

PART I: IDENTIFYING INFORMATION AND PLAN SELECTION

Please provide information below specific to your district, along with relevant contact information

School District	Nye
School Year	2025 - 2026

Authorized Contact #1	Marissa Munger
Contact's Title	Executive Secretary
Contact's Email	mmunger@nyeschools.org
Contact's Phone	(775) 727-7743

Authorized Contact #2	Raymond Ritchie
Contact's Title	Chief Operating Officer
Contact's Email	rritchier@nyeschools.org
Contact's Phone	(775) 727-7743

Districts may select any of the following, as applicable:

- *Regular Plan* – reporting and variances for grades K-3 as prescribed in NRS 388.700(1)
- *Regular Plan with Elective Reporting* – reporting and variances for grades K-3 as prescribed in NRS 388.700(1); opted into reporting and variances for grades 4-6 in alignment with NRS 388.720 for the purposes of data expansion
- *Alternative Plan* – reporting and variances for grades K-6 as prescribed in NRS 388.720

Plan Selection	Alternative Plan
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Goals for SY25-26 as it relates to Class Size Ratios:	Receive funding to provide paraprofessionals to Kindergarten classrooms again
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District plan to assess and monitor progress toward the goal:	Work with the Director of Grants to apply for grants and add positions as funding becomes available.
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PART II: RATIOS, VARIANCES, AND SHORTAGES

Please provide the following information for the 2025-26 school year related to the projected district-level class size ratios and the anticipated number of variances by grade.

Projected District-Level Class Size Ratios

Based on the number of enrolled students in each grade and the number of educators employed for the school year, the district must provide the estimated district-wide class size ratios for the school year.

Projected Ratios

K	1	2	3	4	5	6
21	20	19	21	24	23	

Supporting documentation, to include the total number of educators contracted for SY25-26, disaggregated by the count of substitutes, substitute teachers in long-term positions, and educators by license classification; the total number of vacancies; the total number of vacancies calculated pursuant to NRS 391.135; and the total number of students enrolled in grades K-3 disaggregated by grade should be provided as attachments.

Anticipated Number of Variances by Grade

Based on the above ratios combined with the allocation of educators across schools within the district, the district must report the estimated number of variances by grade the district will be requesting for the school year.

Projected Variances

K	1	2	3	4	5	6
5	1	1	3	2	1	

Supporting information, to include the number of schools the district anticipates will require a variance; the number of classrooms within each school that will require a variance, separated by grade; and the number of schools that will be requesting a variance due to facility limitations, should be provided as attachments.

Additional Notes for Ratios/Variances Projected

We are projecting that we will need variances for five schools total. The first school is Floyd Elementary School with a variance in K, 2, 3, 4, and 5. The second school is Hafen Elementary School with variances in K, 1, 3, and 4. The third school is J.G. Johnson Elementary School with variances in K. The fourth school is Manse Elementary School with variances in K and 3. The final school is Tonopah Elementary School with variances in K. The first 4 schools have self-contained classrooms in which the teachers are not included in the total teacher count, thus inflating the student/teacher ratios.

PART III: DISTRICT PLAN TO REDUCE CLASS SIZE RATIOS

Strategies to Reduce Class Sizes

Please describe the three primary strategies that the district will be utilizing in their efforts to reduce class size ratios, to include class configurations (i.e., team teaching), recruitment efforts, placement or assignment of teachers (i.e., targeting specific schools or grades), and facility arrangement (i.e., expanding or combining classroom facilities, zone variances, etc.). These strategies should align with the use of funds, variance justifications, and the school-level plans for class size reduction. What programs are involved in these efforts? Please provide attachments as necessary.

In Pahrump, our largest community, we have already reduced zone variances to try and mitigate the classroom sizes. We have formed a committee to look at zoning in Pahrump to see if rezoning would solve the enrollment/class size numbers at each school. Due to the size of Pahrump and the location of the elementary schools, rezoning would not immediately solve the class size numbers. We have previously allocated additional teacher positions at our largest schools, but with new housing developments going in, the class sizes have continued to increase. Many of the schools no longer have the space to put in new classroom and it would require to add modulars to their campuses.

Many of our zone variances are for our Kindergarten classrooms. Over the last two years, we placed Kindergarten paraprofessionals in each K classroom using grant funds. This year, we did not get the funding to be able to continue to provide this support to those classrooms.

Strategies to Mitigate the Impact of Class Sizes

Pursuant to NRS, paraprofessionals, student teachers, specialists, and educators licensed in special education, art, music, library sciences, or physical education do not qualify for calculation of the class size ratio. However, NDE recognizes that additional educators and support staff in the classroom may have a sizeable impact on the quality of education received. Please describe additional strategies in place to mitigate existing class size ratios in excess of the target ratio, particularly around the use of support personnel and/or station rotations with small group instruction, reading specialists, etc. Please provide attachments as necessary.

We have instructional coaches, EL specialists, and GATE/Enrichment specialists assigned to each site throughout the school district to support small group instruction and additional instructional supports for students. Elementary schools in Pahrump (Floyd, Hafen, J.G. Johnson, and Manse) all have at least 3 specials for students to attend throughout the day. Our smaller communities have 1-2 specials for students to attend.

NCSD also partners with various universities to provide student teaching internships, where a student teacher is leading instruction with oversight from the regular classroom teacher. Some school sites have self-contained classrooms which services a select population of students who numbers are reflected in the general classroom sizes.

Use of Funds

Please describe the anticipated use of funds, identified by funding stream (i.e., federal grant, state, etc.) to support class size reduction efforts in your district. Please note that while categorical class size reduction funding was rolled into the Pupil-Centered Funding Plan (PCFP) for flexible use, funding within the PCFP may still be allocated toward class size reduction efforts. Please provide approximate amounts of funding by use (i.e., recruitment efforts, new educator salaries, etc.), alignment with identified strategies, and as applicable, school-level class size reduction efforts. Please provide attachments as necessary.

All additional elementary teaching positions added for the 2025-2026 school year have come from the PCFP. The raise for teacher salaries also came from the PCFP. The incentives used to recruit new teachers were provided through a grant. Our Instructional Coaches and Specialists are funded through the PCFP and grants.

SY25-26 Goals

Please describe the specific goals identified for SY25-26 as it relates to class size ratios. How does the district intend to assess and monitor progress toward this goal? Please provide attachments as necessary.

Kindergarten and third grade have the most variances for our school district. With the loss of the Kindergarten paraprofessionals, the goal would be to bring these positions back to provide assistance with the larger class sizes. Ideally, having another grant like the Early Literacy Grant which previously covered these paraprofessionals, would be the best option. Many of our schools do not have the space to add in additional classrooms. We will continue to apply for grants and use any funding we receive to support additional help in the classrooms. We will work with the Director of Grants to continuously apply for grants that will help mitigate the large class sizes.

PART IV: CERTIFICATION

Please include the signature of the district superintendent and an education association representative on this certification prior to submission of this application.

I, Marissa Munger , hereby certify that:

- ☒ To the best of my knowledge the information contained in this application is correct and in accordance with Nevada Revised Statute 388.720;
- ☐ That the plan contained herein has been developed with the following recognized associations representing licensed educational personnel: NCCTA ; and
- ☐ That the local Board of Trustees has authorized me to file this plan and such action is recorded in the minutes of the Board's meeting held on 10/16/25 .

Education Association:		Date:	
Signature:			

District Superintendent:	Joseph Gent, Ed.D	Date:	10/1/25
Signature:			