

Agenda

Lyon County School District Board of Trustees

A Board of Trustees/Executive Cabinet Workshop of the Board of Trustees of Lyon County School District will be held Saturday, March 19, 2016, beginning at 9:00 AM at the Professional Learning Center (PLC), 3800 W. Spruce Ave, Silver Springs, NV 89447.

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

1. CALL TO ORDER
2. PLEDGE OF ALLEGIANCE
3. WELCOME OF GUESTS
4. APPROVAL OF AGENDA: Move:_____ Second:_____ Vote:_____
5. PUBLIC PARTICIPATION: Opportunity for Citizens to Address the Board (no action will be taken on any item until it is properly agendized). Items raised under this portion of the agenda cannot be deliberated or acted upon until the notice procedures of the open meeting law have been met. If you wish to speak on a matter not listed on the agenda, please step up to the front table, be seated, and clearly state your name. In consideration of others please avoid repetition. Your comments must be limited to no more than three minutes. Should you have more comments, you may submit them in writing to the Board Clerk. Comments directed to the Board as a whole, personal attacks, or slanderous remarks shall not be allowed. Any restrictions on comments by the general public: Any such restrictions must be reasonable and may restrict the time, place and manner of the comments, but may not restrict comments based upon viewpoint.
6. **(ITEMS FOR DISCUSSION ONLY)** 4
 - A. Superintendent Assurances
 - B. Trustee Assurances
 - C. Trustee/Superintendent Communication Protocol
 - D. LCSD Support Model
 - E. Curriculum Updates
 - F. Instructional Updates
 - G. Assessment Updates
 - H. Strategic Plan Update
 - I. Communication Plan Update
 - J. Master Facility Plan Update
 - K. Legislative Update
 - L. Staffing Update
 - M. Nevada Educator Performance Framework Update
 - N. School Performance Plan Presentation by Principals
 - O. State of the District Report Policy: What and when?

- P. Family Engagement/Public Relations Policy
- Q. Board Professional Responsibilities
- R. Executive Cabinet Presentations to the Board
- S. Board Member Frequently Asked Questions Information Card

7. **(DISCUSSION AND POSSIBLE ACTION)** Discussion and possible action of future agenda items. Move: ____ Second: ____ Vote: ____

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

LYON COUNTY SCHOOL DISTRICT STATEMENT OF NONDISCRIMINATION AND ACCESSIBILITY

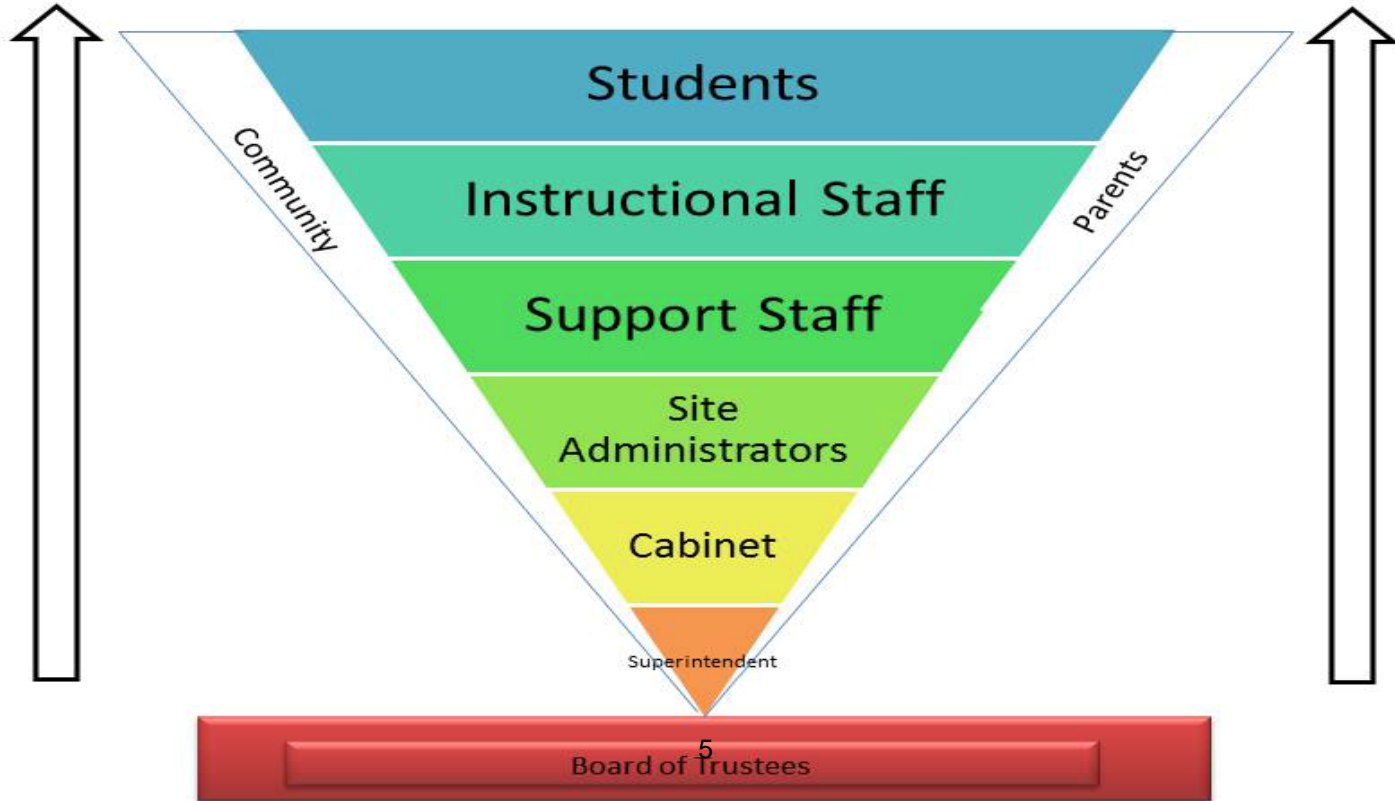
The Lyon County School District does not discriminate on the basis of race, color, national origin, gender, disability or age in any of its policies, procedures, or practices, in compliance with Title VI of the Civil Rights Act of 1964 (pertaining to race, color, and national origin), Title IX of the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

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

Lyon County School District Board/Cabinet Retreat

June 20, 2015

Lyon County School District Support Model



Superintendent Assurances

(Black from 2012, Red is new)

- ∅ 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 and transparent manner.
- ∅ Have visible presence at District schools.
- ∅ Treat all Board members equally.
- ∅ Work collaboratively with all stakeholders in promoting continuous improvement.

Trustee Assurances

Created in Summer 2012

- Ø Follow proper protocols with respect to communication.
- Ø Let the Superintendent do his job – not direct him like a puppet.
- Ø Be honest and open with the Superintendent.
- Ø Support the schools and staff within their communities.
- Ø Treat recommendations by administrative staff with respect.
- Ø Provide clear expectations for the Superintendent and reinforce those with meaningful evaluations.

LCSD Trustee/Superintendent Communication Protocol

(August 7, 2012 agreement)

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.

As individual trustees receive 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 time⁸, communication on the weekends will be limited to emergency situations, so far as is feasible.



Every Student... Every Classroom... Every day...

Curriculum, Instruction, and Assessment



Every Student... Every Classroom... Every day...

Science

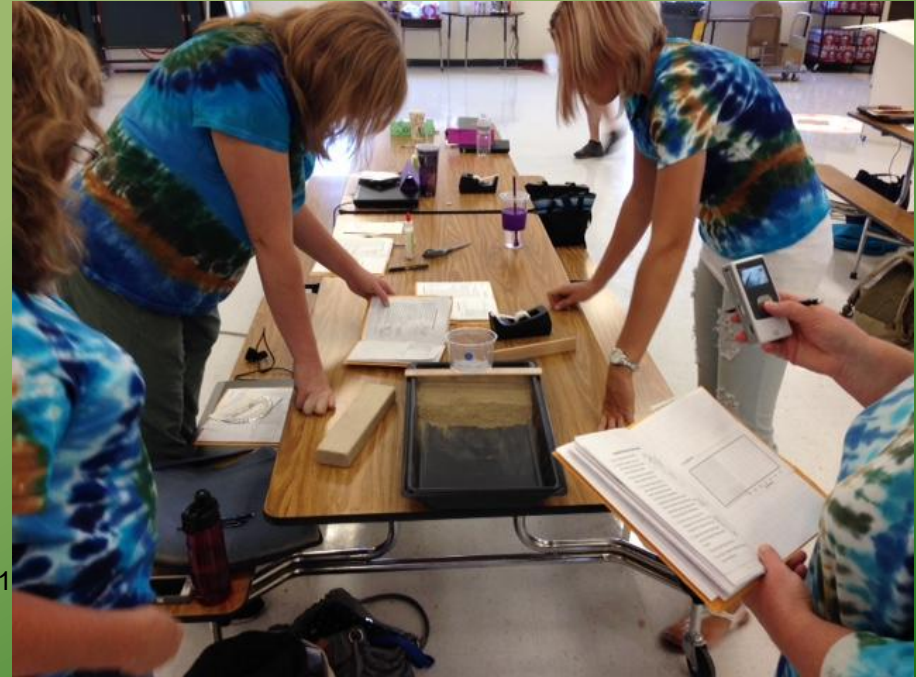
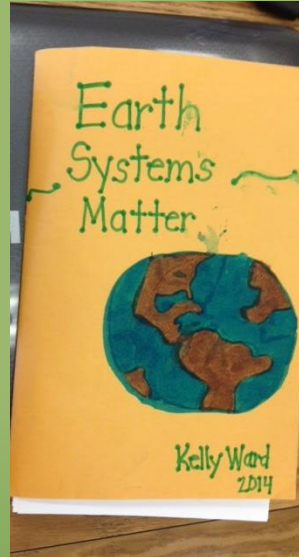
NGSS Standards for Earth, Physical, and Life Science with Engineering

[Why New Standards](#)



Every Student... Every Classroom... Every day...

Hands On Activities with FOSS Kits



Lyon County School District



Every Student... Every Classroom... Every day...





Every Student... Every Classroom... Every day...

Math

New Instructional Units that align with EngageNY

Support deeper student understanding of math concepts



Every Student... Every Classroom... Every day...

Math

Common Assessments

Computation and Equation Solving



Task oriented



Every Student... Every Classroom... Every day...

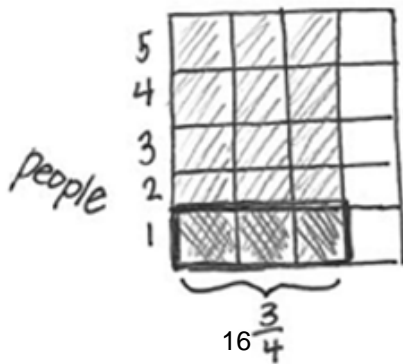
Math

1. Yasmine is having a birthday party with snacks and activities for her guests. At one table, five people are sharing three-quarters of a pizza. What equal-sized portion of the pizza will each of the five people receive?
 - a. Use a model (e. g., picture, number line, or manipulative materials) to represent the quotient.
 - b. Write a number sentence to represent the situation. Explain your reasoning.



Every Student... Every Classroom... Every day...

1. Yasmine is having a birthday party with snacks and activities for her guests. At one table, five people are sharing three-quarters of a pizza. What equal-sized portion of the pizza will each of the five people receive?
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Every Student... Every Classroom... Every day...

- b. Write a number sentence to represent the situation. Explain your reasoning.

Because there are 5 people, we found 1 out of the 5, which is $\frac{1}{5}$. I can represent the situation as:

$$\frac{3}{4} \div 5 = \frac{3}{4} \cdot \frac{1}{5} = \frac{3}{20}$$

1

The median values of the homes in two neighborhoods are the same. The interquartile range of the values for neighborhood P is less than the interquartile range of the values for neighborhood Q. Which statement about the homes in the neighborhoods is **most** likely true?

- A Neighborhood P has fewer homes than neighborhood Q has.
- B Neighborhood P has a lesser mean home value than neighborhood Q has.
- C Neighborhood P has a lesser maximum home value than neighborhood Q has.
- D Neighborhood P has home values closer to the median than neighborhood Q has.

3

This question is a two-part question.

A campground has two pricing options.

- Campers may supply their own tents and be charged \$17 a day to camp.
- Campers may pay a flat fee of \$30 to rent a tent and be charged \$12 a day to camp.

The system of equations below shows the total amount (t), in dollars, charged to camp for d days using each pricing option.

$$\begin{cases} t = 17d \\ t = 30 + 12d \end{cases}$$

PART 1

For what number of days are the pricing options equivalent?

- A 5 days
- B 6 days
- C 25 days
- D 29 days

PART 2

For what total amount, in dollars, are the pricing options equivalent? Enter your answer in the grid provided.



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English/Language Arts

Development of New Instructional Units -

- ❖ Input gathered from Mission Literacy Teachers
- ❖ Draft units were revised by Mission Literacy Teachers in May



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English/Language Arts

Professional Development

- ❖ Reading and Writing Institutes
- ❖ Follow up throughout year
- ❖ Specific topics during the year



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English/Language Arts

Common Assessments

Multiple Choice Assessments



Performance Based Assessment



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“You’re about to watch a video titled “Why Dogs Reduce Stress in the Classroom.” As you watch, think about the important ideas and information in the video. After the second viewing, fill in the outline in your booklet to capture one reason and more than one piece of evidence that the video offers to teach us why dogs reduce stress in classrooms. Be sure to include accurate text details – more than one - in your response. I’m showing it twice so that you have a chance to write down exact quotes the second time through. You may decide to use some of this evidence for your own essay.”

“Now you’ll have a chance to study an article about pets in classrooms. After reading this, fill in the outline in your booklet, finding a reason the article gives for why schools should allow pets in classrooms, and writing a quote from the article that explains that reason. Remember to quote directly so that you capture exactly what the text said. You may decide to use some of this evidence for your own essay.”

Lyon County School District

Imagine that your task is to convince your school principal either to allow pets in classrooms, or not allow pets in classrooms, based on the video and articles that you used for research. Write an argument essay stating and explaining your position on this issue.

Make sure you clearly state a claim supporting pets in classrooms or not allowing pets in classrooms, and then support that claim with evidence from the texts you've read and watched. Be sure to:

- Quickly plan how you will organize this letter – use the space below to plan.
- Introduce the claim and organize the reasons and evidence clearly.
- Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.
- Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons, such as *for example*, *for instance*, *in addition*, *moreover*, etc.
- Maintain the formal style of a persuasive essay/letter.
- Provide a concluding statement or section that follows from the argument.
- Quote directly from the texts you read and watched.



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Write your response to the following Writing Task in your Answer Document.

Katherine Mansfield was born in New Zealand in 1888 and lived there until she was nineteen years old. “At the Bay” is set in a fictional seaside settlement very similar to one where Katherine spent time during her childhood.

Write an essay that explains how the passage reveals her appreciation for the landscape and culture of her childhood. Support your explanation with sufficient and relevant details, examples, and quotes from the passage.



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English/Language Arts

Let's watch a teacher.

5th Grade Argument Lesson



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Sex Education

Progress to Date

- ❖ Standards have been identified
- ❖ High School materials have been identified

Next Steps

- ❖ Identify new committee members
- ❖ Identify middle school and elementary materials
- ❖ Bring recommendation to board by November



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Professional Development offered by LCSD

80+ days for ELA, math, science, social studies, grading - PreK - 12th grade



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WNC Jump Start

- 86 students participated
- Completion rate - 99%
 - A's & B's - 86%

Next steps - Associate's Degree courses



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CTE

New Funding



Every Student... Every Classroom... Every day...

Grading

Agreed Upon Parameters:

- ❖ Truthfulness
- ❖ Reliability
- ❖ Impartiality
- ❖ Understandability

Strategic Plan Update

A recommended firm will be presented to you at the June 23rd board meeting.

Communication Plan Update

Noble Studios is presenting the plan at the June 23rd board meeting.

Master Facility Plan Update

A recommended firm will be presented to you at the June 23rd board meeting.

Legislative Updates

See the handout entitled “NASS Summary List-Bills that Became Law” as well as the associated 2015 Leg Rpt’s #1 through #5.

SB 504 - New Bullying Bill

Changes the definition of “bullying” and “cyber-bullying” (again).

Shortens the timeline of investigation for administrators.

Creates an office at the state department with a 24 hour hotline.

We will be working to bring forward the policy change as soon as possible.

Effective July 1, 2015.

SB 391 - Read by 3 Bill

District must create a plan for all students to be reading at grade level by 3rd grade. We were already working on a plan for this before the law.

Must have a “Reading Strategist” at each elementary school.

Competitive grant funding will be available.

Effective July 1, 2015 and July 1, 2019.

AB 447 - Nevada Educator Performance Framework

Use of student achievement data pauses until the 2016-2017 school year when this will only be 20% of evaluation (10% state and 10% district). In 2017-2018, this jumps to 40% of overall evaluation (20% state and 20% district). This number used to be 50%.

Counselors, librarians, and other licensed personnel will not be included in this framework, but the state will develop separate evaluations for them.

The number of observations leading to an evaluation is based on the status of the teacher (Highly Effective, Effective, Minimally Effective, Ineffective).

AB 483 - Program of Performance Pay

Must develop a policy for a program of performance pay for the top 5% of teachers and administrators.

Program must be at least 5% of base salaries, but not exceed 10%. 5% is estimated to be approximately \$75,000.00.

The money must be set aside in 2015-2016 for payout in the 2016-2017 school year and every subsequent year.

Eliminates the requirement to negotiate this process and consideration must be given to the lowest rated schools per the NSPF.

SB 515 and 508

These are funding bills on which we are waiting for further clarification.

We will bring this to you as soon as we have it.

Pre-K Grant was approved!

At the May board meeting in Smith Valley, you approved new Pre-K positions contingent upon grant funding.

Grant funding was approved and the Curriculum and HR departments are working to fill those positions.

Staffing Update

33 teachers left district at the end of 2014-2015 (retirement, relocation, non renewal)

- a. 21 certified staff took advantage of the Early Notification Incentive \$1,000 bonus
- b. Exit surveys indicated 27% retired, 60% relocated, 6% compensation, 6% challenges with colleague
- c. The vast majority (76%+) were pleased with site and district leadership

18 positions still open as of June 15, 2015 (4.5 special education, 9.5 PreK-8th & 4 9th-12th)

- a. Spring recruiting trips to Utah, Oregon, California, and Reno
- b. 8.5 new positions (pre-K grant, ESL K grant)

Nevada Educator Performance Framework (NEPF) Update

2015-2016 - LCSD has transitioned from the Marzano Evaluation Tool to the Nevada Educator Performance Framework (NEPF) Tool

2014-2015 - Teachers received 12 hours of training on NEPF + 3 hours refresher when they return in August

2014-2015 - Site leaders received 24 hours of training on using NEPF + 5 hours when they return in late July

AB 447 provides changes to the NEPF, including removing the pupil achievement data requirement to evaluations for 2015-2016 (20% in 2016-2017 & 40% in 2017-2018); identifies the number of observations to an evaluation; includes evaluation of district administrators who supervise principals. More information will be available and clarified in the coming weeks.

School Performance Plan Presentations by Principals

Half present at the October and half at the November Board Meeting:

Principals present highlights of their school's performance data.

Principals present areas of opportunity for their school.

Principals present their plan to address the areas of opportunity (School Performance Plans).

Presentation are done in 5 to 7 minutes.

State of the District Report Policy

Member Bridget Peterson

Family Engagement/Public Relations Policy

1. How to make our schools more family friendly
2. Needs of ESL students and families
3. Building a district-wide feeling of optimism and excitement for learning

Member Bridget Peterson

Board Professional Responsibilities

Member Bridget Peterson

Executive Cabinet Presentation to the Board

Member Bridget Peterson

Board Member Frequently Asked Questions Information Card

President Neal McIntyre