Market	1499
2008	Dodge	Caravan	1D8HN44H18B184779	$21,042		Market	1499
2010	Blue Bird	Bus	1BABNCPA9AF275367	$120,000		Market	6184
2010	Blue Bird	Bus	1BABNCPA7AF275366	$120,000		Market	6184
2011	Bluebird	Bus	1BAKGCPA8CF284042	$125,000		Market	6184
2011	Bluebird	Bus	1BAKGCPA6CF284041	$125,000		Market	6184
2011	Dodge	Caravan	2D4RN4DG7BR647143	$25,000		Market	1499
2011	Dodge	Caravan	2D4RN3DG3BR606891	$25,000		Market	1499
2011	Dodge	Caravan	2D4RN4DG7BR647144	$25,000		Market	1499
2012	Bluebird	Bus	1BAKCCPA1CF285433	$125,000		Market	6184
2012	Dodge	Ram 4500	3C7WLBL1CG231838	$72,000		Market	21499
2013	BLUEBIRD	BUS	1BAKGCPA4DF293967	$131,300		Market	6184
2013	BLUEBIRD	BUS	1BABNCPA2DF293911	$121,300		Market	6184
2013	BLUEBIRD	BUS	1BABNCPA4DF293912	$121,300		Market	6184
2013	Toyota	Camry	4T4BF1FK7DR335956	$23,250		Market	7398
2013	Toyota	Camry	4T4BF1FK4DR335185	$23,250		Market	7398
2013	Chevrolet	2500 HD	1GB0CVCG7DF113500	12,900			1499
2014	GMC	Sierra 3500HD	1GD322CG8EF183854	$43,567		Market	21499
2015	Chevrolet	Silverado 1500	1GCNCPEH1FZ227149	13,000			1499
2016	PJ	Utility Trailer	4P5T82224G1238489	$7,495		Market	68499
2016	Toyota	Corolla	2T1BURHE9GC594637	$18,982		Market	7398
2016	Toyota	Corolla	2T1BURHEXGC595781	$18,982		Market	7398
2016	Toyota	Corolla	5YFBURHEXGP419426	$18,982		Market	7398
2016	Toyota	Corolla	2T1BURHE5GC560081	$18,982		Market	7398
2016	GMC	Yukon	1GKS2FEC6GR281336	$42,774		Market	1499

2016	GMC	Yukon	1GKS2FEC2GR282807	$42,774		Market	1499
2016	GMC	Yukon	1GKS2FEC8GR280852	$42,774		Market	1499
2016	GMC	Yukon	1GKS2FEC4GR281447	$42,774		Market	1499
2016	GMC	Yukon	1GKS2FEC1GR282538	$42,774		Market	1499
2016	GMC	Yukon	1GKS2FEC7GR282656	$42,774		Market	1499
2016	GMC	Yukon	1GKS2FEC7GR281362	$42,774		Market	1499
2016	GMC	Yukon	1GKS2FEC9GR282223	$42,774		Market	1499
2016	Dodge	Pickup	3C7WRMCL4GG306768	$40,000		Market	1499
2016	Toyota	Corolla	2T1BURHEXGC567480	13,500			7398
2017	Dodge	Ram 2500	3C6MR5AL1HG712299	$34,190		Market	1499
2017	Dodge	Ram	3C7WRTAL3HG715536	$50,500		Market	1499
2017	Bluebird	Bus	1BAKGCPA1HF328910	$135,140		Market	6184
2017	Bluebird	Bus	1BAKGCPA3HF328911	$135,140		Market	6184
2017	Bluebird	Bus	1BAKGCPA5HF328912	$135,140		Market	6184
2017	Bluebird	Bus	1BABNBCAXHF328913	$140,929		Market	6184
2017	Bluebird	Bus	1BABNBCA1HF328914	$140,929		Market	6184
2017	Bluebird	Bus	1BABNBCA3HF328915	$140,929		Market	6184
2017	Bluebird	Bus	1BABNBCA5HF328916	$140,929		Market	6184
2017	Bluebird	Bus	1BABNBCA7HF328917	$140,929		Market	6184
2017	Bluebird	Bus	1BABNB6A4JF32324	$146,925		Market	6184
2017	Bluebird	Bus	1BABNB6A4JF32325	$146,925		Market	6184
2017	Bluebird	Bus	1BABNB6A4JF32326	$146,925		Market	6184
2017	Bluebird	Bus	1BABNB6A4JF32328	$146,925		Market	6184
2017	Bluebird	Bus	1BABNB6A4JF32329	$146,925		Market	6184
2018	Toyota	Corolla	2T1BURHE1JC003148	$19,450		Market	7398
2018	Toyota	Corolla	2T1BURHE1JC009046	$19,450		Market	7398
2018	PJ	Trailer Unit #17T15	4P5T62020J1273546	$6,900		Market	68499
2018	Toyota	Corolla	2T1BURHE7JC028600	$19,450		Market	7398
2018	Toyota	Corolla	2TIBURHE1JC967337	$19,450		Market	7398
2018	PJ	Trailer	4P5T62028J1291454	$7,000		Market	68499
2018	GMC	Yukon	1GKS2FECXJR284117	$44,000		Market	1499
2018	Dodge	Ram Pickup	3C6MR5AL2JG389922	$37,000		Market	21499
2018	Dodge	Ram Pickup	3C7WRTAL6JG375174	$49,000		Market	21499

2018	Dodge	Truck	3C7WRTAL3JG245419	$47,800		Market	21499
2018	Dodge	Truck	3C7WRTAL3JG245420	$47,800		Market	21499
2018	Chevrolet	Silverado	3GCUKNEC0JG135214	$15,800			1499
2019	Blue Bird	Bus	1BAKGCSA9KF351995	$142,579		Market	6184
2019	Blue Bird	Bus	1BAKGCSA9KF351996	$142,579		Market	6184
2019	PJ	Trailer	4PD31223K1292582	$7,000		Market	68499
2019	Toyota	Corolla	2T1BURHEXKC244104	$17,990		Market	7398
2019	Toyota	Corolla	2T1BURHE6KC247002	$17,900		Market	7398
2019	Toyota	Corolla	2T1BURHE8KC227379	$17,900		Market	7398
2019	Bluebird	Bus	1BABNB6A8KF351982	$143,000		Market	6184
2019	Bluebird	Bus	1BABNB6A8KF351984	$143,000		Market	6184
2019	Bluebird	Bus	1BABNB6A8KF351983	$143,000		Market	6184
2019	RAM	PROMASTER (VAN)	3C6TRVAG0KE501838	$21,000			1499
2020	Bluebird	Bus	1BAKGCSA8LF366098	$147,500		Market	6184
2020	Bluebird	Bus	1BAKGCSA8LF366144	$163,700		Market	6184
2020	Bluebird	Bus	1BAKGCSA8LF366145	$163,700		Market	6184
2020	Toyota	Camry	4T1C11AK6LU966295	$23,301		Market	7398
2020	Toyota	Camry	4T1C11AK7LU401098	$23,301		Market	7398
2020	Toyota	Camry	4T1C11AK7LU960361	$23,301		Market	7398
2021	GMC	Yukon	1GKS2FED6MR207094	$52,818		Market	1499
2021	GMC	Yukon	1GKS2FED3MR207201	$52,818		Market	1499
2021	GMC	Yukon	1GJS2FED9MR207428	$52,818		Market	1499
2022	GMC	Yukon	1GKS2FED4NR131490	$51,000		Market	1499
2022	Trailer	Haulmark Utility	7KD1E628NU004019	14,999			68499
2022	Trailer	PJ Car Hauler	4P51C2524P1389169	15,595			68499
2022	Toyota	Camry	4T1C11AK6NU682071	21,600			7398
2022	Toyota	Camry	4T1C11AK0NU690845	21,600			7398
2022	Toyota	Camry	4T1C11AK7NU055122	21,600			7398
2022	Toyota	Camry LE	4T1C11AK9NU054585	21,600			7398
2022	Bluebird	Bus	1BABNB6A3NF382724	190,042			6184
2022	Bluebird	Bus	1BABNB6A5NF382725	190,042			6184
2023	GMC	YUKON	1GKS2FED6PR150349	54,878		Market	1499
2023	GMC	YUKON	1GKS2FED2PR152034	54,878		Market	1499
2023	GMC	YUKON	1GKS2FED0PR150394	54,878		Market	1499

2023	GMC	YUKON	1GKS2FED7PR151414	54,878		Market	1499
2023	GMC	YUKON	1GKS2FED1PR150887	54,878		Market	1499
2023	GMC	YUKON	1GKS2FED9PR150376	54,878		Market	1499
2023	GMC	YUKON	1GKS2FED6PR151419	54,878		Market	1499
2023	GMC	YUKON	1GKS2FED3PR151927	54,878		Market	1499
2023	Trailer	PJ Car Hauler	4P51C2522P1389168	15,595			68499
2023	Toytoa	Camry	4T1C11AK3PU839879	23,000			7398
2024	Bluebird	Bus	1BAKGCSA4RF805922	$179,449			6184
2024	Bluebird	Bus	1BAKGCSA6RF805923	$179,449			6184
2024	Bluebird	Bus	1BAKGCSA2RF805921	$179,449			6184
2024	Toyota	car	4T1C11AK1RU204453	$27,432			7398
2024	Toytota	car	4T1C11AK4RU907254	$27,432			7398
2024	Toyota	car	4T1C11AK6RU906736	$27,432			7398
2024	Toyota	car	4T1C11AK3RU891239	$27,432			7398
2024	GMC	YUKON	1GKS2FED0RR227865	$63,145			1499
2024	GMC	YUKON	1GKS2FED1RR227163	$63,145			1499
2024	GMC	YUKON	1GKS2FED9RR227864	$63,145			1499
2024	GMC	3500 Sierra	1GD39SEY1RF181872	$81,939			21499
2024	GMC	3500 Sierra	1GD39SEY1RF181547	$116,465			21499
2024	Trailer	Haulmark Grizzley	7V0H12421RU419587	16,995			68499
2024	Trailer	Haulmark Grizzley	7V0H12421RU419588	16,995			68499
2024	Trailer	Townmaster T-50T	4KNBT3535RL162620	54,969			68499
2024	Trailer	AITW Utility	7VADU2123RC002712	28,985			68499
2024	Bluebird	Bus	1BABNB6A2RF396006	190,042			6184
2024	Bluebird	Bus	1BABNB6A4RF396007	190,042			6184
2024	Bluebird	Bus	1BABNB6A6RF396008	190,042			6184
2025	Bluebird	BUS	1BABNB6A6SF802438	$248,179			6184
2025	Bluebird	BUS	1BABNB6A8SF802439	$248,179			6184
2025	Bluebird	BUS	1BABNB6A4SF802440	$248,179			6184
2025	Bluebird	BUS	1BABNB6A6SF802441	$248,179			6184
2025	Bluebird	BUS	1BABNB6A8SF802442	$248,179			6184
2025	Bluebird	BUS	1BABNB6AXSF802443	$248,179			6184
2025	Bluebird	BUS	1BABNB6A4SF802406	$248,179			6184
2025	Bluebird	BUS	1BABNB6A6SF802407	$248,179			6184
2025	Bluebird	BUS	1BABNB6A8SF802408	$248,179			6184
2025	GMC	Sierra 3500HD	1GD3USEY8SF156925	82,687			21499

2025	GMC	Sierra 3500HD	1GD3USEY3SF157061	82,687			21499
2025	Peterbilt	Dump truck w/16'rancho dump	1NPCXP0X0SD718053	231,116			31499
				$15,071,994			
				x .75			
				$11,303,996			
	Sold -Remove From Policy						
	Corrected VIN						
	Add to Policy						
	Added Cost New						

Lyon County School District

Equimpent

Year	Make	Model	Serial #	Use/Dept.	Value
2024	Hyster H60XT	Lift Truck 6000 LB Class V - H60 XT	A380V16004X	Maintenance	$ 45,714
2024	John Deere	35 P	1FF035PACRK004157	Maintenance	$ 69,352
2024	SkyJack	SJ1256 THS	87410818	Maintenance	$ 210,000
					$ 325,066

LYON COUNTY SCHOOL DISTRICT VOUCHER

Voucher No: 1368 **Voucher Date:** 05/01/2026 Prepared By: _____

Printed: 06/02/2026 09:30:26 AM

LYON COUNTY SCHOOL DISTRICT is hereby authorized to draw warrants against LYON COUNTY SCHOOL DISTRICT funds for the sum of $70,347.93 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
Kallie Day	Member
Darin Farr	Member
Sherry Parsons	Member
James Whisler	Member

LYON COUNTY SCHOOL DISTRICT

Fund		Amount
100	General Fund	$47,056.49
280	Federal Funds	$6,201.57
340	Governmental Services Tax (GST)	$17,089.87
		$70,347.93

Created By: 266308.tracey.higle **Posted By:** 266308.sdavidson **Date:** 05/01/2026 11:21:38 Page: 1

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1368 **05/01/2026**

Fiscal Year: 2025-2026

Vendor Remit Name	Vendor #	Account	Description	Amount
A T & T MONTHLY STATEMENT	99712			
		100.101.0000.000.2670.533.10211.10.00 Check #: 5970	Telephone - Land Line phone services	$107.98
		100.101.0000.000.2670.533.10604.32.00 Check #: 5970	Telephone - Land Line phone services	$73.79
			Vendor Total:	$181.77
ABSOLUTE MUSIC, LLC	98589			
		100.135.0000.100.1000.610.10305.31.00 Check #: 5971	General Supplies	$143.96
			Vendor Total:	$143.96
ALLIED SANITATION & SEPTICE SERVICES				
		100.101.0000.920.1000.610.10603.32.00 Check #: 5972	General Supplies	$442.01
			Vendor Total:	$442.01
CINTAS CORP				
		100.161.0000.000.2620.430.10601.32.00 Check #: 5973	Repairs and Maintenance Services	$201.10
			Vendor Total:	$201.10
DAVIS, MARIA C.				
		280.639.0000.200.2190.340.10000.00.00 Check #: 5974	Other Professional Services	$1,500.00
			Vendor Total:	$1,500.00
FARM-ASSIST, INC	96061			
		100.108.0000.000.2630.610.10000.00.00 Check #: 5975	General Supplies	$10,704.60
			Vendor Total:	$10,704.60
FEDEX DEPT LA				
		280.633.0000.000.2100.610.10603.25.00 Check #: 5976	General Supplies	$608.35
			Vendor Total:	$608.35
GOPHER CONSTRUCTION, INC.	8660			

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1368 **05/01/2026**

Fiscal Year: 2025-2026

Vendor Remit Name	Vendor #	Account	Description		Amount
		100.108.0000.000.2620.610.10209.10.00 **Check #: 5977**	General Supplies		$770.00
				Vendor Total:	$770.00
GRAINGER	99826				
		100.170.0000.000.2700.610.10000.00.00 **Check #: 5978**	General Supplies		$174.89
				Vendor Total:	$174.89
HDS WHITE CAP CONST SUPPLY	95880				
		100.135.0000.000.2620.610.10305.31.00 **Check #: 5979**	General Supplies		$1,200.00
				Vendor Total:	$1,200.00
JOSTENS_10600	10600				
		100.163.0000.100.1000.610.10603.32.00 **Check #: 5980**	General Supplies		$606.95
		100.165.0000.100.1000.610.10605.32.00 **Check #: 5980**	General Supplies		$896.11
				Vendor Total:	$1,503.06
KOPS, GERALD C					
		280.667.0000.000.2200.340.10000.00.00 **Check #: 5981**	Other Professional Services		$1,157.60
				Vendor Total:	$1,157.60
MONTROSE GLASS					
		340.101.0000.000.2620.430.10602.50.00 **Check #: 5982**	Repairs and Maintenance Services		$17,089.87
				Vendor Total:	$17,089.87
OWN YOUR OWN SOLUTION, LLC					
		280.667.0000.000.2200.340.10000.00.00 **Check #: 5983**	Other Professional Services		$1,435.62
				Vendor Total:	$1,435.62
PACIFIC SHREDDING/PACIFIC STORAGE CO.					

Voucher Supplement Account Summary

Voucher Batch Number: 1368 **05/01/2026**

Fiscal Year: 2025-2026

Vendor Remit Name	Vendor #	Account	Description		Amount
		100.164.0000.000.2410.421.10604.32.00 **Check #: 5984**	Garbage / Disposal		$67.41
				Vendor Total:	$67.41
PCC DELAWARE, LLC	96428				
		100.102.0000.000.2570.610.10000.00.00 **Check #: 5985**	General Supplies		$3,297.25
				Vendor Total:	$3,297.25
PHILIP MEDIATION					
		280.667.0000.000.2200.340.10000.00.00 **Check #: 5986**	Other Professional Services		$1,500.00
				Vendor Total:	$1,500.00
PRIMO BRANDS	97540				
		100.101.0000.000.2510.610.10000.00.00 **Check #: 5987**	General Supplies		$517.92
				Vendor Total:	$517.92
PURCHASE POWER	16968				
		100.121.0000.000.2410.531.10201.10.00 **Check #: 5988**	Postage		$49.27
		100.163.0000.000.2410.531.10603.32.00 **Check #: 5988**	Postage		$432.33
				Vendor Total:	$481.60
REFRIGERATION SUPPLIES DISTRIBUTOR	96586				
		100.108.0000.000.2620.610.10000.00.00 **Check #: 5989**	General Supplies		$684.12
		100.108.0000.000.2620.610.10602.50.00 **Check #: 5989**	General Supplies		$158.48
		100.108.0000.000.2620.612.10602.50.00 **Check #: 5989**	Inventoried Supplies/Equipment	<$5000	$4,339.38
				Vendor Total:	$5,181.98
SHRED-IT USA					
		100.126.0000.000.2410.421.10206.10.00 **Check #: 5990**	Garbage / Disposal		$20.00

Voucher Supplement Account Summary

Voucher Batch Number: 1368 **05/01/2026**

Fiscal Year: 2025-2026

Vendor Remit Name	Vendor #	Account	Description		Amount
		100.127.0000.000.2410.421.10210.10.00 **Check #: 5990**	Garbage / Disposal		$81.00
		100.165.0000.000.2410.421.10605.32.00 **Check #: 5990**	Garbage / Disposal		$12.13
				Vendor Total:	$113.13
SPORT SAFE TESTING SERVICE, INC.					
		100.163.0000.000.2410.610.10603.32.00 **Check #: 5991**	General Supplies		$1,007.00
				Vendor Total:	$1,007.00
UNITED RENTALS--ALL LOCATIONS	21374				
		100.161.0000.000.2620.610.10601.32.00 **Check #: 5992**	General Supplies		$1,370.39
				Vendor Total:	$1,370.39
VESTIS					
		100.127.0000.000.2620.422.10210.10.00 **Check #: 5993**	Janitorial / Custodial Services		$263.92
		100.170.0000.000.2730.619.10000.00.00 **Check #: 5993**	Uniforms		$729.66
				Vendor Total:	$993.58
WARD'S NATURAL SCIENCE_103009	103009				
		100.161.0000.100.1000.610.10601.32.00 **Check #: 5994**	General Supplies		$877.85
				Vendor Total:	$877.85
WELLS FARGO VENDOR FINANCIAL SERVICES					
		100.135.0000.000.2410.442.10305.31.00 **Check #: 5995**	Rental of Equipment and Vehicles		$156.99
				Vendor Total:	$156.99
WESTERN NEVADA COLLEGE_99219					
		100.104.0000.100.1000.560.10000.00.00 **Check #: 5996**	Tuition		$12,400.00
				Vendor Total:	$12,400.00

Voucher Supplement Account Summary

Voucher Batch Number: 1368 **05/01/2026**

Fiscal Year: 2025-2026

Vendor Remit Name	Vendor #	Account	Description	Amount
WESTERN STATES FIRE PROTECTION				
		100.108.0000.000.2620.430.10604.32.00 Check #: 5997	Repairs and Maintenance Services	$5,270.00
			Vendor Total:	$5,270.00
			Grand Total:	$70,347.93

End of Report

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LYON COUNTY SCHOOL DISTRICT VOUCHER

Voucher No: 1367 **Voucher Date:** 05/01/2026 Prepared By: _____

Printed: 06/02/2026 09:31:22 AM

LYON COUNTY SCHOOL DISTRICT is hereby authorized to draw warrants against LYON COUNTY SCHOOL DISTRICT funds for the sum of $1,103,443.19 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
Kallie Day	Member
Darin Farr	Member
Sherry Parsons	Member
James Whisler	Member

LYON COUNTY SCHOOL DISTRICT

Fund		Amount
100	General Fund	$296,304.77
207	PCFP GATE	$306.11
240	State Grants	$273,047.82
250	Special Education	$11,760.30
280	Federal Funds	$28,116.87
290	Food Service Funds	$440,107.32
340	Governmental Services Tax (GST)	$53,325.00
360	Bond Issues	$475.00
		$1,103,443.19

Created By: 266308.sdavidson **Posted By:** 266308.sdavidson **Date:** 05/01/2026 11:11:10 Page: 1

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1367 **05/01/2026**

Fiscal Year: 2025-2026

Vendor Remit Name	Vendor #	Account	Description	Amount
AMAZON BUSINESS				
		100.122.0000.100.1000.610.10202.10.000	General Supplies	$165.27
		100.123.0000.000.2130.610.10203.10.000	General Supplies	$9.99
		100.123.0000.100.1000.610.10203.10.000	General Supplies	$82.19
		100.123.0000.130.1000.610.10203.10.000	General Supplies	$107.24
		100.125.0000.000.2410.610.10205.10.000	General Supplies	$450.23
		100.125.0000.000.2620.610.10205.10.000	General Supplies	$504.83
		100.125.0000.100.1000.610.10205.10.000	General Supplies	$76.72
		100.126.0000.000.2130.610.10206.10.000	General Supplies	$481.78
		100.126.0000.100.1000.610.10206.10.000	General Supplies	$123.48
		100.127.0000.000.2120.610.10210.10.000	General Supplies	$67.99
		100.128.0000.100.1000.610.10211.10.000	General Supplies	$138.89
		100.133.0000.100.1000.610.10303.10.000	General Supplies	$75.07
		100.135.0000.000.2620.610.10305.31.000	General Supplies	$39.89
		100.135.0000.100.1000.610.10305.31.000	General Supplies	$588.88
		100.161.0000.000.2130.610.10601.32.000	General Supplies	$546.86
		100.161.0000.000.2410.610.10601.32.000	General Supplies	$88.45
		100.161.0000.100.1000.610.10601.32.000	General Supplies	$180.25
		100.161.0000.100.1000.616.10601.32.000	Teacher Supplies	$55.61

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1367 **05/01/2026**

Fiscal Year: 2025-2026

Vendor Remit Name	Vendor #	Account	Description	Amount
		100.161.0000.920.1000.610.10601.32.000	General Supplies	$17.77
		100.163.0000.100.1000.610.10603.32.000	General Supplies	$383.67
		100.163.0000.190.1000.610.10603.32.000	General Supplies	$852.89
		100.163.0000.190.1000.640.10603.32.000	Books and Periodicals	$39.94
		100.163.0000.192.1000.610.10603.32.000	General Supplies	$416.92
		100.163.0000.192.1000.640.10603.32.000	Books and Periodicals	$140.25
		100.163.0000.194.1000.610.10603.32.000	General Supplies	$199.99
		100.163.0000.920.1000.610.10603.32.000	General Supplies	$17.09
		100.164.0000.100.1000.610.10604.32.000	General Supplies	$259.00
		100.164.0000.194.1000.610.10604.32.000	General Supplies	$24.11
		207.213.0000.450.1000.610.10305.31.000	General Supplies	$306.11
		240.300.0000.330.1000.641.10000.00.000	Supplies-Information Technology-related	$34.44
		280.629.0000.000.2100.610.10000.26.000	General Supplies	$67.97
		280.629.0000.100.1000.640.10000.25.000	Books and Periodicals	$623.28
		280.633.0000.000.2100.610.10202.26.000	General Supplies	$6,311.43
		280.633.0000.000.2100.610.10206.26.000	General Supplies	$224.38
		280.633.0000.000.2100.610.10303.26.000	General Supplies	$840.35
		280.633.0000.000.2100.610.10603.25.000	General Supplies	$181.25
		280.633.0000.000.2100.610.10603.26.000	General Supplies	$3,945.18

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1367 **05/01/2026**

Fiscal Year: 2025-2026

Vendor Remit Name	Vendor #	Account	Description	Amount
		280.633.0000.000.2515.610.10000.26.000	General Supplies	$481.61
		280.633.0000.000.3300.610.10211.26.000	General Supplies	$913.52
		280.633.0000.000.3300.610.10302.26.000	General Supplies	$1,990.34
		280.633.0000.100.1000.640.10603.26.000	Books and Periodicals	$489.78
		280.709.0000.000.2213.610.10000.25.000	General Supplies	$15.59
		280.709.0000.000.2213.610.10000.26.000	General Supplies	$1,706.92
		280.912.0000.300.1000.610.10000.00.00	General Supplies	$839.67
			Vendor Total:	$25,107.07
APPLE COMPUTER_1112	1112			
		100.125.0000.100.1000.652.10205.10.00	Inventoried Supplies/Equipment - IT Related <$5000	$2,778.00
			Vendor Total:	$2,778.00
BRADY INDUSTRIES				
		100.123.0000.000.2620.610.10203.10.00	General Supplies	$1,032.76
			Vendor Total:	$1,032.76
BRAILLE ABILITIES				
		250.101.0000.200.2190.340.10000.00.00	Other Professional Services	$11,760.30
			Vendor Total:	$11,760.30
BRYSON SALES & SERVICE	2380			
		100.170.0000.000.2710.614.10000.00.00	Parts	$2,783.10
			Vendor Total:	$2,783.10
CDW, LLC	100170			
		100.107.0000.000.2580.350.10000.00.00	Technical Services	$11,490.00

Voucher Supplement Account Summary

Voucher Batch Number: 1367 **05/01/2026**

Fiscal Year: 2025-2026

Vendor Remit Name	Vendor #	Account	Description		Amount
		100.107.0000.000.2580.651.10000.00.00 0	Supplies - Technology - Software		$2,300.00
				Vendor Total:	$13,790.00
CHARTWELLS					
		290.180.0000.000.3100.430.10000.00.00 0	Repairs and Maintenance Services		$579.92
		290.180.0000.000.3100.610.10000.00.00 0	General Supplies		$129.99
		290.180.0000.000.3100.630.10000.00.00 0	Food		$438,126.01
				Vendor Total:	$438,835.92
DECKER, INC.	5403				
		100.161.0000.000.2620.610.10601.32.00 0	General Supplies		$849.14
				Vendor Total:	$849.14
FRONTIER					
		100.122.0000.000.2410.533.10202.10.00 0	Telephone - Land Line phone services		$180.40
				Vendor Total:	$180.40
GENE WATSON					
		100.101.0000.000.2620.422.10000.00.00 0	Janitorial / Custodial Services		$1,334.32
				Vendor Total:	$1,334.32
HIGH DESERT RIG WELDING LLC					
		100.108.0000.000.2620.430.10603.32.00 0	Repairs and Maintenance Services		$5,085.98
				Vendor Total:	$5,085.98
INLAND SUPPLY CO., INC.	10000				
		100.127.0000.000.2620.610.10210.10.00 0	General Supplies		$619.60
				Vendor Total:	$619.60
JIM MENESINI PETROLEUM					
		100.101.0000.000.2610.623.10000.00.00 0	Bottled Gas		$648.19

Voucher Supplement Account Summary

Voucher Batch Number: 1367 **05/01/2026**

Fiscal Year: 2025-2026

Vendor Remit Name	Vendor #	Account	Description		Amount
		100.170.0000.000.2730.613.10000.00.000	Oil & Lubricants		$3,710.88
		100.170.0000.000.2730.626.10000.00.000	Gasoline		$26,542.89
				Vendor Total:	$30,901.96
LUMOS AND ASSOCIATES, INC	11860				
		100.108.0000.000.2620.340.10000.00.000	Other Professional Services		$662.50
		360.023.0000.000.4300.340.10000.00.000	Other Professional Services		$475.00
				Vendor Total:	$1,137.50
MERIDIAN UTILITY EQUIPMENT SALES, INC					
		100.108.0000.000.2620.731.10000.00.000	Machinery		$49,133.00
				Vendor Total:	$49,133.00
NEVADA DEPARTMENT OF AGRICULTURE	14535				
		290.180.0000.000.3100.630.10000.00.000	Food		$1,271.40
				Vendor Total:	$1,271.40
OFFICE DEPOT	15366				
		280.633.0000.000.2100.610.10203.26.000	General Supplies		$1,781.88
				Vendor Total:	$1,781.88
PITSCO, INC.	102866				
		280.912.0000.300.1000.610.10000.00.000	General Supplies		$95.29
				Vendor Total:	$95.29
PROCARE THERAPY					
		280.639.0000.200.2160.340.10000.00.000	Other Professional Services		$2,030.18
				Vendor Total:	$2,030.18
SOLIANT HEALTH, LLC					
		280.639.0000.200.2100.340.10000.00.000	Other Professional Services		$2,876.25

Voucher Supplement Account Summary

Voucher Batch Number: 1367 **05/01/2026**

Fiscal Year: 2025-2026

Vendor Remit Name	Vendor #	Account	Description		Amount
		280.639.0000.200.2150.340.10000.00.00 0	Other Professional Services		$2,702.00
				Vendor Total:	$5,578.25
STAPLES ADVANTAGE	99736				
		100.135.0000.100.1000.610.10305.31.00 0	General Supplies		$319.46
				Vendor Total:	$319.46
SUMMIT COMPANIES					
		100.108.0000.000.2620.430.10202.10.00 0	Repairs and Maintenance Services		$1,974.00
		100.108.0000.000.2620.430.10603.32.00 0	Repairs and Maintenance Services		$3,948.00
		340.101.0000.000.2620.430.10205.10.00 0	Repairs and Maintenance Services		$20,355.00
		340.101.0000.000.2620.430.10303.10.00 0	Repairs and Maintenance Services		$32,970.00
				Vendor Total:	$59,247.00
TAHOE SUPPLY CO.	11238				
		100.164.0000.000.2620.610.10604.32.00 0	General Supplies		$7,020.63
				Vendor Total:	$7,020.63
TRANE U.S. INC					
		100.108.0000.000.2620.610.10209.10.00 0	General Supplies		$44.37
				Vendor Total:	$44.37
TYLER TECHNOLOGIES, INC.	103232				
		100.107.0000.000.2580.651.10000.00.00 0	Supplies - Technology - Software		$147,064.68
				Vendor Total:	$147,064.68
US MODULAR GROUP, INC					
		240.298.0000.000.4500.450.10000.00.00 0	Construction Services		$269,750.00
				Vendor Total:	$269,750.00
WALKER LAKE DISPOSAL INC.	102157				

Voucher Supplement Account Summary

Voucher Batch Number: 1367 **05/01/2026**

Fiscal Year: 2025-2026

Vendor Remit Name	Vendor #	Account	Description		Amount
		100.101.0000.000.2610.421.10000.00.000	Garbage / Disposal		$1,144.00
				Vendor Total:	$1,144.00
WEDCO INC.	22320				
		100.108.0000.000.2620.610.10000.00.000	General Supplies		$10,509.67
		100.108.0000.000.2620.610.10205.10.000	General Supplies		$485.07
		100.121.0000.000.2620.610.10201.10.000	General Supplies		$452.63
				Vendor Total:	$11,447.37
WESTERN NEVADA SUPPLY	22580				
		100.135.0000.000.2620.610.10305.31.000	General Supplies		$836.73
				Vendor Total:	$836.73
WILD WEST MOTORS, INC	8442				
		100.170.0000.000.2710.614.10000.00.000	Parts		$6,386.80
				Vendor Total:	$6,386.80
WILLIAM V. MACGILL & CO.	22793				
		240.308.0000.330.1000.610.10605.32.000	General Supplies		$3,263.38
				Vendor Total:	$3,263.38
XEROX CORPORATION					
		100.123.0000.000.2410.430.10203.10.000	Repairs and Maintenance Services		$35.40
		100.123.0000.000.2410.442.10203.10.000	Rental of Equipment and Vehicles		$238.77
		100.123.0000.100.1000.430.10203.10.000	Repairs and Maintenance Services		$159.07
		100.127.0000.000.2410.442.10210.10.000	Rental of Equipment and Vehicles		$21.24
		100.127.0000.100.1000.430.10210.10.000	Repairs and Maintenance Services		$33.61

Voucher Supplement Account Summary

Voucher Batch Number: 1367 **05/01/2026**

Fiscal Year: 2025-2026

Vendor Remit Name	Vendor #	Account	Description	Amount
		100.129.0000.000.2410.442.10209.10.000	Rental of Equipment and Vehicles	$87.95
		100.129.0000.100.1000.430.10209.10.000	Repairs and Maintenance Services	$163.08
		100.135.0000.000.2410.442.10305.31.000	Rental of Equipment and Vehicles	$93.60
			Vendor Total:	$832.72
			Grand Total:	$1,103,443.19

End of Report

LYON COUNTY SCHOOL DISTRICT VOUCHER

Voucher No: 1375 **Voucher Date:** 05/07/2026 Prepared By: _____

Printed: 06/02/2026 09:32:02 AM

LYON COUNTY SCHOOL DISTRICT is hereby authorized to draw warrants against LYON COUNTY SCHOOL DISTRICT funds for the sum of $81,942.85 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
Kallie Day	Member
Darin Farr	Member
Sherry Parsons	Member
James Whisler	Member

LYON COUNTY SCHOOL DISTRICT

Fund		Amount
100	General Fund	$81,351.86
250	Special Education	$32.00
280	Federal Funds	$558.99
		$81,942.85

Created By: 266308.sdavidson **Posted By:** 266308.sdavidson **Date:** 05/07/2026 15:21:57 Page: 1

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1375 **05/07/2026**

Fiscal Year: 2025-2026

Vendor Remit Name	Vendor #	Account	Description		Amount
A T & T MONTHLY STATEMENT	99712				
		100.101.0000.000.2670.533.10201.10.00 **Check #: 5998**	Telephone - Land Line phone services		$4,977.27
				Vendor Total:	$4,977.27
BLICK ART MATERIALS	5590				
		100.161.0000.196.1000.610.10601.32.00 **Check #: 5999**	General Supplies		$31.68
				Vendor Total:	$31.68
BUNYARD, CARI	96835				
		280.700.0000.000.2213.580.10000.00.00 **Check #: 6000**	Staff Travel		$299.00
				Vendor Total:	$299.00
BUSWEST					
		100.170.0000.000.2710.614.10000.00.00 **Check #: 6001**	Parts		$3,847.26
				Vendor Total:	$3,847.26
CHEF'S CAFE					
		100.104.0000.304.1000.610.10000.00.00 **Check #: 6002**	General Supplies		$1,200.00
				Vendor Total:	$1,200.00
COTTONWOOD LANE LLC					
		100.101.0000.000.2610.441.10000.00.00 **Check #: 6003**	Renting Land and Buildings		$3,840.71
				Vendor Total:	$3,840.71
FERNLEY CHIROPRACTIC, INC.					
		100.170.0000.000.2710.340.10000.00.00 **Check #: 6004**	Other Professional Services		$120.00
				Vendor Total:	$120.00
FLINN SCIENTIFIC	7765				
		100.163.0000.192.1000.610.10603.32.00 **Check #: 6005**	General Supplies		$886.77

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1375 **05/07/2026**

Fiscal Year: 2025-2026

Vendor Remit Name	Vendor #	Account	Description		Amount
				Vendor Total:	$886.77
GRAINGER	99826				
		100.162.0000.000.2620.610.10602.50.00 **Check #: 6006**	General Supplies		$30.93
				Vendor Total:	$30.93
GREGERSEN, LAURETTE					
		250.105.0000.200.2319.610.10000.00.00 **Check #: 6007**	General Supplies		$32.00
				Vendor Total:	$32.00
JOSTENS_97170	97170				
		100.104.0000.000.2213.610.10000.00.00 **Check #: 6008**	General Supplies		$54.00
				Vendor Total:	$54.00
KIMBALL MIDWEST	96824				
		100.170.0000.000.2700.610.10000.00.00 **Check #: 6009**	General Supplies		$617.69
				Vendor Total:	$617.69
LOST ART GRAPHICS LLC					
		100.136.0000.000.2410.610.10208.31.00 **Check #: 6010**	General Supplies		$525.02
				Vendor Total:	$525.02
LYON COUNTY SCHOOL DIST._12000	12000				
		280.688.0000.000.2100.610.10000.00.00 **Check #: 6011**	General Supplies		$259.99
				Vendor Total:	$259.99
PERMA-BOUND	16180				
		100.126.0000.000.2220.640.10206.10.00 **Check #: 6012**	Books and Periodicals		$2,000.00
				Vendor Total:	$2,000.00
PITNEY BOWES GLOBAL FINANCIAL	101970				

Voucher Supplement Account Summary

Voucher Batch Number: 1375 **05/07/2026**

Fiscal Year: 2025-2026

Vendor Remit Name	Vendor #	Account	Description		Amount
		100.136.0000.000.2410.442.10208.31.00 **Check #: 6013**	Rental of Equipment and Vehicles		$163.20
		100.165.0000.000.2410.442.10605.32.00 **Check #: 6013**	Rental of Equipment and Vehicles		$277.95
				Vendor Total:	$441.15
PRIMO BRANDS	97540				
		100.101.0000.000.2510.610.10000.00.00 **Check #: 6014**	General Supplies		$74.96
		100.170.0000.000.2700.610.10000.00.00 **Check #: 6014**	General Supplies		$448.95
				Vendor Total:	$523.91
PURCHASE POWER	16968				
		100.161.0000.000.2410.531.10601.32.00 **Check #: 6015**	Postage		$502.25
		100.165.0000.000.2410.531.10605.32.00 **Check #: 6015**	Postage		$136.00
				Vendor Total:	$638.25
RED ROCK SPRING WATER					
		100.129.0000.100.1000.610.10209.10.00 **Check #: 6016**	General Supplies		$100.00
				Vendor Total:	$100.00
REDWOOD TOXICOLOGY LAB					
		100.165.0000.920.1000.610.10605.32.00 **Check #: 6017**	General Supplies		$400.00
				Vendor Total:	$400.00
RICK'S AEC REPROGRAPHICS, INC.					
		100.108.0000.000.2620.340.10000.00.00 **Check #: 6018**	Other Professional Services		$43.75
				Vendor Total:	$43.75
SHRED-IT USA					
		100.125.0000.000.2410.421.10205.10.00 **Check #: 6019**	Garbage / Disposal		$186.84

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1375 **05/07/2026**

Fiscal Year: 2025-2026

Vendor Remit Name	Vendor #	Account	Description		Amount
		100.134.0000.000.2410.421.10304.20.00 **Check #: 6019**	Garbage / Disposal		$50.00
		100.161.0000.000.2410.421.10601.32.00 **Check #: 6019**	Garbage / Disposal		$29.50
				Vendor Total:	$266.34
SILVER SPRINGS G.I.D					
		100.101.0000.000.2610.411.10000.00.00 **Check #: 6020**	Water / Sewer		$2,160.00
				Vendor Total:	$2,160.00
SILVER SPRINGS MUTUAL WATER CO	19183				
		100.101.0000.000.2610.411.10000.00.00 **Check #: 6021**	Water / Sewer		$15,020.37
		100.170.0000.000.2730.411.10000.00.00 **Check #: 6021**	Water / Sewer		$105.21
				Vendor Total:	$15,125.58
VESTIS					
		100.132.0000.000.2620.422.10302.20.00 **Check #: 6022**	Janitorial / Custodial Services		$133.86
				Vendor Total:	$133.86
WESTERN NEVADA COLLEGE_99219					
		100.104.0000.100.1000.560.10000.00.00 **Check #: 6023**	Tuition		$43,357.50
				Vendor Total:	$43,357.50
XEROX FINANCIAL SERVICES					
		100.107.0000.000.2580.442.10000.00.00 **Check #: 6024**	Rental of Equipment and Vehicles		$30.19
				Vendor Total:	$30.19
				Grand Total:	$81,942.85

End of Report

LYON COUNTY SCHOOL DISTRICT VOUCHER

Voucher No: 1374 **Voucher Date:** 05/07/2026 Prepared By: _____

Printed: 06/02/2026 09:32:57 AM

LYON COUNTY SCHOOL DISTRICT is hereby authorized to draw warrants against LYON COUNTY SCHOOL DISTRICT funds for the sum of $2,478,704.96 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
Kallie Day	Member
Darin Farr	Member
Sherry Parsons	Member
James Whisler	Member

LYON COUNTY SCHOOL DISTRICT

Fund		Amount
100	General Fund	$140,745.91
207	PCFP GATE	$174.37
230	Adult Education	$408.99
240	State Grants	$1,550.74
250	Special Education	$78,090.00
280	Federal Funds	$46,966.75
290	Food Service Funds	$31,351.20
360	Bond Issues	$2,177,392.00
703	Workers Compensation	$2,025.00
		$2,478,704.96

Created By: 266308.sdavidson **Posted By:** 266308.sdavidson **Date:** 05/07/2026 15:14:34 Page: 1

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1374 **05/07/2026**

Fiscal Year: 2025-2026

Vendor Remit Name	Vendor #	Account	Description		Amount
ADVANCED CHILD BEHAVIOR SOLUTIONS,LLC	102918				
		280.639.0000.200.2240.340.10000.00.00 0	Other Professional Services		$10,416.00
				Vendor Total:	$10,416.00
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				
		100.135.0000.000.2620.610.10305.31.00 0	General Supplies		$758.52
				Vendor Total:	$758.52
AMAZON BUSINESS					
		100.101.0000.000.2510.610.10000.00.00 0	General Supplies		$116.83
		100.122.0000.000.2130.610.10202.10.00 0	General Supplies		$185.62
		100.122.0000.000.2410.615.10202.10.00 0	Snacks, Food & Beverages		$33.17
		100.122.0000.100.1000.610.10202.10.00 0	General Supplies		$106.55
		100.123.0000.135.1000.610.10203.10.00 0	General Supplies		$11.27
		100.125.0000.000.2130.610.10205.10.00 0	General Supplies		$181.68
		100.125.0000.000.2410.610.10205.10.00 0	General Supplies		$74.98
		100.125.0000.000.2620.610.10205.10.00 0	General Supplies		$325.01
		100.125.0000.100.1000.610.10205.10.00 0	General Supplies		$398.06
		100.125.0000.100.1000.616.10205.10.00 0	Teacher Supplies		$29.44
		100.126.0000.100.1000.616.10206.10.00 0	Teacher Supplies		$369.98

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1374 **05/07/2026**

Fiscal Year: 2025-2026

Vendor Remit Name	Vendor #	Account	Description	Amount
		100.128.0000.000.2130.610.10211.10.000	General Supplies	$56.45
		100.128.0000.100.1000.610.10211.10.000	General Supplies	$299.03
		100.129.0000.100.1000.610.10209.10.000	General Supplies	$460.65
		100.133.0000.000.2130.610.10303.10.000	General Supplies	$254.95
		100.133.0000.100.1000.610.10303.10.000	General Supplies	$208.80
		100.134.0000.100.1000.610.10304.20.000	General Supplies	$813.65
		100.135.0000.000.2620.610.10305.31.000	General Supplies	$34.29
		100.135.0000.100.1000.610.10305.31.000	General Supplies	$162.00
		100.136.0000.100.1000.610.10208.31.000	General Supplies	$1,906.64
		100.164.0000.320.1000.610.10604.32.000	General Supplies	$53.78
		100.165.0000.000.2575.610.10605.32.000	General Supplies	$116.29
		100.170.0000.000.2700.610.10000.00.000	General Supplies	$1,061.02
		207.213.0000.450.1000.610.10305.31.000	General Supplies	$174.37
		230.231.0000.610.2200.612.10000.00.000	Inventoried Supplies/Equipment <$5000	$408.99
		240.300.0000.370.1000.650.10601.32.000	Supplies-Information Technology-related	$302.74
		280.633.0000.000.2100.610.10202.26.000	General Supplies	$361.28
		280.633.0000.000.2100.610.10206.26.000	General Supplies	$576.58
		280.633.0000.000.2100.610.10209.26.000	General Supplies	$163.91
		280.633.0000.000.2100.610.10210.26.000	General Supplies	$25.88

Voucher Supplement Account Summary

Voucher Batch Number: 1374 **05/07/2026**

Fiscal Year: 2025-2026

Vendor Remit Name	Vendor #	Account	Description	Amount
		280.633.0000.000.2100.610.10211.26.000	General Supplies	$1,043.03
		280.633.0000.000.2100.610.10305.26.000	General Supplies	$754.04
		280.633.0000.000.3300.610.10302.26.000	General Supplies	$4,559.72
		280.633.0000.100.1000.610.10209.26.000	General Supplies	$46.63
		280.633.0000.100.1000.610.10210.26.000	General Supplies	$9.99
		280.633.0000.100.1000.640.10603.26.000	Books and Periodicals	$15.40
		280.634.0000.300.1000.610.10305.20.000	General Supplies	$483.54
		280.709.0000.000.2213.610.10000.26.000	General Supplies	$361.07
		280.767.0000.000.2500.610.10000.00.000	General Supplies	$506.16
		280.912.0000.300.1000.610.10000.00.000	General Supplies	$387.94
			Vendor Total:	$17,441.35
APPLE COMPUTER_1112	1112			
		100.107.0000.000.2580.650.10000.00.000	Supplies-Information Technology-related	$329.00
			Vendor Total:	$329.00
AUTO & TRUCK ELECTRIC,INC	1382			
		100.170.0000.000.2730.617.10000.00.000	Batt & Antifreeze	$2,010.00
			Vendor Total:	$2,010.00
CCMSI				
		703.102.0000.000.2570.340.10000.00.000	Other Professional Services	$2,025.00
			Vendor Total:	$2,025.00
CHARTWELLS				
		290.180.0000.000.3100.630.10000.00.000	Food	$31,351.20

Voucher Supplement Account Summary

Voucher Batch Number: 1374 **05/07/2026**

Fiscal Year: 2025-2026

Vendor Remit Name	Vendor #	Account	Description		Amount
				Vendor Total:	$31,351.20
CINDERLITE TRUCKING CORP	3830				
		100.108.0000.000.2620.610.10209.10.000	General Supplies		$313.01
				Vendor Total:	$313.01
CONNECTIONS SPEECH&LANGUAGE SERVICES LLC					
		250.101.0000.200.2150.340.10000.00.000	Other Professional Services		$64,032.00
				Vendor Total:	$64,032.00
DYSLEXIA ON DEMAND					
		280.639.0000.200.1000.653.10000.00.000	Web-based and similar programs		$1,944.25
				Vendor Total:	$1,944.25
FATBEAM, LLC					
		100.107.0000.000.2580.535.10000.00.000	Data Communications, Internet, Video, T-lines, etc		$290.00
				Vendor Total:	$290.00
FRONTIER					
		100.163.0000.000.2410.533.10603.32.000	Telephone - Land Line phone services		$291.69
				Vendor Total:	$291.69
IMAGENET CONSULTING LLC					
		240.300.0000.381.1000.610.10605.32.000	General Supplies		$1,248.00
		280.634.0000.300.1000.652.10305.20.000	Inventoried Supplies/Equipment - IT Related <$5000		$5,996.00
				Vendor Total:	$7,244.00
INLAND SUPPLY CO., INC.	10000				
		100.126.0000.000.2620.610.10206.10.000	General Supplies		$40.27
		100.127.0000.000.2620.610.10210.10.000	General Supplies		$2,435.32

Voucher Supplement Account Summary

Voucher Batch Number: 1374 **05/07/2026**

Fiscal Year: 2025-2026

Vendor Remit Name	Vendor #	Account	Description		Amount
		100.161.0000.000.2620.610.10601.32.000	General Supplies		$2,765.98
				Vendor Total:	$5,241.57
ISOLVED BENEFITS					
		100.102.0000.000.2570.340.10000.00.00	Other Professional Services		$264.00
				Vendor Total:	$264.00
JIM MENESINI PETROLEUM					
		100.101.0000.000.2610.623.10000.00.00	Bottled Gas		$646.78
				Vendor Total:	$646.78
LYON COUNTY SHERIFF	P101				
		100.101.0000.000.2660.340.10000.00.00	Other Professional Services		$47,176.69
				Vendor Total:	$47,176.69
M & R SINNING, LLC					
		280.763.0000.200.2200.340.10000.00.00	Other Professional Services		$12,500.00
				Vendor Total:	$12,500.00
MATTA, SAGE					
		280.639.0000.200.2160.340.10000.00.00	Other Professional Services		$4,753.00
				Vendor Total:	$4,753.00
NOREGON SYSTEMS, LLC					
		100.170.0000.000.2700.650.10000.00.00	Supplies-Information Technology-related		$1,861.51
				Vendor Total:	$1,861.51
PACIFIC STATES COMMUNICATIONS OF NV, INC					
		100.107.0000.000.2580.350.10000.00.00	Technical Services		$2,155.25
				Vendor Total:	$2,155.25
PAUL CAVIN ARCHITECT LLC					

Voucher Supplement Account Summary

Voucher Batch Number: 1374 **05/07/2026**

Fiscal Year: 2025-2026

Vendor Remit Name	Vendor #	Account	Description		Amount
		360.013.0000.000.4300.340.10305.31.000	Other Professional Services		$500.00
		360.013.0000.000.4300.340.10601.32.000	Other Professional Services		$1,452.50
		360.013.0000.000.4300.340.10603.32.000	Other Professional Services		$715.00
		360.013.0000.000.4300.340.10604.32.000	Other Professional Services		$605.00
		360.013.0000.000.4300.340.10605.32.000	Other Professional Services		$985.00
				Vendor Total:	$4,257.50
PROPIO LANGUAGE SERVICES, LLC					
		280.639.0000.200.2190.340.10000.00.000	Other Professional Services		$18.55
				Vendor Total:	$18.55
RON'S REFRIGERATION, INC	17820				
		100.108.0000.000.2620.430.10000.00.000	Repairs and Maintenance Services		$1,220.80
				Vendor Total:	$1,220.80
SAFETY-KLEEN SYSTEMS, INC	18119				
		100.170.0000.000.2710.430.10000.00.000	Repairs and Maintenance Services		$1,902.53
				Vendor Total:	$1,902.53
SKY FIBER INTERNET					
		100.107.0000.000.2580.535.10000.00.000	Data Communications, Internet, Video, T-lines, etc		$58,121.00
				Vendor Total:	$58,121.00
STAPLES ADVANTAGE	99736				
		280.633.0000.000.2100.610.10203.26.000	General Supplies		$1,543.84
				Vendor Total:	$1,543.84
TAHOE SUPPLY CO.	11238				
		100.127.0000.000.2620.610.10210.10.000	General Supplies		$1,327.91

Voucher Supplement Account Summary

Voucher Batch Number: 1374 **05/07/2026**

Fiscal Year: 2025-2026

Vendor Remit Name	Vendor #	Account	Description		Amount
				Vendor Total:	$1,327.91
TRANE U.S. INC					
		360.013.0000.000.4700.450.10202.10.000	Construction Services		$664,919.06
		360.013.0000.000.4700.450.10205.10.000	Construction Services		$707,577.67
		360.013.0000.000.4700.450.10601.32.000	Construction Services		$400,224.74
		360.013.0000.000.4700.450.10604.32.000	Construction Services		$400,413.03
				Vendor Total:	$2,173,134.50
TRILOGY EDUCATION CONSULTING					
		280.639.0000.200.2200.340.10000.00.000	Other Professional Services		$500.00
				Vendor Total:	$500.00
ULINE	102057				
		100.170.0000.000.2700.610.10000.00.000	General Supplies		$814.43
				Vendor Total:	$814.43
UNITY SCHOOL BUS PARTS	21378				
		100.170.0000.000.2710.614.10000.00.000	Parts		$201.89
				Vendor Total:	$201.89
VARITRONICS, LLC					
		100.125.0000.100.1000.616.10205.10.000	Teacher Supplies		$2,309.98
				Vendor Total:	$2,309.98
WALKER LAKE DISPOSAL INC.	102157				
		100.101.0000.000.2610.421.10000.00.000	Garbage / Disposal		$1,144.00
		100.108.0000.000.2610.421.10000.00.000	Garbage / Disposal		$208.00
				Vendor Total:	$1,352.00
WEDCO INC.	22320				

Voucher Supplement Account Summary

Voucher Batch Number: 1374 **05/07/2026**

Fiscal Year: 2025-2026

Vendor Remit Name	Vendor #	Account	Description		Amount
		100.108.0000.000.2620.610.10000.00.000	General Supplies		$362.44
				Vendor Total:	$362.44
WESTERN NEVADA SUPPLY	22580				
		100.108.0000.000.2620.610.10205.10.000	General Supplies		$69.76
		100.108.0000.000.2620.610.10305.31.000	General Supplies		$629.01
		100.135.0000.000.2620.610.10305.31.000	General Supplies		$121.57
		100.161.0000.000.2620.610.10601.32.000	General Supplies		$233.74
				Vendor Total:	$1,054.08
WILD ROOTS OCCUPATIONAL THERAPY					
		250.101.0000.200.2160.340.10000.00.000	Other Professional Services		$14,058.00
				Vendor Total:	$14,058.00
XEROX CORPORATION					
		100.126.0000.000.2410.442.10206.10.000	Rental of Equipment and Vehicles		$225.69
				Vendor Total:	$225.69
				Grand Total:	$2,478,704.96

End of Report

LYON COUNTY SCHOOL DISTRICT VOUCHER

Voucher No: 1380 **Voucher Date:** 05/14/2026 Prepared By: _____

Printed: 06/02/2026 09:33:38 AM

LYON COUNTY SCHOOL DISTRICT is hereby authorized to draw warrants against LYON COUNTY SCHOOL DISTRICT funds for the sum of $193,959.66 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
Kallie Day	Member
Darin Farr	Member
Sherry Parsons	Member
James Whisler	Member

LYON COUNTY SCHOOL DISTRICT

Fund		Amount
100	General Fund	$22,525.45
230	Adult Education	$12,072.92
240	State Grants	$8,258.97
250	Special Education	$22,895.17
280	Federal Funds	$112,514.69
290	Food Service Funds	$77.58
704	Unemployment Compensation	$15,614.88
		$193,959.66

Created By: 266308.sdavidson **Posted By:** 266308.sdavidson **Date:** 05/14/2026 15:34:04 Page: 1

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1380 **05/14/2026**

Fiscal Year: 2025-2026

Vendor Remit Name	Vendor #	Account	Description	Amount
A T & T LONG DISTANCE	18214			
		100.101.0000.000.2510.533.10000.00.00 **Check #: 6025**	Telephone - Land Line phone services	$50.10
			Vendor Total:	$50.10
A T & T MONTHLY STATEMENT	99712			
		100.101.0000.000.2670.533.10605.32.00 **Check #: 6026**	Telephone - Land Line phone services	$121.48
			Vendor Total:	$121.48
ABLESPACE INC				
		250.105.0000.200.2100.653.10000.00.00 **Check #: 6027**	Web-based and similar programs	$17,760.75
			Vendor Total:	$17,760.75
ACTE MEMBERSHIP				
		240.300.0000.300.2200.810.10000.00.00 **Check #: 6028**	Dues and Fees	$5,040.00
		280.631.0000.300.2200.330.10000.00.00 **Check #: 6028**	Professional Employee Training & Development Serv	$1,050.00
		280.631.0000.300.2213.330.10000.00.00 **Check #: 6028**	Professional Employee Training & Development Serv	$1,840.00
			Vendor Total:	$7,930.00
ADAMS, MARRICELLA A				
		280.639.0000.200.2213.580.10000.00.00 **Check #: 6029**	Staff Travel	$198.96
			Vendor Total:	$198.96
BALL HORTICULTURAL COMPANY				
		240.300.0000.310.1000.610.10602.50.00 **Check #: 6030**	General Supplies	$3,179.22
			Vendor Total:	$3,179.22
BAUMBACK, SANDY	102125			
		100.170.0000.000.2710.519.10000.00.00 **Check #: 6031**	Student Transportation Purchased From Other Source	$150.00

Voucher Supplement Account Summary

Voucher Batch Number: 1380 **05/14/2026**

Fiscal Year: 2025-2026

Vendor Remit Name	Vendor #	Account	Description		Amount
				Vendor Total:	$150.00
BOYS & GIRLS CLUB OF TRUCKEE MEADOWS	102901				
		280.767.0000.000.2100.320.10203.10.00 **Check #: 6032**	Professional Educational Services		$2,775.13
		280.767.0000.000.2100.320.10206.10.00 **Check #: 6032**	Professional Educational Services		$6,511.43
		280.767.0000.000.2100.320.10209.10.00 **Check #: 6032**	Professional Educational Services		$6,715.38
		280.767.0000.000.2100.320.10303.10.00 **Check #: 6032**	Professional Educational Services		$12,383.43
		280.767.0000.000.2515.340.10000.00.00 **Check #: 6032**	Other Professional Services		$4,587.59
		280.767.0000.000.2515.580.10000.00.00 **Check #: 6032**	Travel		$2,258.79
		280.767.0000.000.2700.510.10000.00.00 **Check #: 6032**	Student Transportation Services		$2,500.50
		280.767.0000.100.1000.610.10206.10.00 **Check #: 6032**	General Supplies		$35.53
		280.767.0000.100.1000.610.10209.10.00 **Check #: 6032**	General Supplies		$36.72
		280.767.0000.100.1000.610.10303.10.00 **Check #: 6032**	General Supplies		$146.49
				Vendor Total:	$37,950.99
CAREER & TECHNICAL EDUCATION CONSORTIUM					
		280.631.0000.300.2200.320.10000.00.00 **Check #: 6033**	Professional Educational Services		$1,072.00
		280.912.0000.300.1000.340.10000.00.00 **Check #: 6033**	Other Professional Services		$3,204.00
				Vendor Total:	$4,276.00
CINTAS CORP					
		100.161.0000.000.2620.430.10601.32.00 **Check #: 6034**	Repairs and Maintenance Services		$201.10

Voucher Supplement Account Summary

Voucher Batch Number: 1380 **05/14/2026**

Fiscal Year: 2025-2026

Vendor Remit Name	Vendor #	Account	Description		Amount
				Vendor Total:	$201.10
CLARKSON, SUSAN					
		280.639.0000.200.2140.340.10000.00.00 Check #: 6035	Other Professional Services		$3,425.00
				Vendor Total:	$3,425.00
CONCENTRA					
		100.170.0000.000.2710.340.10000.00.00 Check #: 6036	Other Professional Services		$394.00
				Vendor Total:	$394.00
DEWITT, CODDIERAE					
		100.170.0000.000.2710.519.10000.00.00 Check #: 6037	Student Transportation Purchased From Other Source		$160.00
				Vendor Total:	$160.00
ELECTRONIX EXPRESS					
		280.912.0000.300.1000.610.10000.00.00 Check #: 6038	General Supplies		$996.93
				Vendor Total:	$996.93
ELMER BULL					
		100.101.0000.000.2310.580.10000.00.00 Check #: 6039	Staff Travel		$286.75
				Vendor Total:	$286.75
FRANKLIN COVEY					
		280.624.0000.000.2213.330.10000.00.00 Check #: 6040	Professional Employee Training & Development Serv		$30,401.00
				Vendor Total:	$30,401.00
GAVIN, JOHN F					
		280.639.0000.200.2213.580.10000.00.00 Check #: 6041	Staff Travel		$220.55
				Vendor Total:	$220.55
GRAINGER	99826				

Voucher Supplement Account Summary

Voucher Batch Number: 1380 **05/14/2026**

Fiscal Year: 2025-2026

Vendor Remit Name	Vendor #	Account	Description		Amount
		100.108.0000.000.2620.610.10603.32.00 **Check #: 6042**	General Supplies		$1,374.46
				Vendor Total:	$1,374.46
IN PLAIN SIGHT MARKETING LLC					
		230.231.0000.610.1000.540.10000.00.00 **Check #: 6043**	Advertising		$12,000.00
				Vendor Total:	$12,000.00
JACKSON, WYNDY	97652				
		100.170.0000.000.2710.810.10000.00.00 **Check #: 6044**	Dues and Fees		$10.00
				Vendor Total:	$10.00
JOSTENS_10600	10600				
		100.164.0000.100.1000.610.10604.32.00 **Check #: 6045**	General Supplies		$21.65
				Vendor Total:	$21.65
JOSTENS_97170	97170				
		100.163.0000.000.2410.610.10603.32.00 **Check #: 6046**	General Supplies		$242.00
		100.163.0000.100.1000.610.10603.32.00 **Check #: 6046**	General Supplies		$244.60
		100.164.0000.100.1000.610.10604.32.00 **Check #: 6046**	General Supplies		$120.60
		100.165.0000.100.1000.610.10605.32.00 **Check #: 6046**	General Supplies		$400.00
				Vendor Total:	$1,007.20
JUAREZ, DYANA					
		280.639.0000.200.2213.580.10000.00.00 **Check #: 6047**	Staff Travel		$335.03
				Vendor Total:	$335.03
JUDD, TAUNI					
		250.105.0000.200.2319.581.10000.00.00 **Check #: 6048**	Travel - Instructional Licensed Personnel		$18.13

Voucher Supplement Account Summary

Voucher Batch Number: 1380 **05/14/2026**

Fiscal Year: 2025-2026

Vendor Remit Name	Vendor #	Account	Description		Amount
				Vendor Total:	$18.13
KIMBALL MIDWEST	96824				
		100.170.0000.000.2700.610.10000.00.00 Check #: 6049	General Supplies		$986.95
				Vendor Total:	$986.95
KOPS, GERALD C					
		280.667.0000.000.2200.340.10000.00.00 Check #: 6050	Other Professional Services		$1,365.60
				Vendor Total:	$1,365.60
LYON COUNTY SCHOOL DIST._99346	99346				
		280.688.0000.000.2100.610.10000.00.00 Check #: 6051	General Supplies		$1,849.62
				Vendor Total:	$1,849.62
MAPLEWOODSHOP, LLC					
		280.912.0000.300.1000.610.10000.00.00 Check #: 6052	General Supplies		$3,934.50
		280.912.0000.300.1000.653.10000.00.00 Check #: 6052	Web-based and similar programs		$8,252.50
				Vendor Total:	$12,187.00
MASTERCRAFT					
		280.912.0000.300.1000.610.10000.00.00 Check #: 6053	General Supplies		$1,610.98
				Vendor Total:	$1,610.98
MAUPIN, COX, & LEGOY	22060				
		100.101.0000.000.2320.340.10000.00.00 Check #: 6054	Other Professional Services		$2,935.56
		250.105.0000.200.2318.820.10000.00.00 Check #: 6054	Judgments Against the School District		$4,956.25
				Vendor Total:	$7,891.81
MICHAEL SOUKUP					
		280.639.0000.200.2160.340.10000.00.00 Check #: 6055	Other Professional Services		$1,852.50

Voucher Supplement Account Summary

Voucher Batch Number: 1380 **05/14/2026**

Fiscal Year: 2025-2026

Vendor Remit Name	Vendor #	Account	Description		Amount
				Vendor Total:	$1,852.50
MIDWEST BUS PARTS					
		100.170.0000.000.2700.610.10000.00.00 **Check #: 6056**	General Supplies		$444.70
				Vendor Total:	$444.70
MILLER, TIMOTHY					
		100.170.0000.000.2710.519.10000.00.00 **Check #: 6057**	Student Transportation Purchased From Other Source		$85.68
				Vendor Total:	$85.68
NEVADA DRUG & ALCOHOL TESTING INC	101753				
		100.170.0000.000.2710.340.10000.00.00 **Check #: 6058**	Other Professional Services		$680.38
				Vendor Total:	$680.38
NEVADA EMPLOYMENT SECURITY	14540				
		704.102.0000.000.2319.260.10000.00.00 **Check #: 6059**	Unemployment Compensation		$15,614.88
				Vendor Total:	$15,614.88
NORTHERN NEVADA SWIM & DIVE OFFICIALS					
		100.161.0000.920.1000.340.10601.32.00 **Check #: 6060**	Other Professional Services		$2,454.19
				Vendor Total:	$2,454.19
O'REILLY AUTO PARTS	102278				
		100.170.0000.000.2710.614.10000.00.00 **Check #: 6061**	Parts		$88.12
				Vendor Total:	$88.12
OHLER, STANLEY					
		280.639.0000.200.2213.580.10000.00.00 **Check #: 6062**	Staff Travel		$199.40
				Vendor Total:	$199.40
ORDUNA, FELICIANA	101671				

Voucher Supplement Account Summary

Voucher Batch Number: 1380 **05/14/2026**

Fiscal Year: 2025-2026

Vendor Remit Name	Vendor #	Account	Description	Amount
		100.170.0000.000.2710.519.10000.00.00 **Check #: 6063**	Student Transportation Purchased From Other Source	$160.00
			Vendor Total:	$160.00
OWN YOUR OWN SOLUTION, LLC				
		280.667.0000.000.2200.340.10000.00.00 **Check #: 6064**	Other Professional Services	$3,180.03
			Vendor Total:	$3,180.03
PITNEY BOWES GLOBAL FINANCIAL	101970			
		100.132.0000.000.2410.442.10302.20.00 **Check #: 6065**	Rental of Equipment and Vehicles	$250.53
			Vendor Total:	$250.53
PRIMO BRANDS	97540			
		100.101.0000.000.2510.610.10000.00.00 **Check #: 6066**	General Supplies	$706.19
		230.231.0000.610.2600.400.10000.00.00 **Check #: 6066**	Purchased Property Services	$56.92
			Vendor Total:	$763.11
RALEY'S				
		240.300.0000.310.1000.610.10601.32.00 **Check #: 6067**	General Supplies	$39.75
			Vendor Total:	$39.75
REID, CHRISTINA				
		280.639.0000.200.2213.580.10000.00.00 **Check #: 6068**	Staff Travel	$263.00
			Vendor Total:	$263.00
RESTORATIVE LENS FACILITATION & CONSULTI				
		280.667.0000.000.2200.340.10000.00.00 **Check #: 6069**	Other Professional Services	$510.00
			Vendor Total:	$510.00
ROSEBERRY, TAMARA				

Voucher Supplement Account Summary

Voucher Batch Number: 1380 **05/14/2026**

Fiscal Year: 2025-2026

Vendor Remit Name	Vendor #	Account	Description		Amount
		280.700.0000.000.2213.580.10000.00.00 **Check #: 6070**	Staff Travel		$633.12
				Vendor Total:	$633.12
SHRED-IT USA					
		100.133.0000.000.2410.421.10303.10.00 **Check #: 6071**	Garbage / Disposal		$18.00
		230.231.0000.610.2600.400.10000.00.00 **Check #: 6071**	Purchased Property Services		$16.00
				Vendor Total:	$34.00
SILVERLAND MIDDLE SCHOOL_101992	101992				
		100.101.0000.920.1000.340.10305.31.00 **Check #: 6072**	Other Professional Services		$600.00
				Vendor Total:	$600.00
SMITHS CUSTOMER CHARGES	19520				
		100.164.0000.194.1000.610.10604.32.00 **Check #: 6073**	General Supplies		$71.60
				Vendor Total:	$71.60
SPENCER, MARA					
		280.639.0000.200.2213.580.10000.00.00 **Check #: 6074**	Staff Travel		$231.29
				Vendor Total:	$231.29
STOOD, HEATHER					
		280.639.0000.200.2213.580.10000.00.00 **Check #: 6075**	Staff Travel		$184.55
				Vendor Total:	$184.55
TECHNIX SOUND AND LIGHTING					
		100.161.0000.000.2410.610.10601.32.00 **Check #: 6076**	General Supplies		$1,500.00
				Vendor Total:	$1,500.00
TERRY, SHELLIE A					
		100.101.0000.000.2510.580.10000.00.00 **Check #: 6077**	Staff Travel		$92.80

Voucher Supplement Account Summary

Voucher Batch Number: 1380 **05/14/2026**

Fiscal Year: 2025-2026

Vendor Remit Name	Vendor #	Account	Description	Amount
			Vendor Total:	$92.80
THE PARTS HOUSE	23100			
		100.170.0000.000.2710.614.10000.00.00 Check #: 6078	Parts	$2,763.12
			Vendor Total:	$2,763.12
TOBII DYNAVOX LLC	101666			
		280.639.0000.200.1000.653.10000.00.00 Check #: 6079	Web-based and similar programs	$6,089.40
			Vendor Total:	$6,089.40
TRUCKEE TAHOE LUMBER CO				
		280.912.0000.300.1000.610.10000.00.00 Check #: 6080	General Supplies	$777.92
			Vendor Total:	$777.92
VERIZON WIRELESS_21703	21703			
		100.101.0000.000.2310.535.10000.00.00 Check #: 6081	Data Communications, Internet, Video, T-lines, etc	$165.04
		100.101.0000.000.2510.533.10000.00.00 Check #: 6081	Telephone - Land Line phone services	$150.20
		100.101.0000.000.2520.534.10000.00.00 Check #: 6081	Telephone - Cell phone services	$397.66
		100.104.0000.000.2210.535.10000.00.00 Check #: 6081	Data Communications, Internet, Video, T-lines, etc	$440.17
		100.107.0000.000.2580.534.10000.00.00 Check #: 6081	Telephone - Cell phone services	$486.72
		100.108.0000.000.2620.534.10000.00.00 Check #: 6081	Telephone - Cell phone services	$1,087.46
		100.125.0000.000.2410.533.10205.10.00 Check #: 6081	Telephone - Land Line phone services	$38.79
		100.170.0000.000.2710.534.10000.00.00 Check #: 6081	Telephone - Cell phone services	$660.67
		250.105.0000.200.2319.535.10000.00.00 Check #: 6081	Data Communications, Internet, Video, T-lines, etc	$160.04

Voucher Supplement Account Summary

Voucher Batch Number: 1380 **05/14/2026**

Fiscal Year: 2025-2026

Vendor Remit Name	Vendor #	Account	Description		Amount
		290.180.0000.000.3100.534.10000.00.00 **Check #: 6081**	Telephone - Cell phone services		$77.58
				Vendor Total:	$3,664.33
VESTIS					
		100.121.0000.000.2620.422.10201.10.00 **Check #: 6082**	Janitorial / Custodial Services		$94.31
		100.127.0000.000.2620.422.10210.10.00 **Check #: 6082**	Janitorial / Custodial Services		$120.92
		100.132.0000.000.2620.422.10302.20.00 **Check #: 6082**	Janitorial / Custodial Services		$133.86
				Vendor Total:	$349.09
WESTERN NEVADA REGIONAL YOUTH CENTER					
		280.650.0000.000.2100.320.10000.25.00 **Check #: 6083**	Professional Educational Services		$31.47
		280.650.0000.000.2100.320.10000.26.00 **Check #: 6083**	Professional Educational Services		$115.39
		280.650.0000.100.1000.610.10000.26.00 **Check #: 6083**	General Supplies		$439.96
				Vendor Total:	$586.82
WRIGHT, DENA					
		280.700.0000.000.2213.580.10000.00.00 **Check #: 6084**	Staff Travel		$299.00
				Vendor Total:	$299.00
XEROX FINANCIAL SERVICES					
		100.101.0000.000.2510.443.10000.00.00 **Check #: 6085**	Rentals of Computers and Related Equipment		$535.09
				Vendor Total:	$535.09
YERINGTON HIGH SCHOOL_23180	23180				
		100.101.0000.920.1000.610.10603.32.00 **Check #: 6086**	General Supplies		$600.00
				Vendor Total:	$600.00

Voucher Supplement Account Summary

Voucher Batch Number: 1380 **05/14/2026**

Fiscal Year: 2025-2026

Vendor Remit Name	Vendor #	Account	Description	Amount
			Grand Total:	$193,959.66

End of Report

LYON COUNTY SCHOOL DISTRICT VOUCHER

Voucher No: 1379 **Voucher Date:** 05/14/2026 Prepared By: _____

Printed: 06/02/2026 09:34:18 AM

LYON COUNTY SCHOOL DISTRICT is hereby authorized to draw warrants against LYON COUNTY SCHOOL DISTRICT funds for the sum of $335,084.16 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
Kallie Day	Member
Darin Farr	Member
Sherry Parsons	Member
James Whisler	Member

LYON COUNTY SCHOOL DISTRICT

Fund		Amount
100	General Fund	$161,317.63
230	Adult Education	$1,347.79
240	State Grants	$254.94
250	Special Education	$51,493.00
280	Federal Funds	$92,254.63
290	Food Service Funds	$5,916.17
360	Bond Issues	$22,500.00
		$335,084.16

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1379 **05/14/2026**

Fiscal Year: 2025-2026

Vendor Remit Name	Vendor #	Account	Description	Amount
3D CONCRETE, INC.	103064			
		100.108.0000.000.2620.610.10205.10.000	General Supplies	$1,722.00
			Vendor Total:	$1,722.00
AMAZON BUSINESS				
		100.101.0000.000.2320.610.10000.00.000	General Supplies	$33.19
		100.109.0000.000.2213.610.10000.00.000	General Supplies	$22.10
		100.121.0000.000.2410.610.10201.10.000	General Supplies	$1,259.92
		100.121.0000.100.1000.616.10201.10.000	Teacher Supplies	$170.17
		100.121.0000.100.1000.650.10201.10.000	Supplies-Information Technology-related	$74.99
		100.122.0000.000.2130.610.10202.10.000	General Supplies	$9.99
		100.122.0000.000.2410.610.10202.10.000	General Supplies	$193.69
		100.122.0000.100.1000.610.10202.10.000	General Supplies	$50.97
		100.123.0000.000.2130.610.10203.10.000	General Supplies	$20.97
		100.123.0000.120.1000.610.10203.10.000	General Supplies	$84.38
		100.125.0000.000.2130.610.10205.10.000	General Supplies	$189.97
		100.125.0000.100.1000.610.10205.10.000	General Supplies	$1,709.62
		100.126.0000.100.1000.610.10206.10.000	General Supplies	$232.85
		100.126.0000.100.1000.616.10206.10.000	Teacher Supplies	$369.58
		100.127.0000.000.2130.610.10210.10.000	General Supplies	$99.60
		100.127.0000.100.1000.610.10210.10.000	General Supplies	$13.29

Voucher Supplement Account Summary

Voucher Batch Number: 1379 **05/14/2026**

Fiscal Year: 2025-2026

Vendor Remit Name	Vendor #	Account	Description	Amount
		100.128.0000.000.2620.610.10211.10.000	General Supplies	$22.28
		100.128.0000.100.1000.610.10211.10.000	General Supplies	$192.11
		100.129.0000.100.1000.616.10209.10.000	Teacher Supplies	$182.04
		100.132.0000.000.2130.610.10302.20.000	General Supplies	$171.25
		100.133.0000.000.2130.610.10303.10.000	General Supplies	$331.29
		100.133.0000.100.1000.610.10303.10.000	General Supplies	$195.55
		100.134.0000.100.1000.610.10304.20.000	General Supplies	$692.48
		100.135.0000.000.2620.610.10305.31.000	General Supplies	$176.04
		100.161.0000.000.2130.610.10601.32.000	General Supplies	$709.25
		100.161.0000.100.1000.610.10601.32.000	General Supplies	$584.83
		100.161.0000.100.1000.616.10601.32.000	Teacher Supplies	$454.12
		100.161.0000.192.1000.610.10601.32.000	General Supplies	$334.00
		100.161.0000.920.1000.610.10601.32.000	General Supplies	$47.77
		100.163.0000.000.2410.610.10603.32.000	General Supplies	$16.14
		100.163.0000.100.1000.610.10603.32.000	General Supplies	$540.65
		100.163.0000.190.1000.610.10603.32.000	General Supplies	$1,348.64
		100.163.0000.191.1000.610.10603.32.000	General Supplies	$1,688.10
		100.163.0000.193.1000.610.10603.32.000	General Supplies	$196.12
		100.164.0000.000.2130.610.10604.32.000	General Supplies	$478.97

Voucher Supplement Account Summary

Voucher Batch Number: 1379 **05/14/2026**

Fiscal Year: 2025-2026

Vendor Remit Name	Vendor #	Account	Description	Amount
		100.164.0000.100.1000.610.10604.32.000	General Supplies	$218.53
		100.164.0000.192.1000.610.10604.32.000	General Supplies	$130.82
		100.164.0000.320.1000.610.10604.32.000	General Supplies	$43.16
		280.633.0000.000.2100.610.10201.26.000	General Supplies	$4,377.55
		280.633.0000.000.2100.610.10202.26.000	General Supplies	$2,786.93
		280.633.0000.000.2100.610.10206.26.000	General Supplies	$1,488.17
		280.633.0000.000.2100.610.10210.26.000	General Supplies	$9.88
		280.633.0000.000.2100.610.10302.26.000	General Supplies	$2,072.37
		280.633.0000.000.2100.610.10303.26.000	General Supplies	$27.98
		280.633.0000.000.2515.610.10000.26.000	General Supplies	$222.71
		280.633.0000.000.3300.610.10202.26.000	General Supplies	$317.41
		280.633.0000.000.3300.610.10206.26.000	General Supplies	$544.47
		280.633.0000.100.1000.610.10210.26.000	General Supplies	$276.01
		280.633.0000.100.1000.610.10304.26.000	General Supplies	$380.03
		280.633.0000.100.1000.640.10206.26.000	Books and Periodicals	$1,662.94
		280.633.0000.100.1000.650.10604.26.000	Supplies-Information Technology-related	$2,291.44
		280.633.0000.100.1000.652.10203.26.000	Inventoried Supplies/Equipment - IT Related <$5000	$6,175.83
		280.709.0000.000.2213.610.10000.25.000	General Supplies	$5,108.39

Voucher Supplement Account Summary

Voucher Batch Number: 1379 **05/14/2026**

Fiscal Year: 2025-2026

Vendor Remit Name	Vendor #	Account	Description	Amount
		280.709.0000.000.2213.610.10000.26.000	General Supplies	$519.80
		280.709.0000.000.2213.640.10000.25.000	Books and Periodicals	$484.44
		280.912.0000.300.1000.610.10000.00.000	General Supplies	$952.22
		290.180.0000.000.3100.610.10000.00.000	General Supplies	$164.87
			Vendor Total:	$43,152.86
AMAZON BUSINESS				
		100.170.0000.000.2700.610.10000.00.000	General Supplies	$621.18
			Vendor Total:	$621.18
APEX CYBER SYSTEMS				
		100.101.0000.000.2660.654.10210.10.000	Supplies - IT Related <$999 > 1 year useful life	$3,028.00
		100.101.0000.000.2660.654.10211.10.000	Supplies - IT Related <$999 > 1 year useful life	$1,043.00
			Vendor Total:	$4,071.00
AUTO & TRUCK ELECTRIC,INC	1382			
		100.170.0000.000.2730.617.10000.00.000	Batt & Antifreeze	$395.00
			Vendor Total:	$395.00
BOYS & GIRLS CLUB OF MASON VALLEY	97650			
		280.767.0000.000.2100.320.10201.10.000	Professional Educational Services	$3,703.16
		280.767.0000.000.2100.320.10202.10.000	Professional Educational Services	$5,167.20
		280.767.0000.000.2100.320.10205.10.000	Professional Educational Services	$3,272.56
		280.767.0000.000.2100.320.10210.10.000	Professional Educational Services	$2,303.70
		280.767.0000.000.2100.320.10211.10.000	Professional Educational Services	$4,811.94

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1379 **05/14/2026**

Fiscal Year: 2025-2026

Vendor Remit Name	Vendor #	Account	Description		Amount
		280.767.0000.000.2100.320.10304.20.000	Professional Educational Services		$7,104.88
		280.767.0000.000.2515.340.10000.00.000	Other Professional Services		$3,530.95
				Vendor Total:	$29,894.39
BRADY INDUSTRIES					
		100.123.0000.000.2620.610.10203.10.000	General Supplies		$168.68
				Vendor Total:	$168.68
BUS PARTS WAREHOUSE	2534				
		100.170.0000.000.2710.614.10000.00.000	Parts		$1,383.82
				Vendor Total:	$1,383.82
CAPITAL CITY AUTO PARTS	102852				
		100.170.0000.000.2710.614.10000.00.000	Parts		$1,279.61
				Vendor Total:	$1,279.61
CDW, LLC	100170				
		100.107.0000.000.2580.651.10000.00.000	Supplies - Technology - Software		$8,050.00
				Vendor Total:	$8,050.00
CMC TIRE					
		100.170.0000.000.2730.611.10000.00.000	Tires/Flooring		$3,252.96
				Vendor Total:	$3,252.96
CORE CONSTRUCTION	102843				
		360.013.0000.000.4600.450.10601.32.000	Construction Services		$22,500.00
				Vendor Total:	$22,500.00
CUMMINS ROCKY MOUNTAIN LLC	99462				
		100.170.0000.000.2700.651.10000.00.000	Supplies - Technology - Software		$5,160.00
				Vendor Total:	$5,160.00

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1379 **05/14/2026**

Fiscal Year: 2025-2026

Vendor Remit Name	Vendor #	Account	Description	Amount
FLYERS ENERGY, LLC	102216			
		100.170.0000.000.2730.626.10000.00.000	Gasoline	$1,518.34
			Vendor Total:	$1,518.34
FOURTEEN IP, INC				
		100.107.0000.000.2580.533.10000.00.000	Telephone - Land Line phone services	$29.02
		100.121.0000.000.2410.533.10201.10.000	Telephone - Land Line phone services	$28.93
		100.122.0000.000.2410.533.10202.10.000	Telephone - Land Line phone services	$28.93
		100.123.0000.000.2410.533.10203.10.000	Telephone - Land Line phone services	$28.93
		100.125.0000.000.2410.533.10205.10.000	Telephone - Land Line phone services	$28.93
		100.126.0000.000.2410.533.10206.10.000	Telephone - Land Line phone services	$28.93
		100.127.0000.000.2410.533.10210.10.000	Telephone - Land Line phone services	$28.93
		100.128.0000.000.2410.533.10211.10.000	Telephone - Land Line phone services	$28.93
		100.129.0000.000.2410.533.10209.10.000	Telephone - Land Line phone services	$28.93
		100.132.0000.000.2410.533.10302.20.000	Telephone - Land Line phone services	$28.93
		100.133.0000.000.2410.533.10303.10.000	Telephone - Land Line phone services	$28.93
		100.134.0000.000.2410.533.10304.20.000	Telephone - Land Line phone services	$28.93
		100.135.0000.000.2410.533.10305.31.000	Telephone - Land Line phone services	$28.93
		100.136.0000.000.2410.533.10208.31.000	Telephone - Land Line phone services	$28.93
		100.161.0000.000.2410.533.10601.32.000	Telephone - Land Line phone services	$28.93
		100.162.0000.000.2410.533.10602.50.000	Telephone - Land Line phone services	$28.93

Voucher Supplement Account Summary

Voucher Batch Number: 1379 **05/14/2026**

Fiscal Year: 2025-2026

Vendor Remit Name	Vendor #	Account	Description	Amount
		100.163.0000.000.2410.533.10603.32.000	Telephone - Land Line phone services	$28.93
		100.164.0000.000.2410.533.10604.32.000	Telephone - Land Line phone services	$28.93
		100.165.0000.000.2410.533.10605.32.000	Telephone - Land Line phone services	$28.93
		100.170.0000.000.2710.533.10000.00.000	Telephone - Land Line phone services	$28.93
		230.231.0000.610.2500.533.10000.00.000	Telephone - Land Line phone services	$86.79
			Vendor Total:	$665.48
FRONTIER				
		100.101.0000.000.2320.533.10000.00.000	Telephone - Land Line phone services	$394.38
			Vendor Total:	$394.38
HEALTHY COMMUNITIES COALITION				
		280.700.0000.000.2213.330.10000.00.000	Professional Employee Training & Development Serv	$10,229.04
			Vendor Total:	$10,229.04
INLAND SUPPLY CO., INC.	10000			
		100.128.0000.000.2620.610.10211.10.000	General Supplies	$1,604.01
		100.132.0000.100.1000.610.10302.20.000	General Supplies	$1,176.02
		100.133.0000.000.2620.610.10303.10.000	General Supplies	$464.10
		100.135.0000.000.2620.610.10305.31.000	General Supplies	$83.25
		100.161.0000.000.2410.610.10601.32.000	General Supplies	$4.40
		100.162.0000.000.2620.430.10602.50.000	Repairs and Maintenance Services	$1,338.85
		100.165.0000.000.2620.610.10605.32.000	General Supplies	$371.76
			Vendor Total:	$5,042.39

Voucher Supplement Account Summary

Voucher Batch Number: 1379 **05/14/2026**

Fiscal Year: 2025-2026

Vendor Remit Name	Vendor #	Account	Description		Amount
JEL SALES & MARKETING, LLC					
		280.709.0000.000.2213.640.10000.25.000	Books and Periodicals		$1,075.50
		280.709.0000.000.2213.640.10000.26.000	Books and Periodicals		$1,129.28
				Vendor Total:	$2,204.78
JIM MENESINI PETROLEUM					
		100.170.0000.000.2730.626.10000.00.000	Gasoline		$21,332.02
				Vendor Total:	$21,332.02
N N S O A SOFTBALL					
		100.101.0000.920.1000.340.10601.32.000	Other Professional Services		$391.80
		100.101.0000.920.1000.340.10602.50.000	Other Professional Services		$391.80
		100.101.0000.920.1000.340.10603.32.000	Other Professional Services		$391.80
		100.101.0000.920.1000.340.10604.32.000	Other Professional Services		$391.80
		100.101.0000.920.1000.340.10605.32.000	Other Professional Services		$391.80
				Vendor Total:	$1,959.00
NAPA AUTO & TRUCK PARTS_99614	99614				
		100.170.0000.000.2710.614.10000.00.000	Parts		$460.66
				Vendor Total:	$460.66
NEVADA DEPARTMENT OF AGRICULTURE	14535				
		290.180.0000.000.3100.630.10000.00.000	Food		$5,751.30
				Vendor Total:	$5,751.30
OSKAR SEPTIC SERVICES, LLC					
		100.108.0000.000.2620.430.10205.10.000	Repairs and Maintenance Services		$1,400.00
				Vendor Total:	$1,400.00

Voucher Supplement Account Summary

Voucher Batch Number: 1379 **05/14/2026**

Fiscal Year: 2025-2026

Vendor Remit Name	Vendor #	Account	Description		Amount
PAPE MACHINERY INC					
		100.170.0000.000.2710.614.10000.00.00 0	Parts		$216.35
				Vendor Total:	$216.35
PEARSON ASSESSMENT					
		280.639.0000.200.2140.610.10000.00.00 0	General Supplies		$675.26
				Vendor Total:	$675.26
PERRICONE, JOHN					
		280.633.0000.000.3300.340.10605.26.00 0	Other Professional Services		$6,000.00
				Vendor Total:	$6,000.00
PETERBILT TRUCK PARTS & EQUIPMENT LLC	21060				
		100.170.0000.000.2710.614.10000.00.00 0	Parts		$13,805.47
				Vendor Total:	$13,805.47
PRESENCE LEARNING, INC					
		250.101.0000.200.2150.340.10000.00.00 0	Other Professional Services		$51,493.00
				Vendor Total:	$51,493.00
PROCARE THERAPY					
		280.639.0000.200.2160.340.10000.00.00 0	Other Professional Services		$4,777.53
				Vendor Total:	$4,777.53
RON'S REFRIGERATION, INC	17820				
		100.108.0000.000.2620.610.10000.00.00 0	General Supplies		$477.50
				Vendor Total:	$477.50
SOLIANT HEALTH, LLC					
		280.639.0000.200.2100.340.10000.00.00 0	Other Professional Services		$2,876.25
		280.639.0000.200.2150.340.10000.00.00 0	Other Professional Services		$3,667.00

Voucher Supplement Account Summary

Voucher Batch Number: 1379 **05/14/2026**

Fiscal Year: 2025-2026

Vendor Remit Name	Vendor #	Account	Description		Amount
				Vendor Total:	$6,543.25
STAPLES ADVANTAGE	99736				
		100.135.0000.100.1000.610.10305.31.000	General Supplies		$311.88
		100.163.0000.000.2410.610.10603.32.000	General Supplies		$397.54
		100.163.0000.100.1000.610.10603.32.000	General Supplies		$40.00
				Vendor Total:	$749.42
STATE OF NEVADA_98141	98141				
		100.102.0000.000.2329.210.10000.00.000	Group Insurance		$22,158.95
				Vendor Total:	$22,158.95
TAHOE FENCE CO., INC	101980				
		100.108.0000.000.2620.430.10203.10.000	Repairs and Maintenance Services		$1,670.00
				Vendor Total:	$1,670.00
TAHOE SUPPLY CO.	11238				
		100.161.0000.000.2410.610.10601.32.000	General Supplies		$1,319.38
		100.164.0000.000.2620.610.10604.32.000	General Supplies		$985.12
				Vendor Total:	$2,304.50
TYLER TECHNOLOGIES, INC.	103232				
		100.170.0000.000.2700.651.10000.00.000	Supplies - Technology - Software		$18,376.25
		280.633.0000.000.2515.330.10000.26.000	Professional Employee Training & Development Serv		$300.00
				Vendor Total:	$18,676.25
VARITRONICS, LLC					
		280.709.0000.000.2213.610.10000.25.000	General Supplies		$1,931.81
				Vendor Total:	$1,931.81

Voucher Supplement Account Summary

Voucher Batch Number: 1379 **05/14/2026**

Fiscal Year: 2025-2026

Vendor Remit Name	Vendor #	Account	Description		Amount
WESTERN NEVADA SUPPLY	22580				
		100.101.0000.000.2620.610.10000.00.000	General Supplies		$10,360.00
		100.165.0000.000.2620.610.10605.32.000	General Supplies		$474.00
				Vendor Total:	$10,834.00
WILD WEST MOTORS, INC	8442				
		100.170.0000.000.2710.614.10000.00.000	Parts		$1,313.87
				Vendor Total:	$1,313.87
WILLIAM V. MACGILL & CO.	22793				
		100.125.0000.000.2130.610.10205.10.000	General Supplies		$129.03
				Vendor Total:	$129.03
XEROX CORPORATION					
		100.101.0000.000.2510.430.10000.00.000	Repairs and Maintenance Services		$1,126.86
		100.101.0000.000.2510.443.10000.00.000	Rentals of Computers and Related Equipment		$1,003.17
		100.121.0000.000.2410.430.10201.10.000	Repairs and Maintenance Services		$276.72
		100.121.0000.000.2410.443.10201.10.000	Rentals of Computers and Related Equipment		$388.33
		100.122.0000.000.2410.430.10202.10.000	Repairs and Maintenance Services		$406.46
		100.122.0000.000.2410.443.10202.10.000	Rentals of Computers and Related Equipment		$309.24
		100.123.0000.000.2410.430.10203.10.000	Repairs and Maintenance Services		$75.95
		100.123.0000.000.2410.443.10203.10.000	Rentals of Computers and Related Equipment		$120.54
		100.125.0000.000.2410.430.10205.10.000	Repairs and Maintenance Services		$359.51

Voucher Supplement Account Summary

Voucher Batch Number: 1379 **05/14/2026**

Fiscal Year: 2025-2026

Vendor Remit Name	Vendor #	Account	Description	Amount
		100.125.0000.000.2410.443.10205.10.000	Rentals of Computers and Related Equipment	$201.14
		100.126.0000.000.2410.430.10206.10.000	Repairs and Maintenance Services	$622.46
		100.126.0000.000.2410.443.10206.10.000	Rentals of Computers and Related Equipment	$158.84
		100.127.0000.000.2410.430.10210.10.000	Repairs and Maintenance Services	$394.04
		100.127.0000.000.2410.442.10210.10.000	Rental of Equipment and Vehicles	$21.24
		100.127.0000.000.2410.443.10210.10.000	Rentals of Computers and Related Equipment	$280.36
		100.127.0000.100.1000.430.10210.10.000	Repairs and Maintenance Services	$34.66
		100.128.0000.000.2410.430.10211.10.000	Repairs and Maintenance Services	$1,496.09
		100.128.0000.000.2410.443.10211.10.000	Rentals of Computers and Related Equipment	$229.96
		100.129.0000.000.2410.430.10209.10.000	Repairs and Maintenance Services	$172.12
		100.129.0000.000.2410.443.10209.10.000	Rentals of Computers and Related Equipment	$239.52
		100.132.0000.000.2410.430.10302.20.000	Repairs and Maintenance Services	$341.20
		100.132.0000.000.2410.443.10302.20.000	Rentals of Computers and Related Equipment	$307.96
		100.133.0000.000.2410.430.10303.10.000	Repairs and Maintenance Services	$326.86
		100.133.0000.000.2410.442.10303.10.000	Rental of Equipment and Vehicles	$298.92
		100.133.0000.000.2410.443.10303.10.000	Rentals of Computers and Related Equipment	$293.93
		100.134.0000.000.2410.442.10304.20.000	Rental of Equipment and Vehicles	$197.87

Voucher Supplement Account Summary

Voucher Batch Number: 1379 **05/14/2026**

Fiscal Year: 2025-2026

Vendor Remit Name	Vendor #	Account	Description	Amount
		100.135.0000.000.2410.430.10305.31.000	Repairs and Maintenance Services	$252.35
		100.135.0000.000.2410.443.10305.31.000	Rentals of Computers and Related Equipment	$799.91
		100.136.0000.000.2410.430.10208.31.000	Repairs and Maintenance Services	$678.17
		100.136.0000.000.2410.443.10208.31.000	Rentals of Computers and Related Equipment	$181.51
		100.161.0000.000.2410.430.10601.32.000	Repairs and Maintenance Services	$574.12
		100.161.0000.000.2410.443.10601.32.000	Rentals of Computers and Related Equipment	$345.62
		100.161.0000.100.1000.430.10601.32.000	Repairs and Maintenance Services	$201.73
		100.161.0000.100.1000.442.10601.32.000	Rental of Equipment and Vehicles	$450.93
		100.162.0000.000.2410.430.10602.50.000	Repairs and Maintenance Services	$81.27
		100.162.0000.000.2410.443.10602.50.000	Rentals of Computers and Related Equipment	$162.11
		100.163.0000.000.2410.430.10603.32.000	Repairs and Maintenance Services	$333.67
		100.163.0000.000.2410.443.10603.32.000	Rentals of Computers and Related Equipment	$302.52
		100.164.0000.000.2410.430.10604.32.000	Repairs and Maintenance Services	$366.16
		100.164.0000.000.2410.443.10604.32.000	Rentals of Computers and Related Equipment	$1,991.41
		100.165.0000.000.2410.430.10605.32.000	Repairs and Maintenance Services	$276.25
		100.165.0000.000.2410.443.10605.32.000	Rentals of Computers and Related Equipment	$319.23
		100.170.0000.000.2710.550.10000.00.000	Printing and Binding	$202.23

Voucher Supplement Account Summary

Voucher Batch Number: 1379 **05/14/2026**

Fiscal Year: 2025-2026

Vendor Remit Name	Vendor #	Account	Description	Amount
		230.231.0000.610.2500.443.10000.00.000	Rentals of Computers and Related Equipment	$1,261.00
		240.300.0000.360.1000.650.10601.32.000	Supplies-Information Technology-related	$254.94
			Vendor Total:	$18,719.08
			Grand Total:	$335,084.16

End of Report

LYON COUNTY SCHOOL DISTRICT VOUCHER

Voucher No: 1385 **Voucher Date:** 05/21/2026 Prepared By: _____

Printed: 06/02/2026 09:34:59 AM

LYON COUNTY SCHOOL DISTRICT is hereby authorized to draw warrants against LYON COUNTY SCHOOL DISTRICT funds for the sum of $465,197.93 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
Kallie Day	Member
Darin Farr	Member
Sherry Parsons	Member
James Whisler	Member

LYON COUNTY SCHOOL DISTRICT

Fund		Amount
100	General Fund	$128,638.23
240	State Grants	$701.49
280	Federal Funds	$333,623.11
290	Food Service Funds	$1,735.10
830	Gifts & Donations Fund	$500.00
		$465,197.93

Created By: 266308.sdavidson **Posted By:** 266308.sdavidson **Date:** 05/21/2026 15:27:31 Page: 1

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1385 **05/21/2026**

Fiscal Year: 2025-2026

Vendor Remit Name	Vendor #	Account	Description	Amount
A T & T MONTHLY STATEMENT	99712			
		100.101.0000.000.2510.533.10000.00.00 **Check #: 6087**	Telephone - Land Line phone services	$1,388.30
		100.101.0000.000.2670.533.10604.32.00 **Check #: 6087**	Telephone - Land Line phone services	$72.90
			Vendor Total:	$1,461.20
ACT, INCORPORATED	101628			
		100.104.0000.100.1000.653.10000.00.00 **Check #: 6088**	Web-based and similar programs	$2,333.25
			Vendor Total:	$2,333.25
ACTE MEMBERSHIP				
		240.308.0000.330.2200.320.10605.32.00 **Check #: 6089**	Professional Educational Services	$220.00
			Vendor Total:	$220.00
ACTION GLASS CARSON LLC				
		100.170.0000.000.2710.430.10000.00.00 **Check #: 6090**	Repairs and Maintenance Services	$1,023.35
			Vendor Total:	$1,023.35
BERRINGTON, SUSAN				
		280.639.0000.200.2213.580.10000.00.00 **Check #: 6091**	Staff Travel	$313.49
			Vendor Total:	$313.49
BRIGHT WHITE PAPER CO.	101745			
		100.000.0000.000.0000.000.10000.00.42 **Check #: 6092**	Accounts Payable.	$898.77
			Vendor Total:	$898.77
CINTAS CORP				
		100.135.0000.000.2620.610.10305.31.00 **Check #: 6093**	General Supplies	$451.30
		100.161.0000.000.2620.430.10601.32.00 **Check #: 6093**	Repairs and Maintenance Services	$201.10
			Vendor Total:	$652.40

Voucher Supplement Account Summary

Voucher Batch Number: 1385 **05/21/2026**

Fiscal Year: 2025-2026

Vendor Remit Name	Vendor #	Account	Description		Amount
COBRA CONCRETE, LLC					
		100.108.0000.000.2620.430.10605.32.00 **Check #: 6094**	Repairs and Maintenance Services		$11,800.00
				Vendor Total:	$11,800.00
D & S WASTE REMOVAL, INC	4960				
		100.101.0000.000.2610.421.10000.00.00 **Check #: 6095**	Garbage / Disposal		$3,556.16
		100.107.0000.000.2580.421.10000.00.00 **Check #: 6095**	Garbage / Disposal		$272.87
		100.170.0000.000.2730.421.10000.00.00 **Check #: 6095**	Garbage / Disposal		$272.87
		290.182.0000.000.3100.421.10000.00.00 **Check #: 6095**	Garbage / Disposal		$1,735.10
				Vendor Total:	$5,837.00
D & S WASTE REMOVAL, INC	4960				
		100.101.0000.000.2610.421.10000.00.00 **Check #: 6096**	Garbage / Disposal		$1,086.82
				Vendor Total:	$1,086.82
DE LA TORRE, LORAINE					
		100.104.0000.000.2210.610.10000.00.00 **Check #: 6097**	General Supplies		$111.45
				Vendor Total:	$111.45
DEPARTMENT OF PUBLIC SAFETY	14394				
		100.102.0000.000.2570.340.10000.00.00 **Check #: 6098**	Other Professional Services		$2,052.00
				Vendor Total:	$2,052.00
DMV-ASD REVENUE OFFICE	14491				
		100.170.0000.000.2710.810.10000.00.00 **Check #: 6099**	Dues and Fees		$115.00
				Vendor Total:	$115.00
DUFRESNE, MARIE					

Voucher Supplement Account Summary

Voucher Batch Number: 1385 **05/21/2026**

Fiscal Year: 2025-2026

Vendor Remit Name	Vendor #	Account	Description		Amount
		100.121.0000.000.2410.610.10201.10.00 **Check #: 6100**	General Supplies		$258.00
				Vendor Total:	$258.00
ELSMORE, JEREMY K					
		100.135.0000.000.2410.610.10305.31.00 **Check #: 6101**	General Supplies		$79.00
				Vendor Total:	$79.00
FASTENAL	100980				
		280.912.0000.300.1000.610.10000.00.00 **Check #: 6102**	General Supplies		$999.99
				Vendor Total:	$999.99
FOLI, DAYLENE					
		240.207.0000.000.2213.580.10000.00.00 **Check #: 6103**	Travel		$313.49
				Vendor Total:	$313.49
GRAINGER	99826				
		100.122.0000.000.2620.430.10202.10.00 **Check #: 6104**	Repairs and Maintenance Services		$222.76
		100.162.0000.000.2100.610.10602.50.00 **Check #: 6104**	General Supplies		$561.16
				Vendor Total:	$783.92
JOROCO					
		280.667.0000.000.2200.340.10000.00.00 **Check #: 6105**	Other Professional Services		$900.00
				Vendor Total:	$900.00
JOSTENS_10600	10600				
		100.163.0000.100.1000.610.10603.32.00 **Check #: 6106**	General Supplies		$24.95
				Vendor Total:	$24.95
JOSTENS_97170	97170				
		100.161.0000.100.1000.610.10601.32.00 **Check #: 6107**	General Supplies		$49.00

Voucher Supplement Account Summary

Voucher Batch Number: 1385 **05/21/2026**

Fiscal Year: 2025-2026

Vendor Remit Name	Vendor #	Account	Description		Amount
		100.162.0000.000.2410.610.10602.50.00 **Check #: 6107**	General Supplies		$160.40
				Vendor Total:	$209.40
LAHONTAN PARAMEDICAL					
		100.170.0000.000.2710.340.10000.00.00 **Check #: 6108**	Other Professional Services		$100.00
				Vendor Total:	$100.00
LYON COUNTY SCHOOL DIST._99346	99346				
		100.101.0000.000.2310.610.10000.00.00 **Check #: 6109**	General Supplies		$502.76
				Vendor Total:	$502.76
MAPLEWOODSHOP, LLC					
		240.308.0000.300.1000.610.10000.00.00 **Check #: 6110**	General Supplies		$168.00
				Vendor Total:	$168.00
MMS WEST	100580				
		100.101.0000.000.2320.610.10000.00.00 **Check #: 6111**	General Supplies		$378.74
				Vendor Total:	$378.74
NASSP/NHS	101272				
		100.162.0000.000.2410.610.10602.50.00 **Check #: 6112**	General Supplies		$385.00
				Vendor Total:	$385.00
NEVADA PUBLIC AGENCY INSURANCE POOL	97141				
		100.101.0000.000.2310.890.10000.00.00 **Check #: 6113**	Miscellaneous Expenditures		$27,263.98
				Vendor Total:	$27,263.98
NEVADA STATE HEALTH LABORTATORY	100718				
		100.162.0000.000.2620.430.10602.50.00 **Check #: 6114**	Repairs and Maintenance Services		$116.00
				Vendor Total:	$116.00

Voucher Supplement Account Summary

Voucher Batch Number: 1385 **05/21/2026**

Fiscal Year: 2025-2026

Vendor Remit Name	Vendor #	Account	Description		Amount
PARENT SQUARE, INC					
		280.719.0000.000.3300.653.10000.00.00 **Check #: 6115**	Web-based and similar programs		$67,500.00
				Vendor Total:	$67,500.00
PERRY A. ZIRKEL					
		280.667.0000.000.2200.340.10000.00.00 **Check #: 6116**	Other Professional Services		$15,033.28
				Vendor Total:	$15,033.28
PILGRIM SUPPLY, INC					
		100.129.0000.100.1000.610.10209.10.00 **Check #: 6117**	General Supplies		$1,495.20
				Vendor Total:	$1,495.20
PITNEY BOWES GLOBAL FINANCIAL	101970				
		100.161.0000.000.2410.442.10601.32.00 **Check #: 6118**	Rental of Equipment and Vehicles		$575.31
		100.163.0000.000.2410.442.10603.32.00 **Check #: 6118**	Rental of Equipment and Vehicles		$570.54
				Vendor Total:	$1,145.85
PRIMO BRANDS	97540				
		100.101.0000.000.2510.610.10000.00.00 **Check #: 6119**	General Supplies		$74.02
				Vendor Total:	$74.02
PURCHASE POWER	16968				
		100.163.0000.000.2410.531.10603.32.00 **Check #: 6120**	Postage		$54.26
		100.165.0000.000.2410.531.10605.32.00 **Check #: 6120**	Postage		$185.70
				Vendor Total:	$239.96
QUADIENT POSTAGE FUNDING					
		100.101.0000.000.2510.531.10000.00.00 **Check #: 6121**	Postage		$3,500.00
				Vendor Total:	$3,500.00

Voucher Supplement Account Summary

Voucher Batch Number: 1385 **05/21/2026**

Fiscal Year: 2025-2026

Vendor Remit Name	Vendor #	Account	Description		Amount
REFRIGERATION SUPPLIES DISTRIBUTOR	96586				
		100.108.0000.000.2620.610.10000.00.00 Check #: 6122	General Supplies		$857.96
		100.134.0000.000.2620.610.10304.20.00 Check #: 6122	General Supplies		$429.36
				Vendor Total:	$1,287.32
RESTORATIVE LENS FACILITATION & CONSULTI					
		280.667.0000.000.2200.340.10000.00.00 Check #: 6123	Other Professional Services		$330.00
				Vendor Total:	$330.00
SCHOOL SPECIALTY_103213					
		100.163.0000.100.1000.610.10603.32.00 Check #: 6124	General Supplies		$366.00
				Vendor Total:	$366.00
SOLIDITY GRAPHICS & DESIGN, LLC					
		280.633.0000.000.2100.610.10605.26.00 Check #: 6125	General Supplies		$508.00
				Vendor Total:	$508.00
STAPLES TECHNOLOGY SOLUTIONS					
		280.719.0000.000.2200.652.10000.00.00 Check #: 6126	Inventoried Supplies/Equipment - IT Related <$5000		$245,065.55
				Vendor Total:	$245,065.55
SWIVL					
		100.104.0000.000.2210.650.10000.00.00 Check #: 6127	Supplies-Information Technology-related		$1,996.00
				Vendor Total:	$1,996.00
TRUCKEE TAHOE LUMBER CO					
		280.912.0000.300.1000.610.10000.00.00 Check #: 6128	General Supplies		$2,972.80
				Vendor Total:	$2,972.80
UNR - OFFICE OF STUDENT FINANCIAL AID					

Voucher Supplement Account Summary

Voucher Batch Number: 1385 **05/21/2026**

Fiscal Year: 2025-2026

Vendor Remit Name	Vendor #	Account	Description	Amount
		830.053.0000.000.2410.890.10000.00.00 **Check #: 6129**	Miscellaneous Expenditures	$500.00
			Vendor Total:	$500.00
VERIZON CONNECT FLEET USA. LLC				
		100.170.0000.000.2710.535.10000.00.00 **Check #: 6130**	Data Communications, Internet, Video, T-lines, etc	$9,803.10
			Vendor Total:	$9,803.10
VESTIS				
		100.121.0000.000.2620.422.10201.10.00 **Check #: 6131**	Janitorial / Custodial Services	$99.10
		100.170.0000.000.2730.619.10000.00.00 **Check #: 6131**	Uniforms	$1,662.42
			Vendor Total:	$1,761.52
VISTA LEARNING, NFP				
		100.102.0000.000.2570.651.10000.00.00 **Check #: 6132**	Supplies - Technology - Software	$21,452.80
			Vendor Total:	$21,452.80
VITAL RECORDS CONTROL				
		100.135.0000.000.2410.421.10305.31.00 **Check #: 6133**	Garbage / Disposal	$137.36
			Vendor Total:	$137.36
WASTE MANAGEMENT	22180			
		100.108.0000.000.2620.421.10601.32.00 **Check #: 6134**	Garbage / Disposal	$124.08
		100.161.0000.000.2620.430.10601.32.00 **Check #: 6134**	Repairs and Maintenance Services	$62.04
			Vendor Total:	$186.12
WESTERN GOVERNORS UNIVERSITY				
		100.101.0000.000.2213.560.10000.00.00 **Check #: 6135**	Tuition	$4,025.00
			Vendor Total:	$4,025.00
WESTERN STATES FIRE PROTECTION				

Voucher Supplement Account Summary

Voucher Batch Number: 1385 **05/21/2026**

Fiscal Year: 2025-2026

Vendor Remit Name	Vendor #	Account	Description		Amount
		100.108.0000.000.2620.430.10604.32.00 **Check #: 6136**	Repairs and Maintenance Services		$3,000.00
				Vendor Total:	$3,000.00
WHITE WATER SOLUTIONS					
		100.170.0000.000.2730.730.10000.00.00 **Check #: 6137**	Equipment		$22,430.09
				Vendor Total:	$22,430.09
				Grand Total:	$465,197.93

End of Report

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LYON COUNTY SCHOOL DISTRICT VOUCHER

Voucher No: 1384 **Voucher Date:** 05/21/2026 Prepared By: _____

Printed: 06/02/2026 10:01:53 AM

LYON COUNTY SCHOOL DISTRICT is hereby authorized to draw warrants against LYON COUNTY SCHOOL DISTRICT funds for the sum of $665,153.26 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
Kallie Day	Member
Darin Farr	Member
Sherry Parsons	Member
James Whisler	Member

LYON COUNTY SCHOOL DISTRICT

Fund		Amount
100	General Fund	$427,624.90
230	Adult Education	$751.83
240	State Grants	$1,887.56
280	Federal Funds	$103,967.02
290	Food Service Funds	$671.95
360	Bond Issues	$130,250.00
		$665,153.26

Created By: 266308.tracey.higle **Posted By:** 266308.tracey.higl **Date:** 05/22/2026 09:43:16 Page: 1

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1384 **05/21/2026**

Fiscal Year: 2025-2026

Vendor Remit Name	Vendor #	Account	Description	Amount
3D CONCRETE, INC.	103064			
		100.108.0000.000.2620.610.10205.10.000	General Supplies	$984.90
		100.108.0000.000.2620.610.10604.32.000	General Supplies	$861.00
			Vendor Total:	$1,845.90
3D CONCRETE, INC.	103064			
		100.108.0000.000.2620.610.10205.10.000	General Supplies	$923.55
			Vendor Total:	$923.55
ACKLEY CONSULTING, LLC				
		100.104.0000.000.2213.331.10000.00.000	Training & Development-Instruct Licensed Personnel	$5,000.00
			Vendor Total:	$5,000.00
AMAZON BUSINESS				
		100.109.0000.000.2213.610.10000.00.000	General Supplies	$23.74
		100.125.0000.000.2410.610.10205.10.000	General Supplies	$131.65
		100.125.0000.100.1000.610.10205.10.000	General Supplies	$46.07
		100.125.0000.100.1000.616.10205.10.000	Teacher Supplies	$58.88
		100.129.0000.000.2620.610.10209.10.000	General Supplies	$197.33
		100.129.0000.100.1000.616.10209.10.000	Teacher Supplies	$111.96
		100.135.0000.100.1000.610.10305.31.000	General Supplies	$24.05
		100.136.0000.000.2410.610.10208.31.000	General Supplies	$140.09
		100.162.0000.000.2100.610.10602.50.000	General Supplies	$227.94
		100.162.0000.000.2410.610.10602.50.000	General Supplies	$580.09

Voucher Supplement Account Summary

Voucher Batch Number: 1384 **05/21/2026**

Fiscal Year: 2025-2026

Vendor Remit Name	Vendor #	Account	Description	Amount
		100.164.0000.320.1000.610.10604.32.000	General Supplies	($43.16)
		100.170.0000.000.2700.610.10000.00.000	General Supplies	$392.72
		240.300.0000.381.1000.610.10605.32.000	General Supplies	$34.29
		240.308.0000.300.1000.610.10000.00.000	General Supplies	$928.52
		240.308.0000.330.1000.641.10605.32.000	Textbooks	$134.75
		280.633.0000.000.2100.610.10201.26.000	General Supplies	$368.30
		280.633.0000.000.2100.610.10208.26.000	General Supplies	$577.67
		280.633.0000.000.2100.610.10211.26.000	General Supplies	($227.01)
		280.633.0000.100.1000.654.10208.26.000	Supplies - IT Related of Lower Value	$3,716.97
		280.633.0000.100.1000.654.10302.26.000	Supplies - IT Related <$999 > 1 year useful life	$2,041.99
		280.634.0000.310.1000.610.10603.32.000	General Supplies	$998.99
		280.650.0000.000.2100.610.10902.25.000	General Supplies	$899.95
		280.650.0000.100.1000.610.10902.25.000	General Supplies	$1,069.76
		280.688.0000.000.2100.610.10000.00.000	General Supplies	$215.36
		280.912.0000.300.1000.610.10000.00.000	General Supplies	$1,355.68
			Vendor Total:	$14,006.58
APPLE COMPUTER_1112	1112			
		100.107.0000.000.2580.652.10000.00.000	Inventoried Supplies/Equipment - IT Related <$5000	$2,098.00
			Vendor Total:	$2,098.00
BSN SPORTS				

Voucher Supplement Account Summary

Voucher Batch Number: 1384 **05/21/2026**

Fiscal Year: 2025-2026

Vendor Remit Name	Vendor #	Account	Description	Amount
		100.101.0000.920.1000.610.10208.31.000	General Supplies	$16,176.26
		100.101.0000.920.1000.610.10305.31.000	General Supplies	$12,853.91
			Vendor Total:	$29,030.17
CR ENGINEERING	102406			
		360.013.0000.000.4300.340.10205.10.000	Other Professional Services	$9,125.00
		360.013.0000.000.4300.340.10304.20.000	Other Professional Services	$9,125.00
		360.013.0000.000.4300.340.10602.50.000	Other Professional Services	$112,000.00
			Vendor Total:	$130,250.00
DELL, INC USA				
		100.107.0000.000.2230.652.10000.00.000	Inventoried Supplies/Equipment - IT Related <$5000	$290,445.00
			Vendor Total:	$290,445.00
FOLLET CONTENT SOLUTIONS, LLC	7820			
		100.129.0000.000.2220.640.10209.10.000	Books and Periodicals	$279.16
			Vendor Total:	$279.16
FRONTIER				
		100.132.0000.000.2410.533.10302.20.000	Telephone - Land Line phone services	$295.70
		100.162.0000.000.2410.533.10602.50.000	Telephone - Land Line phone services	$674.90
			Vendor Total:	$970.60
FRONTLINE TECHNOLOGIES, LLC	102627			
		100.102.0000.000.2570.651.10000.00.000	Supplies - Technology - Software	$36,915.85
			Vendor Total:	$36,915.85
HEALTHY COMMUNITIES COALITION				

Voucher Supplement Account Summary

Voucher Batch Number: 1384 **05/21/2026**

Fiscal Year: 2025-2026

Vendor Remit Name	Vendor #	Account	Description	Amount
		280.719.0000.000.2100.300.10000.00.00 0	Purchased Professional and Technical Services	$24,452.71
			Vendor Total:	$24,452.71
IMAGINE LEARNING, LLC				
		100.104.0000.000.2213.331.10000.00.00 0	Training & Development-Instruct Licensed Personnel	$750.00
			Vendor Total:	$750.00
INLAND SUPPLY CO., INC.	10000			
		100.122.0000.000.2620.610.10202.10.00 0	General Supplies	$1,203.81
		100.125.0000.000.2620.610.10205.10.00 0	General Supplies	$950.21
		100.128.0000.000.2620.610.10211.10.00 0	General Supplies	$603.00
		100.133.0000.000.2620.610.10303.10.00 0	General Supplies	$1,478.47
			Vendor Total:	$4,235.49
ISOLVED BENEFITS				
		100.102.0000.000.2570.340.10000.00.00 0	Other Professional Services	$2,699.43
			Vendor Total:	$2,699.43
JAMF SOFTWARE, LLC				
		280.639.0000.200.2200.653.10000.00.00 0	Web-based and similar programs	$6,019.20
			Vendor Total:	$6,019.20
JIM MENESINI PETROLEUM				
		100.101.0000.000.2610.623.10000.00.00 0	Bottled Gas	$113.63
		100.170.0000.000.2730.626.10000.00.00 0	Gasoline	$16,154.05
			Vendor Total:	$16,267.68
LUMOS AND ASSOCIATES, INC	11860			

Voucher Supplement Account Summary

Voucher Batch Number: 1384 **05/21/2026**

Fiscal Year: 2025-2026

Vendor Remit Name	Vendor #	Account	Description		Amount
		100.108.0000.000.2620.340.10000.00.00 0	Other Professional Services		$265.00
				Vendor Total:	$265.00
LYON COUNTY SHERIFF	P101				
		280.715.0000.100.1000.320.10000.26.00 0	Professional Educational Services		$20,000.00
				Vendor Total:	$20,000.00
MATTA, SAGE					
		280.639.0000.200.2160.340.10000.00.00 0	Other Professional Services		$3,920.00
				Vendor Total:	$3,920.00
NEVADA DEPARTMENT OF AGRICULTURE	14535				
		290.180.0000.000.3100.570.10000.00.00 0	Food Service Management		$671.95
				Vendor Total:	$671.95
OASIS ONLINE					
		100.107.0000.000.2580.352.10000.00.00 0	Other Technical Services		$19,770.65
				Vendor Total:	$19,770.65
PEARSON ASSESSMENT					
		280.639.0000.200.2100.653.10000.00.00 0	Web-based and similar programs		$26,439.70
				Vendor Total:	$26,439.70
PSI SERVICES LLC					
		230.231.0000.610.2200.320.10000.00.00 0	Professional Educational Services		$15.00
				Vendor Total:	$15.00
ROUND UP CREATIONS LLC					
		100.104.0000.000.2213.610.10000.00.00 0	General Supplies		$587.90
				Vendor Total:	$587.90
SOLIANT HEALTH, LLC					

Voucher Supplement Account Summary

Voucher Batch Number: 1384 **05/21/2026**

Fiscal Year: 2025-2026

Vendor Remit Name	Vendor #	Account	Description		Amount
		280.639.0000.200.2100.340.10000.00.00 0	Other Professional Services		$2,876.25
		280.639.0000.200.2150.340.10000.00.00 0	Other Professional Services		$3,570.50
				Vendor Total:	$6,446.75
STAPLES ADVANTAGE	99736				
		100.123.0000.000.2130.610.10203.10.00 0	General Supplies		$62.97
		100.123.0000.100.1000.610.10203.10.00 0	General Supplies		$249.54
		100.161.0000.100.1000.610.10601.32.00 0	General Supplies		$1,659.60
				Vendor Total:	$1,972.11
TAHOE FENCE CO., INC	101980				
		100.108.0000.000.2620.430.10603.32.00 0	Repairs and Maintenance Services		$2,500.00
				Vendor Total:	$2,500.00
TYLER TECHNOLOGIES, INC.	103232				
		240.341.0000.000.2500.330.10000.00.00 0	Professional Employee Training & Development Serv		$790.00
		280.633.0000.000.2515.330.10000.26.00 0	Professional Employee Training & Development Serv		$1,910.00
				Vendor Total:	$2,700.00
VALLEY COLLISION					
		100.170.0000.000.2710.430.10000.00.00 0	Repairs and Maintenance Services		$2,980.95
				Vendor Total:	$2,980.95
VAN BEEK CONSULTING, LLC					
		100.104.0000.000.2213.331.10000.00.00 0	Training & Development-Instruct Licensed Personnel		$1,239.00
		280.709.0000.000.2213.330.10000.26.00 0	Professional Employee Training & Development Serv		$3,761.00

Voucher Supplement Account Summary

Voucher Batch Number: 1384 **05/21/2026**

Fiscal Year: 2025-2026

Vendor Remit Name	Vendor #	Account	Description		Amount
				Vendor Total:	$5,000.00
WALKER LAKE DISPOSAL INC.	102157				
		100.101.0000.000.2610.421.10000.00.000	Garbage / Disposal		$1,144.00
		100.125.0000.000.2410.421.10205.10.000	Garbage / Disposal		$506.00
				Vendor Total:	$1,650.00
WEDCO INC.	22320				
		100.108.0000.000.2620.610.10205.10.000	General Supplies		$1,060.07
		100.108.0000.000.2620.610.10209.10.000	General Supplies		$1,022.80
				Vendor Total:	$2,082.87
WILLIAM V. MACGILL & CO.	22793				
		100.126.0000.000.2130.610.10206.10.000	General Supplies		$389.98
				Vendor Total:	$389.98
XEROX CORPORATION					
		100.121.0000.000.2410.430.10201.10.000	Repairs and Maintenance Services		$205.84
		100.121.0000.000.2410.442.10201.10.000	Rental of Equipment and Vehicles		$110.53
		100.135.0000.000.2410.442.10305.31.000	Rental of Equipment and Vehicles		$408.02
		100.135.0000.100.1000.430.10305.31.000	Repairs and Maintenance Services		$109.86
		230.231.0000.610.2500.443.10000.00.000	Rentals of Computers and Related Equipment		$36.83
				Vendor Total:	$871.08
YERINGTON THEATRE FOR THE ARTS	100157				
		230.231.0000.610.1000.441.10000.00.000	Renting Land and Buildings		$0.00
		230.231.0000.610.2600.441.10000.00.000	Renting Land and Buildings		$700.00

Voucher Supplement Account Summary

Voucher Batch Number: 1384 **05/21/2026**

Fiscal Year: 2025-2026

Vendor Remit Name	Vendor #	Account	Description	Amount
			Vendor Total:	$700.00
			Grand Total:	$665,153.26

End of Report

LYON COUNTY SCHOOL DISTRICT VOUCHER

Voucher No: 1402 **Voucher Date:** 05/28/2026 Prepared By: _____

Printed: 06/02/2026 10:02:38 AM

LYON COUNTY SCHOOL DISTRICT is hereby authorized to draw warrants against LYON COUNTY SCHOOL DISTRICT funds for the sum of $270,117.69 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
Kallie Day	Member
Darin Farr	Member
Sherry Parsons	Member
James Whisler	Member

LYON COUNTY SCHOOL DISTRICT

Fund		Amount
100	General Fund	$27,828.99
240	State Grants	$833.00
280	Federal Funds	$241,455.70
		$270,117.69

Created By: 266308.tracey.higle **Posted By:** 266308.tracey.higl **Date:** 05/28/2026 09:50:12 Page: 1

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1402 **05/28/2026**

Fiscal Year: 2025-2026

Vendor Remit Name	Vendor #	Account	Description	Amount
BLUHM, JENNIFER				
		100.123.0000.000.2410.533.10203.10.00 **Check #: 6138**	Telephone - Land Line phone services	$499.20
			Vendor Total:	$499.20
BURNS, CORRINE				
		100.127.0000.000.2410.533.10210.10.00 **Check #: 6139**	Telephone - Land Line phone services	$499.20
			Vendor Total:	$499.20
BUSWEST				
		100.170.0000.000.2710.614.10000.00.00 **Check #: 6140**	Parts	$1,630.52
			Vendor Total:	$1,630.52
CARLSON, KAMILLE				
		100.127.0000.000.2410.533.10210.10.00 **Check #: 6141**	Telephone - Land Line phone services	$499.20
			Vendor Total:	$499.20
COOMBS, SHANNON				
		100.122.0000.000.2410.533.10202.10.00 **Check #: 6142**	Telephone - Land Line phone services	$499.20
			Vendor Total:	$499.20
COPLAN, STEPHANIE L				
		100.165.0000.000.2410.533.10605.32.00 **Check #: 6143**	Telephone - Land Line phone services	$499.20
			Vendor Total:	$499.20
CREATIVE LEADERSHIP SOLUTIONS				
		280.624.0000.000.2213.330.10000.00.00 **Check #: 6144**	Professional Employee Training & Development Serv	$215,600.00
			Vendor Total:	$215,600.00
CROSS, RYAN				
		100.161.0000.000.2410.533.10601.32.00 **Check #: 6145**	Telephone - Land Line phone services	$499.20

Voucher Supplement Account Summary

Voucher Batch Number: 1402 **05/28/2026**

Fiscal Year: 2025-2026

Vendor Remit Name	Vendor #	Account	Description		Amount
				Vendor Total:	$499.20
DAVIS, MARIA C.					
		280.639.0000.200.2190.340.10000.00.00 Check #: 6146	Other Professional Services		$1,800.00
				Vendor Total:	$1,800.00
DOCUPHASE, LLC					
		280.639.0000.200.2300.653.10000.00.00 Check #: 6147	Web-based and similar programs		$13,000.00
				Vendor Total:	$13,000.00
FP MAILING SOLUTIONS					
		100.125.0000.000.2410.531.10205.10.00 Check #: 6148	Postage		$119.22
				Vendor Total:	$119.22
HAAS, CHRISTINA					
		100.161.0000.000.2410.533.10601.32.00 Check #: 6149	Telephone - Land Line phone services		$499.20
				Vendor Total:	$499.20
HANSES, SYDNEA					
		100.102.0000.000.2570.334.10000.00.00 Check #: 6150	Training & Development - Admin Non-Licensed		$550.00
				Vendor Total:	$550.00
JONES, ROBERT K.	100858				
		100.126.0000.000.2410.533.10206.10.00 Check #: 6151	Telephone - Land Line phone services		$499.20
				Vendor Total:	$499.20
LYON COUNTY SCHOOL DIST._99346	99346				
		280.688.0000.000.2100.610.10000.00.00 Check #: 6152	General Supplies		$852.65
				Vendor Total:	$852.65
MASON VALLEY FFA					

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1402 **05/28/2026**

Fiscal Year: 2025-2026

Vendor Remit Name	Vendor #	Account	Description	Amount
		100.104.0000.000.2210.610.10000.00.00 **Check #: 6153**	General Supplies	$600.00
			Vendor Total:	$600.00
MCKILLICAN	12227			
		280.912.0000.300.1000.610.10000.00.00 **Check #: 6154**	General Supplies	$6,863.93
			Vendor Total:	$6,863.93
ORIENTAL TRADING CO.,INC.	15565			
		280.633.0000.000.2100.610.10210.26.00 **Check #: 6155**	General Supplies	$762.48
			Vendor Total:	$762.48
RIDDELL				
		100.101.0000.920.1000.610.10601.32.00 **Check #: 6156**	General Supplies	$13,691.99
				198
			Vendor Total:	$13,691.99
ROSEBERRY, TAMARA				
		280.639.0000.200.2213.586.10000.00.00 **Check #: 6157**	Travel - Other Classified/support Personnel	$135.00
			Vendor Total:	$135.00
SANFORD, ROBERT C				
		100.161.0000.000.2410.533.10601.32.00 **Check #: 6158**	Telephone - Land Line phone services	$499.20
			Vendor Total:	$499.20
SHRED-IT USA				
		100.129.0000.000.2410.421.10209.10.00 **Check #: 6159**	Garbage / Disposal	$86.13
			Vendor Total:	$86.13
SOLIDITY GRAPHICS & DESIGN, LLC				
		280.633.0000.000.2100.610.10605.26.00 **Check #: 6160**	General Supplies	$1,400.00
			Vendor Total:	$1,400.00

Voucher Supplement Account Summary

Voucher Batch Number: 1402 **05/28/2026**

Fiscal Year: 2025-2026

Vendor Remit Name	Vendor #	Account	Description	Amount
SULLIVAN, PAUL				
		100.161.0000.000.2410.533.10601.32.00 Check #: 6161	Telephone - Land Line phone services	$499.20
			Vendor Total:	$499.20
TERRY, SHELLIE A				
		100.101.0000.000.2510.533.10000.00.00 Check #: 6162	Telephone - Land Line phone services	$499.20
		100.101.0000.000.2510.580.10000.00.00 Check #: 6162	Staff Travel	$72.79
			Vendor Total:	$571.99
Tiffany Townley				
		100.122.0000.000.2410.533.10202.10.00 Check #: 6163	Telephone - Land Line phone services	$499.20
			Vendor Total:	$499.20
TROUSDALE, MICHELLE L				
		100.129.0000.000.2410.533.10209.10.00 Check #: 6164	Telephone - Land Line phone services	$499.20
			Vendor Total:	$499.20
TRUCKEE TAHOE LUMBER CO				
		280.912.0000.300.1000.610.10000.00.00 Check #: 6165	General Supplies	$1,041.64
			Vendor Total:	$1,041.64
VESTIS				
		100.127.0000.000.2620.422.10210.10.00 Check #: 6166	Janitorial / Custodial Services	$120.92
		100.170.0000.000.2730.619.10000.00.00 Check #: 6166	Uniforms	$855.66
			Vendor Total:	$976.58
VIRGINIA RICHARDSON	101893			
		100.129.0000.000.2410.533.10209.10.00 Check #: 6167	Telephone - Land Line phone services	$499.20
			Vendor Total:	$499.20

Voucher Supplement Account Summary

Voucher Batch Number: 1402 **05/28/2026**

Fiscal Year: 2025-2026

Vendor Remit Name	Vendor #	Account	Description	Amount
WAYLAND SMITH, JAMIE				
		100.123.0000.000.2410.533.10203.10.00 Check #: 6168	Telephone - Land Line phone services	$499.20
			Vendor Total:	$499.20
WESTERN STATES FIRE PROTECTION				
		100.108.0000.000.2620.430.10209.10.00 Check #: 6169	Repairs and Maintenance Services	$2,613.76
			Vendor Total:	$2,613.76
YERINGTON HIGH SCHOOL_23180	23180			
		240.300.0000.300.2700.510.10000.00.00 Check #: 6170	Student Transportation Services	$833.00
			Vendor Total:	$833.00
			Grand Total:	$270,117.69

End of Report

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LYON COUNTY SCHOOL DISTRICT VOUCHER

Voucher No: 1401 **Voucher Date:** 05/28/2026 Prepared By: _____

Printed: 06/02/2026 09:37:16 AM

LYON COUNTY SCHOOL DISTRICT is hereby authorized to draw warrants against LYON COUNTY SCHOOL DISTRICT funds for the sum of $359,183.37 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
Kallie Day	Member
Darin Farr	Member
Sherry Parsons	Member
James Whisler	Member

LYON COUNTY SCHOOL DISTRICT

Fund		Amount
100	General Fund	$196,431.70
230	Adult Education	$373.60
240	State Grants	$6,374.91
250	Special Education	$10,250.50
280	Federal Funds	$145,752.66
		$359,183.37

Created By: 266308.tracey.higle **Posted By:** 266308.tracey.higl **Date:** 05/28/2026 09:21:02 Page: 1

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1401 **05/28/2026**

Fiscal Year: 2025-2026

Vendor Remit Name	Vendor #	Account	Description	Amount
ACKLEY CONSULTING, LLC				
		100.000.0000.000.0000.000.10000.00.426	Accounts Payable.	$5,000.00
			Vendor Total:	$5,000.00
AMAZON BUSINESS				
		100.101.0000.000.2510.610.10000.00.000	General Supplies	$373.24
		100.101.0000.000.2510.650.10000.00.000	Supplies-Information Technology-related	$335.06
		100.109.0000.000.2213.610.10000.00.000	General Supplies	$25.64
		100.121.0000.000.2410.610.10201.10.000	General Supplies	$187.47
		100.121.0000.000.2410.650.10201.10.000	Supplies-Information Technology-related	$399.96
		100.121.0000.100.1000.616.10201.10.000	Teacher Supplies	$175.49
		100.122.0000.000.2410.610.10202.10.000	General Supplies	$71.98
		100.122.0000.100.1000.610.10202.10.000	General Supplies	$240.58
		100.123.0000.000.2220.610.10203.10.000	General Supplies	$349.03
		100.123.0000.000.2220.640.10203.10.000	Books and Periodicals	$612.30
		100.123.0000.130.1000.610.10203.10.000	General Supplies	$79.95
		100.123.0000.135.1000.610.10203.10.000	General Supplies	$199.40
		100.125.0000.000.2220.610.10205.10.000	General Supplies	$189.98
		100.125.0000.000.2410.610.10205.10.000	General Supplies	$309.13
		100.127.0000.000.2120.610.10210.10.000	General Supplies	$38.48
		100.127.0000.000.2130.610.10210.10.000	General Supplies	$36.00

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1401 **05/28/2026**

Fiscal Year: 2025-2026

Vendor Remit Name	Vendor #	Account	Description	Amount
		100.127.0000.000.2410.610.10210.10.000	General Supplies	$99.99
		100.127.0000.000.2620.610.10210.10.000	General Supplies	$35.98
		100.127.0000.100.1000.610.10210.10.000	General Supplies	$141.33
		100.128.0000.000.2130.610.10211.10.000	General Supplies	$1,006.46
		100.128.0000.100.1000.610.10211.10.000	General Supplies	$665.97
		100.136.0000.000.2410.610.10208.31.000	General Supplies	$616.91
		100.161.0000.000.2130.610.10601.32.000	General Supplies	$84.26
		100.161.0000.000.2410.610.10601.32.000	General Supplies	$52.50
		100.161.0000.000.2620.610.10601.32.000	General Supplies	$654.69
		100.161.0000.100.1000.610.10601.32.000	General Supplies	$1,102.48
		100.161.0000.383.1000.610.10601.32.000	General Supplies	$163.43
		100.161.0000.920.1000.610.10601.32.000	General Supplies	$118.90
		100.162.0000.000.2410.610.10602.50.000	General Supplies	$135.11
		100.162.0000.100.1000.616.10602.50.000	Teacher Supplies	$95.33
		100.163.0000.190.1000.610.10603.32.000	General Supplies	$21.33
		100.164.0000.000.2130.610.10604.32.000	General Supplies	$699.00
		100.164.0000.100.1000.616.10604.32.000	Teacher Supplies	$265.99
		100.164.0000.192.1000.610.10604.32.000	General Supplies	$497.80
		100.170.0000.000.2700.610.10000.00.000	General Supplies	$362.09

Voucher Supplement Account Summary

Voucher Batch Number: 1401 **05/28/2026**

Fiscal Year: 2025-2026

Vendor Remit Name	Vendor #	Account	Description	Amount
		240.300.0000.330.1000.610.10605.32.000	General Supplies	$605.91
		240.300.0000.330.1000.650.10601.32.000	Supplies-Information Technology-related	$478.68
		240.300.0000.381.1000.610.10605.32.000	General Supplies	$6.00
		240.300.0000.391.1000.610.10604.32.000	General Supplies	$67.94
		240.300.0000.395.1000.610.10603.32.000	General Supplies	$438.06
		240.308.0000.300.1000.610.10000.00.000	General Supplies	$51.50
		240.308.0000.330.1000.610.10605.32.000	General Supplies	$20.15
		240.308.0000.330.1000.641.10605.32.000	Textbooks	$63.59
		280.633.0000.000.2100.610.10202.26.000	General Supplies	$849.29
		280.633.0000.000.2100.610.10203.26.000	General Supplies	$865.38
		280.633.0000.000.2100.610.10206.26.000	General Supplies	$965.70
		280.633.0000.000.2100.610.10604.26.000	General Supplies	$1,617.18
		280.633.0000.000.3300.610.10206.26.000	General Supplies	$349.18
		280.633.0000.100.1000.650.10201.26.000	Supplies-Information Technology-related	$1,148.10
		280.633.0000.100.1000.654.10302.26.000	Supplies - IT Related <$999 > 1 year useful life	$1,595.92
		280.650.0000.000.2100.610.10902.25.000	General Supplies	$58.77
		280.650.0000.100.1000.610.10902.25.000	General Supplies	$674.56
		280.709.0000.000.2213.610.10000.25.000	General Supplies	$43.05

Voucher Supplement Account Summary

Voucher Batch Number: 1401 **05/28/2026**

Fiscal Year: 2025-2026

Vendor Remit Name	Vendor #	Account	Description		Amount
		280.709.0000.000.2213.640.10000.25.000	Books and Periodicals		$1,111.29
		280.912.0000.300.1000.610.10000.00.000	General Supplies		$2,888.31
				Vendor Total:	$24,342.44
AUDIO ENHANCEMENT, INC	99350				
		100.107.0000.000.2580.652.10000.00.000	Inventoried Supplies/Equipment - IT Related <$5000		$20,319.28
				Vendor Total:	$20,319.28
AUTO & TRUCK ELECTRIC,INC	1382				
		100.170.0000.000.2730.617.10000.00.000	Batt & Antifreeze		$1,887.00
				Vendor Total:	$1,887.00
BRYSON SALES & SERVICE	2380				
		100.170.0000.000.2710.614.10000.00.000	Parts		$3,779.04
				Vendor Total:	$3,779.04
BSN SPORTS					
		100.101.0000.920.1000.610.10302.20.000	General Supplies		$4,429.80
		100.101.0000.920.1000.610.10304.20.000	General Supplies		$9,459.34
				Vendor Total:	$13,889.14
FLYERS ENERGY, LLC	102216				
		100.170.0000.000.2730.626.10000.00.000	Gasoline		$1,412.36
				Vendor Total:	$1,412.36
JIM MENESINI PETROLEUM					
		100.170.0000.000.2730.626.10000.00.000	Gasoline		$18,168.06
				Vendor Total:	$18,168.06
KOPS, GERALD C					

Voucher Supplement Account Summary

Voucher Batch Number: 1401 **05/28/2026**

Fiscal Year: 2025-2026

Vendor Remit Name	Vendor #	Account	Description		Amount
		280.667.0000.000.2200.340.10000.00.00 0	Other Professional Services		$1,128.40
				Vendor Total:	$1,128.40
LEXIA LEARNING SYSTEMS, LLC					
		280.624.0000.000.2213.330.10000.00.00 0	Professional Employee Training & Development Serv		$7,960.00
		280.709.0000.000.2213.330.10000.26.00 0	Professional Employee Training & Development Serv		$99,861.00
				Vendor Total:	$107,821.00
OFFICE DEPOT	15366				
		100.123.0000.000.2220.610.10203.10.00 0	General Supplies		$250.40
		100.126.0000.100.1000.610.10206.10.00 0	General Supplies		$62.07
				Vendor Total:	$312.47
PAPE MATERIAL HANDLING					
		100.170.0000.000.2630.731.10000.00.00 0	Machinery		$42,189.85
				Vendor Total:	$42,189.85
PITSCO, INC.	102866				
		240.300.0000.381.1000.610.10605.32.00 0	General Supplies		$2,502.58
		240.300.0000.395.1000.610.10603.32.00 0	General Supplies		$2,140.50
				Vendor Total:	$4,643.08
PROCARE THERAPY					
		100.105.0000.000.2130.340.10000.00.00 0	Other Professional Services		$2,135.64
		280.639.0000.200.2160.340.10000.00.00 0	Other Professional Services		$4,826.45
				Vendor Total:	$6,962.09
PSI SERVICES LLC					

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1401 **05/28/2026**

Fiscal Year: 2025-2026

Vendor Remit Name	Vendor #	Account	Description		Amount
		230.231.0000.610.2200.320.10000.00.000	Professional Educational Services		$150.00
				Vendor Total:	$150.00
SILVER STATE SIGN LANGUAGE LLC					
		280.639.0000.200.2100.340.10000.00.000	Other Professional Services		$13,435.00
				Vendor Total:	$13,435.00
SOLIANT HEALTH, LLC					
		280.639.0000.200.2100.340.10000.00.000	Other Professional Services		$2,876.25
		280.639.0000.200.2150.340.10000.00.000	Other Professional Services		$3,498.13
				Vendor Total:	$6,374.38
STAPLES ADVANTAGE	99736				
		100.126.0000.100.1000.610.10206.10.000	General Supplies		$450.89
				Vendor Total:	$450.89
TAHOE SUPPLY CO.	11238				
		100.134.0000.000.2620.610.10304.20.000	General Supplies		$714.57
				Vendor Total:	$714.57
THE CHARLES MACHINE WORKS, INC					
		100.108.0000.000.2620.731.10000.00.000	Machinery		$66,993.49
				Vendor Total:	$66,993.49
THE STEPPING STONES GROUP LLC					
		250.101.0000.200.2150.340.10000.00.000	Other Professional Services		$10,250.50
				Vendor Total:	$10,250.50
WESTERN NEVADA SUPPLY	22580				
		100.108.0000.000.2620.612.10203.10.000	Inventoried Supplies/Equipment	<$5000	$8,400.00
				Vendor Total:	$8,400.00

Voucher Supplement Account Summary

Voucher Batch Number: 1401 **05/28/2026**

Fiscal Year: 2025-2026

Vendor Remit Name	Vendor #	Account	Description		Amount
WILD WEST MOTORS, INC	8442				
		100.170.0000.000.2710.430.10000.00.000	Repairs and Maintenance Services		$83.99
		100.170.0000.000.2710.614.10000.00.000	Parts		$148.27
				Vendor Total:	$232.26
WILLIAM V. MACGILL & CO.	22793				
		100.122.0000.000.2130.610.10202.10.000	General Supplies		$104.47
				Vendor Total:	$104.47
XEROX CORPORATION					
		230.231.0000.610.2500.443.10000.00.000	Rentals of Computers and Related Equipment		$223.60
				Vendor Total:	$223.60
				Grand Total:	$359,183.37

End of Report

Lyon County School District
Board Memo

Date: June 23, 2026

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 $1800 from the 20-30 Club to be used for a pressure machine for the Strategies program at RES.
- A donation of $500 from Ken Gray to benefit the RES Glee Club.
- A donation of $1000 from Dayton Valley Tire to support the STEM initiatives at RES.

Lyon County School District
Board Memo

Date: June 23, 2026

To: Board of School Trustees

From: James Gianotti, Executive Director for Educational Services

Re: An update on the Go Guardian Platform

Recommendation

That the LCSD Board of School Trustees approve an update of the Go Guardian Platform.

Background Information

In November of 2025 the Lyon County School Board of Trustees requested that the Lyon County School District conduct a pilot of the Go Guardian Platform through LyOnline. Since then, LyOnline administration and staff have worked to pilot the platform with students enrolled and obtaining credit through online coursework. It was quickly discovered that students using their own devices were not impacted as the district could not install the platform on devices not owned by the district. However, district owned and managed devices had the Go Guardian platform loaded on their chromebooks and LyOnline was able to manage their browser in order to see what students were doing as they completed coursework.

As indicated in the accompanying slides, LyOnline staff were able to see when students had other tabs open to use outside sources/aides or implemented the use of bots, to do the work for the student. With Go Guardian, teachers were able to shut the added tabs and or restrict the use of bots that aided students in their work or completed it for them. This resulted in increased academic integrity and a reduction in plagiarism or outside aides so students completed the work on their own.

LyOnline will mandate that all students utilize district devices when completing online coursework this upcoming year and hopes to continue the use of the Go Guardian platform. We would like to thank the Board for their support as we continue to ensure the academic integrity of the LyOnline Program as we move forward.

Budget Considerations

N/A.

Discussed at Previous Meeting

N/A

Attachment(s)

Go Guardian Trial Update LyOnline

Go Guardian
LyOnline Pilot

Go Guardian LyOnline Test

- Started February 26
  - K-5 not notified
  - 6-8 not notified
  - 9th & 10th Grade Control Group
  - 11th & 12th Grade were not notified of use
- Pilot only addresses LyOnline use

Go Guardian Use

- Students added using Google Classroom
- Security Scenes applied to block usage of
  - Bots
  - Games
- Set calendars for 24-hour monitoring
  - Three Sessions per day, 8 hours each

Academic Dishonesty

- A student is identified by
  - Edgenuity attendance logs are reviewed
  - Speed Radar identifies students completing assignments too quickly

- Go Guardian Student Activity is reviewed
  - Student reports shows daily activities and websites
  - Only works for District Issued Chromebook

Outcome of Test

- 6-8th Grade,
  - 93 students with 536 Courses
  - 6 students were corrected within Go Guardian real-time
- 9th and 10th Grade, CONTROL GROUP, 3 students identified as cheating
  - 127 students with 775 Courses
  - 3 students on personal devices
- 11th Grade, 119 Students, 17 Students Identified as cheating
  - 119 students with 739 classes
  - 16 students using personal devices
- 12th Grade, 124 Students, 12 students Identified
  - 124 students with 757 classes
  - 10 students using personal devices

Teacher Testimonials

- Using Go Guardian Reports
  - Identified student Google Search for Edgybot, identified site and added to Scenes

- Unexpected:
  - Students ask questions to ChatGPT
  - Googling unusual non academics
  - Online in Meets with other students all day
  - Learning how much time they waste and how they use their district devices

- Academics
  - Control group had instant access to teacher with chat function
  - Allowed teacher to immediately see issue in Edgenuity and address

Lyon County School District
Board Memo

Date: June 23, 2026

To: Board of School Trustees

From: James Gianotti, Executive Director for Educational Services

Re: The purchase of the Go Guardian Platform

Recommendation

That the LCSD Board of School Trustees approve the purchase and implementation of the Go Guardian Platform for the Lyon County School District in grades 3-12.

Background Information

In November of 2025 the Lyon County School Board of Trustees requested that the Lyon County School District conduct a pilot of the Go Guardian Platform through LyOnline. As concerns have arisen regarding what students are viewing during class time, the Go Guardian Platform has proven to be useful, limiting what students can navigate when directed to use the Chromebook for schoolwork. This platform, while not infallible, can be used as a tool to help restrict student misuse of technology while in the classroom under the direction of district staff. Academic Integrity can also be improved, limiting the use of bots to complete schoolwork for students.

While we have students performing required coursework in grades K-12 on devices (i-Ready for Math and Reading, Computer Science, and Houghton Mifflin Harcourt English Language Arts) we do not have the level of independent use in grades K-2 as we do in grades 3-12. Therefore, we believe that the implementation of Go Guardian starting in grade 3 and continuing through grade 12 seems more appropriate. The Lyon County School District currently has an enrollment of roughly 7,000 students in grades 3-12, which is why we include the quote for 1 year for 7,000 students.

It is our recommendation that we employ this platform for 1 year and revisit in June of next year to make future determinations around use and implementation.

Budget Considerations

$45,650 from the general fund

Discussed at Previous Meeting

N/A

Attachment(s)

CDW – G Quote

QUOTE CONFIRMATION

Pricing and Availability Notice

Due to ongoing supply chain challenges, some hardware manufacturers cannot guarantee product availability or pricing until the product is shipped. While we make every effort to honor quoted pricing, if a hardware manufacturer increases its price to CDW after a quote is issued or order is accepted, we may need to update your quoted price to reflect that change irrespective of any timeframes or validity periods set forth in the quote, including up to the date of shipment. In the event of a price adjustment, we will notify you prior to shipment. Any price adjustment would only occur if the hardware manufacturer increases its pricing to CDW.

JIM GIANOTTI,

Thank you for considering CDW•G for your technology needs. The details of your quote are below. **If you are an eProcurement or single sign on customer, please log into your system to access the CDW site.** You can search for your quote to retrieve and transfer back into your system for processing.

For all other customers, click below to convert your quote to an order.

This quote is subject to CDW's Third Party Cloud Services Order Form Terms and Conditions set forth at https://www.cdwg.com/content/cdwg/en/terms-conditions/third-party-cloud-services-order-form-terms-and-conditions-.html

Convert Quote to Order

QUOTE #	QUOTE DATE	QUOTE REFERENCE	CUSTOMER #	GRAND TOTAL
PXGB125	6/12/2026	PXGB125	1225073	$45,650.00

QUOTE DETAILS

ITEM	QTY	CDW#	UNIT PRICE	EXT. PRICE
GoGuardian Teacher - subscription license (1 year) - 1 license Mfg. Part#: GG-TCR1Y-003000 Electronic distribution - NO MEDIA Contract: MARKET	7000	7615893	$5.95	$41,650.00
GOGUARDIAN ONBOARDING SVC Mfg. Part#: PROSERV-BASIC1Y-000001 Electronic distribution - NO MEDIA Contract: MARKET	1	8254742	$0.00	$0.00
GOGUARDIAN PRO SVCS Mfg. Part#: PROSERV- LP-21Y- 000001 Electronic distribution - NO MEDIA Contract: MARKET	1	9080127	$4,000.00	$4,000.00

These services are considered Third Party Services, and this purchase is subject to CDW's Third Party Cloud Services Terms and Conditions,

unless you have a written agreement with CDW covering your purchase of products and services, in which case this purchase is subject to such other written agreement.

The third-party Service Provider will provide these services directly to you pursuant to the Service Provider's standard terms and conditions or such other terms as agreed upon directly between you and the Service Provider. The Service Provider, not CDW, will be responsible to you for delivery and performance of these services. Except as otherwise set forth in the Service Provider's agreement, these services are non-cancellable, and all fees are non-refundable.

SUBTOTAL	$45,650.00
SHIPPING	$0.00
SALES TAX	$0.00
GRAND TOTAL	**$45,650.00**

PURCHASER BILLING INFO	DELIVER TO
Billing Address: LYON COUNTY SCHOOL DISTRICT ACCTS PAYABLE 25 E GOLDFIELD AVE YERINGTON, NV 89447 **Phone:** (775) 463-6800 **Payment Terms:** NET 30 Days-Govt/Ed	**Shipping Address:** LYON COUNTY SCHOOL DISTRICT HUGH STONE 25 E GOLDFIELD AVE YERINGTON, NV 89447 **Phone:** (775) 463-6800 **Shipping Method:** ELECTRONIC DISTRIBUTION
	Please remit payments to:
	CDW Government 75 Remittance Drive Suite 1515 Chicago, IL 60675-1515

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Lyon County School District
Board Memo

Date: June 23, 2026

To: Board of School Trustees

From: Tim Logan, Superintendent

Re: Lyon County School District Resolution in Support of iNVest 2027

Recommendation

That the Board of Trustees adopt the Lyon County School District Resolution in Support of iNVest 2027.

Background Information

The Nevada Association of School Superintendents (NASS) has developed an iNVest document outlining legislative priorities intended to improve student achievement in Nevada. This year, NASS adopted a resolution in support of the iNVest 2027 document and has requested that school boards throughout Nevada consider adopting a similar resolution. The Nevada Association of School Boards (NASB) has also adopted a resolution in support of the iNVest 2027 priorities.

The iNVest 2027 document identifies four key legislative priorities designed to strengthen Nevada's public education system and improve student achievement. First, NASS advocates for increasing and aligning education funding to ensure resources more accurately reflect student needs, including stabilizing district funding during enrollment fluctuations and supporting sustainable funding mechanisms. Second, NASS recommends refining Senate Bill 460 (2025) to preserve local control, streamline reporting requirements, strengthen accountability measures, and improve implementation of literacy-focused teacher preparation programs. Third, the document emphasizes strengthening early literacy supports through evidence-based reading instruction, early identification of reading deficiencies, family engagement, targeted interventions, and enhanced teacher preparation in the science of reading. Finally, NASS supports stabilizing, aligning, and expanding Pre-K funding structures to increase access to high-quality early childhood education, particularly in underserved rural and urban communities, while creating sustainable funding and workforce development pathways. Collectively, these priorities are intended to support student success, strengthen local school systems, and ensure Nevada remains committed to a future-ready education system.

Budget Considerations

NA

Discussed at Previous Meeting

NA

Attachment(s):

LCSD Resolution in Support of iNVest 2027

Resolution in Support of iNVest 2027

WHEREAS, iNVest is the collective work of the Nevada school district superintendents;
WHEREAS, beginning with the 2007 Session of the Nevada Legislature and continuing to the present, the superintendents supported by the seventeen elected school boards have produced a biennial iNVest document which is the cornerstone of the answer to the question, "What is needed to improve student achievement in Nevada?";
WHEREAS, the vibrant future of Nevada is dependent upon all children graduating ready for college and career and prepared to be productive, responsible citizens, who are competitive in meeting the challenges of the global environment;
WHEREAS, there are approximately 484,240 students in over 773 schools and countless Nevada classrooms;
WHEREAS, Nevada's classrooms require a highly trained and effective teacher, individualized instruction, safe, modern, and innovative spaces, student supports, leadership, engaged families and communities, and students meeting academic and social milestones;

NOW, THEREFORE, BE IT FURTHER RESOLVED THAT the Board of Trustees of the Lyon County School District encourages the Nevada State Legislature to increase and align education funding to ensure that resources match student needs; and
NOW, THEREFORE, BE IT FURTHER RESOLVED THAT the Board of Trustees of the Lyon County School District encourage the Nevada State Legislature to refine SB460 (2025) to more effectively and positively impact school district operations and student success; and
NOW, THEREFORE, BE IT FURTHER RESOLVED THAT the Board of Trustees of the Lyon County School District encourage the Nevada State Legislature to strengthen early literacy support without harmful student retention requirements; and
NOW, THEREFORE, BE IT FURTHER RESOLVED THAT the Board of Trustees of the Lyon County School District encourage the Nevada State Legislature to stabilize, align and expand Pre-K funding structures.

As the Board of Trustees of the Lyon County School District, we commit to working together collaboratively with the Governor, educators, parents, community and business leaders, superintendents, other school boards, and legislative policymakers to bring about a positive change in Nevada's investment in public education that will make a difference for each student.

Adopted this 23rd day of June, 2026 by the Lyon County School Board of Trustees.

_____ _____

Board President Tom Hendrix Board Clerk Dawn Carson

25 E. Goldfield Ave. Yerington, NV 89447 – (775)463-6800

Nevada Association of School Superintendents

iNVest 2027

Investing in Nevada's Education, Students, Teachers, and Economic Future

A future-ready education system is essential for Nevada's students, and to support this goal, the Nevada Association of School Superintendents (NASS) has developed the iNVest roadmap to outline key priorities for improving student achievement.

We are proud of the work we have accomplished in partnership with the Legislature, but our children deserve more. The 2027 legislative session is an opportunity to take the next step by focusing on what matters most for student success.

1 Increase and align education funding to ensure that resources match student needs.

NASS's school funding reform plan centers on four critical priorities:

- Protect schools from sudden, drastic budget cuts during population decreases and stabilize district budgets by addressing statutory deadlines and timelines that define count days, true ups, and funded enrollment for the Pupil-Centered Funding Plan.
- Work with the State to find alternative revenue mechanisms to support the State Education Fund.
- Support sustainable funding for all districts.
- Provide districts with more oversight over differential pay to ensure funds align with strategic plans and initiatives.

2 Refine SB 460 (2025) to more effectively and positively impact school district operations and student success.

NASS proposes revisions to SB 460 that protect local control and reduce unnecessary compliance requirements while maintaining high levels of accountability:

- Reinforce local governance by redefining state oversight as technical assistance and aligning accountability timelines with existing law.
- Streamline and consolidate reporting, modernizing assessment schedules, and ensuring fair principal tenure protections are also important.
- Require science of reading foundational literacy coursework in all NSHE teacher preparation programs is also a critical component for strengthening Nevada's education landscape and outcomes.

3 Strengthen early literacy supports without harmful student retention requirements.

Improve the principles of Read by Grade 3 (NRS 392.700-392.785) to ensure the use of research-based practices:

- Ensure early identification and communication with families about reading deficiencies
- Repeal the retention mandate in Read by Grade 3 to allow greater local control of retention decisions without adding documentation burden. Maintain evidence-based components of law proven to help students.
- Redirect retention costs to K-2 literacy interventions, summer learning, high-dosage tutoring, and automated intervention plans that will maintain high standards while investing in proven literacy gains.
- Embed science of reading in teacher preparation programs so all students begin K-12 with a strong literacy foundation that helps prevent intervention/retention need.

4 Stabilize, align, and expand Pre-K funding structures.

Ensure strong foundations for students regardless of zip code by investing in Pre-K:

- Improve access, starting with students in high-need rural and urban "Pre-K deserts."
- Move from unpredictable, competitive grant funding structures to more sustainable funding options with dedicated and consistent annual funding to high-quality providers.
- Create licensure pathways, including credit for prior life experience, to build the early-childhood workforce.

NASS is comprised of all 17 school district superintendents and the State Public Charter School Authority. *For more than two decades, we have worked in partnership with the Legislature to advance policies that strengthen Nevada's public education system. We appreciate our continued collaboration with the Legislature and remain committed to practical, student-centered solutions.*

Un sistema educativo preparado para el futuro es esencial para los estudiantes de Nevada; para respaldar este objetivo, la Asociación de Superintendentes Escolares de Nevada (NASS, por sus siglas en inglés) ha desarrollado la ruta iNVest, la cual describe las prioridades clave para mejorar el rendimiento estudiantil.

Estamos orgullosos del trabajo que hemos realizado en colaboración con la Legislatura, pero nuestros niños merecen más. La sesión legislativa de 2027 representa una oportunidad para dar el siguiente paso, centrándonos en aquello que más importa para el éxito de los estudiantes.

Asociación de Superintendentes Escolares de Nevada

iNVest 2027

Invirtiendo en la Educación, Estudiantes, Maestros y el Futuro Económico de Nevada

1 Aumentar y alinear los fondos de la educación para garantizar que los recursos se ajusten a las necesidades de los estudiantes.

El plan de reforma de los fondos de la educación de NASS se centra en cuatro prioridades fundamentales:

• Proteger a las escuelas de recortes presupuestarios repentinos y drásticos durante periodos de disminución de la población estudiantil, y estabilizar los presupuestos de los distritos abordando los plazos establecidos por ley que definen los días de recuento, los ajustes finales y la registración financiada para el Plan de Fondos Centrado en el Alumnado.
• Colaborar con el Estado para identificar mecanismos alternativos de ingresos que respalden el Fondo Estatal de Educación.
• Respaldar fondos sostenibles para todos los distritos.
• Permitir que el incentivo adicional al salario para los educadores sea opcional o financiado por el Estado.

2 Perfeccionar el SB 460 (2025) para impactar de manera más efectiva y positiva las operaciones de los distritos escolares y el éxito de los estudiantes.

NASS propone revisiones al proyecto de ley SB 460 que protegen el control local y reducen los requisitos de cumplimiento innecesarios, al tiempo que mantienen altos niveles de rendición de cuentas:

• Reforzar la gobernanza local redefiniendo la supervisión estatal como asistencia técnica y alineando los plazos de rendición de cuentas con la legislación vigente.
• Optimizar y consolidar la presentación de informes, modernizar los calendarios de evaluación y garantizar protecciones justas en la titularidad de los directores son también aspectos importantes.
• Exigir la inclusión de cursos sobre los fundamentos de la lecto-escritura —basados en la ciencia de la lectura— en todos los programas de formación de enseñanza del NSHE constituye asimismo un componente crítico para fortalecer el panorama educativo y los resultados académicos de Nevada.

3 Fortalecer los apoyos tempranos a la lecto-escritura sin requisitos perjudiciales de retención de estudiantes.

Mejorar los principios del programa Leer Para el 3er Grado (NRS 392.700-392.785) para garantizar el uso de prácticas basadas en la investigación:

▪ Garantizar la identificación temprana y la comunicación con las familias sobre las deficiencias en la lectura.
• Anular el mandato de repetición de curso en Leer para el 3er Grado para permitir un mayor control local de las decisiones de repetición sin aumentar la carga de documentación. Mantener los componentes de la ley basados en la evidencia que han demostrado ser beneficiosos para los estudiantes.
▪ Redirigir los costos de repetición de curso hacia intervenciones de lecto-escritura en los grados de kínder a segundo grado, aprendizaje de verano, tutorías intensivas y planes de intervención automatizados para mantener altos estándares mientras se invierte en mejorar la lecto-escritura.
• Integrar la ciencia de la lectura en los programas de formación de la enseñanza para que todos los estudiantes comiencen del kínder al grado doce con una sólida base de lecto-escritura que ayude a prevenir la necesidad de intervención o repetición de curso.

4 Estabilizar, alinear y ampliar las estructuras de fondos de la educación preescolar.

Garantizar bases sólidas para los estudiantes, independientemente de su código postal, mediante la inversión en educación preescolar (Pre-K):

• Mejorar el acceso, comenzando por los estudiantes que se encuentran en zonas rurales y urbanas de alta necesidad consideradas como desiertos de educación preescolar.
• Pasar de estructuras de fondos impredecibles y competitivos hacia opciones de financiación más sostenibles, con asignaciones anuales dedicadas y constantes para los proveedores de servicios de alta calidad.
• Crear vías de obtención de licencias —incluyendo el reconocimiento de experiencia de vida previa— con el fin de fortalecer la fuerza laboral en el área de la primera infancia.

NASS está integrada por los 17 superintendentes de distritos escolares y la Autoridad Estatal de Escuelas Públicas Charter. *Durante más de dos décadas, hemos trabajado en colaboración con la Legislatura para promover políticas que fortalezcan el sistema de educación pública de Nevada. Valoramos nuestra continua colaboración con la Legislatura y mantenemos nuestro compromiso con soluciones prácticas y centradas en los estudiantes.*

Lyon County School District
Board Memo

Date: June 23, 2026

To: Board of School Trustees

From: Dr. Stacey L. Cooper; Deputy Superintendent

Re: School Improvement Plans

Recommendation: That the Board of School Trustees review the School Improvement Plans and approve for submission to the state.

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 continuously reviewed throughout the school year to ensure they meet the needs of all students.

The LCSD Board of Trustees requested all school improvement plans to complement the goals established by the district improvement plan. Principals worked with their school improvement committees to accommodate such requests as well as develop their own respective adult learning goal. The school improvement goals align with the district goals and address site specific goals to ensure programmatic alignment for state monitoring. Upon approval of the LCSD Board of Trustees, these plans will be submitted to the Nevada Department of Education.

Budget Considerations: None

Discussed at Previous Meeting: None

Attachment(s):

A. FHS SPP	B. FES SPP	C. CES
D. SMS SPP	E. EVES SPP	F. SSES SPP
G. SSMS SPP	H. SSHS SPP	I. DHS SPP
J. DIS SPP	K. DES SPP	L. SES SPP
M. RES SPP	N. YHS SPP	O. YIS SPP
P. YES SPP	Q. SVS SPP	R. EAGLE VALLEY SPP

Lyon County School District

Cottonwood Elementary School

2026-2027 Inquiry Areas/ SMART Goals/ Improvement Strategies

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Inquiry Area 1 Student Success

SMART Goal 1

For grades K-4, CES will increase the percentage of students demonstrating typical growth in mathematics and reading by 2.5% from the end-of-year results of the 2025/2026 school year to the end-of-year results of the 2026/2027 school year.

Formative Measures: i-Ready Reading and Math Assessment Suite
i-Ready Math Curriculum

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.

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Establish a Data Review Cycle Conduct grade-level data meetings every 2 weeks to review assessment results, attendance data, and student work samples. Utilize common assessment data to identify trends and learning gaps.	Administrators	2026/2027 School Year	
2	Implement Collaborative Data Analysis Engage teachers in Professional Learning Community (PLC) discussions focused on analyzing student performance data. Develop shared action plans to address identified instructional needs.	Administrators / Teachers	2026/2027 School Year	
3	Create Student Learning Profiles Maintain individual student data trackers that monitor academic progress, attendance, and intervention outcomes. Use profiles to identify students requiring additional support or enrichment.	Administrators / Teachers	2026/2027 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: Student Success 1 - Connectedness 1

Status Checks

November	January	May

SMART Goal 1 Problem Statements Identifying Student Success

	Problem Statement	Root Cause
1	At CES, students in 2nd and 3rd grade are experiencing a learning plateau, or decline, as evidenced by proficiency rates for students year to year in both math and reading.	Incomplete literacy expertise, insufficient Tier 1 instruction and rigor, and math learning mis-alignment, where students instructional levels fail to meet their academic level.

SMART Goal 1 Problem Statements Identifying Connectedness

	Problem Statement	Root Cause
1	At CES, current chronic absenteeism rates negatively impact student proficiency outcomes. This is driven by inconsistent family engagement, a reactive rather than proactive monitoring system, and the need for more culturally responsive and engaging Tier 1 instruction.	Inconsistent messaging, lack of clarity in the parental excuse process, and a historic lack of positive outreach before crisis occurs.

Inquiry Area 2

Adult Learning Culture

SMART Goal 1

By the end of the 2026-2027 school year, CES will improve its Adult Learning Culture "Engagement and Relationships" rating to meet or exceed the district average and state average, as measured by staff climate/culture survey data. To support this outcome, staff participation in structured collaboration (PLC/MTSS/data meetings) will increase to at least 90% consistent participation across all grade levels and departments, and each team will implement at least one documented relationship-building or staff engagement strategy per quarter. Progress will be monitored quarterly through staff surveys, participation logs, and leadership walkthroughs to ensure sustained improvement in staff connectedness, collaboration, and collective efficacy.

Formative Measures: PLC's, staff climate surveys

Improvement Strategy 1

CES will implement a structured staff engagement and collaboration system designed to strengthen adult learning culture and build stronger professional relationships. This will include protected weekly PLC time focused on shared problem-solving, student data review, and instructional planning, as well as intentional norms for collaboration that promote trust, voice, and shared ownership. Leadership will support implementation through consistent facilitation, coaching, and feedback cycles, while also embedding regular staff recognition practices and opportunities for team-building. Additionally, MTSS and leadership teams will ensure alignment between collaboration time and schoolwide priorities, with a focus on improving engagement, communication, and collective responsibility for student success.

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Establish and Protect PLC Structures Develop and publish a master schedule that includes dedicated weekly PLC time for all grade-level and support teams. Create PLC agendas focused on student data analysis, instructional planning, and problem-solving. Establish clear PLC norms and expectations that promote participation, accountability, and collaboration	Virginia Richardson	26-27 School Year	

Position Responsible: Principal

Resources Needed: Time for collaboration, system for collecting data

Evidence Level

Problem Statements: Adult Learning Culture 1

Status Checks

November	January	May

SMART Goal 1 Problem Statements Identifying Adult Learning Culture

	Problem Statement	Root Cause
1	Although CES performs above district and state averages in most Adult Learning Culture domains, survey and performance data indicate a need to strengthen Engagement and Relationships among staff to better support equitable outcomes for all students. Increased collaboration, communication, and shared understanding among staff are needed to effectively respond to the academic and social-emotional needs of student groups, including English Learners, Foster/Homeless students, Free and Reduced Lunch students, Migrant students, Racial/Ethnic groups, and Students with IEPs. Strengthening adult learning culture in this area will improve collective responsibility, staff cohesion, and CES's ability to ensure success for all learners.	Staff have had limited structured opportunities for ongoing collaboration, relationship-building, and professional learning centered on equity, student subgroup needs, and shared instructional practices. As a result, collective efficacy and staff engagement may not be fully leveraged to consistently support the diverse needs of all student populations.

Inquiry Area 3

Connectedness

SMART Goal 1

CES will reduce the chronic absenteeism rate by 2.5% from the 2025/2026 school year to the 2026/2027school year.

Formative Measures: Attendance Reports (IC)
Early warning system
MTSS / Counselor for attendance
Home visits
Intervention logs

Improvement Strategy 1

Utilizing data, schools will engage families and provide early intervention to improve attendance, while providing engaging curriculum and instruction.

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Establish Attendance Data Monitoring Systems Review attendance data weekly to identify students at risk for chronic absenteeism. Utilize attendance dashboards and reports to monitor individual, grade-level, and schoolwide attendance trends.	Administrators / Counselor	Monthly	
2	Implement Early Attendance Interventions Contact families promptly when attendance concerns emerge. Conduct attendance conferences with students and families to identify barriers and develop support plans. Utilize MTSS processes to provide targeted attendance supports and monitor progress.	Administrators	Monthly	
3	Strengthen Family Engagement and Communication Provide families with regular updates regarding student attendance and its impact on academic success. Offer multiple methods of communication, including phone calls, text messages, emails, newsletters, and family meetings. Share attendance goals, celebrations, and available resources with families throughout the school year.	Administrators / Counselors	Fall 2026	

Position Responsible: Principal

Resources Needed: CCRI's
Infinite Campus
MTSS Systems
Expanded in person and telehealth Mental Health Resources

Problem Statements: Connectedness 1

Status Checks

November **January** **May**

SMART Goal 1 Problem Statements Identifying Connectedness

	Problem Statement	Root Cause
1	At CES, current chronic absenteeism rates negatively impact student proficiency outcomes. This is driven by inconsistent family engagement, a reactive rather than proactive monitoring system, and the need for more culturally responsive and engaging Tier 1 instruction.	Inconsistent messaging, lack of clarity in the parental excuse process, and a historic lack of positive outreach before crisis occurs.

Lyon County School District

Dayton Elementary School

2026-2027 Inquiry Areas/ SMART Goals/ Improvement Strategies

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Inquiry Area 1 Student Success

SMART Goal 1

For grades k-6, Dayton Elementary will increase the percentage of students demonstrating typical growth in mathematic and reading by 2.5% from the end-for-the-year results of the 2025-2026 school year to the end-of-the-year results of the 2026-2027 school year.

Formative Measures: iReady Reports for Reading and Math

Improvement Strategy 1

Professional Learning communities will meet to have common pacing, design assessments, and reflect on data to identify strengths and weaknesses that teachers can used to drive instruction.

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Fall, Winter, Spring iReady benchmark assessments given	Teachers	Fall, Winter, Spring	
2	Biweekly PLC Teams Meeting	Admin/ Grade Level PLC	Biweekly	
3	Schoolwide goal setting	Admin/ Teachers	Fall, Winter, Spring	
4	Schoolwide Data Dives	Admin/ Teachers	Fall, Winter, Spring	

Resources Needed: time for PLC, Data Dives, Schoolwide Goal setting

Evidence Level

Problem Statements: Student Success 1, 2

Schoolwide and Targeted Assistance Title I Element: 2.4, 2.5, 2.6

Status Checks

November	January	May

Improvement Strategy 2

To improve students growth in ELA and Math, students will complete 30-45 minutes of My Path weekly.

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Classroom time for Path	Teachers	weekly	
2	PLC time to look at student data	Teachers, Admin	biweekly	
3	Share personalized instruction reports with teachers	Admin	weekly	

Status Checks

November	January	May

SMART Goal 1 Problem Statements Identifying Student Success

	Problem Statement	Root Cause
1	50% of students are one or more grade levels behind in Math.	Teachers are gaining understanding of iReady tier 1 instruction, however, not aware of intervention supports within the platform.
2	45% of students are one or more grade levels behind in Reading..	Students struggle with content specific vocabulary and background knowledge to support reading comprehension.

Inquiry Area 2

Adult Learning Culture

SMART Goal 1

All teachers at DES will have biweekly PLC meetings during the 2026-2027 school year gto analyze data, plan for instruction, and discuss needed interventions.

Formative Measures: Meeting notes
Classroom grouping notes
iReady Data

Improvement Strategy 1

Teams will meet biweekly to identify student needs, design assessments, group students, and monitor student progress.

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	PLC Time (during student specials time)	Admin, Teachers	biweekly	
2	Meeting notes/minutes, student grouping sheets	Teachers, Admin	biweekly	
3	Analyze Lesson/Module assessment data.	Teacehrs/ Admin	biweekley	

Position Responsible: Admin, DDI Team

Resources Needed: PLC Time, Title I Funding

Evidence Level

Problem Statements: Student Success 1, 2

Schoolwide and Targeted Assistance Title I Element: 2.4, 2.5, 2.6

Status Checks

November **January** **May**

SMART Goal 1 Problem Statements Identifying Student Success

	Problem Statement	Root Cause
1	50% of students are one or more grade levels behind in Math.	Teachers are gaining understanding of iReady tier 1 instruction, however, not aware of intervention supports within the platform.
2	45% of students are one or more grade levels behind in Reading..	Students struggle with content specific vocabulary and background knowledge to support reading comprehension.

Inquiry Area 3

Connectedness

SMART Goal 1

Dayton Elementary will reduce the chronic absenteeism rate by 2.5% from the 2025-2026 school year to the 2026-2027 school year.

Formative Measures: Classroom Attendance Visuals
IC Reports

Improvement Strategy 1

Communicate with families to create transparency about attendance expectations and the impact being chronically absent has on students.

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Utilize Parent Square to communicate Attendance Policy and Attendance Expectations	Admin	Fall	
2	Call all parents of chronically absent students during the 2025-2026 school year.	Admin	Monthly	
3	Share Quarterly Schoolwide Attendance successes with parents via Parent Square			

Resources Needed: Parent Square
Attendance Reports

Evidence Level

Problem Statements: Connectedness 1

Schoolwide and Targeted Assistance Title I Element: 2.4, 2.5, 2.6, 4.2

Status Checks

November **January** **May**

Improvement Strategy 2

Incentivize attendance for students to motivate them to come to school.

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Weekly incentives for perfect attendance.	Teachers	Weekly	
2	Monthly attendance recognition/rewards	Admin/ Teachers	Monthly	
3	Quarterly Perfect Attendance Recognition/ rewards	Admin	Quarterly	

Position Responsible: Teachers, Admin, Attendance Se

Resources Needed: Title Funds to incentivize attendance
IC Reports

Evidence Level

Problem Statements: Connectedness 1

Schoolwide and Targeted Assistance Title I Element: 2.5, 2.6

Status Checks

November **January** **May**

SMART Goal 1 Problem Statements Identifying Connectedness

	Problem Statement	Root Cause
1	Students 12% of students are absent 18 days or more during the school year leading them to miss high quality instruction and learning that feels irrelevant.	In equitable access to high quality instruction, learning that feels irrelevant, and emotional and mental health challenges.

Lyon County School District

Dayton High School

2026-2027 Inquiry Areas/ SMART Goals/ Improvement Strategies

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Inquiry Area 1 Student Success

SMART Goal 1

By Spring 2027, 9th and 10th grade students will demonstrate a median growth percentile of 50% or greater in Reading as measured by the NWEA MAP assessment.

Formative Measures: MAP Reading interim growth reports
Common formative reading assessments
Lexile growth data
PLC data analysis notes
Classroom walkthrough observations
Progress monitoring for intervention students
Reading intervention participation data

Improvement Strategy 1

Strengthen literacy instruction through data-driven practices, targeted reading interventions, differentiated instruction, and ongoing progress monitoring.

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Conduct MAP Reading data analysis meetings to identify student needs	Administration / PLC Teams	Beginning of each quarter	
2	Implement targeted literacy intervention groups for students below benchmark	CCRI/ English Teachers	Ongoing	
3	Utilize formative literacy assessments to monitor progress	English Teachers	Monthly	
4	Provide professional development on literacy strategies and differentiated instruction	Administration	Fall and Winter 2026	
5	Conduct classroom walkthroughs focused on literacy engagement and rigor	Administration	Ongoing	
6	Implement student literacy goal-setting and reflection activities	Teachers	Quarterly	
7	Monitor Lexile growth and intervention effectiveness	PLC Teams	Monthly	

Position Responsible: Administration

Resources Needed: NWEA MAP Reading reports
Reading intervention curriculum/materials
Lexile resources
Professional development materials
PLC collaboration time
Classroom walkthrough tools
Student goal-setting templates
Formative assessment tools
Literacy strategy resources

Evidence Level

Problem Statements: Student Success 2, 4, 5

Schoolwide and Targeted Assistance Title I Element: 2.4, 2.5, 2.6

Status Checks

November	January	May

SMART Goal 1 Problem Statements Identifying Student Success

	Problem Statement	Root Cause
2	A significant number of students are performing below national benchmark expectations in Literacy and Math, particularly students requiring intervention and academic support.	Foundational skill gaps and unfinished learning Limited Tier II and Tier III intervention supports Insufficient targeted instructional strategies for struggling learners Lack of systematic intervention entry/exit criteria Inconsistent use of small-group instruction and individualized support
4	Variability in instructional practices across classrooms impacts equitable access to rigorous, standards-aligned instruction.	Need for additional professional development in differentiated instruction Inconsistent implementation of instructional best practices Limited instructional coaching and feedback cycles Insufficient collaboration around instructional planning Lack of consistent walkthrough calibration and follow-up

5	Some student groups continue to demonstrate achievement gaps and inconsistent academic progress in Literacy and Math.	Limited targeted supports for specific student populations Inconsistent progress monitoring for intervention groups Barriers related to attendance, engagement, and outside factors Need for stronger culturally responsive instructional practices Limited family engagement and academic partnership systems

SMART Goal 2

By Spring 2027, 9th and 10th grade students will demonstrate a median growth percentile of 50% or greater in Mathematics as measured by the NWEA MAP assessment.

Formative Measures: MAP Math interim growth reports
Common formative math assessments
Quantile growth data
Student math goal trackers
PLC collaboration notes
Classroom walkthrough data
Intervention progress monitoring reports
Student engagement and participation data

Improvement Strategy 1

Improve mathematics achievement through rigorous Tier I instruction, differentiated learning opportunities, targeted interventions, and data-driven instructional planning.

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Conduct MAP Math data analysis meetings to identify instructional gaps	Administration/PLC Teams	Beginning of each quarter	
2	Implement targeted Tier II math interventions for students below benchmark	CCRI/Math Teachers	Ongoing	
3	Utilize formative math assessments to monitor student learning	Math Teachers	Monthly	
4	Provide professional development on rigorous math instruction and differentiation	Administration	Fall and Winter	
5	Conduct walkthroughs focused on instructional rigor and engagement in math classrooms	Administration	Ongoing	
6	Implement student math goal-setting conferences	Teachers	Quarterly	
7	Monitor Quantile growth and intervention effectiveness	PLC Teams	Monthly	

Position Responsible: Administration

Resources Needed: NWEA MAP Math reports
Quantile resources
Math intervention curriculum/materials (ALEKS)
Manipulatives and instructional technology
Professional development resources
PLC collaboration time
Classroom walkthrough tools
Formative assessment tools
Student data trackers

Evidence Level

Problem Statements: Student Success 2, 4, 5

Schoolwide and Targeted Assistance Title I Element: 2.4, 2.5, 2.6

Status Checks

November **January** **May**

SMART Goal 2 Problem Statements Identifying Student Success

	Problem Statement	Root Cause
2	A significant number of students are performing below national benchmark expectations in Literacy and Math, particularly students requiring intervention and academic support.	Foundational skill gaps and unfinished learning Limited Tier II and Tier III intervention supports Insufficient targeted instructional strategies for struggling learners Lack of systematic intervention entry/exit criteria Inconsistent use of small-group instruction and individualized support
4	Variability in instructional practices across classrooms impacts equitable access to rigorous, standards-aligned instruction.	Need for additional professional development in differentiated instruction Inconsistent implementation of instructional best practices Limited instructional coaching and feedback cycles Insufficient collaboration around instructional planning Lack of consistent walkthrough calibration and follow-up
5	Some student groups continue to demonstrate achievement gaps and inconsistent academic progress in Literacy and Math.	Limited targeted supports for specific student populations Inconsistent progress monitoring for intervention groups Barriers related to attendance, engagement, and outside factors Need for stronger culturally responsive instructional practices Limited family engagement and academic partnership systems

SMART Goal 3

By May 2027, 100% of PLC teams will consistently utilize assessment data to guide instructional decisions, interventions, and progress monitoring as evidenced through PLC documentation and walkthrough observations.

Formative Measures: PLC meeting notes
MAP data review summaries
Classroom walkthrough observations
Lesson plans aligned to assessment data
Teacher reflection logs
Student progress monitoring reports

Improvement Strategy 1

Build staff capacity to analyze and apply student assessment data through collaborative PLC structures, instructional coaching, and continuous progress monitoring practices.

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Establish monthly PLC data-analysis protocols	Administration/ Department Chairs	August 2026	
2	Review/Train staff on interpreting MAP and formative assessment data	Administration	Fall 2026	
3	Review student growth data during PLC meetings	PLC Teams	Monthly	
4	Adjust intervention groups based on student performance data	CCRI/PLC Teams	Every 4-6 Weeks	
5	Conduct walkthroughs focused on evidence of data-driven instruction	Administration	Ongoing	
6	Provide coaching support for instructional planning and differentiation	Administration	Ongoing	

Position Responsible: Administration

Resources Needed: MAP and formative assessment data reports
PLC protocols and agendas
Data dashboards
Walkthrough observation tools
Collaboration time
Data-analysis templates
Professional development resources

Evidence Level

Level 1: Strong:
PLC

Problem Statements: Student Success 2, 4, 5

Schoolwide and Targeted Assistance Title I Element: 2.4, 2.5, 2.6

Status Checks

November **January** **May**

SMART Goal 3 Problem Statements Identifying Student Success

	Problem Statement	Root Cause
2	A significant number of students are performing below national benchmark expectations in Literacy and Math, particularly students requiring intervention and academic support.	Foundational skill gaps and unfinished learning Limited Tier II and Tier III intervention supports Insufficient targeted instructional strategies for struggling learners Lack of systematic intervention entry/exit criteria Inconsistent use of small-group instruction and individualized support
4	Variability in instructional practices across classrooms impacts equitable access to rigorous, standards-aligned instruction.	Need for additional professional development in differentiated instruction Inconsistent implementation of instructional best practices Limited instructional coaching and feedback cycles Insufficient collaboration around instructional planning Lack of consistent walkthrough calibration and follow-up
5	Some student groups continue to demonstrate achievement gaps and inconsistent academic progress in Literacy and Math.	Limited targeted supports for specific student populations Inconsistent progress monitoring for intervention groups Barriers related to attendance, engagement, and outside factors Need for stronger culturally responsive instructional practices Limited family engagement and academic partnership systems

Inquiry Area 2

Adult Learning Culture

SMART Goal 1

By May 2027, Dayton High School will increase the Physical Safety score on the NV-SCSEL Staff Survey from 333 to at least 360 through consistent implementation of PBIS/MTSS systems, restorative practices, and proactive supervision strategies.

Formative Measures: Office discipline referral data
Walkthrough observation data
PBIS implementation checklists
Monthly discipline trend reports
Staff feedback surveys
Student behavior data

Improvement Strategy 1

Strengthen schoolwide behavior expectations, PBIS/MTSS implementation, restorative practices, and proactive supervision systems to improve student behavior, staff perceptions of safety, and overall school climate.

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Conduct PBIS/MTSS behavior expectations training	Administration/MTSS Facilitator	August 2026	
2	Implement consistent schoolwide behavior expectations	All staff	Ongoing	
3	Provide restorative practices/relationship building professional development	Administration	Fall 2026	
4	Conduct monthly safety and supervision walkthroughs	Administration	Monthly	
5	Review discipline trend data during MTSS meetings	MTSS Team	Monthly	
6	Monitor implementation fidelity of PBIS expectations	Administration/MTSS Facilitator	Monthly	

Position Responsible: MTSS Facilitator/Administration

Resources Needed: PBIS/MTSS framework materials
Restorative practices training resources
Classroom management professional development
Discipline data dashboards
Walkthrough observation tools
Behavior expectation matrices/signage
Staff collaboration time
Student behavior tracking systems

Evidence Level

Level 1: Strong:
PBIS/MTSS

Problem Statements: Adult Learning Culture 1, 4

Schoolwide and Targeted Assistance Title I Element: 2.4, 2.5, 2.6

Status Checks

November	January	May

SMART Goal 1 Problem Statements Identifying Adult Learning Culture

	Problem Statement	Root Cause
1	Dayton High School staff perceptions of physical safety are below district and state averages, with the school earning a score of 333 in Physical Safety, which falls within the "Needs Improvement" range. Staff survey responses identified concerns related to vandalism, student verbal abuse toward teachers, and inconsistent perceptions of safety within the school environment.	Inconsistent implementation of schoolwide behavior expectations across classrooms and common areas Limited use of proactive supervision and classroom management strategies Inconsistent application of PBIS/MTSS systems and restorative practices Insufficient student accountability and intervention systems for disruptive behavior Lack of consistent monitoring and follow-up regarding behavior and safety concerns
4	School data indicates a need to strengthen staff capacity in implementing proactive behavior supports, restorative practices, and consistent school climate systems to improve overall student behavior and safety.	Inconsistent professional learning focused on PBIS/MTSS implementation Limited coaching and feedback cycles related to classroom management and supervision Inconsistent implementation fidelity across classrooms Limited opportunities for staff collaboration and data reflection regarding discipline trends Need for stronger alignment between schoolwide expectations and classroom practices

Inquiry Area 3 Connectedness

SMART Goal 1

Dayton High School will reduce the chronic absenteeism rate by 2.5% from the 2025-2026 school year to the 2026-2027 school year.

Formative Measures: * Monthly review of attendance and chronic absenteeism data
* Quarterly student connectedness and climate surveys
* Monitoring of intervention participation and effectiveness
* Family engagement and communication tracking
* Review of discipline and behavior trends

Improvement Strategy 1

Strengthen attendance intervention systems and relationship-based supports to improve student attendance and school connectedness.

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Conduct monthly attendance monitoring meetings to identify at-risk students	Administration/CCRI	Monthly	
2	Develop attendance intervention plans for chronically absent students	Administration/ Counselors	Ongoing	
3	Implement attendance check-in/check-out systems for at-risk students (Check and Connect	DHS Staff	Ongoing	
4	Create student attendance watchlists for early intervention	Administration/ Attendance Secretary	Beginning of each month	
5	Monitor intervention effectiveness and adjust supports as needed	Administration	Quarterly	
6	Recognize and celebrate positive attendance improvements	Administration	Quarterly	

Position Responsible: Administration

Resources Needed: Attendance tracking reports
Attendance intervention templates
Student attendance watchlists
Incentives and recognition materials
MTSS attendance framework
Student mentoring/check-in materials
Family communication tools
Attendance team collaboration time

Evidence Level

Level 2: Moderate:
Check and Connect

Problem Statements: Connectedness 1, 2, 3, 4, 5

Schoolwide and Targeted Assistance Title I Element: 2.4, 2.5, 4.2

Status Checks

November	January	May

SMART Goal 1 Problem Statements Identifying Connectedness

	Problem Statement	Root Cause
1	Chronic absenteeism rates remain high for a significant group of students, negatively impacting student achievement, engagement, and school connectedness.	Inconsistent attendance intervention systems and follow-up procedures Limited early identification processes for students approaching chronic absenteeism Barriers related to transportation, housing instability, and family responsibilities Limited student engagement and sense of belonging Mental health, anxiety, and social-emotional challenges impacting attendance
2	A subgroup of students demonstrates severe absenteeism patterns, resulting in significant loss of instructional time and increased risk of academic failure and disengagement.	Lack of individualized attendance intervention plans for high-risk students Limited access to wraparound services and community resources Inconsistent communication and partnership with families Credit deficiency and reduced student motivation Limited access to mentoring, counseling, and relationship-based supports

3	Many students are approaching the chronic absenteeism threshold, indicating a need for stronger preventative attendance systems and early intervention supports.	Inconsistent attendance monitoring and rapid-response systems Limited use of attendance data to identify emerging attendance concerns Lack of consistent attendance incentives and positive reinforcement systems Limited proactive communication with students and families Need for stronger relationship-building and student connectedness initiatives
4	Attendance challenges disproportionately impact vulnerable student populations, including students experiencing poverty, homelessness, mobility, and academic or behavioral challenges.	External barriers related to socioeconomic instability Frequent school transitions and interrupted educational experiences Limited access to individualized supports and intervention services Inconsistent collaboration between school, family, and community agencies Need for stronger targeted supports for high-needs student groups
5	Family engagement and communication systems are inconsistent, limiting opportunities to build strong attendance partnerships between home and school.	Limited proactive and positive communication systems Inconsistent family outreach practices among staff Lack of structured family engagement opportunities Limited access to translated communication and resources for some families Need for stronger family education regarding attendance expectations and impacts

SMART Goal 2

By May 2027, Dayton High School will increase family engagement and participation in attendance and school connectedness initiatives by 10% as evidenced through communication logs, event participation, and survey feedback.

Formative Measures: Family communication logs
Attendance at family engagement events
Parent participation data
Family survey feedback
Positive parent contact logs
Attendance meeting participation

Improvement Strategy 1

Strengthen family partnerships through proactive communication systems, increased engagement opportunities, and ongoing collaboration focused on student attendance and success.

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Increase proactive/positive communication with families regarding attendance and student progress	All DHS Staff	Ongoing	
2	Conduct family engagement and attendance awareness events	Administration/SPP Team	Quarterly	
3	Implement positive parent contact expectations schoolwide	Teachers/ Administration	Ongoing	
4	Provide attendance and school support resources to families	Administration/ Counselors	Ongoing	
5	Utilize family surveys to gather feedback and improve engagement	Administration	End of First Semester	
6	Monitor family participation and communication trends	SPP Team	Quarterly	

Position Responsible: Administration

Resources Needed: Communication platform (ParentSquare, email, phone systems)
Family engagement event materials
Translation services/resources
Parent survey tools
Communication logs/templates
Family resource materials
Attendance information handouts
Community partnership resources

Evidence Level

Problem Statements: Connectedness 1, 5

Schoolwide and Targeted Assistance Title I Element: 4.1, 4.2

Status Checks

November **January** **May**

SMART Goal 2 Problem Statements Identifying Connectedness

	Problem Statement	Root Cause
1	Chronic absenteeism rates remain high for a significant group of students, negatively impacting student achievement, engagement, and school connectedness.	Inconsistent attendance intervention systems and follow-up procedures Limited early identification processes for students approaching chronic absenteeism Barriers related to transportation, housing instability, and family responsibilities Limited student engagement and sense of belonging Mental health, anxiety, and social-emotional challenges impacting attendance
5	Family engagement and communication systems are inconsistent, limiting opportunities to build strong attendance partnerships between home and school.	Limited proactive and positive communication systems Inconsistent family outreach practices among staff Lack of structured family engagement opportunities Limited access to translated communication and resources for some families Need for stronger family education regarding attendance expectations and impacts

Lyon County School District

Dayton Intermediate School

2026-2027 Inquiry Areas/ SMART Goals/ Improvement Strategies

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Inquiry Area 1 Student Success

SMART Goal 1 ☑ Aligns with District Goal

For grades 7-8, Dayton Intermediate School will increase the percentage of students demonstrating typical growth in mathematics and reading by 2.5% from the end-of-year results of the 2025/2026 school year to the end-of-year results of the 2026/2027 school year.

Formative Measures: iReady Diagnostic Exam to be taken in the Fall of 2026, Winter 2027 and again during the Spring of 2027.

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.

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Dedicated time set aside weekly for whole school to practice and work on iReady math mypath in order to help back fill deficiencies. Students need to show 70% mastery per lesson.	Advisory teachers, Administration	Weekly on Tuesdays 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 mastered by students will be tracked weekly. At the end of each month, the students that have 4 math and 4 reading lessons at 70% mastery 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	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: Student Success 1, 2, 3 - Adult Learning Culture 2, 3, 4 - Connectedness 1, 2, 3

Schoolwide and Targeted Assistance Title I Element: 2.4, 2.5, 2.6, 4.1

Status Checks

November	January	May

SMART Goal 1 Problem Statements Identifying Student Success

	Problem Statement	Root Cause
1	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 and now to 20% for the 2025-2026 school year. While we have seen contiued improvement, lack of consistent instruction affects the overall success rate of student achievement.	Our Tier 1 instructional strategies and school-wide engagement systems have not consistently fostered an environment where students see the immediate value and relevance of everyday attendance and high-stakes testing. Additionally, our school has experienced an implementation gap while transitioning between three separate core curricula over the past six years, preventing a deeply aligned, unified approach to mastery-based learning.
2	Although DIS is showing improvement in both Math and ELA as measured by iReady testing our students still are not achieving at a level that we would like to see.	Chronic Absenteeism and student apathy towards tests is hindering our overall achievement scores. In addition, DIS has not met the states required 95% year of students being tested due parents opting their students out of the SBAC exam since the 2018-2019 School . Lastly, we have recently, in the past 6 years, implemented 3 new curriculums in Math, ELA and Social Studies.
3	Parent involvement drops off significantly from elementary to middle school.	Our current communication frameworks and family outreach events lack the transitional scaffolding necessary to meaningfully loop middle school families into their child's changing academic landscape. We have yet to design tiered, easily accessible partnership methods that match the shifting structural dynamics between elementary and intermediate environments.

SMART Goal 1 Problem Statements Identifying Adult Learning Culture

	Problem Statement	Root Cause
2	Although DIS is showing improvement in both Math and ELA as measured by iReady testing our students still are not achieving at a level that we would like to see.	Chronic Absenteeism and student apathy towards tests is hindering our overall achievement scores. In addition, DIS has not met the states required 95% year of students being tested due parents opting their students out of the SBAC exam since the 2018-2019 School . Lastly, we have recently, in the past 6 years, implemented 3 new curriculums in Math, ELA and Social Studies.
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 and now to 20% for the 2025-2026 school year. While we have seen contiued improvement, lack of consistent instruction affects the overall success rate of student achievement.	Our Tier 1 instructional strategies and school-wide engagement systems have not consistently fostered an environment where students see the immediate value and relevance of everyday attendance and high-stakes testing. Additionally, our school has experienced an implementation gap while transitioning between three separate core curricula over the past six years, preventing a deeply aligned, unified approach to mastery-based learning.
4	Parent involvement drops off significantly from elementary to middle school.	Our current communication frameworks and family outreach events lack the transitional scaffolding necessary to meaningfully loop middle school families into their child's changing academic landscape. We have yet to design tiered, easily accessible partnership methods that match the shifting structural dynamics between elementary and intermediate environments.

SMART Goal 1 Problem Statements Identifying Connectedness

	Problem Statement	Root Cause
1	Although DIS is showing improvement in both Math and ELA as measured by iReady testing our students still are not achieving at a level that we would like to see.	Chronic Absenteeism and student apathy towards tests is hindering our overall achievement scores. In addition, DIS has not met the states required 95% year of students being tested due parents opting their students out of the SBAC exam since the 2018-2019 School . Lastly, we have recently, in the past 6 years, implemented 3 new curriculums in Math, ELA and Social Studies.
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 and now to 20% for the 2025-2026 school year. While we have seen contiued improvement, lack of consistent instruction affects the overall success rate of student achievement.	Our Tier 1 instructional strategies and school-wide engagement systems have not consistently fostered an environment where students see the immediate value and relevance of everyday attendance and high-stakes testing. Additionally, our school has experienced an implementation gap while transitioning between three separate core curricula over the past six years, preventing a deeply aligned, unified approach to mastery-based learning.
3	Parent involvement drops off significantly from elementary to middle school.	Our current communication frameworks and family outreach events lack the transitional scaffolding necessary to meaningfully loop middle school families into their child's changing academic landscape. We have yet to design tiered, easily accessible partnership methods that match the shifting structural dynamics between elementary and intermediate environments.

Inquiry Area 2

Adult Learning Culture

SMART Goal 1

☑ **Aligns with District Goal**

By May 2027, the percentage of instructional staff who report 'Agree' or 'Strongly Agree' on the NVCSEL Staff Survey item regarding 'Our professional learning communities directly influence and improve my instructional practice' will increase by 10% over the Fall 2026 baseline, driven by the implementation of at least two structured, documented PLC periods per month.

Formative Measures: Tracking meeting minutes
data digs
meeting times (2 per month)
iReady data
WBL data

Improvement Strategy 1

While our qualitative school reviews highlight a highly collaborative staff culture, our data baseline stems from the NVCSEL Staff Survey. In cross-analyzing our local data with the NVCSEL domains, specifically focusing on Professional Collaboration, Instructional Leadership, and School Climate, staff responses indicate a distinct correlation between inconsistent structural meeting windows and a desire for stronger alignment on student behavior management. Moving forward, the NVCSEL survey will serve as our primary baseline to determine if our restructured PLC windows are translating into professional efficacy and behavioral alignment.

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
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	
5	DIS will be working with Solution Tree to begin the implemention of the PLC process	Administration / Solution Tree	Throughout the year	

Position Responsible: Administration and CIP team

Evidence Level

Problem Statements: Adult Learning Culture 1

Schoolwide and Targeted Assistance Title I Element: 2.4, 2.6

Status Checks

November **January** **May**

SMART Goal 1 Problem Statements Identifying Adult Learning Culture

	Problem Statement	Root Cause
1	Teachers are not meeting or collaborating on a regular basis through PLCs or dept meetings on a regular basis.	Prior iterations of our master schedule and meeting structures did not strategically prioritize or safeguard collective collaboration time. Without embedded, non-negotiable professional learning communities (PLCs) built into our calendar, cross-curricular data-driven planning and targeted peer feedback have been minimal.

Inquiry Area 3

Connectedness

SMART Goal 1

☑ **Aligns with District Goal**

Dayton Intermediate School will reduce the chronic absenteeism rate by 2.5% from the 2025/2026 school year to the 2026/2027 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

Improvement Strategy 1

Monitor and track student daily attendance weekly and increase communication with families as needed.

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Set up a weekly digital attendance tracking system	Administration Counselors College and Career Readiness Coach	Throughout the 2026-2027 School year	
2	Review the attendance report weekly during designated team meetings	PLC teams MTSS Administration	Throughout the 2026-2027 School year	
3	Use multiple communication methods to ensure families receive messages (phone, email, texts, home visits).	Administration	Throughout the 2026-2027 School year	
4	Piloting the NVCAT "Check and Connect" Student Engagement Intervention program.	Administration, CCRI's Counselors, SRO, MTSS Team	Throughout the 2026-2027 School year	
5	Parent Universities throughout the year with Tier 1 interventions for families through UNR. Parents can also be referred to Tier 2 and 3 interventions. The goal is to offer at minimum 2 PBIS Parent Intervention nights during the 2026-2027 school year.	CPP Team and UNR PBIS Team	Throughout the 2026-2027 School year	

Position Responsible: Administration Counselors College and Career Readiness Coaches

Evidence Level

Problem Statements: Student Success 1 - Adult Learning Culture 3 - Connectedness 2

Schoolwide and Targeted Assistance Title I Element: 2.4, 2.5, 2.6, 4.1, 4.2

Status Checks

November **January** **May**

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.

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Positive Incentives, Eligibility for reward trips and incentives include attendance.	Counselors College and Career Readiness Coach	Through out the 2026-2027 School year	

Position Responsible: PBIS Committee

Resources Needed: Title I funds

Evidence Level

Problem Statements: Student Success 1 - Adult Learning Culture 3 - Connectedness 2

Schoolwide and Targeted Assistance Title I Element: 2.4, 2.5, 2.6, 4.1, 4.2

Status Checks

November **January** **May**

SMART Goal 1 Problem Statements Identifying Student Success

	Problem Statement	Root Cause
1	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 and now to 20% for the 2025-2026 school year. While we have seen contiued improvement, lack of consistent instruction affects the overall success rate of student achievement.	Our Tier 1 instructional strategies and school-wide engagement systems have not consistently fostered an environment where students see the immediate value and relevance of everyday attendance and high-stakes testing. Additionally, our school has experienced an implementation gap while transitioning between three separate core curricula over the past six years, preventing a deeply aligned, unified approach to mastery-based learning.

SMART Goal 1 Problem Statements Identifying Adult Learning Culture

	Problem Statement	Root Cause
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 and now to 20% for the 2025-2026 school year. While we have seen contiued improvement, lack of consistent instruction affects the overall success rate of student achievement.	Our Tier 1 instructional strategies and school-wide engagement systems have not consistently fostered an environment where students see the immediate value and relevance of everyday attendance and high-stakes testing. Additionally, our school has experienced an implementation gap while transitioning between three separate core curricula over the past six years, preventing a deeply aligned, unified approach to mastery-based learning.

SMART Goal 1 Problem Statements Identifying Connectedness

	Problem Statement	Root Cause
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 and now to 20% for the 2025-2026 school year. While we have seen contiued improvement, lack of consistent instruction affects the overall success rate of student achievement.	Our Tier 1 instructional strategies and school-wide engagement systems have not consistently fostered an environment where students see the immediate value and relevance of everyday attendance and high-stakes testing. Additionally, our school has experienced an implementation gap while transitioning between three separate core curricula over the past six years, preventing a deeply aligned, unified approach to mastery-based learning.

Lyon County School District

Eagle Ridge High School

2026-2027 Inquiry Areas/ SMART Goals/ Improvement Strategies

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Inquiry Area 1 Student Success

SMART Goal 1

Eagle Ridge High School students in grades 7th-12th will demonstrate an average growth of or greater, from Entrance to Exit of program, as measured by the NWEA Measure of Academic Progress (MAP) in both Reading and Math subject areas for the 2026-2027 school year.

Formative Measures: Teachers will conduct 1:1 conferring sessions for all students in the class. By the end of each week each student will have had three conferring sessions with the teacher focusing on giving students the opportunity to verbally process their information, reflect on new learning, create goals, and discuss progress. Data will be tracked by documenting the conferences.

By the end of the first semester, introduce at least three new classroom setups or teaching methods designed to enhance student engagement without compromising discipline. Create anchor charts of the instructional posters and hang on the classroom walls so students are able to use them as a resource. Data will be tracked through classroom walk throughs.

Once a month, students will use the Pathways program to explore "virtual field trips" allowing them to bring in real-world experiences into their online learning experience. Data will be tracked by listing the dates the platform is used.

Improvement Strategy 1

To increase the engagement of learning, Eagle Ridge High School will implement a strategic plan to integrate virtual field trips, create goals with students and track their progress in the area of math and reading during conferring sessions.

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Teacher will receive professional development on the High Impact Teaching Strategy of Setting Goals.	Eagle Ridge Principal and teacher	Fall of 2026	
2	Teacher will receive professional development on the Pathways Program (virtual field trip platform).	Eagle Ridge Principal and teacher	Fall of 2026	
3	Teacher will conduct 1:1 conferring sessions with students that will discuss goals in math and reading with student and track student progress.	Eagle Ridge Teacher	Weekly-September 2026-May 2027	
4	Teacher will create anchor charts explaining what students need to understand, an what they must be able to do.	Eagle Ridge Teacher	End of 1st Semester	

Position Responsible: Eagle Ridge Administration

Resources Needed: Goal setting professional development, anchor charts, progress tracker

Evidence Level

Level 1: Strong:
Goal Setting has an effect size of 0.56 and Teacher Clarity has an effect size of 0.75

Problem Statements: Student Success 1

Status Checks

November	January	May

SMART Goal 1 Problem Statements Identifying Student Success

	Problem Statement	Root Cause
1	Eagle Ridge High School faces significant challenges in integrating real-life experiences into the curriculum and fostering a collaborative culture due to its highly structured environment, which limits student interaction and engagement, thereby hindering the ability to effectively process and retain new information necessary for students' academic growth. This is not only effecting general education students but also students on an IEP. Also due to the unique set up of Eagle Ridge High School students are consistently entering and exiting the program at different rates. This makes the time we have with them limited and it is crucial that growth is displayed while they are with us.	The curriculum at Eagle Ridge High School, coupled with a focus on discipline over engagement, restricts the integration of real-life experiences in learning, limiting students' ability to connect academic content to real-world situations. Additionally, the school's policy prohibiting student interaction hinder the development of a collaborative culture. These factors, alongside a highly structured environment and resource constraints, prevent the implementation of diverse and engaging teaching methods, impeding the creation of a more inviting classroom atmosphere. The majority of Eagle Ridge students are not in our program for an entire year-making it difficult to meet growth goals that are designed for an entire year.

Inquiry Area 2

Adult Learning Culture

SMART Goal 1

By June 2026, 100% of Eagle Ridge High School teachers will become proficient in the implementation of Pathways, a virtual field trip platform.

Formative Measures: Once a month a survey will be given to the students. The teacher will gather direct feedback through the survey about students' experiences with the new technology tools being integrated into their learning environment. This measure will help assess the effectiveness, engagement level, and real-world applicability. Questions in the survey will address ease of use, relevance to real-world applications, and how these tools have impacted their learning experience.

By the end of the first semester, the teacher will have created and introduce one anchor chart providing students with the tools to navigate safely and effectively though Pathways. Data will be tracked through classroom walk throughs.

Once a month, teachers will provide an opportunity for students to explore Pathways (virtual field trip platform) increasing student engagement and bringing real-life experiences into the online curriculum. Data will be tracked by listing the dates the platform is used.

Improvement Strategy 1

Eagle Ridge High School will integrate Pathways (virtual field trip platform) other than just Edgenuity to enhance the real-life learning opportunities for the students.

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Teacher will receive professional development on Pathways (virtual field trip platform).	Eagle Ridge Administration	September 2026	
2	Teacher will create and conduct a survey to gather feedback about the students' experiences using Pathways.	Eagle Ridge Teacher	Monthly-September 2026-May 2027	
3	Teacher will create and display an anchor chart providing students with tools to use Pathways safely and effectively.	Eagle Ridge Teacher	October 2026	
4	Teacher will provide at least one virtual field trip experience through Pathways for the students to explore.	Eagle Ridge Teacher	Monthly-September 2026-May 2027	

Position Responsible: Eagle Ridge Administration and Teacher

Resources Needed: Pathways Platform, Pathways feedback survey, anchor chart, Pathways professional development

Evidence Level

Level 1: Strong:
Field Trips / Out-of-Classroom Learning-5.2 Effect Size

Problem Statements: Adult Learning Culture 1

Status Checks

November **January** **May**

SMART Goal 1 Problem Statements Identifying Adult Learning Culture

	Problem Statement	Root Cause
1	Eagle Ridge High School serves a unique student population that includes adolescents placed at the school due to drug and alcohol use. As a result of significant discipline and behavior concerns, a highly structured program prohibits student-to-student interaction as a safety and management measure. However, this restriction has contributed to low student engagement, particularly among students with Individualized Education Programs (IEPs), whose social and instructional needs are not being fully met within the current program structure. Teachers do not get to be as creative as they would if they were in a typical classroom. Finding ways to bring more real-world applications into the classroom would benefit all students, especially students on an IEP, while also enhancing teacher creativity.	The critical root cause of these issues is the implementation of a highly restrictive environment that prioritizes safety and behavior management over individualized engagement and support. This program structure--where students are not permitted to interact with one another--limits opportunities for collaborative learning, peer support, and the development of social-emotional skills. For IEP students, this environment further impedes access to accommodations and specialized instruction that often rely on interaction, small-group instruction, or peer modeling. There is also a lack of real-world applications in the program used at Eagle Ridge High School.

Inquiry Area 3 Connectedness

SMART Goal 1

By June 2027, Eagle Ridge High School will increase students' sense of connectedness by integrating at least one curriculum-aligned virtual field trip experiences each month, with 80% of participating students reporting increased engagement and a stronger sense of belonging, as measured by pre- and post-experience connectedness surveys.

Formative Measures: Once a month a survey will be given to the students. The teacher will gather direct feedback through the survey about students' experiences with the new technology tools being integrated into their learning environment. This measure will help assess the effectiveness, engagement level, and real-world applicability. Questions in the survey will address ease of use, relevance to real-world applications, and how these tools have impacted their learning experience.

Once a month, teachers will provide an opportunity for students to explore Pathways (virtual field trip platform) increasing student engagement and bringing real-life experiences into the online curriculum. Data will be tracked by listing the dates the platform is used.

Improvement Strategy 1

Eagle Ridge students will engage in a virtual field trip each month. Through this field trip, they will connect with real-world applications that cannot be found in Edgenuity.

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Teacher will receive professional development on Pathways (virtual field trip platform).	Eagle Ridge Administration and Teacher	September 2026	
2	Students will take a survey each month to provide feedback about their level of connectedness due to using the Pathways Platform.	Teacher and Students	Monthly-September 2026-May 2027	
3	Students will participate in at least one virtual fieldtrip increasing their connectedness at Eagle Ridge High School.	Teacher and Students	Monthly-September 2026-May 2027	

Position Responsible: Eagle Ridge Administration and Teacher

Resources Needed: Pathways Platform, Professional Development for Pathways, Survey,

Evidence Level

Level 1: Strong:
Field Trips / Out-of-Classroom Learning-5.2 Effect Size

Problem Statements: Connectedness 1

Status Checks

November	January	May

SMART Goal 1 Problem Statements Identifying Connectedness

	Problem Statement	Root Cause
1	Eagle Ridge High School serves students who have experienced challenges related to drug and alcohol use. The school's mission is to support students in recovering lost credits and making progress toward graduation. To achieve this, the environment is intentionally structured, with a rigorous curriculum and strict rules, including prohibiting student-to-student interaction.	Students at Eagle Ridge High School may report feeling disconnected from the school community. The required structure and restrictions--especially the prohibition of peer interaction--limit opportunities for students to build relationships, develop a sense of belonging, or feel supported beyond academics. This can lead to feelings of isolation, decreased motivation, and disengagement from learning, potentially impacting both academic recovery and personal growth.

Lyon County School District

East Valley Elementary School

2026-2027 Inquiry Areas/ SMART Goals/ Improvement Strategies

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Inquiry Area 1 Student Success

SMART Goal 1

For grades K-, the East Valley Elementary School will increase the percentage of students demonstrating typical growth in mathematics and reading by 2.5% from the end-of-year results of the 2025/2026 school year to the end-of-year results of the 2026/2027 school year.

Formative Measures: i-Ready diagnostic assessment for the 2026-27 school year.

Improvement Strategy 1

Create a comprehensive and data-driven approach that empowers students, teachers, and families.

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
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 2026-27 school year	

Position Responsible: Administration

Resources Needed: Scheduled time for PLC meetings, Title I funding for substitute coverage when needed.

Evidence Level

Problem Statements: Student Success 1, 3 - Connectedness 1, 2

Schoolwide and Targeted Assistance Title I Element: 2.4, 2.5, 2.6

Status Checks

November **January** **May**

Improvement Strategy 2

Set school wide, classroom and student incentives in both reading and math in their i-Ready personalized learning paths.

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Set specific, measurable, achievable, relevant, and time-bound (SMART) growth goals for all students, classes, and grade levels based on diagnostic data.	Teachers, Administration	2026-27 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 2026-27 school year	
3	Implement classroom and school wide incentives around target amounts of the number of lessons passed. Scoreboards per class will be updated weekly in the classrooms.	Administration	Weekly during the 2026-27 school year	

Position Responsible: Administration

Resources Needed: Intervention block during the school day, Title I funding for incentives for class and school wide rewards.

Evidence Level

Problem Statements: Student Success 1 - Connectedness 2

Schoolwide and Targeted Assistance Title I Element: 2.4, 2.5, 2.6

Status Checks

November **January** **May**

SMART Goal 1 Problem Statements Identifying Student Success

	Problem Statement	Root Cause
1	Achievement gaps in grades K-4 in ELA and Mathematics are higher in EL and IEP populations than the general population.	Early literacy and numeracy gaps, socioeconomic barriers and above average absenteeism rates cause students to not receive high quality instruction daily.

3	Chronic absenteeism limits our students access to high quality instruction.	Identifying the barriers that students and their families face.

SMART Goal 1 Problem Statements Identifying Connectedness

	Problem Statement	Root Cause
1	Chronic absenteeism limits our students access to high quality instruction.	Identifying the barriers that students and their families face.
2	Achievement gaps in grades K-4 in ELA and Mathematics are higher in EL and IEP populations than the general population.	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 East Valley Elementary staff will be trained in "LETR's" and implement these strategies into their lessons as measured by administrator classroom observations.

Formative Measures: Nevada Educator Performance Framework observations and informal observations.

Improvement Strategy 1

All staff will participate in four professional development days specifically targeting the "Science of Reading" foundations and strategies.

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Have staff complete a preprofessional development survey on the "Science of Reading" to determine the level of understanding and implementation of the strategies applied to the classroom.	Administration, LETR's Facilitator	August 2026	
2	Have staff complete a midcycle professional development survey on the "Science of Reading" to determine the level of understanding and implementation of the strategies applied to the classroom.	Administration, LETR's Facilitator	January 2027	
3	Have staff complete a post professional development survey on the "Science of Reading" to determine the level of understanding and implementation of the strategies applied to the classroom.	Administration, LETR's Facilitator	May 2027	

Position Responsible: Principal

Resources Needed: Administration or LETR's facilitators time. Professional development days set aside for training of all staff.

Evidence Level

Problem Statements: Student Success 2 - Adult Learning Culture 1

Schoolwide and Targeted Assistance Title I Element: 2.4, 2.5, 2.6

Status Checks

November	January	May

SMART Goal 1 Problem Statements Identifying Student Success

	Problem Statement	Root Cause
2	EVES staff is currently not all certified in the area of "Science of Reading" that is required by the state of Nevada.	Inconsistent use of Tier I instructional strategies using the HITS in the classroom during daily lessons.

SMART Goal 1 Problem Statements Identifying Adult Learning Culture

	Problem Statement	Root Cause
1	EVES staff is currently not all certified in the area of "Science of Reading" that is required by the state of Nevada.	Inconsistent use of Tier I instructional strategies using the HITS in the classroom during daily lessons.

Inquiry Area 3 Connectedness

SMART Goal 1

East Valley Elementary School will reduce the chronic absenteeism rate by 2.5% from the 2025/2026 school year to the 2026/2027 school year.

Formative Measures: Infinite Campus Attendance Reports

Improvement Strategy 1

EVES will utilize data-driven identification and monitoring, create positive school climate and engagement, and increase family engagement and communication.

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
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	2026-27 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 2026 (kick-off), ongoing monthly themes and 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.

Problem Statements: Student Success 1, 3 - Connectedness 1, 2

Schoolwide and Targeted Assistance Title I Element: 2.4, 4.2

Status Checks

November	January	May

SMART Goal 1 Problem Statements Identifying Student Success

	Problem Statement	Root Cause
1	Achievement gaps in grades K-4 in ELA and Mathematics are higher in EL and IEP populations than the general population.	Early literacy and numeracy gaps, socioeconomic barriers and above average absenteeism rates cause students to not receive high quality instruction daily.
3	Chronic absenteeism limits our students access to high quality instruction.	Identifying the barriers that students and their families face.

SMART Goal 1 Problem Statements Identifying Connectedness

	Problem Statement	Root Cause
1	Chronic absenteeism limits our students access to high quality instruction.	Identifying the barriers that students and their families face.
2	Achievement gaps in grades K-4 in ELA and Mathematics are higher in EL and IEP populations than the general population.	Early literacy and numeracy gaps, socioeconomic barriers and above average absenteeism rates cause students to not receive high quality instruction daily.

Lyon County School District

Fernley Elementary School

2026-2027 Inquiry Areas/ SMART Goals/ Improvement Strategies

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Inquiry Area 1 Student Success

SMART Goal 1

Fernley Elementary will increase the percentage of students demonstrating typical growth in mathematics and reading by 2.5% from the end-of-year results of the 2025/2026 school year (60% reading/56% math) to the end-of-year results of the 2026/2027 school year.

Formative Measures: I-Ready Diagnostic assessment (fall, winter, spring) (math and reading)
Monthly Data PLC meetings/collaborative team meetings
Weekly independent score and usage reports

Improvement Strategy 1

Tier 1 grade-level instruction provided to all students using HMH for reading/English Language Arts, and I-Ready for math.

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Schedule a 90-minute reading and math blocks dedicated to Tier 1 curriculum.	Classroom teachers.	26/27 school year.	
2	Weekly implementation of I-Ready reading and math independent practice.	Classroom teachers.	26/27 school year.	
3	Weekly school wide intervention/acceleration block for all students in reading and math.	Principal, Asst. Principal, Classroom teachers, MTSS Facilitator, Interventionist.	26/27 school year.	
4	Weekly/monthly grade level I-Ready reading and math independent practice challenges.	Principal, Asst. Principal, Classroom teachers.		

Position Responsible: School Administrator, Teachers, SPP team, Interventionist

Resources Needed: Tier 1 curriculum, dedicated/scheduled time, incentives for challenges.

Evidence Level

Schoolwide and Targeted Assistance Title I Element: 2.4, 2.5, 2.6

Status Checks

November	January	May

Inquiry Area 2

Adult Learning Culture

SMART Goal 1

100% of Fernley Elementary's K-4th instructional and department staff will participate in monthly data/PLC professional development focused on increasing our effectiveness with the following curriculum/ programming: I-Ready, HMH, LETRS, Lexia Core5 and PBIS.

Formative Measures: Meeting agendas/notes
PD Calendar
Kickup registrations/attendance
Nevada Staff Climate Survey results

Improvement Strategy 1

Professional development and Parent Engagement events will align with SPP, Nevada Staff Climate results, student intervention needs, and progress monitoring goals.

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Ensure the school PD calendar is developed prior to start of school year.	Admin, SPP team	August 2026	
2	PD sessions will align with current progress monitoring data and staff needs.	Admin, SPP team	2026-2027 school year (Monthly)	
3	Utilize staff surveys to ensure buy-in around Professional Development topics and Parent Engagement events funded by Title 1.	Admin, SPP team, FES staff	2026-2027 school year (monthly/ quarterly)	
4	All staff participates in Science of Reading (SOR) Professional Development-mandatory for all k-3 instructional staff and highly encouraged for 4th grade staff.	Admin, District PD	2026-2028 School year	

Position Responsible: Admin, SPP team members, District PD/data team

Resources Needed: Time: early out Fridays
PD facilitator
Current data
Title 1 funding

Evidence Level

Schoolwide and Targeted Assistance Title I Element: 2.5, 2.6, 4.1, 4.2

Status Checks

November	January	May

Inquiry Area 3

Connectedness

SMART Goal 1

Fernley Elementary will reduce their 28.3% chronic absenteeism rate by 2.5% in the 2026-2027 school year as measured by the Federal Chronic Absenteeism report.

Formative Measures: Attendance reports: pulled monthly to determine students needing action calls/letters/meetings/interventions.
Early Warning System: used to determine who was chronically absent last year and determine students needing action calls/letters/meetings/interventions.
MTSS process/SST meetings for students with attendance concerns.
Offer incentives for perfect/good attendance
Conduct home visits and facilitate family engagement events to educate families about importance of regular attendance.

Improvement Strategy 1

Early intervention: personal contact with families of students who have prior chronic absenteeism, discussing an improvement plan for the current year.

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Early Warning System: used to determine who was chronically absent last year and determine students needing action calls/letters/home visits/meetings/interventions.	Admin School Counselor School Resource Officer	2026-2027 school year	
2	Attendance reports pulled monthly to determine students needing action calls/letters/meetings/ interventions.	Admin MTSS Team	Monthly 2026-2027 school year	
3	Facilitate quarterly family/community engagement events-education for families around attendance, PBIS, assessments, and progress monitoring funded by Title 1 funds.	Admin SPP Team FES staff PBIS/MTSS team Fernley Community (business/ city stakeholders)	Quarterly 2026-2027 school year	

Position Responsible: Admin, SPP team, MTSS team, FES staff

Resources Needed: PD Facilitators
Title 1 funding
current data
Time: reporting, parent contacts, early-out Fridays, evening events
Incentives

Evidence Level

Schoolwide and Targeted Assistance Title I Element: 2.4, 2.5, 2.6, 4.1, 4.2

Status Checks

November **January** **May**

Lyon County School District

Fernley High School

2026-2027 Inquiry Areas/ SMART Goals/ Improvement Strategies

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Inquiry Area 1 Student Success

SMART Goal 1

Fernley High School 9th and 10th graders will demonstrate a median growth percentile of 50% or greater, from Fall to Spring, as measured by the NWEA Measure of Academic Progress (MAP) in both Reading and Math subject areas for the 2026/2027 school year.

Formative Measures: MAPS

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.

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Student data will be analyzed by the MTSS committee in conjunction with Department Chairs who will assist staff with tailoring of instruction.	MTSS Chair Teacher Leaders Administration	2026-2027 school year	

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)

Evidence Level

Problem Statements: Student Success 4 - Adult Learning Culture 1 - Connectedness 1

Schoolwide and Targeted Assistance Title I Element: 2.4, 2.5, 2.6

Status Checks

November **January** **May**

SMART Goal 1 Problem Statements Identifying Student Success

	Problem Statement	Root Cause
4	Academic performance in mathematics saw a significant drop in math proficiency scores (STAR Report), dropping from 12.2% proficient in 2022-2023 to 7.3% in 2023-2024. More recently,(24-25), proficiency has improved to 14.5%. While this is higher than the district average of 12.7%, there is still a lot of room for improvement.	While there have been pockets of success, there is still no effective intervention plan for general education students that work at a large scale.

SMART Goal 1 Problem Statements Identifying Adult Learning Culture

	Problem Statement	Root Cause
1	Classroom observations show a relative disparity in the areas of higher-order thinking and student self-direction, as measured by NEPF observations.	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.

SMART Goal 1 Problem Statements Identifying Connectedness

	Problem Statement	Root Cause
1	Chronic absenteeism hinders student learning, especially for students impacted by poverty, mobility, and trauma.	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 2026-2027 school year, 80% of Fernley High School teachers will consistently integrate at least two High Impact Teaching Strategies (HITS) 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

Improvement Strategy 1

Gradually implement "High-Impact Teaching Strategies" (HITS) through PLCs and professional development.

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Train principals for LCSD roll-out of HITS	District	25-26 school year, continuing into 26/27	
2	Train teachers for utilizing HITS in their day-to-day teaching strategies via PLCs and professional development	Admin/ Department Heads	26/27 School Year	

Position Responsible: Administration and Teacher Leaders

Resources Needed: District-created materials, website access, a

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: Adult Learning Culture 1

Schoolwide and Targeted Assistance Title I Element: 2.4, 2.5, 2.6

Status Checks

November	January	May

SMART Goal 1 Problem Statements Identifying Adult Learning Culture

	Problem Statement	Root Cause
1	Classroom observations show a relative disparity in the areas of higher-order thinking and student self-direction, as measured by NEPF observations.	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

Fernley High School will reduce the chronic absenteeism rate by 2.5% from the 2025/2026 school year to the 2026/2027 school year.

Formative Measures: Attendance data (Infinite Campus)
PBIS Data (Title I Funded)

Improvement Strategy 1

Implement a comprehensive, multi-tiered attendance support system specifically designed to address the root causes of chronic absenteeism.

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
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 2026-2027	
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 2026-2027	

Position Responsible: Attendance Secretary, CIP Team, CCRI, MTSS, Administration

Resources Needed: CCRIs, SROs, Attendance Data, Title I funding for PBIS Program

Evidence Level

Level 1: Strong:
Academic Supports and Interventions

Problem Statements: Connectedness 1

Schoolwide and Targeted Assistance Title I Element: 2.4, 2.5, 2.6, 4.1, 4.2

Status Checks

November	January	May

SMART Goal 1 Problem Statements Identifying Connectedness

	Problem Statement	Root Cause
1	Chronic absenteeism hinders student learning, especially for students impacted by poverty, mobility, and trauma.	Inequitable access to high-quality instruction, curriculum that feels irrelevant, and emotional and mental health challenges.

Lyon County School District

Fernley Intermediate School

2026-2027 Inquiry Areas/ SMART Goals/ Improvement Strategies

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Inquiry Area 1 Student Success

SMART Goal 1

In grades 5th and 6th at Fernley Intermediate School, the percentage of students demonstrating typical growth in mathematics and reading will increase by 2.5% from the end-of-year results of the 2025/2026 school year to the end-of-year results of the 2026/2027 school year.

Formative Measures: iReady Diagnostic

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.

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Analyze ELA and Math iReady Data to make instructional decisions.	Administrator, Department Lead, Teacher Lead, Teachers, CCRI	Fall, Winter, Spring	
2	Staff will attend weekly PLC's (Collaboration) to improve consistency when aligning curriculum and analyze common formative assessments.	Administrator, Department Lead, Teacher Lead, Teachers, CCRI	Weekly	
3	Track iReady MyPath (Lessons Passed) and plan for incentives for students to improve student growth.	Administrator, Department Lead, Teacher Lead, Teachers, CCRI	Quarterly	
4	All classroom have implemented Intervention Block in Master Schedule to meet the needs of outlying students.	Admin/All Staff	All Year	
5	Attend Professional Development regularly to ensure a cohesive staff and collective efficacy.	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.

Evidence Level

Problem Statements: Student Success 1

Schoolwide and Targeted Assistance Title I Element: 2.4, 2.5, 2.6

Status Checks

November **January** **May**

SMART Goal 1 Problem Statements Identifying Student Success

	Problem Statement	Root Cause
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.	Inconsistent implementation of curriculum, high teacher turnover and inconsistent Tier 1 instruction. Inconsistent Academic Intervention offered.

Inquiry Area 2

Adult Learning Culture

SMART Goal 1

By the Fall 2026 Nevada Staff Climate Survey administration, Fernley Intermediate School will elevate its Staff NVSEL Physical Safety score from 370 (Adequate) to 378+ (Excellent) and its Student NVSEL Emotional Safety score from 339 (Needs Improvement) to 342+ (Adequate). Success will also be measured by reducing the staff agreement rate on "student verbal abuse of teachers occurs often" from 53% to under 40%.

Formative Measures: NVSEL Climate Survey

Improvement Strategy 1

Visible Administration & Clear Behavioral Accountability
Targeting: Verbal abuse (53%), hallway chaos, and the desire for administrative presence.

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Scheduled Transition Sweeps: Establish an administrative "Visibility Roster." Administrators and available support staff will be visibly stationed in high-traffic zones (hallways, cafeteria, outdoor areas) during all transitions, lunch periods, and dismissal to improve behavior and discourage negative student activity.	Administration	25-26 school year	
2	The "Closed-Loop" Referral System: Create a standard operating procedure for office discipline referrals (ODRs). Admin will commit to updating teachers on student consequences after a referral submission, ensuring teachers feel supported and heard.	Administration	25-26 school year	
3	Implementation of systems and training on referrals (Flowchart, MTSS/PBIS Rewards Referral System) for all staff during professional development.	Administration/FIS Staff/ CIP Team	25-26 school year	
4	Utilize Infinite Campus (Assignment/Grading PD) & ParentSquare (Communication System). Implement professional development at the beginning of the school year and throughout school year as needed.	Administration/FIS Staff/ CIP Team	25-26 school year	
5	Follow the Progressive Discipline plan. Define clear "In-Class Reset" protocols versus "Office-Level" behaviors, and ensure all staff (including long-term subs and ARLs) are trained on this matrix during onboarding for progressive discipline.	Administration	25-26 school year	

Position Responsible: Principal, FIS Staff

Resources Needed: N/A

Evidence Level

Level 2: Moderate:
Work-Based Learning

Problem Statements: Adult Learning Culture 1

Status Checks

November **January** **May**

SMART Goal 1 Problem Statements Identifying Adult Learning Culture

	Problem Statement	Root Cause
1	2025-2026 school year PLC data showed 80% of staff attended weekly Professional Learning Communities/ Collaboration/Professional Development/ Data Digs.	Accountability of staff attending PLCs has been lacking and ability to substitute staff out for data dig/collaboration days has been a root cause.

SMART Goal 2

By May 2027, FIS will increase average staff attendance at Friday early-release professional development meetings from 75% to 80% or higher through the implementation of a published Master PD Schedule, while simultaneously increasing staff climate survey participation from 25% to 75%.

Formative Measures: Professional Learning Community Notes, Staff attendance data.

Improvement Strategy 1

Weekly professional learning communities with a shared notetaker that is communicated with administration.

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Create and share Master Schedule for all FIS staff.	Create and share notetaker for 5th grade and 6th grade staff.	Before School year	
2	Survey staff before 26-27 school year to implement alternative professional development schedule to increase staff attendance.	Admin	Before School year	

Position Responsible: Principal, FIS Staff

Resources Needed: N/A

Evidence Level

Problem Statements: Adult Learning Culture 1

Schoolwide and Targeted Assistance Title I Element: 2.4, 2.5, 2.6

Status Checks

November	January	May

SMART Goal 2 Problem Statements Identifying Adult Learning Culture

	Problem Statement	Root Cause
1	2025-2026 school year PLC data showed 80% of staff attended weekly Professional Learning Communities/ Collaboration/Professional Development/ Data Digs.	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 2.5% from the 2025/2026 school year to the 2026/2027 school year.

Formative Measures: Infinite Campus, Daily Attendance

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.

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	5th & 6th Grade Attendance Data will be monitored on a weekly basis by pulling data on Monday of each week. Using a tiered approach to absenteeism intervention. (Parent Phone Call, Letters Home, Home Visit, Attendance Committee)	Administrator, Department Lead, Teacher Lead, Teachers, CCRI, Counselor	Weekly/ Monthly	
2	Increase positive family engagement by participation in (parent teacher conferences, Falcon Perch, Assemblies, PBL Presentations)	Administrator, Department Lead, Teacher Lead, Teachers, CCRI, Counselor	Monthly	
3	Implement Quarterly Project Based Learning to help improve student engagement within career exploration while implementing School Links and Career Trees.	All Staff	Quarterly	
4	Staff will implement quarterly Attendance Incentives to motivate all students to attend school daily.	Administrator, Department Lead, Teacher Lead, Teachers, CCRI, Counselor	Weekly/ Monthly	
5	SEL Small Groups & Check in/Check Out will use goal setting to build student and staff relationships.	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.

Evidence Level

Problem Statements: Connectedness 1

Schoolwide and Targeted Assistance Title I Element: 2.4, 2.5, 2.6, 4.1, 4.2

Status Checks

November	January	May

SMART Goal 1 Problem Statements Identifying Connectedness

	Problem Statement	Root Cause
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.	Inequitable access to high quality instruction, curriculum that feels irrelevant to students with emotional and mental health challenges. Students have difficulty accessing and engaging with curriculum when dysregulated in and out of the school setting.

Lyon County School District

Riverview Elementary School

2026-2027 Inquiry Areas/ SMART Goals/ Improvement Strategies

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Inquiry Area 1 Student Success

SMART Goal 1

Riverview Elementary will increase the percentage of students demonstrating typical growth in mathematics and reading by 2.5% from the end-of-year results of the 2025/2026 school year to the end-of-year results of the 2026/2027 school year.

Formative Measures: iReady, SBAC, formative and informal classroom assessments

Improvement Strategy 1

Students will participate in same skilled, small group interventions four times per week

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
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 and track data to see if it is effective	Teachers	Yearlong	
3	Teachers will differentiate instruction to meet students individual needs using data to drive their instruction	Teachers	Yearlong	

Position Responsible: Admin, teachers

Resources Needed: Time, knowledge, iReady Reading MyPath

Evidence Level

Problem Statements: Student Success 1

Schoolwide and Targeted Assistance Title I Element: 2.4, 2.5, 2.6

Status Checks

November **January** **May**

SMART Goal 1 Problem Statements Identifying Student Success

	Problem Statement	Root Cause
1	Students reading scores are not improving as quickly as expected, even with daily interventions. 18% of Riverview students are still scoring two or more grade levels below on their Spring iReady Reading Diagnostic.	Students vocabulary and reading stamina is low. iReady Reading Diagnostics show that student comprehension is still the lowest strand overall.

Inquiry Area 2

Adult Learning Culture

SMART Goal 1

100% of gen ed teachers will participate in vertical collaboration around reading interventions and create a resource library for reading intervention strategies and materials.

Formative Measures: Monthly meetings, fluid groups, iReady reading data

Improvement Strategy 1

Teachers will use PD time to collaborate and create the resource library in a Padlet

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Monthly PD meetings	Admin and teachers	Yearlong	
2	iReady Diagnostic data analysis and weekly data analysis	Admin and teachers	Yearlong	

Position Responsible: Admin and teachers

Resources Needed: Time, buy-in

Evidence Level

Problem Statements: Adult Learning Culture 1

Schoolwide and Targeted Assistance Title I Element: 2.4, 2.5, 2.6

Status Checks

November **January** **May**

Improvement Strategy 2

75% of teachers will participate in peer observations during interventions

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Teachers will be covered by a sub during their time observing	Admin	Monthly	
2	Participating teachers will be entered into a raffle for a free prep in order to increase participating	Admin	Monthly	

Position Responsible: Admin and teachers

Resources Needed: Time, substitute, buy-in

Evidence Level

Problem Statements: Adult Learning Culture 1

Schoolwide and Targeted Assistance Title I Element: 2.4, 2.5, 2.6

Status Checks

November **January** **May**

SMART Goal 1 Problem Statements Identifying Adult Learning Culture

	Problem Statement	Root Cause
1	Some teachers are still struggling to implement effective comprehension reading interventions.	Teachers are in the beginning stages of using data to drive instruction in reading comprehension.

Inquiry Area 3 Connectedness

SMART Goal 1

Riverview Elementary will reduce the chronic absenteeism rate by 2.5% from the 2025/2026 school year to the 2026/2027 school year.

Formative Measures: Attendance reports, attendance plans

Improvement Strategy 1

Continue with daily, monthly, and quarterly attendance incentives for classes and individual students for being present.

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Track student and class attendance	Teachers and admin	Yearlong	
2	Share more information about quarterly incentives with students, families and staff	Admin	Yearlong	
3	Start weekly and monthly awards for all students with certificates and trophy	Admin and teachers	every month yearlong	
4	Family drawing quarterly for students with perfect attendance	Admin	Quarterly	

Position Responsible: Admin

Resources Needed: Time, money

Evidence Level

Problem Statements: Connectedness 1

Schoolwide and Targeted Assistance Title I Element: 2.4, 2.5, 2.6, 4.1, 4.2

Status Checks

November	January	May

SMART Goal 1 Problem Statements Identifying Connectedness

	Problem Statement	Root Cause
1	The majority of chronically absent students, 67%, are the same caucasian students that are chronically absent year after year.	Parents may not understand the importance of daily attendance. Will provide parent university at the beginning of the year about attendance.

Lyon County School District

Silver Stage Elementary School

2026-2027 Inquiry Areas/ SMART Goals/ Improvement Strategies

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Inquiry Area 1 Student Success

SMART Goal 1

For grades K-8, the Lyon County School District will increase the percentage of students demonstrating typical growth in mathematics and reading by 2.5% from the end-of-year results of the 2025/2026 school year to the end-of-year results of the 2026/2027 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

Improvement Strategy 1

Focus on time and lessons passed by iReady MyPath in reading and math

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
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,

Evidence Level

Problem Statements: Student Success 2, 3 - Connectedness 2

Schoolwide and Targeted Assistance Title I Element: 2.4, 2.5, 2.6

Status Checks

November **January** **May**

Improvement Strategy 2

Student goal setting and discussions at Fall, Winter, and Spring testing to create buy in from students.

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Goal page for students to track progress on time and lessons passed on iReady	School Improvement team will create.	Prior to September 2, 2026	
2	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	

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,

Evidence Level

Level 4: Demonstrate Rationale:
Metacognition

Problem Statements: Student Success 1, 2, 3 - Connectedness 1, 2

Schoolwide and Targeted Assistance Title I Element: 2.4, 2.5, 2.6

Status Checks

November **January** **May**

Improvement Strategy 3

Use data from diagnostic to create small groups and implement groups daily in the classroom.

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Data Dig PD using prerequisite report 3x/year	Erin Korf, Alfredo Martinez, all teaching staff	3x/year during PD time	

Position Responsible: Administration and teaching staff

Resources Needed: -Professional development time for data digs
-Guarded PLC time to progress monitor
-

Evidence Level

Level 4: Demonstrate Rationale:
Data Driven Instruction

Problem Statements: Student Success 2, 3, 4 - Connectedness 2, 3

Schoolwide and Targeted Assistance Title I Element: 2.4, 2.5, 2.6

Status Checks

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SMART Goal 1 Problem Statements Identifying Student Success

	Problem Statement	Root Cause
1	Classroom disruptions and behavior is taking away from instructional time	Lack of consistent, clear expectations and follow through and self-regulation skills. Lack of strong relationships with most difficult students, consequences and reteaching that change behaviors. Lack of support from home and the consideration of how a student's behavior affects others.
2	Student focus and attention is lacking	-Student buy in to learning and valuing the importance of learning -Lots of time spent on technology outside of school -Students wanting instant gratification -Not making connections between current learning and how it impacts their future
3	Large gaps in foundational skills for reading, specifically in 3rd and 4th grade	Past curriculum did not have a phonics component so we are working to bridge that gap. -
4	High rate of absences	Families don't understand the importance and benefit of school and learning. Student choice in learning. Not creating opportunities to understand connections between school and future careers.

SMART Goal 1 Problem Statements Identifying Connectedness

	Problem Statement	Root Cause
1	Classroom disruptions and behavior is taking away from instructional time	Lack of consistent, clear expectations and follow through and self-regulation skills. Lack of strong relationships with most difficult students, consequences and reteaching that change behaviors. Lack of support from home and the consideration of how a student's behavior affects others.
2	Student focus and attention is lacking	-Student buy in to learning and valuing the importance of learning -Lots of time spent on technology outside of school -Students wanting instant gratification -Not making connections between current learning and how it impacts their future
3	High rate of absences	Families don't understand the importance and benefit of school and learning. Student choice in learning. Not creating opportunities to understand connections between school and future careers.

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

Improvement Strategy 1

Weekly PLC time with importance of data and strategy planning.

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
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: Student Success 1, 2, 3 - Adult Learning Culture 1 - Connectedness 1, 2

Schoolwide and Targeted Assistance Title I Element: 2.4, 2.5, 2.6

Status Checks

November	January	May

Improvement Strategy 2

Quarterly school data digs with a focus on instructional strategies using Prerequisite data, iReady diagnostic data, and historical data.

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
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

Evidence Level

Problem Statements: Student Success 2, 3, 4 - Connectedness 2, 3

Schoolwide and Targeted Assistance Title I Element: 2.4, 2.5, 2.6

Status Checks

November	January	May

SMART Goal 1 Problem Statements Identifying Student Success

	Problem Statement	Root Cause
1	Classroom disruptions and behavior is taking away from instructional time	Lack of consistent, clear expectations and follow through and self-regulation skills. Lack of strong relationships with most difficult students, consequences and reteaching that change behaviors. Lack of support from home and the consideration of how a student's behavior affects others.
2	Student focus and attention is lacking	-Student buy in to learning and valuing the importance of learning -Lots of time spent on technology outside of school -Students wanting instant gratification -Not making connections between current learning and how it impacts their future
3	Large gaps in foundational skills for reading, specifically in 3rd and 4th grade	Past curriculum did not have a phonics component so we are working to bridge that gap. -
4	High rate of absences	Families don't understand the importance and benefit of school and learning. Student choice in learning. Not creating opportunities to understand connections between school and future careers.

SMART Goal 1 Problem Statements Identifying Adult Learning Culture

	Problem Statement	Root Cause
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.	-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

SMART Goal 1 Problem Statements Identifying Connectedness

	Problem Statement	Root Cause
1	Classroom disruptions and behavior is taking away from instructional time	Lack of consistent, clear expectations and follow through and self-regulation skills. Lack of strong relationships with most difficult students, consequences and reteaching that change behaviors. Lack of support from home and the consideration of how a student's behavior affects others.
2	Student focus and attention is lacking	-Student buy in to learning and valuing the importance of learning -Lots of time spent on technology outside of school -Students wanting instant gratification -Not making connections between current learning and how it impacts their future
3	High rate of absences	Families don't understand the importance and benefit of school and learning. Student choice in learning. Not creating opportunities to understand connections between school and future careers.

Inquiry Area 3 Connectedness

SMART Goal 1

Lyon County School District will reduce the chronic absenteeism rate by 2.5% from the 2025/2026 school year to the 2026/2027 school year.

Formative Measures: -Bi-monthly Infinite Campus Chronic Absenteeism Rate Check
-Number of letters sent to families based on days missed

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.

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
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

Evidence Level

Problem Statements: Student Success 4 - Connectedness 3

Schoolwide and Targeted Assistance Title I Element: 2.4, 2.5, 2.6, 4.2

Status Checks

November **January** **May**

Improvement Strategy 2

Required attendance meetings with families for students with 25% or greater absences.

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
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

Evidence Level

Problem Statements: Student Success 4 - Connectedness 3

Schoolwide and Targeted Assistance Title I Element: 2.4, 2.5, 2.6, 4.2

Status Checks

November **January** **May**

Improvement Strategy 3

Positive rewards, both random and scheduled to promote students who are in attendance on a regular basis

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
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

Evidence Level

Problem Statements: Student Success 4 - Connectedness 3

Schoolwide and Targeted Assistance Title I Element: 2.4, 2.5, 2.6

Status Checks

November **January** **May**

SMART Goal 1 Problem Statements Identifying Student Success

	Problem Statement	Root Cause
4	High rate of absences	Families don't understand the importance and benefit of school and learning. Student choice in learning. Not creating opportunities to understand connections between school and future careers.

SMART Goal 1 Problem Statements Identifying Connectedness

	Problem Statement	Root Cause
3	High rate of absences	Families don't understand the importance and benefit of school and learning. Student choice in learning. Not creating opportunities to understand connections between school and future careers.

Lyon County School District

Silver Stage High School

2026-2027 Inquiry Areas/ SMART Goals/ Improvement Strategies

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Inquiry Area 1 Student Success

SMART Goal 1

Silver Stage High School's 9th and 10th Graders will demonstrate a median growth percentile of 50% or greater, from Fall to Spring, as measured by the NWEA Measure of Academic Progress (MAP) in both Reading and Math subject areas for the 2026-2027 school year.

Formative Measures: Fall-MAPs Assessment in Reading and Math to determine baseline, Skill-based formative checks in PLCs and Student goal setting and conferring sessions.
Winter-MAPs Assessment in Reading and Math to determine median growth progress, Skill-based formative check in PLCs and Student goal setting and conferring sessions.
Spring-MAPs Assessment in Reading and Math to determine summative growth measure, Skill-based formative check in PLCs and Student goal setting and conferring sessions.

Improvement Strategy 1

Academic supports and interventions needed to ensure the success of all students.

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Tracking Credit sufficiency rates for grades 9th-12th.	Administration, Counselor, CCRI	End of each semester	
2	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	
3	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	
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	

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
5	Math teachers will require all students to complete 5 tasks per week.	Math Teachers	Weekly	
6	Students will be rewarded for meeting their growth goals Fall-Spring 2026-2027.	Math and Reading Teachers	Spring of 2027	
7	All teachers will use Close Reading Strategies to assist with comprehension of all reading passages.	All Teachers	Weekly	
8	Teachers will create common success criteria for math and reading units. They will 3 times per month to compare common formative assessment results. Teachers will emphasize how their content is relevant in the real-world.	Math and ELA Teachers	Weekly	
9	Teachers will focus on creating sound lesson structures that reinforce routines, scaffold learning via specific steps/activities, this will be done in weekly PLCs. Lessons will optimize time on task and classroom climate by using smooth transitions. Planned sequencing of teaching and learning activities stimulates and maintains engagement by linking lesson and unit learning. A section will be designated on the lesson plan format for chronically absent students and Students on an IEP.	All Teachers	Weekly	

Position Responsible: CCRI, MTSS Facilitator, Teachers, Administration, and Counselor

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.
Alek Program
PLC time
Structured Lesson Plans

Evidence Level

Level 1: Strong:
Academic Supports and Interventions

Problem Statements: Student Success 1

Schoolwide and Targeted Assistance Title I Element: 2.4, 2.5, 2.6

Status Checks

November	January	May

SMART Goal 1 Problem Statements Identifying Student Success

	Problem Statement	Root Cause
1	Students lack the understanding of how their current learning will relate to their future.	Students don't have life experiences allowing them to see the relevancy with student learning.

Inquiry Area 2

Adult Learning Culture

SMART Goal 1

100% of classroom teachers and support staff at SSHS will participate in 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 2026/2027 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.

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 2025/2026 school year.

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	The MTSS Facilitator will schedule SST meetings for the 9th-12th graders who were Chronically Absent during the 2025/2026 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 2026-May 2027	
2	Students who have perfect attendance for an entire month will be entered into a raffle.	MTSS Team Members	Monthly September 2026-May 2027	
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 2026-May 2027	
4	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 2026-May 2027	
5	Teachers will use a structured lesson plan format. The format will include a section for students teachers are concerned about and need an SST. There will also be a section on the lesson plan format for students on an IEP and Chronically Absent students.	Teachers and Administration	Weekly September 2026-May 2027	

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: Adult Learning Culture 1

Schoolwide and Targeted Assistance Title I Element: 2.4, 2.5, 2.6

Status Checks

November	January	May

SMART Goal 1 Problem Statements Identifying Adult Learning Culture

	Problem Statement	Root Cause
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.	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.

Inquiry Area 3

Connectedness

SMART Goal 1

SSHS will reduce the chronic absenteeism rate by 2.5% from the 2025-2026 school year to the 2026-2027 school year.

Formative Measures: Student Attendance rates, student grades, and student behavior records.

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.

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Teachers will use a structured lesson plan format. The format will include a section for students teachers are concerned about and need an SST. Chronically absent students and students on a IEP will be a focus.	Teachers and Administration	Weekly-September 2026-May 2027	
2	Monthly Newsletters will be sent home, emphasizing the importance of attendance. Monthly attendance rates will also be included for each grade level.	SSHS Administration	Monthly-September 2026-May 2027	
3	School Links will be conducted in Advisory for grades 9-12.	SSHS Staff-Teachers and Administration	Monthly-September 2026-May 2027	
4	9-12 Attendance Data will be tracked and discussed in monthly MTSS meeting.	SSHS Administration, CCRI, MTSS Facilitator and MTSS Team Members	Monthly-September 2026-May 2027	

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
5	Emphasize making learning relevant through WorkKeys, Structured lesson planning and Career Trees.	SSHS Staff-Teachers and Administration	Weekly-September 2026-May 2027	
6	Monthly field trips planned for students with perfect attendance.	CIP Team Members and Administration	Monthly-September 2026-May 2027	
7	Attendance rates will be tracked on a bulletin board in the Attendance office.	Attendance Secretary and Administration	Monthly-September 2026-May 2027	
8	Attendance contracts and meetings will be implemented over the summer for all students who were chronically absent during the 2024-2025 school year.	Attendance Secretary and Administration	Daily-July and August	
9	Attendance contracts and meetings will be implemented over the school year for all students who have nine or more absences during the 2025-2026 school year.	Attendance Secretary and Administration	Monthly-September 2026-May 2027	

Position Responsible: Classroom teachers, Administration, and Secretaries

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: Connectedness 1

Schoolwide and Targeted Assistance Title I Element: 2.4, 2.5, 2.6, 4.2

Status Checks

November **January** **May**

SMART Goal 1 Problem Statements Identifying Connectedness

	Problem Statement	Root Cause
1	Students at SSHS have a chronic attendance rate over 30%. Students who miss more than 10% of the school year are deemed chronically absent.	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.

Lyon County School District

Silver Stage Middle School

2026-2027 Inquiry Areas/ SMART Goals/ Improvement Strategies

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Inquiry Area 1 Student Success

SMART Goal 1

For grades 5-8, the Silver Stage Middle School will increase the percentage of students demonstrating typical growth in mathematics and reading by 2.5% from the end-of-year results of the 2025/2026 school year to the end-of-year results of the 2026/2027 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

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.

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Admin will monitor progress through walkthroughs and data check-ins to ensure progress. Title 1 funds as a resource.	Principal Vice Principal and Classroom Teachers	2026-2027	
2	Schedule monthly PLC	Principal and Classroom Teachers	2026-2027	
3	Use Iready data to identify student needs,	Principal and Classroom Teachers	2026-2027	
4	Create and share a tracker to track PLC collaboration engagement.	Principal	2026-2027	
5	Admin monitor collaboration tracker submission.	Principal	2026-2027	
6	Implement STAR Academy to enhance reading and math.	Admin and Classroom Teachers	2026-2027	

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

Evidence Level

Problem Statements: Student Success 1

Schoolwide and Targeted Assistance Title I Element: 2.4, 2.6

Status Checks

November **January** **May**

SMART Goal 1 Problem Statements Identifying Student Success

	Problem Statement	Root Cause
1	Teachers at Silver Stage Middle School will strengthen Tier 1 instruction by using differentiated, data-driven instructional practices to meet the diverse academic needs of all students and improve achievement in mathematics and reading.	- Trauma informed practices are insufficent to meet students' needs. -Students are dealing with trauma which impacts their self-esteem and tend to not follow through when challenged in the learning environment. - Teachers lack efficacy in the area of differentiation. -Teachers continue to learn new ELA 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 chronic absenteeism rate.

Inquiry Area 2

Adult Learning Culture

SMART Goal 1

As measured by the SSMS Staff Climate Survey, through the implementation of consistent schoolwide behavior expectations, MTSS behavior supports, restorative practices. Progress will be monitored through behavior referral data, walkthrough observations, MTSS documentation, and Staff Climate Survey, in the area of verbal abuse will improve 5 percentage points from the 25-25 school year.

Formative Measures: - Staff Climate Survey
- Behavior Logs
- Montly PLCs that focus on MTSS Tier 1
- MTSS
- Walkthroughs

Improvement Strategy 1

SSMS will strengthen schoolwide behavior expectations and MTSS behavior supports through staff collaboration, restorative practices, and professional learning focused on classroom management and de-escalation strategies. Administration will support implementation through walkthroughs, behavior data reviews, coaching, and consistent communication with students and families regarding behavioral expectations.

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Admin will monitor progress through walkthroughs and data check-ins to ensure progress. Title 1 funds as a resource	Principal	26-27	
2	Schedule monthly PLC	Principal	26-27	
3	Behavior referral data with a MTSS Tier 2 focus.	Admin, MTSS cordinators, Teachers	26-27	
4	S.E.L. lessons	Admin, Teachers, Counselor	26-27	

Position Responsible: Principal - Teachers

Resources Needed: - Collaboration two times a month
-Time for monthly PLC meetings and data analysis
- IC Data
- MTSS Strategies

Problem Statements: Adult Learning Culture 1

Status Checks

November	January	May

SMART Goal 1 Problem Statements Identifying Adult Learning Culture

	Problem Statement	Root Cause
1	Staff report challenges maintaining a positive respectful learning environment, student behaviors, and consistency with schoolwide expectations, and the need for increased staff support when addressing discipline issues.	There is a lack of consistent behavioral support systems, staffing, and specialized resources needed to effectively address the academic, verbal abuse, and behavioral needs of students with significant behaviors and challenges. These gaps impact classroom instruction, disrupt the learning environment, and limit staff capacity to consistently implement interventions and supports for all students.

Inquiry Area 3

Connectedness

SMART Goal 1

Silver Stage Middle School will reduce the chronic absenteeism rate by 2.5% from the 2025/2026 school year to the 2026/2027 school year.

Formative Measures: Attendance reports
Early Warning System
MTSS for Attendance
Intervention logs
Home Visits and Family Engagement (i.e. Check & Connect)
EDIA Learning (platform to improve school to parent communication)
SRO

Improvement Strategy 1

Utilizing data, Silver Stage Middle School will engage families and provide early intervention to improve attendance. Engaging curriculum and instruction to improve attendance.

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Review 5 - 8 attendance data. Continue attendance awards incentives. Title 1 funds used as a resources.	Principal, Vice Principal, and Attendance Secretary	2026 - 2027 school year - twice monthly	
2	SRO home visits	Principal, Vice Principal, and SRO	2026 - 2027	
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	2026-2027	
4	Identify students with emerging attendance concerns and implement targeted interventions through the MTSS process, including check in and check out, attendance contracts, student goal setting, and regular progress reviews to improve school connectedness and attendance.			

Position Responsible: Principal

Resources Needed: None

Evidence Level

Level 1: Strong:
Early Intervention

Problem Statements: Connectedness 1

Schoolwide and Targeted Assistance Title I Element: 2.6

Status Checks

November **January** **May**

SMART Goal 1 Problem Statements Identifying Connectedness

	Problem Statement	Root Cause
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.	Students face academic, social-emotional, and attendance barriers that impact school connectedness. Strengthening equitable access to engaging, high-quality instruction and targeted supports will improve student engagement and attendance.

Lyon County School District

Silverland Middle School

2026-2027 Inquiry Areas/ SMART Goals/ Improvement Strategies

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Inquiry Area 1 Student Success

SMART Goal 1

For grades 7-8, the Lyon County School District will increase the percentage of students demonstrating typical growth in mathematics and reading by 2.5% from the end-of-year results of the 2025/2026 school year to the end-of-year results of the 2026/2027 school year.

Formative Measures: 1. i-Ready Diagnostics in Reading and Math, disaggregated by student subgroup (ELL, Students with IEPs, FRL, Foster/Homeless, Migrant, and Racial/Ethnic groups)
2. i-Ready MyPath usage reports, disaggregated by student subgroup
3. Progress monitoring data from instructional teams and MTSS supports, disaggregated by student subgroup
4. Curriculum-based assessments and intervention data used to monitor student growth

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.

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Review weekly MyPath participation, lesson completion, and lesson mastery data to identify students requiring additional support and intervention.	Admin	Weekly	
2	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	
3	Provide targeted reteaching, intervention, and progress-monitoring for students who are not demonstrating expected growth or lesson mastery.			

Position Responsible: Steve Henderson/Leadership Team

Resources Needed: 1. i-Ready educator access for advisory classes and interventionists
2. Training on i-Ready reports/reporting
3. Locked browser for Diagnostic Testing
4. Time during staff meetings or Team meetings to review data and adjust support strategies
5. Time during Advisory to Complete lessons
6. 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: Student Success 1

Status Checks

November	January	May

Improvement Strategy 2

Recognize and celebrate student growth, effort, and engagement in personalized learning to reinforce behaviors that support academic growth in reading and mathematics.

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Recognize students who meet their typical growth goals on the Winter Reading and Mathematics Diagnostics and celebrate progress toward end-of-year growth targets.	MTSS	Winter Diagnostic Testing	
2	Recognize students who meet their typical growth goals on the Spring Reading and Mathematics Diagnostics and celebrate academic growth achievements.	MTSS	Spring Diagnostic Testing	
3	Recognize teaching teams that demonstrate high levels of student engagement, lesson completion, and lesson mastery in i-Ready MyPath to promote effective implementation of personalized learning supports.	MTSS	Quarterly	

Position Responsible: MTSS Team

Resources Needed: iReady reporting
funds for rewards

Evidence Level

Level 3: Promising:
School climate research linking positive recognition to engagement and attendance

Problem Statements: Student Success 1

Status Checks

November	January	May

SMART Goal 1 Problem Statements Identifying Student Success

	Problem Statement	Root Cause
1	Less than half of Silverland Middle School students are meeting typical growth in Math and Reading, demonstrating a persistent gap between current performance and desired academic growth outcomes.	Opportunities exist to strengthen the consistency of instructional practices, use of student learning data, and implementation of intervention supports across the school. Increasing coherence among these systems may enhance student access to targeted support and improve academic growth outcomes.

Inquiry Area 2

Adult Learning Culture

SMART Goal 1

By the end of the 2026-2027 school year, Silverland Middle School will increase staff participation in the NV-SCSEL survey from 21% to at least 50%.

Formative Measures: NV-SCSEL 2026-2027 staff survey participation rate (baseline: 21%, target: 50%)

Improvement Strategy 1

Silverland Middle School will increase staff participation in the NV-SCSEL survey by embedding completion time into the school schedule, clearly communicating the purpose of the survey, and sharing results with staff to inform school improvement efforts.

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Present 2025-2026 NV-SCSEL survey results to staff during the fall rollout of 2026-2027 SPP goals, including a clear explanation of how the data informed the Adult Learning Culture goals.	Admin	August	
2	Re-present key survey findings and communicate expectations for participation during a staff meeting immediately prior to the opening of the 2026-2027 NV-SCSEL survey window.	Admin	Fall/ Semester 1	
3	Clearly communicate to staff that NV-SCSEL data will be used to inform and monitor school improvement efforts, including Adult Learning Culture goals, during both the fall presentation and pre-survey communication.	Admin	Semester 1	
4	Promote staff participation in the NV-SCSEL survey through regular communication, meeting announcements, and multiple access opportunities, including survey links and QR codes provided through staff meetings and the staff Google Classroom.	Admin	NV-SCSEL survey window	

Position Responsible: Administration

Resources Needed: 1. Dedicated time during staff meetings or professional learning sessions
2. Access to the NV-SCSEL survey link and QR code
3. Staff communication tools (email, staff Google Classroom)
4. MTSS Tier 1 and staff meeting agendas for reminders and announcements

Evidence Level

Problem Statements: Adult Learning Culture 1

Schoolwide and Targeted Assistance Title I Element: 2.4, 2.6, 4.1

Status Checks

November	January	May

SMART Goal 1 Problem Statements Identifying Adult Learning Culture

	Problem Statement	Root Cause
1	Lyon County School District's 2025 NV-SCSEL staff survey included 275 responses, providing representative district-level data regarding staff perceptions of school climate. In contrast, Silverland Middle School received only 15 staff responses, limiting the availability of representative school-level data needed to understand staff perspectives and inform Adult Learning Culture goals and continuous improvement efforts.	While opportunities for staff feedback exist, the school has an opportunity to strengthen systems for communicating the purpose of the NV-SCSEL survey, encouraging participation, and sharing how survey results are used to inform school improvement efforts. As a result, school-level climate data may not fully represent staff perspectives, limiting the availability of actionable feedback to support Adult Learning Culture goals and continuous improvement efforts.

Inquiry Area 3

Connectedness

SMART Goal 1

Lyon County School District will reduce the chronic absenteeism rate by 2.5% from the 2025/2026 school year to the 2026/2027 school year.

Formative Measures: 1. Attendance reports disaggregated by student subgroup (ELL, Students with IEPs, FRL, Foster/Homeless, Migrant, and Racial/Ethnic groups)
2. Early Warning System data disaggregated by student subgroup
3. MTSS for Attendance data and intervention logs, disaggregated by student subgroup
4. CCRI family engagement data

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.

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
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	Identify students reaching 5%, 10%, and 15% absenteeism thresholds and conduct tiered attendance problem-solving meetings with students and families to identify barriers and develop individualized attendance plans.			
3	Recognize improved attendance growth, not just perfect attendance, through monthly celebrations and positive communication with families.	Vice Principal	ongoing	
4	Monthly student attendance rewards for no absences and no tardies.	Vice Principal	ongoing	

Position Responsible: Vice Principal

Resources Needed: Infinite Campus, MTSS, CCRIs, School Resource Officer, funds for rewards

Evidence Level

Level 3: Promising:
Early Intervention

Problem Statements: Connectedness 1

Status Checks

November	January	May

Improvement Strategy 2

Increase student belonging, family engagement, and attendance through meaningful, consistent adult connections.

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Advisory teachers will contact all advisory families who are unable to attend the 2026-2027 Open House by phone by the end of the first week of school to establish positive family relationships, communicate support resources, and strengthen school-family partnerships that promote student engagement and attendance.	Advisory Teachers	Sept.	
2	Implement weekly advisory lessons and connection activities that promote relationship-building, student voice, social-emotional learning, and a sense of belonging to increase student engagement and connectedness to school.	Advisory Teachers	Ongoing	
3	Implement a schoolwide positive recognition system through positive postcards and family communication to strengthen relationships among students, families, and staff, reinforce positive behaviors, and promote student engagement and attendance.	Admin/ MTSS Tier 1 Team Leads	Monthly Staff Meetings	

Position Responsible: Admin and MTSS

Resources Needed: Character Strong/SEL Tracking system, Back to school family contact logs, positive postcards, postage

Evidence Level

Level 2: Moderate:
Structured relationship building

Problem Statements: Connectedness 1

Status Checks

November	January	May

SMART Goal 1 Problem Statements Identifying Connectedness

	Problem Statement	Root Cause
1	While Silverland Middle School prioritizes student connectedness, chronic absenteeism remains a challenge for some students and student groups. Attendance patterns indicate an opportunity to strengthen relationship-building, engagement, and attendance supports to increase student participation and connection to the school community.	Opportunities exist to strengthen schoolwide systems that promote student connectedness, engagement, and attendance. Increased access to relationship-centered practices, meaningful student engagement opportunities, and coordinated social-emotional supports may improve students' connection to the school community and support regular attendance.

Lyon County School District

Smith Valley Schools

2026-2027 Inquiry Areas/ SMART Goals/ Improvement Strategies

Generated by Plan4Learning.com
June 12, 2026 at 09:26 AM

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Inquiry Area 1 Student Success

SMART Goal 1

For grades K-8, Smith Valley School will increase the percentage of students demonstrating typical growth in mathematics and reading by 2.5% from the end-of-year results of the 2025/2026 school year to the end-of-year results of the 2026/2027 school year.

Formative Measures: iReady diagnostic assessments for the 2025-26 and 2026-27 school years.

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.

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Fidelity in implementation of iReady, HMH, and Study Sync curriculum.	Teachers	2026-2029 school year	
2	Fidelity in implementation of iReady MyPath individualized learning program.	Teachers	2026-2029 school year	
3	Use of available interventions for reading and math.	Interventionist	2026-2029 school year	

Position Responsible: Principal

Resources Needed: iReady
Study Sync
HMH

Evidence Level

Level 2: Moderate:
Data driven instruction

Problem Statements: Student Success 1 - Connectedness 1

Schoolwide and Targeted Assistance Title I Element: 2.4, 2.5, 2.6

Status Checks

November	January	May

SMART Goal 1 Problem Statements Identifying Student Success

	Problem Statement	Root Cause
1	Currently, student academic progress in Smith Valley Schools is insufficient to meet long-term proficiency goals. Mid-year data for the 2025-2026 school year indicates less than half of K-8 students have reached their typical growth from Beginning of Year (BOY) to Middle of Year (MOY) in both mathematics and reading.	Lack of grade level collaboration due to small school setting, Inconsistency of teaching adopted curriculum, lack of intervention resources

SMART Goal 1 Problem Statements Identifying Connectedness

	Problem Statement	Root Cause
1	Currently, student academic progress in Smith Valley Schools is insufficient to meet long-term proficiency goals. Mid-year data for the 2025-2026 school year indicates less than half of K-8 students have reached their typical growth from Beginning of Year (BOY) to Middle of Year (MOY) in both mathematics and reading.	Lack of grade level collaboration due to small school setting, Inconsistency of teaching adopted curriculum, lack of intervention resources

SMART Goal 2

Smith Valley School 9th and 10th graders will demonstrate a median growth percentile of 50% or greater, from Fall to Spring, as measured by the NWEA Measure of Academic Progress (MAP) in both Reading and Math subject areas for the 2026/2027 school year.

Formative Measures: Measure of Academic Progress testing (BOY, MOY, and EOY)

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.

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Math and reading MAP data analysis for grades 9 and 10	Math and English Departments	Fall 2026 to Spring 2027	
2	Aleks and StudySync usage reports	Math and English Departments	Fall 2026 to Spring 2027	

Position Responsible: School Counselor

Resources Needed: MAP Assessments, ALEKS, NEWSELA, and StudySync platforms

Evidence Level

Level 2: Moderate:
Data Driven Instruction

Problem Statements: Student Success 1 - Connectedness 1

Schoolwide and Targeted Assistance Title I Element: 2.4, 2.5, 2.6

Status Checks

November **January** **May**

SMART Goal 2 Problem Statements Identifying Student Success

	Problem Statement	Root Cause
1	Currently, student academic progress in Smith Valley Schools is insufficient to meet long-term proficiency goals. Mid-year data for the 2025-2026 school year indicates less than half of K-8 students have reached their typical growth from Beginning of Year (BOY) to Middle of Year (MOY) in both mathematics and reading.	Lack of grade level collaboration due to small school setting, Inconsistency of teaching adopted curriculum, lack of intervention resources

SMART Goal 2 Problem Statements Identifying Connectedness

	Problem Statement	Root Cause
1	Currently, student academic progress in Smith Valley Schools is insufficient to meet long-term proficiency goals. Mid-year data for the 2025-2026 school year indicates less than half of K-8 students have reached their typical growth from Beginning of Year (BOY) to Middle of Year (MOY) in both mathematics and reading.	Lack of grade level collaboration due to small school setting, Inconsistency of teaching adopted curriculum, lack of intervention resources

Inquiry Area 2

Adult Learning Culture

SMART Goal 1

☑ **Aligns with District Goal**

By May 2027, all SVS instructors will have mastered (level 3 or 4) NEPF standard 2, Learning tasks have high cognitive demand for all learners. Teachers will work specifically on 2 High Impact Instructional Strategies: 1. Explicit teaching and 2. Differentiated instruction.

Formative Measures: Nevada Educator Performance Framework instructional practice standard 2, indicators1-3.

Improvement Strategy 1

Providing multiple opportunities for teachers to master explicit and differentiated instruction through guided practices, coaching, and peer support.

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	All teachers will receive PD from school leaders in high impact teaching strategies.	All Teachers	2026-27 school year	
2	Teachers will complete monthly observation cycle using one HIT to improve explicit teaching and differentiated teaching and track their progress through a scoreboard and monthly coaching sessions.	All Teachers	2026-27 school year	
3	Quarterly opportunities for teachers to observe each other specific to areas of need.	All teachers and administration	26-27 School Year	

Position Responsible: Principal/NEPF evaluator

Resources Needed: Data on the top 10 high impact instructional strategies.

Evidence Level

Level 3: Promising:
The 4 Disciplines of Execution - Covey

Problem Statements: Adult Learning Culture 1

Schoolwide and Targeted Assistance Title I Element: 2.5

Status Checks

November	January	May

SMART Goal 1 Problem Statements Identifying Adult Learning Culture

	Problem Statement	Root Cause
1	Currently, student academic progress in Smith Valley Schools is insufficient to meet long-term proficiency goals. ACT data shows that the mean score for the 25-26 school year was 17.5. While that score is 1.5 points higher than the district average, there is room for improvement in high yield instructional practices K-12. In addition, the Cognia Accreditation Review reports that teachers are in need of PD to increase collaborative, high yield instructional strategies that encourage mastery of standards in each classroom.	Lack of grade level collaboration due to small school setting, Inconsistency of teaching adopted curriculum, lack of intervention resources, and lack of access and feedback to HITS.

Inquiry Area 3

Connectedness

SMART Goal 1

Smith Valley School will reduce the chronic absenteeism rate by 2.5% from the 2025-26 school year to the 2026-27 school year.

Formative Measures: Weekly SVS site attendance reports and LCSD chronic absenteeism reports.

Improvement Strategy 1

Utilizing data, Smith Valley School will engage families and provide early intervention to improve attendance.

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Weekly review of K - 12 student attendance data. Both IC attendance reports and district chronic absenteeism reports.	Principal, and attendance secretary	2026-27 school year (weekly)	
2	Attendance plan intervention spreadsheet. Intervention focus on male students, IEP students, and 12th grade students.	Principal and attendance secretary	2026-27 school year	
3	Family communication: Notification for secondary students at 3 and 6 days absent/ semester. Notification for elementary students at 6 and 12 days per school year.	Principal	2026-27 school year	
4	Attendance improvement plans/parent meetings with families who's students were chronically absent during the previous school year, before the start of the 26-27 school year.	Principal	July/ August 2026	
5	Monthly attendance contests for perfect attendance across all grade levels. Awards may be tangible prizes or field trip opportunities.	Principal/ Counselor/ MTSS coordinator	26-27 School Year	
6	SRO/Principal home visits to chronically absent students.	Principal and SRO	26-27 School Year	
7	Early interventions to local and SAAB attendance boards.	Principal and SRO	26-27 School Year	

Position Responsible: Principal

Resources Needed: None

Evidence Level

Level 1: Strong:
Early Intervention

Problem Statements: Student Success 1 - Connectedness 1

Schoolwide and Targeted Assistance Title I Element: 2.5, 2.6

Status Checks

November **January** **May**

SMART Goal 1 Problem Statements Identifying Student Success

	Problem Statement	Root Cause
1	Currently, student academic progress in Smith Valley Schools is insufficient to meet long-term proficiency goals. Mid-year data for the 2025-2026 school year indicates less than half of K-8 students have reached their typical growth from Beginning of Year (BOY) to Middle of Year (MOY) in both mathematics and reading.	Lack of grade level collaboration due to small school setting, Inconsistency of teaching adopted curriculum, lack of intervention resources

SMART Goal 1 Problem Statements Identifying Connectedness

	Problem Statement	Root Cause
1	Currently, student academic progress in Smith Valley Schools is insufficient to meet long-term proficiency goals. Mid-year data for the 2025-2026 school year indicates less than half of K-8 students have reached their typical growth from Beginning of Year (BOY) to Middle of Year (MOY) in both mathematics and reading.	Lack of grade level collaboration due to small school setting, Inconsistency of teaching adopted curriculum, lack of intervention resources

Lyon County School District

Sutro Elementary School

2026-2027 Inquiry Areas/ SMART Goals/ Improvement Strategies

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Inquiry Area 1 Student Success

SMART Goal 1

For grades K-6, Sutro Elementary School will increase the percentage of students demonstrating typical growth in mathematics and reading by 2.5% from the end-of-year results of the 2025/2026 school year to the end-of-year results of the 2026/2027 school year.

Formative Measures: School usage reports
Walk through observations

Improvement Strategy 1

Students will participate in targeted small group interventions for 45 minutes four times each week.

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
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

Evidence Level

Level 1: Strong:
Undefined

Problem Statements: Student Success 1, 2

Schoolwide and Targeted Assistance Title I Element: 2.4, 2.5, 2.6

Status Checks

November **January** **May**

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.

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
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

Evidence Level

Level 1: Strong:
undefined

Problem Statements: Student Success 1, 2

Status Checks

November **January** **May**

Improvement Strategy 3

ELL Students will receive targeted academic instruction and interventions in reading and math.

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Co-planning and Co-teaching	ELL teacher and classroom teacher	Yearlong	
2	Small group instruction	ELL teacher	Yearlong	

Resources Needed: Time, master schedule

Evidence Level

Level 1: Strong:
undefined

Problem Statements: Student Success 1, 2

Schoolwide and Targeted Assistance Title I Element: 2.4, 2.5, 2.6

Status Checks

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SMART Goal 1 Problem Statements Identifying Student Success

	Problem Statement	Root Cause
1	Some students in grades 3 through 6 are not showing adequate achievement on required assessments and some students in grades K-3 are not closing achievement gaps based on Reading Acceleration Plans and iReady scores. 21% of students are two or more grade levels below in reading and 15% of students are two or more grade levels below in math.	Intervention plans are just beginning to address the appropriate skills and the plans need to be monitored closely to determine the effectiveness of the intervention. Teachers report having a clear focus helps them prioritize.
2	Some Sutro students are not showing academic growth at appropriate levels to close achievement gaps. 57% of students met their typical growth in reading and 54% of student met typical growth in math based on spring iReady results. 29% of students met their stretch growth goal in reading and 20% met the stretch growth goal in math based on spring iReady testing.	Teachers are in the beginning stages of using data during PLC time to accurately identify the appropriate areas of content to provide remediation.

SMART Goal 2

Sutro Elementary School will increase the total number of K-12 work-based learning opportunities provided to all students by 10% from the 2025/2026 school year to the 2026/2027 school year.

Formative Measures: School Links
Career Fair
Field Trips
Clubs

Improvement Strategy 1

Increase opportunities for students to explore career options and encourage school attendance.

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
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

Evidence Level

Problem Statements: Connectedness 1

Schoolwide and Targeted Assistance Title I Element: 2.4, 2.5, 2.6

Status Checks

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SMART Goal 2 Problem Statements Identifying Connectedness

	Problem Statement	Root Cause
1	Sutro Elementary School is experiencing high levels of chronic absenteeism.	The perceptions of families have changed and families are not placing importance on regular school attendance.

Inquiry Area 2

Adult Learning Culture

SMART Goal 1

All teachers will implement and track reading and math interventions and analyze data during bi-weekly PLC meetings to drive instruction.

Formative Measures: Creative Leadership Solutions mentoring
PLC notes
Walk through observations
Intervention folders

Improvement Strategy 1

Sutro teachers will meet bi-weekly in effective PLC meetings to analyze data, plan for instruction and interventions.

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Master schedule for bi-weekly PLC meetings at each grade level.	School administration, teachers	Ongoing	
2	Teachers will use an intervention tracking system to document provided interventions.	MTSS team, teachers, school administration	Ongoing	

Position Responsible: School administration, MTSS teams, teachers

Resources Needed: Time, master schedule, Creative Leadership Solutions mentoring, training, Title I funding

Evidence Level

Problem Statements: Adult Learning Culture 1

Schoolwide and Targeted Assistance Title I Element: 2.4, 2.5, 2.6

Status Checks

November	January	May

SMART Goal 1 Problem Statements Identifying Adult Learning Culture

	Problem Statement	Root Cause
1	PLC meetings are in the early stages of effectively addressing the needs of all students. PLC meetings are becoming more effective but a previous lack of clear focus/expectations around instruction and data made those meetings not as effective. Based on climate survey results for LCSD, relationships is area for growth. Safe, supportive PLC meetings support teachers in sharing strategies and improving instruction.	Teachers are in the early stages of focusing PLC time on 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

Sutro Elementary School will reduce the chronic absenteeism rate by 2.5% from the 2025/2026 school year to the 2026/2027 school year.

Formative Measures: Attendance reports
MTSS Tier I and Tier II interventions
CCRI
Parent/Guardian contact
Attendance contracts

Improvement Strategy 1

MTSS tier I team will implement a schoolwide incentive program celebrating perfect attendance for classrooms.

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
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

Evidence Level

Problem Statements: Connectedness 1

Schoolwide and Targeted Assistance Title I Element: 2.4, 2.5, 2.6

Status Checks

November	January	May

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.

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
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

Evidence Level

Problem Statements: Connectedness 1

Schoolwide and Targeted Assistance Title I Element: 2.4, 2.5, 2.6

Status Checks

November	January	May

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.

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
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 SSRIE 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,

Evidence Level

Problem Statements: Connectedness 1

Schoolwide and Targeted Assistance Title I Element: 2.4, 2.5, 2.6

Status Checks

November **January** **May**

SMART Goal 1 Problem Statements Identifying Connectedness

	Problem Statement	Root Cause
1	Sutro Elementary School is experiencing high levels of chronic absenteeism.	The perceptions of families have changed and families are not placing importance on regular school attendance.

Lyon County School District

Yerington Elementary School

2026-2027 Inquiry Areas/ SMART Goals/ Improvement Strategies

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Inquiry Area 1 Student Success

SMART Goal 1

In grades K-4 at Yerington Elementary School, the percentage of students demonstrating typical growth in mathematics and reading will increase by 2.5% from the end-of-year results of the 2025/2026 school year to the end-of-year results of the 2026/2027 school year.

Formative Measures: iReady Reading Diagnostic Assesments, taken in Fall, Winter and Spring by all students K-4.

Improvement Strategy 1

60% of Yerington Elementary School students will make Typical Growth on the iReady Diagnostic Reading assessment, as measured from Fall 2026 to Spring 2027, by completing 30+ minutes per week and completing lessons within their Path in Personalized Instruction in iReady and participating in teacher-led instruction.

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Teachers will facilitate time for students to complete 30+ minutes of Personalized Instruction each week	Teachers Administration	weekly	
2	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: Student Success 1

Schoolwide and Targeted Assistance Title I Element: 2.4, 2.5, 2.6

Status Checks

November	January	May

Improvement Strategy 2

60% of Yerington Elementary School students will make Typical Growth on the iReady Diagnostic Math assessment, as measured from Fall 2026 to Spring 2027, by completing 30+ minutes per week and completing lessons within their Path in Personalized Instruction in iReady and participating in teacher-led instruction.

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Teachers will facilitate time for students to complete 30+ minutes of Personalized Instruction each week	Teachers Administration	weekly	
2	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: Student Success 1

Status Checks

November	January	May

SMART Goal 1 Problem Statements Identifying Student Success

	Problem Statement	Root Cause
1	Teachers at YES need to meet students at their achievement level so students can close achievement gaps (fill in student deficits)	-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. -21.6 % Chronic Absenteeism rate for students in 2025-26 (down from 24% in 2024-25) -Long Term Substitutes are filling certified teacher openings

Inquiry Area 2

Adult Learning Culture

SMART Goal 1

100% of Yerington Elementary School Teachers and staff that work directly with students will participate in professional development related to the Science of Reading to meet the requirements of SB 460 and provide high quality literacy instruction to students in grades K-3.

Formative Measures: District or outside certification provided to school and district administration

Improvement Strategy 1

100% of YES will participate in differentiated district-led science of reading/ LETRS training based on their current level of knowledge related to the components of the Science of Reading.

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Administrators will communicate the schedule and expectations for district-led science of reading training and collaborate with district trainers to facilitate each training session	Administration	Quarterly	
2	Teachers will participate in the training level that aligns with their current knowledge of the science of reading.	Teachers Administration	Annually	

Position Responsible: Administration, Teachers

Resources Needed: Training details (location, dates, etc.)
Training materials as determined by trainers
Certification of completion of any prior science of reading coursework that meets NDE requirements

Evidence Level

Problem Statements: Adult Learning Culture 1

Status Checks

November **January** **May**

SMART Goal 1 Problem Statements Identifying Adult Learning Culture

	Problem Statement	Root Cause
1	YES teachers and paraprofessionals, per SB 460, will need to soon have certification of completion of an approved Science of Reading course through NDE.	-While some staff have completed LETRS training, NV PRESS Coursework and other learning opportunities that meet the Nevada Department of Education's criteria, many staff members have not and will need to participate in LCSD training or find other training opportunities that meet the NDE requirements. -Paraprofessionals have historically received training on how to assist students with disabilities through LCSD and YES, but have not received training on how to assist students with learning to read.

Inquiry Area 3 Connectedness

SMART Goal 1

Yerington Elementary School will reduce the chronic absenteeism rate by 2.5% from the 2025/2026 school year to the 2026/2027 school year.

Formative Measures: Attendance reports
Early Warning System
MTSS for Attendance
Intervention logs
CCRI
Home Visits and Family Engagement

Improvement Strategy 1

Yerington Elementary School aims to lower its chronic absenteeism rate from the 2025-2026 to the 2026-2027 school year by leveraging data, incorporating district-provided curricula such as HMH and iReady into teaching, actively involving families, and offering early interventions. The school will use data to foster family engagement and implement early strategies to boost attendance, supported by engaging curriculum and instruction.

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Weekly reports on students flagged as chronically absent in the 2025-2026 school year will include in-person attendance check-ins with YES administration or a counselor. Incentives offered for the grade level with the best overall attendance for the week, 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.

Evidence Level

Level 1: Strong:
Early Intervention

Problem Statements: Student Success 1

Schoolwide and Targeted Assistance Title I Element: 2.4, 2.5, 2.6, 4.1, 4.2

Status Checks

November	January	May

Improvement Strategy 2

YES will recognize students in the 2026-2027 school year, for perfect attendance every quarter

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Students with perfect attendance each quarter will be recognized at the quarterly achievement assembly with a certificate to take home.	Administration	Quarterly	

Position Responsible: Administrator

Resources Needed: Infinite Campus attendance reports

Evidence Level

Level 1: Strong:
Early Intervention

Problem Statements: Connectedness 1

Status Checks

November	January	May

SMART Goal 1 Problem Statements Identifying Student Success

	Problem Statement	Root Cause
1	Teachers at YES need to meet students at their achievement level so students can close achievement gaps (fill in student deficits)	-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. -21.6 % Chronic Absenteeism rate for students in 2025-26 (down from 24% in 2024-25) -Long Term Substitutes are filling certified teacher openings

SMART Goal 1 Problem Statements Identifying Connectedness

	Problem Statement	Root Cause
1	YES Staff have different expectations for behavior and social skills than students are accustomed to outside of school, which impacts all aspects of learning.	-Families don't know the details about our behavior and social expectations -Families are not taking advantage of the opportunities YES provides 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

SMART Goal 2

Yerington Elementary School will strategically and consistently educate students on the social/emotional need of being kind to peers and school staff in response to the fall 2025 LCSD results for the Nevada School Climate/Social Emotional Learning survey.

Formative Measures: Quarterly survey measuring staff perception of student verbal abuse toward peers and staff.

Improvement Strategy 1

Yerington Elementary School will differentiate the Navigate 360 social emotional lessons to adapt to class wide and school wide issues, to address the chronic verbal abuse staff members observe by students.

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Teachers/Administration/School Counselor will hold class-wide SEL discussions and model appropriate ways to communicate with others, emphasizing respectful and kind interactions.	Administration School Counselor Teachers School Staff	Weekly and more often when needed	

Position Responsible: Administrator

Resources Needed: Navigate 360 Lessons
Second Step Printed Resources

Evidence Level

Level 2: Moderate:
PBIS Referrals (Inappropriate Language and Disrespect reports)

Problem Statements: Connectedness 1

Status Checks

November **January** **May**

SMART Goal 2 Problem Statements Identifying Connectedness

	Problem Statement	Root Cause
1	YES Staff have different expectations for behavior and social skills than students are accustomed to outside of school, which impacts all aspects of learning.	-Families don't know the details about our behavior and social expectations -Families are not taking advantage of the opportunities YES provides 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

Lyon County School District

Yerington High School

2026-2027 Inquiry Areas/ SMART Goals/ Improvement Strategies

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June 12, 2026 at 09:28 AM

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Inquiry Area 1 Student Success

SMART Goal 1

In grades 9-10, at least 50% of students at YHS will demonstrate a median growth percentile of 50% or greater, from fall to spring, as measured by the NWEA Measure of Academic Progress (MAP) in both reading and math subject areas for the 2026-2027 school year.

Formative Measures: YHS will continue to use and analyze data such as WIDA, previous year's MAP data, and 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. There will be collaboration surrounding these topics as well at the start of the school year. Teachers will also share students MAP scores and have conferences with students so students understand where they are with their MAP scores and what growth is needed. We will also continue to share MAP scores with parents at our family engagement nights.

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.

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	ELA and Math MAP Data Analysis for grades 9 and 10 during staff collaborations to look at trend data.	Staff and Administration	fall, winter & spring	
2	Documented pre & post conferences with teachers that include conversations about data and instruction along with Portrait of a Learner in the classrooms and accommodations.	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: Student Success 2, 3 - Adult Learning Culture 1, 2

Status Checks

November	January	May

SMART Goal 1 Problem Statements Identifying Student Success

	Problem Statement	Root Cause
2	Despite using MAP data to drive instruction, students are not given adequate opportunities to actively monitoring their learning progress so they can increase accountability, set meaningful learning goals, and advocate for their personal growth. With intentional learning goals, scales and opportunities for students to reflect on their learning, student will show growth on their MAP scores from fall to spring.	Lack on tier 1 instruction that includes goal setting, meta cognition, and learning scales for students in all classrooms.
3	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 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.	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.

SMART Goal 1 Problem Statements Identifying Adult Learning Culture

	Problem Statement	Root Cause
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 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.	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.
2	Despite using MAP data to drive instruction, students are not given adequate opportunities to actively monitoring their learning progress so they can increase accountability, set meaningful learning goals, and advocate for their personal growth. With intentional learning goals, scales and opportunities for students to reflect on their learning, student will show growth on their MAP scores from fall to spring.	Lack on tier 1 instruction that includes goal setting, meta cognition, and learning scales for students in all classrooms.

Inquiry Area 2

Adult Learning Culture

SMART Goal 1

Yerington High School teachers will deepen their understanding of the Nevada Educator Performance Framework (NEPF) instructional standards through the use of learning goals and proficiency scales. This work will provide students with opportunities to self-reflect on their learning, monitor their progress, and take ownership of their growth.

Administrators will collect observation data to ensure that all teachers are consistently implementing learning goals and scales to support student self-reflection. This focus will help strengthen the results from the 2025 Nevada Climate Survey, where both staff and students identified cultural and linguistic competence and emotional safety as the school's greatest strengths. By increasing student voice and ownership in the learning process, YHS will continue to foster an inclusive, supportive, and culturally responsive learning environment.

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.

Improvement Strategy 1

YHS will focus on goal setting and learning scales to support student metacognition. This focus will help strengthen the results from the 2025 Nevada Climate Survey, where both staff and students identified cultural and linguistic competence and emotional safety as the school's greatest strengths.

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Teachers will be taking a deeper dive into the NEPF instructional standards to support strong learning in the classroom with pre and post conferences focused on learning goals and scales. Teachers will discuss what each instructional standard can "look like" in the classroom.	teachers and administrators	year long	
2	With departments, teachers will collaborate on learning goals and scales that will be used during instruction and part of conversations in pre & post conferences. Teachers will create learning goals and scales to use with their students.	teachers and administrators	year long	
3	As a whole staff, teachers collaborate on learning goals and scales to share ideas.	administrators and teachers	year round	
4	Administrators will collect observation data to ensure that all teachers are consistently implementing learning goals and scales to support student self-reflection. This focus will help strengthen the results from the 2025 Nevada Climate Survey in regards to cultural and linguistic competence along with emotional safety.	administrators	year round	

Position Responsible: teachers and administrators

Resources Needed: curriculum, content standards

Evidence Level

Level 2: Moderate:
ACT WorkKeys and Instructional Strategies

Problem Statements: Student Success 2, 3 - Adult Learning Culture 1, 2

Status Checks

November **January** **May**

SMART Goal 1 Problem Statements Identifying Student Success

	Problem Statement	Root Cause
2	Despite using MAP data to drive instruction, students are not given adequate opportunities to actively monitoring their learning progress so they can increase accountability, set meaningful learning goals, and advocate for their personal growth. With intentional learning goals, scales and opportunities for students to reflect on their learning, student will show growth on their MAP scores from fall to spring.	Lack on tier 1 instruction that includes goal setting, meta cognition, and learning scales for students in all classrooms.
3	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 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.	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.

SMART Goal 1 Problem Statements Identifying Adult Learning Culture

	Problem Statement	Root Cause
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 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.	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.

2	Despite using MAP data to drive instruction, students are not given adequate opportunities to actively monitoring their learning progress so they can increase accountability, set meaningful learning goals, and advocate for their personal growth. With intentional learning goals, scales and opportunities for students to reflect on their learning, student will show growth on their MAP scores from fall to spring.	Lack on tier 1 instruction that includes goal setting, meta cognition, and learning scales for students in all classrooms.

Inquiry Area 3

Connectedness

SMART Goal 1

YHS will reduce the chronic absenteeism rate by 2.5% from the 2025-2026 school year to the 2026-2027 school year. As of May 26, 2026, YHS has a chronic absenteeism rate of 29.9%.

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. There will be in person meetings with parents and students early on to discuss absences.
We will also make it a competition between the classes to see which class has the fewest absences with a reasonable incentive.

Improvement Strategy 1

Utilizing attendance data, YHS will engage with students and families daily to provide early intervention to improve attendance and avoid chronic absenteeism. This focus will help maintain and strengthen the results from the 2025 Nevada Climate Survey, where both staff and students identified cultural and linguistic competence and emotional safety as the school's greatest strengths.

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Develop Attendance /Intervention Template through collaboration with the District's SAAB process	MTSS team, attendance secretary, and assistant principal	fall, 2026	
2	Attendance data viewed weekly between assistant- principal and attendance secretary to determine which students and parents to meet with to discuss students' attendance and attendance policy.	attendance secretary, and assistant principal	weekly	
3	MTSS team will review attendance on a weekly basis to support students with academics and interventions, (CCRI). Recommendations will be made and communicated to students and parents. (ex: attend study hall to catch up on missed work, tests, etc.)	MTSS team, attendance secretary, and assistant principal	weekly	
4	Access Title 1 funds to support goal	administrati on	year round	

Position Responsible: MTSS team, attendance secretary, administration

Resources Needed: intervention template/communication log

Evidence Level

Level 2: Moderate:
early intervention

Problem Statements: Student Success 1, 4 - Connectedness 1, 2

Status Checks

November **January** **May**

SMART Goal 1 Problem Statements Identifying Student Success

	Problem Statement	Root Cause
1	Yerington High School needs to reduce chronic absenteeism.	We need to be more intentional regarding letters to parents, meetings with parents and students, while catching these issues sooner rather than later. We need an effective process and system.

4	Chronic absenteeism is an issue for YHS. As of ay 2026, YHS has a chronic absenteeism rate of 29.9%. 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. Absences need to be caught and dealt with earlier.	Parents may not understand that students receive a lot of hands on instruction and missing this causes gaps in students' learning. Hands-on instruction and practice in the classroom can't be replicated at home in the same fashion when students do partner and group work. 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.

SMART Goal 1 Problem Statements Identifying Connectedness

	Problem Statement	Root Cause
1	Chronic absenteeism is an issue for YHS. As of ay 2026, YHS has a chronic absenteeism rate of 29.9%. 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. Absences need to be caught and dealt with earlier.	Parents may not understand that students receive a lot of hands on instruction and missing this causes gaps in students' learning. Hands-on instruction and practice in the classroom can't be replicated at home in the same fashion when students do partner and group work. 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.
2	Yerington High School needs to reduce chronic absenteeism.	We need to be more intentional regarding letters to parents, meetings with parents and students, while catching these issues sooner rather than later. We need an effective process and system.

Lyon County School District

Yerington Intermediate School

2026-2027 Inquiry Areas/ SMART Goals/ Improvement Strategies

Generated by Plan4Learning.com
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Inquiry Area 1 Student Success

SMART Goal 1

For grades K-8, Lyon County School District will increase the percentage of students demonstrating typical growth in mathematics and reading by 2.5% from the end-of-year results of the 2025-2026 school year to the end-of-year results of the 2026-2027 school year.
Local YIS Data Placeholder:

Reading Typical Growth (2025-26): 59%

Reading Target (2026-27): 61.5%

Mathematics Typical Growth (2025-26): 49%

Mathematics Target (2026-27): 51.5%

Formative Measures: iReady diagnostic reports
Subgroup performance data
PLC data analysis artifacts
PRIDE intervention placement data
benchmark assessment data
classroom walkthroughs

Improvement Strategy 1

Improvement Strategy 1
To support Lyon County School District, Yerington Intermediate School will Utilize data-driven instructional practices, intervention systems, student goal-setting, and collaborative planning processes to improve reading and mathematics growth.

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
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	
4	Student academic goal setting and reflection	Administration, Teaching & Support Staff	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.

*Classroom Technology Upgrades (document cameras, elmos)
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: Student Success 1

Status Checks

November **January** **May**

SMART Goal 1 Problem Statements Identifying Student Success

	Problem Statement	Root Cause
1	A significant percentage of students, particularly English Learners, students with disabilities, and economically disadvantaged students, are not consistently demonstrating typical growth in reading and mathematics, indicating a need for continued refinement of instructional and intervention systems.	While intervention and data-analysis structures exist, inconsistent implementation of differentiated instruction, intervention practices, and student ownership strategies limits the school's ability to consistently accelerate academic growth for all student groups.

SMART Goal 2

By May 2027, Yerington Intermediate School will increase the number and quality of career awareness and work-based learning opportunities available to students in grades 5-8 through expanded partnerships, School Links implementation, and structured career exploration experiences, with a focus on increasing equitable access and participation among all student groups.

Formative Measures: *Formative Measures
Quarterly WBL activity logs
School Links participation reports
Student digital portfolio completion rates
Career interest surveys
Student reflection activities
Partnership outreach logs
WBL participation by subgroup:
English Learners
Students with Disabilities
Economically Disadvantaged
Migrant
Foster/Homeless
At-Risk populations

Improvement Strategy 1

Expand and sustain meaningful work-based learning experiences by strengthening community partnerships, increasing student exposure to local career pathways, and embedding career exploration opportunities within school systems.

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Coordinate at least one schoolwide WBL experience per semester (career day, guest speakers, industry presentations, local business partnerships)	Administration, CCRI, District WBL Coordinator	Fall and Spring	
2	Integrate School Links career exploration and portfolio development into PRIDE or advisory opportunities	Administration, CCRI, MTSS team	Monthly	
3	Provide grade-level career exploration experiences and student reflection opportunities	Teachers, CCRI, MTSS Team	Quarterly	
4	Review WBL participation and subgroup access data	Administration, CCRI, MTSS teams	Quarterly	
5	Increase student leadership opportunities connected to local career pathways and community service	Administration, Teachers CCRI, MTSS teams	Monthly	

Resources Needed: *Title I Schoolwide funds support outlined initiatives

School Links access and portfolio tools
Community and business partnerships
Local industry contacts
Transportation/logistical support
Guest speakers and career presenters
WBL event planning materials
Career exploration curriculum
Communication platforms
Student reflection tools
District WBL tracking system

Evidence Level

Problem Statements: Student Success 2

Status Checks

November **January** **May**

SMART Goal 2 Problem Statements Identifying Student Success

	Problem Statement	Root Cause
2	While Yerington Intermediate School has expanded career awareness and work-based learning opportunities, students would benefit from increased access to structured career exploration experiences and stronger connections between academic learning and future career pathways.	Middle-level students have historically had fewer structured work-based learning opportunities than secondary students, limiting consistent exposure to career pathways and workforce readiness experiences.

Inquiry Area 2

Adult Learning Culture

SMART Goal 1

By June 2027, 100% of certified staff at Yerington Intermediate School will participate in at least four structured collaborative learning cycles focused on student data analysis, relationship-centered instructional practices, behavior support systems, and subgroup responsiveness, as measured through PLC artifacts, implementation evidence, walkthrough data, and Nevada Staff Climate indicators.

Formative Measures: PLC agendas and meeting artifacts
Staff participation logs
Classroom walkthrough data
Instructional implementation artifacts
Subgroup instructional review reports
Staff climate survey review data
Professional learning attendance records
Teacher feedback surveys

Improvement Strategy 1

Improvement Strategy:
Strengthen professional learning communities through structured collaboration cycles, climate-informed instructional practices, subgroup analysis, and behavior support systems to improve staff effectiveness and student outcomes.

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Monthly PLC collaboration cycles focused on instructional planning and student support systems	Administration, MTSS Coordinator	Quarterly	
2	Conduct subgroup data analysis and instructional planning meetings focused on EL, IEP, FRL, and at-risk student populations	MTSS Coordinator, CCRI, Administration	Monthly	
3	Conduct instructional walkthrough cycles focused on differentiation, student engagement, and relationship-centered practices	Administration	Quarterly	
4	Review Nevada Staff Climate Survey data and identify action steps for implementation	Administration, MTSS coordinator	Fall and Spring	
5	Provide staff collaboration and professional learning opportunities focused on behavior systems, student connectedness, and intervention supports	Administration, MTSS Coordinator, PBIS Team	Quarterly	

Resources Needed: *Title I Schoolwide funds will support all outlined SMART goals, strategies, and initiatives aligned to student achievement and schoolwide improvement

Scheduled PLC Time
Student Data Access
Professional Development Materials
Facilitation Support
Digital Collaboration Tools
Technology Access
Feedback and Monitoring Tools
Walkthrough protocols
Nevada Staff Climate Survey reports
Behavior and intervention data reports
MTSS and PBIS implementation materials

Evidence Level

Level 2: Moderate:
Teacher Efficacy

Problem Statements: Adult Learning Culture 1

Status Checks

November **January** **May**

SMART Goal 1 Problem Statements Identifying Adult Learning Culture

	Problem Statement	Root Cause
1	Although Yerington Intermediate School demonstrates positive overall staff climate indicators, survey results and implementation data indicate opportunities to strengthen collaborative planning systems, instructional responsiveness, and support structures that impact staff effectiveness and student outcomes.	Nevada Staff Climate Survey data and school implementation evidence suggest that collaborative planning, instructional problem-solving, and behavior support systems are not always implemented with consistency across teams, limiting opportunities for staff collaboration, instructional refinement, and responsiveness to student needs.

Inquiry Area 3 Connectedness

SMART Goal 1

Lyon County School District will reduce chronic absenteeism rates by 2.5% from the 2025-2026 school year to the 2026-2027 school year.
YIS Local Placeholder

2025-2026 Baseline Chronic Absenteeism Rate: [INSERT FINAL % (Currently 22.5%)]

2026-2027 Goal: [Baseline [?] 2.5% (Currently 20%)]

Formative Measures: Weekly attendance reports
Chronic absenteeism monitoring
PBIS attendance incentive reports
Family communication logs
Attendance intervention documentation
Infinite Campus attendance reports

Improvement Strategy 1

Yerington Intermediate School will support Lyon County School District by utilizing the PBIS systems, relationship-centered interventions, attendance mentoring, and family outreach to improve attendance and student connectedness.

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
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: Connectedness 1

Status Checks

November	January	May

SMART Goal 1 Problem Statements Identifying Connectedness

	Problem Statement	Root Cause
1	Chronic absenteeism and student climate data indicate that some students continue to experience barriers to consistent attendance, school connectedness, and a sense of belonging, impacting academic engagement and overall school success.	Students experiencing attendance concerns and lower levels of connectedness often lack consistent engagement with school systems, trusted adult relationships, and meaningful opportunities for participation, resulting in reduced connection to the school community.

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 20% during the 2026-2027 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

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.

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
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, MTSS/ PBIS Teams	hold bi-monthly meetings through June 2027	
2	Develop and distribute bilingual, culturally responsive communication materials to inform families of engagement opportunities and school events.	Title I Coordinator, School Office Staff, MTSS/ PBIS Teams	Monthly	

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)

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

Problem Statements: Connectedness 2

Status Checks

November **January** **May**

SMART Goal 2 Problem Statements Identifying Connectedness

	Problem Statement	Root Cause
2	Despite ongoing family engagement efforts, participation and representation of Native American and Hispanic families in school events, feedback opportunities, and school decision-making processes remain lower than desired, limiting opportunities for meaningful collaboration and shared ownership in supporting student success.	Communication systems, outreach practices, and engagement opportunities have not always provided consistent, culturally responsive, and accessible pathways for Native American and Hispanic families to participate in school activities, provide feedback, and engage in school decision-making processes.

Lyon County School District
Board Memo

Date: June 23, 2026

To: Board of School Trustees

From: Dr. Stacey L. Cooper; Deputy Superintendent

Re: District Performance Plan: End of Year Report

Recommendation: That the Board of School Trustees review the District Performance Plan's End of Year Report and approve for submission to the state.

Background Information: Lyon County School District Board of Trustees participated in two work sessions in the spring of 2025. The purpose of the work sessions was to develop eight measurable goals to promote districtwide improvement of all K-12 schools. The eight goals are briefly listed as follows:

- At least 58% of K–8 students will meet or exceed typical growth in i-Ready reading and math from Beginning of Year (BOY) to End of Year (EOY).
- At least 55% of students in grades 9–10 will meet growth targets in MAP testing.
- Increase by 5% the percentage of 11th-grade college-bound students earning an ACT composite score between 16–36.
- Increase the graduation rate from 88.7% to 89.7%.
- Increase total work-based learning opportunities by 10%.
- All high schools will implement ACT WorkKeys by end of 10th grade to establish a baseline for National Career Readiness Certificates (NCRC).
- Increase student participation in work-based learning by 10%.
- Reduce chronic absenteeism by 10% from the 2024–2025 baseline.

This report provides the end-of-year review of these goals as required by Nevada Department of Education.

Budget Considerations:
None

Discussed at Previous Meeting:
None

Attachment(s):
DPP EOY Report

DISTRICT PERFORMANCE PLAN

2025 - 2026 EOY Progress Towards Goals Report

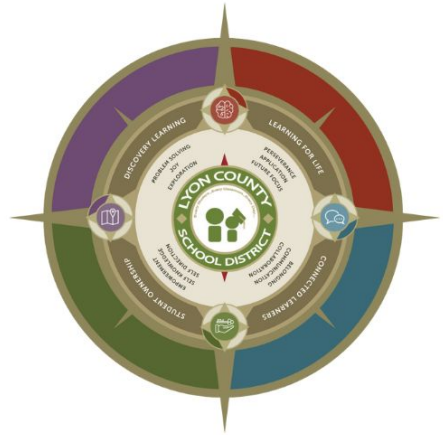
Presented to the LCSD Board of Trustees | June 23, 2026

Presented by: Dr. Stacey Cooper; Deputy Superintendent, LCSD

OUR VISION & MISSION

"To graduate all students to be career and life successful."

LCSD Portrait of a Learner



Learning for Life

Perseverance, Application, and Future Focus.

Connected Learners

Belonging, Communication, and Collaboration.

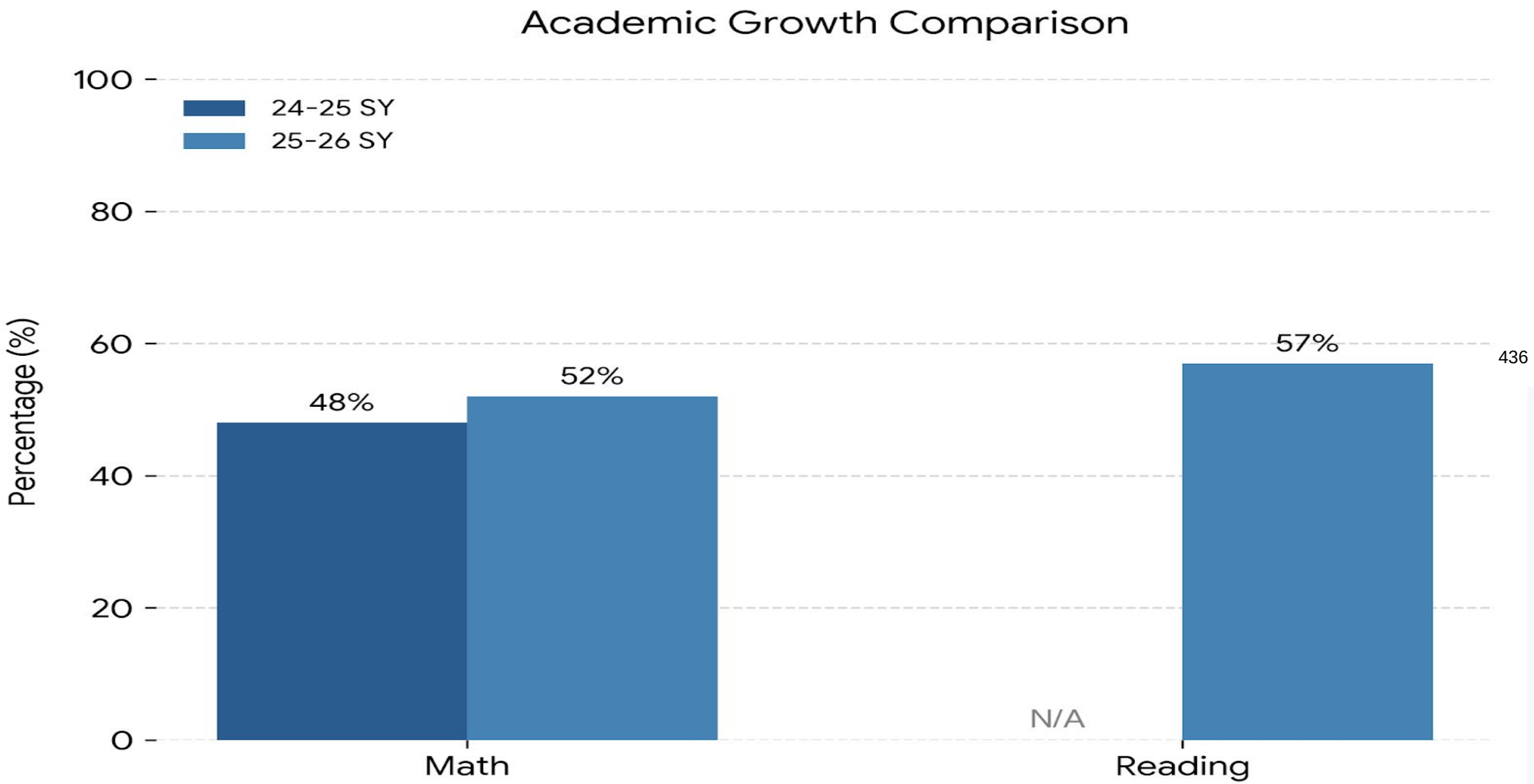
Student Ownership

Empowerment, Self-Knowledge, and Self-Direction.

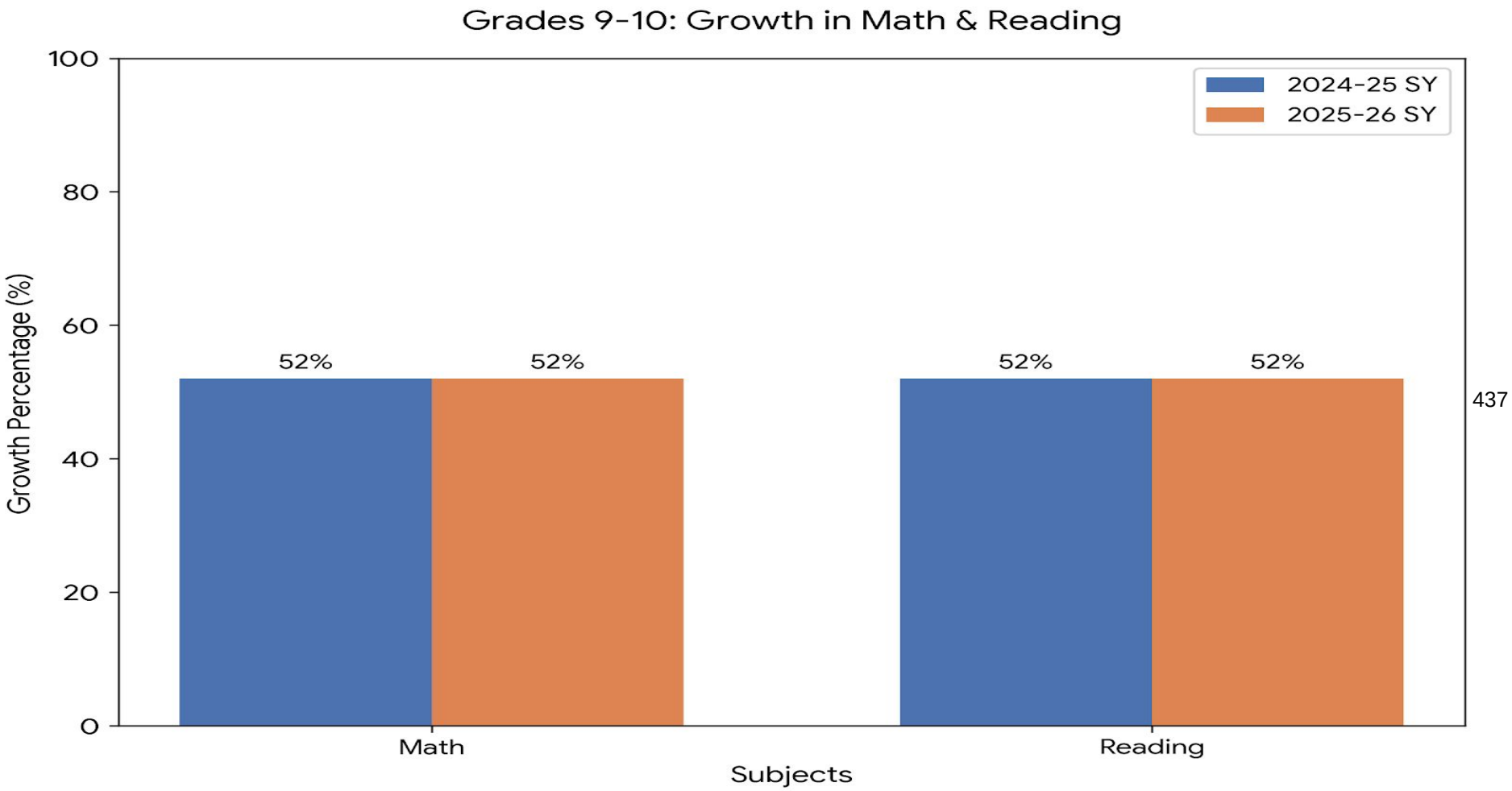
Discovery Learning

Problem Solving, Joy, and Exploration.

Goal 1: K-8 Math & Reading Academic Progress Goal of 58%



Goal 2: Individual MAP Growth of at least 55% (grades 9-10)



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Goal 3: ACT score of 16-36 for grade 11 college bound students will increase by 5% from the 24-25 SY ratings.

SCHOOL YEAR	ACT SCORE FOR COLLEGE BOUND STUDENTS
2024-2025 SY	*85 students identified a first-choice university, indicating a high level of college aspiration. Of those students, 74% scored a 16 or above on the ACT*
2025-2026 SY	*Not Yet Released*

Career & Life Readiness

Lyon County School District is committed to preparing every student for the workforce and post-secondary life through specialized programs and graduation success initiatives.

Goal 4: Graduation Rate

Status: ACHIEVED

24-25 Graduation Rate: 87.6%

23-24 Graduation Rate: 86.41%

Goal 5-7: Work-Based Learning (WBL) Impact ACHIEVED

Goal 5: WBL Experience

73,771

K-12 WBL EXPERIENCES

Actual 24-25 #: 25,396

Goal 7: WBL Participation

13,623

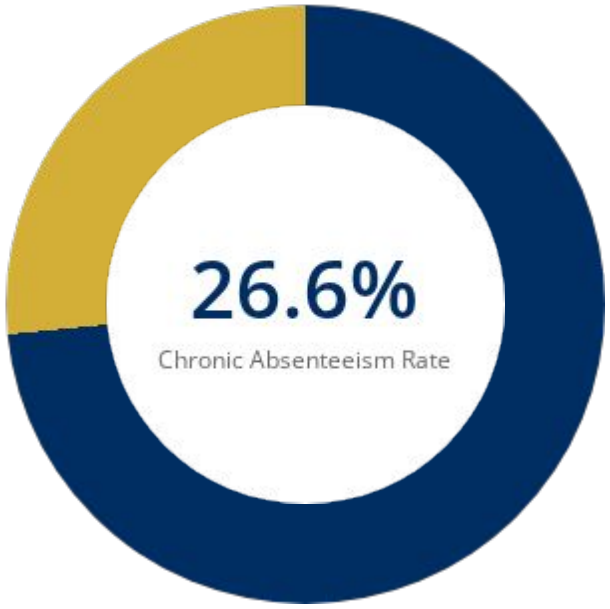
STUDENT PARTICIPANTS

Actual 24-25 #: 1966

CTE•WBL
LYON COUNTY
SCHOOL DISTRICT

Goal 6: 100% of LCSD High Schools successfully implemented the WorkKeys curriculum in 2025-2026, establishing a strong baseline for workforce readiness certification.

Goal 8: Student Engagement & Attendance ACHIEVED



Status: SURPASSED GOAL

- Regular Attendance (73.4%)
- Chronic Absenteeism (26.6%)

Reduction Success: Surpassed target goal of 32.2%.

2025-2026 District Goal Summary In Brief

DPP GOAL	TARGET	CURRENT STATUS	OUTCOME
Goal 1: K-8 Math K-8 Reading	Math: 58% Reading: 58%	Math: 52% Reading: 57%	Growth
Goal 2: MAP Math MAP Reading	Math: 57% Reading: 57%	Math: 52% Reading: 52%	Stagnant Growth
Goal 3: ACT Score 16-32	79%	No Data Yet (24-25=74%)	Data Available 10/2026
Goal 4: Graduation	87.27%	87.60%	Achieved 1% Growth
Goal 5: WBL Experience	27,906	73,771	Achieved
Goal 6: WorkKeys	100%	100%	Achieved
Goal 7: WBL Participation	2163	13,623	Achieved
Goal 8: Absenteeism (CA)	32.2%	26.6%	Achieved

QUESTIONS?

Thank you for your leadership and commitment to LCSD students.

Lyon County School District

"Every Student... Every Classroom... Every Day"

Lyon County School District
Board Memo

Date: June 23, 2026

To: Board of School Trustees

From: Tim Logan, Superintendent

Re: 2026 Evaluation of Superintendent

Recommendation:
At the discretion of the Board of Trustees

Background Information:
Per LCSD Policy BCD: Board-Superintendent Relationship, the Board of Trustees is required to formally evaluate the superintendent annually in a regularly agendized, open meeting. The policy is attached for your reference. This is an opportunity for the board to provide the superintendent feedback on his performance for the past year. After considering all the subcategory ratings, the board will vote on a final rating during the meeting.

Budget Considerations:
None

Discussed at Previous Meeting:
No

Attachment(s):
LCSD Policy BCD: Board-Superintendent Relationship
LCSD 2026 Individual Board Member Superintendent Evaluation Forms (7)
LCSD 2026 Evaluation Summary

LYON COUNTY SCHOOL DISTRICT
BOARD POLICY _____BCD

BOARD-SUPERINTENDENT RELATIONSHIP

The superintendent shall be the chief executive officer and shall be responsible for the professional leadership necessary to translate the will of the Board into administrative action.

The superintendent shall be responsible for all aspects of district operation and for such duties and powers pertaining thereto as directed or delegated by the Board, and to develop such procedures and regulations as he/she considers necessary to ensure efficient operation of the district.

The Board expects that the superintendent is professionally able and possesses outstanding qualities of leadership, vision and administrative skill and that the superintendent will implement all Board policies in good faith.

The superintendent can expect that the Board will respect the superintendent's professional competence and extend to him/her full responsibility for implementation of Board policy decisions.

The Board holds the superintendent responsible for carrying out its policies within established guidelines and for keeping the Board informed about district operations. Any communication between the Board and Superintendent that directs the Superintendent's actions on policy implementation or district management needs to be done either in open public meeting or if it is on an urgent nature, communicated to all Board members in the same manner.

Individual Board members can request information from the Superintendent pertinent to policies and operations of the district. Individual Board members can provide information to the Superintendent pertinent to the operation of the district. Individual Board members cannot direct the Superintendent or Staff outside of open public meetings except as required for the duties of the Board President and Board Secretary as outlined in Policy BCB.

The Superintendent shall be given a formal evaluation by the Board in a regularly agendized, open meeting no less than one time per each school year that they are employed by the School Board (See NRS 241.031). The Board may, at their discretion, informally evaluate the Superintendent at any time during the school year in order to develop the formal year-end evaluation. Informal evaluations will not be used by the Board in any other manner.

Legal Reference(s): NRS 241.031

Policy #BCD
Revised 4/25/17

Lyon County School District
BOARD ASSURANCES TO THE SUPERINTENDENT

- Follow proper protocols with respect to communication.
- Let the Superintendent do his job – not direct him like a puppet.
- Be honest and open with the Superintendent.
- Support the schools and staff within their communities.
- Treat recommendations by administrative staff with respect.
- Provide clear expectations for the Superintendent and reinforce those with meaningful evaluations.
- Dress to business casual standards as appropriate to the event.

Lyon County School District
SUPERINTENDENT ASSURANCES TO THE BOARD

- Keep kids first!
- Promote a safe and positive environment/culture.
- Focus on curriculum, instruction and assessment.
- Effectively communicate with the Board, staff, students and parents/community members in an open, honest, transparent and positive manner.
- Have visible presence at District schools.
- Treat all Board members equally.
- Work collaboratively with all stakeholders in promoting continuous improvement.

LCSD Trustee/Superintendent Communication Protocol

The Superintendent or his assistant will notify all trustees about any high profile incidents (emergency, accident, etc.).

Any request for information that involves time and research to produce a document will be provided to all trustees. All other simple requests will be provided to the requesting trustee.

As individual trustees contact cabinet members or administrators requesting information or answers, they will also notify the superintendent about the request.

Unless an emergency exists, as individual trustees receive formal complaints or information from stakeholders, they will first respond by asking if they have spoken to the site administrator/supervisor or superintendent respectively. If the individual trustee communicates directly with the site administrator/supervisor about the complaint or information, they will also inform the superintendent. Otherwise, the trustee will forward the complaint or information directly to the superintendent.

*In order to respect each other's personal and family time, communication on the weekends will be limited to emergency situations, so far as is feasible.

Name of Evaluator: Elmer Bull

Date of Evaluation: 6/11/26

OUTCOME #1 Student Learning & Instruction	Exceeds Expectations: (5pts)	Meets Expectations: (3pts)	Does Not Meet Expectations: (1pt)
Students are achieving benchmarks for grade level proficiency or targeted growth goals. The Superintendent leads the District by providing best practices in instructional programs and staff professional development.	Chose only one		
1.1 Student achievement proficiency and growth data in Math and ELA are monitored by the Superintendent and are regularly reported to the Board, including a plan for addressing deficiencies Provide Evidence for Rating: Through publications and staff reporting, the Board is periodically updated on student achievement proficiency and growth data.	☐	☑	☐
1.2 CTE and workplace learning participation are monitored by the Superintendent and are regularly reported to the Board, including a plan for addressing concerns and areas of growth Provide Evidence for Rating: I feel the superintendent does a commendable job of monitoring the CTE and workplace learning programs while	☐	☑	☐
1.3 District graduation rate meets or exceeds the state's graduation rate Provide Evidence for Rating: While the graduation rate for Lyon County Schools dipped slightly during the 2024 - 2025 school year, it was still slightly	☐	☑	☐
1.4 Students with specialized learning needs are provided appropriate modifications and accommodations through individual plans with learning goals and programs	☐	☑	☐

Provide Evidence for Rating: To the best of my knowledge, the Superintendent and Director of Special Services are providing appropriate individual plans			
1.5 District goals, curriculum, and initiatives are systemically aligned throughout the District using the District Performance Plan and Portrait of a Learner with associated professional development to staff Provide Evidence for Rating:	☐	✓	☐

Comments: (Identify strengths or recommendations for improvement):

OUTCOME #2 Communication & Ethics	Exceeds Expectations: (5pts)	Meets Expectations: (3pts)	Does Not Meet Expectations: (1pt)
The Superintendent establishes effective communication with all stakeholders by effectively engaging and responding to the interests and needs that support the success of all students.			
2.1 Uses effective public information strategies to communicate and promote a positive image of the District with families, community, the media, and state and local officials Provide Evidence for Rating: The superintendent, while working closely with the public information officer and senior staff, does a very good job of promoting the positive aspects and events that are part of the Lyon County School District. While challenges are ever	☐	✓	☐

2.2 Provides an annual survey for parents/guardians to communicate experiences and provide feedback about District and school operations Provide Evidence for Rating: There was no annual survey of parents / guardians implemented since the last evaluation period. At a time when			✓
2.3 Regularly visits schools and visibly engages the school community and the community at large Provide Evidence for Rating: School visits are scheduled on a regular basis and, as alluded to previously, I feel the superintendent and his staff do a very	✓		
2.4 Reports during the monthly board meeting to help educate stakeholders about important educational issues and updates Provide Evidence for Rating:		✓	
2.5 Responds to stakeholder and board communications within 2 working days Provide Evidence for Rating:		✓	
The Superintendent administers district operations in an ethical manner.	Exceeds Expectations: (5pts)	Meets Expectations: (3pts)	Does Not Meet Expectations: (1pt)
2.6 Manifests a professional code of ethics and demonstrates personal integrity, including continued professional learning Provide Evidence for Rating:		✓	
2.7 Models accepted moral and ethical standards in all interactions		✓	

Provide Evidence for Rating:			
2.8 Explores and develops ways to find common ground in dealing with difficult and divisive issues Provide Evidence for Rating:		✓	

Comments: (Identify strengths or recommendations for improvement):

OUTCOME #3 Human Resources and Finance	Exceeds Expectations: (5pts)	Meets Expectations: (3pts)	Does Not Meet Expectations: (1pt)
The Superintendent demonstrates the knowledge, skills, and ability to effectively manage operations and promotes a positive working environment for staff.			
3.1 Implements personnel procedures, recruitment, and employee performance programs to hire and retain the best qualified individuals Provide Evidence for Rating:		✓	

3.2 Effectively works with District bargaining units and actively seeks to improve bargaining outcomes that best serve students and the District Provide Evidence for Rating:		✓	
3.3 Ensures that federal, state, and local laws and policies are implemented for employees Provide Evidence for Rating: I rated this as Meets Expectations although certain laws are in place that can limit Board member evaluation on how policies		✓	
The Superintendent is an effective steward of the District's financial resources and ensures the fiscal health of the District.	Exceeds Expectations: (5pts)	Meets Expectations: (3pts)	Does Not Meet Expectations: (1pt)
3.4 Guides the process of fiscal planning and budget development and makes recommendations based upon the District's current fiscal position and future needs Provide Evidence for Rating: I feel the Superintendent does a commendable job in working with the Director of Operations and Chief Financial Officer to		✓	
3.5 Implements audit recommendations and works to ensure the annual audit is completed in a timely manner and reflects best practices Provide Evidence for Rating:		✓	
3.6 Ensures that District expenses and budgeting reflect a positive ending fund balance and bond rating Provide Evidence for Rating: See comments in section 3.4		✓	

Comments: (Identify strengths or recommendations for improvement):

OUTCOME #4 Policy & Board Relations	Exceeds Expectations: (5pts)	Meets Expectations: (3pts)	Does Not Meet Expectations: (1pt)
The Superintendent works effectively with the Board of Trustees to lead and manage the District consistent with Board policies.			
4.1 Advises the Board on the need for new and/or revised policies and regulations, with particular attention during legislative sessions Provide Evidence for Rating: All Board meetings include the review and possible amendments to at least a few policies to assure	☐	☑	☐
4.2 Creates administrative regulations to ensure the appropriate enforcement of Board policy and compliance with state and federal law Provide Evidence for Rating: This appears to be occurring as is necessary.	☐	☑	☐
4.3 Legal resources are appropriately used to proactively prevent and respond to possible liabilities Provide Evidence for Rating:	☐	☑	☐
The superintendent fosters a relationship of mutual respect and support with board members and exhibits a shared understanding of Board and Superintendent roles.	Exceeds Expectations: (5pts)	Meets Expectations: (3pts)	Does Not Meet Expectations: (1pt)

4.4 Keeps the Board regularly informed with data, reports, and information which enables them to make effective and timely decisions Provide Evidence for Rating:		✓	
4.5 Works with the Board to develop District Goals that align with the District Performance Plan (DPP) Provide Evidence for Rating: I feel the Superintendent and his staff did an exemplary job of guiding the Board through the development of school and	✓		
4.6 Attends trustee conferences and workshops as circumstances allow and invites trustees to site visits and events Provide Evidence for Rating:		✓	
4.7 Makes considerable effort to have a positive working relationship with the Board and attempts to resolve any serious conflicts with Board members Provide Evidence for Rating: I feel the Superintendent works very hard to establish and maintain a positive and effective working relationship with the	✓		
4.8 Works proactively with the Board President to plan for meetings, prepare agenda items, and collaborate regarding issues and concerns Provide Evidence for Rating:	✓		

Comments: (Identify strengths or recommendations for improvement):

The Superintendent works proactively with the board and does an exemplary job of working with the Board President to assure that meeting agendas are effective and efficient in dealing with issues that merit Board attention.

OUTCOME #5 Facilities and Safety	Exceeds Expectations: (5pts)	Meets Expectations: (3pts)	Does Not Meet Expectations: (1pt)
The district is a good steward of capital resources. Students, staff, and community members are physically and psychologically safe in the school.			
5.1 Ensures the Capital Improvement Plan (CIP), Master Facility Plan, and current facility projects are being updated and presented to the Board Provide Evidence for Rating: The Board routinely receives updates of the CIP, Master Facility Plans an current facility projects	☐	☑	☐
5.2 Stays informed of facilities use and needs and makes facility and safety improvement recommendations as needed to the Board Provide Evidence for Rating:	☐	☑	☐
5.3 Ensures that each school and the District has a current Emergency Operation Plan (EOP) and applicable safety drills are conducted at each school in conjunction with appropriate first responders Provide Evidence for Rating:	☐	☑	☐
5.4 Provides an appropriate Social Emotional Learning (SEL) curriculum and resources to students, staff, and families for mental health wellness Provide Evidence for Rating:	☐	☑	☐
5.5 Presents the District progressive restorative discipline plan and safe and respectful learning policy for annual approval and update	☐	☑	☐

Provide Evidence for Rating:			

Comments: (Identify strengths or recommendations for improvement):

Trustee Elmer Bull - Superintendent Evaluation Comments

1.1 Student achievement proficiency and growth data in Math and ELA are monitored by the Superintendent and are regularly reported to the Board, including a plan for addressing deficiencies. Through publications and staff reporting, the Board is periodically updated on student achievement proficiency and growth data.

1.2 CTE and workplace learning participation are monitored by the Superintendent and are regularly reported to the Board, including a plan for addressing concerns and areas of growth. I feel the superintendent does a commendable job of monitoring the CTE and workplace learning programs while continuing to encourage the development of enhanced opportunities in these increasingly popular and valuable programs.

1.3 District graduation rate meets or exceeds the state's graduation rate. While the graduation rate for Lyon County Schools dipped slightly during the 2024 - 2025 school year, it was still slightly above the state graduation rate.

1.4 Students with specialized learning needs are provided appropriate modifications and accommodations through individual plans with learning goals and programs. To the best of my knowledge, the Superintendent and Director of Special Services are providing appropriate individual plans to assure that students with specialized learning needs are receiving the opportunities they are entitled to.

2.1 Uses effective public information strategies to communicate and promote a positive image of the District with families, community, the media, and state and local officials.
The Superintendent, while working closely with the public information officer and senior staff, does a very good job of promoting the positive aspects and events that are part of the Lyon County School District. While challenges are ever present, it's vital that the good things going on in the District are publicized and I feel that is being accomplished on a regular basis.

2.2 Provides an annual survey for parents/guardians to communicate experiences and provide feedback about District and school operations.
There was no annual survey of parents / guardians implemented since the last evaluation period. At a time when enrollment is dropping, I think it's imperative that the LCSD do everything in it's power to determine the reasons behind the drop in enrollment. While the decline in U.S. birthrate, shifting demographics and other factors are surely contributing to the decline, LCSD data indicates that over the last five years, an average of 212 students (and their parents) have submitted Notices of Intent stating that they will be home schooled. That number equates roughly to the decline in enrollment experienced by our district between September, 2024 and now. The end result has been a dramatic decrease in per student funding which, in turn, has forced the district to make adjustments in it's budget. While the adjustments have been fairly minor to this point, further drops in enrollment could begin to have significant impacts on district operations and steps must be taken to learn why so many students and parents are turning to home schooling. I firmly believe that learning why so many parents are opting for home schooling may also uncover some of the reasons why teacher recruitment is such a challenge.

2.3 Regularly visits schools and visibly engages the school community and the community at large.
School visits are scheduled on a regular basis and, as alluded to previously, I feel the superintendent and his staff do a very good job of engaging with the public.

3.3 Ensures that federal, state, and local laws and policies are implemented for employees.
The Superintendent is an effective steward of the District's financial resources and ensures the fiscal health of the District.

3.4 Guides the process of fiscal planning and budget development and makes recommendations based upon the District's current fiscal position and future needs.
I feel the Superintendent does a commendable job in working with the Director of Operations and Chief Financial Officer to assure that budget considerations are based on current and future financial conditions. I've been particularly impressed with the preemptive actions taken in response to declining student enrollment and attendant loss of per student revenue.

4.1 Advises the Board on the need for new and/or revised policies and regulations, with particular attention during legislative sessions.
All Board meetings include the review and possible amendments to at least a few policies to assure that the policies are effective and within the constraints of the law.

4.2 Creates administrative regulations to ensure the appropriate enforcement of Board policy and compliance with state and federal law.
This appears to be occurring as is necessary.

4.5 Works with the Board to develop District Goals that align with the District Performance Plan (DPP).
I feel the Superintendent and his staff did an exemplary job of guiding the Board through the development of school and district performance plans that are intended to help students achieve improved performance yet reasonable enough for teachers and staff to implement.

4.7 Makes considerable effort to have a positive working relationship with the Board and attempts to resolve any serious conflicts with Board members.
I feel the Superintendent works very hard to establish and maintain a positive and effective working relationship with the Board.

Section 4 Comments: (Identify strengths or recommendations for improvement):
The Superintendent works proactively with the board and does an exemplary job of working with the Board President to assure that meeting agendas are effective and efficient in dealing with issues that merit Board attention.

5.1 Ensures the Capital Improvement Plan (CIP), Master Facility Plan, and current facility projects are being updated and presented to the Board.
The Board routinely receives updates of the CIP, Master Facility Plans an current facility projects.

Name of Evaluator: Dawn Carson

Date of Evaluation: 6/10/26

OUTCOME #1 Student Learning & Instruction	Exceeds Expectations: (5pts)	Meets Expectations: (3pts)	Does Not Meet Expectations: (1pt)
Students are achieving benchmarks for grade level proficiency or targeted growth goals. The Superintendent leads the District by providing best practices in instructional programs and staff professional development.	Chose only one		
1.1 Student achievement proficiency and growth data in Math and ELA are monitored by the Superintendent and are regularly reported to the Board, including a plan for addressing deficiencies Provide Evidence for Rating:	☐	☑	☐
1.2 CTE and workplace learning participation are monitored by the Superintendent and are regularly reported to the Board, including a plan for addressing concerns and areas of growth Provide Evidence for Rating:	☐	☑	☐
1.3 District graduation rate meets or exceeds the state's graduation rate Provide Evidence for Rating:	☐	☑	☐
1.4 Students with specialized learning needs are provided appropriate modifications and accommodations through individual plans with learning goals and programs	☐	☑	☐

Provide Evidence for Rating:			
1.5 District goals, curriculum, and initiatives are systemically aligned throughout the District using the District Performance Plan and Portrait of a Learner with associated professional development to staff Provide Evidence for Rating:	☐	✓	☐

Comments: (Identify strengths or recommendations for improvement):
I know that we are waiting for the next set of scores. Can't wait to see our improvement.

OUTCOME #2 Communication & Ethics	Exceeds Expectations: (5pts)	Meets Expectations: (3pts)	Does Not Meet Expectations: (1pt)
The Superintendent establishes effective communication with all stakeholders by effectively engaging and responding to the interests and needs that support the success of all students.			
2.1 Uses effective public information strategies to communicate and promote a positive image of the District with families, community, the media, and state and local officials Provide Evidence for Rating: I'm loving the way we are using social media to keep parents informed.	☐	✓	☐

2.2 Provides an annual survey for parents/guardians to communicate experiences and provide feedback about District and school operations Provide Evidence for Rating:		✓	
2.3 Regularly visits schools and visibly engages the school community and the community at large Provide Evidence for Rating: We are always informed on when the administration is going to visit schools and invites all trustees.		✓	
2.4 Reports during the monthly board meeting to help educate stakeholders about important educational issues and updates Provide Evidence for Rating:		✓	
2.5 Responds to stakeholder and board communications within 2 working days Provide Evidence for Rating:		✓	
The Superintendent administers district operations in an ethical manner.	Exceeds Expectations: (5pts)	Meets Expectations: (3pts)	Does Not Meet Expectations: (1pt)
2.6 Manifests a professional code of ethics and demonstrates personal integrity, including continued professional learning Provide Evidence for Rating:		✓	
2.7 Models accepted moral and ethical standards in all interactions		✓	

Provide Evidence for Rating:			
2.8 Explores and develops ways to find common ground in dealing with difficult and divisive issues Provide Evidence for Rating:		✓	

Comments: (Identify strengths or recommendations for improvement):

OUTCOME #3 Human Resources and Finance	Exceeds Expectations: (5pts)	Meets Expectations: (3pts)	Does Not Meet Expectations: (1pt)
The Superintendent demonstrates the knowledge, skills, and ability to effectively manage operations and promotes a positive working environment for staff.			
3.1 Implements personnel procedures, recruitment, and employee performance programs to hire and retain the best qualified individuals Provide Evidence for Rating:		✓	

3.2 Effectively works with District bargaining units and actively seeks to improve bargaining outcomes that best serve students and the District Provide Evidence for Rating:	☐	☑	☐
3.3 Ensures that federal, state, and local laws and policies are implemented for employees Provide Evidence for Rating:	☐	☑	☐
The Superintendent is an effective steward of the District's financial resources and ensures the fiscal health of the District.	Exceeds Expectations: (5pts)	Meets Expectations: (3pts)	Does Not Meet Expectations: (1pt)
3.4 Guides the process of fiscal planning and budget development and makes recommendations based upon the District's current fiscal position and future needs Provide Evidence for Rating:	☐	☑	☐
3.5 Implements audit recommendations and works to ensure the annual audit is completed in a timely manner and reflects best practices Provide Evidence for Rating:	☐	☑	☐
3.6 Ensures that District expenses and budgeting reflect a positive ending fund balance and bond rating Provide Evidence for Rating:	☐	☑	☐

Comments: (Identify strengths or recommendations for improvement):

I'm very impressed with how our fiscal planning stays within a budget has been maintaining or better than most/all school districts in Nevada.

OUTCOME #4 Policy & Board Relations	Exceeds Expectations: (5pts)	Meets Expectations: (3pts)	Does Not Meet Expectations: (1pt)
The Superintendent works effectively with the Board of Trustees to lead and manage the District consistent with Board policies.			
4.1 Advises the Board on the need for new and/or revised policies and regulations, with particular attention during legislative sessions Provide Evidence for Rating:	☐	☑	☐
4.2 Creates administrative regulations to ensure the appropriate enforcement of Board policy and compliance with state and federal law Provide Evidence for Rating:	☐	☑	☐
4.3 Legal resources are appropriately used to proactively prevent and respond to possible liabilities Provide Evidence for Rating:	☐	☑	☐
The superintendent fosters a relationship of mutual respect and support with board members and exhibits a shared understanding of Board and Superintendent roles.	Exceeds Expectations: (5pts)	Meets Expectations: (3pts)	Does Not Meet Expectations: (1pt)

4.4 Keeps the Board regularly informed with data, reports, and information which enables them to make effective and timely decisions Provide Evidence for Rating:	☐	✓	☐
4.5 Works with the Board to develop District Goals that align with the District Performance Plan (DPP) Provide Evidence for Rating:	☐	✓	☐
4.6 Attends trustee conferences and workshops as circumstances allow and invites trustees to site visits and events Provide Evidence for Rating:	☐	✓	☐
4.7 Makes considerable effort to have a positive working relationship with the Board and attempts to resolve any serious conflicts with Board members Provide Evidence for Rating:	✓	☐	☐
4.8 Works proactively with the Board President to plan for meetings, prepare agenda items, and collaborate regarding issues and concerns Provide Evidence for Rating:	☐	✓	☐

Comments: (Identify strengths or recommendations for improvement):

OUTCOME #5 Facilities and Safety	Exceeds Expectations: (5pts)	Meets Expectations: (3pts)	Does Not Meet Expectations: (1pt)
The district is a good steward of capital resources. Students, staff, and community members are physically and psychologically safe in the school.			
5.1 Ensures the Capital Improvement Plan (CIP), Master Facility Plan, and current facility projects are being updated and presented to the Board Provide Evidence for Rating:	☐	☑	☐
5.2 Stays informed of facilities use and needs and makes facility and safety improvement recommendations as needed to the Board Provide Evidence for Rating:	☐	☑	☐
5.3 Ensures that each school and the District has a current Emergency Operation Plan (EOP) and applicable safety drills are conducted at each school in conjunction with appropriate first responders Provide Evidence for Rating:	☐	☑	☐
5.4 Provides an appropriate Social Emotional Learning (SEL) curriculum and resources to students, staff, and families for mental health wellness Provide Evidence for Rating:	☐	☑	☐
5.5 Presents the District progressive restorative discipline plan and safe and respectful learning policy for annual approval and update	☐	☑	☐

Provide Evidence for Rating:			

Comments: (Identify strengths or recommendations for improvement):

Name of Evaluator: Kallie Day

Date of Evaluation: 6/12/26

OUTCOME #1 Student Learning & Instruction	Exceeds Expectations: (5pts)	Meets Expectations: (3pts)	Does Not Meet Expectations: (1pt)
Students are achieving benchmarks for grade level proficiency or targeted growth goals. The Superintendent leads the District by providing best practices in instructional programs and staff professional development.	Chose only one		
1.1 Student achievement proficiency and growth data in Math and ELA are monitored by the Superintendent and are regularly reported to the Board, including a plan for addressing deficiencies Provide Evidence for Rating: During my time on the board, I have seen multiple presentations on student Math and ELA scores and Superintendent Logan and staff have never been shy of	☐	☑	☐
1.2 CTE and workplace learning participation are monitored by the Superintendent and are regularly reported to the Board, including a plan for addressing concerns and areas of growth Provide Evidence for Rating: Again, I have enjoyed the many presentations about CTE. I have been consistently impressed with LCSD's focus on CTE.	☐	☑	☐
1.3 District graduation rate meets or exceeds the state's graduation rate Provide Evidence for Rating: I believe LCSD rate in 2025 was 85.7% and the state was at 85.4%.	☐	☑	☐
1.4 Students with specialized learning needs are provided appropriate modifications and accommodations through individual plans with learning goals and programs	☐	☑	☐

Provide Evidence for Rating: I believe Superintendent Logan and team are good at making accommodations- especially as the needs of students and			
1.5 District goals, curriculum, and initiatives are systemically aligned throughout the District using the District Performance Plan and Portrait of a Learner with associated professional development to staff Provide Evidence for Rating: I have seen a lot of consistency with goals and initiatives across the county. I believe these goals are closely aligned	☐	☑	☐

Comments: (Identify strengths or recommendations for improvement):

While I believe the district is doing great things, I would like to see a more consistent reporting method that occurs to the board on a quarterly basis. Just a simple report maybe that address accommodations made, student scores, any new CTE developments- just a high level overview called "student learning and instruction report." While we do get these in chunks, it would be more easily digestible if done in smaller bits more frequently.

OUTCOME #2 Communication & Ethics	Exceeds Expectations: (5pts)	Meets Expectations: (3pts)	Does Not Meet Expectations: (1pt)
The Superintendent establishes effective communication with all stakeholders by effectively engaging and responding to the interests and needs that support the success of all students.			
2.1 Uses effective public information strategies to communicate and promote a positive image of the District with families, community, the media, and state and local officials Provide Evidence for Rating: LCSD's social media presence is a positive one.	☐	☑	☐

2.2 Provides an annual survey for parents/guardians to communicate experiences and provide feedback about District and school operations Provide Evidence for Rating: I have not yet experienced this. It may have occurred or is to be set in motion but because I have not seen it occur, I have			✓
2.3 Regularly visits schools and visibly engages the school community and the community at large Provide Evidence for Rating: I think Superintendent Logan does an excellent job at this. He also is very actively engaged and present when these occur.	✓		
2.4 Reports during the monthly board meeting to help educate stakeholders about important educational issues and updates Provide Evidence for Rating: Superintendent Logan does provide information every meeting and does loop in the correct team members to assist.		✓	
2.5 Responds to stakeholder and board communications within 2 working days Provide Evidence for Rating: I have had no issues with Superintendent Logan's communication.		✓	
The Superintendent administers district operations in an ethical manner.	Exceeds Expectations: (5pts)	Meets Expectations: (3pts)	Does Not Meet Expectations: (1pt)
2.6 Manifests a professional code of ethics and demonstrates personal integrity, including continued professional learning Provide Evidence for Rating: I believe that Superintendent Logan represents LCSD very well. I have been impressed with his reputation both in the	✓		
2.7 Models accepted moral and ethical standards in all interactions	✓		

Provide Evidence for Rating: Superintendent Logan excels in this.			
2.8 Explores and develops ways to find common ground in dealing with difficult and divisive issues Provide Evidence for Rating: I believe that Superintendent Logan is able to place the students and staff first in dealing with issues. I have found him	✓		

Comments: (Identify strengths or recommendations for improvement):
I believe that Superintendent Logan excels in communication and maintaining an ethical standard. I have been very impressed with his ability to take criticism, handle disagreements, and be an open source of communication. When he is able to tour schools he is engaged and active in the process. He maintains a calm and consistent open dialogue demeanor that I think lends well to the oversight of many different areas and personalities. With regards to social media, I would like to see the district be a little more proactive or just active in general. I would love to see a parent survey and then the results.

OUTCOME #3 Human Resources and Finance	Exceeds Expectations: (5pts)	Meets Expectations: (3pts)	Does Not Meet Expectations: (1pt)
The Superintendent demonstrates the knowledge, skills, and ability to effectively manage operations and promotes a positive working environment for staff.			
3.1 Implements personnel procedures, recruitment, and employee performance programs to hire and retain the best qualified individuals Provide Evidence for Rating: While I believe Superintendent Logan meets these standards, there is always room for improvement. Recruitment and		✓	

3.2 Effectively works with District bargaining units and actively seeks to improve bargaining outcomes that best serve students and the District Provide Evidence for Rating:		✓	
3.3 Ensures that federal, state, and local laws and policies are implemented for employees Provide Evidence for Rating: The board often sees revised policies in relation to HR in order to keep the district up to date.		✓	
The Superintendent is an effective steward of the District's financial resources and ensures the fiscal health of the District.	Exceeds Expectations: (5pts)	Meets Expectations: (3pts)	Does Not Meet Expectations: (1pt)
3.4 Guides the process of fiscal planning and budget development and makes recommendations based upon the District's current fiscal position and future needs Provide Evidence for Rating: The district's financial position and future needs are taken into consideration. I think it is balanced well.		✓	
3.5 Implements audit recommendations and works to ensure the annual audit is completed in a timely manner and reflects best practices Provide Evidence for Rating: The most recent LCSD audit only had one finding, which is wonderful for an entity of its size. The finding was minimal and		✓	
3.6 Ensures that District expenses and budgeting reflect a positive ending fund balance and bond rating Provide Evidence for Rating: The fact that the district is in such good fiscal health in comparison to other local districts.		✓	

Comments: (Identify strengths or recommendations for improvement):

I believe that the district and Superintendent Logan excel in balancing the fiscal health and future needs of the district. I have been impressed with this process and the outcome. I would like to see a yearly dialogue regarding recruitment and retention efforts though. Not that I think anything is wrong, but that it is an ever changing topic. If this is already happening, I am just not aware.

OUTCOME #4 Policy & Board Relations	Exceeds Expectations: (5pts)	Meets Expectations: (3pts)	Does Not Meet Expectations: (1pt)
The Superintendent works effectively with the Board of Trustees to lead and manage the District consistent with Board policies.			
4.1 Advises the Board on the need for new and/or revised policies and regulations, with particular attention during legislative sessions Provide Evidence for Rating: We are constantly being presented new/revised policies	☐	☑	☐
4.2 Creates administrative regulations to ensure the appropriate enforcement of Board policy and compliance with state and federal law Provide Evidence for Rating:	☐	☑	☐
4.3 Legal resources are appropriately used to proactively prevent and respond to possible liabilities Provide Evidence for Rating: I have enjoyed having the legal guidance that I feel is top notch.	☐	☑	☐
The superintendent fosters a relationship of mutual respect and support with board members and exhibits a shared understanding of Board and Superintendent roles.	Exceeds Expectations: (5pts)	Meets Expectations: (3pts)	Does Not Meet Expectations: (1pt)

4.4 Keeps the Board regularly informed with data, reports, and information which enables them to make effective and timely decisions Provide Evidence for Rating: When something is presented to the board, we are often given supplemental documentation to support the topic- which is		✓	
4.5 Works with the Board to develop District Goals that align with the District Performance Plan (DPP) Provide Evidence for Rating: I specifically enjoyed the special goal session and the way that was approached.	✓		
4.6 Attends trustee conferences and workshops as circumstances allow and invites trustees to site visits and events Provide Evidence for Rating: I am consistently being invited to site visits and events. It is much appreciated.	✓		
4.7 Makes considerable effort to have a positive working relationship with the Board and attempts to resolve any serious conflicts with Board members Provide Evidence for Rating: As a new board member I have been impressed with the effort made by Superintendent Logan to both educate me on what is	✓		
4.8 Works proactively with the Board President to plan for meetings, prepare agenda items, and collaborate regarding issues and concerns Provide Evidence for Rating: To the best of my knowledge, the two have a good working relationship and have multiple meetings per month.		✓	

Comments: (Identify strengths or recommendations for improvement):

I feel that Superintendent Logan excels in how available, open, and communicative he is with board members. I think he does well balancing the multiple personalities and needs that each board member has. With regard to policies brought forth, I think they are well thought out and vetted appropriately.

OUTCOME #5 Facilities and Safety	Exceeds Expectations: (5pts)	Meets Expectations: (3pts)	Does Not Meet Expectations: (1pt)
The district is a good steward of capital resources. Students, staff, and community members are physically and psychologically safe in the school.			
5.1 Ensures the Capital Improvement Plan (CIP), Master Facility Plan, and current facility projects are being updated and presented to the Board Provide Evidence for Rating: We just saw this last board meeting.	☐	☑	☐
5.2 Stays informed of facilities use and needs and makes facility and safety improvement recommendations as needed to the Board Provide Evidence for Rating: When this topic arises, I feel very informed.	☐	☑	☐
5.3 Ensures that each school and the District has a current Emergency Operation Plan (EOP) and applicable safety drills are conducted at each school in conjunction with appropriate first responders Provide Evidence for Rating: My son has experienced this personally and I do believe our schools and staff have knowledge of plans and perform drills.	☐	☑	☐
5.4 Provides an appropriate Social Emotional Learning (SEL) curriculum and resources to students, staff, and families for mental health wellness Provide Evidence for Rating: After meeting with staff, I am so impressed by LCSD's emphasis on making sure students are receiving SEL	☑	☐	☐
5.5 Presents the District progressive restorative discipline plan and safe and respectful learning policy for annual approval and update	☐	☑	☐

Provide Evidence for Rating: I have seen this.			

Comments: (Identify strengths or recommendations for improvement):

I appreciate Superintendent Logan and Staff for their ability to be flexible in how they approach and think about whole-student health and wellness.

Trustee Kallie Day- Superintendent Evaluation Comments

1.1 Student achievement proficiency and growth data in Math and ELA are monitored by the Superintendent and are regularly reported to the Board, including a plan for addressing deficiencies. During my time on the board, I have seen multiple presentations on student Math and ELA scores and Superintendent Logan and staff have never been shy of discussing both deficiencies and progress.

1.2 CTE and workplace learning participation are monitored by the Superintendent and are regularly reported to the Board, including a plan for addressing concerns and areas of growth. Again, I have enjoyed the many presentations about CTE. I have been consistently impressed with LCSD's focus on CTE.

1.3 District graduation rate meets or exceeds the state's graduation rate. I believe LCSD rate in 2025 was 85.7% and the state was at 85.4%.

1.4 Students with specialized learning needs are provided appropriate modifications and accommodations through individual plans with learning goals and programs. I believe Superintendent Logan and team are good at making accommodations- especially as the needs of students and families are ever changing.

1.5 District goals, curriculum, and initiatives are systemically aligned throughout the District using the District Performance Plan and Portrait of a Learner with associated professional development to staff. I have seen a lot of consistency with goals and initiatives across the county. I believe these goals are closely aligned with Portrait of a Learner.

Section 1 Comments: (Identify strengths or recommendations for improvement): While I believe the district is doing great things, I would like to see a more consistent reporting method that occurs to the board on a quarterly basis. Just a simple report maybe that address accommodations made, student scores, any new CTE developments- just a high level overview called "student learning and instruction report." While we do get these in chunks, it would be more easily digestible if done in smaller bits more frequently.

2.1 Uses effective public information strategies to communicate and promote a positive image of the District with families, community, the media, and state and local officials. LCSD's social media presence is a positive one.

2.2 Provides an annual survey for parents/guardians to communicate experiences and provide feedback about District and school operations. I have not yet experienced this. It may have occurred or is to be set in motion but because I have not seen it occur, I have to rate it lower.

2.3 Regularly visits schools and visibly engages the school community and the community at large. I think Superintendent Logan does an excellent job at this. He also is very actively engaged and present when these occur.

2.4 Reports during the monthly board meeting to help educate stakeholders about important educational issues and updates. Superintendent Logan does provide information every meeting and does loop in the correct team members to assist.

2.5 Responds to stakeholder and board communications within 2 working days. I have had no issues with Superintendent Logan's communication.

2.6 Manifests a professional code of ethics and demonstrates personal integrity, including continued professional learning. I believe that Superintendent Logan represents LCSD very well. I have been impressed with his reputation both in the district and outside of it.

2.7 Models accepted moral and ethical standards in all interactions. Superintendent Logan excels in this.

2.8 Explores and develops ways to find common ground in dealing with difficult and divisive issues. I believe that Superintendent Logan is able to place the students and staff first in dealing with issues. I have found him very calm and centered in his method of dealing with difficult situations.

Section 2 Comments: (Identify strengths or recommendations for improvement):
I believe that Superintendent Logan excels in communication and maintaining an ethical standard. I have been very impressed with his ability to take criticism, handle disagreements, and be an open source of communication. When he is able to tour schools he is engaged and active in the process. He maintains a calm and consistent open dialogue demeanor that I think lends well to the oversight of many different areas and personalities. With regards to social media, I would like to see the district be a little more proactive or just active in general. I would love to see a parent survey and then the results.

3.1 Implements personnel procedures, recruitment, and employee performance programs to hire and retain the best qualified individuals. While I believe Superintendent Logan meets these standards, there is always room for improvement. Recruitment and retainment processes should be evaluated yearly as it is not a perfect science and priorities change.

3.2
3.3 Ensures that federal, state, and local laws and policies are implemented for employees. The board often sees revised policies in relation to HR in order to keep the district up to date.

3.4 Guides the process of fiscal planning and budget development and makes recommendations based upon the District’s current fiscal position and future needs. The district's financial position and future needs are taken into consideration. I think it is balanced well.

3.5 Implements audit recommendations and works to ensure the annual audit is completed in a timely manner and reflects best practices. The most recent LCSD audit only had one finding, which is wonderful for an entity of its size. The finding was minimal and was addressed shortly after.

3.6 Ensures that District expenses and budgeting reflect a positive ending fund balance and bond rating. The fact that the district is in such good fiscal health in comparison to other local districts.

Section 3 Comments: (Identify strengths or recommendations for improvement): I believe that the district and Superintendent Logan excel in balancing the fiscal health and future needs of the district. I have been impressed with this process and the outcome. I would like to see a yearly dialogue regarding recruitment and retention efforts though. Not that I think anything is wrong, but that it is an ever changing topic. If this is already happening, I am just not aware.

4.1 Advises the Board on the need for new and/or revised policies and regulations, with particular attention during legislative sessions. We are constantly being presented new/revised policies.

4.2 Creates administrative regulations to ensure the appropriate enforcement of Board policy and compliance with state and federal law.

4.3 Legal resources are appropriately used to proactively prevent and respond to possible liabilities. I have enjoyed having the legal guidance that I feel is top notch.

4.4 Keeps the Board regularly informed with data, reports, and information which enables them to make effective and timely decisions. When something is presented to the board, we are often given supplemental documentation to support the topic- which is very appreciated.

4.5 Works with the Board to develop District Goals that align with the District Performance Plan (DPP). I specifically enjoyed the special goal session and the way that was approached.

4.6 Attends trustee conferences and workshops as circumstances allow and invites trustees to site visits and events. I am consistently being invited to site visits and events. It is much appreciated.

4.7 Makes considerable effort to have a positive working relationship with the Board and attempts to resolve any serious conflicts with Board members. As a new board member I have been impressed with the effort made by Superintendent Logan to both educate me on what is occurring as well as answer any question I have had.

4.8 Works proactively with the Board President to plan for meetings, prepare agenda items, and collaborate regarding issues and concerns. To the best of my knowledge, the two have a good working relationship and have multiple meetings per month.

Section 4 Comments: (Identify strengths or recommendations for improvement): I feel that Superintendent Logan excels in how available, open, and communicative he is with board members. I think he does well balancing the multiple personalities and needs that each

board member has. With regard to policies brought forth, I think they are well thought out and vetted appropriately.

5.1 Ensures the Capital Improvement Plan (CIP), Master Facility Plan, and current facility projects are being updated and presented to the Board. We just saw this last board meeting.

5.2 Stays informed of facilities use and needs and makes facility and safety improvement recommendations as needed to the Board. When this topic arises, I feel very informed.

5.3 Ensures that each school and the District has a current Emergency Operation Plan (EOP) and applicable safety drills are conducted at each school in conjunction with appropriate first responders. My son has experienced this personally and I do believe our schools and staff have knowledge of plans and perform drills.

5.4 Provides an appropriate Social Emotional Learning (SEL) curriculum and resources to students, staff, and families for mental health wellness. After meeting with staff, I am so impressed by LCSD's emphasis on making sure students are receiving SEL curriculum in multiple ways.

5.5 Presents the District progressive restorative discipline plan and safe and respectful learning policy for annual approval and update. I have seen this.

Section 5 Comments: (Identify strengths or recommendations for improvement): I appreciate Superintendent Logan and Staff for their ability to be flexible in how they approach and think about whole-student health and wellness.

Standards and Professional Practices:

1) Student Learning and Instruction
2) Communication and Ethics
3) Human Resources and Finance
4) Policy and Board Relations
5) Facilities and Safety

Rating Scale:

Performance has continually exceeded the criteria	*Performance consistently meets the criteria*	*Performance does not meet the criteria and requires significant improvement*

2

Name of Evaluator: Darin Farr

Date of Evaluation: 06/11/2026

Students are achieving benchmarks for grade level proficiency or targeted growth goals. The Superintendent leads the District by providing best practices in instructional programs and staff professional development.	Chose only one		
1.1 Student achievement proficiency and growth data in Math and ELA are monitored by the Superintendent and are regularly reported to the Board, including a plan for addressing deficiencies Provide Evidence for Rating: Board members are consistently updated on data.	X		

1.2 CTE and workplace learning participation are monitored by the Superintendent and are regularly reported to the Board, including a plan for addressing concerns and areas of growth Provide Evidence for Rating: The board receives continuous updates.	X		
1.3 District graduation rate meets or exceeds the state's graduation rate Provide Evidence for Rating: Graduation rates are gradually increasing.		x	
1.4 Students with specialized learning needs are provided appropriate modifications and accommodations through individual plans with learning goals and programs	X		

Provide Evidence for Rating: Students with special needs are afforded every resource the district can offer.			
1.5 District goals, curriculum, and initiatives are systemically aligned throughout the District using the District Performance Plan and Portrait of a Learner with associated professional development to staff Provide Evidence for Rating: This is very apparent.	X		

Comments: (Identify strengths or recommendations for improvement): None at this time.

The Superintendent establishes effective communication with all stakeholders by effectively engaging and responding to the interests and needs that support the success of all students.			
2.1 Uses effective public information strategies to communicate and promote a positive image of the District with families, community, the media, and state and local officials Provide Evidence for Rating: This is a consistent effort by the district. Through social media, print and television journalism, the district continues to promote a positive image.	X		

2.2 Provides an annual survey for parents/guardians to communicate experiences and provide feedback about District and school operations Provide Evidence for Rating: These are offered.		X	
2.3 Regularly visits schools and visibly engages the school community and the community at large Provide Evidence for Rating:	X		

2.4 Reports during the monthly board meeting to help educate stakeholders about important educational issues and updates Provide Evidence for Rating: Consistent	X		
2.5 Responds to stakeholder and board communications within 2 working days Provide Evidence for Rating: Actually responds faster than, usually.	X		
The Superintendent administers district operations in an ethical manner.			
2.6 Manifests a professional code of ethics and demonstrates personal integrity, including continued professional learning Provide Evidence for Rating: Consistent.	X		
2.7 Models accepted moral and ethical standards in all interactions	X		

Provide Evidence for Rating: Always projects a positive and professional demeanor, as well as displaying integrity.			
2.8 Explores and develops ways to find common ground in dealing with difficult and divisive issues Provide Evidence for Rating: He is always looking for ways to find solutions.	X		

Comments: (Identify strengths or recommendations for improvement): Positive Empathetic Professional Calm Enthusiasm

The Superintendent demonstrates the knowledge, skills, and ability to effectively manage operations and promotes a positive working environment for staff.			
3.1 Implements personnel procedures, recruitment, and employee performance programs to hire and retain the best qualified individuals Provide Evidence for Rating:	X		

3.2 Effectively works with District bargaining units and actively seeks to improve bargaining outcomes that best serve students and the District Provide Evidence for Rating: I believe he does this well and is honest and up front at all times.	X		
3.3 Ensures that federal, state, and local laws and policies are implemented for employees Provide Evidence for Rating: Consistently	X		

The Superintendent is an effective steward of the District's financial resources and ensures the fiscal health of the District.			
3.4 Guides the process of fiscal planning and budget development and makes recommendations based upon the District's current fiscal position and future needs Provide Evidence for Rating: Obvious	X		
3.5 Implements audit recommendations and works to ensure the annual audit is completed in a timely manner and reflects best practices Provide Evidence for Rating: Obvious	X		
3.6 Ensures that District expenses and budgeting reflect a positive ending fund balance and bond rating Provide Evidence for Rating: Obvious	X		

Comments: (Identify strengths or recommendations for improvement):

No recommendations- Displays excellent leadership and teamwork skills.

The Superintendent works effectively with the Board of Trustees to lead and manage the District consistent with Board policies.			

4.1 Advises the Board on the need for new and/or revised policies and regulations, with particular attention during legislative sessions Provide Evidence for Rating:	X		
4.2 Creates administrative regulations to ensure the appropriate enforcement of Board policy and compliance with state and federal law Provide Evidence for Rating: This has been demonstrated several times.	X		
4.3 Legal resources are appropriately used to proactively prevent and respond to possible liabilities Provide Evidence for Rating: Absolutely, even when confronted with board members who actually believe themselves to be more knowledgeable than a licensed attorney.	X		
The superintendent fosters a relationship of mutual respect and support with board members and exhibits a shared understanding of Board and Superintendent roles.			

4.4 Keeps the Board regularly informed with data, reports, and information which enables them to make effective and timely decisions Provide Evidence for Rating: Consistently	X		
4.5 Works with the Board to develop District Goals that align with the District Performance Plan (DPP) Provide Evidence for Rating:	X		

4.6 Attends trustee conferences and workshops as circumstances allow and invites trustees to site visits and events Provide Evidence for Rating: Have personally witnessed.	x		
4.7 Makes considerable effort to have a positive working relationship with the Board and attempts to resolve any serious conflicts with Board members Provide Evidence for Rating: Very much so, even if board members are monopolizing his time or exceeding their authority.	X		
4.8 Works proactively with the Board President to plan for meetings, prepare agenda items, and collaborate regarding issues and concerns Provide Evidence for Rating: This should be a higher rating due to the excessive attention our current president requires.	X		

Comments: (Identify strengths or recommendations for improvement):

This superintendent consistently and professionally handles board relations with dignity, patience and grace. He deserves recognition for his aplomb and calm demeanor.

The district is a good steward of capital resources. Students, staff, and community members are physically and psychologically safe in the school.			

5.1 Ensures the Capital Improvement Plan (CIP), Master Facility Plan, and current facility projects are being updated and presented to the Board Provide Evidence for Rating: Obvious	X		
5.2 Stays informed of facilities use and needs and makes facility and safety improvement recommendations as needed to the Board Provide Evidence for Rating: Obvious	X		
5.3 Ensures that each school and the District has a current Emergency Operation Plan (EOP) and applicable safety drills are conducted at each school in conjunction with appropriate first responders Provide Evidence for Rating: Observed	X		
5.4 Provides an appropriate Social Emotional Learning (SEL) curriculum and resources to students, staff, and families for mental health wellness Provide Evidence for Rating: Consistently and appropriately.	X		
5.5 Presents the District progressive restorative discipline plan and safe and respectful learning policy for annual approval and update	X		

Provide Evidence for Rating: Witnessed at board meetings annually.			

Comments: (Identify strengths or recommendations for improvement): Manages a great staff who are very good at their roles.

Name of Evaluator: Parsons

Date of Evaluation: 6/08/26

OUTCOME #1 Student Learning & Instruction	Exceeds Expectations: (5pts)	Meets Expectations: (3pts)	Does Not Meet Expectations: (1pt)
Students are achieving benchmarks for grade level proficiency or targeted growth goals. The Superintendent leads the District by providing best practices in instructional programs and staff professional development.	Chose only one		
1.1 Student achievement proficiency and growth data in Math and ELA are monitored by the Superintendent and are regularly reported to the Board, including a plan for addressing deficiencies Provide Evidence for Rating:	☐	☑	☐
1.2 CTE and workplace learning participation are monitored by the Superintendent and are regularly reported to the Board, including a plan for addressing concerns and areas of growth Provide Evidence for Rating:	☐	☑	☐
1.3 District graduation rate meets or exceeds the state's graduation rate Provide Evidence for Rating:	☐	☑	☐
1.4 Students with specialized learning needs are provided appropriate modifications and accommodations through individual plans with learning goals and programs	☐	☐	☑

Provide Evidence for Rating:			
1.5 District goals, curriculum, and initiatives are systemically aligned throughout the District using the District Performance Plan and Portrait of a Learner with associated professional development to staff Provide Evidence for Rating:	☐	✓	☐

Comments: (Identify strengths or recommendations for improvement):
I understand from workrts in special Ed that they are told after recommending students for more specialized care that there are not the funds

OUTCOME #2 Communication & Ethics	Exceeds Expectations: (5pts)	Meets Expectations: (3pts)	Does Not Meet Expectations: (1pt)
The Superintendent establishes effective communication with all stakeholders by effectively engaging and responding to the interests and needs that support the success of all students.			
2.1 Uses effective public information strategies to communicate and promote a positive image of the District with families, community, the media, and state and local officials Provide Evidence for Rating:	☐	✓	☐

2.2 Provides an annual survey for parents/guardians to communicate experiences and provide feedback about District and school operations Provide Evidence for Rating:	☐	☐	☑
2.3 Regularly visits schools and visibly engages the school community and the community at large Provide Evidence for Rating: D0 not see them at most attended events	☐	☐	☑
2.4 Reports during the monthly board meeting to help educate stakeholders about important educational issues and updates Provide Evidence for Rating:	☐	☑	☐
2.5 Responds to stakeholder and board communications within 2 working days Provide Evidence for Rating:	☐	☑	☐
The Superintendent administers district operations in an ethical manner.	Exceeds Expectations: (5pts)	Meets Expectations: (3pts)	Does Not Meet Expectations: (1pt)
2.6 Manifests a professional code of ethics and demonstrates personal integrity, including continued professional learning Provide Evidence for Rating: Did not read all of monthhly packket	☐	☐	☑
2.7 Models accepted moral and ethical standards in all interactions	☐	☐	☑

Provide Evidence for Rating: shoving a paper for me to sign a minute or two before a meeting starts			
2.8 Explores and develops ways to find common ground in dealing with difficult and divisive issues Provide Evidence for Rating:	☐	☐	✓

Comments: (Identify strengths or recommendations for improvement):

OUTCOME #3 Human Resources and Finance	Exceeds Expectations: (5pts)	Meets Expectations: (3pts)	Does Not Meet Expectations: (1pt)
The Superintendent demonstrates the knowledge, skills, and ability to effectively manage operations and promotes a positive working environment for staff.			
3.1 Implements personnel procedures, recruitment, and employee performance programs to hire and retain the best qualified individuals Provide Evidence for Rating:	☐	✓	☐

3.2 Effectively works with District bargaining units and actively seeks to improve bargaining outcomes that best serve students and the District Provide Evidence for Rating:	☐	☑	☐
3.3 Ensures that federal, state, and local laws and policies are implemented for employees Provide Evidence for Rating:	☐	☑	☐
The Superintendent is an effective steward of the District's financial resources and ensures the fiscal health of the District.	Exceeds Expectations: (5pts)	Meets Expectations: (3pts)	Does Not Meet Expectations: (1pt)
3.4 Guides the process of fiscal planning and budget development and makes recommendations based upon the District's current fiscal position and future needs Provide Evidence for Rating:	☐	☑	☐
3.5 Implements audit recommendations and works to ensure the annual audit is completed in a timely manner and reflects best practices Provide Evidence for Rating:	☐	☑	☐
3.6 Ensures that District expenses and budgeting reflect a positive ending fund balance and bond rating Provide Evidence for Rating:	☑	☐	☐

Comments: (Identify strengths or recommendations for improvement):

OUTCOME #4 Policy & Board Relations	Exceeds Expectations: (5pts)	Meets Expectations: (3pts)	Does Not Meet Expectations: (1pt)
The Superintendent works effectively with the Board of Trustees to lead and manage the District consistent with Board policies.			
4.1 Advises the Board on the need for new and/or revised policies and regulations, with particular attention during legislative sessions Provide Evidence for Rating:	☐	☑	☐
4.2 Creates administrative regulations to ensure the appropriate enforcement of Board policy and compliance with state and federal law Provide Evidence for Rating:	☐	☑	☐
4.3 Legal resources are appropriately used to proactively prevent and respond to possible liabilities Provide Evidence for Rating:	☐	☑	☐
The superintendent fosters a relationship of mutual respect and support with board members and exhibits a shared understanding of Board and Superintendent roles.	Exceeds Expectations: (5pts)	Meets Expectations: (3pts)	Does Not Meet Expectations: (1pt)

4.4 Keeps the Board regularly informed with data, reports, and information which enables them to make effective and timely decisions Provide Evidence for Rating:	☐	☑	☐
4.5 Works with the Board to develop District Goals that align with the District Performance Plan (DPP) Provide Evidence for Rating:	☑	☐	☐
4.6 Attends trustee conferences and workshops as circumstances allow and invites trustees to site visits and events Provide Evidence for Rating:	☑	☐	☐
4.7 Makes considerable effort to have a positive working relationship with the Board and attempts to resolve any serious conflicts with Board members Provide Evidence for Rating:	☐	☑	☐
4.8 Works proactively with the Board President to plan for meetings, prepare agenda items, and collaborate regarding issues and concerns Provide Evidence for Rating:	☐	☑	☐

Comments: (Identify strengths or recommendations for improvement):

OUTCOME #5 Facilities and Safety	Exceeds Expectations: (5pts)	Meets Expectations: (3pts)	Does Not Meet Expectations: (1pt)
The district is a good steward of capital resources. Students, staff, and community members are physically and psychologically safe in the school.			
5.1 Ensures the Capital Improvement Plan (CIP), Master Facility Plan, and current facility projects are being updated and presented to the Board Provide Evidence for Rating:	☐	☑	☐
5.2 Stays informed of facilities use and needs and makes facility and safety improvement recommendations as needed to the Board Provide Evidence for Rating:	☑	☐	☐
5.3 Ensures that each school and the District has a current Emergency Operation Plan (EOP) and applicable safety drills are conducted at each school in conjunction with appropriate first responders Provide Evidence for Rating:	☑	☐	☐
5.4 Provides an appropriate Social Emotional Learning (SEL) curriculum and resources to students, staff, and families for mental health wellness Provide Evidence for Rating:	☑	☐	☐
5.5 Presents the District progressive restorative discipline plan and safe and respectful learning policy for annual approval and update	☐	☐	☑

Provide Evidence for Rating: reports that some schools are less routine in using plan			

Comments: (Identify strengths or recommendations for improvement):

Name of Evaluator: James Whisler

Date of Evaluation: 6/11/26

OUTCOME #1 Student Learning & Instruction	Exceeds Expectations: (5pts)	Meets Expectations: (3pts)	Does Not Meet Expectations: (1pt)
Students are achieving benchmarks for grade level proficiency or targeted growth goals. The Superintendent leads the District by providing best practices in instructional programs and staff professional development.	Chose only one		
1.1 Student achievement proficiency and growth data in Math and ELA are monitored by the Superintendent and are regularly reported to the Board, including a plan for addressing deficiencies Provide Evidence for Rating:	☐	☑	☐
1.2 CTE and workplace learning participation are monitored by the Superintendent and are regularly reported to the Board, including a plan for addressing concerns and areas of growth Provide Evidence for Rating:	☐	☑	☐
1.3 District graduation rate meets or exceeds the state's graduation rate Provide Evidence for Rating:	☐	☑	☐
1.4 Students with specialized learning needs are provided appropriate modifications and accommodations through individual plans with learning goals and programs	☐	☑	☐

Provide Evidence for Rating:			
1.5 District goals, curriculum, and initiatives are systemically aligned throughout the District using the District Performance Plan and Portrait of a Learner with associated professional development to staff Provide Evidence for Rating:	✓		

Comments: (Identify strengths or recommendations for improvement):

OUTCOME #2 Communication & Ethics	Exceeds Expectations: (5pts)	Meets Expectations: (3pts)	Does Not Meet Expectations: (1pt)
The Superintendent establishes effective communication with all stakeholders by effectively engaging and responding to the interests and needs that support the success of all students.			
2.1 Uses effective public information strategies to communicate and promote a positive image of the District with families, community, the media, and state and local officials Provide Evidence for Rating:		✓	

2.2 Provides an annual survey for parents/guardians to communicate experiences and provide feedback about District and school operations Provide Evidence for Rating:		✓	
2.3 Regularly visits schools and visibly engages the school community and the community at large Provide Evidence for Rating:	✓		
2.4 Reports during the monthly board meeting to help educate stakeholders about important educational issues and updates Provide Evidence for Rating:	✓		
2.5 Responds to stakeholder and board communications within 2 working days Provide Evidence for Rating:		✓	
The Superintendent administers district operations in an ethical manner.	Exceeds Expectations: (5pts)	Meets Expectations: (3pts)	Does Not Meet Expectations: (1pt)
2.6 Manifests a professional code of ethics and demonstrates personal integrity, including continued professional learning Provide Evidence for Rating:		✓	
2.7 Models accepted moral and ethical standards in all interactions		✓	

Provide Evidence for Rating:			
2.8 Explores and develops ways to find common ground in dealing with difficult and divisive issues Provide Evidence for Rating:		✓	

Comments: (Identify strengths or recommendations for improvement):

OUTCOME #3 Human Resources and Finance	Exceeds Expectations: (5pts)	Meets Expectations: (3pts)	Does Not Meet Expectations: (1pt)
The Superintendent demonstrates the knowledge, skills, and ability to effectively manage operations and promotes a positive working environment for staff.			
3.1 Implements personnel procedures, recruitment, and employee performance programs to hire and retain the best qualified individuals Provide Evidence for Rating:		✓	

3.2 Effectively works with District bargaining units and actively seeks to improve bargaining outcomes that best serve students and the District Provide Evidence for Rating:	☐	☑	☐
3.3 Ensures that federal, state, and local laws and policies are implemented for employees Provide Evidence for Rating:	☐	☑	☐
The Superintendent is an effective steward of the District's financial resources and ensures the fiscal health of the District.	Exceeds Expectations: (5pts)	Meets Expectations: (3pts)	Does Not Meet Expectations: (1pt)
3.4 Guides the process of fiscal planning and budget development and makes recommendations based upon the District's current fiscal position and future needs Provide Evidence for Rating:	☐	☑	☐
3.5 Implements audit recommendations and works to ensure the annual audit is completed in a timely manner and reflects best practices Provide Evidence for Rating:	☐	☑	☐
3.6 Ensures that District expenses and budgeting reflect a positive ending fund balance and bond rating Provide Evidence for Rating:	☐	☑	☐

Comments: (Identify strengths or recommendations for improvement):

OUTCOME #4 Policy & Board Relations	Exceeds Expectations: (5pts)	Meets Expectations: (3pts)	Does Not Meet Expectations: (1pt)
The Superintendent works effectively with the Board of Trustees to lead and manage the District consistent with Board policies.			
4.1 Advises the Board on the need for new and/or revised policies and regulations, with particular attention during legislative sessions Provide Evidence for Rating:	☐	☑	☐
4.2 Creates administrative regulations to ensure the appropriate enforcement of Board policy and compliance with state and federal law Provide Evidence for Rating:	☐	☑	☐
4.3 Legal resources are appropriately used to proactively prevent and respond to possible liabilities Provide Evidence for Rating:	☐	☑	☐
The superintendent fosters a relationship of mutual respect and support with board members and exhibits a shared understanding of Board and Superintendent roles.	Exceeds Expectations: (5pts)	Meets Expectations: (3pts)	Does Not Meet Expectations: (1pt)

4.4 Keeps the Board regularly informed with data, reports, and information which enables them to make effective and timely decisions Provide Evidence for Rating:	☐	✓	☐
4.5 Works with the Board to develop District Goals that align with the District Performance Plan (DPP) Provide Evidence for Rating:	☐	✓	☐
4.6 Attends trustee conferences and workshops as circumstances allow and invites trustees to site visits and events Provide Evidence for Rating:	☐	✓	☐
4.7 Makes considerable effort to have a positive working relationship with the Board and attempts to resolve any serious conflicts with Board members Provide Evidence for Rating:	☐	✓	☐
4.8 Works proactively with the Board President to plan for meetings, prepare agenda items, and collaborate regarding issues and concerns Provide Evidence for Rating:	☐	✓	☐

Comments: (Identify strengths or recommendations for improvement):

OUTCOME #5 Facilities and Safety	Exceeds Expectations: (5pts)	Meets Expectations: (3pts)	Does Not Meet Expectations: (1pt)
The district is a good steward of capital resources. Students, staff, and community members are physically and psychologically safe in the school.			
5.1 Ensures the Capital Improvement Plan (CIP), Master Facility Plan, and current facility projects are being updated and presented to the Board Provide Evidence for Rating:	☐	☑	☐
5.2 Stays informed of facilities use and needs and makes facility and safety improvement recommendations as needed to the Board Provide Evidence for Rating:	☐	☑	☐
5.3 Ensures that each school and the District has a current Emergency Operation Plan (EOP) and applicable safety drills are conducted at each school in conjunction with appropriate first responders Provide Evidence for Rating:	☐	☑	☐
5.4 Provides an appropriate Social Emotional Learning (SEL) curriculum and resources to students, staff, and families for mental health wellness Provide Evidence for Rating:	☐	☑	☐
5.5 Presents the District progressive restorative discipline plan and safe and respectful learning policy for annual approval and update	☐	☑	☐

Provide Evidence for Rating:			

Comments: (Identify strengths or recommendations for improvement): No comments at the current moment.

Name of Evaluator: Tom Hendrix

Date of Evaluation: 6/15/26

OUTCOME #1 Student Learning & Instruction	Exceeds Expectations: (5pts)	Meets Expectations: (3pts)	Does Not Meet Expectations: (1pt)
Students are achieving benchmarks for grade level proficiency or targeted growth goals. The Superintendent leads the District by providing best practices in instructional programs and staff professional development.	Chose only one		
1.1 Student achievement proficiency and growth data in Math and ELA are monitored by the Superintendent and are regularly reported to the Board, including a plan for addressing deficiencies Provide Evidence for Rating:	☐	☑	☐
1.2 CTE and workplace learning participation are monitored by the Superintendent and are regularly reported to the Board, including a plan for addressing concerns and areas of growth Provide Evidence for Rating:	☑	☐	☐
1.3 District graduation rate meets or exceeds the state's graduation rate Provide Evidence for Rating:	☑	☐	☐
1.4 Students with specialized learning needs are provided appropriate modifications and accommodations through individual plans with learning goals and programs	☐	☑	☐

Provide Evidence for Rating:			
1.5 District goals, curriculum, and initiatives are systemically aligned throughout the District using the District Performance Plan and Portrait of a Learner with associated professional development to staff Provide Evidence for Rating:	☐	☑	☐

Comments: (Identify strengths or recommendations for improvement):

OUTCOME #2 Communication & Ethics	Exceeds Expectations: (5pts)	Meets Expectations: (3pts)	Does Not Meet Expectations: (1pt)
The Superintendent establishes effective communication with all stakeholders by effectively engaging and responding to the interests and needs that support the success of all students.			
2.1 Uses effective public information strategies to communicate and promote a positive image of the District with families, community, the media, and state and local officials Provide Evidence for Rating:	☐	☑	☐

2.2 Provides an annual survey for parents/guardians to communicate experiences and provide feedback about District and school operations Provide Evidence for Rating:	☐	✓	☐
2.3 Regularly visits schools and visibly engages the school community and the community at large Provide Evidence for Rating:	✓	☐	☐
2.4 Reports during the monthly board meeting to help educate stakeholders about important educational issues and updates Provide Evidence for Rating:	✓	☐	☐
2.5 Responds to stakeholder and board communications within 2 working days Provide Evidence for Rating:	☐	☐	✓
The Superintendent administers district operations in an ethical manner.	Exceeds Expectations: (5pts)	Meets Expectations: (3pts)	Does Not Meet Expectations: (1pt)
2.6 Manifests a professional code of ethics and demonstrates personal integrity, including continued professional learning Provide Evidence for Rating:	☐	☐	✓
2.7 Models accepted moral and ethical standards in all interactions	☐	☐	✓

Provide Evidence for Rating:			
2.8 Explores and develops ways to find common ground in dealing with difficult and divisive issues Provide Evidence for Rating:		✓	

Comments: (Identify strengths or recommendations for improvement):

OUTCOME #3 Human Resources and Finance	Exceeds Expectations: (5pts)	Meets Expectations: (3pts)	Does Not Meet Expectations: (1pt)
The Superintendent demonstrates the knowledge, skills, and ability to effectively manage operations and promotes a positive working environment for staff.			
3.1 Implements personnel procedures, recruitment, and employee performance programs to hire and retain the best qualified individuals Provide Evidence for Rating:		✓	

3.2 Effectively works with District bargaining units and actively seeks to improve bargaining outcomes that best serve students and the District Provide Evidence for Rating:	☐	☑	☐
3.3 Ensures that federal, state, and local laws and policies are implemented for employees Provide Evidence for Rating:	☐	☑	☐
The Superintendent is an effective steward of the District's financial resources and ensures the fiscal health of the District.	Exceeds Expectations: (5pts)	Meets Expectations: (3pts)	Does Not Meet Expectations: (1pt)
3.4 Guides the process of fiscal planning and budget development and makes recommendations based upon the District's current fiscal position and future needs Provide Evidence for Rating:	☑	☐	☐
3.5 Implements audit recommendations and works to ensure the annual audit is completed in a timely manner and reflects best practices Provide Evidence for Rating:	☐	☑	☐
3.6 Ensures that District expenses and budgeting reflect a positive ending fund balance and bond rating Provide Evidence for Rating:	☑	☐	☐

Comments: (Identify strengths or recommendations for improvement):

OUTCOME #4 Policy & Board Relations	Exceeds Expectations: (5pts)	Meets Expectations: (3pts)	Does Not Meet Expectations: (1pt)
The Superintendent works effectively with the Board of Trustees to lead and manage the District consistent with Board policies.			
4.1 Advises the Board on the need for new and/or revised policies and regulations, with particular attention during legislative sessions Provide Evidence for Rating:	☐	☑	☐
4.2 Creates administrative regulations to ensure the appropriate enforcement of Board policy and compliance with state and federal law Provide Evidence for Rating:	☐	☐	☑
4.3 Legal resources are appropriately used to proactively prevent and respond to possible liabilities Provide Evidence for Rating:	☐	☑	☐
The superintendent fosters a relationship of mutual respect and support with board members and exhibits a shared understanding of Board and Superintendent roles.	Exceeds Expectations: (5pts)	Meets Expectations: (3pts)	Does Not Meet Expectations: (1pt)

4.4 Keeps the Board regularly informed with data, reports, and information which enables them to make effective and timely decisions Provide Evidence for Rating:	☐	✓	☐
4.5 Works with the Board to develop District Goals that align with the District Performance Plan (DPP) Provide Evidence for Rating:	☐	☐	✓
4.6 Attends trustee conferences and workshops as circumstances allow and invites trustees to site visits and events Provide Evidence for Rating:	☐	✓	☐
4.7 Makes considerable effort to have a positive working relationship with the Board and attempts to resolve any serious conflicts with Board members Provide Evidence for Rating:	☐	✓	☐
4.8 Works proactively with the Board President to plan for meetings, prepare agenda items, and collaborate regarding issues and concerns Provide Evidence for Rating:	☐	✓	☐

Comments: (Identify strengths or recommendations for improvement):

OUTCOME #5 Facilities and Safety	Exceeds Expectations: (5pts)	Meets Expectations: (3pts)	Does Not Meet Expectations: (1pt)
The district is a good steward of capital resources. Students, staff, and community members are physically and psychologically safe in the school.			
5.1 Ensures the Capital Improvement Plan (CIP), Master Facility Plan, and current facility projects are being updated and presented to the Board Provide Evidence for Rating:	☐	☑	☐
5.2 Stays informed of facilities use and needs and makes facility and safety improvement recommendations as needed to the Board Provide Evidence for Rating:	☐	☑	☐
5.3 Ensures that each school and the District has a current Emergency Operation Plan (EOP) and applicable safety drills are conducted at each school in conjunction with appropriate first responders Provide Evidence for Rating:	☐	☑	☐
5.4 Provides an appropriate Social Emotional Learning (SEL) curriculum and resources to students, staff, and families for mental health wellness Provide Evidence for Rating:	☐	☑	☐
5.5 Presents the District progressive restorative discipline plan and safe and respectful learning policy for annual approval and update	☐	☑	☐

Provide Evidence for Rating:			

Comments: (Identify strengths or recommendations for improvement):

Lyon County School District Superintendent Evaluation

PART I- RATING BASED ON STANDARDS AND PROFESSIONAL PRACTICES

Standards and Professional Practices:

1) Student Learning and Instruction
2) Communication and Ethics
3) Human Resources and Finance
4) Policy and Board Relations
5) Facilities and Safety

Rating Scale:

Exceeds Expectations: (5pts)	Meets Expectations: (3pts)	Does Not Meet Expectations: (1pt)
Performance has continually exceeded the criteria	*Performance consistently meets the criteria*	*Performance does not meet the criteria and requires significant improvement*

OUTCOME #1 Student Learning & Instruction	Exceeds Expectations: (5pts)	Meets Expectations: (3pts)	Does Not Meet Expectations: (1pt)	Averages for trustee responses:
1.1 Student achievement proficiency and growth data in Math and ELA are monitored by the Superintendent and are regularly reported to the Board, including a plan for addressing deficiencies Provide Evidence for Rating:	5	18	0	3.29

1.2 CTE and workplace learning participation are monitored by the Superintendent and are regularly reported to the Board, including a plan for addressing concerns and areas of growth Provide Evidence for Rating:	10	15	0	3.57
1.3 District graduation rate meets or exceeds the state's graduation rate Provide Evidence for Rating:	5	18	0	3.29
1.4 Students with specialized learning needs are provided appropriate modifications and accommodations through individual plans with learning goals and programs Provide Evidence for Rating:	5	15	1	3.00
1.5 District goals, curriculum, and initiatives are systemically aligned throughout the District using the District Performance Plan and Portrait of a Learner with associated professional development to staff Provide Evidence for Rating:	10	15	0	3.57

Overall average for Outcome 1	3.34

OUTCOME #2 Communication & Ethics	Exceeds Expectations: (5pts)	Meets Expectations: (3pts)	Does Not Meet Expectations: (1pt)	Averages for trustee responses:
2.1 Uses effective public information strategies to communicate and promote a positive image of the District with families, community, the media, and state and local officials Provide Evidence for Rating:	5	18	0	3.29
2.2 Provides an annual survey for parents/guardians to communicate experiences and provide feedback about District and school operations	0	11	5	2.29

Provide Evidence for Rating:				
2.3 Regularly visits schools and visibly engages the school community and the community at large Provide Evidence for Rating:	25	3	3	4.43
2.4 Reports during the monthly board meeting to help educate stakeholders about important educational issues and updates Provide Evidence for Rating:	15	12	0	3.86
2.5 Responds to stakeholder and board communications within 2 working days Provide Evidence for Rating:	5	15	1	3.00
2.6 Manifests a professional code of ethics and demonstrates personal integrity, including continued professional learning Provide Evidence for Rating:	10	9	2	3.00
2.7 Models accepted moral and ethical standards in all interactions Provide Evidence for Rating:	10	9	2	3.00
2.8 Explores and develops ways to find common ground in dealing with difficult and divisive issues Provide Evidence for Rating:	10	12	1	3.29

Overall average for Outcome 2	3.27

OUTCOME #3 Human Resources and Finance	Exceeds Expectations: (5pts)	Meets Expectations: (3pts)	Does Not Meet Expectations: (1pt)	Averages for trustee responses:
3.1 Implements personnel procedures, recruitment, and employee performance programs to hire and retain the best qualified individuals	5	18	0	3.29

Provide Evidence for Rating:				
3.2 Effectively works with District bargaining units and actively seeks to improve bargaining outcomes that best serve students and the District Provide Evidence for Rating:	5	18	0	3.29
3.3 Ensures that federal, state, and local laws and policies are implemented for employees Provide Evidence for Rating:	5	18	0	3.29
3.4 Guides the process of fiscal planning and budget development and makes recommendations based upon the District's current fiscal position and future needs Provide Evidence for Rating:	10	15	0	3.57
3.5 Implements audit recommendations and works to ensure the annual audit is completed in a timely manner and reflects best practices Provide Evidence for Rating:	5	18	0	3.29
3.6 Ensures that District expenses and budgeting reflect a positive ending fund balance and bond rating Provide Evidence for Rating:	13	12	0	3.57

Overall Average for Outcome 3	3.38

OUTCOME #4 Policy & Board Relations	Exceeds Expectations: (5pts)	Meets Expectations: (3pts)	Does Not Meet Expectations: (1pt)	Averages for trustee responses:
4.1 Advises the Board on the need for new and/or revised policies and regulations, with particular attention during legislative sessions Provide Evidence for Rating:	5	18	0	3.29

4.2 Creates administrative regulations to ensure the appropriate enforcement of board policy and compliance with state and federal law Provide Evidence for Rating:	5	15	1	3.00
4.3 Legal resources are appropriately used to proactively prevent and respond to possible liabilities Provide Evidence for Rating:	5	18	0	3.29
4.4 Keeps the Board regularly informed with data, reports, and information which enables them to make effective and timely decisions Provide Evidence for Rating:	5	18	0	3.29
4.5 Works with the Board to develop District Goals that align with the District Performance Plan (DPP) Provide Evidence for Rating:	20	6	1	3.86
4.6 Attends trustee conferences and workshops as circumstances allow and invites trustees to site visits and events Provide Evidence for Rating:	15	12	0	3.86
4.7 Makes considerable effort to have a positive working relationship with the Board and attempts to resolve any serious conflicts with Board members Provide Evidence for Rating:	20	9	0	4.14
4.8 Works proactively with the Board President to plan for meetings, prepare agenda items, and collaborate regarding issues and concerns Provide Evidence for Rating:	10	15	0	3.57

Overall Average for Outcome 4:	3.54

OUTCOME #5 Facilities and Safety	Exceeds Expectations: (5pts)	Meets Expectations: (3pts)	Does Not Meet Expectations: (1pt)	Averages for trustee responses:
5.1 Ensures the Capital Improvement Plan (CIP), Master Facility Plan, and current facility projects are being updated and presented to the Board Provide Evidence for Rating:	5	18	0	3.29
5.2 Stays informed of facilities use and needs and makes facility and safety improvement recommendations as needed to the Board Provide Evidence for Rating:	10	15	0	3.57
5.3 Ensures that each school and the District has a current Emergency Operation Plan and applicable safety drills are conducted at each school in conjunction with appropriate first responders Provide Evidence for Rating:	10	15	0	3.57
5.4 Provides an appropriate Social Emotional Learning (SEL) curriculum and resources to students, staff, and families for mental health wellness Provide Evidence for Rating:	15	12	0	3.86
5.5 Presents the District progressive restorative discipline plan and safe and respectful learning policy for annual approval and update Provide Evidence for Rating:	5	15	1	3.00

Overall average for Outcome 5:	3.46

PART II- EVALUATION SUMMARY

Outcome #1 Student Learning & Instruction	3.34
Outcome #2 Communication & Ethics	3.27
Outcome #3 Human Resources and Finance	3.38
Outcome #4 Policy & Board Relations	3.54
Outcome #5 Facilities and Safety	3.46

Average of the Outcomes 1-5 (Final Score):	3.40

*An overall average between 1 to 2.32 signifies an **unsatisfactory** evaluation.*
*An overall average between 2.33 to 3.66 points signifies a **satisfactory** evaluation.*
*An overall average between 3.67 to 5 points signifies an **exceptional** evaluation.*

_____
Board President (date)

_____
Superintendent (date)

Lyon County School District
Board Memo

Date: June 23, 2026

To: Board of School Trustees

From: Dr. Stacey Cooper, Deputy Superintendent on behalf of President Tom Hendrix

Re: Policy KL: Processing Public Complaints

Recommendation

At the discretion of the board of trustees, Policy KL: Processing Public Complaints.

Background Information

President Tom Hendrix requested Policy KL come before the board for review.

Budget Considerations

N/A

Discussed at Previous Meeting

N/A

Attachment(s)

Policy KL

PROCESSING PUBLIC COMPLAINTS

1. The Board recognizes that parents/guardians have the right and the responsibility to represent their children, and that other citizens may have an interest in commenting on public education. Therefore, it is the obligation of the employees of the District to respond to the questions and concerns of the parents/guardians or the public.

2. The Board of School Trustees welcomes constructive feedback about the Lyon County School District intended to improve the quality of the educational programs and related services by encouraging parent/guardian and citizen advocacy, while protecting the rights of District employees and students.

3. The Board as a governmental employer directs that District action relating to concerns against employees of the District fully comply with the procedures of NRS Chapter 391, the Negotiated Agreements, and the policies and regulations of the District which ensure due process.

4. In order to avoid potentially litigious situations, both District employees and concerned citizens should exercise discretion in discussing matters that may prove to be potentially libelous or slanderous in nature. A false statement of misconduct may be legally actionable if the maker of the statement knew it was false or if the maker recklessly makes the statement.

5. Any concern that deals with employees or students made directly to the Board of School Trustees or any individual member of the Board shall be referred to the Superintendent. Any matter brought to the attention of the Superintendent or other District official shall be referred to the administrator or manager/supervisor with responsibility for the matter and who shall address the concern.

6. This policy is not intended to constitute a complaint procedure for employees or their associations nor is it intended, for allegations of prohibited conduct/behavior(s) of students/staff or other areas which are covered by specific district policies which provide for a separate complaint and investigation procedure (see policies JFCC, GBBC, and GL respectively or contact a District official for assistance).

7. Employee and student discipline proceedings are confidential matters and are not a topic for public discussion. Disciplinary action, if any, is also a confidential matter and will not be made public. In a like manner, concerns expressed by the community should be kept in confidence and the names of students, employees, parents/guardians, and the circumstances of the concern shall not be discussed with individuals not directly involved in the concern.

8. Any student disciplinary action as the result of a substantiated complaint will be addressed in accordance with LCSD Board Policy JG.

9. Informal complaints by parents/guardians about employees (i.e. teachers) covered by the Lyon County Education Association Collective Bargaining Agreement (LCEA CBA) and their student requires that the parent/guardian meet with the employee and administrator within 3 working days of the complaint to cooperatively resolve the problem.

10. District officials will thoroughly investigate all valid complaints of prohibited conduct/behavior that are founded in actual, common, or constructive knowledge that would lead a reasonable person to believe that the prohibited conduct/behavior occurred. In other words, complaints against employees or students will only be investigated if they are based on factual information and not merely rumor, hearsay, opinion, perception, etc. Therefore, vexatious and/or repeated complaints will not be investigated by District officials when they are dismissed using this standard.

A. A complaint shall be deemed vexatious if it is determined to have been made maliciously, frivolously, or without reasonable grounds; or if it is intended to harass, annoy, or otherwise subject the individual to unnecessary investigation or discipline.
B. A complaint shall be deemed repeated if it contains substantially the same allegations or facts as a prior complaint that has already been investigated and resolved or dismissed.
C. An employee or student about whom a complaint has been filed may submit evidence within 2 days of receiving the complaint asserting that the complaint is vexatious and/or repeated.
D. Any complaint against an employee or student that is deemed by District officials to be vexatious and/or repeated will not be investigated.
E. No employee or student shall suffer adverse consequences for asserting that a complaint is vexatious and/or repeated, or for requesting that it be dismissed.
F. If a complaint is dismissed as vexatious or repeated, no record of the complaint will be maintained in the employee's personnel file or the student's education record. Further, the dismissed complaint may not be used or based in any future disciplinary proceedings.

11. If a complaint is dismissed, District officials will inform the complainant in writing regarding the dismissal of their complaint and the reasons that warrant the dismissal.

Policy #KL
Revised 8/26/25

PROCESSING PUBLIC COMPLAINTS - ADMINISTRATIVE REGULATIONS

The following regulations and procedures are established to ensure that parent/guardian and individual citizen formal complaints will be given serious attention by Lyon County School District administration. The rights of the complainant as well as students and school personnel are to be protected. Although confidentiality will be honored so far as laws and policy require, it cannot be guaranteed. Reprisal or retaliation, in any form, by any involved party shall not be tolerated.

1. Every effort will be made to first resolve concerns at the lowest levels. Therefore, the complainant should make a reasonable effort to resolve the problem with those directly involved before filing a formal complaint. If the complaint remains unresolved, the complainant shall be provided a copy of this policy and advised of the next step in the procedure.

2. If the complaint initially is made, by phone or in person, to the school site administrator, they shall:

A) send/give a complaint form to the complainant to be filled out in writing and returned to the administrator within 10 days;
B) inform those involved and/or named in the complaint by providing them a copy of the complaint.

The administrator shall attempt to arrange a meeting within 10 working days with the complainant and school personnel who may contribute to the resolution of the complaint. (***NOTE:*** within 3 working days if the complaint is informal and the school personnel is covered by the LCEA CBA).

If the complaint concerns a student who is not a child of the complainant, the administrator shall follow student due process and confidentiality guidelines in addressing the complaint with the student and their parent/guardian.

3. If, upon receipt of a formal written complaint, the administrator determines the complaint focuses on an issue, directive or policy above site level responsibility, they shall refer the complaint to the appropriate District level administrator for review/action.

4. If the complaint has been addressed at the school site and the complainant is not satisfied with the actions taken and/or proposed resolutions, the complaint may be referred to the Deputy Superintendent. The Deputy Superintendent may handle the complaint personally or refer it to other appropriate District level administration. The formal written complaint shall be reviewed within 10 working days. If necessary, the Deputy Superintendent will meet with the

administrator, complainant, and other applicable individuals in an attempt to resolve the matter within 10 more working days. The Deputy Superintendent's decision will be provided in writing within 10 working days following the review or meeting.

5. If the complainant remains dissatisfied after having gone through the aforementioned process, they may request the Superintendent review the complaint and resolution documentation. The Superintendent shall respond in writing to the written complaint within 10 working days from receiving the request to review the complaint.

6. If the complainant believes the complaint is not satisfactorily resolved by the Superintendent, they may register the complaint, in writing, with the Board of Trustees setting forth the facts upon which it has been based, how the matter has been handled to this point and the relief sought by the complainant. The Board, at a regular or special meeting (in a closed session if required by NRS 241 et al), shall then review and address the complaint. Those who were a part of the complaint process must be duly notified as to this meeting and shall be afforded the opportunity to present testimony and evidence. The decision of the Board, which is final, shall be communicated to all involved parties in writing.

Appendix A

LYON COUNTY SCHOOL DISTRICT
PUBLIC COMPLAINT FORM

Name of complainant:_____

Mailing address:_____

Phone number:_____ Email address: _____

Date of complaint:_____

Please list/indicate what steps you have taken to resolve the concern. If you have not attempted to resolve this issue with the teacher/employee and administrator, please do so before using this form.

I have addressed the issue with the teacher/employee on:_____
by (describe the action taken):
_____
_____
_____

I have addressed the issue with the principal/supervisor on:_____
by (describe the action taken): _____
_____
_____

Explanation of complaint:_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

Relief Requested or Proposed Resolution:_____

_____ _____

Complainant's Printed Name Complainant's Signature

THIS FORM MUST BE RETURNED TO THE SITE ADMINISTRATOR OR DISTRICT OFFICIAL WITHIN TEN DAYS

ADDITIONAL PAGES AND/OR EVIDENCE MAY BE ATTACHED

Appendix B

COMPLAINT FORM ACTION

FOR OFFICE USE ONLY

Complaint Form received by:_____ Date:_____

Complaint Form reviewed by:_____ Date:_____

Complaint investigate by (if applicable):_____ Date:_____

_____ Date:_____

_____ Date:_____

_____ Date:_____

Review/Investigation Report sent by:_____ Date:_____

_____ Date:_____

_____ Date:_____

_____ Date:_____

Additional information/comments:_____

_____

_____

_____

_____

_____

_____

_____

_____

Lyon County School District
Board Memo

Date: June 23, 2026

To: Board of School Trustees

From: BillieJo Hogan, Executive Director of Human Resources

Re: Revisions to LCSD Board Policy GBBPA: Social Networking (Social Media)

Recommendation
That the Board of Trustees approve revisions to LCSD Board Policy GBBPA: Social Networking (Social Media) as a first reading.

Background Information
The staff at POOL/PACT (our public agency insurance pool and risk management/human resources support entity) provides school districts with recommended policy changes and updates 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 update includes removal of redundant language, tightens up some language such as the word "employees' to encompass everyone in the organization, and simplifies the disclaimer that employees must use when identifying themselves as school or district employees.

Budget Considerations
None

Discussed at Previous Meeting
12/17/24

Attachment(s)
Lyon County School District Board Policy GBBPA: Social Networking (Social Media)

SOCIAL NETWORKING (SOCIAL MEDIA)

The Lyon County School District takes no position on an employee's decision to start or maintain a blog or participate in other social networking activities. However, employees' use of social media can pose risks to the District's confidential and proprietary information and reputation, expose the District to discrimination and harassment claims, and jeopardize the District's compliance with ~~business rules~~ federal and state laws and regulations. To minimize these business and legal risks, avoid loss of productivity and distraction from employees' job performance, and ensure that the District's information technology (IT) resources and communications systems are used appropriately as explained below, ~~its~~ employee~~s must adhere to the following guidelines and rules regarding~~ use of social media ~~use~~ must protect confidential and/or proprietary District information. The District's social networking policy includes rules, guidelines, and best practices for District-authorized ~~social networking~~ and personal social networking. ~~In accordance with provisions of NRS 613.135, the District will not request user names and passwords for personal social media accounts.~~ This policy applies to all board members, ~~administrators, management,~~ employees, and volunteers.

Reference: NRS 613.135

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SOCIAL NETWORKING (SOCIAL MEDIA) - ADMINISTRATIVE REGULATIONS

Social media includes all means of communicating or posting information or content of any sort on the Internet, including but not limited to an employee's own or District's video posting, social networking sites such as Facebook, LinkedIn, Instagram, SnapChat, personal blogs, personal websites, or other similar forms of online communication journals, diaries, or personal newsletters not affiliated with the District.

Unless specifically instructed by the Superintendent or their designee, employees are not authorized and, therefore, restricted to speak on behalf of the District. Employees are expected to protect the privacy and well-being of the District, its employees, and students. Employees are prohibited from disclosing confidential student, employee, and non-employee information as outlined in *LCSD Board Policy GAC: Confidential Information* and any other non-public information to which employees have access to the extent such discussion or disclosure are not protected under state or federal law.

1. Social Media Post Disclaimer

   Social media postings by employees identifying themselves as District/school employees should contain the following disclaimer stating that the opinions expressed are strictly their own and not necessarily those of the District, unless the posting is in the course of business duties:

   ~~*Any*~~ *The views or opinions* ~~*presented*~~ *expressed in this message are* ~~*solely those of the author*~~ *my own and do not* ~~*necessarily*~~ *represent* ~~*those of*~~ *the Lyon County School District.* ~~*Employees of the District are expressly required to not make defamatory statements nor infringe, or authorize any infringement of copyright or any other legal right by electronic communications.*~~

   ~~*Any such communication is contrary to District policy and outside the scope of the employment of the individual concerned. The District will not accept any liability in respect of such communication, and the employee responsible will be personally liable for any damages or other liability arising.*~~

   Employees of the District are expressly prohibited from making defamatory statements. Employees shall not infringe, nor authorize any infringement of copyright or any other legal right by electronic communications.

   Any such communication is contrary to District policy and outside the scope of the employment of the individual concerned. The District will not accept any liability in respect of such communication, and the employee responsible will be personally liable for any damages or other liability arising.

2. District Monitoring

a. Employees are cautioned that there is no expectation of privacy while using the District's Internet, equipment, or facilities for any purpose, including authorized posting or editing to social networking sites. Employee's posting can be viewed by anyone, including the District. The District reserves the right to monitor its Internet, equipment, and facilities that are used to post comments or discussions about the District or its employees on social networking sites. The District may use search tools and software to monitor its Internet, equipment, and facilities, including for posting to social networking sites.

b. The District reserves the right to use content management tools to monitor, review, or block content on District Internet, equipment, and facilities including social networking sites that violate this policy. Employees consent to such monitoring by acknowledgment of this policy and use of the District's IT resources and systems. District monitoring of employee social media activity via its systems will comply with applicable privacy laws.

3. Reporting Violations

a. Employees should report any actual or perceived violations of this policy or cyber threats to their immediate administrator/supervisor or the Executive Director of Human Resources.
b. Employees must report any suspected phishing attempts, ransomware infections, or social engineering attempts through the Phish Alert Button (PAB) on their email app, and/or to the IT department immediately.

4. Discipline for Violations

a. The District will investigate promptly and respond to all reports of violations of the *Social Networking (Social Media)* policy and other related policies. Violation of this policy will result in disciplinary action, up to and including termination. The District reserves the right to take legal action against employees who engage in prohibited or unlawful conduct.

5. Authorized District Social Networking

a. The goal of authorized District social networking is to become a part of the community conversation and promote web-based sharing and exchange of District information and feedback from members of the public. Authorized social networking is used to convey information about District operations and services; promote and raise awareness of the District/school culture; search for potential new equipment and training tools; communicate with other employees, parents, members of the public, and interested parties; issue or respond to breaking news or other matters of public interest; and discuss organization-specific activities and events.

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b. When social networking, the District must ensure that use of these communication paths maintain honesty, integrity, courteousness, and reputation while minimizing actual or potential legal risks, whether used inside or outside the workplace.

6. Rules and Guidelines

The following rules and guidelines apply to entries made on all District-related social networking sites.

a. Only authorized employees can prepare and modify content for the District's social networking sites. If an employee is required to use social media as part of assigned job duties, for District's marketing, public relations, recruitment, communications, or other business purposes, the content must be relevant, add value, and be approved by the District in advance of posting. If uncertain about any information, material, or conversation, the employee shall contact their administrator/supervisor or the Executive Director of Human Resources to discuss the content.

b. The District owns all social media accounts used on behalf of the District or otherwise for business purposes, including any and all log-in information, passwords, and content, regardless of the employee that opens the account or uses it, and will retain all such information and content regardless of separation of any employee from employment with the District**.** If an employee's job duties require one to speak on behalf of District in a social media environment, the employee must still seek approval for such communication from their administrator/supervisor (the Superintendent or designees) who may require the employee to receive training before posting and may impose certain requirements and restrictions regarding the employee's social media activities.

c. All employees must identify themselves as employees of the District when posting comments or responses on the District's social networking sites. If an employee is contacted to comment about the District for publication, including any social media outlet, the request should be directed to their administrator/supervisor (the Superintendent or designees) who will then determine the response to be provided on behalf of the District.

d. Any copyrighted information where written reprint information has not been obtained in advance cannot be posted.

e. All employees of the District are responsible for ensuring all social networking information complies with the District's written policies. Management is authorized to remove any content posted on a District social media site that does not meet the rules and guidelines of this policy, any other District policy, or that may be illegal, prohibited, or offensive. Removal of such content will be done at the discretion of the District without permission or advance warning.

f. The District expects all District-authorized guests of social networking sites to abide by all rules and guidelines of this policy. The District reserves the right to remove,

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without advance notice or permission, all guest content considered malicious, defaming, obscene, threatening, or intimidating. The District also reserves the right to take legal action against guests who engage in prohibited or unlawful conduct.

g. Employees must not expose themselves or the District to legal risk by using a social media site in violation of its terms of use. Review the terms of use of all social media sites visited to ensure compliance with those terms of service.

7. Personal Social Networking Sites

a. The District respects the right of employees to use social networking sites and does not want to discourage employees from self-publishing and self-expression. However, employees are expected to follow the rules and guidelines as set forth in this policy to provide a clear line between the employee as the individual and/or as an employee of the District. In accordance with provision of NRS 613.135, the District will not request usernames and passwords for personal social media accounts. This policy applies to all board members, management, employees, and volunteers.

b. The District does not discriminate against employees who use these sites for personal interests and affiliations or other lawful purposes.

c. Commenters are personally responsible for their commentary on social networking sites, and can be held personally liable for commentary that is considered malicious, defamatory, obscene, threatening, intimidating, proprietary, causes an educational disruption, or libelous by any offended party; not just the District. Remember that what is published might be available to be read by the masses (e.g., the District, future employers, social acquaintances) for a long time. Employees should keep this in mind before posting content.

d. Employees are prohibited from using District equipment, including computers, licensed software or other electronic equipment, or facilities on work time to conduct personal social networking activities. Employees are prohibited from using their work email address to register on social networking sites utilized for personal use.

e. Employees ~~must~~ shall not use social networking sites to harass, threaten, discriminate, or disparage against employees, students, or anyone associated with or doing business with the District. Social media should never be used in a way that violates any other District policies or employee obligations. If an employee's social media activity would violate any of the District's policies in another forum, it will also violate them in an online forum.

f. If an employee chooses to identify themselves as a District employee, please note that some readers may view them as a spokesperson for the District. Because of this possibility, employees are required to comply with the *Social Media Post Disclaimer* (#1 of the administrative regulations of this policy).

g. Employees should use good judgment about what is posted on social media and remember that anything posted can reflect on the District, even if a disclaimer is used.

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Employees should always strive to be accurate in their communications about the District and remember that posted statements and materials have the potential to result in liability for the employee and the District. The District encourages professionalism and honesty in social media and other communications.

h. Employees may not post the name, trademark, or logo of the District or any business with a connection to the District. Employees may not post District-privileged information, including copyrighted information or District-issued documents.

i. Employees must not post on personal social networking sites photographs of other employees, volunteers, vendors, suppliers, or students, nor can employees post photographs of persons engaged in District business without prior authorization by their administrator/supervisor or the Superintendent/ designee.

j. Employees may not post any advertisements or photographs of District products and services, nor use the District in advertisements without prior authorizations from their administrator/supervisor. If authorized, the employee must disclose their connection to the District.

k. Employees cannot link from a personal social networking site to the District's internal or external websites without proper authorization.

l. This policy is not intended to restrict communications or actions protected or required by state or federal law.

8. Media Contacts

a. If contacted by the media, press, or any other public news source about employees' post that relates to District business, employees are required to obtain written approval from their administrator/supervisor or Superintendent/designee prior to responding, on behalf of the District.

9. Prohibition Against Retaliation

a. The District will not tolerate any retaliation by management or by any other employee against an employee who reported a violation of this policy or cooperating with an investigation. Employees who believe they have been retaliated against in any manner whatsoever, should immediately notify the EEO Officer or Executive Director of Human Resources. The District will promptly investigate and deal appropriately with any allegation of retaliation.

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Lyon County School District
Board Memo

Date: June 23, 2026

To: Board of School Trustees

From: Dr. Stacey Cooper, Deputy Superintendent

Re: Policy JED- Attendance

Recommendation
That the Board of Trustees approve the revisions to LCSD Policy JED- Attendance as a first reading.

Background Information

Policy JED clarifies attendance procedures and outlines the progressive intervention guidance for chronic absenteeism and truancy. The policy narrows the timeline for early intervention, requiring a parent-administrative meeting after only one truancy experience to prevent a second occurrence. Students who reach second truancy will trigger a more comprehensive meeting that now explicitly mandates the involvement of a School Resource Officer (SRO) and the completion of a newly introduced, Student Engagement Interview Form. References to reaching a third truancy will now automatically result in a direct referral to the School Attendance Advisory Board (SAAB) as a "habitual truant".

Additionally, the contained edits streamline the attendance evaluation process, enhance accuracy, and final appeal structures. The final step in the formal attendance deficit appeal process has been elevated to be inclusive of K-12 eligibility and better aligns the leverage of attendance decisions from the site-level Student Attendance Advisory Committee (SAAC) up to the district-level School Attendance Advisory Board (SAAB).

These edits improve accountability and enhance collaboration with the Lyon County Juvenile Court.

Budget Considerations
N/A

Discussed at Previous Meeting
N/A

Attachment(s)
Policy JED- Attendance

LYON COUNTY SCHOOL DISTRICT

BOARD POLICY_____JED

ATTENDANCE POLICY

~~Beginning in the school year 2019-2020~~

This policy shall be shared with parents upon initial enrollment in the Lyon County School District and in accordance with NRS 392.040

Lyon County School District staff believe that regular school attendance is essential to a student's academic growth. The loss of classroom interaction because of absenteeism can never be fully regained, even if the absence is for a good reason. Therefore, the goal for all students is uninterrupted daily attendance. Through regular attendance, students will increase their classroom and academic skills, thereby reducing the possibility of failing.

It is the policy of Lyon County School District that enrolled students attend regularly in accordance with the Nevada Revised Statutes. It is the position of the Board of School Trustees that regular attendance is critical to the educational development of students and if a student is absent or misses instruction, the learning process is adversely affected since interaction in the classroom setting can seldom be duplicated by make-up work.

Therefore, it shall be the policy of the Lyon County School District that:

1. Students who are enrolled for a full school year in the Lyon County School District must be in attendance for ~~a minimum of 163 days~~ ninety (90%) percent ~~on a 181~~ of the school days in a school year ~~student calendar~~ in order to be promoted to the next higher grade or earn high school credit. Students who are enrolled for less than a full year must be in attendance for ninety (90%) percent of the period of their enrollment in order to be promoted to the next higher grade. Extenuating circumstances may necessitate ~~a~~ the school ~~administrator~~ principal, ~~and/or~~ School Attendance Advisory Committee (SAAC), or School Attendance Advisory Board (SAAB) exempting the student from retention or credit denial when other factors (e.g., grades, assessments, personal/family circumstances, etc.) indicate learning and competency in state standards.
2. State regulation deems a student absent when they miss 50% or more of the scheduled school day.
3. A student with a disability shall be excused from the requirements of this policy if the student is provided services in accordance with an Individualized Educational Program (IEP) requiring an attendance schedule different from the requirements stated in this policy.
4. A student shall be excused from the requirements of this policy if the student is provided services in accordance with a Section 504 Accommodation Plan requiring an attendance schedule different from the requirements stated in this policy.
5. A student in grades kindergarten through eighth may be exempt from the requirements of Section 1 of this policy if he/she meets the following criteria:
    a. As determined through a conference between the teacher, administrator, parents, and the student (as appropriate), and;
    b. Meeting the grade level standards and/or passing

their classes, and;

c. The student is at, or above the ~~RIT~~ cut score for his/her grade level on the ~~MAP test~~ Board approved District assessment, and in the "Meet" score on all Smarter Balanced Assessment Consortiums (SBAC) assessments (if applicable); or

d. In grades 7 through 8, the student completes the designated summer instruction materials, (district credit recovery programs), and/or has fulfilled the credit requirements to be considered for promotion to the next grade or conditional promotion to the high school~~.~~; and

e. If necessary, the student and his/her parent or guardian meet with the SAAC or District-level SAAB and agree to the conditions set forth by the committee/board.

6. A student in grades 9 through 12 may be exempt from the requirements of Section 1 of this policy if he/she meets the following:

   a. The student and his/her parent or guardian meet with the principal or his/her designee and agree to a plan in writing to ~~assure~~ ensure improved attendance ~~in writing~~; and the student adheres to the requirements set forth in the plan~~.~~; and

   b. The student earns credit in the courses in which he/she is enrolled ~~in.~~; and

   c. If necessary, the student and his/her parent or guardian meet with the SAAC or District-level SAAB and agree to the conditions set forth by the committee/board.

7. The LCSD believes that family is the key to a successful education and a well- rounded student. Therefore, as coaches and advisors are creating attendance and participation expectations for their co/extra-curricular activities, family events or other extenuating circumstances will be considered. Each principal will work with the coach/advisor to ensure that expectations are reasonable and clearly communicated prior to the start of the activity or season.

8. Students participating in extra/co-curricular activities will be held to additional attendance requirements as outlined in *LCSD Board Policy IGDC - Extra/Co-Curricular Activities Expectations*.

LEGAL REFERENCE: NRS Chapter 392.040-220.

LYON COUNTY SCHOOL DISTRICT

BOARD POLICY_____JED

ATTENDANCE – ADMINISTRATIVE REGULATIONS

~~Lyon County School District staff believe that regular school attendance is essential to a student's academic growth. The loss of classroom interaction because of absenteeism can never be fully regained, even if the absence is for a good reason. Therefore, the goal for all students is uninterrupted daily attendance. Through regular attendance, students will increase their classroom and academic skills, thereby reducing the possibility of failing.~~

The school principal, or designee shall be the attendance officer for each site.
Duties include, but are not limited to:

1. Monitor student attendance records at least weekly;
2. Research and plan incentives for students to reinforce exemplary attendance;
3. Meet with students and parents/guardians to attempt to resolve excessive absences and implement an attendance improvement plan when necessary.
4. Investigate unexcused absences and incidents of unexcused missed instruction;
5. Notify parents via phone and in writing of all truancies;
6. Contact students and parents/guardians of students exceeding the LCSD Policy and meet with them to develop an attendance improvement plan;
7. Determine eligibility of promotion/retention based on attendance;
8. If credit/promotion is denied, notify parents/guardians in writing;
9. Track credit denials at the high school level; and
10. Refer habitually truant students to the Lyon County Sheriff's Office or the School Resource Officer using the LCSD form.

POSITIVE REINFORCEMENT

Each school is to find ways to assess daily student performance in the classroom, recognize, and acknowledge students whose attendance is exemplary. Accordingly, teachers are encouraged to assess student performance in daily classroom activities and report assessments to the principal upon request or if the teacher believes positive recognition is warranted. All staff ~~is~~ are required to provide continued positive reinforcement and the constant encouragement to students to attend on a consistent basis. In addition, the following activities represent additional considerations:

1. Have attendance be a consideration in selection of students for "Student of the Month" honors.
2. Issue certificates or other symbolic awards for excellent or perfect attendance.
3. Include a notation on the student's official transcript citing outstanding attendance.
4. Host an assembly for students with exceptional attendance records.
5. Provide media coverage or recognition through local papers, school social media or school publications.
6. Send positive letters to parents congratulating them for the attendance of their students.
7. Hold class competitions based upon best grade-level attendance percentages.

PERFECT ATTENDANCE

The following will not be counted as an absence for the purpose of perfect attendance recognition in the Lyon County School District:

1. School sponsored activities are coded "School Activity" (e.g., field trips, FFA trips, band trips, athletic trips, job shadow program, etc.)
2. School sponsored athletic events are coded "School Activity".
3. College visitations prearranged and approved through the attendance office are coded "School Activity".
4. Any other academic enhancement activity prearranged and approved through the attendance office of the school is coded "School Activity". ~~A religious holiday that is observed must not be counted as an absence.~~
5. A religious holiday that is observed must not be counted as an absence. Absences due to a religious holiday do not count toward the 10 days limitation on absences or disqualify a student for perfect attendance.
   - If the pupil will be absent in observance of a religious holiday, the parent shall notify the principal at the school in writing at least 3 days before the absence. It shall be deemed an approved absence.
   - Not more than 5 absences in one school year shall be approved.

DEFINITION OF AN ABSENCE

For the purpose of these Administrative Procedures, accounting of student attendance shall be based on the Daily Attendance Totals in accordance with the definitions for reporting attendance to the Nevada Department of Education. A full day of attendance must be recorded for a pupil if he/she is in attendance for at least one-half of the required number of minutes in the daily session for his or her grade.

Additionally, if a student is present in a class for at least one half of the total minutes designated for that class period, he/she shall be counted present. A student who leaves prior to being in class for at least one half of the total minutes designated for that class period shall be marked absent (excused, unexcused, truant, or exempt depending upon circumstances and determined by the school administration).

The determination as to the status of any absence shall be made by the principal or his/her designee and in compliance with state guidelines ~~(outlined in the table above)~~.

ALTERNATIVE STUDIES & DISTANCE EDUCATION (LYONLINE)

Attendance for students participating in Alternative Studies or Distance Education will be kept according to NRS 385.080, 387.123; with documentation to support weekly 2-way meaningful contact for courses and will be reported as enrolled on monthly ADA reports. The reporting and monitoring of attendance for online students are monitored by the LyOnline staff in accordance with those laws. Details relating to Alternative & Distance Education are submitted to the State department of Education for review and approval in accordance with those laws.

~~CLASSIFICATION OF ABSENCES~~

~~*State Code*~~	~~*Definition*~~	~~*Counted Toward Chronic Absenteeism*~~	~~*Excused*~~	~~*Unexcused*~~	~~*Present*~~	~~*Does not count towards loss of credit or retention*~~
~~AIA~~	~~Alternative Instructional Arrangement – Sp. Ed. only. Must be documented in IEP~~	~~No~~			~~x~~	~~x~~
~~CIR~~	~~Circumstance - Family circumstance, family business, pre-arranged, personal business or emergencies~~	~~Yes~~	~~x~~			

~~*State Code*~~	~~*Definition*~~	~~*Counted Toward Chronic Absenteeism*~~	~~*Excused*~~	~~*Unexcused*~~	~~*Present*~~	~~*Does not count towards loss of credit or retention*~~
~~COE~~	~~Check-out Early – Parent picks up student early. Student misses less than 50% of the day.~~	~~No~~			~~X~~	~~X~~
~~EMG~~	~~Emergency Closure – School was closed due to an emergency~~	~~No~~			~~X~~	~~X~~
~~EMI~~	~~Exempt Missed Instruction – Student is on campus and missed instruction due to testing, Counselor, Dean, etc.~~	~~No~~			~~X~~	~~X~~
~~HOM~~	~~Homebound: Receiving homebound services from a licensed teacher.~~	~~No~~			~~X~~	~~X~~
~~ISS~~	~~In School Suspension~~	~~No~~			~~X~~	~~X~~
~~JUV~~	~~Juvenile Detention – Short term placement in juvenile detention/**No Services Provided**.~~	~~Yes~~	~~X~~			~~X~~
~~MDP~~	~~Medical – Professional Excuse Provided~~	~~Yes~~	~~X~~			~~X~~

~~*State Code*~~	~~*Definition*~~	~~*Counted Toward Chronic Absenteeism*~~	~~*Excused*~~	~~*Unexcused*~~	~~*Present*~~	~~*Does not count towards loss of credit or retention*~~
~~MED~~	~~Medical - Parent Provided Excuse~~	~~Yes~~	~~X~~			
~~PC~~	~~Phone Call/Email (Student attendance **Adult & Distance Learning term**)~~	~~No~~			~~X~~	
~~PQ~~	~~Physical Contact **(Incarcerated Youth Education, Adult & Distance Learning term)**~~	~~No~~			~~X~~	
~~RPC~~	~~Required Parent Conference (Admin not allowing student to attend pending conference)~~	~~Yes~~	~~X~~			~~X~~
~~RWY~~	~~Runaway~~	~~Yes~~		~~X~~		
~~SA~~	~~School Activity - Sports, Music, Debate, intermural activities, club functions, internships, etc…~~	~~No~~			~~X~~	~~X~~
~~SDD~~	~~Staff Development - Students did not attend class due to staff development~~	~~No~~			~~X~~	~~X~~
~~SUS~~	~~Suspension - Out of School~~	~~Yes~~	~~X~~			~~X~~
~~SUS3~~	~~Suspension - Out of School - instructional services (LOLA or Homebound Support for Restorative Practice)~~	~~No~~			~~X~~	~~X~~

~~State Code~~	~~Definition~~	~~Counted Toward Chronic Absenteeism~~	~~Excused~~	~~Unexcused~~	~~Present~~	~~Does not count towards loss of credit or retention~~
~~T~~	~~Tardy Unexcused~~	~~No~~			~~X~~	~~X~~
~~TE~~	~~Tardy Excused~~	~~No~~			~~X~~	~~X~~
~~TEP~~	~~Temporary Educational Program - Student is placed in temporary on-campus program~~	~~No~~			~~X~~	~~X~~
~~TRU~~	~~Truant - Officer confirmed~~	~~Yes~~		~~X~~		
~~U~~	~~Absent Unexcused~~	~~Yes~~		~~X~~		
~~REL~~	~~Pre-Approved Religious Absence (Up to five days per school year)~~	~~No~~	~~X~~			~~X~~

SUSTAINED HEAD INJURY [SB 80 (2023)]

A pupil who has sustained an injury to the head that is diagnosed by a medical physician shall receive reasonable accommodations until the pupil is cleared by the physician to return to full participation in his or her course work. Such accommodations may include, without limitation:

(a) Rest;
(b) A modified schedule or curriculum; or
(c) Monitoring by a school nurse, athletic trainer or other person qualified to monitor the mental and physical health of the pupil.

TRUANCY [NRS 392.130]

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. If it is determined that the absence occurred without the parent's knowledge or approval, or in judgment of the school administration was for unapproved reasons without mitigating circumstances, the school administrations shall:

1. Meet with the student regarding the truancy and discuss interventions to encourage attendance;
2. Assign the student an appropriate corrective action;
3. Call the parent/guardian and provide them with a written notice of truancy.

HABITUAL TRUANCY [NRS 392.140; 392.144]

Any child who has been declared truant three (3) or more times within one school year must be declared a habitual truant. Additionally, any child who has once been declared a habitual truant and who in an immediately succeeding year is absent from school without the written approval of the child's teacher or the principal of the school; or notice of his or her parent or legal guardian or other person who has control or charge over the pupil may again be declared a habitual truant.

The principal of the school or his/her designee responsible for attendance shall notify the parent or guardian of any student who is declared truant.

a. Students who have ~~2~~ 1 truancy experience~~s~~ will require a parent/guardian meeting with the site administrator and possibly the school counselor, social worker and/or additional individuals to develop a plan to prevent a ~~third~~ second truancy from occurring.

b. Students who have 2 truancy experiences will require a parent/guardian meeting with the site administrator, school counselor, school resource officer (SRO), and/or additional individuals to develop a plan to prevent a third truancy from occurring. This plan must include the SAAB approved Student Engagement Interview Form.

c. Students who have 3 truancy experiences will be referred to the ~~LCSO~~ SAAB as a "habitual truant." A truancy packet will be submitted to the ~~LCSO~~ SAAB providing the documented truancies, the interventions attempted, the parent/guardian contacts documented, the signed attendance improvement plan and any additional strategies implemented. A site administrator will be present ~~if~~ when the student is required to appear ~~in court~~ at the SAAB hearing for being a habitual truant.

1. A truancy experience is a confirmed unexcused absence where the parent was not aware of their child's absence and the student received proper due process. In order for an absence to be considered a truancy the site administrator must confirm with the parent that they were unaware their child was absent.

2. If the parent knew their child was missing school without a valid reason as described in NRS 392.050, and they were unable to make their child attend school, then the absence will be identified as a truancy.

3. If a student is truant for multiple consecutive days without receiving due process, the truancy will be counted as "1 truancy experience."

ATTENDANCE ACCOUNTING AND REPORTING TO PARENTS

It shall be the duty of the principal (or designee in sites that have assistant principals or deans) to review daily attendance and ensure that all attendance records are accurate. The principal or the administrator designated with the responsibility of attendance shall be the only authority to determine truancies, (missed instruction), and exempt or excused student absences. All staff involved in maintaining student attendance records must do so diligently and accurately.

LYON COUNTY SCHOOL DISTRICT

BOARD POLICY_____JED

PROCESS FOR DETERMINING LOSS OF CREDIT OR NON-PROMOTION TO NEXT HIGHER GRADE DUE TO ATTENDANCE DEFICIT

When a student who is bound by compulsory attendance law has been absent more than 10% of his/her enrollment period, the following procedure will be implemented:

1. The school administrator in charge of attendance will meet with the student and his or her parent or guardian to develop a plan to improve attendance for the remainder of the school year. The plan shall be signed by the student, the administrator and the parent or guardian.

2. The school administrator in charge of attendance shall review the available assessment data and grades to determine if the student meets the level of performance specified in ~~LCSD Policy JED~~ this policy, numbers 5 and/or 6 ~~and/or 7~~. If so, no further action is required under the attendance policy. However, the administrator must meet with the parents to develop or revise a plan to improve attendance for the remainder of the school year or the following school year. Additionally, the administrator must provide the parent with the LCSD Attendance Policy JED and stress the importance of regular school attendance.

3. If the student does not meet the performance criteria specified in ~~LCSD Policy JED~~ this policy, numbers 5 and/or 6 ~~and/or 7~~, the principal or designee shall deliver to the parent written notice that the student will not be promoted to the next higher grade or is being denied credits for the semester due to excessive absenteeism on the District designated form. The parent shall have ten (10) business days to submit a written appeal of the site level administrator's determination to the School Attendance Advisory Committee (SAAC).

4. No later than ten (10) days after receiving the appeal, the School Attendance Advisory Committee (SAAC) shall hold the appeal hearing. The SAAC is created by the principal or designee and shall be made up of at least one teacher, counselor, and parent/guardian from the school. The SAAC may also include a juvenile probation officer, social worker, law enforcement official or other person deemed necessary for the appeal. The SAAC will be made up of not less than the three (3) required members, but not more than nine (9) total members. All members of the SAAC are designated as school officials for the purposes of accessing student records per the Family Educational Rights and Privacy Act (FERPA). The SAAC may, upon review of the case, choose to approve the exemption of some or all of the absences and promote the student to the next grade or allow the student to retain their earned credits; or agree that the student is to be retained or have their credits denied. The parent shall have ten (10) business days to submit a written appeal of the SAAC's determination to the LCSD School Attendance Advisory Board (SAAB).

5. No later than thirty (30) days after receiving the appeal, the School Attendance Advisory Board (SAAB) shall hold the appeal hearing. The SAAB requirements and membership are outlined in NRS 392.126-392.128. The SAAB is composed of a representative of the District Attorney's office, a juvenile probation officer, social worker, law enforcement official, school counselor and a parent or other person deemed necessary for the appeal. The SAAB is made up of not less than the three (3) required members, but not more than nine (9) total members. All members of the

SAAB are designated as school officials for the purposes of accessing student records per the Family Educational Rights and Privacy Act (FERPA). The SAAB may, upon review of the case, choose to approve the exemption of some or all of the absences and promote the student to the next grade or allow the student to retain their earned credits; or agree that the student is to be retained or have their credits denied. The SAAB may also initiate further sanctions in accordance with NRS 392.

The decision of the ~~Student Attendance Advisory Committee~~ SAAB is final and binding.

6. In the case of a Pre-K child, after meeting with the parents, if the child's attendance does not improve then they may be removed from the Pre-K program to allow another student that is on the waiting list to take that child's spot.

LCSD ATTENDANCE IMPROVEMENT PLAN

DATE

To the parents/guardians of:

Address

The conditions outlined below were created for the student, parents/guardians and appropriate school staff to assist your child with improved school attendance. As discussed in the meeting, state law requires students to be in attendance for at least 90% of the school year and/or semester. Listed below are the interventions we agreed to in an effort to eliminate absenteeism:

□ Check in at the office each day. No check-in will result in phone call to parent/guardian
□ Refrain from missing any more school this semester/year unless verified by a doctor or the court.
□ Come to the office to meet with_____when feeling overwhelmed or frustrated.
□ Make up missed time before/after school, or during lunch.
□ Adjust class schedule to better meet instructional needs of the student.
□ Send home a weekly report on attendance so parents/guardians can monitor.
□ View Infinite Campus attendance records weekly and impose corrective action at home for any tardies/absences.
□ Referral to School Counselor and/or Social Worker.
□ Other: _____

We participated in the creation of this plan and will adhere to it.

_____ _____
Student's Signature Date

_____ _____
Parent/Guardian Signature Date

_____ _____
School Official Signature Date

_____ _____
School Administrator Signature Date

Appendix A

SAAC/SAAB Student Engagement Interview Form

Student Name:_____ School:_____ Date:_____
Interviewer:_____ Grade:_____

Section 1: Social Interactions

- Are you experiencing bullying, harassment, or intimidation about coming to school?
  Yes_____ No_____
  *Notes:*_____

- Are you experiencing any issues with your teachers?
  Yes_____ No____
  *Notes:*_____

- Who is your friend group? Do you have a safe person/people at school?
  *Notes:*_____

Section 2: Academic Progress & Classroom Experience

- Are you hearing, seeing, and understanding your classes?
  Yes_____ No_____
  *Notes:*_____

- Are you failing any classes? Do you feel so far behind that you can't catch up?
  Yes_____ No_____
  *Notes:*_____

Section 3: Connection & Home Dynamics

- What is your favorite part of school?_____

- What is your least favorite part of school?_____

- What makes you want to miss school?
  *Notes:*_____

***Interviewer Note / Parent Advisory:* Advise parents/guardians to temporarily remove access to phones, gaming consoles, and other electronics until the student is fully caught up on schoolwork and no longer truant/chronically absent.

Section 4: Outlook & Goals

- Why is a high school diploma even important to you?
  *Notes:*_____

- What is your end goal? Where do you want to be in 1 year? In 5 years?
  - 1-Year Goal:

    _____
  - 5-Year Goal / Career:

    _____

- What do you think are the next steps you need to take to achieve that career or goal?
  Notes: _____

Action Plan / Follow-Up Date:

_____

_____

_____

_____

_____

Lyon County School District
Board Memo

Date: June 23, 2026

To: Board of School Trustees

From: Dr. Stacey Cooper, Deputy Superintendent

Re: Revisions to Policy KK- Public Guest and Spectator Civility

---

Recommendation: That the Board of Trustees approve the revisions to Policy KK: Public Guest and Spectator Civility as a first reading.

Background Information

Policy KK outlines our commitment to maintaining a safe, respectful, and harassment-free workplace and learning environment for students and staff. The policy establishes clear expectations for mutual respect, civility, and orderly conduct among District employees, parents/guardians, and public guests on school premises and during extra/co-curricular or athletic events. It explicitly prohibits volatile, hostile, profane, or aggressive actions and language, and provides staff with specific protocols for addressing abusive or disruptive individuals. This includes spectator removal processes, involving law enforcement when necessary, and issuing "no trespass" ordinances.

The revised version of the policy introduces several key updates, as suggested by NIAA, to clarify terminology, streamline procedures, and formalize athletic event standards. A major update is the incorporation of the complete NIAA Spectator Policy as Appendix A, which details specific acceptable and unacceptable conduct, explicit intervention procedures (including warnings, immediate venue removal, future event suspensions, and mandatory behavior training for privilege restoration), and the rationale for enforcement.

Budget Considerations
None

Discussed at Previous Meeting
N/A

Attachment(s):
Policy KK: Public Guest and Spectator Civility

PUBLIC GUEST AND SPECTATOR CIVILITY

Lyon County School District (LCSD) employees shall treat parents and other members of the public with civility and respect, and expect the same behavior in return. It is the intent of the District to keep schools, administrative offices, and other school properties free from disruptions and prevent unauthorized persons from entering school district premises.

Accordingly, this policy promotes mutual respect, civility, and orderly conduct among District employees, parents/guardians and the public. This policy does not intend to deprive any person of his or her right to freedom of expression. Rather, the District seeks to maintain~~, to the extent possible and reasonable,~~ a safe, respectful, and harassment-free workplace and learning environment for students and staff. In the interest of presenting teachers and other employees as positive role models, the District encourages positive communication and discourages volatile, hostile, profane, or aggressive actions and language. LCSD ~~seeks~~ expects public cooperation and support of such civility on school and District premises. NRS 392.910 and NRS 392.915 make it clear that it is unlawful for a person to violate the peace of any public school by ~~using vile or indecent language, to~~ threatening or assaulting any student or employee on any school property or premises, or to ~~purposely~~ maliciously interfere with those peaceably assembled for school district purposes.

This is especially true when the public ~~is~~ are gathered as spectators of ~~to participate in~~ extra/co-curricular or athletic events. No person will be allowed to use race-based, discriminatory, vile or indecent language/gestures towards student athletes, coaches or officials. All ~~participants~~ guests/spectators, especially adult ~~participants~~ guests/spectators are expected to control behavior and emotions remembering that they are to set a positive example for the students/children in attendance. All spectators are expected to adhere to the NIAA Spectator Policy (Appendix A) in addition to this policy and administrative regulations when attending a sanctioned event. Additionally, there are more specific expectations and rules outlined in other LCSD policies for student spectators and participants.

By adhering to this policy and administrative regulations, LCSD employees and public guests/spectators can effectively model expected behavior for students. This will create a safe, respectful, and civil environment in which all students can achieve their individual academic and personal goals.

~~1. Disruptive individual must leave school grounds: Any individual who disrupts or threatens to disrupt school operations extra/co-curricular or athletic events, threatens the health and safety of students or staff, willfully causes property damage, uses loud and/or offensive language, verbally, electronically, or in written form, that could provoke a violent reaction, or who has otherwise~~

DRAFT

~~established a continued pattern of unauthorized entry on District premises will be directed by the school's principal or other responsible employee to immediately leave the school premises or other District property.~~

~~2. Directions to staff in dealing with abusive individuals: If any member of the public uses obscenities or speaks in a threatening, loud, insulting or degrading manner, the administrator or other responsible District employee to whom the remarks are directed will calmly and politely warn the speaker to communicate civilly. If the abusive individual does not stop the behavior, the District employee will verbally notify the abusing individual that the meeting, conference, or telephone conversation is terminated; and, if the meeting or conference is on any District premises, the employee shall direct the abusive individual to leave immediately. If the individual refuses to cease the harassment/uncivil behavior, leave after being warned, or comes back on school property, law enforcement shall be called and charges shall be filed in accordance with NRS 392.910 and NRS 392.915.~~

~~3. Provide policy and report incident: When a staff member determines that a member of the public is in the process of violating the provisions of this policy, the staff member, if possible, should provide a written copy of this policy at the time of occurrence. The staff member shall then immediately notify his or her supervisor and provide a written report of the incident. Those choosing to violate this policy may be subject to a "no trespass" ordinance from school/District administration. This may be applicable even if a citation is not issued by law enforcement.~~

Reference(s): NRS 392.910, NRS 392.915

PUBLIC GUEST AND SPECTATOR CIVILITY - ADMINISTRATIVE REGULATIONS

The following applies to parents/guardians and public guests of schools and District facilities:

~~1. Disruptive i~~**Individuals who assault, threaten, disrupt, or interfere with persons peaceably assembled must leave school/District grounds immediately:**
Any individual who disrupts or threatens to disrupt school operations extra/co-curricular or athletic events, threatens the health and safety of students or staff, willfully causes property damage, uses loud and/or offensive language, verbally, electronically, or in written form, that could provoke a violent reaction, or who has otherwise established a continued pattern of unauthorized entry on District premises will be directed by the school's principal or other responsible employee to immediately leave the school premises or other District property.

~~2.~~ **Directions to ~~staff~~ District employees ~~in~~ dealing with ~~abusive~~ such individuals:**

If any member of the public ~~uses obscenities or speaks in a threatening, loud, insulting or degrading manner~~ chooses to engage in the behavior described above, the administrator or other responsible District employee ~~to whom the remarks are directed~~ will calmly and politely warn the ~~speaker~~ individual to behave and communicate civilly. If the ~~abusive~~ individual does not stop the behavior, the District employee will verbally notify the ~~abusing~~ individual that the meeting, conference, visit, or telephone conversation is terminated.~~; and, i~~If the meeting, visit, or conference is on any District premises, the employee shall direct the ~~abusive~~ individual to leave immediately. If the individual refuses to cease the ~~harassment/uncivil~~ unacceptable behavior, leave after being warned, or comes back on school property, law enforcement shall be called and charges shall be filed in accordance with ~~NRS 392.910 and NRS 392.915~~ applicable statute.
~~3. Provide policy and report incident: When a staff member determines that a member of the public is in the process of violating the provisions of this policy, the staff member, if possible, should provide a written copy of this policy at the time of occurrence. The staff member shall then immediately notify his or her supervisor and provide a written report of the incident.~~ Those choosing to violate this policy may also be subject to a "no trespass" ordinance from school/District administration. This may be applicable even if a citation is not issued by law enforcement.

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Appendix A

The following applies to public guests and spectators at NIAA sanctioned events in addition to this policy:

Spectator Policy

The Nevada Interscholastic Activities Association (NIAA) is committed to providing a safe, positive, and sportsmanlike environment for all participants. Interscholastic events are extensions of the classroom, where student-athletes learn responsibility, teamwork, integrity, and perseverance. Spectators play a key role in shaping this atmosphere. This policy outlines expectations for spectator conduct, the rationale behind these standards, and establishes procedures for addressing misconduct.

Guiding Principles

- Student-athletes are students first; events support their growth and well-being
- Respectful behavior maintains the integrity of competition and ensures safety for all
- Officials, coaches, and event staff must be allowed to perform their duties without interference
- Positive support reinforces the values of education-based athletics

General Expectations for Spectator Conduct

All spectators attending NIAA-sanctioned events are expected to:

- **Demonstrate Respect and Sportsmanship**
  - Support student-athletes in a positive manner
  - Show respect toward players, coaches, officials, opponents, and other spectators
  - Applaud effort and good play by all teams, not just one's own

- **Refrain from Abusive or Disruptive Behavior**
  - No profanity, derogatory remarks, taunting, or verbal harassment
  - No personal attacks or comments related to race, gender, ability, religion, or personal identity
  - No incitement of conflict or attempts to intimidate participants or officials

- **Follow Instructions from Event Staff**
  - Comply with directions given by administrators, security personnel, and public address announcements
  - Respect designated seating and restricted/field access areas

- **Maintain a Safe Environment**
  - No throwing objects, entering the playing area, or interfering with the contest
  - Follow facility rules, including those regarding outside food, prohibited items, and smoking/vaping
  - Possession or use of alcohol, illegal substances, or weapons is strictly prohibited

- **Be a Role Model for Students**

Approved April 2026

- Recognize that behavior sets an example for young athletes and students
- Keep the focus on learning, growth, and enjoyment of high school athletics

- **Examples of Acceptable Conduct**
  - Cheer loudly for your team
  - Bring signs that show support for your team
  - Applaud outstanding play by all participants

Examples of Unacceptable Conduct

The following behaviors may result in a warning, removal, suspension, or other disciplinary action:

- Use of vulgar or profane language
- Confronting, berating, or approaching officials, coaches, or student-athletes
- Entering the competition area without authorization
- Physical or verbal threats toward anyone present
- Use of discriminatory or hate speech
- Inciting fights, attempting to provoke opposing spectators or teams
- Refusing to follow administrative directives
- Any conduct deemed by school administrators or NIAA officials to compromise safety or the spirit of sportsmanship

Rationale for Enforcement

This policy supports the mission of education-based athletics by:

- Protecting student-athletes' physical and emotional safety
- Ensuring contests are fair and free from intimidation or interference
- Reducing conflict and disorderly conduct that disrupts events
- Upholding the values of respect, responsibility, and sportsmanship
- Allowing officials and coaches to perform their roles without hostility

Procedures for Addressing Misconduct

- **Initial Warning**
  - When appropriate, spectators may receive a verbal warning for minor or first-time misconduct.
  - A warning may be issued by a game administrator, athletic director, school official, or security.
  - Continued misconduct after a warning may result in removal from the event.

- **Immediate Removal from Venue**

Approved April 2026

- Spectators may be removed **without warning** if behavior is severe, threatening, or disruptive. Removal may occur if:
  - Conduct compromises safety or sportsmanship
  - Behavior continues after a warning
  - The individual refuses to comply with staff instructions
  - Alcohol, drugs, weapons, violence, or harassment are involved

Failure to comply with removal instructions may result in law enforcement involvement.

- **Suspension from Future NIAA Events**
  - Depending on the severity of the incident, removal may also result in suspension from one or more future contests.
  - The host school, district, or NIAA may issue suspension decisions.
  - Restoration of attendance privileges may require:
    - A meeting with the school or NIAA administration
    - A written plan for improved behavior
    - Completion of sportsmanship or behavior-related course/training when appropriate

- **Law Enforcement Intervention**
  - If a spectator engages in unlawful behavior, threatens safety, or refuses to be removed, law enforcement may be contacted. Criminal charges may be pursued in accordance with local statutes.

- **Re-Entry Conditions**
  - Individuals removed from a contest may not re-enter the event unless granted permission by the event administrator
  - Future attendance may be contingent on demonstrating compliance with expectations outlined in this policy.

Participation in high school athletics is a privilege that brings communities together. The NIAA asks all parents, families, and fans to uphold these standards so that every event remains safe, respectful, and enjoyable for student-athletes, coaches, officials, and spectators alike.

Your support, sportsmanship, and positive energy matter. Help us keep education-based athletics a place where students can thrive.

Approved April 2026

Lyon County School District
Board Memo

Date: June 23, 2026

To: Board of School Trustees

From: Heather Moyle, Director of Education Services

Re: Revisions to LCSD Policy IK: Grading, Interventions, Course Exemptions and Class Ranking

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Recommendation

That the Board of Trustees approve revisions to LCSD Policy IK: Grading, Interventions, Course Exemptions and Class Ranking as a second and final reading.

Background Information

Since 2019, Lyon County School District has successfully implemented Standards-Based Grading (SBG) for grades K–6, establishing priority standards across all grade levels to ensure instructional consistency. Following a comprehensive evaluation involving teachers, students, and community stakeholders, the district's guiding coalition has developed recommendations to improve the transition between elementary and secondary grading systems.

To address the transition gap while maintaining the integrity of standards-based instruction, the coalition proposes the following structure:

- **Grades K–4:** Will maintain the existing Standards-Based Grading model to focus on foundational proficiency.
- **Grades 5–6:** Will implement a hybrid grading model where traditional letter grades will be directly attached to specific standards and assignments, providing a bridge between proficiency-based reporting and the secondary grading system.

Additionally, the phrase 'by the end of the seventh semester' has been added to item number 10 under the Calculations of Class Rank section. Since the first reading, "of high school" was also added to the same sentence for further clarity in eligibility for honor status. This change is highlighted.

Budget Considerations

None

Discussed at Previous Meeting

May 26, 2026

Attachment(s):

LCSD Board Policy IK: Grading, Interventions, Course Exemptions and Class Ranking
Standards-Based Grading Administrative Regulations

Grading, Interventions, Course Exemptions and Class Ranking

The Lyon County School District is committed to providing fair, accurate, specific, and timely feedback in order to identify student areas of strength and needs of improvement to ensure successful completion of all courses and ultimately success in college and career. Therefore, all grading practices in Lyon County schools will adhere to the following principles:

Truthfulness	Grades students receive must meet worthwhile goals informed by current standards and understandings in the education community. Grades should reflect how well a student has mastered a set of learning targets and give students timely feedback and opportunities to remediate and reassess their knowledge and skills. Behavior is modified outside of the gradebook so grades simply reflect learning.
Reliability	Grades have reliability when similar performance between two students receives the same grade from one classroom teacher as another teaching a similar course.
Impartiality	Grades are not based on any non-academic criteria such as the student's gender, race, ethnicity, parental involvement, etc.
Understandability	Grades students receive must convey clarity as to what the student knows and is able to do along with the student's next steps in learning.

Grades K–4: Standards-Based Reporting

In grades K through 4, student progress is reported using a 4-point proficiency scale. This scale measures the level of mastery for specific priority standards rather than a cumulative percentage. The report card will show priority standards for core subjects (Language Arts, Math, Science, Social Studies). Teachers will link specific assignments, success criteria, and scores to the standard being assessed, providing context for the mark received. Individualized teacher comments are essential for offering narrative feedback for actionable steps to move the student forward when additional support is needed. Educators

will select the standards that require this narrative feedback and provide it in a timely manner.

Standards-Based Reporting (4-Point Scale)

Score	Description	Community Language
4	**I Can Show You This Skill(s) and Apply It in New Ways:** The student consistently demonstrates a thorough and independent understanding of the skill and extends that knowledge by applying it to unexplored situations or complex tasks.	Advanced Mastery Level
3	**I Can Show You This Skill(s) Independently:** The student consistently demonstrates a thorough and independent understanding of the skills and concepts taught in relation to the standard.	Mastery Level
2	**I Can Show You This Skill(s) With Support:** The student is approaching and developing toward the standard but demonstrates a more limited understanding. Additional teacher support is still needed for consistency.	Developing Level
1	**I Cannot Show You This Skill(s) Yet:** The student is having difficulty meeting the standard and is unable to demonstrate an understanding of skills and concepts taught without extensive or intensive teacher support.	Instructional Level - Sign of immediate need for Tier 1 Differentiation*
N/A	**The Skill(s) Has Not Been Assessed Yet:** The standard was not the focus of instruction during the current reporting period.	For standards not taught in the current quarter

***Note:** A student cannot fail an athletic or community eligibility check solely for receiving a '1' on a standard that has only been partially assessed or for which limited evidence exists.

Grades 5–6: Hybrid Reporting Model

To bridge the transition between elementary and secondary education, grades 5 and 6 utilize a hybrid model. Students receive traditional letter grades (A–F) which will be calculated using categories that are explicitly connected to a set of priority standards. These categories will be weighted equally. Tasks will be grouped into major academic classes (English Language Arts (ELA), Math, Science, Social Studies). The district's gradebook software will require teachers to tag all major assignment scores to the specific NVACS standard they measure, making sure the scores are clear and accurate across the district. These scores will be connected to success criteria for clear transparency to students and families.

Hybrid Reporting

Grade	Description	Rationale	Score
A	I Can Show You This Skill(s) Independently and/or Apply It in New Ways: The student consistently demonstrates a thorough and independent understanding of the skill and extends that knowledge by applying it to unexplored situations or complex tasks.	• Advanced Mastery level • Superior	100% to 90%
B	I Can Show You This Skill(s) Independently: The student consistently demonstrates a thorough and independent understanding of the skills and concepts taught in relation to the standard.	• Mastery level • Above Average	89% to 80%
C	I Can Show You This Skill(s) With Support: The student is approaching and developing toward the standard, but demonstrates a more limited understanding. Additional teacher support is still needed for consistency.	• Developmental level. • Average	79% to 70%
D	I Cannot Show You This Skill(s) Yet: The student is having difficulty meeting the standard and is unable to demonstrate an understanding of skills and concepts taught without extensive or intensive teacher support.	• Instructional Level ○ Sign of immediate need for Tier 1 Differentiation	69% to 60%
F	I Cannot Show Any Evidence Of This Skill Yet: The student has been given opportunities to demonstrate the skill, but no evidence is available. Educators can also use an "M" for missing to represent missing evidence in individual assignments.	• Sign of immediate need for Tier 1 Differentiation • Failing	59% to 0%

Grades 7-12: Traditional Letter Grade Model

Because many application forms require grade point averages and/or rank-in-class, secondary schools shall compute these statistics using the following guidelines:

Course Point Range	Grade	Value-Standard courses
90-100	A	4.0
80-89	B	3.0
70-79	C	2.0
60-69	D	1.0
<60	F	0.0

The grading scale must be weighted as follows, in accordance with NAC 389.6625:

a. For completion of an honors (H) course with a grade of A, B, C or D, a value of 0.025 must be added to the value of the grade.

b. For completion of an advanced placement (AP), International Baccalaureate (IB) or approved dual credit (DC) course with a grade of A, B, C or D, a value of 0.050 must be added to the value of the grade.

c. Only grades of A, B, C, D or F are recognized for dual credit courses by LCSD and will be assigned the appropriate value of 0.050. Grades of P, S and U are not recognized by LCSD and will not be transcripted. LCSD will transcript the grade that is associated with the percentage earned (based on the grading scale adopted by LCSD) in the course at the time of transcripting.

Teachers must notify the student and the parent/guardian before assigning a failing grade on a progress report or an official transcript to identify strategies for improving the grade.

Coursework completed during a semester must be applied to the grade in that semester. If final

examinations are administered, the total value must not exceed 20% of the semester grade.

Reference: NAC 389.6625

Policy #IK
~~Revised 6/24/25~~
Revised 6/23/26

Standards-Based Grading Administrative Regulations

Grading, Interventions, Course Exemptions and Class Ranking Administrative Regulations

Guiding Questions for Grading

Truthfulness:

- Do grades strongly communicate an acceptable level of accuracy related to content knowledge and skill ability to students, parents, subsequent teachers/counselors and other stakeholders?
- Do grades separate student behaviors from student content/skill demonstration?
- Are grades based primarily on student evidence and mastery of tasks, assignments, assessments, etc. that are focused on and directly aligned to Nevada Academic Content Standards?
- Are grades determined using a J-Curve with more weight given for the more recent student evidence of learning?
- Are there multiple opportunities for students to demonstrate mastery?

Reliability:

- Are grades for similar product/performance demonstration similar across classrooms of like courses in the same school?
- Do teachers collaboratively focus on effective and accurate grading practices through:
  - collaborative analysis of assessments and tasks?
  - collaborative scoring of student work?
- Do teachers of like courses in the same school agree with consistency on the acceptance of late work, stipulated second chances, homework, etc.?

Impartiality:

- Does parental involvement, or lack thereof, impact/alter grades and expectations?
- Is grade distribution consistent with other assessments or benchmarks (CRT's, ACT, MAP, EOC, etc.)?
- Is grade distribution monitored according to subgroups such as gender, race, ethnicity, Direct Cert, etc.?

Understandability:

- Do teachers and school leaders ensure that students, parents, subsequent teachers, counselors and other stakeholders understand what student grades reflect in terms of the student's next learning steps?
- Are the categories in the student information system (SIS) consistent throughout the department or school?

- Are grades updated on a weekly basis to provide timely and specific feedback regarding the student's progress?

Guiding Questions for Interventions

The following guidelines should be used to prevent unnecessary student failure of courses. Schools should combine both early monitoring with specific plans and actions for interventions.

- Do administrators and teachers, while collaborating or in department meetings, collect and analyze failure and potential failure data at least 3-4 times per semester?
- Do administrators monitor failure and potential failure reports early during each semester and throughout the semester?
- Do teachers or departments develop action plans to address failures with specific strategies as well as monitoring measures and dates to determine if strategies are working (preventing/reducing course failures and increasing student achievement)?
- Did the teacher inform the student **and** the parent/guardian before assigning a failing grade on a progress report or an official transcript?

Exemptions from Course Requirements

1. Students may be excused from physical education for the following reasons: a. Non-enrollment for physical reasons as certified by a physician's statement. b. Non-enrollment for religious reasons as certified by written statement.

2. Those students presenting parental statements relative to excusing students from specific units of instruction on the human reproductive system, related communicable diseases, and sexual responsibilities in any class may be excused.

3. Those students who present a signed parental statement requesting that the student be excused from the dissection of preserved specimens shall be excused and assigned an alternative activity.

4. SB 147 provides school districts ways to assist students in foster care and/or experiencing homelessness to accrue credits and obtain their high school diploma. SB 147 aligns with existing federal law that requires each state to have procedures which: ensure that homeless children and youths, including unaccompanied youths, are accorded equal access to appropriate secondary education and support services; and remove barriers that prevent such youths from receiving credit for coursework previously completed. For the specific requirements regarding the exemptions, the granting of full/partial credit for coursework, the process for determining credits or course completion, and the graduation requirements outlined in SB 147, please see Policies JH, JHB, and IKF.

Class Ranking

Computation of grade point averages must be calculated to the fourth decimal place and rounded to the third decimal place. A grade point average that is less than 0.0005 must be rounded down; and one that is 0.0005 or higher must be rounded up. (For example: 3.1256 would round to 3.126 and a GPA of 2.3421 would round to 2.342.)

Rank-in-class shall be determined by the accumulation of grade point averages for course grades that earn one-half credit or more per semester.

Designation of Honors and Advanced Placement Courses

College and university admission offices, as well as future employers, are most interested in students who have completed a rigorous academic program. Therefore, honors and advanced placement courses may be designated by the superintendent or designee to assure viability throughout the District for all coursework and shall include increased rigor and increased expectations of student performance. The same rigor and performance expectations shall be consistently held at each school within the District. Additionally, each school principal will conduct an annual review of all honors and advanced placement courses to make sure they meet the rigorous standards.

The courses which the superintendent or designee can designated as Honors (H) and Advanced Placement (AP) are (effective for the Class of 2020):

Career and Technical (CTE)
1) Completer/Terminal Courses: H
2) Computer Science: AP

Mathematics
1) Calculus: AP
2) Pre-Calculus: H

Science
1) Anatomy & Physiology: H
2) Chemistry: AP
3) Physics: H
4) Biology: AP
5) Environmental Science: AP

World Languages and English Language Arts
1) English: 1-4 H
2) English Language and Composition: AP
3) English Literature and Composition: AP
4) Spanish Language: AP
5) Spanish Literature: AP

Social Studies
1) Honors U.S. History: AP
2) U.S. Government: AP
3) European History: AP
4) World History: AP

Fine Arts
1) Art Studio: AP
2) Studio Art 2-D Design: AP

All Advanced Placement courses and all honors classes will be designated on official transcripts and student records.

Western Nevada College (WNC) Jump Start Dual Enrollment Program

LCSD and WNC have developed a partnership allowing students to earn both high school and college credit while attending an LCSD high school (dual enrollment program). It is the intention of the Board of Trustees that all students participating in dual enrollment programs are working toward an associate degree or certification.

The following guidelines have been established for all students entering a WNC dual enrollment program:

1. Permission to enter a WNC program will be granted based on a student's prior academic history and successfully passing prescribed assessments, as determined by WNC and LCSD.
2. Students enrolled during their junior year are required to participate with the cohort available at their school site. All exceptions must receive prior approval from the principal and superintendent or designee.
3. LCSD will assist in paying tuition for WNC pre-approved college classes, up to 17 credits per semester and 64 total credits over the student's high school experience. Any exceptions must be approved by the principal and superintendent or designee.
4. All dual enrollment classes will be posted on the student's transcript. Only grades of an A, B, C, D or F are recognized for dual credit courses by LCSD and will be assigned the appropriate value of 0.050. Grades of P, S and U are not recognized by LCSD and will not be transcripted. LCSD will transcript the grade that is associated with the percentage earned (based on the grading scale adopted by LCSD) in the course at the time of transcripting.
5. Students are responsible for providing enrollment and schedule information to their principal and Counselor for approval prior to any portion of tuition being paid by the district.
6. Students are responsible for providing WNC grade reports every three weeks to their high school counselor and appropriate WNC staff.
7. LCSD tuition credit payment will be based under the following criteria:
    a. All credits paid for partially or in full by the district must be taken for credit.
    b. LCSD will pay all credit costs for students qualifying for Direct Cert.
    c. LCSD will pay for half of credit costs for students not qualifying for Direct Cert.

d. LCSD will only pay for each class one time. If a student wishes to retake a class previously paid by the district, then they will be responsible for all tuition and fees associated with that class.
e. The student/family will be responsible for reimbursing the district in full for any credits for which the student drops or audits. Students' families failing to reimburse the district for a dropped or audited class will not be eligible for future tuition support as described above.

8. If a student fails a WNC/dual enrollment course or drops a WNC/dual enrollment course without principal and counselor approval, they will be removed from the program. The principal and superintendent or designee may approve a student to remain in the WNC dual enrollment program when extenuating circumstances exist.
    a. If a student fails a WNC course and is given permission by the principal and superintendent or designee to remain in the dual enrollment program, then they will be responsible for 100% payment of all future credits for the next semester. Should the student receive passing grades the next semester, then the principal and superintendent or designee may reinstate their paid participation in the program as outlined above for the final year or semester as applicable. Should the student fail a second course while in the WNC dual enrollment program, they will be removed permanently without exception.

Non WNC Jump Start Dual Enrollment Courses

1. Students taking dual enrollment college courses/credits to count towards their high school diploma must receive pre-approval from their counselor and principal and superintendent or designee.
2. Students and families are responsible for paying for all other approved dual enrollment courses not affiliated with the WNC Jump Start program.
3. All pre-approved dual enrollment college courses will be placed on the student's transcript and calculated into overall GPA, as outlined in this policy.

Calculations of Class Rank

1. Credit received for District approved classes shall be included in computing class rank and must be posted by the end of the seventh semester if they are to be counted in the calculation of achievement honors related to graduation ceremonies.

2. Students may repeat a class to improve upon a grade and have that grade calculated into their grade point average provided that the first attempt continues to appear on the transcript with a designation of NG (no grade) to indicate that the course was repeated. A student may not receive credit twice for a repeated course and the original grade will not be calculated into the overall cumulative grade point average.

3. In computing and determining rank-in-class, all students at a given grade level shall be

included.

4. If a student's record includes courses that are marked in non-traditional fashion, for instance a pass/ fail or credit/no credit basis, the computation of rank-in-class shall be based on those courses with traditional marks only.

5. The methods used to compute rank-in-class shall be reported to students, parents and any authorized transcript recipient.

6. Rank-in-class information shall be released in accordance with District policy.
   a. To appropriate personnel or;
   b. At the written request or consent of the student and/or parent;
   c. In response to formal legal processes.

7. Rank-in-class shall be reported on a numerical basis.

8. The LCSD will recognize a Valedictorian and Salutatorian in addition to students achieving Cum Laude ("with honor") status. Calculation of Valedictorian and Salutatorian shall be calculated using a cumulative, weighted GPA formula for grades 9- 12, must include the required core courses as listed in policy IKF and must be immediately posted upon completion of the seventh semester to be included in the calculation.

9. The Valedictorian of the class will be the student who has attained the highest overall grade point average calculated on credit posted immediately following the seventh semester of coursework. The Salutatorian will be the student with the second highest rank in class who has met the above criteria. In case of a tie, the highest ACT score will be used as the tiebreaker. In case of a further tie, school principals may designate co-Valedictorians and/or co-Salutatorians. Co-Valedictorians and/or co-Salutatorians may also be designated by the principal when extenuating circumstances exist.

10. Students who have completed four (4) or more semesters in Lyon County schools by the end of the seventh semester of high school and met the aforementioned criteria will be eligible for the honors of Valedictorian and Salutatorian and Cum Laude ("with honor") status.

11. Recognition will be given to graduating students based on the following overall weighted GPA, and if the student has successfully completed a minimum of 4 H, AP, IB and/or DC classes:
    3.7-3.799 Cum Laude ("with honor") Status
    3.8-3.899 Magna Cum Laude ("with great honor") Status
    3.9+ Summa Cum Laude ("with highest honor")
    Status

12. The senior class advisor and principal will develop a committee comprised of students and staff to select graduates who will address their peers during the graduation ceremony. Of these, the Valedictorian and Salutatorian will first be given the opportunity to address their peers during the graduation ceremony. Should either student decline the opportunity, the committee may select another student.

13. Grade point average (GPA) will be calculated by the following method:

    a. convert the letter grades to a numerical value (e.g. A=4.0, B= 3.0, C=2.0, D=1.0, F=0)
    b. add the total grade points (e.g. 20 A's = 80; 2 B's = 6; 1 C = 2; 1 D=1; 1 F= 0, totaling 89)
    c. divide the total grade points by the total number of classes on the official transcript (e.g. 89/25 = 3.560)
    d. add the weighted grade for each of the H, AP, IB and DC courses that were successfully completed with an A, B, C or D:
        1. For each H course, add .025 (e.g. 2 H courses = .025 x 2 = .050)
        2. For each AP course add .050 (e.g. 2 AP courses = .050 x 2 = .1)
        3. For each IB course add .050 (e.g. 2 IB courses = .050 x 2 = .1)
        4. For each DC course, add .050 (e.g. 8 DC courses = .050 x 8 = .4)
        5. Add the total weighted grade to the GPA (e.g. 3.560 +.05 H +.1 AP +.1 IB +.4 DC= 4.210)
        6. The GPA will be calculated to the 4th decimal place and rounded to the 3rd decimal place.

14. Students enrolled in middle school may have the opportunity to earn high school credit in Algebra/Geometry, Computers, Foreign Language and other courses that are preapproved by the superintendent or designee. The credits earned will be posted to the high school transcript but will not be included in the GPA for grades 9-12.

See below, attached WNC and Non-WNC permission forms.

Western Nevada College (WNC) Jump Start Dual Enrollment Program Permission Form

LCSD and WNC have developed a partnership allowing students to earn both high school and college credit while attending an LCSD high school (dual enrollment program). It is the intention of the Board of Trustees that all students participating in dual enrollment programs are working toward an associate degree or certification. The following guidelines have been established for all students entering a WNC dual enrollment program:

1. Permission to enter a WNC program will be granted based on a student's prior academic history and successfully passing prescribed assessments, as determined by WNC and LCSD.
2. Students enrolled during their junior year are required to participate with the cohort available at their school site. All exceptions must receive prior approval from the principal and superintendent or designee. 3. LCSD will assist in paying tuition for WNC pre-approved college classes, up to 17 credits per semester and 64 total credits over the student's high school experience. Any exceptions must be approved by the principal and superintendent or designee.
4. All dual enrollment classes will be posted on the student's transcript.
5. Only grades of A, B, C, D or F are recognized for dual credit courses by LCSD and will be assigned the appropriate value of 0.050. Grades of P, S and U are not recognized by LCSD and will not be transcripted. LCSD will transcript the grade that is associated with the percentage earned (based on the grading scale adopted by LCSD) in the course at the time of transcripting.
6. Students are responsible for providing enrollment and schedule information to their principal and Counselor for approval prior to any portion of tuition being paid by the district.
7. Students are responsible for providing WNC grade reports every three weeks to their high school counselor and appropriate WNC staff.
8. LCSD tuition credit payment will be based under the following criteria: a. All credits paid for partially or in full by the district must be taken for credit.
   b. LCSD will pay for all credit costs for students qualifying for Direct Cert.
   c. LCSD will pay for half of credit costs for students not qualifying for Direct Cert.
   d. LCSD will only pay for each class one time. If a student wishes to retake a class previously paid by the district, then they will be responsible for all tuition and fees associated with that class. e. The student/family will be responsible for reimbursing the district in full for any credits for which the student drops or audits. Students' families failing to reimburse the district for a dropped or audited class will not be eligible for future tuition support as described above. 9. If a student fails a WNC/dual enrollment course or drops a WNC/dual enrollment course without principal and counselor approval, they will be removed from the program. The principal and superintendent or designee may approve a student to remain in the WNC dual enrollment program when extenuating circumstances exist. a. If a student fails a WNC course and is given permission by the principal and superintendent or designee to remain in the dual enrollment program, then they will be responsible for 100% payment of all future credits for the next semester. Should the student receive passing grades the next semester, then the principal and superintendent or designee may reinstate their paid participation in the program as outlined above for the final year or semester as applicable. Should the student fail a second course while in the WNC dual enrollment program, they will be removed permanently without exception.

I have read and agree to the above guidelines:

Student's signature _____ Date_____

Parent's signature _____ Date_____

Principal's signature_____ Date_____

Counselor's signature_____ Date _____

Reference: Lyon County School District Board Policy IK

Non WNC Jump Start Dual Enrollment Courses Permission Form

1. Students taking dual enrollment college courses/credits to count towards their high school diploma must receive pre-approval from their counselor and principal and superintendent or designee.

2. Students and families are responsible for paying for all other approved dual enrollment courses not affiliated with the WNC Jump Start program.

3. All pre-approved dual enrollment college courses will be placed on the student's transcript and calculated into overall GPA.

I have read and agree to the above guidelines:

Student's signature_____ Date_____

Parent's signature _____Date_____

Principal's signature_____ Date _____

Counselor's signature _____ Date_____

Reference: Lyon County School District Board Policy IK

Lyon County School District

Standards Based Grading

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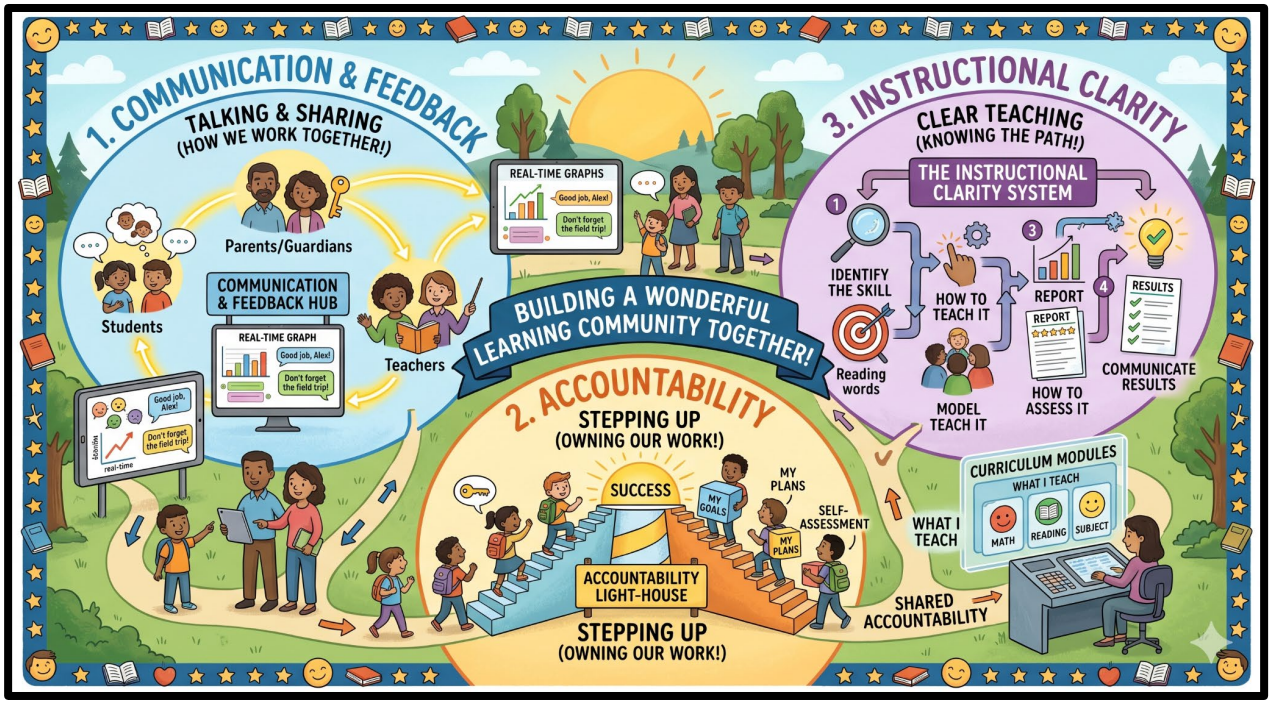
Standards Based Learning and Reporting (K-6)

- **<u>Policy Statement and Philosophy</u>**
  - The Lyon County School District (LCSD) is committed to a grading and reporting system that accurately, consistently, and truthfully communicates a student's achievement of the Nevada Academic Content Standards (NVACS). Our standards-based system reports out a student's academic skill; in the areas of literacy, math, social studies, science, and professional skills to provide clear, reliable, and actionable feedback to students, families, and teachers.

  - The system is guided by three core principles: **Communication/Feedback, Accountability, and Instructional Clarity.**

- **<u>Guiding Questions for System Design</u>**
  - This policy is designed to answer the following operational questions:
    - **Communication/Feedback:** How might we create a system of effective communication/feedback to all stakeholders (students, parent(s)/guardian(s), teachers) to ensure that all stakeholders know the expectation?
    - **Accountability:** How might we create a system of accountability to ensure that students are owning their learning and teachers are clear with what is being taught?
    - **Instructional Clarity:** How might we create a system where teachers have a clear and deep understanding of what skill or action is needed, how to teach it, how to assess it, and how to communicate the results?



Tight and Must-Do Elements of Grading:

All grading practices must adhere to the following non-negotiable standards to ensure fairness and clarity across the district. Also reference LCSD Board Policy IK

Element	Requirement	Purpose
Grades are Understandable	Grades must convey clarity as to what the student knows and is able to do. Reports must be designed to limit the number of specific standards reported to avoid overwhelming parent(s)/guardian(s) while providing essential data.	To ensure parent(s)/guardian(s) (who may be familiar with traditional letter grades) and students can easily interpret the achievement level and identify areas for growth.
Grades are Reliable	Grades must be focused on demonstrable results (performance toward criteria) and represent the student's *current* progress toward a set of learning criteria. Grading must prioritize the most recent, consistent level of performance.	To answer the parent question, **"How is my Student doing now?"** or answer the student question, "**How am I doing?"** and ensure consistency of marks across the district.
Grades are Truthful	Grades must reflect how well a student has mastered a set of priority standards, supported by evidence of mastery. Grades should not be based on only one assessment or single data point.	To ensure grades accurately reflect student knowledge, not simply an average of past performance, effort, or activity completion.
Clear Success Criteria	Teachers must define, articulate, and share clear success criteria for assignments, performance tasks, and assessments *before* the learning task begins.	To ensure both students and teachers have a shared understanding of what "mastery" looks like for a given standard or skill.
Non-Academic Factors	Academic performance (mastery of standards) must be reported separately from non-academic factors (e.g., effort, participation, timeliness, cooperation, homework, attendance).	To provide a more accurate view of both academic and behavioral progress without penalizing a student's academic grade for compliance issues.

Policy Implementation: The Three Big Ideas

Communication: Reporting and Feedback:

The LCSD utilizes distinct reporting models for different grade bands to balance the need for detailed standards-based data with traditional grade reporting expectations.

- **Grades K-4: Standards-Based Reporting - 4-Point Scale**
- **Grades 5 and 6: Standards-Based Grading - Hybrid Model**

I. Grades K-4:

Standards-Based Reporting (4-Point Scale)

A. Report Card Format (K-4):

1. The report card will show **priority standards** for core subjects (Language Arts, Math, Science, Social Studies).

2. Teachers will link specific **assignments, success criteria, and scores** to the standard being assessed, providing context for the mark received.

3. Individualized teacher comments are essential for offering narrative feedback for actionable steps to move the student forward when additional support is needed. Educators will select the standards that need this narrative feedback and in a timely manner.

B. Grading Input Procedures (K-4):

1. **LINK**

C. Students in Grades K-4 will receive marks on a detailed Standards-Based Report Card.

Score	Description	Community Language
4	**I Can Show You This Skill(s) and Apply It in New Ways:** The student consistently demonstrates a thorough and independent understanding of the skill and extends that knowledge by applying it to unexplored situations or complex tasks.	Advanced Mastery Level
3	**I Can Show You This Skill(s) Independently:** The student consistently demonstrates a thorough and independent understanding of the skills and concepts taught in relation to the standard.	Mastery Level
2	**I Can Show You This Skill(s) With Support:** The student is approaching and developing toward the standard but demonstrates a more limited understanding. Additional teacher support is still needed for consistency.	Developing Level
1	**I Cannot Show You This Skill(s) Yet:** The student is having difficulty meeting the standard and is unable to demonstrate an understanding of skills and concepts taught without extensive or intensive teacher support.	Instructional Level - Sign of immediate need for Tier 1 Differentiation*
N/A	**The Skill(s) Has Not Been Assessed Yet:** The standard was not the focus of instruction during the current reporting period.	For standards not taught in the current quarter

***Note:** A student cannot fail an athletic or community eligibility check solely for receiving a '1' on a standard that has only been partially assessed or for which limited evidence exists.

I. Grades 5 and 6:

To prepare students and families for secondary school, we will utilize a hybrid model, traditional grades with standards.

A. Report Card Format (5-6): Students will receive Traditional Letter Grades (A-F) per-subject on the report card.

B. Grading Calculation: Traditional grades will be calculated using *Categories* that are explicitly connected to a set of priority standards. These *Categories will be weighted equally.*

C. Assessment Tasks: Tasks will be grouped into major academic classes (English Language Arts (ELA), Math, Science, Social Studies).

D. Grading Input Procedures (5 & 6):

1. **LINK**

E. LCSD Internal Reporting: The district's gradebook software will require teachers to tag all major assignment scores to the specific NVACS standard they measure, making sure the scores are clear and accurate across the district. These scores will be connected to success criteria for clear transparency to students and families.

Grade	Description	Rationale	Score
A	**I Can Show You This Skill(s) Independently and/or Apply It in New Ways:** The student consistently demonstrates a thorough and independent understanding of the skill and extends that knowledge by applying it to unexplored situations or complex tasks.	• Advanced Mastery level • Superior	100% to 90%
B	**I Can Show You This Skill(s) Independently:** The student consistently demonstrates a thorough and independent understanding of the skills and concepts taught in relation to the standard.	• Mastery level • Above Average	89% to 80%
C	**I Can Show You This Skill(s) With Support:** The student is approaching and developing toward the standard, but demonstrates a more limited understanding. Additional teacher support is still needed for consistency.	• Developmental level. • Average	79% to 70%
D	**I Cannot Show You This Skill(s) Yet:** The student is having difficulty meeting the standard and is unable to demonstrate an understanding of skills and concepts taught without extensive or intensive teacher support.	• Instructional Level ○ Sign of immediate need for Tier 1 Differentiation	69% to 60%
F	**I Cannot Show Any Evidence Of This Skill Yet:** The student has been given opportunities to demonstrate the skill, but no evidence is available. Educators can also use an **"M"** for missing to represent missing evidence in individual assignments.	• Sign of immediate need for Tier 1 Differentiation • Failing	59% to 0%

II. Grades 5-6: Hybrid Reporting

Accountability: Student Ownership & Teacher Clarity

I. Accountability is a two-way process that ensures student learning and instructional effectiveness.

A. Student Accountability and Ownership

1. **Reassessment Opportunities:** Students must be provided meaningful, specific, and timely opportunities to demonstrate mastery after initial attempts. Reassessment is not guaranteed but is a core component of the system, allowing students to own their learning progression.
2. **Focus on Current Performance:** Grading practices will prioritize a student's most recent, consistent level of performance, thereby incentivizing students to engage in revision and re-learning.

B. Teacher Accountability and Instructional Clarity: All instructional staff must utilize the Professional Learning Community (PLC) model in collaborative curriculum planning to ensure a clear and deep understanding of expectations and appropriate instructional responses. These four questions must drive all planning and assessment:

1. **What is essential for students to know and be able to do?** Unpacking the NVACS standards and defining core learning outcomes
2. **How will we know if they master it?** Developing valid and reliable common assessments based on clear success criteria
3. **What will we do when students do not master it?** Identifying and implementing targeted support, intervention, and additional time for re-learning
4. **What will we do when students already master it?** Identifying and implementing extension activities, enrichment, and opportunities for advanced application or compacting

C. Consistent Success Criteria: The district will develop and train staff on consistent success criteria and descriptors (e.g., based on a 4-point scale) to ensure consistency and reliability of grading marks across grade levels and schools.

Support: Intervention and Professional Learning

A robust support structure is necessary to ensure every student has the opportunity to achieve mastery.

I. Academic Support for Students

A. **Early Intervention:** A mark of '1' or '2'/'D' or 'F' on the report card or frequent low marks in the gradebook serve as immediate, clear signals that a student is in need of Tier I Differentiation.

B. **Tier 1 Differentiation:** Interventions, particularly at the Multi-Tiered System of Supports (MTSS) Tier 1 level (which includes high-quality, flexible, and responsive in-class strategies like small group instruction, immediate reteaching, and check-ins), must be precisely targeted to the specific standard or skill deficiency identified by the standards-based mark.

II. Professional Learning for Staff

A. **Policy Training:** Mandatory annual professional development for all instructional staff (K-6) will cover the philosophical and operational components of this policy, including:

1. Creating and communicating clear success criteria
2. Designing non-traditional, multi-data assessments (avoiding single-assessment grades)
3. Implementing effective, individualized feedback, ensuring the reported score, success criteria, and written comments are fully aligned

B. **Parent(s)/Guardian(s) Education:** The school will provide ongoing resources and workshops to educate parent(s)/guardian(s) on how to interpret standards-based marks and connect them to student learning as part of their family engagement outreach.

C. **Consistency Audits:** The district will conduct periodic grading audits to ensure consistency and reliability across schools, especially for key standards with multiple sub-skills.

Review and Revision

This policy is subject to annual review by the District Administration and the Board of Trustees to ensure continued alignment with state standards, best practices in educational research, and the needs of the Lyon County community.

Lyon County School District
Board Memo

Date: June 23, 2026

To: Board of School Trustees

From: Rachel Stewart, Executive Director of Special Services

Re: Revisions to Policy JO: Student Education Records

Recommendation: That the LCSD Board of Trustees approves revisions to LCSD Policy JO: Student Education Records as a second and final reading.

Background Information:
Policy JO exists to strike a critical balance: ensuring that the Lyon County School District has access to necessary student and family information to provide effective instruction and services, while simultaneously upholding the confidentiality and privacy of this sensitive data. It acknowledges that maintaining extensive, sometimes personal, student records are essential for educational purposes. The policy establishes clear guidelines, under the superintendent's oversight, to manage these records in compliance with state laws and federal regulations like FERPA and IDEA. This framework allows for the efficient use of student data by authorized personnel, while providing parents and eligible students with rights regarding access, review, and control over the disclosure of their educational records. Nevada Assembly Bill 6 (Nevada AB6) was introduced and passed during the Special Session of the Nevada Legislation held in November 2025. Part of Nevada AB6 set forth new provisions for directory information for public schools.

Policy Overview:
The revisions to Policy JO include several key updates aimed at enhancing compliance and clarity. Notably, the policy now specifies the new updates regarding directory information place strict limitations on what data can be shared publicly and establish rigid protocols for third-party requests. Public directory information is now strictly confined to only three specific data points: the student's name, grade level, and school photograph. Furthermore, in accordance with Nevada law, the district and its schools are explicitly prohibited from disclosing a student's or parent's phone number or address to any third party, unless required by a court order, subpoena, warrant, law, or as necessary to provide instructional programming and wrap-around services.

To manage these rules effectively, the policy formally separates directory data into three distinct tiers:

Public Directory Information (name, grade, photo),
Additional Directory Information for Armed Forces Recruiting (which includes names, addresses, and phone numbers), and
Internal Directory Information, which is used solely for school-related business and official publications like yearbooks or graduation programs.

Additionally, a rigorous review and verification process has been implemented for any outside entities seeking public directory data. Third parties must submit a formal written request detailing the date and exact purpose of their inquiry, and they are required to sign a legally binding agreement (*Third-Party Public Directory Information Request Form* in Appendix E) affirming they will not sell, transfer, or distribute the data in compliance with Nevada AB6. Information will be completely withheld if the request does not provide a direct benefit to the student or the school, explicitly barring commercial businesses from obtaining directory data for advertising or marketing purposes. Finally, specific verification requirements have been added for media requests; any third party requesting public directory information for a journalistic purpose must provide an official affirmation of

intent alongside sufficient documentation proving they are a reporter or editorial employee affiliated with a verified news outlet.

Budget Considerations:
None

Discussed at Previous Meeting:
May 26, 2026 first reading

Attachment(s):
LCSD Policy JO: Student Education Records

STUDENT EDUCATION RECORDS

I. The Lyon County School District recognizes the confidential nature of student education records and that the primary purpose of keeping records on a student is for the educational welfare and advancement of the student. Those persons, agencies or firms seeking information from or access to student records must come within the exceptions of the Family Educational Rights and Privacy Act (FERPA) of 1974.

II. The United States Department of Education defines "education records" as records that are directly related to a student and that are maintained by an educational agency or institution or a party acting for or on behalf of the agency or institution. These records include but are not limited to grades, transcripts, assessments/tests class lists, student course schedules, health records, and student discipline files. The information may be recorded in any way, including, but not limited to, handwriting, print, computer media, video, audio, film, microfilm, microfiche, and e-mail. (34 CFR § 99.2)

III. Education records for students with disabilities are strictly confidential under the Individuals with Disabilities Education Act (IDEA). IDEA incorporates and builds upon the protections already provided by the Family Educational Rights and Privacy Act (FERPA). Specifically, IDEA provides additional protections for students receiving special education services, ensuring the privacy of their records beyond what FERPA already mandates. However, IDEA permits the disclosure of personally identifiable information (PII), such as education records, to officials of another school or agency where the student seeks or intends to enroll, or where the student is already enrolled, as long as the disclosure is for purposes related to the student's enrollment or transfer.

IV. Administrative regulations below are established for the compilation, maintenance, release, destruction, and security of student records in conformance with federal and state requirements.

Legal Reference(s): Family Educational Rights and Privacy Act (FERPA) (The FERPA statute is found at 20 U.S.C. § 1232g and the FERPA regulations are found at 34 CFR Part 99); Individuals with Disabilities Education Act (IDEA); NRS 388 et seq., 392.029.

Policy #JO
Revised ~~7/22/25~~ 6/23/26

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STUDENT EDUCATION RECORDS - ADMINISTRATIVE REGULATIONS

COMPILATION AND MAINTENANCE OF STUDENT EDUCATION RECORDS

The Lyon County School District respects and values the rights of parents/legal guardians and "eligible students" (as defined by FERPA) regarding education records. Therefore, written permission will be obtained from a parent/legal guardian or eligible student before changing the preferred name and/or gender assigned at birth in the education record of a student enrolled in the LCSD.

1. Each student's official education record will include the following:

    a. Records to be retained permanently

        1) Name and address of parent
        2) Verification of date and place of birth
        3) Dates and record of attendance
        4) Course enrollment and grades (Transcripts)
        5) Achievement test data
        6) Date of graduation or withdrawal

    b. Additional education records that may be retained include, but are not limited to:

        1) Medical/health data.
        2) Individual psychological evaluation (gathered with written consent of parents).
        3) Individual intelligence tests, tests for learning disabilities, etc.
        4) Other verifiable information to be used in educational decision making.

2. Maintaining Student Records

    a. Transcripts of the scholastic record will contain only true factual information. The school will confine its record-keeping to tasks with clearly defined educational ends.

    b. Items listed under 1-a and 1-b will be retained for 60 years after graduation or withdrawal.

    c. Teacher and staff comments on student records will be confined to matters related to student performance. Value judgments will be excluded from the record.

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d. Student records will be considered as current educational tools.

NOTE: *Education records for students with disabilities will be maintained as outlined above. However, the Individuals with Disabilities Education Act (IDEA) requires schools to notify parents before destroying these records.*

SECURITY AND RELEASE OF STUDENT EDUCATION RECORDS

I. All school records of students are confidential. All records containing personal student information will be governed by the following principles:

A. Parents/legal guardians have the right, upon written request, to inspect and review any and all educational records relating directly to their dependent and legal wards. Each parent has full rights regarding access to educational records unless the District is provided with evidence that there is a court order, or legally binding document that specifically revokes these rights. The right accorded to parents/legal guardians transfers to the students upon attainment of their eighteenth birthday (eligible student). As defined in 34 CFR 99.3, parent means a parent of a student and includes a natural parent, a guardian, or an individual acting as a parent in the absence of a parent or a guardian.

B. The Lyon County School District maintains students' education records that (1) contain information which is directly related to a student and (2) are maintained by an education agency. These educational records are maintained in the LCSD student information system (e.g. Infinite Campus) and at the school of enrollment. Questions regarding educational records at the schools should be directed to the school principal in writing. Questions regarding other records should be directed to the superintendent or designee in writing. District personnel must be present to interpret records being reviewed.

C. Any request from parents/legal guardians, or students eighteen years of age or older must be complied within a reasonable length of time not to exceed forty-five (45) days from the date the request is received.

D. Parents/legal guardians or eligible students may, by written request to the principal of the school, challenge the content of student records in order to ensure that the records are not inaccurate, misleading, or otherwise in violation of the privacy or other rights of students. Additionally, parents/legal guardians or eligible students have the right to seek to amend education records. Such requests may become a part of the record at the discretion of the parent/legal guardian or eligible student.

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Within ten (10) school days after receiving such a notice from a parent/legal guardian or eligible student, the principal shall notify the parent/legal guardian or eligible student in writing of the principal's decision and the reasons for the decision. The parent/legal guardian or eligible student shall have the right to appeal this decision to the superintendent or designee, within ten (10) school days after receipt of the principal's letter. The superintendent or designee, within fifteen (15) working days of receipt of such an appeal, shall hold a hearing with the parents/legal guardians and/or eligible student.

The parent/legal guardian or eligible student shall be informed in writing of the date and time of the hearing. Such notification shall be well in advance of the hearing date to allow time for the parent/legal guardian or eligible student to engage legal counsel and prepare and assemble any evidence the parent/legal guardian or eligible student wishes to present.

The superintendent or designee shall make his/her decision in writing within five (5) working days after conclusion of the hearing. The parent/legal guardian or eligible student shall be notified of the decision by certified mail.

E. Directory information is information not generally considered harmful or an invasion of privacy if disclosed.

The LCSD has designated the following information as public directory information for a directory of pupils maintained by the school: student's name, grade level, and school photograph of the pupil.

Pursuant to the No Child Left Behind Act of 2001, the LCSD shall provide access to secondary school students' additional directory information per the request of armed forces recruiters. An eligible secondary school student or the parent of non-eligible students may request that this information not be released without prior written parental or eligible student consent.

The LCSD has designated the following information as additional directory information for armed forces recruiting purposes (20 U.S.C. § 7908): student's name, address, telephone listing, grade level, and school photograph.

The LCSD has designated the following information as internal directory information for the purpose of conducting school related business and creating official publications of the school: ~~This includes a~~ student's name, address, grade level, date

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and place of birth, photographs, participation in officially recognized activities and sports, weight and height if a member of an athletic team, years of attendance, degrees and awards received, and school attended.

Photographs will only be considered directory information when used in printed school publications including the annual yearbook, playbills, honor roll or other recognition lists, graduation programs, newsletters, and sports activity programs/sheets.

Except as provided in NRS 388 et seq., or as necessary to provide instructional programming and services or wrap-around services to a pupil, **the LCSD and the schools within the LCSD shall not disclose the phone number or address of any student and the student's parents/legal guardians** to any third party unless required by law or a subpoena, warrant or order issued by a court of competent jurisdiction.

A third party may request the public directory information of students (student's name, grade level, and school photograph of the pupil) by submitting a written request to the school that contains:

1. the date of the request;
2. the purpose for which the third party will use the requested information; and
3. either:
    a. If the information is requested for a journalistic purpose, an affirmation that the requested information will only be used for a journalistic purpose and sufficient documentation to demonstrate that the person requesting the information is a reporter or editorial employee who is employed by or affiliated with a newspaper, press association or commercially operated, federally licensed radio or television station; or
    b. If the information is not requested for a journalistic purpose, an affirmation that the requested information will only be used for the purpose described and that such information will not be sold, transferred or distributed to any other party.

The requesting third party must complete and sign the *Lyon County School District Third-Party Public Directory Information Request Form* located in Appendix E.

NOTE: Student directory information will not be released to any third party who does not provide a benefit to the student(s) and/or school.

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Public ~~D~~directory information and additional directory information for armed forces recruiting purposes may be made available without consent of parents/legal guardians or eligible students, provided that public notice has been made. A reasonable period of time must elapse between issuance of public notice and release of information to allow parents/legal guardians or eligible students to request that directory information not be released. Registration materials and beginning of the year school forms will inform parents of the right to restrict the distribution of public directory information and additional directory information for armed forces recruiting purposes. This request may be rescinded in writing by a parent/legal guardian or eligible student at any time.

F. Information other than directory information is inaccessible without the written consent of the parent/legal guardian or eligible student. Exempt from this ruling are the following agencies and persons:

1. School officials who have a "legitimate educational interest" which may include:

a. Board of School Trustees;
b. Administrators;
c. Licensed employees;
d. School Resource Officers
e. Support staff; and
f. Contractors, consultants, volunteers, and other outside parties performing outsourced institutional services or functions.

"Legitimate educational interest" is defined as any activity having a direct effect on advancing a student's educational level, coupled with a concern for the student's social, emotional, and/or physical welfare.

2. Officials of other schools or school systems in which a student intends to enroll or where the student is already enrolled so long as disclosure is for the purposes related to the student's enrollment or transfer.

3. Authorized representatives of the Comptroller General of the United States and of the Secretary of Education; heads of certain educational agencies and state educational authorities; provided that access to student records is necessary in connection with the audit and evaluation of a federally supported program or for the enforcement of federal legal requirements in connection with such a program,

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and that unless specifically authorized by federal law, no information is included which would permit the personal identification of students or parents/legal guardians after the data has been collected.

4. Representatives of accrediting organizations in order to carry out their accrediting functions.

5. Contracted organizations conducting studies and/or test-related services for the District.

6. Federal and state agencies in connection with student applications for, or receipt of, financial aid.

7. Child welfare services (NRS 432B et seq.)

G. Any authorized persons receiving directory information or who request or obtain access to a student record must indicate in writing the date and specific reason for the request. These persons must verify in writing that they will not use directory information for any other purpose than indicated in the submitted request and that they will not sell said information to other parties.

~~Student directory information may not be released to commercial businesses for the purpose of advertising or marketing.~~

~~Pursuant to the No Child Left Behind Act of 2001, the LCSD shall provide access to secondary school students' names, addresses, and telephone listings per the request of military recruiters or institutions of higher education. A secondary school student or the parent of the student may request that the student's name, address, and telephone listing not be released without prior written parental consent.~~

The following organizations may receive directory information if the submitted written request is deemed by the superintendent's designee to have an educational benefit to the students:

1. Contracted organizations providing a service/product to the school.

2. Nonprofit postsecondary institutions requesting directory information, high school students' ranking and/or cumulative grade point averages.

H. Information may be released to others only:

1. With the written consent of the parent/legal guardian or eligible student specifying the records to be released, the reasons for such release, to whom and use to be made of the information; and with a copy of the records to be released transmitted to the parent/legal guardian or eligible student upon request.

2. When such information is furnished in compliance with judicial order or pursuant to any lawfully issued subpoena, upon the condition that the parent/legal guardian or eligible student is notified in advance of the compliance by the school with the subpoena or court order. Schools and/or the District have 10 days to comply with such a request per NRS 392.029.

If after reasonable effort, the parent/legal guardian or eligible student cannot be reached, the court order or subpoena must be honored. Questions regarding judicial orders and subpoenas may be resolved in consultation with the Office of the General Counsel.

3. In cases where there is an articulable and significant threat to the health or safety of a student or other individuals, considering the totality of the circumstances.

I. Periodic review procedures shall be established for students' educational records in order to ensure accuracy and relevancy.

J. The District shall give parents/legal guardians of students in attendance or eligible students in attendance annual notice of their rights under the Family Educational Rights and Privacy Act. The notice shall also inform parents/legal guardians or eligible students that copies of this District administrative regulation are available on the District's website at *www.lyoncsd.org* or upon request from any LCSD school's main office.

K. Through this annual notice, parents/legal guardians, or eligible students will be informed that they have the right to file a complaint with the Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, S.W., Washington, D.C. 20202-4605, if the District fails to comply.

L. Any questions or unusual requests should be referred to the superintendent or designee.

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II. Protection of Pupil Rights Amendment (PPRA) ***Note:*** *see LCSD Board Policy JF - Protection of Pupil Rights - Student Surveys*

The Protection of Pupil Rights Amendment (PPRA) (20 U.S.C. § 1232h; 34 CFR Part 98) applies to programs that receive funding from the U.S. Department of Education (ED). The Protection of Pupil Rights Amendment is intended to protect the rights of parents and students in two ways:

A. It seeks to ensure that schools and contractors make instructional materials available for inspection by parents if those materials will be used in connection with a U. S. Department of Education funded survey, analysis, or evaluation in which their children participate; and

B. It seeks to ensure that schools and contractors obtain written parental consent before minor students are required to participate in any U. S. Department of Education funded survey, analysis, or evaluation that reveals information concerning:

1. Political affiliations;
2. Mental and psychological problems potentially embarrassing to the student and his/her family;
3. Sex behavior and attitudes;
4. Illegal, antisocial, self-incriminating and demeaning behavior;
5. Critical appraisals of other individuals with whom respondents have close family relationships;
6. Legally recognized privileged or analogous relationships, such as those of lawyers, physicians, and ministers;
7. Religious practices, affiliations, or beliefs of the students or parents; or
8. Income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program).

Parents or students who believe their rights under the Protection of Pupil Rights Amendment may have been violated, may file a complaint with the U. S. Department of Education by writing to the Family Policy Compliance Office. Complaints must contain specific allegations of fact giving reasonable cause to believe that a violation of the Protection of Pupil Rights Amendments occurred.

For additional information or technical assistance, you may call (202) 260-3887 (voice). Individuals who use TDD may call the Federal Information Relay Service at 1-800-877-8339.

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APPENDIX A

LYON COUNTY SCHOOL DISTRICT
Notification of Rights under FERPA

The Family Educational Rights and Privacy Act (FERPA) affords parents and students over 18 years of age ("eligible students") certain rights with respect to the student's education records. These rights are:

(1) The right to inspect and review the student's education records within 45 days of the day the School receives a request for access. Parents or eligible students should submit to the School principal a written request that identifies the record(s) they wish to inspect. The School principal or other official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

(2) The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA. Parents or eligible students who wish to ask the School to amend a record should write the School principal, clearly identify the part of the record they want changed, and specify why it should be changed. If the School decides not to amend the record as requested by the parent or eligible student, the School will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

(3) The right to privacy of personally identifiable information in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the School as an administrator, supervisor, instructor, or support staff member (including health or medical staff); student teachers and related service interns; a person serving on the School Board; a person or company with whom the School has outsourced services or functions it would otherwise use its own employees to perform (such as an attorney, auditor, medical consultant, or therapist); a parent or student serving on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

Upon request, the School discloses education records without consent to officials of another school district in which the student seeks or intends to enroll, or is already enrolled if the disclosure is for purposes of the student's enrollment or transfer.

(4) The right to file a complaint with the U.S. Department of Education concerning alleged failures by the School to comply with the requirements of FERPA. The name and address of the federal Office that administers FERPA are: Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, SW, Washington, DC 20202-5920.

Directory Information: Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can also be disclosed to ~~outside organizations~~ a third party without a parent's or eligible student's prior written consent. Directory information may be released to ~~agencies, institutions, the military, or businesses for the purpose of providing students with yearbooks, class rings, graduation announcements, athletic apparel, school pictures, scholarship opportunities, or~~

~~other~~ to a third party under specific conditions outlined in NRS 388 et seq. for purposes that benefit the student and/or school. ~~Directory information will not be released when the purpose is primarily for commercial or sectarian use.~~ The Lyon County School District and NRS 388 et seq. has designated the following information as public directory information: student's name; ~~address; telephone listing; electronic mail address;~~ school photograph; ~~date and place of birth; major field of study;~~ and grade level~~; dates of attendance (but not attendance on a particular day); participation in officially recognized activities and sports; weight and height of members of athletic teams; degrees, honors and awards received; and the most recent educational agency or institution attended~~. The Lyon County School District has designated the following information as additional directory information for armed forces recruiting purposes (20 U.S.C. § 7908): student's name, address, telephone listing, grade level, and school photograph.

Unless individual written objection to release such directory information is received by Lyon County School District from the parent or eligible student, any of the above information may be released in accordance with the purposes stated. All objections ~~should~~ must be filed in writing with your student's school principal using the "Student Directory Information Opt Out Form". Contact your child's school or the District office to request an opt out form.

LYON COUNTY SCHOOL DISTRICT
Notification of Rights under the Protection of Pupil Rights Amendment (PPRA)

PPRA affords parents certain rights regarding our conduct of surveys, collection and use of information for marketing purposes, and certain physical exams. These include the right to:

- *Consent* before students are required to submit to a survey that concerns one or more of the following protected areas ("protected information survey") if the survey is funded in whole or in part by a program of the U.S. Department of Education (ED):
    1. Political affiliations or beliefs of the student or student's parent;
    2. Mental or psychological problems of the student or student's family;
    3. Sex behavior or attitudes;
    4. Illegal, anti-social, self-incriminating, or demeaning behavior;
    5. Critical appraisals of others with whom respondents have close family relationships;
    6. Legally recognized privileged relationships, such as with lawyers, doctors, or ministers;
    7. Religious practices, affiliations, or beliefs of the student or parents; or
    8. Income, other than as required by law to determine program eligibility.

- *Receive notice and an opportunity to opt a student out of*:
    1. Any other protected information survey, regardless of funding;
    2. Any non-emergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of a student, except for hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required under State law; and
    3. Activities involving collection, disclosure, or use of personal information obtained from students for marketing or to sell or otherwise distribute the information to others.

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- *Inspect,* upon request and before administration or use:
    1. Protected information surveys of students;
    2. Instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes; and
    3. Instructional material used as part of the educational curriculum.

These rights transfer to from the parents to a student who is 18 years old or an emancipated minor under State law.

The Lyon County School District (LCSD) has developed and adopted policies, in consultation with parents, regarding these rights, as well as arrangements to protect student privacy in the administration of protected information surveys and the collection, disclosure, or use of personal information for marketing, sales, or other distribution purposes. LCSD will directly notify parents of these policies at least annually at the start of each school year and after any substantive changes. LCSD will also directly notify, such as through U.S. Mail or email, parents of students who are scheduled to participate in the specific activities or surveys noted below and will provide an opportunity for the parent to opt his or her child out of participation of the specific activity or survey. LCSD will make this notification to parents at the beginning of the school year if the District has identified the specific or approximate dates of the activities or surveys at that time. For surveys and activities scheduled after the school year starts, parents will be provided reasonable notification of the planned activities and surveys listed below and be provided an opportunity to opt their child out of such activities and surveys. Parents will also be provided an opportunity to review any pertinent surveys.

Following is a list of the specific activities and surveys covered under this requirement:

- Collection, disclosure, or use of personal information for marketing, sales or other distribution.
- Administration of any protected information survey not funded in whole or in part by ED.
- Any non-emergency, invasive physical examination or screening as described above.

Parents who believe their rights have been violated may file a complaint with: Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, SW, Washington, D.C. 20202-5920.

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APPENDIX B

LYON COUNTY SCHOOL DISTRICT
Family Educational Rights and Privacy Act (FERPA)
STUDENT DIRECTORY INFORMATION OPT OUT FORM
School Year _____

Parents/Eligible Students: In accordance with the Lyon County School District's "Notification of Rights under FERPA and NRS," you have provided a written objection to release directory information contained in your child's education records. By checking the applicable box(es) below, you may ~~either~~ opt out of the release of all public directory information (Option A), and/or you may ~~limit your~~ opt out ~~to name, address, and telephone number to be~~ of the release~~d~~ of additional directory information to ~~military~~ armed forces recruiters (Option B).

☐ **A. OBJECTION TO RELEASE OF ANY PUBLIC DIRECTORY INFORMATION ~~(COMPREHENSIVE OPT OUT)~~**

TO: (Principal's Name)_____
SCHOOL: _____
REGARDING: (Student's Name – Please print) _____

I object to the district releasing public directory information to any third party (student's name; ~~address; telephone listing; electronic mail address;~~ photograph; ~~date and place of birth; major field of study,~~ and grade level~~; dates of attendance (but not attendance on a particular day); participation in officially recognized activities and sports; weight and height of members of athletic teams; degrees, honors and awards received; and the most recent educational agency or institution attended~~) ~~about my student~~ during this school year. I understand this means exclusion from school documents that typically are made public, such as class pictures, yearbooks, graduation programs, honor roll and other recognition lists, sports activity and theatrical programs. I also understand that this means exclusion of my child's ~~name, address and phone number from the student~~ public directory information~~;~~ from other documents relating to school-related organizations and activities. Finally, I understand this means that my student will not be included in district/school video~~tape~~, audio recording, television and still photograph productions, and news media interactions.

Parent/Eligible Student Signature _____
Date_____

Parent/Eligible Student Name (Printed)_____

(turn over)

□ B. OBJECTION TO RELEASE OF ~~NAME, ADDRESS, AND TELEPHONE NUMBER~~ ADDITIONAL DIRECTORY INFORMATION TO ~~MILITARY~~ ARMED FORCES RECRUITERS

TO: (Principal's Name)_____
SCHOOL: _____
REGARDING: (Student's Name – Please print) _____

I object to the district releasing the student's name, address, ~~and~~ telephone listing, grade level, and school photograph ~~number~~ of the student named above to ~~military~~ armed forces recruiters during this school year. I understand that once this form has been signed ~~by either the student or a parent~~, only a parent or eligible student may change it. I also understand that if I want to change it, the parent or eligible student must notify the principal in writing that the form is no longer in effect and that student information may be released.

Parent/Eligible Student Signature _____
Date_____

Parent/Eligible Student Name (Printed)_____

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APPENDIX C

LYON COUNTY SCHOOL DISTRICT PARENT/ELIGIBLE STUDENT CONSENT TO RELEASE STUDENT EDUCATION RECORDS PROTECTED UNDER THE FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

I hereby authorize the Lyon County School District (LCSD) to allow the party listed below access to my student's confidential education records protected by the FERPA. I understand that I may revoke this authorization at any point and that the authorization will remain in effect until June 30th of the current school year.

Please print student information below

Last Name	First Name	Middle Initial	Birthdate
Please describe the purpose of the release below.			

Please check the box next to the records you are authorizing for release.

	All Education Records		Assessments		Family Contact Information
	Transcripts		Health		Other, please specify:
	Grades		Assignments		
	Behavior/Discipline Logs		Schedule		Other, please specify:
	Attendance		Reports		

_____

Name of individual and/or program to whom you are authorizing release

_____

Address of individual and/or program

_____

Phone number and email of individual and/or contact person of the program

_____ _____ _____

Parent/Eligible Student Signature Parent/Eligible Student Printed Name Date

Lyon County School District Official Use Only		
Records provided on (date):	Records provided to (name):	Employee Signature:

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APPENDIX D

LYON COUNTY SCHOOL DISTRICT PARENT CONSENT TO RELEASE OR EXCHANGE CONFIDENTIAL INFORMATION

Student Name_____ **Birthdate**_____
School_____ **Grade**_____

As required by the Family Educational Rights and Privacy Act (FERPA), the LCSD must obtain written consent before releasing or exchanging education records with certain persons or agencies outside of the school district. We are seeking your consent to release or exchange records for the following reasons:

- ☐ We need additional information about your child in order to improve the services or programs we provide to him or her.
- ☐ The person, agency, or program listed below needs information from the school district in order to provide or arrange services for your child.
- ☐ Other:_____

The school district seeks to release or exchange the following types of information with the agency or program identified below. Parents/guardians must initial each approved area for release.

	Initials		Initials		Initials
medical evaluations	_____	psychiatric evaluations	_____	psychological evaluations	_____
academic tests	_____	discharge summary	_____	other	_____

NOTE: The LCSD is obligated by FERPA and IDEA to confidentially maintain student education records.

Person, agency, or program with whom exchange or release is sought:

Name: _____

Address: _____

City, State, Zip Code: _____

Phone/Email: _____

I give consent for the LCSD to release or exchange information with the above-named person, agency, or program for the purpose described. This authorization may be revoked at any time, except to the extent that action is already taken. Authorization expires 90 days from the date of signing.

_____ _____
Parent/Guardian/Eligible Student Signature Date

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APPENDIX E

Lyon County School District
Third-Party Public Directory Information Request Form

I. REQUESTOR INFORMATION

Organization Name: _____

Representative Name/Title: _____

Purpose of Request: _____

_____

_____

_____

_____

(e.g., non-profit educational support, athletic recruitment, local news media)

Date of Request: _____

II. AUTHORIZED DISCLOSURE CATEGORIES

Nevada law, specifically **Nevada Assembly Bill 6 (2025)**, restricts the disclosure of student directory information except those items listed below.

Select the information you are requesting:

- [ ] Student Name
- [ ] Student Grade Level
- [ ] Student School Photograph

III. DATA USE & SECURITY AGREEMENT

By signing this request, the Third-Party Requestor agrees to the following legally binding conditions under Nevada law:

1. **No Re-Disclosure:** The information provided shall not be shared, sold, or distributed to any other party without additional written consent from the parent or the District.
2. **Limited Use:** The information will be used *only* for the purpose stated in Section I.

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3. **Data Destruction:** The requestor agrees to securely destroy or return all student data once the stated purpose has been fulfilled.
4. **AB6 Compliance:** The requestor acknowledges that Nevada law provides enhanced penalties for the unauthorized use or disclosure of student contact information.

V. SIGNATURE OF REQUESTOR

I certify that the information requested is for a legitimate interest and that my organization will handle all student data in compliance with FERPA and NRS (AB6 of the 2025 Special Session).

Signature: _____ **Date:** _____

For School/District Office Use Only

- [ ] If for journalistic purposes, the requestor provided sufficient documentation and a copy has been made for verification records.
    - Type of documentation/identification: _____
- [ ] Signature of the requestor is affixed signifying data and security agreement.
- [ ] Approved for Public Directory Information only.
- [ ] Denied. Reason(s): _____

Approving Official's Name/Title: _____

Approving Official's Signature: _____

Date: _____

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